

**Exposure of Meaningful Input to Students of  
Speaking 1 Class  
to Improve their Speaking Skill and to Achieve  
Ignatian Pedagogy's 3Cs**

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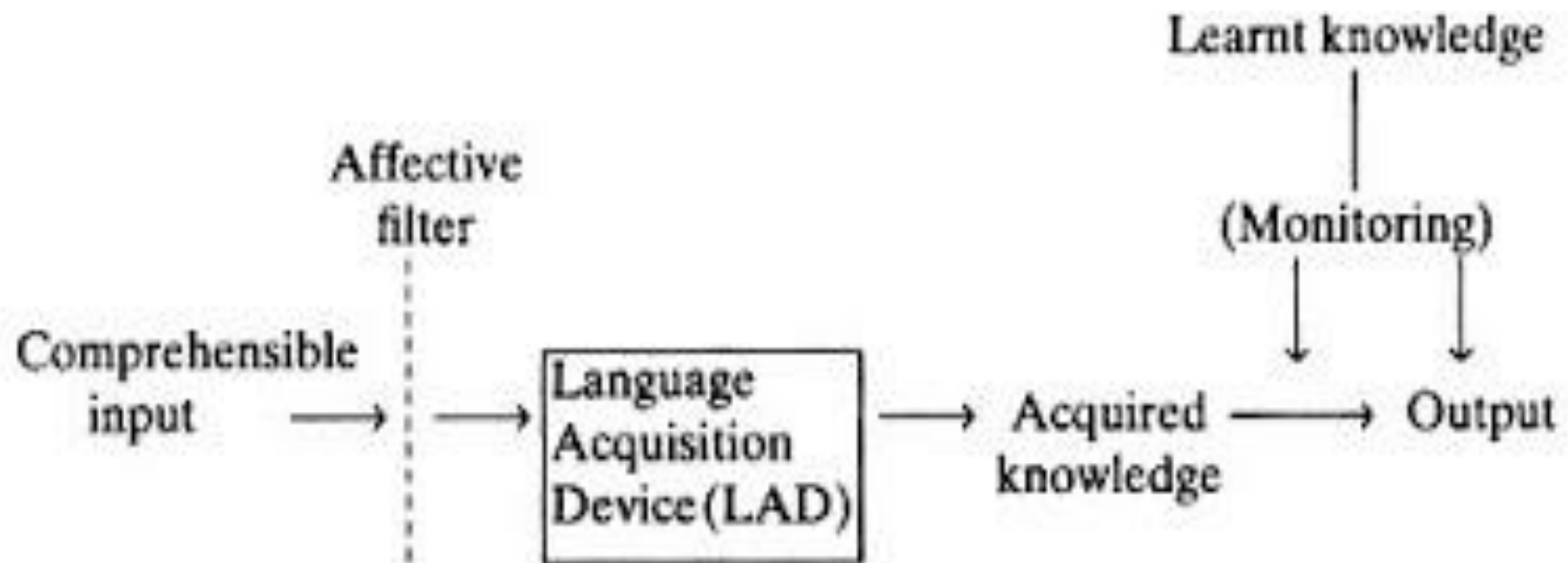
# Background

The first-semester students of the English Language Education Study Program (ELESP):

- In the transition period
- High anxiety, low self-confidence, not all are motivated
- Needs assistance in building culture, habits, and perspectives

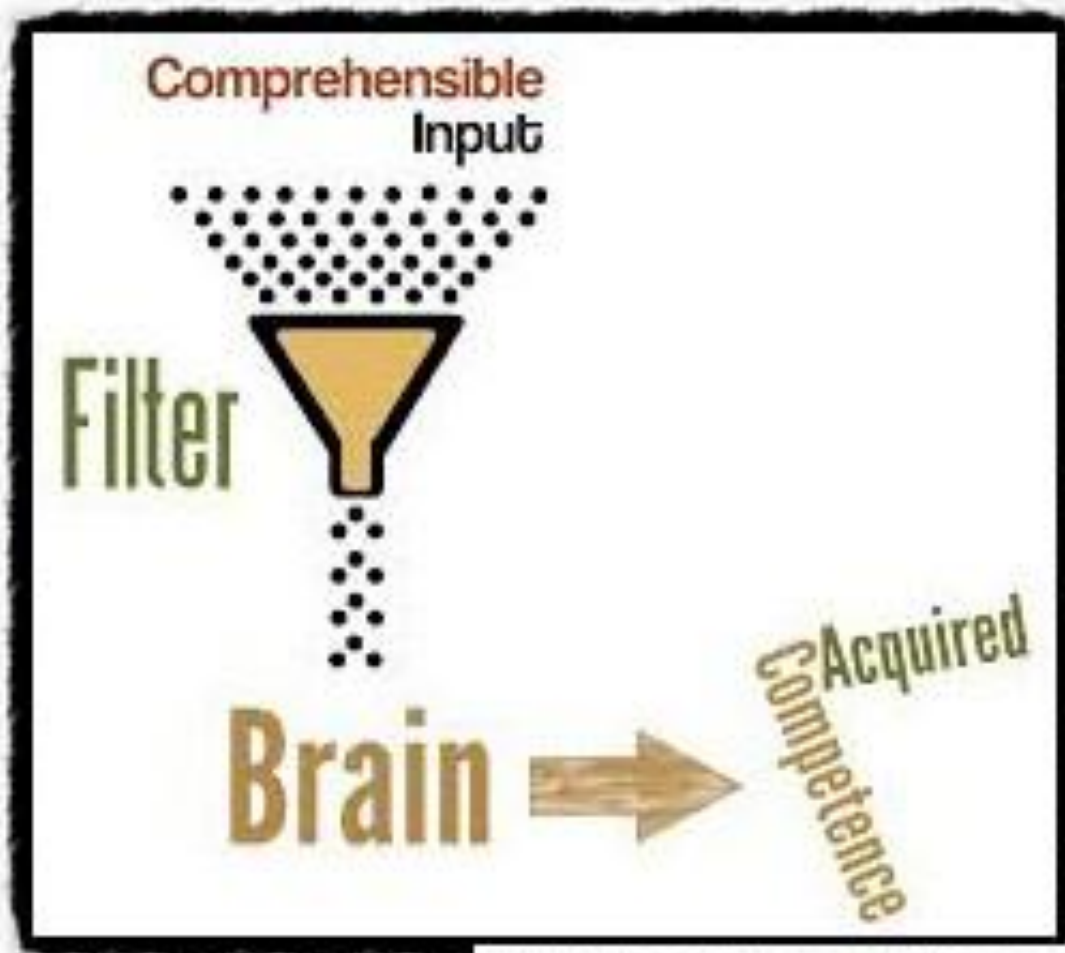
Speaking 1 contains language skills to build the foundation for more complicated skills in later semesters.

# Comprehensible Input



*The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)*

# Input Hypothesis



# Comprehensible Input

## The comprehensible input hypothesis



→ The learner can only acquire or learn language s/he can understand by connecting it to prior knowledge and known concepts. Language that is not understood is just “L2 noise”.

# Two Aspects of Language Learning

By Wong and VanPatten (2003)

## 1. Developing an underlying linguistics system:

- Phonological system
- A network of lexical items
- A syntactic system to produce grammatically acceptable sentences
- A pragmatic system to interpret meanings of utterances
- A sociolinguistic system to produce language that is sociolinguistically appropriate
- A set of rules that allows us to produce a stretch of longer sentences

Necessary to be successful

Largely implicit

# Two Aspects of Language Learning

By Wong and VanPatten (2003)

## 2. Developing the ability to use the linguistics system for communication:

- => the development of skills for language production, i.e. speaking and writing

Goal: to promote fluency and accuracy

Fluency and accuracy refer to the ability to produce language fluently and effortlessly without any noticeable errors in grammar, vocabulary and pronunciation.

# Exposure to Language Input



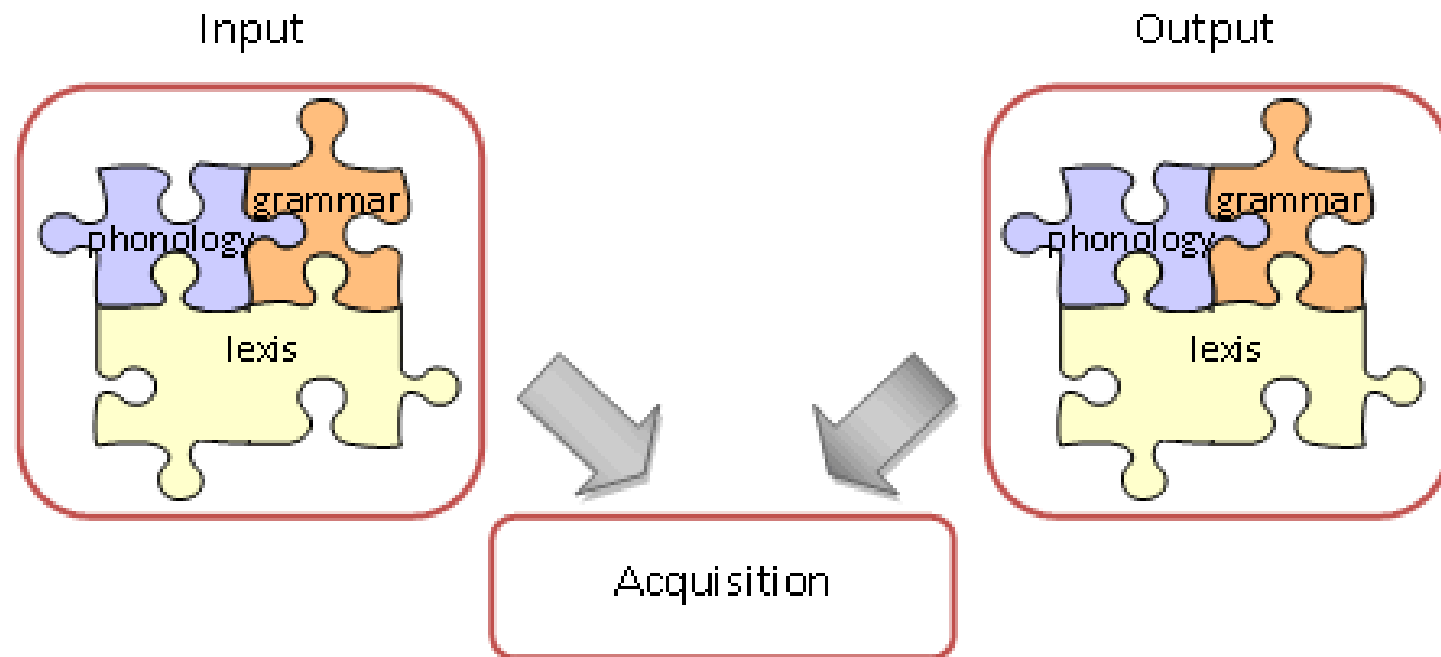
A **competent user of a language** must **know the underlying system of the language** and be able to use this system for communication.

How to develop these two aspects?

Through **EXPOSURE** to **language input**

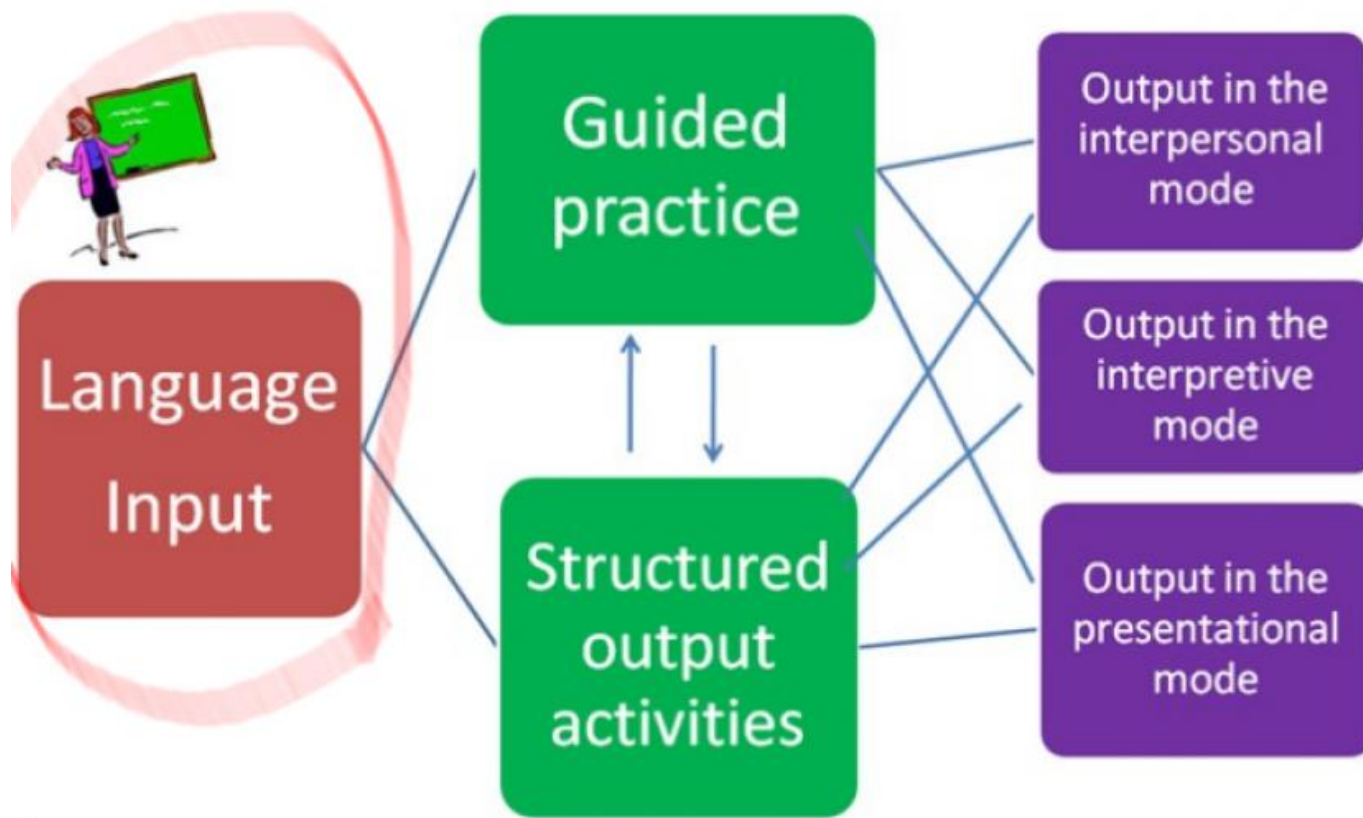


# Exposure leads to acquisition



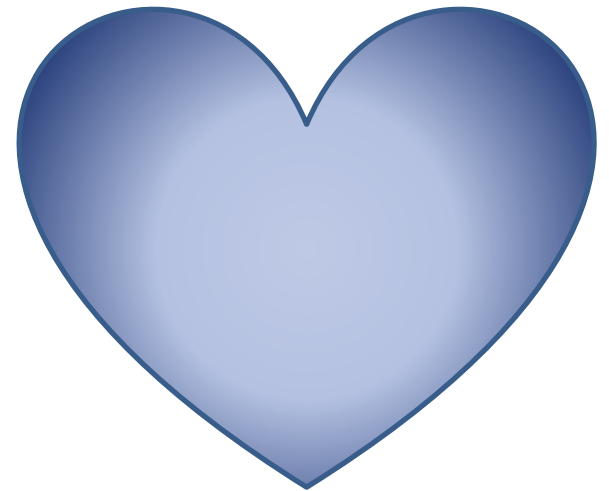
# Background

Use an Integrated Activities Approach  
can help learners develop speaking competence

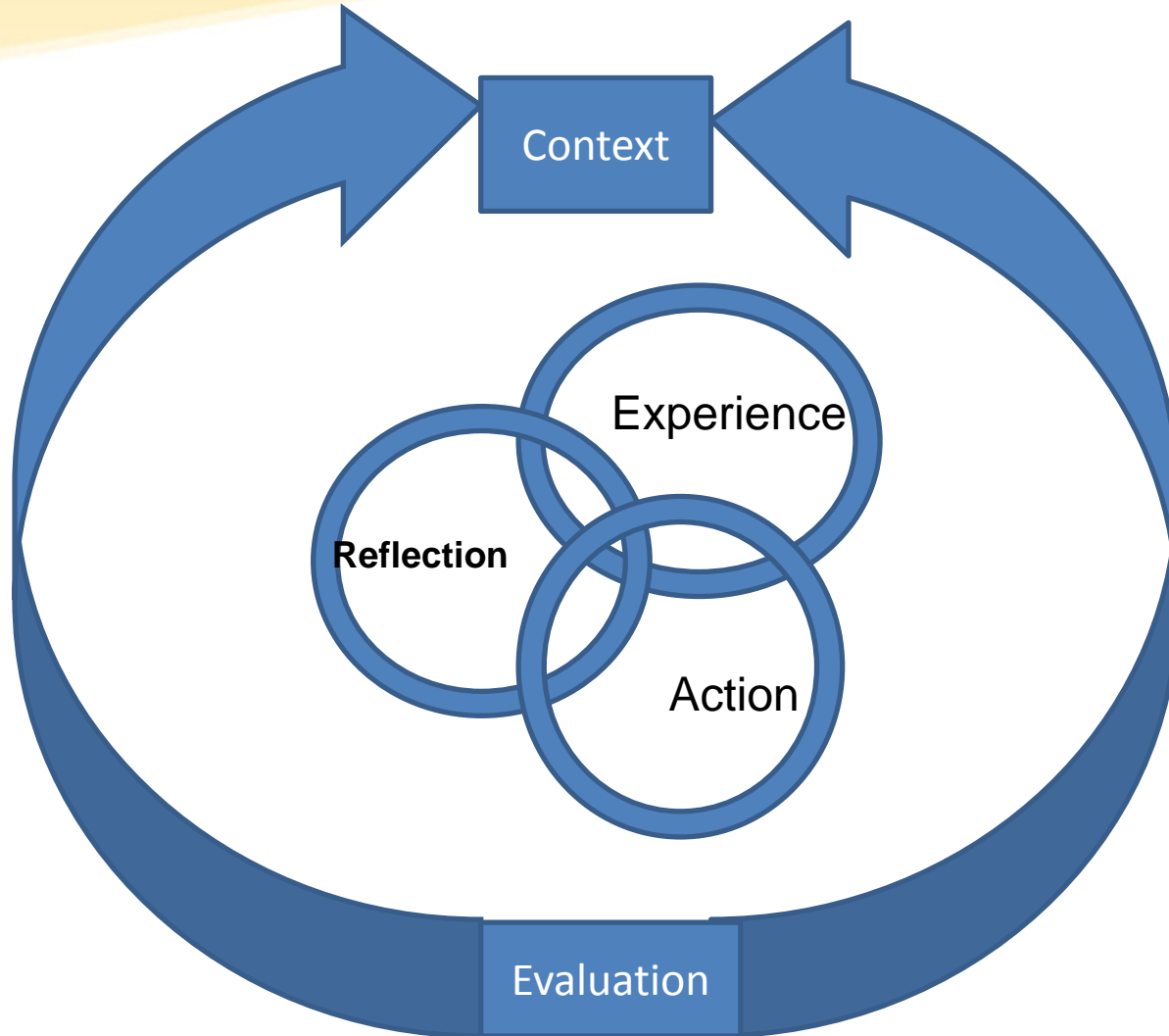


# Ignatian Pedagogy

A pedagogical paradigm in a Jesuit teaching which aims not only to prepare students to **excel academically** and **professionally** but also to forge **students with characters** so they may **live with and for others** in imitation of Christ's spirit and love.



# Ignatian Pedagogy Paradigm Cycle



# Ignatian Pedagogy

Aim: to improve students' competence to speak English fluently and accurately using linguistically, pragmatically and culturally correct English.

**Competence**

Understand the communication techniques and strategies  
Use the communicative expressions according to different speech functions

**Conscience**

Choose the correct expressions according to the right contexts  
Build self-confidence in communicating in English

**Compassion**

Apply language politeness  
Care about other people when using the language

# Description of the Course

**Description:** A course subject for the first-semester students which contains basic communicative expressions covering speech functions such as *talk as interaction*, *talk as transaction* and *talk as performance*.

## **Topics:**

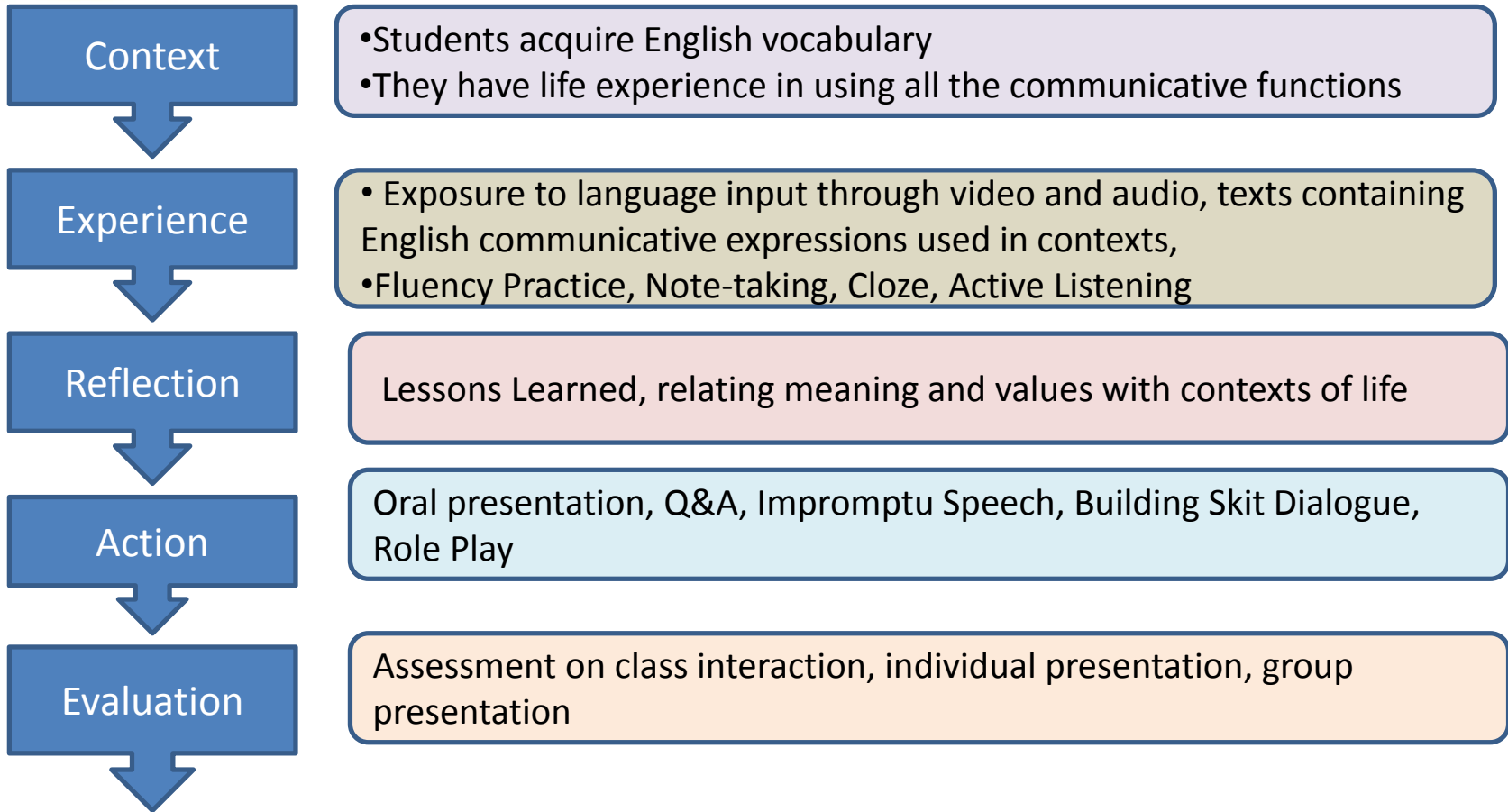
1. *Opening and Closing*
2. *Introduction and address systems*
3. *Compliments and thanking,*
4. *Sympathy and apologizing,*
5. *Interrupting and getting attention,*
6. *Expressing anger and resolving conflicts,*
7. *Likes and dislikes*
8. *Invitation and Telephoning*
9. *Agreement and Disagreement*

# Description of the Input-based Instruction

No	IP Cycle	Types of Activities	
		Small (material-based)	Big (all through the semester)
1	Context	Brain-teaser, apperception, ice-breaking games	Initial Orientation, team building
2	Experience	Listening to audio, watching videos, reading handouts, Active Listening, Note-taking, Cloze	Listening to audio, watching videos, reading handouts, Active Listening, Note-taking, Cloze
3	Reflection	Lessons Learned, connecting meaning and values with own contexts	Lessons learned, relating meaning and values with facets in real life, building habitual attitudes, values and beliefs as ways of thinking
4	Action	Oral presentation, Q&A, Impromptu Speech, Building Skit Dialogue, Role Play	Weekly Assignments, Hot Seat, Interview people
5	Evaluation	Classroom interaction, presentation, Q&A	Oral Test, group work assessment, mid test 1, 2, final Test, video uploading

# The Cycle Scheme in Speaking I

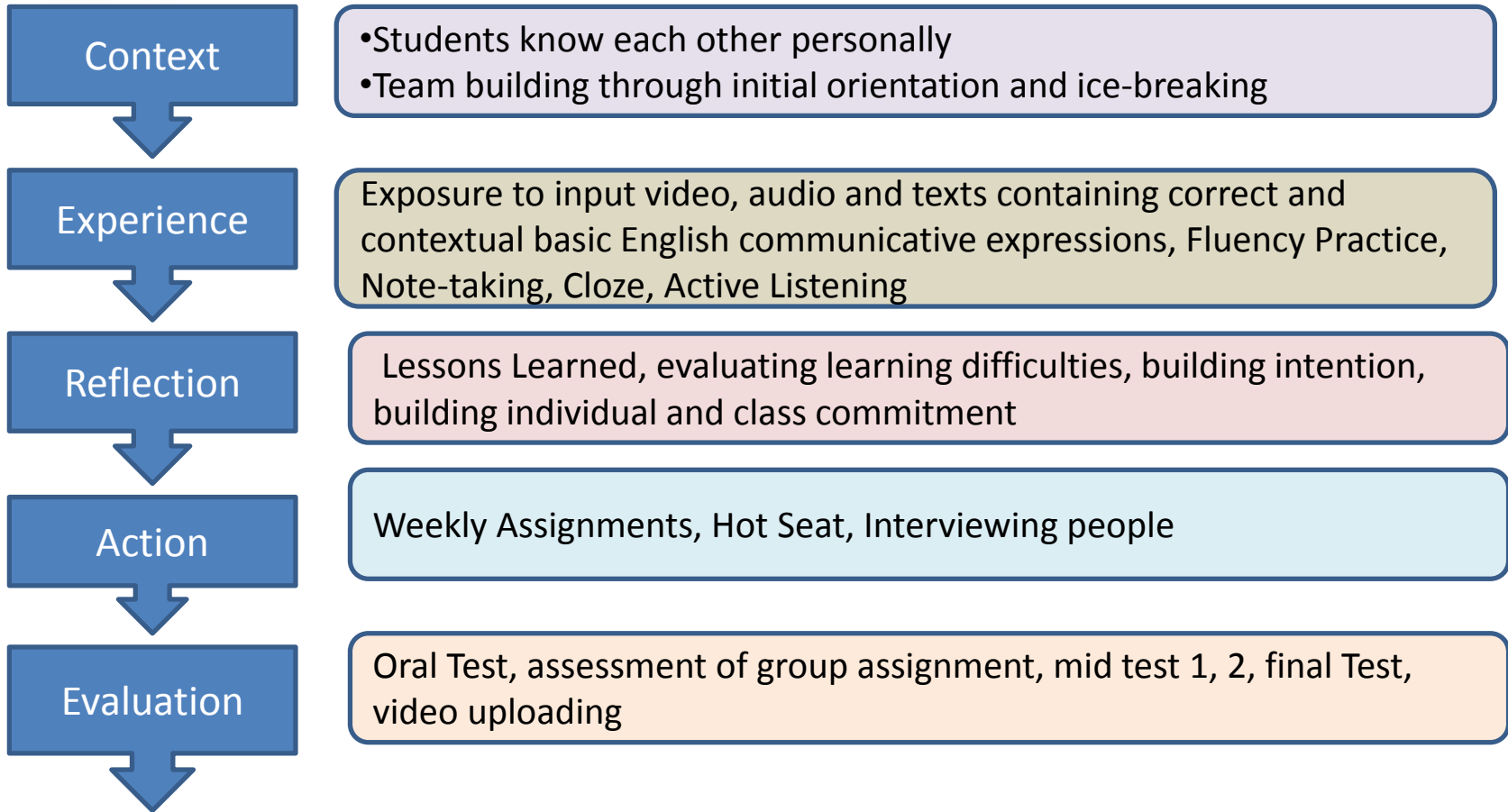
## Small Cycle





# The Cycle Scheme in Speaking I

## Big Cycle



# Reflection Points

The result of the reflection shows that students understand the materials through continuous exposure on the input and the values contained in them:

## **Competence:**

- Students understand the materials
- Students are able to apply what they have learned (as monitor) in their real life contexts



# Reflection Points

## Conscience:

- Students are more confident, more critical, have low anxiety, and are still humble.
- They continuously intend to be better and better by time

## Compassion:

They are able to collaborate with other students and respect each other in every interaction so as to create a pleasant atmosphere in the class.

**Other emerging values: perseverance and steadfastness. Good preparation is the key to successful performance.**

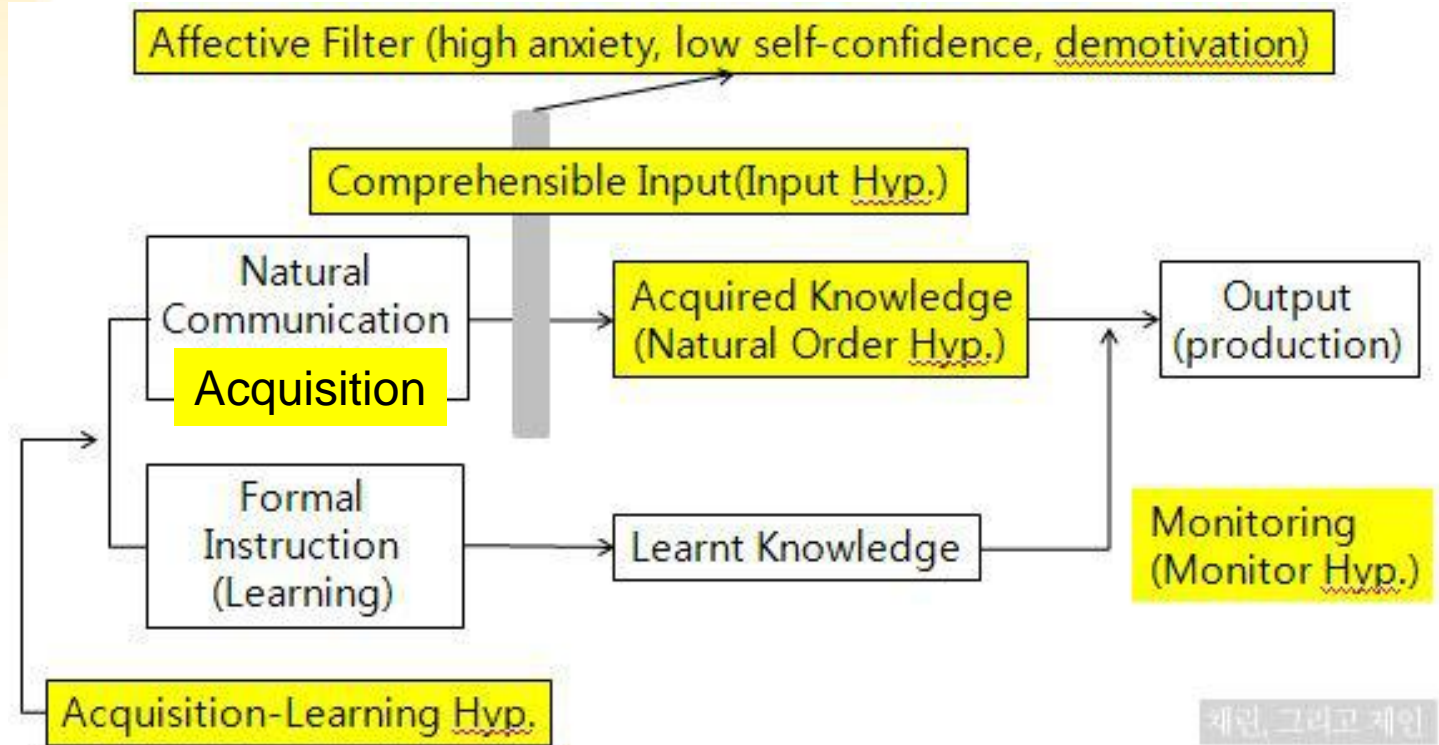


# Evaluation Result

Evaluation Type	Aspects	Result
Weekly Assignments	C1 Linguistic Competence C2 Responsibility C3 Communicative	Average 76
Oral Test	C1 Understanding of linguistic aspects and non-linguistic aspects in communication C2 Confidence, criticality, steadfastness C3 Communicative and emphatic	Mid I: Average 75 / 77* Mid II: Average 75 / 78* Final Test: Average 76 / 79*
Hot Seat	C1 Linguistic knowledge and presentation skills C2 Confidence, responsibility, humility, and openness C3 Cooperation and Communicativeness	Average: 75 / 78*

\*Note: Initially, the number of students in this class was 28. In the middle of the semester, one student stopped coming to class and failed.

# Conclusion



# Conclusion

- Ignatian Pedagogy facilitates the students' communication skills so they may use English to communicate confidently, critically, ethically, and politely. In addition, they become more sensitive to the linguistic elements such as vocabulary, pronunciation, and pragmatic in communication.
- Ignatian Pedagogy taps into life values such as responsibility, politeness, openness, empathy, cooperation, and mutual respect.
- Using Ignatian Pedagogy, the focus of learning is not always on competence. Conscience and compassion aspects are also being highlighted so the students will feel welcomed in the class and thus the anxiety level is lowered, and confidence and motivation are increased. The classroom interaction becomes meaningful and conducive to learning.

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# Conclusion

**Thank You**  
**Terima Kasih**  
**Matur Nuwun**

