

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The call to change seems to be constant in education (Jacobs and Farrell, 2003). In second language education, a constellation of changes have been proposed and, to some extent, implemented. The constellation of interconnected changes can be termed as a paradigm shift, with this paradigm, fitting under the general umbrella of Communicative Language Teaching (CLT).

The key components of the shift concern:

1. Focusing greater attention on the role of learners rather than the external stimuli learners are receiving from their environment. This shift is generally known as the move from teacher-centered instruction to learner-centered or learning-centered instruction.
2. Focusing greater attention on the learning process rather than on the products that learner produce. This shift is known as a move from product-oriented instruction to process-oriented instruction.
3. Focusing greater attention on the social nature of learning rather than on students as separate, decontextualized individuals.
4. Focusing greater attention on diversity among learners and viewing these differences not as impediments to learning but as resources to be recognized, catered to, and appreciated. This shift is known as the study of individual differences.

5. In research and theory-building, focusing greater attention on the views of those internal to the classroom rather than solely valuing the views of those who come from outside to study classrooms, investigate and evaluate what goes on there, and engage in theorizing about it. This shift is associated with such innovations as qualitative research, which highlights the subjective and affective, the participants' insider views and the uniqueness of each context.
6. Along with this emphasis on context comes the idea of connecting the school with the world beyond as a means of promoting holistic learning.
7. Helping students to understand the purpose of learning and develop their own purposes.
8. A whole-to-part orientation instead of part-to-whole-approach. This involves such approaches as beginning with meaningful whole texts and then helping students understand the various features that enable to text to function, for example, the choice of words and the text's organizational structure.
9. An emphasis on the importance of meaning rather than drills and other forms of rote learning.
10. A view of learning as a lifelong process rather than something done to prepare for an exam.

Looking at the paradigm shifts above, we can conclude that teachers should focus the attention on the learner's role, that is the learner-centered or learning-centered instruction. Teachers should also focuses the attention on the learning process rather than on the products that learners produce, and diversity among learners and viewing these differences not as impediments to learning but as resources to be recognized, catered to and appreciated. The views of internal to the classroom rather than solely valuing the views of those internal to the classroom, connecting the

school with the world beyond, help the students to understand the purpose of learning and develop their own purposes, a whole to part orientation, and the importance of meaning rather than drills and a view of learning as a lifelong process rather than something done to prepare for an exam.

5.2 Recommendations

Teacher training, more or less, is one of the ways to upgrade the teachers' understanding and knowledge about the phenomenon in the society of education. Any kind of policy launched-out by the government should touch the agents of change in education. The teachers are one of the agents that have very close relation with the students.

As stated in the introduction part that the national development in Indonesia is aimed to improve the quality of human resources. The mastery of foreign languages, particularly English, needs to be improved. Students are the subjects expected to master English. But, the teacher needs also the training to improve their competences. They need to know about the development of the curriculum, the models of teaching, the instructional materials, etc. to make them become competent teachers. Competent teachers are expected to make competent learners.

The recommendation below is addressed to the teacher training centre, teacher education institution, education office, teachers' society, and the school itself, that teacher needs improvement. All the teachers. not only some, or a few. The socialization on something new should touch the ground. Not only in the head of the teachers' society level, but also all the teachers in the school.

In line with the textbooks used in the classrooms, textbook writers, editors, and publishers should take into account the expectations stated by the teachers and the students about what a good EFL textbook should be like. About the activities and materials, about kinds of tasks, about the colour, about the picture, about everything.

