

CULTURAL LANGUAGE LEARNING APPROACH (CLLA): AN APPROACH FOR LANGUAGE PEDAGOGY

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## PURPOSE OF THIS BOOK

The advance of technology brings the development of any live aspects, including the teaching and learning methods or approaches in language teaching. The methods and/or approaches has been, so far promptly developed since the 20<sup>th</sup> (twentieth) and continually expanded until the 21<sup>st</sup> century. The 20<sup>th</sup> century methods such as: Traditional, GTM (Grammar Translation Method), AM/DM (Audio-lingual Method/Direct Method), Silent Way, Suggestopedia, NLP (Neuro-Language Programming), Natural Language Approach, Community Language Approach, TBLT (Task-based Language Teaching), Communicative Approach, TPR (Total Physical Response), Whole Language have been mostly left for the existence of the new methods, except TBLT, TPR and Communicative Approach which are still used until today. The 21<sup>st</sup> methods such as: CTL (Contextual Teaching and Learning), QLM (Quantum Learning Method), MLA (Multicultural Language Approach), CALL (Computer Assisted Language Learning), CLIL (Content and language Integrated Learning) and CLLA (Cultural Language Learning Approach) have replaced the previous century methods.

This book only focuses to introduce CLLA which offer another more alternative approach in the language teaching. CLLA is an approach that has been introduced by the writer since 2014 in the international conference forum held by Sultan Qaboos University, Muscat, Oman but it is published through the international journal in 2017. Even though there are so many methods and/or approaches that have been provided to teach language, but in facts many researches showed that not all of teachers understand all of the aforementioned methods/approaches. My previous findings also revealed that especially most English teachers at any level of study have not realized the important of keeping ancient heritages can be embedded in the language teaching. Meanwhile, they contain a lot of moral education messages that are suggested to develop in either ELT (English Language Teaching) or other languages teaching.

This book is not especially intended to discuss all of the above methods/approaches since they have been discussed in many other books. Thus, this book is particularly intended to provide an illustration, stages, and examples on how to use CLLA as an approach to support the learners' language learning. This Book consists of five Chapters in which each contains the history of methods and/or approaches continued by the 'What' the 'Why' and the 'How' of CLLA as one of the writer's multi-years research findings granted by the Directorate of Higher Education the Republic of Indonesia.

Lastly, I hope that this book will have benefits to the users even though it may be far from the readers and/or the user's hopes by considering that 'There is nothing perfect in the world'. That is why both the readers and users suggestions are crucially needed. Thanks a million for having utilized this book.

## ACKNOWLEDGMENTS

First of all, as the book writer, I am very grateful particularly to the Directorate of Higher Education, Ministry of Research, Technology and Higher Education of the Republic of Indonesia for supporting a multi-years research Grant in 2013-2015 so that this Book is possible to publish. I also thank to the staffs and the superior of Universitas Mercu Buana Yogyakarta, who have supported and signed the letters needed to fulfill the demanded requirements regarding the participation in obtaining the research grant. It is known that this Book is one of the writer's research outputs that must be published.

My high appreciation is also conveyed to Lambert Academic Publishing that has given opportunity for the writer to publish this Book in order to disseminate Cultural Language Learning Approach or CLLA in short, in the relevant academic area.

Finally, I hope that this book will give benefits to the readers in undertaking language classroom teaching method as a result of reading this book.

Yogyakarta, June, 2020

Writer

# **CHAPTER I**

## **THE HISTORY OF LANGUAGE TEACHING METHODS**

### **Introduction**

Since several decades ago various learning theories have been created by many experts through various researches and the results have been widely developed by education actors in all parts of the world. The development of learning theories which are mostly created by psychological experts such as: Behaviorism, Operant Conditioning, Stimulus-Response, Naturalism, Experientialism, Convergence, Structuralism, and Humanism have influenced to the development of the language teaching theories. Many teachers, educators and tutors refer to the theories to develop teaching methods and/or approaches.

### **Language Teaching Methods during the 20<sup>th</sup> Century**

As it is known that so far, there are various kinds of language teaching methods and/or approaches (LTM/LTA) that have been, so far, implemented by the relevant teachers at any level of study such as: Traditional Method, GTM (Grammar Translation Method), AM/DM (Audio-lingual Method/Direct Method), Suggestopedia, Silent Way, NLP (Neuro Language Programming), Task-based Language Teaching, Natural Language, Community Language Teaching, TPR (Total Physical Response) and Communicative Language Teaching during the 20<sup>th</sup> Century. All of these methods were created because of the development of learning theories phenomenon including the English learning methods. The existence of the aforementioned methods and/or approaches was gradually caused by the change of the linguist view about language, in which according to Richards (2001) categorized into four groups, namely: Traditionalism, Structuralism, Functionalism and Interactionism.

The change of the linguist view about language, of course brings about the change of the view of the language educators or teachers in language pedagogy gradually. These changes gradually shift the views of the teachers in designing learning programs including in determining the methods and /or approaches they use.

## **Language Teaching Methods during the 21<sup>st</sup> Century**

As it has been written above that during the 20<sup>th</sup> Century many methods and/or approaches have been world-widely used by the relevant teachers and relatively resulted learners language learning achievement development gradually. In line with the development of technology that has brought influences on any aspects of life including in language education, the view on both language and language teaching have also moved into the more practical use. Language is viewed no more as a knowledge but is functioned as a means of communication with other nations. This means that teaching language is no more considered as teaching about 'language usage' but 'language in use'. In accordance with the aforementioned language and language teaching view development, there have been several methods offered to support the current language teaching, among others are: Quantum Learning Method (QLM) introduced by Nancy Brosamle (an elementary principal in Bryant Elementary School) in 2002 (Kearney, 2018), Contextual Teaching and Learning (CTL) designed by Elaine B. Johnson in 2002, Computer Assisted Language Learning (CALL) firstly introduced and become popular in 2000, Multicultural Approach, and Content and Language Integrated Learning (CLIL).

## **CHAPTER II**

### **CULTURAL LANGUAGE LEARNING APPROACH: WHAT, WHY AND HOW**

#### **Introduction**

Nowadays, moral deterioration has been considered occurred in Indonesia, so that it is necessary for the government to implement teaching curriculum for the sake of solving and all at once, preventing the phenomenon happened in any aspects of life. Even, that has been taken for granted as a 'culture' since such issue has become habitualized in this country. The 'cultures' are for instance corruption, illegal logging, parking, plagiarism, gratification, drugs abuse, *et cetera*. Another worrying matter is the existence of traditional cultures as the ancestors' valuable heritages that are worried to be gradually fade away because of the young generations' less-attention to conserve their cultures. Meanwhile ironically, many other countries young generation Indeed, there are many young people from other nations who are interested in pursuing the field of

traditional culture in Indonesia such as learning Javanese music called Gamelan, pursuing Javanese songs by becoming "*Pesinden*," and playing shadow puppets as a '*Dalang*' or as human puppet artists to play characters.

A "*Pesinden*," is a Javanese singer who commonly sings Javanese songs accompanied by a group of '*Gamelan*' Orchestra played by a group of people who are called '*Wiyaga*'. The '*Wiyaga*' and the '*Pesinden*' accompany the activities of the *Dalang* as a narrator in Wayang stories which are usually played serially. The names of the serial characters are divided into: Ramayana Series, Mahabharata, and Bharata-Yudha. There are several types of *Wayang* that are commonly performed in Indonesia, particularly in Java and Bali islands. This type of cultural show has been recognized by UNESCO as one of the cultural worldwide wealth beside the five others such as: *Keris*, *Batik*, *Rasa Sayange Song*, *Reyog*, and *Tari Pendhet* (One of Balinese Traditional Dances) (<https://www.facebook.com/notes/wayang-nusantara-indonesian-shadow-puppets/6-budaya-indonesia-sudah-diakui-unesco-secara-internasional/492270096109/>).

The current curriculum (the 2013) has been launched to solve such problems through linking the learning content with culture and moral values. This is intended to prevent the future generation to conduct such negative activities that may harm themselves and others. Such non-normative acts may also affect the nation's morale damage. This policy must be also implemented in English language teaching (ELT) for any level of study. It means that teachers must link their teaching materials with the local/national culture and life/moral values. In other words, education curriculum should contain culture introduction for the sake of the effort to preserve their fade away extinction.

Introducing culture through learning sources may not only improve students 'language capacities but also for the sake of conserving the existence of the arts and culture heritages. An approach used as the tool of introducing arts and/or cultural heritages is called cultural language learning (CLLA). Concerning with approach, Brown (2007: 17) defined that approach is theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. Approach implementation cannot be separated by the use of method/s. Method is defined as a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily

with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter, objectives, sequencing, and materials (ibid).

### **Cultural Language Learning Approach**

Cultural language learning (CLLA) is an approach used in language teaching by linking the language content with local cultures. The purpose is to introduce a particular cultural heritages especially to the young generation and/or other communities for the sake of avoiding recognition of other nation or community towards a certain culture and to preserve them from being fade away extinction (Hermayawati, 2014). This thought has brought the writer either to conduct or to guide the students practice through researches that are practiced for designing learning materials particularly for the tourism interests. But it is certainly possible to use for many other cases in ELT for any level of study.

Culture and Moral Value in English Language Teaching (ELT) in an area or a community is influenced by the view of the community in treating it. The position of a language taught in an area is caused by the three terms, namely political, historical and economical condition of the community towards the nation of language users. For instance, Indonesia treats English as a foreign language not as a second language because politically, historically and economically the country has never been governed or colonized by the nations which use English as their mother tongue or their second language. This is different with other communities such as Malaysian, Philippines, Indian, and Singapore were the countries that have ever been occupied by British. Automatically, the language used by the colonial is expanded as the formal language used in the colonized community for the use of the language is of course, politically supported as a formal language. Consequently, the language used is treated as an official means of communication. Language teaching is conceptually defined as anything done by the teachers or materials developers to provide learning materials and activities as their learning facilities (Tomlinson, 198: 3). Practically, the matter of language teaching is influenced by the linguistics concept. In other words, language teaching development is influenced by the view of the linguists towards their insights on linguistics theory.

As it is written in the previous Chapter that linguistics view has been categorized into four categories based on the change of linguists view towards language. The language views are traditional, structural, functional and interactional (Richards, 2001). But today's view has been



developing to the interactional view by considering that the aim of using language is for communication. Communication involves interactional activities, between communicator and communicant, both in oral and written way. The existence of language cannot be of course, separated by the existence of culture where the language users live, while culture contains moral values that depict the social characteristics of a certain community.

The use of language considers utterances and/or expressions to whom the speaker speaks. The use of language expression to interact with a person we have known well, with an older person and a person with higher social status must be different when speaking with the close relations or siblings. This means, that there is a tight relation between language, culture and moral value. Conceptually, culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. Today, in the United States as in other countries populated largely by immigrants, the culture is influenced by many groups of people that now make up the country (<http://www.livescience.com/21478-what-is-culture-definition-of-culture.html>).

‘Culture’ has tended to be dealt with superficially in textbooks, as thin description’ but superficiality in textbooks is not the only problem. In the discourses everyday life, culture is often invoked difference and justify exclusion’. Anthropologists have shown how language and culture linked together have been used as the tool in the construction of the nation state, and the ideologies that support it and so in the symbolic construction of difference and exclusion. The term ‘culture’ cannot be separated from the matter of life ‘values’ for culture is considered as the result of human’s creation towards his/her ideal, sense, and willingness where within the culture includes life values of certain community’s that depicts its specific characters. Moral values consists of the word ‘moral’ and values (plural form)’ (Barro, *et.al.*, 1998: 76).

According to Hornby (1995: 755) moral’ is defined as principles of right or wrong behavior’ while values (life values)’ means moral or professional standards of behavior, principles, e.g. cultural/family/social values’ (p. 1319). Referring to such meanings, it can be defined that ‘moral values’ is the life principles of right or wrong behavior which have been agreed and as legalized commitment applied in a particular family, social or community and/or nation. The committed behavior is, then, judged as the standardized norms that must be applied by the family, social, community members. The term ‘culture’ today, has been also interpreted as a wrong social

behavior such as, for instance: ‘culture of corruption’, culture of cheating during the tests or plagiarism’, culture of gratification’, et cetera. Such terms have been entrenched as the social behavior that has been habitualized by a particular community such as happened within the authorized people and students.

Based on the facts written above, teaching language must, of course, be embedded with the culture and the normative social values. The purpose is, to introduce the culture and its values towards the language learners for language and culture is somewhat the two sides of coins. It means that learning the target language must be in a package and should not be learnt isolated in chunks of language aspects (such as isolated grammar, structure, vocabulary, spelling and pronunciation) by remembering that learning language today has been focused on language use or practice, while practicing language must take its culture into account. Using language without knowing the native speaker’s culture may arouse misunderstanding and even, trigger conflicts. Language teaching is ideally conducted not only teaching the language forms but also embedding its culture and social values all at once. This may bring the learners respects towards the users. Besides, language teaching must access both the language content and the language target demanded by the current used curriculum. Curriculum illustrates in what aspects of learning outcomes the target language learning should be achieved. The problem is, there are many teachers and/or trainers who do neither realize nor acquire the concepts as written above. So far, many teachers still only teach language forms or discourses without considering such elements written above.

In connection with the concepts of native speaker, Kramsch (1998: 20) stated that originally, native speakership was viewed as an uncontroversial privilege of birth. A person who was born into a language was considered to be a native ‘speaker of that language. Native speakers in that sense have grammatical intuitions that non-native speakers do not. He also took Chomsky’s insight, that the mere fact of being human was enough to endow one with the ability to know grammatical right from wrong. However, Chomsky’s was such an idealized abstraction, that his entitlement was inoperative. Chomsky’s native speaker had no social reality (ibid).

As it is known that Chomsky’s LAD (Language Acquisition Device) and UG (Universal Grammar) theories have been debated by the applied linguists by the reason that language use does not merely involve grammatical and structural aspects but also should consider social and cultural aspects. He believes that child language acquisition or learning (CLA/CLL) is a very specific

cognitive process. According to him, all human beings have been endowed with special mechanism in the brain which enable children to know the language rules. Language learning is innate or native to human beings. This theory is often described as innate or nativist. He believed that the LAD or UG contains the principles governing all human languages. It works to stop a child from going on a wrong track in the process of learning the rules of his first language. As the child hears samples of the language, they trigger off the LAD or UG, which then enables him to discover the structure or rules of the language by matching his inborn knowledge of basic grammatical relationships to what he has heard. The process of learning, in brief, consists of innate, internal-rule making using the LAD or UG (Jocelynn, 2009).

In contrast with the above language view, theories and methods are constantly changing and growing in the field of ELT. It is imperative that as teachers we should be aware and well-grown to conduct the best practices in order to benefit students in their pursuit of acquiring English. We do not need to change and adapt for every new whim, but it is important to know and understand current research and evaluate what that means for the learners we are responsible for. Teaching is a beautiful combination of art and science, and no two teachers will look exactly alike. We need to continue to add as many tools as possible to our repertoire so that we can be better equipped to excel in our field (Liz, 2012).

### **The Purpose of Embedding Culture and Moral Values in ELT**

The aim of communication using the target language is to convey speaker's ideas through language meanings. The conveyed ideas include the speaker's own mind towards scientific, cultural and life values. This is intended to exchange knowledge, culture and life values between the communicator and communicant. ELT should be addressed to facilitate learners to be able to use the target language they learn in such a way through the provided discourses that is designed by accessing the current used curriculum. ELT curriculum currently used in Indonesia is the 2013. It means that the design of ELT materials should refer to both the content and the language target suggested within it. The existence of curriculum design is commonly and normatively based on the needs analysis and the latest concept of ELT. But in facts many learning materials available and used at schools, including the package book which has been legalized by the authorized institution are not conceptually designed yet. This may because of the package book is commonly projected with the very limited time beside the appointed designers are not on the right place. It

seems that the course book designers or developers are commonly not aware to access local culture and moral values as it is suggested by the 2013 curriculum. Meanwhile, language learning activities are the appropriate tools to develop cultural and learner's personality building. Embedding culture as a social value may be used to improve learners' character buildings.

In the field of ELT, such aspect is possible to insert within the given discourses or through the language content being taught. The intention is, of course, to introduce the cultural heritages owned by particular community in order to be well known either by the younger generation or other community to avoid conflicts as the effect of erroneous recognition of the ownership of a work of art or a particular culture. In addition, misunderstanding in communication as a result of cultural differences in language use also easily generate conflicts between communities. Therefore, cross-cultural understanding needs to be taught through the teaching of languages that includes the understanding of the discourse in the context of the development of language skills. Meanwhile, the choice of words or expressions of different languages from a community with other communities may also affect conflict. For example, holding the head of another person and talking loudly in the Java community is very disrespectful, stomping feet of others, said a person is too fat, asking for woman's age, marital status and one's occupation are not recommended in communicating with certain communities.

To keep communication peacefully, children and/or learners must acquire other cultures and introducing their cultural heritages through language learning. To embed sense of belonging towards cultural heritage and moral values is possible to conduct through the given discourses. It means that the discourses being learnt must access the local and/or national heritages which include clothing, foods, arts, songs, dances folktales/folklores, historical buildings, weapons, music instruments and so on. Such effort is also beneficial to prevent the heritages fade away, and then totally lost. Moral values today, is extremely needed to embed, especially for the beginning learners level. This is considered as a crucial matter for the young generation to have normative moral values to face their daily future life conveniently. Logically, those who live according to the norms or rules applied in the community or the environment will be relative more comfortable life compared with ones who live with violating community's norms.

### **Embedding Cultures to the Materials Discourses**

How is to link the culture and moral values within the materials being taught? This is not an easy matter. But it does not mean impossible to do. In this case, I would like to share ideas on

how to step on the procedures. The following is the procedure we may implement to link culture and moral values into our teaching materials: (1) Analyzing the needs of your learners during their learning program; (2) Use the result of the needs analysis to define the goals of learning; (3) Consider and relate the learning needs and the goals to the current used curriculum to design or develop your teaching syllabus; (4) Refer the suggested core competence and basic competences written within the curriculum to break down into learning indicators (In this case consider that you teach language skills contextually and not teaching language aspects isolated); (5) Find any types of printed and/or non-printed materials as the learning discourses (In this case you are suggested to find the texts which contain life values and local and/or national culture all at once); (6) Decide the most appropriate learning methods/approaches and strategy to present the defined learning materials (In this practice, consider that learning activities much more focus on learners language use or language practices); and (7) Conducting authentic assessment. The following is further illustration concerning the above procedure.

Analyzing the needs of learners during their learning program may be done either orally (through direct interview or giving questions) or in written way (using questionnaire) related to the learners' early language competence. The result of interviewing or questionnaire is, then, analyzed as the basic of formulating learning objectives by considering socio-cultural and moral values prevailing in society suggested by the current curriculum. The designed objectives are (specified into learning indicators) used as the basic to provide learning materials by accessing both linguistic and pedagogical theories. Linguistic theory which must be considered is such as: language skills, language content and language target to be taught. Pedagogical theory is such as learners' learning style, learning domains (cognitive, affective and psychomotor), approach, method and strategy to be used.

The selected materials must be appropriate with the learners (early language acquisition) and learning needs (target language needs), besides considering language use as the focus of learning. In providing learning materials, teacher or language trainer must also provide language practice and exercises as assessment instruments by considering the aforementioned three aspects of Bloom's Taxonomy. Embedding moral values in the language teaching program is one of the affective education aspects that should be taught.

## **CHAPTER III**

### **CULTURAL LANGUAGE LEARNING APPROACH DESIGN**

#### **Introduction**

"Culture" is an explicit or implicit behavior pattern obtained and transmitted by symbols which are characteristic of a group of people, including their manifestation in artifacts. "Culture" is also a complexity that includes knowledge, beliefs, art, morals, law, customs, abilities and other habits acquired by humans as members of society "(Marzali, 2014; Stenou & Katérina, 2002). According to Soemardjan and Soemardi as quoted by Azizalfarizy (2012)," culture "is the result of a person's creativity, taste and work. He also emphasized that preserving culture needs to be done through an appreciation of the culture in question. Appreciation of a culture needs to be done because "culture" is a characteristic or identity of a nation.

Culture is a whole system of ideas, actions and results of human work in the context of community life that belongs to human beings through learning (Koentjaraningrat, 1983). Culture also has elements of language, organization, social, knowledge systems, tools of life and technology, livelihoods, religious life. Belief in "culture" (including Javanese culture) appears as the identity of a group of people who inhabit a certain area in the form of a thought that produces a work (art, clothing, language, rules, religion) in interaction with the community and with the natural surroundings, so that descending hereditary becomes a habitus in the community concerned (Hodayah & Rahman, 2012; Ronald, 2014). Javanese culture teaches the joints of virtuous, knightly life so that aspects of Javanese culture need to be studied in the school curriculum (Sudibyo, 2006: 102 in Rahayu, Efendi, & Setyarto, 2014).

There is a statement revealed by Milan Kundera, a man of literature from Czechoslovakia as follows: "If you want to destroy a nation, destroy its young generation" (Khoiri & Hakim, 2018). The expression will feel real if the population of Indonesia, especially the younger generation more adopt foreign cultures and forget the culture of the nation itself. Regional traditions and culture that were originally held firmly, maintained and maintained by each tribe and region, are now almost extinct. It seems that the community now feels prestige and shame if it still maintains and uses local culture (Srihadi & Sri Muryati, 2013). The fact shows that at this time the traditional arts began to be abandoned by the young generation in this country, as a result of the entry of

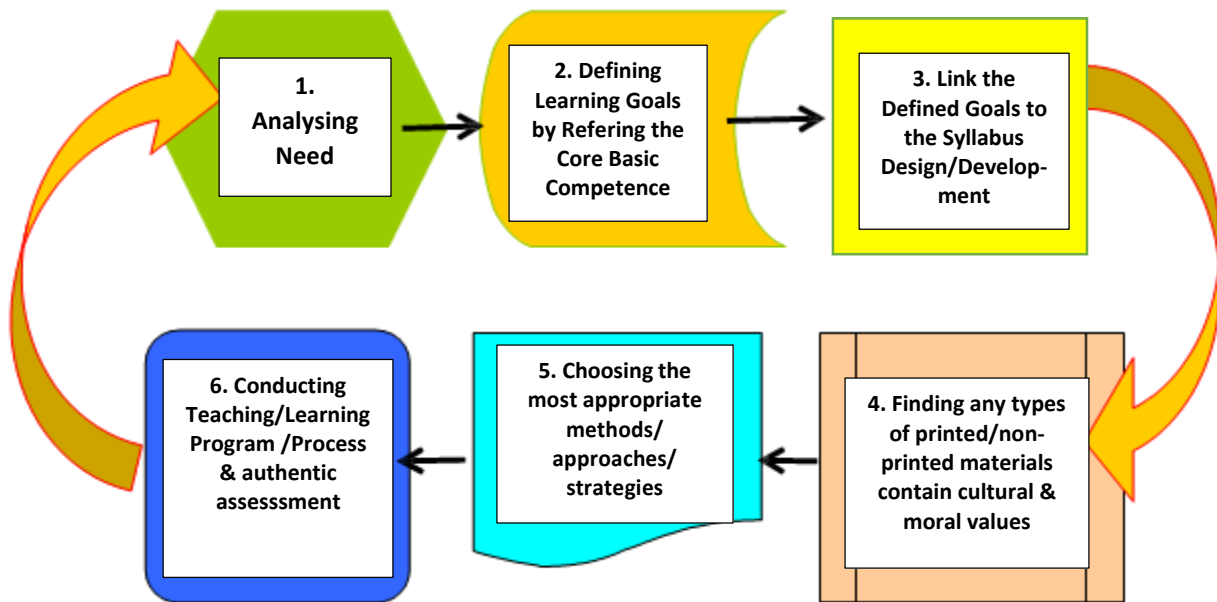
various foreign cultures through various television shows and social media that could fade the appreciation of traditional arts (Ant, 2008).

In connection with the above problems and as an effort to participate in preserving Javanese culture, the Proposer has conducted a study concerning the preservation of Javanese Culture through an approach called CLLA (Cultural Language Learning). CLLA has proven its efficacy in improving English language skills and understanding Javanese culture of tour guides at the Sonobudoyo Museum and vocational students majoring in tourism (Hermayawati, 2015; 2017). However, the Applicant obtained further data that there were still deficiencies in the concept of application in previous studies, namely not including elements of wayang culture and art in the CLLA. Wayang stories not only contain valuable artistic values but also insert moral values in human life in general, which are depicted in good and bad characters in puppet characters, such as in the Mahabarata story with Pandava and Kurawa characters.

Cultural Language Learning Approach Design (CLLAD) is a design on how to actualize such approach by embedding the traditional cultures into the language learning program in which content involves the learners' development on both the language content and the linguistic terms to learn for the sake of enriching learners' language acquisition and/or competence. Since teachers are part of education system that must support the government policy in its effort to solve the people's moral values degradation and for the sake of introducing local cultures towards young generation and foreigners aiming at preventing conflicts due to the wrong recognition on the available certain heritages, it is suggested for the teachers and trainers to embed the two aspects written above within their teaching materials. It should be done by considering that the available materials published by other materials designers are not really appropriate both with the learners and the community needs.

Cultural Language Learning Approach (CLLA) was originally the result of Hermayawati's research conducted in 2013 to 2015 which was funded by the government of the Republic of Indonesia through the relevant educational institutions and it has been disseminated in several countries through international educational seminar forums. It is an approach to use in a language pedagogy particularly addressed to TEFL (Teaching English as a Foreign Language) in Indonesia. So far, this kind of approach has shown its' trustworthiness to teach EFL (English as a Foreign Language) at both elementary and secondary levels of study. This also can be used to teach at the

relevant departments of vocational schools, such as Tourism, Business Travel and Hospitality. As an illustration Figure 1 shows the procedures on embedding culture and moral values in ELT.



**Figure 1. Procedures on linking cultural and moral values to the language content**

## 1. Needs Analysis

The design starts from 'Needs Analysis (NA)'. Needs Analysis (which is also commonly called Needs Assessment) is procedures used to collect information about learners' needs (Richards, 2001b: 51). The term 'needs analysis' was introduced through language movement for specific purposes in the 1960s, which emerged as a result of demands for language learning programs, specifically for migrants who wanted to study and work in certain fields of work. Needs analysis is a research designed to render decision-making informed rather than conjectural and speculative Cohen *et al.* (2000: 390-391). According to Gall *et al.* (2003: 557), "a need is a discrepancy between a set of existing conditions and desired conditions". Tomlinson and Masuhara (2004) implied the existence of four needs, namely: the need to communicate, the need for long-term goals, the need for authenticity, and the need for focusing students or the need for student-centeredness'. According to Richards (ibid: 70-74), NA can be conducted through questionnaires, self-ratings, interviews, meetings, observations, collection of student language samples, task analysis, case studies, and analysis of existing information. The NA in which result are either in the form of qualitative or quantitative data can be further analyzed descriptively or statistically.



Historically, NA was appeared to fulfill the demands on the migrants' needs of ESP (English for Specific Purposes), that is an approach to teaching a second language or a foreign language (ESL / EFL) which is intended to equip students with language mastery for special occupational purposes (Richards, 2001b: 28-34). Thus it can be affirmed that ESP is a language that is mastered and used for professional or special work, for example in the fields of medicine, law, agriculture, trade, banking, and care. The emergence of ESP is a response to the following problems. First, the needs of foreign students studying in America and the UK since the 1950s. Second, the needs of learners who have mastered GE (General English) but have not mastered English for the needs of the specific work fields as mentioned above. Third, community needs for business purposes. Fourth, the need for English mastery for migrants to do special work, such as restaurant servants, hotel servants, and so on.

Hutchinson & Waters (1994: 6) argues that the development of ESP was not planned but grew phenomenally. There are three main reasons underlying the emergence of this type of language teaching approach. Each of these reasons is explained as follows.

First, the demands of the new world. At the end of World War II there was an expansion in the fields of knowledge, engineering and economics on an international scale. The expansion affected the demands of the international language which fell on English because at that time America, as a speaker of English, controlled the world economy. As a result, many nations in the world want to master English because the language is seen as a key foreign exchange supplier for technology and international trade. The ability to speak in English is seen as the main key in the two fields above. English has continued to develop since it was accepted as a language of technology and trade in the post-second world war. The demand for English for more specific purposes continues to grow, such as for business people who will offer their products, technicians who need to understand the instruction manuals in reading, doctors, engineers, legal experts, who want to develop their knowledge through language references England, and so on.

Secondly, revolution in the field of linguistics. The demand for English mastery based on special needs as mentioned above affects the development of concepts in language learning. Shifting needs results in a shift of view in teaching, namely from mastering the rules of language (language usage) into a language that can really be used to communicate (language use).

Third, focusing on students. Developments in the field of educational psychology that emphasize the development of student attitudes or behavior in the learning process, also contribute

to the emergence of ESP. In this case, students are seen as having different needs and differences in interests, which can affect their motivation and learning effectiveness (ibid: 7).

Based on the explanation above, the two experts emphasized that in the essence ESP is a teaching approach that aims to meet the needs of learners. In practice, teachers design teaching that is suitable for various types of learning groups because basically the starting point of teaching is "how (the way) a person learns" (ibid: 21,39). This view implies that "ESP is a type of teaching approach which is one form of operationalization of functional and interactional theories of language". In accordance with CLLA, the concept of NA is not only to analyze the learners' needs but also purposively intended for accessing the regional and/or the governments, institutions, job market and social-life needs.

## **2. Defining Learning Goals or Objectives**

There are two different types of learning goals *id est*. Course goals or learning outcomes and Learning objectives. Course goals or learning outcomes are a broad statement of what the students will be able to do when they have completed the course. In a nutshell, these learning outcomes related to the overall goals contained in the curriculum for a certain course. These larger ideas are commonly simplified in the more details statements will help both learners and (especially novice) teachers to understand the purpose and relevance of the course content. In other words, a practical approach of CLLA to teach EFL means to frame them as responses to the phrase: *Upon completion of this course, students will be able to ....* Once the overall learning outcome(s) for the course is identified, the next step is to develop observable and measurable related learning objectives. (Anonymous, 2018 adapted from <http://www.celt.iastate.edu/>).

Defining learning goals or objectives is the next stage after NA. This is done by referring the results of NA. The goal is defined as where we want to be. The objectives are the steps needed to get there (Anonymous, 2013). Referring to Bloom's Taxonomy (1950) aspects (which further has been developed by Anderson and Krathwohl in 2002), formulating learning objectives should consider the six cognitive domains such as: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Table 1 provides the measurable action verbs that should be considered to formulate learning objectives. A measurable action means that the action that is depicted through the verb put at every piece in the defined or formulated learning objective must be tested or evaluated through the learners' learning concrete activation. In a language learning objective,

every measurable verb must measure the learners' learning enhancement in their language skills competences practically (See Table 1).

**Table 1. Measurable Action Verbs**

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Choose	Classify	Choose	Categorize	Appraise	Create
Describe	Defend	Dramatize	Classify	Judge	Combine
Define	Demonstrate	Explain	Compare	Criticize	Compose
Label	Distinguish	Generalize	Differentiate	Defend	Construct
List	Explain	Judge	Distinguish	Compare	Design
Locate	Express	Organize	Identify	Assess	Develop
Match	Extend	Paint	Infer	Conclude	Formulate
Memorize	Give Examples	Prepare	Point out	Contrast	Hypothesize
Name	Illustrate	Produce	Select	Critique	Invent
Omit	Indicate	Select	Subdivide	Determine	Make
Recite	Interrelate	Show	Survey	Grade	Originate
Select	Interpret	Sketch	Arrange	Justify	Organize
State	Infer	Solve	Breakdown	Measure	Plan
Count	Match	Use	Combine	Rank	Produce
Draw	Paraphrase	Add	Detect	Rate	Role Play
Outline	Represent	Calculate	Diagram	Support	Drive
Point	Restate	Change	Discriminate	Test	Devise
Quote	Rewrite	Classify	Illustrate		Generate
Recall	Select	Complete	Outline		Integrate
Recognize	Show	Compute	Point out		Prescribe
Repeat	Summarize	Discover	Separate		Propose
Reproduce	Tell	Divide			Reconstruct
	Translate	Examine			Revise
	Associate	Graph			Rewrite
	Compute	Interpolate			Transform
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

Source: Iowa State University (Available at <http://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/>)

In the matter of using CLLA, the goals or the learning outcomes are to develop learners' awareness on introducing and/or taking part in conserving their traditional cultures both through their language learning processes and their target language learning practices. In this case, language learning is not only utilized as a media of improving their target language learning acquisition but also as a means of introducing their own cultures that contain moral value messages for them to learn. This is very important not only for the sake of preventing traditional cultures

extinction but also to educate learners to have polite and normative morality. The cultures may be covered embedded in the discourses to be learnt.

Table 2 shows the difference between the terms of ‘Goals’ and ‘Objectives’. The goals are considered as formulation to lead the teacher, materials or test developer to design the learning and test materials. Learning outcome will be achieved when the learning objectives have been succeeded to reach for a certain period of learning or course program, namely during one learning semester for formal education or for several months courses for the non-formal education.

**Table 2. Samples of Formulating Course Goal/Learning Outcome & Learning Objectives**

	Description	Example
Course Goal/Learning Outcome	describes broad aspects of behavior which incorporate a wide range of knowledge and skill	<p>Upon completion of this course the student will:</p> <ul style="list-style-type: none"> <li>• have reliably demonstrated the ability to use the conventions of grammar when creating paragraphs.</li> <li>• have deeply known</li> <li>• their own traditional cultures through various types of discourses available in the syllabus.</li> <li>• have well-acquired in using various language expressions concerning the suggested moral value aspects listed in the syllabus.</li> </ul>
Learning Objectives	tend to describe specific, discrete units of knowledge and skill can be accomplished within a short timeframe	<p>Given a paragraph of ten sentences, the student will be able to identify ten rules of grammar that are used in its construction.</p>
		<p>Upon completion of watching the provided video concerning how to help a choking victims students will be able to:</p> <ul style="list-style-type: none"> <li>• respond the teacher’s questions related to the content of the provided video;</li> <li>• list the procedural activities concerning to help a person who is choking;</li> <li>• write a procedure paragraph concerning to help a person who is choking;</li> <li>• explain the procedure on how to help a person who is choking orally.</li> </ul>

### **3. Link the Defined Goals to the Syllabus Design/Development!**

The next stage after formulating learning program goals and/or learning objectives should refer to the current used syllabus. As it is known that syllabus contains graded materials provided to be taught during a certain period of time. In a nutshell, learning objectives are generally elaborated from the goals written in the current used syllabus. Syllabus should also contain both

linguistic terms and language content to be covered in the given discourses. The linguistic terms include the receptive (listening and reading) and productive (speaking and writing) skills completed with the language components such as morphology (the study of morphemes), phonology (the study of phonemes), syntax (the study of words order), semantics (the study of contextual meaning), and lexicon (the study of non-contextual words). The language content includes the target new knowledge being learnt by the learners. The latter is commonly provided in the forms of authentic and actual discourses.

CLLA may be embedded in the target discourses. This can be in the forms of traditional cultures such as: types of housing, foods, clothing, art shows, traditional ceremonies, folklores, and legends. These customs are intentionally introduced to the learners for the sake of preserving them to be fade away extinct. In this case, the terms art shows are particularly related to Javanese art performances such as '*Wayang*', '*Ketoprak*' and traditional dances that are mostly contain moral value messages. Those arts are types of performances like Opera, where the artists dance and sing in running the certain stories. *Wayang* is actually influenced by Hinduism religion originally brought from India in which stories are categorized into "Ramayana" and "Mahabharata" serials. Each of them contain many episodes. Even though it was influenced from India, but it is quite different in its performances. In Indonesia especially in Java, '*wayang*' stories are always completed with the existence of the four clowns, namely Semar, Gareng, Petruk and Bagong who are reincarnation of gods. They are commonly called as '*Punakawan*' which depicts the lives of ordinary people. '*Wayang*' shows always tell of the conflict between the good and the vanity that ends with the victory on the good knight's side

Nearly the same as '*Wayang*', '*Ketoprak*' is also a kind of opera which is performed by a group of people by sometimes singing but only a little dancing. The difference between the two is, that '*Wayang*' is fictive stories while '*Ketoprak*' is commonly performed former historical stories. The similarities are among others they depict the people's daily live that is full of problems and conflicts generally caused by the three aspects such as treasure, throne and woman.

#### **4. Finding any Types of Printed/Non- Printed Materials Contain Cultural & Moral Values**

After linking the goals and objectives to the current used syllabus, the teacher, instructor or the learning program designer may find either printed and/or non-printed materials which are considered appropriate with the formulated goals and/or objectives. In this case, the learning program designer should select materials which really fulfill the criteria of standardized materials.

Teaching using CLLA should, of course, consider benefitting the traditional cultures that include: housing or traditional building, clothing, cuisines, ceremonies, art performances (e.g. puppets show), weapons (such Kris, heirloom spear), music (such as: gamelan orchestra), songs, games et cetera. The materials to be taught must be matched with the learners' characteristics, the needs analyses and the target language being learnt. The materials can be accessed from any sources, such as from internet web, magazine, newspapers, and teacher's manual telling story.

### **5. Choosing the Most Appropriate Methods/ Approaches/Strategies**

After finding appropriate materials, method/approach/strategies must be decided. If the teacher or program designer will use CLLA as an approach to teach, s/he has to find either printed or non-printed materials which contain cultural terms as written above. The use of CLLA can be combined with Blended Learning Model or Method (BLM) and Higher Order Thinking Skills (HOTS) (Hermayawati, 2017; 2020). BLM is a type of learning model by employing internet sources accessed or brought directly into the classroom course to discuss. As an illustration, the principles of BLM is widely explained at the different page of this script.

### **6. Conducting Teaching/Learning Program /Process & Authentic Assessments**

The procedures written above has ever been actualized by the writer's thesis guidance students in several developmental researches. The result showed that the designed teaching materials were appropriate to use for elementary learners and in the non-formal education courses such as for: migrant workers candidates, street children (with various level of age), tourist guides, tourist drivers and culinary services providers.

### **7. Conducting Language Learning Assessment**

The current trend of today's language assessment are conducted through integrated English skills assessment. It is appropriate with the development of English language teaching since the 21st century that adapt the needs of worldwide use of language. Language learning today, has been no more performed in isolated way, but in integrated way. Integrated language skills (ILS) is defined as a non- fragmented language skills, including English language skills (Kent & Sarah, 2015). They interpret Integrated English Skills (IES) as Integrated Skills of English (ISE) as exams that assess all four language skills, namely: reading, writing, speaking and listening in a way that reflects real-life communication in English. Based on such understanding, the form of IES learning

is conducted by combining the four skills of reading, writing, speaking and listening at the same time by directly reflecting it in actual communication.

In line with the ISE concept, Rebecca (2001) asserts that there are two types of integrated English learning approaches, namely content-based language instruction (CBI) and task-based instruction (TBI). CBI develops learning content through language, while TBI places more emphasis on working on tasks that require the use of language in a practical manner (communicative language use). Although there are differences regarding the learning techniques, there are similarities in both of them using literature such as news, textbooks, papers and the like. In addition, the use of both approaches to language learning are, that they require understanding subject matter content with a high level of complexity. This kind of understanding certainly requires a higher order level of thinking (HOTS).

Say for example, that some of the story points are accessed from both the Ramayana and Mahabharata series. The stories are listened to and discussed in groups or in-pairs. The selected Ramayana series are among others "Sugriwa Subali" and "Wahyu Makutharama" and the Mahabharata series to be accessed are episodes of "Karna Sumbaga" and Babad Alas Wanamarta. As an illustration, Figure 2 and 3 show the episodes of *wayang orang* (human puppets) story series taken from both the Ramayana and Mahabharata.



**Figure 2. Wayang performance of Sugriwa-Subali episode (<http://google.com/search>)**





**Figure 3. The Mahabharata Episodes (<http://google.com/search>)**

Table 3 presents stories that are deliberately chosen as either the written materials or as self-assessment materials.

**Tabel 3: Procedure on the WO Stories Learning Using CLLA**

Story Series	Integrated Language Skills Activities	
Ramayana	Listening & Reading	Writing & Speaking
-Sugriwa Subali -Wahyu Makutarama	-Watching video while reading its running text; -Responding instructor's questions	-Writing the main points content and its moral messages; -Discussing the works representatively -Self-Assessing group works
Mahabharata	Listening & Reading	Writing & Speaking
-Karna Sumbaga -Babad Alas Wanamarta	-Watching video while reading its running text; -Responding instructor's questions	-Writing the main points content and its moral messages; -Performing the works representatively

Conceptually, learning language skills cannot be separated each other, particularly in the practical language use such as: reading skill (e. g by asking the learners to read either the printed or non-printed running texts that accompany the display of story images in the audio-visual or video), listening (e. g. by asking the learners to listen to the storyline or narrative mastermind and the perpetrator's conversation), writing (which can be done while doing the task of writing synopsis texts narratively) and speaking (which can be done when describing or discussing the contents of the target materials) which are then, presented monotonously, with the group and / or with other groups. The purpose of such presentation is to emphasize each learner's or group's understanding



the target learning materials contents that they read, listen, watch and then, to discuss. As an illustration, the following is depicted on how to employ CLLA integrated with BLM and HOTS by using human puppets show as one of the Javanese cultural products accessed.

## **CHAPTER IV**

### **EMBEDDING CLLA, HOTS, AND BLENDED LEARNING MODEL**

#### **Introduction**

This Chapter describes on how to employ the Cultural Language Learning Approach (CLLA) integrated with High Order Thinking Skills (HOTS) and Blended Learning Model (BLM). Embedding HOTS and BLM within the use of CLLA will be automatically done by the practitioner for it cannot be avoided. Basically, the insertion of a method, approach, model, strategy and technique into a particular learning approach cannot be avoided at all. Likewise, the use of CLLA in language learning sometimes involves the presence of various elements either consciously or not. Consciously, I realize that the use of CLLA in language learning at this time automatically involves the presence of HOTS as part of the level of thinking aspects other than LOTS and the involvement of the four dimensions of knowledge, namely factual, conceptual, procedural and metacognitive. The involvement of these various domains of thinking is automatically indispensable in modern language learning models that focus on developing integrative language skills.

It is well known that modern language learning today has been developed into integrated practical language skills, and not more in isolated skills as previously (Brown, 2007). Likewise, the development of the use of aspects of methods, approaches, models, techniques and strategies that increasingly develops following the development needs of language learning which may require integration with various supporting aspects. Referring to the development of modern language learning as mentioned above, the use of CLLA in language learning is possible to be integrated with various other aspects (Hermayawati, 2017; 2020) including embedding culture in it (Byram & Fleming, 1998).

CLLA is considered matched to employ together with BLM and also HOTS especially if the learning materials are adopted from a series of wayang stories such as Mahabharata and

Ramayana accessed from YouTube. In a nutshell, the use of integrated CLLA, BLM, and HOTS can be conducted by making use of sources accessed from the internet to bring into the classroom learning activities by involving all of the learners' six cognitive levels of thinking comprehensively. The selected wayang stories are intentionally addressed to introduce either the actors and actresses various characters (the good and the wicked) or the hidden moral value messages available in each stories. In this case, BLM fulfills the requirements to develop learners' higher thinking skills (HOTS). As an illustration, the wider principles of HOTS are explored on the next part. Supposed the target materials decided was human puppets (*wayang orang*/WO) serial stories performance accessed from YouTube. By referring those *wayang* (It can be also leather puppets or many other traditional culture heritages as previously mentioned) stories, the learning process may employ BLM.

### **Blended Learning Model/Method (BLM)**

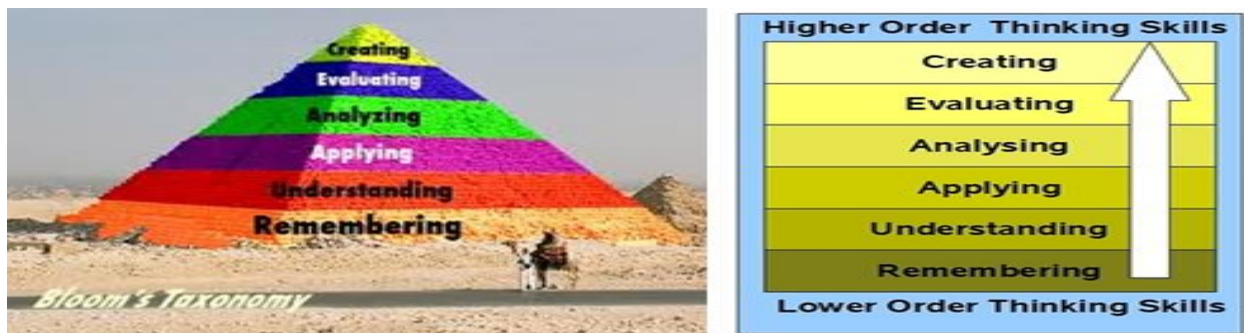
BLM is, so far, considered as a model or can be also a strategy in which principles are as follows: "Learning is done by combining instructional technology (Instructional Technology) and the actual assignment in order to create harmony between learning and work (theory and practice)". BLM includes four types of activities, namely learning carried out in the following manner: (1) combining online and face-to-face activities; (2) inside or outside the classroom; (3) integrating instructional technology and actual assignment in order to create harmony between learning and work (theory and practice); and (4) integrating computer use and traditional learning (TeachThought Staff, 2018). Figure 5 illustrates the BLM atmosphere.



**Figure 5. Illustration of the use of BLM (<http://www.google.com>)**

## Higher Order Thinking (HOTS)

Higher Order Thinking (HOTS) is an activity in the form of thinking techniques involving high-level cognitive hierarchical levels (Dafik, 2014; Wilson, 2016; King et al., 2017; Merta et al., 2017; Watson, 2019). This theory is actually the result of the development of Bloom's taxonomy which was introduced in 1956 by Benjamin S. Bloom and is still currently adhered in the area of education. This cognitive taxonomy involves mastering six domains of thinking from the easiest to the highest, namely knowledge (recall or locate information), comprehension (understand learned facts), application (Apply what has been learned to new situations), analysis ('Take apart information to examine different parts), synthesis (create or invent something; bring together more than one idea) and evaluation (Consider evidence to support conclusion).



**Figure 6. Domain of Taksonomi Bloom (Krathwohl, 2002; 2010)**

In its development, the six levels of cognitive thinking which are often referred to as C1, C2, C3, C4, C5 and C6 by Anderson and Krathwohl (2002; 2010) were developed at once simplified into remembering, understanding, applying, analyzing, evaluating and creating. The six domains of cognitive thinking so far have been widely applied by many experts and practitioners because it is easier to understand (Dafik, 2014). In this study, HOTS was used as a basis for developing the realm of thinking of students (Thomas & Thorne, 2010). In this case the learning process was carried out in an integrated inter-language skills (macro-skills), and not separately from one skill to another (not in isolated way). Likewise learning aspects or components of the language (micro-skills) such as the mastery of new vocabulary, structure, grammar, spelling, diction and coherency were taught by imbedding the six domains into each discourse or topic being studied. Figure 6 presents the level of Bloom's taxonomic order which has been revised by Anderson & Krathwohl (ibid: 2001).

**Table 4: Scoring rubrics for assessing participants' performance simplified from Carnegie Melon oral communication scoring rubrics (Huba & Freed, 2000).**

Components	3-Sophisticated/Good	2-Competent/Fair	1-Not yet Competent/ Poor
Organization	Presentation is clear, logical, and organized. Listener can follow the line of reasoning.	Presentation is generally clear and well organized. A few minor points that maybe confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
Style	Speaker is comfortable in front of the group and can be heard by all.	Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
Use of Communication Aids	Communication aids enhance presentation.	Communication aids contribute to the quality of the presentation.	Communication aids are poorly prepared or used in-appropriately.
Depth of Content	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Information (names, facts, etc.) included in the presentation is consistently accurate.	For the most part, explanations of concepts and theories are accurate and complete. No significant errors are made.	Explanations of concepts and/or theories are in-accurate or incomplete. Some information is accurate but the listener must determine what information is reliable.
Use of Language	Sentences are complete and grammatical. They flow together easily. Words are well-chosen; they express the intended meaning precisely. Both oral language and body language are free from bias.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well-chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Oral language and/ or body language includes some identifiable bias. Some listeners will be offended.
Responsiveness to the Audience	Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with the audience.	Generally responsive to Audience questions and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience.	Responds to questions In-adequately. Body language reveals a reluctance to interact with audience.

In this case, the learning process may be carried out using puppets stories materials selected from YouTube, understood and written in the form of English-language synopsis using the students' own vocabulary and the results can be self-assessed using scoring rubrics for predetermined writing skills, such as using the Eberly Center for Teaching Excellence Model

Carnegie Mellon (MECTECM). Table 4 performs the scoring Rubrics employed to assess the ILSA learner's performance inspired by Huba & Freed (2000).

Another alternative which can be used as ILSA assessment is the Common European Framework of Reference for Languages (CEFR). The CEFR is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language (Cambridge University, 2020). Table 5 performs CEFR scale for integrated language skills assessment (ILSA).

**Table 5. Common Reference Levels: global scale of the CEFR**

(Source: Cambridge University [https://www.cambridgeenglish.org/ Images/126011](https://www.cambridgeenglish.org/Images/126011))

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a view point on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

## **8. Conducting Learning Assessment**

Learning assessment is a part and non-separated process that must be established in teaching and learning (TL) processes (including in the language learning using CLLA) as it is known that it is a tool or means to measure the success or the failure of an education program through the designed learning goals, objectives in which results can be seen from the learning outcomes achievement. Assessment results are very crucial and needed by several the relevant stakeholder parties, such as teachers/instructors (as the benchmark of the education process effectiveness), learners (as the feedback of their learning results), and institution and even, both the regional or local and central government to map the quality of their residents. This Chapter only particularly focuses on the assessment of English language learning (ELL) with integrated language skills (ILS) using CLLA in which practice is also involved with HOTS and the 4 knowledge dimensions such as factual, conceptual, procedural and metacognitive. The assessment procedures are presented at Chapter 4.

## **CHAPTER V**

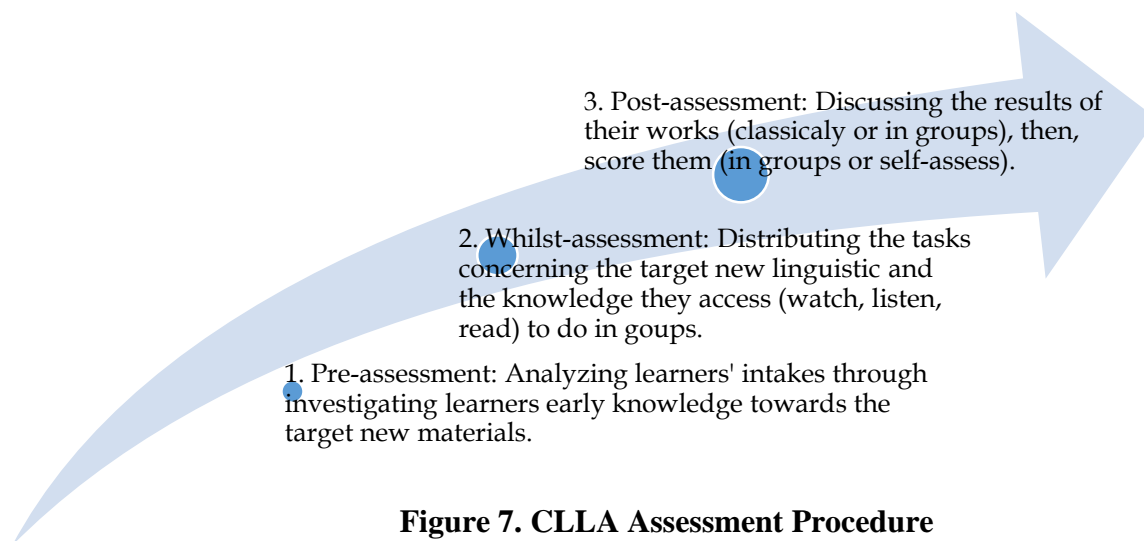
### **ASSESSMENT PROCEDURES ON LANGUAGE LEARNING USING CLLA**

#### **Introduction**

The assessment procedure is, in this case, the sequent steps on getting the learners knowledge related to the target materials to be taught. The procedure involves three steps of assessment, namely: intakes → process → output (Brown, 2007). Intakes is intended to analyze the learners understanding toward both the linguistic and the content target materials. Learners' intakes are needed to analyze their preparation to understand the materials to be learnt. The learning process involves their capacities in understanding the learned target materials through the language use interaction during the session. Output is needed to find the learners data in achieving the formulated learning objectives. The following is an illustration on how to carry out language teaching using CLLA.

An assessment process can be carried out within the lecture or course, starting from the pre-teaching or pre-lecture continued with the whilst-lecture and the post-lecture. In conducting such lecture, teacher or instructor must observe the learners language activation accurately. The assessment process may start from investigating the learners intakes concerning their knowledge

related to the learning materials. Say for example, if the materials is taken from a story of human puppets performed in the YouTube. The starting point can be as follows: Firstly, lead them to focus on the target wayang story by addressing several questions regarding the characters, whether or not they have ever watched the story, and relate the story with the real life. Second, invite the learners to access the story and ask them to understand and then, discuss the content, both linguistically and the implied messages. Third, ask them to do the given tasks in which results are used as the means of assessment. The gained assessment data can be judged to analyze the formulated learning goals achievement. The assessment data is, in this case, in the forms of scoring results (See Figure 7).



**Figure 7. CLLA Assessment Procedure**

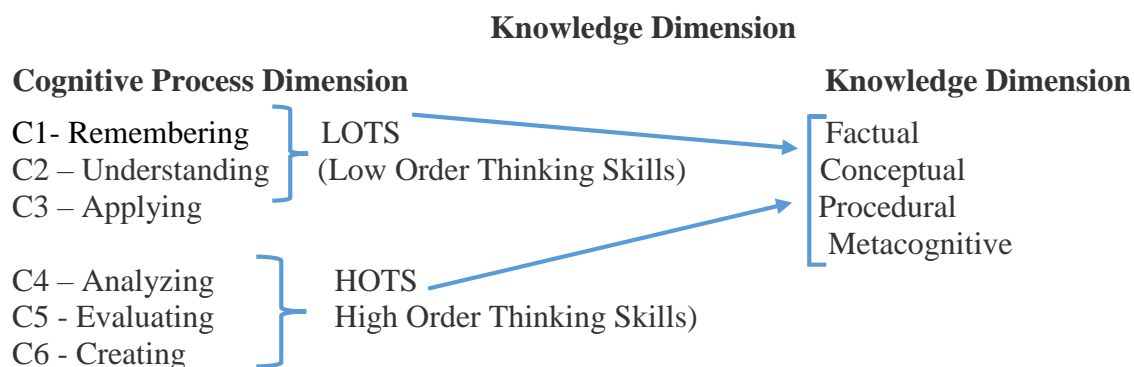
The scoring process can be done either by the instructor, among the learners, or by self-assessment. The assessment process may benefit scoring rubrics as a benchmark of the judgment. As for language learning is carried out by considering ILSA (Integrated Language Skills Approach) as the current demanded model, teacher/instructor may use the Eberly Center for Teaching Excellence Model Carnegie Mellon (MECTECM). Scoring Rubrics or the Common European Framework of Reference for Languages (CEFR)

### **Assessment on Integrated Listening Skills Approach (ILSA)**

Self-Assessment on Integrated Language Skills Approach (ILSA) is one of the assessment techniques as an alternative to measuring the success of learner's learning independently (O'Malley & Pierce, 2000). Performance levels of students in the listening-speaking-reading-writing, activities can be assessed using the aforementioned two scoring rubrics of Eberly Center



for Teaching Excellence Model Carnegie Mellon (MECTECM) and Common European Framework of Reference for Languages (CEFR). By making use of those scoring rubrics to assess the language learners integrated language skills competences will involve their knowledge dimension that includes both the cognitive process and the knowledge dimensions all at once, respectively. Figure 8 performs the two mixed dimension aspects.



**Figure 8. The Mixed Knowledge Dimension**

The knowledge dimension involves the human thoughts in their thinking skills through their LOTS, HOTS and knowledge dimension capacities. In the area of language learning, learners will effectively achieve their optimal thinking capacities if they are familiarized to active the knowledge dimension (Krathwohl et.al, 2010). In a nutshell, to activate and optimize the learners' thinking capacities, the teachers must, of course, train them to enhance their capacities through any language use practices that involves both the cognitive process of (C1 until C6) and the knowledge dimension that involves factual, conceptual, procedural and metacognitive thinking skills. As an illustration, the following is presented samples of the factual, conceptual, procedural and metacognitive dimensions in language learning.

- (1). Learning of **factual knowledge** can be related to the topic of communication. Teaching materials include topics related to science, technology, songs, letters, art, and culture related to the phenomena and events seen in the eye or in concrete. Determination of the text to be used or produced by students also needs to be directed to foster an attitude of respect and live up to religious and social values, including honesty, discipline, responsible, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence.
- (2). Learning of **procedural knowledge** can be linked to scientific steps as well as the learning and learning process. In the realm of science, procedural knowledge in English is reflected



in how to arrange meaning to understand texts or produce texts related to communicative goals to be achieved. Procedural knowledge related to the learning process is learned through planning and implementing learning steps to carry out each task or project. In English Language Learning (ELL) procedural knowledge is commonly developed in the forms of listening, speaking, reading, writing both oral and written procedure discourse or texts, for instance: text concerning the steps on repairing, making designing something, helping others, et cetera.

- (3). Learning of **conceptual knowledge** involves explicit knowledge about social functions, text structure, and linguistic elements of the text needed to be able to understand and produce meaningful texts. Such conceptual knowledge can be developed by exploring the learners' knowledge in acquiring the target knowledge being learnt. In ELL development, the learning materials must focus on the new theories or concepts. These are some of text samples for conceptual knowledge development: "The Principles of Language Learning, Teaching, Acquisition and Language Use"; "The Circle of Food Chain"; "Water Cycle"; "Hydro Electric Power Plan"; "The Four Seasons in Indonesia"; "Writing Business Letters"; "The principles of Education in Indonesia", et cetera.
- (4). **Metacognitive knowledge** means the learner's knowledge of tasks, strategies and their own cognitive abilities (Cambridge University, 2020). This means that learning of **metacognitive knowledge** includes the learners' learning process by exploring their own cognitive abilities either based on their learning processes or their real-life experiences. To test the learners' cognitive abilities we can address them queries as follows: "What do you think about...?"; "Do you have an idea to solve such problems?"; "Explain what you have known about..."; To find the answers of those queries need the learners' own thought, by mixing both their learning processes and life-experiences they have acquired or undergone. Such queries involve the learners HOTS level abilities. David Perkins (1992) as quoted in Cambridge University (2020) identified four levels of metacognitive learners which provide a useful framework for teachers, namely: tacit, aware, strategic and reflective.



**Figure 9. The four Level of Metacognitive Learners  
(Perkins, in Cambridge University, 2020)**

Figure 9 shows the procedure of processing metacognitive learners. In this case, as the learners experience metacognitive process, they involve their tacit (silently thinking), full of awareness with their own thoughts, to strategically reflect the thoughts to others, both in written and oral ways. In a nutshell, it implies that a metacognitive learner can be meant as a learner who has an ability to reflex his/her own thought consciously, strategically and confidently. Metacognitive

## **CHAPTER VI**

### **CONCLUSION**

This Book is intended to introduce the users toward another new approach that can be used as a means of facilitating the language teachers, instructors and candidate teachers to support the nation in introducing traditional culture heritages in the forms of discourses. The heritages can be creatively designed to draw the learners learning interests. This book is also designed completely with the samples as illustrations on how to practice it the language classrooms. But I realize that this work is still incomplete. For such reason, I plan to complete it with the practice of implementing CLLA in class in my further work. Besides, I need critical suggestions to support this work to be more complete. No ivory cannot cracked! Thank you for using this book.

## **GLOSSARY**

### **CLLA (Cultural Language Learning Approach)**

It is an approach to language teaching by benefitting traditional cultural heritages for the purpose to secure them from the fade away extinction through the textual materials both in spoken and written way.

### **Cognition**

The mental action or process of acquiring knowledge and understanding through thought, experience and the senses.

### **Meta**

Meta means *about*, *after*, or *beyond*. In terms of metacognition this refers to a higher level of cognition (beyond cognition).

### **Metacognition**

In simple terms, metacognition is being aware of and in control of one's own mental processes. See above for a more detailed description.

### **Metacognitive control**

Involves the learner making changes and adapting strategies. This will often happen following monitoring, for example, if the monitoring indicates they are not doing so well on a certain task.

### **Metacognitive knowledge**

The learner's knowledge of tasks, strategies and their own cognitive abilities.

### **Metacognitive monitoring**

Monitoring of one's own cognitive processes.

### **Metacognitive regulation**

How learners monitor *and* control their cognitive processes.

### **Metacognitive talk**

Metacognitive talk involves a person saying out loud what they are thinking while they are carrying out a task.

### **Reciprocal teaching**

A metacognitive approach to reading that involves teachers working with small groups of learners and modeling the use of four key strategies: summarizing, questioning, clarifying and predicting. The learners are then asked to teach these strategies to other learners.

### **Scaffolding**

The teacher provides appropriate guidance and support to enable learners to build on their current level of understanding progressively to acquire confidence and independence in using new knowledge or skills.

**Self-assessment**

The ability to assess and evaluate our own works, assignments and capacities.

**Self-regulation**

The ability to monitor and control our own thoughts, emotions and behaviour.

**Self-regulated learning**

A term which describes self-regulation in academic settings.

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