Ideas Pattern Manifested in Rhetorical Moves of English Language Teaching and Learning Research Articles Discussion Written by Indonesian English Academics

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ABSTRACT

Ideas pattern manifested in the presentation of rhetorical Moves can be viewed as another angle to determine one's rhetorical or thought pattern. Writing research report requires writers' discourse competence to effectively present their argument and persuasive appeal particularly on the Discussion section of a research article. This can be realized through the presentation of Rhetorical Moves employed by writers. This qualitative study attempts to examine rhetorical Moves employed by Indonesian English academics in writing out English Language Teaching and Learning (ELTL) research articles. It also seeks to determine thought patterns of those writers as reflected in the rhetorical Moves used. There were 89 articles used as data source taken from 4 journals to be analyzed employing Swales' CARS model (1990) on research article Discussion as parameter. It revealed that ELTL research articles Discussion written by Indonesian English academics employed 4 Moves consistently with 4 other Moves were absent. However, the idea pattern delivered was substantially logic, coherent, and linearly fashioned.

Keywords: Ideas pattern, Rhetorical Moves, Research Article, English Language Teaching and Learning (ELTL).

A B S T R A K

Pola gagasan yang diwujudkan dalam presentasi gerakan retoris dapat dilihat sebagai sudut lain untuk menentukan pola retorika atau pemikiran seseorang. Menulis laporan penelitian memerlukan kompetensi wacana penulis untuk secara efektif menyajikan argumen dan daya tarik persuasif mereka khususnya pada bagian diskusi artikel penelitian. Ini dapat diwujudkan melalui presentasi pergerakan retoris yang digunakan oleh penulis. Studi kualitatif ini mencoba untuk meneliti pergerakan retorie yang digunakan oleh akademisi Bahasa Inggris Indonesia dalam menulis artikel penelitian Pengajaran dan Pembelajaran Bahasa Inggris (ELTL). Studi ini juga berupaya menentukan pola pikir para penulis tersebut sebagaimana tercermin dalam *Retorika Moves* yang digunakan. Ada 89 artikel yang digunakan sebagai sumber data yang diambil dari 4 jurnal untuk dianalisis menggunakan model CARS Swales (1990) tentang artikel artikel Diskusi sebagai parameter. Terungkap bahwa artikel penelitian ELTL Diskusi yang ditulis oleh akademisi Bahasa Inggris Indonesia mempekerjakan 4 Moves secara konsisten dengan 4 Moves lainnya tidak ada. Namun, pola ide yang disampaikan pada dasarnya logis, koheren, dan linier.

Kata Kunci: Pola Ide, Pergerakan Retoris, Artikel Penelitian, Pengajaran dan Pembelajaran Bahasa Inggris (ELTL)

1. Introduction

Ideas pattern or popularly called thought pattern is often connected to the way how people develop and organize their ideas and put them into pieces of writing products in such away so that the ideas pattern delivered can build effective communication for readers to easily and comfortably read them. As a consequence, the readers can accept the ideas or the massages conveyed. These products are

commonly in the forms of scientific or academic writing such as research report i.e research article, paper, research paper ect. or other kinds of forms that require higher order thinking from the writers to write. Putting ideas in a piece of writing particularly for academic purpose requires a hard work especially if the language used is a foreign language. Having proficiency in writing is one of the crucial factors in second or foreign language acquisition. This will be very necessary when dealing with scientific writing for a research report or research article.

One's competence and skill are prominent to assure an acceptance in organizing his or her thought. Cargill and O'Connor (2009: 10) state that an acceptance or successful scientific writing product needs skills covering both science- and language- based. Nonetheless, those two skills usage at the same time will result efficient outcomes. Science skill refers to the mastery of writers toward particular field where they want to inform, to share, and to discuss. Meanwhile, language based skill deals with writers' acquisition toward the language used within the writing product either their first or second language usage. The language based skill includes writer's competence in rhetorically deliver massages. Principally, a writer must concern not only with the language used but also patterns of organization made. It is done to assure that the quality of massages or information being conveyed can contribute meaningfully to the target readers or communities.

Regarding the patterns of organization, Indonesian writers in organizing ideas as studied by Subandrio and Susilo's (2007) show quasi linear fashioned most of the time. The result of this study supports a study done by Wahab (1995) who discovered that the ideas patterns of Indonesian writers is in the process of shifting from circular pattern into linear one. These two studies suggest that Indonesian writers ideas patterns are still processing to become linear in organizing their ideas. It is interesting then to study further of this issue in connection with rhetorical moves presentation employing Swales' model (1990).

As forementioned earlier that writing research article is one of writing products that needs to be paid attention on. Several significant points contributing positively to the writing of research article including agreed content, language used, and acceptable rhetorics need to be highly considered. One of these elements necessarily to be concern is rhetorics. The rhetoric plays important roles to confirm that a research article would be convincingly accepted and effectively communicated for the message delivered. Adnan (2009:121) suggests that research articles are expected to present a particular information 'structured concerning to a particular rhetorical patterns'. The papers that cannot fulfill this expectation are possibly rejected. Research on rhetoric, which is believed as a study in discourse analysis, basically examines the thought patterns of the writer that can be determined from the way how the writer organizes ideas employing particular persuasive or argumentative appeals to deliver writer's communicative purposes. The communicative purpose is named as 'Moves' by Swales (1990). The Move is represented by expressions in the forms of word, phrase, clause, sentence or sentences, and even paragraph/s to argue, to persuade, to inform, to state, to convince writer's purposes on ideas a writer delivers.

Examining Moves within research article written by Indonesians from different disciplines have been investigated by different researchers with different focuses and models. A study done by Basthomi (2007) for instance was one of them. The study examined and focused on an analysis of Introduction section of Education research articles using Swales' model. The study demonstrated that the articles confirmed the way how the presentation of Moves within the Introduction section of Swales' CARS model work. Another study was carried out by Safnil (2000) who studied on rhetorical structure of Introduction section on articles of Eeducation, Eeconomic, and Ppsychology written by Indonesian. The data was research articles written in Indonesia language. It was found out that the Iintroduction section of Indonesians' research articles was different relatively from those of English speaking countries. The finding of this study informs that the rhetoric of Indonesians representing in Eeducation research articles do not conform yet to the rhetoric of western as reflected in the rhetoric of CARS model proposed by Swales (1990). Similar study carried out by Suharno,

Badib, Sutopo (2010) who examined rhetorical function determined from research article Introduction section of science journals. It revealed that the principles of writing in research article Introduction have not corresponded yet with the rhetorical functions used in Introduction section.

The studies above focus mainly on the Introduction section which employ particular disciplines that do not yet touch on the area of English language teaching and learning. Besides, among the three studies above, there is only one study that is connected to the way how Indonesian academics write and organize their thought or ideas into their research article writing. This present study attempts to examine Indonesian English academics in writing out their research article Discussion section using Swales' Move parameter on Discussion section of research article and how the moves presentation qualify the ideas patterns organized seen from the move structures.

2. Methods

This study belongs to qualitative design where the researcher becomes the key instrument in collecting and analyzing data. There were 89 research articles of English language teaching learning taken from 4 nationally acredited journals of Language teaching and learning. Only articles that meet criteria set by researcher are examined. The article must be research result and it is written by Indonesian English academics. This topic was chosen since it is in the work area of the researcher. Data were analyzed using Swales' Move model (1990) in Discussion section with implementing procedures proposed by Miles, Hubberman, Saldana (2014).

3. Result

There are two important findings obtained from this study. First, the study revealed that Indonesian English academics in writing out research article Discussion present consistently 4 Moves out of 8 Moves suggested by Swales (1990). These four Moves were Move 2 labelled as Stating Research Result, Move 5 (Explanation), Move 4 (References to Previous Researches, and Move 7 called Deduction and Hypothesis. Each of these Moves, case by case can be seen from the following description.

1. **Statement of Research Result (Move 2)**

The Indonesian English academics frequently begin their Discussion section with presenting statement of the finding of the study. This Move 2 becomes the starting point for Indonesian English academics in delivering their discussion. This strategy is used to express the finding of their studies as shown in the following samples.

a.   *The findings show* that portfolio assessment is able to discover much about what students can do in Academic Writing classes. (TEFLIN, Data 1-See Appendix)

b.   *The analysis showed* that positive feedback out numbered corrective feedback. Of the forty-nine (100%) feedbacks given by the teacher, 34 (69.4%) feedbacks were positive and 15 (30.6%) feedbacks were corrective. (K@TA – See Appendix)

As shown in a and b, the research article writer begins his/her statement with a clause telling the results of his/her study. The clause *'The findings show that....'* indicates how the RA writer shows how it begins. It is also indicated by excerpt b where the underlined clause shows writer's intention to state the finding of the study. The two linguistics realizations portray how research articles writers justify or present research results explicitly. The RA writers tend to use clear and direct sentence or clause to state the result of the study. The following clauses or sentences sign this statement of results found in this study: *The finding show that ...., the analysis show that ...., The Data show that ..., as shown in the findings ..., it was evident that ..., it indicates that ..., The findings indicated that....* The statement of results in Discussion section for this study was written explicitly and it preceded Move

1 which was normally developed prior to statement of results. The statement of the results can be either main finding or sub finding.

2.   **Explanation (Move 5)**

Explanation in this study was found to be the second most popular Move served by Indonesian English academic in the Discussion section of English Language Teaching and Learning research articles from the four journals. In Swales' CARS piece of work, this Move, as a matter of fact belongs to Move 5 whose position is written and developed after Move 4 (References to Previous Researches). However, this Move appears at second Move written and developed directly soon after Move 2 (Statement of Research Results). The RA writer's articles developed related to English language teaching and learning dominantly and consistently employ this Move to explain further the research results found in this current study. The following quotations are the sample of the finding.

a.   *This means* that writing opportunities for the students tend to be low. Despite this low frequency, the teachers still pay attention to other important elements in writing process approach, which are, "writing for real readers" and "facilitating student interactions" (CELT-See Appendix)

b.   *This indicates tha*t the writer has equally similar space as that of the other writers to express similar contents to those of the others. *Another amenable, yet pessimistic interpretation is* that the writer is probably introvert and does not share the same personal orientation as that of the others; therefore, the CV is different from the rest". (TEFLIN, Data 2 – See Appendix)

Excerpt a and b explain the statement of results exposed by the RA writers. The underlined and italicized clauses trigger further explanation toward the finding of the studies. Clauses such as *'This means that...', 'This indicates that...'* in this context begin how the RA writers are going to explain more the findings they have discovered from the study. They attempt and stress to elucidate further toward the findings of the studies. Based on the data of this present study, to realize this move the RA writers employ clear and explicit terms such as this means that..., it reveals that..., it indicates that ... or other expressions repeating components found in the study or refer to the main issue.

Explanation (Move 5) in this study comes in second sequence move developed by the RA writers for this study. This Move is structured at second position after Move 2 (statement of result). The RA writers explain directly the findings they state earlier in more detail explanation. Normally, this Move is placed at fifth position after Move 4 in Swales' CARS proposed model. However, Indonesian RA writers in this study tend to use and put it in second position soon after Move 2 where in this study is placed at the beginning of the discussion section.

3.   **References to Previous Research**

A reference to Previous Research is Move 4 in Swales' model. However, this study reveals that this Move 4 is consistently used by research article writer as the third common Move after Move 5 (Explanation) in the article. As its name labeled, this Move attempts to compare and contrast of the current study with the previous researches. The result shows that the research article writers in the four journals use dominantly and consistently this Move 4 by providing support for previous researches. The citations made portray the way how the writers support their findings to previous research. In addition to this, the strategy used to support the previous research is by integral reporting, Non Integral Rreporting, and Iintegral Non Rreporting. The most frequent way of providing support for previous research is by integral reporting as it can be determined from the following examples of quotations taken from the data sources. Examples found in this current study can be seen below:

a.   It is *in line with a study by Choi and Li (2012)* that teachers in young learner classroom preferred explicit feedback. (K@TA-See Appendix)

b.   *Similar finding was reported in Shehadah (2011) and Dobao (2012).* This shows that the English teachers are aware of the advantages of collaborative writing as a strategy for teaching writing. (CELT-See Appendix)

Quotation *a* is written using the terms 'in line with' to fully support with the writer's finding. It is similar to excerpt b where the term 'similar finding...' indicates that this excerpt support previous finding. These two excerpts employ Integral Reporting citation type where the year of publication is written isolated and the names of the researcher is placed before the year of publication and it is separated from the year. Another way to support reference for the previous research is by Non integral non-reporting strategy. Here, the RA writers write out citations by mentioning author's name at the end of citation without adding complementizer 'that' within the report. The examples can be seen from the following sentences.

a.   The last, the students could learn about onomatopoeic effect as they write since narrative text is closely interconnected with direct speech (Davis, 2006). (TEFLIN, Data 3 – See Appendix)

b.   Ambiguity (Ellis, 2009; Tatawy, 2002) might also exist when the two correct answers were responded differently as shown in the following two excerpts:.... (K@TA-See Appendix)

Examples a to c present some discourse clues (the italicized and underlined ones) employed by research article writers to provide support for previous researches. The examples also show the way how they write the quotations. Although the authors' name and date of citation are mentioned, they write them differently as like integral reporting. The citation also misses complementizer 'that' as a particular lexical item to make a report.

Reference to previous research in this study is placed at the third move written and developed after move 4 (explanation). The data consistently show 1 type of reference found. That is reference for purposes of providing support for present research. There are also three dominant ways in quoting these supportive citations namely; Integral Rreporting, Non Integral Rreporting, and Iintegral Non Rreporting.

4.Deduction and Hypothesis

This Move belongs to Move 7 in Swales' CARS' model. However, in this study as a matter of fact appears at fourth mostly used move after Move 4 (references of previous research). This move is used to make a claim (however qualified) about the generalisability of some or all of the reported results (Swales, 2013). This move appears consistently in the four journals of language teaching and learning research article written by Indonesian. Some samples indicating this fact can be determined from the following sentences:
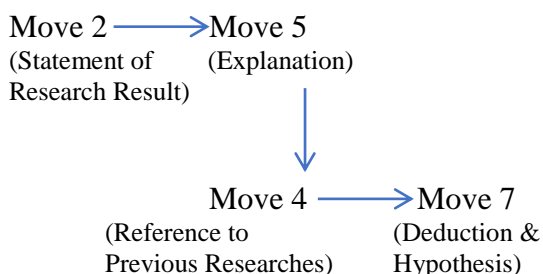
a.   *Corrective feedback may give positive contribution to the language learning process as it is viewed from the scaffolding function and it benefit to expand conversation and negotiate meaning and form.* (K@TA-See Appendix)

b.   *Finally, this study confirms that the EFL students who develop good English reading habits are the ones who are eager to spend most of their time to read English texts regularly.* (TEFLIN, Data 4 – See Appendix)

In Sentence a the RA writer claims that the findings being reported related to corrective feedback lead to a statement showing a generalizability where corrective feedback provides positive or significant contribution to language learning process and expand conversation and negotiate meaning forms. Here, the writer attempts to generalize the main finding into wider scope or area by showing contribution or positive effect of the variable (corrective feedback). Sentence b implies that the RA writer try to generalize their findings by leading them to other aspects. The RA writers claim

that their finding can be generalized whether or not their results brings advantage or positive in terms of their contributions. This move 7 is commonly found at the last part of discussion section of RA. It happens also for this study. The example of quotations above indicate that the RA writers develop their communicative purposes for this move 7 is by making straight forward appeals enabling readers to determine general claims the RA writers have made. This move occurs at any journals used as source of data for this study.

The second important finding is that As portrayed above, the moves presentation for this Discussion section structurally execute the 4 moves circularly organized. These moves were started with Statement of Results (move 2) followed by Explanation (move 5) instead of Reference to Previous Research (move 4), and ended with Deduction and Hypothesis (move 7). These four moves appeared dominantly and frequently in the research articles of English language teaching and learning found in the four journals. Yet, the appearance of these four moves substantially have been linearly fashioned considering the direct way of organizing each move within the Discussion section by the RA writers as seen from the following diagram:

Move 2 ——→ Move 5
(Statement of   (Explanation)
Research Result)

                    ↓

          Move 4 ——→ Move 7
          (Reference to   (Deduction &
          Previous Researches)   Hypothesis)

The move is preceded by move 2 instead of move 1 then directly followed by move 5 where this should be initiated by move 3 and 4. Move 4 on the contrary comes after move 5 whereas move 3 is absent in this study. The structure then is ended by move 7. This implies that the structure used to communicate purposes (moves) used by the RA writer for the intended articles is not sequent developed or organized. The arrows show nonlinear direction toward each move. It can be inferred that the way how the RA writers organize their articles is found to be nonlinear or circular. However, referring to the contents or ideas developed, the RA writers wrote them very logically and they were linearly developed (coherent).

More to this point, several moves are not consistently used to present written discourse for a communicative purpose. Move 1, 3, 6, and 8 do not frequently appear in the research article used for this study. Move 8 (Recommendation) particularly is very least move to be used. However, substantially or based on the ideas developed, the sample of RA above shows linear fashion. It can be seen from the logical order or sequence developed. The statement of result (move 2) is exposed which is then directly explained and elaborated (move 5) and supported with relevance and supportive previous findings (move 4). This logical order thought pattern is then ended with a deduction and hypothesis (move 7) which represent a conclusion instead of a summary from the study.

It can be justified here that Indonesian English academics particularly those who report their research articles on English language teaching and learning do not write sequently the structure of Moves in discussion section but they develop their ideas logically ordered and coherent. It reflects that the way how they organize the articles as an academic writing is unstructuraly sequential but substantially linear and logic.

Discussion

Discussion section of a research article is written after researchers expose the findings of their studies. It discusses the finding found by relating it with previous studies or even with related theory. Both supporting and contrasting related literatures are suggested to be connected to the current finding. It explains discrepancies between researcher's finding with previous relevant research reports. This discussion section is considered as one of the most crucial sections since the research article writers need to present their contribution toward their findings to the related and available literatures. Considering this situation, discussion section is considered very difficult to write but it is very important to write it right.

Referring to the finding of this present study, it was discovered that there were four Moves out of eight Moves consistently employed by research article writers to develop discussion section of English Language Teaching and Learning field. Those Moves are statement of research result (Move 2), explanation (Move 5), references to previous research (Move 4), and deduction or hypothesis (Move 7). In some cases, this finding is in line with Swales' claim (1990) but in others are not. It was said that out of the eight moves in the discussion section of RAs, there are only three compulsory or most commonly found Moves. These three Moves are Move 1 (background information), Move 2 (statement of results), and Move 4 (reference to previous research). Meanwhile, the other five Moves are hardly employed.

The present study proposes Move 2 and Move 4 that are relevant to Swales' proposal, while Move 5 and Move 7 are not found in Swales commonest finding. It is different from Safnils' (2013) who studied on 48 research article discussions of social sciences and humanities (language and literature, religion, economics, psychology, social and political sciences and education) written in Indonesian by Indonesian writers. The finding suggested that Move 4 is dominantly absent in the majority of the Indonesian research articles for those four disciplines. It may happen because the absence of Move 4 in the Indonesian RAs seems to be replaced by Move 5 (explanation). It comes to this way considering that every finding must be elaborated very detail and explained further to make readers clearly understand with the meaning determined from the finding of the study. It is also to show how this finding may contribute positively to the world of researches of a particular discipline.

This reveals that Indonesian English academics begin to show their existence in discussing their research findings and begin to view that explaining further the findings will raise trustworthiness of the quality of the study especially when touching the area of the finding. It is then very important to change the notion that unlike the writers of English research articles as stated by Swales (1990), discussing and presenting the research results from the view of the existence knowledge or related research findings conducted earlier is not necessarily exposed for Indonesian writers. Meanwhile, this discussion and presentation of relevant research finding previously done by previous researchers is truly important for English writers to show the significant contribution of the current research to the available knowledge on the discipline.

Unlike Safnil (2013) the existence of Move 4 and Move 5 in this current study indicates that Indonesian research article writers in the field of Language Teaching and Learning commit to discuss, elaborate, and explain the research findings further. This explanation is done to give clear picture and comprehensive points toward every component found in the current study in order to make readers understand easily what the findings mean. This explanation then is supported with previous relevant research findings and several related knowledge to show its relevance. In addition to this, it is presented as an attribution to the work of other researchers. It also shows contribution of the current findings to the field or discipline being studied. Principally, the Indonesian writers tend to directly relate their research findings (Move 2) to the explanation of why and how the findings show the way they are (Move 5) which then followed by supporting and or contrasting to reference to previous researches (Move 4).

Another interesting finding determined from this study is the absence of Move 1 (background information). This rarely happens since Swales himself suggests that this Move is frequently used by RA writers before stating the research result and becomes the three most popular Moves used by English research article writers. This notion supports Mirahayuni's findings (2002) indicating that 80% to 100% native research article writers of discussion section show high presentation of 7 Moves including Move 1 which is employed consistently. However, this present study reveals differently. Move 1 is not frequently or not consistently employed by RA writers to write and develop their discussion section. The Indonesian writers for this English Language Teaching and Learning seem to directly discuss their research findings by providing them with further explanation (Move 5) then connecting them with some supporting and contrasting previous relevant research findings (Move 4). They probably think that restating background information is not necessarily written out since it has been already described in the earlier part of the introduction section or somewhere in literature review. They try to avoid overlapping points discussed doubly within two sections; introduction and discussion. They do not want to present circularly in order not to show repeating part for this section.

Another finding indicates Move 7 (deduction and hypothesis) was also consistently presence in this discussion section of English Language Teaching and Learning field. This move 7 came after move 4 in this current study which normally is written directly after move 6 (exemplification) which consists of examples to support an explanation (Move 5). Unfortunately this move 6 occurs very less frequently from this present study, which may be due to the availability of space for the RAs to be developed and explored. The consistent appearance or occurence of Move 7 proves that the English Language Teaching and Learning of RA introductions written by Indonesians show their capability in claiming and generalizing the results of the study in order to give strong argument related to previous explanation.

The deduction process presented is commonly signed by straight end where this is the perfect position to claim and generalize of all results. Implicitly, most of the data seem to some kinds of conclusive statement presented here in this move 7. It goes very logic since in Swales' (1990) proposed model there is no move which is labeled as a conclusion move. Hence, there is possibility that a conclusion sense may come up somewhere in other moves and this move 7 could be one of the possible place for it besides move 8 (recommendation). However, this move 8 was not frequently or consistently determined within this discussion section of RAs in English Language Teaching and Learning field. As stated by Dudley-Evans (1994), this move is expected to be found at the end of RAs. In some cases, moves 7, 8 may be presented in a separate subsection i.e. Conclusion. It must be said that the only section of the research articles analyzed in this study was the discussion section, and the probable following sections such as conclusion, and further research were not included.

It is also worthy to be noted that the finding of this study, in this discussion section, demonstrates different sequent structures concerning with the order of the Moves which is rhetorically organized. As described in the finding section the way how Indonesian writers organize the structures of the Moves was circularly presented. The moves begin with move 2 followed by move 5 then continued with move 4 and ended by move 7. They were less consecutively constructed or structured. More to this point, several moves are not consistently used to present written discourse for its communicative purpose. Move 1, 3, 6, and 8 do not frequently appear in the research article used for this study. Move 8 (Recommendation) particularly is very least move to be used. The possible reason for it is that researchers are hesitated to put their recommendation since it can be used by others to conduct research that may due to market competition.

It can be justified here that the discussion section rhetorically developed by Indonesian English educators do not fully follow Swales complete model (1990). Although Swales himself in his analysis said that there are only 3 Moves out of 8 Moves dominantly discovered within the Discussion section of RAs writing. These 3 Moves are compulsorily employed by most of writers

of RAs. These three Moves are Move 1- Background Information, Move 2 - Statement of Results, and Move 4 - Reference to Previous Research.

In terms of ideas patterns developed within this Discussion section, the Indonesian English academics tend to organize linearly for its substance which is written logically and coherent. This seems to follow what Wahab (1995) and Subandrio and Susilo (2007) proposed. They justified that Indonesian writers in organizing their academic writing were in the process of shifting or changing from Nonlinearly organized to linearly one. This current study has found that substantially the ideas were logic and orderly presented. This can be said that the Indonesian English academics in developing ideas organization reflected in their rhetorical moves show linear construction. However, this finding was in contrast to what Suharno, Badib, Sutopo (2012) who claimed that rhetorical function which refers to organizational or ideas patterns of Indonesians academics have not corresponded yet to the rhetorical patterns determined in Introduction section of research articles. It can be assumed that it is not linearly constructed seen from the presentation of rhetorical moves's structure of Introduction section. although this current study uses different element of research article i.e Discussion section but it is typically the same since Discussion section, according to Swales (1990).

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Appendix (Source of Data)

TEFLIN (Journal, Volume 23, Number 1 and 2, July 2012)

1.Backwash Effects Of Portfolio Assessment In Academic Writing Classes1 by Muh Syafei – Universitas Maria Kudus

2.Curriculum Vitae:A Discourse Of Celebration With Narcissistic Allusions by Yazid Basthomi – Universitas Negeri Malang

3.Comic Strips:A Study On The Teaching Of Writing Narrative Texts To Indonesian Efl Students by Fika Megawati, Mirjam Anugerahwati – Universitas Negeri Malang

4.A Survey Of The English Reading Habits Of Efl Students In Indonesia by Erna Iftanti – STAIN Tulungagung

K@TA (Vol 15, No 2 December 2013)

A Descriptive Study Of Teacher's Oral Feedback In An ESL Young Learner Classroom In Indonesia by Elis Homsini Maolida - E-Kids Cendekia, Bandung, INDONESIA

CELT (Vol. 15 No. 1 July 2015)

Strategy For Teaching Writing In Efl Class At Senior High Schools In Indonesia By Jurianto, Salimah, and Dany A.K – UNAIR