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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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

Filter

Brain

Acquired Competence

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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”.

Comprehensible Input
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
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

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: 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

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

- **Context**
  - Students acquire English vocabulary
  - They have life experience in using all the communicative functions

- **Experience**
  - Exposure to language input through video and audio, texts containing English communicative expressions used in contexts,
  - Fluency Practice, Note-taking, Cloze, Active Listening

- **Reflection**
  - Lessons Learned, relating meaning and values with contexts of life

- **Action**
  - Oral presentation, Q&A, Impromptu Speech, Building Skit Dialogue, Role Play

- **Evaluation**
  - Assessment on class interaction, individual presentation, group presentation
The Cycle Scheme in Speaking I
Big Cycle

Context
- Students know each other personally
- Team building through initial orientation and ice-breaking

Experience
- Exposure to input video, audio and texts containing correct and contextual basic English communicative expressions, Fluency Practice, Note-taking, Cloze, Active Listening

Reflection
- Lessons Learned, evaluating learning difficulties, building intention, building individual and class commitment

Action
- Weekly Assignments, Hot Seat, Interviewing people

Evaluation
- Oral Test, assessment of group assignment, mid test 1, 2, final Test, video uploading
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

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

*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

Affective Filter (high anxiety, low self-confidence, demotivation)

Comprehensible Input (Input Hyp.)

Natural Communication

Acquisition

Formal Instruction (Learning)

Acquisition-Learning Hyp.

Acquired Knowledge (Natural Order Hyp.)

Learnt Knowledge

Output (production)

Monitoring (Monitor Hyp.)
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.
References


DePorter, Bobbi; Reardon, Mark; Singer-Nourie, Sarah. 1999. *Quantum Teaching: Orchestrating Student Success*. Boston: Allyn and Bacon.


Conclusion

Thank You
Terima Kasih
Matur Nuwun