

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Linguistics refers as the study of humankind speech including the units, nature, structure, and modification of language. Moreover, it refers to the scientific study of language and its structure, including the study of morphology, syntax, phonetics, and semantics. Specific branches of linguistics include sociolinguistics, dialectology, psycholinguistics, computational linguistics, literal- relative linguistics, and applied linguistics.

Related to linguistics, applied linguistics is linked to it as it is part of its name, which linguistics is occasionally appertained to as the ‘parent’ discipline. Moreover, it can be described as a broad interdisciplinary field of study concerned with results to problems or the enhancement of situations involving language and its users and uses (Bern, 2006). Besides, it refers to an interdisciplinary field of exploration and practice dealing with the practical problems of language and communication that can be linked, anatomized, or answered by applying available propositions, styles, or results of linguistics or by developing new theoretical and methodological frameworks in linguistics to work on these problems (International Association of Applied Linguistics (AILA) in Wei (2014). Likewise, it is using what people know about (a) language, (b) how it is learned, and (c) how it is used, to achieve some purposes or break some problems in the real world (Schmitt, 2010).

In relation to applied linguistics, educational linguistics is a group within it that forms a coherent and logically unified field (Spolsky, 1974). It is easily surfaced and inextricably linked to applied linguistics that it continues to have a symbiotic relationship with applied linguistics. Also, it integrates the exploration tools of linguistics and other affiliated disciplines of the social sciences to probe holistically the broad range of issues related to language and education (Hornberger, 2001).

Furthermore, Spolsky (2003) has put forth broad areas of educational linguistics namely first or second language pedagogy and teaching of reading, spelling, writing, listening, and speaking. Then, language teaching – first, second, and foreign come a part of applied linguistics as the development and enhancement of the classroom accession and capability in languages is a central educational concern for society (Bern, 2006).

Related to educational linguistics, it is largely through literal and political circumstances that language and education relate to English language teaching (ELT) and come prominent in applied linguistics. Nevertheless, the predominant notion of applied linguistics is to serve the requirements of language teaching, particularly ELT. Also, Hornberger (2001) delineates three major dimensions that characterize educational linguistics, they are 1) it represents a complementary integration of linguistics and education, 2) it provides in-depth logical sapience into a broad compass of issues related to language, and 3) it is problem- acquainted in its focus on specific ways in which proposition, exploration, policy, and practice-inter-relate.

Furthermore, English language teaching (ELT) continues to be a dynamic and complex moment (Renandya and Widodo, 2016). First, the English language itself has

experienced a dramatic change in terms of its use and users. It is now used by a much lesser number of people around the world and for far further different communicative purposes in different social settings (e.g., different workplaces and academic hassles).

Besides, in numerous places in the world, it has assumed a new part as an alternate or sanctioned language of the country where the language is extensively used in the classroom as the medium of instruction and for social and business purposes in the community. While there are countries in the world where English continues to have the status of a foreign language or a fresh language and has a restricted role in society, and it is believed that the language will soon assume a more important part in these countries.

Related to ELT, Stern (1983) describes the differences between foreign language and second language in terms of language functions, learning purposes, language terrain, and literacy styles. Furthermore, foreign language means the language used outside the country, and learning a foreign language is for tourism, communicating with native speakers, reading foreign journals, and so on. But the second language refers to the language that plays the same important part as the mother tongue.

Moreover, in Krashen (1982) explains that language is assimilated, grasped, and operated through two modules such as language acquisition (LA) that is unconscious and language learning (LL) that is the cognizant process. Then, in LA people are least concerned and even are unaware of the grammatical rubrics, syntactical patterns, and other correlated facets. While in LL, the notion that contrastingly, people

are well versed and conscious of the rules involved in that specific language being learned for predefined objectives (Krashen, 1982).

Then, Krashen (1985) differentiates the two different ways of gaining a target language, and there are two ways of developing ability in a target language: “acquisition” and “learning”. The acquisition means a subconscious process that is identical to the process used in first language acquisition in all important ways, while learning is defined as conscious knowing about a target language. While the acquisition is taking place, language learners are not always aware of the results; they are not very concerned with grammatical rules and error correction. They are gaining a target language by living in a society where the language is used in their daily lives. When language learners talk about the rules of a target language, they correct errors, and people in the society do not speak the target language, they are learning the target language.

Besides, Hussain (2017) describes the difference between language acquisition (LA) and language learning (LL) that LA is an intuitive route that transpires naturally devoid of any exertion or intention. During that process, the acquirer of the language is unaware of the grammatical conventions, or the syntactic structure of the language involved. All through the expansion of LA the learner necessitates a source of natural communication. It puts down emphasis on the memo and not the form that is why it is entitled communicative. Its deep-seated objective is to pass on the message or converse with the people around the apprentice. Meanwhile language learning is cognizant or intentional activity of erudition a language for one or the erstwhile drive. A learner

must contrive a laborious and systematic exertion to become skilled at or master a language unlike LA which he gets hold off exclusive of any methodical or even conscious involvement.

In relation to English as a foreign language (EFL), Broughton, Brumt, Flavell, Hill and Pincas (1978) mention two main kinds of motivation in foreign language learning namely instrumental and integrative. When people learn a foreign language instrumentally, they need it for functional purposes to be suitable to read books in the new language, to be suitable to communicate with other speakers of that language. The sightseer, the salesperson, the wisdom pupils are easily motivated to learn English instrumentally. When they learn it for integrative purposes, they are trying to identify much more nearly with a speech community that uses that language variety; they want to feel at home in it, and they try to understand the stations and the worldview of that community. For illustration, the immigrant in English-speaking countries and the second language speaker of English, though gaining mastery of different kinds of English, are both learning English for integrative purposes.

Furthermore, in a second language situation, English is the language of the mass media: newspapers, radio, and television are largely English media. English is also the language of official institutions—of law courts, local and central government—and education. It is also the language of large commercial and industrial organizations. Clearly, a good command of English in a second language situation is the passport to social and economic advancement, and the successful use of the appropriate variety of English identifies him as a successful, integrated member of that language community.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in society, such as in the United States or Malaysia. People in those countries emphasize on ability and fluency in communications of daily lives and they acquire English because they are exposed to the language in the society. They are not always aware of the process of gaining the language.

Then, the process of gaining English in Indonesia is regarded more as learning while in Malaysia more as acquisition. Moreover, it is not denied that the status of English in Indonesia is different from that in Malaysia. Moreover, in Malaysia, English is gained in the society where the people speak the language and English is a second language. Meanwhile, in Indonesia, English is learned only at schools and people do not speak the language in society and English is really a foreign language for language learners in Indonesia.

Related to learning English as a foreign language at schools for instrumental purposes, the interaction between teachers and students always occurs in the teaching and learning process in the classroom. Then, Richards, Platt and Platt (1992) describe that classroom interaction as the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. Regarding the teaching process in the classroom teachers should acquire the teaching variables in terms of gaining the goals successfully which consist of four important parts namely presage,

context, process, and product variables (Dunkin and Biddle, 1974). Moreover, the process variable or teaching behavior in which classroom interaction occurs relates to the presage variable of teachers such as their knowledge, experiences, and personalities. Besides, the environment as the context variable also has an impact on the process variable to gain the product variable or students' achievements.

In line with the classroom interaction as the process variable, student-teacher relationships and interactions are also complex and multicomponent systems (Pianta, Hamre, and Allen, 2012). Furthermore, the interactions are multi-component systems since teachers have their own knowledge and experiences before teaching and students also have their own knowledge and thoughts before joining the class, therefore, the classroom interaction will be dynamic and unpredictable.

In relation to classroom interaction, Kearsley and Shneiderman (1998) develop the five ways of engaging in teaching such as 1) developing creative teaching, 2) designing problem-solving, 3) Aiming at reason, 4) enabling students' decision-making, and 5) enabling students to evaluate. Moreover, Pedler, Yeigh and Hudson, 2020) develop the ways from Kearsley and Shneiderman (1998), and the ways of engaging students cognitively by making or providing the subject interesting active and collaborative learning, fun learning, enthusiasm, critical thinking, students' encouragement in asking questions, authentic activities, students' needs, relevant background knowledge, students' goals, interest and preferences, prompt feedback, and students' assessment.

Furthermore, Fredricks, Blumenfeld, and Paris (2004) classified engagement into three parts namely cognitive, behavior, and emotional/affective. The cognitive dimension rests in people's use of self-regulation strategies to plan and monitor their learning. The behavioral dimension refers to people's behavioral disposition and conduct when approaching and undertaking school-related behaviors including getting someone to comply with classroom and school instructions, making someone obey the rules, getting someone involved, and participating in classroom work and discussions. The affective dimension refers to getting people to have positive feelings, attitudes, interests, and perceptions when approaching school-related and this dimension is also often associated with school belongingness and value.

In line with online learning, Tallent- Runnels, Thomas, Lan, Cooper, Ahern, and Shaw (2006) describe that online classes are courses that are delivered fully on the internet. Web-grounded education uses the internet and communication technologies, set from the internet as an exploration tool to taking online classes. In some cases, the internet is also used to condense instruction, as in the use of a website to communicate information to scholars who are in a face-to-face class. The term online education is also used to describe any courses that are delivered to scholars who are not present in the same room. These might be delivered via WhatsApp, online courses, and google classroom. Moreover, e-learning may be used to describe any literacy that is electronically intermediated or eased by deals software (Tallent- Runnels et al, 2006).

Besides, online learning refers to a technology-grounded terrain where scholars must have supporting literacy tools like computers and an internet connection. Then, Anderson (2008) explains that online learning as a set of literacy processes that include

e-learning, internet literacy, distributed literacy, networked literacy, tele-learning, virtual literacy, computer-supported literacy, web-grounded literacy, and distance literacy.

Furthermore, online literacy not only changes the literacy system from a traditional model into some electronic format, but it also includes other essential rudiments similar to modifying the literacy arrangements, preparing the educational strategies, furnishing a complete educator, and furnishing a well-organized learning platform (Kuong, 2015). Then, online literacy leads to new advancements for scholars and preceptors to be more active and independent in real-life practice. Thus, online literacy should be designed to engage scholars to laboriously share in the literacy exertion and support the literacy system.

Platt, Raile, and Yu (2014) classify the distinction between offline and online learning grounded on three major aspects 1) Inflexibility, which allows scholars in online literacy to have lesser control over literacy time and place; 2) Interaction, in which in face-to-face literacy, scholars can get advanced commerce situations with teachers and other scholars as they can communicate directly; and 3) Knowledge gained, in which both online and offline learning show that scholars can have attained more knowledge whichever literacy mode they have.

Moreover, the previous study regarding engagement in offline situation shows that the quality of relationship interactions between teachers and students is fundamental to understanding how to make student engage in learning (Pianta, et al, 2012). This can be changed by providing teachers knowledge about developmental processes relevant to classroom interactions and substantiated feedback/support about

their interactive behaviors and cues). Then, successful students in achieving the goals in teaching depend on the teachers who have crucial roles in education (Savolainen, 2009).

Besides, teachers make countless numbers of decisions such as how to facilitate interactions with and among students, and positive teacher-student interactions are a primary ingredient of quality early educational experiences that launch future school success (Pianta, La Paro, & Hamre, 2008). Moreover, schoolteachers are claimed as another crucial factor associated with scholars' learning engagement, especially the relationship between schoolteachers and scholars is veritably probative (Sengsouliya, 2020).

In relation to a crucial factor in teacher-student interactions, engagement can be described as involvement, commitment, passion, enthusiasm, immersion, concentrated trouble, zeal, fidelity, and energy (Schaufeli, 2013). Moreover, it motivates scholars into acquiring and creates a positive literacy atmosphere (Groves, Sellars, Smith, & Barber, 2015). Then, a schoolteacher who knows how to give stimulants and/ or help break problems to scholars, it is easily seen that scholars tend to feel warm and engaged further with the schoolteacher and scholars (Furrer, Skinner, & Pitzer, 2014).

Besides, Pianta, et al (2012) posit four levers producing the developmental change for teacher-student relationships and interactions which supports the teachers to engage students in learning. Then, the developmental changes consist of (1) teachers' knowledge and cognitions related to their interactions with students, (2) availability of ongoing relational support for teachers themselves, and (3) educators' regular exposure

to personalized feedback about their factual relations with scholars, and (4) a standard and valid target around which to concentrate efforts to change relations.

Moreover, Guvenc (2015) states that when scholars feel that their schoolteacher cares and unfeignedly expects them to learn they will be happy, pleased, and have fun in literacy as well as other literacy conditioning without pressure. Schoolteachers' tutoring performances are like giving praise, furnishing freedom to learn, and grouping learners for tasks, scholars are more engaged in literacy (Veiga et al, 2014).

Furthermore, Reyes, Brackett, Rivers, White, and Salovey (2012) mention that pupil-schoolteacher interaction is pivotal as it appreciatively correlates with scholars' learning engagement, as it can be visible through emotional sphere. Also, Trowler (2010) agrees that schoolteacher behaviours can impact scholars' engagement towards literacy. Principally, engagement happens through interaction between the schoolteacher and scholars that both need to commit and put efforts to make an active classroom (Garrett, 2011).

Besides, schoolteachers must ensure that their scholars are engaged in the literacy process to optimize each pupil's literacy and development and help with gradational advancement and minimize academy failure. Also, their conduct in the classroom is of significance, including how schoolteachers promote schoolteacher–pupil relations, their styles of educational delivery, and their support for pupil engagement (Pianta, Hamre, & Allen, 2012).

Related to the engagement classification, the cognitive domain becomes the core of this study since the learning process the teachers must have mental effort and construct their ideas or knowledge in teaching (Ravindran, Greene, and De Backer,

2005). Then, it heavily affects teachers' perceptions and judgments of teaching and learning, illustrated through behavior in classrooms. Then, their thought, belief, and perception might powerfully influence their method to arrange the lessons, the activities, the tasks, the evaluation of learning, and all kinds of choices they create in the teaching process.

Moreover, in terms of teacher engagement in language teaching, Svalberg (2009) describes about teachers' characteristics of engaging students cognitively in English language teaching (EFL) such as being alert which means watchful and prompt to meet the opportunity or quick to perceive and act in teaching in the classroom, paying focused attention, and paying focused attention refers to the act or state of applying the mind to something or a condition of readiness for such attention involving especially a selective narrowing or focusing of consciousness and receptivity, and constructing their own knowledge that makes or form by combining or arranging parts or elements of the information and understanding in teaching in the classroom.

Furthermore, language learners must be compelled to act with their peers and schoolteachers to find out and improve their target language (L2) competency and capability, and the teacher is usually the one who provides an area or hinders the chance for learners to participate in such interactions. Therefore, the dynamics and relationships between the teacher and learners, and between learners, are an important aspect of teaching and learning. When a teacher positions learners as active participants, space for learners to be engaged in activities is provided through interaction, whereas when a teacher views learners as passive knowledge receivers, fewer or no opportunities are given to students.

In addition, cognitive engagement in language teaching can be influenced by two factors namely motivation and the learning environment. According to Pintrich (2003) integrated perspective of how motivation underpins four key concerns such as individuals' choice of activity (i.e. why individuals choose one course of action over another), individuals' level of activity (i.e. how much or how little individuals engage in this activity), individuals' persistence through an activity, and individuals' performance on an activity.

In line with the factors of cognitive engagement, the learning environment is associated with academic success of language learners not only determined by their level of intelligence and suitable school environment provides significant contributions to EFL learners' performance and accomplishment (Lodhi, Sahar, Qayyum, Iqbal and Shareef, 2019). Moreover, the student-teacher and teacher-parent relationship promote and strengthen the language learning capacity of EFL learners. The development of school environment which is conducive to English language learning is as important as pedagogical interventions of EFL teachers.

Moreover, the study which relates to the teaching-learning process showed that teachers could engage their students cognitively by developing teaching methods, and getting students' interests in learning processes (Kangas, Siklander, Randolph and Ruokamo, 2017). Moreover, it indicated the effort that teachers exert in teaching, and thus it was closely related to their work performance, energy, involvement, and efficacy.

Besides, teachers' efforts to make students engaged in learning have potentially positive outcomes for the school and learning (Kangas, et al, 2017). For example, the teacher's competencies and experiences in teaching were linked to the ways in which the teacher engages with students and their learning. However, it did not describe the characteristics of teachers' efforts to engage the students cognitively in learning. Then, they did not explain the ways of engaging the students in learning clearly, therefore, it becomes a chance to have a further investigation in cognitive engagement.

Then, another study regarding cognitive engagement in teaching EFL found that teachers' beliefs had a great effect on forming active teaching methods and brought about a considerable amount of advance in learners' language capabilities (Gilakjani and Sabouri, 2017). Besides, the teacher's decision which indicated cognitive engagement in teaching EFL to achieve the target language use was influenced by his beliefs about the source language. However, this study did not describe the schoolteachers' beliefs in detail and the ways to improve the learners' competencies in language learning.

Furthermore, Osada (2016) found that schoolteacher's decision making was caused by several factors such as inadequate English proficiency, classroom practice experience and the students' post-class reflections, had an impact on the decisions when planning the next lessons. Then, Zhang, Dai and Ardasheva (2020) showed that the language skills such as listening and speaking could be achieved not only by teachers' skills and test-oriented pedagogical approaches but also second language (L2) motivation and cognitive engagement.

The finding from previous study regarding to shifts of activities from offline to online teaching related to this phenomenon is stated by Lapitan Jr., Tiangco, Sumalinog, Sabarillo, Diaz, (2021) that described that the shift to distance teaching and learning during the Covid-19 pandemic brought about a real challenge for both instructors and students. Besides, the teachers use the strategy in the context of teaching and learning by using asynchronous through broadcasts of pre-recorded lecture videos on YouTube to allow students to study and progress with learning at their own pace (Lapitan Jr.,et al, 2021).They also used synchronously by using video and, conferencing platforms, such as Zoom or Google Meet. This strategy is considered a manageable and effective alternative that can be adapted to full online instruction although there were a lot of obstacles and problems in using the new platforms.

Furthermore, the teachers adapt to the situation of changing the learning environment by using their beliefs about feedback practice as related to beliefs about student self-regulation, self-efficacy, and language skills while teaching English as a foreign language (Vattøy, 2020). Besides, teachers' years of experience in designing instructional materials make a difference in the quality of teaching that can minimize the obstacles in different situations of learning (Graham,White,Cologon, and Pianta, 2020).

In relation to the phenomenon and the previous studies, it is believed that the use of synchronous platforms as media of teaching is very important in the pandemic situation. Then, teachers should comprehend and improve their knowledge of using information and communication technology (ICT) to engage the students to achieve learning achievement. Moreover, Li (2020) states that one fundamental argument

underpinning this drive is that when teachers engage in applying technology in their teaching, it will benefit learning that technology can reduce anxiety, increase learner motivation and engagement, reduce workload, and enhance linguistic gains.

Furthermore, the theoretical gap in this study shows that Dunkin and Biddle (1974) propose a model of teaching variables consisting of presage, context, process, and product variables and there is no engagement in the theory. However, the findings show that there is another variable namely engagement lies between process variable and product variable that becomes a theory of modification by integrating engagement in the theory of Dunkin and Biddle (1974). Then, Dunkin and Biddle (1974) explain the model of teaching in normal situation or in face-to-face (offline) classroom interaction as the context variable. Meanwhile the findings of this study show that the modification of theory from Dunkin and Biddle (1974) is in abnormal situation or in online classroom interaction during the covid-19 pandemic as the context variable that is not described in the theory of Dunkin and Biddle (1974).

Then, the research gap in this study explains that many researches describe about the ways of engaging students in offline situation and analyze the ways of cognitive engagement by Kearsley and Shneiderman (1998) in general subjects. However, the findings of the study show that there are four out five ways of engaging students cognitively in classroom interaction of teaching English as a foreign language (EFL) in online situation and the reasons of doing that ways differently in the classroom interaction that are not covered from the previous researches.

Furthermore, the phenomenal gap in this study is the outbreaks of covid-19 pandemic, all activities shift into virtual interaction (online) from offline by using synchronous or asynchronous platforms that make the ways of teaching become limited. Conventionally, the teaching process occurs face-to-face in classroom that has personal contact physically with students. However, when the pandemic covid-19 outbreaks, the teaching process changes into online learning that has no personal contact physically with the students.

Moreover, the focus of the previous studies related to the ways of engaging students from Kearsley and Shneiderman (1998) in general subjects and add the technology in conventional situation. Meanwhile the findings in this study found four out of five ways of engaging students cognitively from Kearsley and Shneiderman (1998) in English learning as a foreign language such as developing creative teaching, designing problem solving, aiming at a reason and enabling students to evaluate in pandemic situation by using synchronous platform such as zoom meeting.

Furthermore, the findings of this study also described the reasons of doing the different ways of engaging students cognitively in online classroom interaction. Moreover, the findings of this study observed the teachers with high knowledge of instructional design but low knowledge of ICT and the teachers with low knowledge of instructional design but high knowledge of ICT that were not investigated by other researches.

Then, the novelty from this study indicates that 1) cognitive engagement in English learning is dependent on the specific topic to teach, and the ways of cognitive

engagement in English learning are dependent on the teachers' knowledge of the subject taught and technology.

In line with the mentioned description, therefore, the analysis is conducted to analyze cognitive engagement in classroom interaction of teaching English as a foreign language regarding teaching variables by Dunkin and Biddle (1974).

1.2 Scope of the Study

The scope of this study is about teaching especially teachers' efforts or behaviours in engaging students in English learning as a foreign language in the classroom interaction. Regarding teachers' behaviours in classroom interaction, there are five ways of engaging the students cognitively in English learning as a foreign language such as 1) developing creative teaching, 2) designing problem-solving, 3) aiming at reason, 4) enabling students' decision-making, and 5) enabling students to evaluate. This study focuses on the ways of teaching behaviours or classroom interaction and the reasons of doing such behaviours that have a great role in engaging students as the process variable in pandemic situation as context variable.

1.3 Problems of the Study

The problems of the study are formulated as the following:

1. How do teachers engage the students in teaching English as a foreign language?
2. Why do they engage the students in the ways they do?

1.4 Objectives of the Study

The objectives of this study are as the following:

- 1) To elucidate the teachers' ways in engaging the students in teaching English as a foreign language.
- 2) To explain the reasons for making the teachers engage the students in the ways they do in teaching English as a foreign language.

1.5 The Significances of the Study

This study has significances both theoretically and practically as follows:

a. Theoretically

This study is to confirm the theory of the classroom interaction from Dunkin and Biddle (1974) and Gage (2009).

b. Practically

This study is significant practically for:

1. English Teachers

This study could be used as the material for English teachers with high knowledge of instructional design but have low knowledge of using ICT to strengthen their ways of engaging students cognitively in teaching EFL by developing creative teaching, designing problem solving, aiming at reason, enabling students' decision making and enabling students to evaluate.

Moreover, they could widen technological knowledge that will make their teaching process and workloads easier to do.

2. This study can also be material for the teachers with low knowledge of instructional design but have high knowledge of using ICT to strengthen their ways of engaging students cognitively in teaching EFL by developing creative teaching, designing problem solving, aiming at reason, enabling students' decision making and enabling students to evaluate. Moreover, they could also strengthen their content and pedagogical knowledge in teaching EFL.

3. The Further Researchers

This study could give the contribution the further researches in cognitive engagement in teaching English as a foreign language. Moreover, this study could be the material or topic for conducting further researches in the future regarding five ways of engaging students cognitively in classroom interaction of teaching EFL by developing creative teaching, designing problem solving, aiming at reason, enabling students' decision making, and enabling students to evaluate. Moreover, the further researchers could do the future researches regarding the one way of engaging students cognitively such as enabling students' decision making which is not covered in this study.