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## Bilingual Education Around the World: Practices and Perspectives at an Indonesian School

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Bilingual Education Around the World:  
Practices and Perspectives at an Indonesian School

Rachel A. Rébert

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### Abstract

Immersion programs are growing in popularity for their potential to promote second language development along with academic content instruction. While bilingual education can offer many benefits, it also comes with many challenges for effective implementation often resulting in students who lack high proficiency and communicative competence in one of the school languages. This research employed a case-study approach to explore issues of bilingual education in immersion model classrooms at an Indonesian school. Specifically, this study examined the instructional practices of teachers who are delivering academic content in English with a focus on language use, methods, and balancing content and language instruction. This research also explored the perspectives of the teachers to gain insight into their challenges and preparedness to teach in immersion settings. Findings suggest that despite concerted efforts to provide a robust English language environment, immersion teachers struggle with a number of issues related to teacher beliefs, English proficiency, classroom methods, and an understanding of how to integrate language and content. Implications for teachers and the school leadership relative to program design and delivery are shared.

*Keywords:* bilingual education, content-based instruction, English as a Foreign Language, EFL, immersion, Indonesia, one-way immersion, teacher efficacy

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## Bilingual Education Around the World: Practices and Perspectives at an Indonesian School

### **Introduction**

Depending on whom you ask, the concept of bilingual education generates any number of definitions and ideas and sparks many opinions and debates. Indeed, the category of *bilingual education* can serve as an umbrella term for various types of educational approaches and designs. In its most broad sense it refers to learning academic content in two languages. Though bilingual education can be found in many countries across the globe, success and efficacy of these programs are highly varied and garners cadres of both supporters and critics (Brisk, 1999). Research in bilingual education in many international contexts is not voluminous; however as with most educational models, bilingual education is great when done well, but ineffective and even potentially damaging when mismanaged and poorly implemented (Davies, 2005; Dormer, 2005).

In English learning settings, educational harm can occur when good English teachers are lacking (Dormer, 2011). Dormer (2011) explained that teacher efficacy in language education requires two skills, language and teaching skills. In terms of language skills, Indonesian teachers may not have the communicative competence or knowledge base about English that is essential for fostering acquisition and have not attained high levels of English proficiency (Lengkanawati, 2005; Lie, 2007; Suryanto, 2014). Teaching skills encompass an understanding about how languages are learned and an ability to design classroom activities and techniques which will result in language learning (Dormer, 2011). Although subject teachers would have had pre-service education in their field, and might have completed an English language certificate program or a university course, they would not necessarily have received specific preparation in English education (Zein, 2016). In short, it is not uncommon to find that many Indonesian

teachers are underprepared for language immersion classrooms: “The employment of teachers with poor English proficiency and no relevant qualification is ubiquitous” (Zein, 2016, p. 424). Zein (2016) further asserted that the lack of qualifications by teachers is one of the main problems confronting the teaching of English at the primary and elementary levels in Indonesian schools.

Poorly implemented bilingual education programs can “become a burden and a negative development for Indonesian educators and education policy generally” (Davies, 2005, para. 16). Positive changes cannot occur without first collecting evidence of what is happening and then comparing it with best practices (J. Dormer, personal communication, May 19, 2016). In the Indonesian context, Lauder (2008) posited that “the big problem...is a lack of research. We really don’t know what the situation is at many levels. So much of the literature consists of opinion papers. There are relatively few ‘hard’ facts” (p. 18). An exploration of this topic will not only contribute to the overall research on immersion classrooms, but also benefit the participating school’s teachers within their classrooms and administrators when making policy and management decisions.

Given that more knowledge is needed about what is occurring at the classroom level in bilingual schools in Indonesia, the purpose of this research is to explore how teachers balance the instruction of academic content and English language in an Indonesian school in order to foster English language acquisition and to investigate English language use by teachers and students in classrooms where English is the second language (L2) of instruction. In addition, the study will seek to capture teachers’ perspectives about their role in delivering bilingual education.



### **Research Questions**

This study will be guided by the overarching question, what instructional practices do subject teachers use to support English language acquisition in their classrooms? In order to examine this question, I will address the specific following subquestions:

1. What is the nature of academic content and English language instruction in class?
2. What is the nature of teacher talk and student talk in class?
3. What do teachers consider to be English language teaching in an academic content setting?

## Literature Review

### Bilingual Education and Language Immersion Models

Bilingual education in its most general definition involves “instruction in two languages and the use of those two languages as mediums of instruction for any part, or all, of the school curriculum” (Andersson & Boyer, 1970, as cited in Pacific Policy Research Center, 2010, p. 2). From this definition stems a vast array of programs that are categorized as bilingual education. Indeed, the many iterations of bilingual education can be an ever-present source of confusion for teachers, parents, administrators, policy-makers, and the public, which can impart challenges for effective implementation (Pacific Policy Research Center, 2010).

One of the more commonly known forms of bilingual education are immersion programs, which themselves are given to a wide variety of design. One- and two-way immersion programs are popular categories used to describe different bilingual language settings. The research context of Indonesia is an example of *one-way immersion*, which is “intended to help language majority students, who speak the majority national language as their native language, acquire a foreign language” (Dormer, 2017, History section). *Two-way immersion* programs, which are popular in the United States, are a way to integrate language minority students (e.g., native Spanish speakers) and language majority students (e.g., native English speakers) with the goal of bilingual proficiency for both student groups (Pacific Policy Research Center, 2010). In this model, all students receive roughly half of their instruction in both their native language and the target language (Dormer, 2017, History section).

In addition to languages used, programs may have variations in terms of language balance and fall into categories of total or partial immersion. Program differences also occur according to the age when students enter the program (i.e., early, delayed, or late). Finally,

schools' immersion programs will vary based on how languages are allotted. A common approach is to separate languages by subject, for example history would be taught in the native language while science would be taught in the immersion language (Dormer, 2017, Variations section).

### **Benefits and Limitations of Bilingual Education**

As Cammarata and Tedick (2012) outlined, immersion programs have many benefits for both language acquisition and academic development. When compared to other methods of second language (L2) learning, students in immersion programs are capable of attaining high levels of proficiency in the L2 compared to students in conventional foreign language classes (Cammarata & Tedick, 2012; Dormer, 2017; Genesee, 2006). Other benefits involve greater cognitive flexibility and non-verbal problem solving abilities among students in immersion programs (Baker, 2003; Cammarata & Tedick, 2012).

At the same time, immersion programs, because of their many challenges and complexities, are often not successful in their ultimate goal of L2 language learning and advanced proficiency levels by students. Sometimes, for example, immersion programs favor the native or dominant language, resulting in an unbalanced development in the two languages (Dormer, 2017, Challenges section). Another serious problem is when programs designated as immersion do not utilize the immersion language at levels which the students can understand, leading to a negative "submersion" experience (Lotherington, 2004). In this scenario, students receive minimal pedagogical support for L2 acquisition, which is needed for their academic schooling, thus creating a 'sink or swim' situation (Lotherington, 2004). Furthermore, a program could take form as *subtractive bilingualism* if it aims to shift students from bilingualism to monolingualism in the dominant language, resulting in either losing the native language, or

replacing one language with another (May, 2008). According to May (2008), “subtractive programs not only atrophy their students’ existing bilingualism, but also exhibit far lower levels of educational success for these students, particularly over time” (p. 21).

In an increasingly global society, it is attractive for a school to offer bilingual education. Immersion programs can be highly enticing as a way to simultaneously acquire subject knowledge and English language proficiency. An added benefit is that, on the surface, it looks easy to put into practice through a simple change in the medium of instruction (Clegg, 2010). However, the challenges to effective implementation are many and found at numerous levels such as administration, policies, curriculum, methods, materials, teacher capacity and even the sociopolitical context of schools (Walker & Tedick, 2000). Clegg (2010) posited that for governments and administrations,

It is common for them to be uninformed about the sheer difficulty of learning and teaching in L2 in some classrooms, the capacity and planning requirements, costs, the length of time which a new programme will take to show results, and above all the potential risks to national educational standards. (p. 51)

Schools also may not be aware of their own needs, wants, capabilities, and resources to successfully deliver an immersion program, while at the same time, parents might pressure schools and set up unrealistic expectations pertaining to English language teaching (Lie, 2007). Given the many complex issues to consider when engaging in bilingual education, stakeholders are advised to proceed with careful thought and attention.

### **Context of English in Indonesia**

English was adopted in Indonesia as the nation’s first foreign language shortly after independence in 1945. It thus became a compulsory subject for secondary schools from the early

years of independence and its adoption has been steady (Lamb & Coleman, 2008; Lie, 2007). In fact, though not required in the primary school curriculum, the introduction of English in primary schools has also been widespread (Lamb & Coleman, 2008; Lie, 2007).

The importance of English globally is widely known. In East Asia, with a diverse linguistic profile, “what makes communication possible across countries is the use of English. Although each country had its own special reasons for teaching English in the early days, the language is now spreading in the region for largely pragmatic reasons” (Kam, 2002, p. 2). In Indonesia, the language holds a prominent position and is generally seen to serve many purposes: It is the language for international communication, science, and technology; is a path for the modernization of the country; and is a way to become familiar with native English speaking cultures (Lauder, 2008). Specifically, its importance is embodied across different economic and social sectors: for example, through the labor market, which places a high value on English proficiency; on new products labelled in English; as the primary language for radio and TV broadcasts; and even for some novels for teenagers carrying English titles (Lamb & Coleman, 2008). Many Indonesians perceive English as a symbol of education, modernity, or even sophistication (Lauder, 2008).

**Levels of English proficiency in Indonesia.** The importance and prominence of English in Indonesia has crucial implications for the country in general and for its students specifically. English proficiency is likely to be a significant factor for students’ futures. With a growing need for English speakers, it is possible that entrance to prestigious institutions and opportunities and access to high paying jobs will only be available to those who can demonstrate a high level of competence in English (Lamb & Coleman, 2008). With the continued growth and importance of

English in the global economy, language competence remains a concern for all stakeholders in Indonesia.

The concern for English language proficiency is warranted. Even with the successful adoption of Indonesian as a national language and a literacy rate of more than 84%, the country has been less successful with English competency (Kam, 2006; Lauder, 2008). As Lauder (2008) explained, “the majority of people remain handicapped by their ‘less-than-adequate knowledge of English.’ Even highly educated intellectuals often make a poor impression when giving presentations in English” (p. 17). In the case of students, despite conscious policy-making, six decades of mandatory English as a Foreign Language (EFL) classes in the school curriculum, and the many years of language instruction that students receive, there is a significant lack of proficiency and competence in English by students (Lengkanawati, 2005; Lie, 2007; Madya, 2002). It should be noted, however that this “sense of failure in the teaching of English as a foreign language may not be exclusively Indonesian and is associated with prevailing constraints shared by several other countries where English is taught as a foreign language” (Lie, 2007, p. 1). Common characteristics found in many of the countries include lack of proficiency on the part of teachers, a lack of exposure to the language, and a teaching methodology which does not support student talk and practice (Nunan, 2003, as cited in Lamb & Coleman, 2008).

**Introducing English as a medium of instruction.** Beginning with the country’s independence English has held the role of Indonesia’s first foreign language and early policies supported the inclusion of English as a Foreign Language in secondary schools. Yet, initially, the only schools to offer an international education were exclusive private schools serving the needs of expatriate children or children of extremely wealthy Indonesians (Zacharias, 2013). Another type of private school, the National Plus schools, became popular as it offered international

education to a wider Indonesian demographic. These schools instituted English as a medium of instruction and an international curriculum in combination with the Indonesian national curriculum (Hadisantosa, 2010).

In recent decades, driven by the global spread of English, and with a goal to produce globally competitive students, Indonesia sought to expand international standards into select public schools (Zacharias, 2013). With the recognition that student competence in English was less than adequate, and in a continued effort to improve student proficiency levels, an education law passed in 2003 and updated in 2005 introduced the concept of ‘International Standard Schools,’ which paved the way for an English immersion-style framework. This law specified that one primary and one secondary school per district should be fashioned into an International Standard School (Coleman, 2011; Lengkanawati, 2005). At the inception of the law and for several years thereafter, schools floundered with implementation due to insufficient directives and protocols. It wasn’t until 2007 that the government provided guidelines that defined what was meant by ‘International Standard School,’ and outlined criteria for quality assurance (Coleman, 2011). Within these guidelines, English is given a formidable role and begins to take shape as an immersion structure:

English is to be used as the medium of instruction for science, mathematics and core vocational subjects from Year 4 of primary school and throughout junior secondary school, senior secondary school and vocational secondary school. Meanwhile, teachers must possess the competence required to teach their subjects through English while headteachers are required to have ‘active’ mastery of the language. (Coleman, 2011, p. 9)

Even with clearer guidelines, implementation has been a challenge. For example, in contrast to the government language, the primary school handbook does not explicitly mention a

requirement for the use of English as the medium of instruction (Coleman, 2011). Moreover, actual practice regarding English use at the International Standard Schools is quite varied. Coleman (2011) found that some primary school teachers will add English words into subject lessons whereas others implement English as the instructional language for math and science even as early as the first year. In secondary schools, Coleman (2011) again found that practice varies quite a bit “with some lessons being taught exclusively in English and others in which English is used merely to open and close lessons while the content is delivered using Bahasa Indonesia” (p. 11).

As we have just discussed, in response to the concerns about overall low English proficiency among students in the face of an increased need for the language to actively participate in a global society, the Indonesian government has taken steps to adopt a form of English bilingual education in its public schools through its International Standard Schools initiative. Though well-intentioned, implementing English as a medium of instruction for content classes in Indonesian schools has been met with many struggles and challenges to its success.

### **Challenges for Immersion Programs and English Competency in Indonesia**

Despite their great potential for effectiveness, immersion programs in Indonesia and around the globe are highly susceptible to poor proficiency outcomes: “Students often do not reach advanced language levels in writing and speaking, struggling to produce extended discourse and highly accurate, complex texts, even after many years in immersion programs” (Dormer, 2017). Advanced English proficiency can be compromised when teachers have little understanding about what classroom-based practices are needed to promote language learning (Dormer, 2011).



**Balancing content and language teaching.** According to Cammarata and Tedick (2012), “fundamental to the curriculum of immersion programs is the integration of content and language” (pp. 251-252). Many of the challenges that emerge with such programs can be attributed to the complexity of balancing content and language. The authors also found that teachers often fall back on the first language (L1) when they feel the subject matter is too advanced for the language proficiency of the students. It is also thought that a lack of a structured approach for language learning during content instruction diminishes the opportunities for students to develop language proficiency. Teachers’ beliefs can also be an impediment: “Although immersion teachers perceive that they are ‘always teaching language,’ they do not consistently or systematically balance language and content in instruction” (Cammarata & Tedick, 2012, p. 253). Furthermore, for immersion content teachers it is often the case that teaching the subject matter is of primary concern and takes precedence over language teaching (Cammarata & Tedick, 2012). Conversely, an English teacher asked to teach a content class can feel “alienated by the subject matter they are expected to teach. Science and technology...are seen as dull, boring, complicated, incomprehensible and confusing” (Aniroh, 2009, p. 175). In one survey of immersion teachers in the U.S., all the participants pointed to the balance of curricular content and language as a critical concern. The participants highlighted the difficulty “in being aware of children’s cognitive growth at the same time as their growth in the L2 occurs” (Walker & Tedick, 2000, p. 16).

**Classroom interaction methods: Teacher and student talk.** Effective classroom interaction methods are crucial for language development and students should have opportunities to interact with the teacher and classmates, receive feedback, request clarification, and initiate communication (Suryati, 2015). Teachers need to construct and encourage an interactive learning

environment where students produce language (Suryati, 2015). However, in Indonesia, researchers (e.g., Astika, 1996 as cited in Suryati, 2015; Kam, 2002; Lewis, 1997 as cited in Exley, 2001; Lie, 2007; Mattarima & Hamdan, 2011; Rohmah, 2002; Suryati, 2015) have found that many teachers follow a traditional teaching methodology, characterized by features such as a prominent teacher-centered approach, a lack of authentic materials, a strong focus on textbooks, dominant teacher talk, memorization of grammar rules and vocabulary, and tests of translation to name a few. As Suryati (2015) explained, “Indonesian teachers spent most of their time lecturing in front of the classroom. There is hardly any interaction with students. Most teachers showed little awareness of their students’ learning process and did not pay much attention to students’ mistakes” (p. 249). According to the literature on immersion language learning, above, such limited opportunities for students to use the language contributes to lower proficiency.

The dominance of teacher talk—and accompanying passivity by students—in Indonesian EFL and immersion classrooms is a common characteristic in many schools, as we have seen above. Potential reasons for the imbalances and dearth of opportunity for student interaction include: (a) personal and cultural characteristics, (b) low student motivation and proficiency, (c) influence of national exams, and (d) lack of incentive for teachers to innovate their methods, and will be explored in more detail below.

***Personal and cultural aspects.*** Classroom dynamics are greatly influenced by students’ personal characteristics as well as the sociocultural setting in which they function. Student motivation is fundamental to language learning. On an individual level, students may have a poor attitude and lack motivation for learning English (Kam, 2002; Mattarima & Hamdan, 2011). Many students hold an assumption that English is “the most difficult language in the world” (Mattarima & Hamdan, 2011, p. 291) and come to class only to fulfill requirements. Suryanto

(2014) explained that for Indonesian students, their motivation to learn English is also rooted in their immediate needs. Without current or even anticipated future needs for the language, students' drive to learn English is compromised. The absence of a strong English-speaking community outside of school could also contribute to a lack of interest by students to put much effort into learning and using English in their classes for purposes other than grades and exams.

Often students are hesitant to participate because of low self-confidence, anxiety about making mistakes, or discomfort with particular tasks like speaking and presenting individually (Mattarima & Hamdan, 2011). Low proficiency by students is often linked to anxiety about using the language. A student who does not feel that he/she has a good command of the language will be less likely to speak up and participate.

Culture could play a significant role in guiding student participation. Often in Asian societies, a teacher's role is that of 'sage on the stage' and knowledge "is traditionally seen as something to be transmitted down through generations, and that the knowledge is passed down from teachers to students" (Marcellino, 2008, p. 62). Kam (2002) explained that classrooms in East Asia often follow a teacher-student communication structure whereby the teacher asks questions to which students respond. In terms of Indonesian students, Suryanto (2014) described them as "culturally passive, silent and shy in the class [and who] do not participate in the class activities although they are asked by the teacher to participate" (p.76).

***National exam.*** Students in Indonesia are required to take a standardized government national exam in 6<sup>th</sup>, 9<sup>th</sup>, and 12<sup>th</sup> grades. Particularly in those grades, teachers are susceptible to planning lessons that focus on teaching students to prepare for these tests. Teachers may dominate the class, at the exclusion of student interaction, in order to focus on the materials and content required by the national exams (Mattarima & Hamdan, 2011). In other words, the

classroom methodology will take the shape of one that enhances “test literacy” (Lamb & Coleman, 2008, p. 195). The importance of the national exams is such that the perception of a teacher’s efficacy might be directly linked to students’ success. In one survey of beliefs about English language teaching, teachers reported that “scores are a direct evidence of both teachers’ successful teaching and their students’ successful learning” (Meilani, 2007, as cited in Musthafa & Hamied, 2014, p. 9). What’s more, these teachers also believed that “a teaching activity is good when it leads to good scores on the part of students’ learning results in the national English exam” (Meilani, 2007, as cited in Musthafa & Hamied, 2014, p. 8). While these beliefs cannot be applied to all teachers, the influence of the national exams on teaching methods is nevertheless considerable.

*Little incentive to innovate methods.* Over the past few decades Indonesia has made efforts to encourage more communicative teaching methods through the national curriculum. Beginning in 1984, the government changed the approach of the English curriculum from grammar- and audio-lingual-focused methods to one that aspired to be more communicative in orientation. Subsequent English curricula adopted in 1994, 2004, and 2006, entitled Meaning-Based, Competency-Based, and School-Based Curriculums respectively, aimed to reflect current practices in English language teaching (Lie, 2007). Yet, these modifications and changes to the national curriculum over time have not necessarily resulted in improved teacher classroom practices:

Although Indonesian teachers have been given more autonomy in implementing more active teaching learning practices, many of them have not taken up this opportunity. The teachers’ concerns were that implementing active teaching-learning practices might

increase their workload because this approach demands more of teachers' time to prepare than whole class lecturing. (Suryati, 2015, p. 250)

For teachers with students preparing for the national exams, workload again is an issue. Yuwono and Harbon (2010) found that teachers were expected to invest whatever time was needed to prepare their students for these crucial standardized tests; some of the teachers in their study stayed longer at school to drill their third-grade students with exercises in preparation for the national exam.

Confusion over how to implement the national curriculum is another obstacle preventing teachers from putting current methods of communicative language teaching into practice. A fundamental question raised by experts is whether teachers are prepared professionally to translate the curriculum into reality in the classroom (Lengkanawati, 2005). As Musthafa and Hamied (2014) explained,

As teachers work within a [curriculum] which imposes a certain structure...within which teachers' work is initiated, refined, and further developed, changes at the system level can create confusion and disorientation on the part of teachers, and this can disrupt their daily teaching practices. (pp. 2 – 3)

Without appropriate teacher preparation and understanding vis-à-vis the national curriculum, inevitably there will be a wide gap between the curriculum's stated objectives and actual classroom practice. In one study on teacher comprehension of the 2004 curriculum (Meilani, 2007, as cited in Musthafa & Hamied, 2014), over half the respondents commented on its impracticality, and many teachers had difficulties with implementation because it was not relevant to their instructional context. Given the diversity of schools, students, and available resources, it is nearly impossible to make the centralized national curriculum fit each context.

Between the belief that workload demands would increase and confusion with the national curriculum, teachers have little incentive to expand their teaching methodologies to include strategies known to improve communicative competence.

**Lack of exposure to English outside of school.** Improving students' communicative competence in English is not easy in the Indonesian context where English is a foreign language and not regularly used in the community (Suryati, 2015). Beyond the classroom, students will hear very little English and predominantly use Indonesian or a local language, limiting the opportunities to practice and master the language (Suryanto, 2014). Even during breaks and free time at school, it is only natural that students will revert to Indonesian or their mother tongue (Kam, 2002). For students, English might only be used for encounters with foreigners or when traveling to English-speaking countries, which could be uncommon occurrences for most students (Kam, 2002). Living in an environment where English knowledge and use is not compulsory, it is easy to imagine that this could detract from the motivation to learn the language (Marcellino, 2008). If the classroom is the primary place where students can engage with the English language, the patterns of dominant teacher talk become even more detrimental to students' progress.

**Teacher English proficiency.** Another point of blame for the failings of immersion models and, in turn, student language performance in Indonesia, is that many teachers themselves exhibit low proficiency and are not masters in the English language (Lamb & Coleman, 2008; Lengkanawati, 2005; Lie, 2007; Suryanto, 2014). Teachers may struggle with all four English skills (e.g., reading, speaking, writing, listening), have a high number of grammatical errors, and generally exhibit poor usage of the language (Lengkanawati, 2005; Lie, 2007; Suryanto, 2014). What's more, many English teachers are not active users of English (Lie,

2007). Problems may also stem from teacher qualifications: One 2009 study found that 60% of teachers did not hold an undergraduate degree in education (Jalal et al., 2009, as cited in Suryanto, 2014). An added strain on immersion teachers is unclear expectations: “Teachers don’t really know what their job is regarding English language development—they are just told to ‘speak English’” (J. Dormer, personal communication, May 19, 2016). Given that in the immersion classroom the teacher is expected to provide instruction in two languages, a high level of proficiency is crucial for successful implementation, teaching effectiveness, and student learning (Yulia, 2013).

A lack of competence by teachers to use English ultimately results in long-term poor language performance of students, but in a more direct sense affects many aspects of the ongoing teaching and learning process in classrooms. To start, student motivation is impacted in part by a teacher’s ability to regularly use English. The teacher serves as a model for language use and students will take their cues from the teacher. Low confidence by teachers when using English within their classes will, in turn, influence student’s attitudes and teaching outcomes overall (Musthafa, 2001; Wati, 2011). From his study, Aritonang (2014) found that when teachers used English for instruction, students were more focused to listen with the intent to understand. In the words of one teacher interviewed as part of the study, “if...we want to motivate the students, we must be highly motivated to speak English. If I learn English, my students will be motivated too” (Aritonang, 2014, p. 158). Second, without a strong command of the language, a teacher’s motivation and confidence will also be adversely affected and the teacher will lose interest in maximizing English use during a lesson. Third, insufficient English language proficiency may also influence the teaching methods teachers choose. Teachers may be prone to relying on traditional methods that are monotonous, teacher-centered, and do not encourage student

language use and practice that is necessary for communicative competence (Suryanto, 2014; Suryati, 2015).

The lack of sufficient English proficiency by many teachers is, in large part, rooted in problems with the teacher training infrastructure itself. Language deficiencies reflect issues of language training in general as well as preparation and knowledge for teaching in both immersion and EFL settings. As Hadisantosa (2010) asserted,

[Teachers] were not trained and prepared to teach subjects using English as a medium of instruction. Teaching [subjects] through English also requires specialized pedagogical skills which have to do with the ability of the teacher to teach the subjects to learners with low levels of L2 ability. Teachers need to learn how to teach interactively.... Most teachers do not have such pedagogical skills. (p. 40)

Another often overlooked factor that can be connected to poor proficiency of teachers in schools is the problem of low salaries. According to Lengkanawati (2005), teacher salaries in Indonesia are ranked lowest among the Asian countries of Malaysia, the Philippines, Sri Lanka, Thailand and Korea. Lamb and Coleman (2008) explained that “the more literate a teacher [is] in English, the higher their earning potential outside school, through private tutoring, teaching at a local language school or even more lucrative commercial work” (p. 195). Furthermore, low salaries may require teachers to seek work after school, preventing them from investing time and energy into enhancing their professional development (Lie, 2007).

For the overall success of improving the English proficiency of students, the Indonesian education sector needs to start with teacher development. There is a clear need to improve the quality of teachers in terms of language proficiency and knowledge base of teaching methodologies (Lie, 2007).



**Student and classroom characteristics.** Another challenge to successful implementation of immersion programs emanates from the characteristics of the students and classroom. As Lie (2007) stated, “the number of students is...large and their diversity in terms of their motivation level, intellectual capability, cultural backgrounds, and access to education resources is...high” (p. 6). This diversity also means that students have varying levels of proficiency in English, making it difficult for a teacher to use English and feel assured that all students are comprehending. In her study of English language teachers in Indonesia, Yulia (2013) found they preferred to speak in Indonesian, claiming their reason was to help students understand the material. In fact, “most teachers felt that when they spoke English, the students were not able to understand them” (Yulia, 2013, p. 13).

Mattarima and Hamdan (2011) also pointed to class size—often 30 to 50 students—as a hindrance to regular, class-wide English use. The need to follow the national curriculum is an added complication in large classes: “No matter how good the curriculum guideline is, even an excellent teacher would find it extremely hard to deliver the syllabus effectively in a class of 40 to 50 students” (Lie, 2007, p. 7).

## **Conclusion**

There are many issues surrounding English as a Foreign Language instruction whether in language-specific classrooms or with the various forms of bilingual education like immersion programs. Teacher characteristics and practices are areas that are particularly disposed to being obstacles to effective immersion programs (Dormer, 2011). Finding a balance between language and academic subject instruction is one of the more complex aspects of immersion, and many teachers are not prepared to manage this in a way that supports both capacities (Cammarata & Tedick, 2012). Teachers’ language ability itself is often times a factor, as are the instructional

methods in the classroom (Lengkanawati, 2005; Lie, 2007; Suryati, 2015). Given the complex circumstances in immersion classrooms, this study aims to examine the instructional practices that support or detract from effective English language instruction as well as give a platform for teachers to shed light on issues in their immersion settings.

## Methodology

### Research Design

Because I wanted to investigate teachers' classroom strategies with regard to language and content teaching in bilingual, immersion education at a school in Indonesia as well as gain an understanding of teachers' perspectives, I employed a qualitative research design. According to Creswell (2015), "qualitative research is best suited to address a *research problem* in which you do not know the variables and need to explore" (p. 16). This research approach is used to explore a central phenomenon and seeks an in-depth understanding of the views of one group or single individuals at specific sites (Creswell, 2015). Since I studied a group of teachers at one school in order to gain an understanding of a larger issue, that of instructional practices in immersion classrooms, this research specifically followed what Creswell (2015) described as an ethnographic, case study design. One approach to conducting case studies involves researchers describing the activities of the group and "the focus...may be a specific issue, with a case (or cases) used to illustrate the issue" (Creswell, 2015, p. 469).

### Research Site and Participants

This study took place at Hope Academy<sup>1</sup> on the island of Java in Indonesia. The school was established in 2002 and is a private, Christian, K – 12 school that follows an Indonesian curriculum. The 600+ student body is made up primarily of Indonesian students with some expat families enrolling their children. According to the school's website, all students learn to speak, read, listen and write in English.

Based on the qualitative research design, I used purposeful sampling to select participants for this study. Creswell (2015) explained this sampling approach "intentionally select[s]

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<sup>1</sup> The school's name and all teachers' names have been changed.

individuals and sites to learn or understand the central phenomenon” (p. 205). More specifically, homogenous sampling was the best strategy for this study because all the participants belong to a subgroup with defining characteristics (i.e., the site is a school in Indonesia that uses English as a medium of instruction and the participants are all teachers who are asked to teach content classes in English). In qualitative research, it is typical to have a smaller sample size than in quantitative research due to the complexity and depth that is desired (Creswell, 2015). Based on the target population at the school, I included seven teachers in this study.

Initial discussions and general permission to conduct research at Hope Academy was established by Dr. Jan Dormer, Associate Professor of TESOL at Messiah College, who acted as a gatekeeper to the site. Creswell (2015) suggested gatekeepers are one way to seek and obtain permission from sites and described a gatekeeper as “an individual who has an official or unofficial role at the site, provides entrance to a site, helps researchers locate people, and assists in the identification of places to study” (p. 210). Dr. Dormer has had a long relationship with the school’s principals and has been in discussion with them about the possibility of research for the past several years. Prior to our arrival at the school, the principal formally submitted a letter of invitation to conduct research there.

After approval was obtained by Messiah College’s Institutional Review Board, I established contact with the principal, and on her recommendation, five teachers who incorporate English in their content lessons and two teachers who teach EFL in Grades 4 – 6 were identified as potential participants in the study (see Table 1). The school’s administration distributed an invitation to participate to these teachers along with the informed consent forms (see Appendices A and B), and all seven teachers agreed to be part of the study. In addition, because this research involved children under age 18, parent permission forms and student assent forms—written and

then translated into Indonesian—were then obtained from parents and students (see Appendices C, D, E, and F).

Participant	Subject	Grade
Radha	Social Studies	4
Muluk	Math, Bible	5
Eka	Science, Bible	5
Kadek	Math, Bible	6
Sinta	Social Studies, Bible	6
Farah	EFL	4
Ismaya	EFL	6

While I was conducting the data collection, the principal distributed a questionnaire that I developed (see Appendix G) to the participants to collect information on the teachers' background. The questionnaire consisted of four sections: teacher's training and language background, current teaching context, use of English and Indonesian, and teaching subject content and English language.

### **Data Collection Procedures**

**Class observations.** In order to collect data about English language use in the classroom, I visited Hope Academy over a period of four consecutive days and acted as a nonparticipant observer during classes. As a nonparticipant observer, I observed and recorded notes from the periphery without becoming involved in the classroom activities. For each class observation, I used an observation tool (see Appendix H) to record the teacher and student talk as well as

content and language use for each minute of the lesson. This form used a checkbox format and was divided into teacher and student categories. In addition, during and after the lesson I recorded descriptive and reflective field notes on aspects of the lesson that I observed that could not be accounted for in the checklist section. In total, I completed 16 observations in five different academic subjects in Grades 4 – 6. It should be noted that the observation data collected in the EFL-specific classes was mainly to give a broader context and background to the overall English language teaching at the school and is only occasionally mentioned in the findings for contrastive purposes. In addition, another researcher joined me in the classroom observations and used the same observation form. The data analysis included the information collected on the forms completed by me and the other researcher.

**Interviews.** During my time at Hope Academy, I also had the opportunity to conduct one-on-one interviews with each of the seven participant teachers and the school principal. Though I had devised a list of interview questions (see Appendix I), in light of my classroom observations, I found that many of the questions were not relevant and ended up using only a few of the questions originally developed along with others I added as the interview progressed. I followed an open-ended interview format, which allowed for new questions to arise based on the discussion. I arranged to interview each teacher individually and, prior to the interview, asked permission to audio-record the interview. Each interview lasted between 15 and 30 minutes, during which I also took written notes. One constraint I encountered when conducting most of the interviews was a high level of background noise. The majority of interviews took place in the teacher's classroom during breaks between lessons, at which time the students were permitted to come and go freely. The students were very boisterous and loud, and teachers did not quiet them during the interview. In addition, half of the interviews were interrupted by students needing to

ask their teacher a question. I felt that the noise and interruptions may have compromised the quality of the interviews, at least on my part as I found the commotion distracting and lost my train of thought on several occasions.

**Questionnaires.** The questionnaires were distributed to the participating teachers by the principal at the beginning of the research visit and returned to me at the conclusion.

### **Data Analysis Procedures**

**Class observations.** The observation tool was developed for both my needs and those of my colleague, so only a portion of it was pertinent to my research. My main interest with the observation data was to a) determine how much of the content-related lesson time teachers talked, b) determine how much of the content-related lesson time students talked, c) understand how much English and Indonesian was used by the teacher during content instruction, and d) understand how much English and Indonesian was used by the students during content-related lesson time. Thus, I was concerned primarily with the sections pertaining to teacher content instruction, teacher English instruction and student response. (It should be noted that the teacher English instruction section did not receive any checkmarks, so it will not be mentioned henceforth in the data analysis procedures.)

To begin analysis of the observation data, I went through each observation form completed by me and my fellow researcher, and manually counted the total number of minutes checked, regardless of language, in the teacher content section and the student response section. I also separately added the total minutes of English and Indonesian use checked for both teacher content and student response sections. Since some of the minute segments included both languages, each language total minutes did not equal the overall count of teacher and student talk. Lastly, I made note of the overall elapsed time of each lesson.

These numbers were then entered in an Excel spreadsheet, and double-checked to ensure accuracy. I then determined an average based on the totals from my observation forms and those of my fellow researcher. Using the averages, I calculated the percentage of overall teacher talk time and student talk time relative to the duration of the class lesson. I also calculated the percentage of English and Indonesian use by the teacher based on the average total minutes of teacher talk, and calculated the percentage of English and Indonesian use by the students based on the average total minutes of student talk.

Once analysis of the numbers was complete, I read through the handwritten descriptive and reflective field notes to identify comments that were pertinent and insightful to the rest of the data.

**Interviews.** In order to analyze the interviews, I first transcribed each audio recording and followed the initial transcription with a second review of the interview to ensure accuracy. I then reviewed the written notes I took during each interview to cross-check them with the interview transcripts in case I had any more detailed descriptions or clarifying remarks. I began the analysis of the text using a coding process. Creswell (2015) explained that coding “is the process of segmenting and labeling text to form descriptions and broad themes in the data” (p. 242). As I read through each transcript, I identified text segments and labeled those segments with codes in the margins. I then read through the texts again and examined the codes for overarching themes. After doing this for each interview, I examined all the transcripts looking for commonalities among the themes. At different points during the analysis I read the transcripts a second or third time for clarity or to narrow a theme.

**Questionnaires.** For the questionnaires, I read through them two or more times highlighting and making notes of information that was relevant to my research questions.



**Validating findings.** In qualitative research, it is important to ensure the accuracy and credibility of the findings. To this end, I was able to use the strategy of triangulation. Creswell (2015) described triangulation as a process of corroborating evidence by using different types of data, methods of data collection, or from different individuals. In this case I used class observational data, personal interviews, and questionnaires as evidence for the study's themes. By drawing on multiple data sources I was able to establish the accuracy of the research findings.

### **Conclusion**

Using Hope Academy as case study for this research allowed for an in-depth look at the bilingual practices at a school. The selected investigation methods worked well in this setting and enabled the gathering of data that supports the case study approach. By conducting both classroom observations and personal interviews, it was possible to obtain data that provides a broad scope of the activities of the participant group, taking into account both teaching practices and teachers' perspectives. There were some limitations with the methods used for this research, and these will be discussed in the last section of the paper.

## **Findings**

At Hope Academy, English is given high priority and the school is known as one which uses English alongside Indonesian. Although their website advertises the broad integration of English, they do not explicitly identify themselves using the terms “bilingual school.” In addition, there were varying thoughts among teachers as to the nature of executing bilingual education at the school. Through the data collection and analysis, I became aware of practices and perspectives that shed light on how English and English language teaching is incorporated at the school and which generated insight into my three research questions. In this chapter I provide an overview of how English is delivered at Hope Academy and then present the findings to address each of my research questions.

### **Overview of English at Hope Academy**

One of the first questions I asked the teachers was how they defined bilingual education: All of them agreed that the distinguishing element of bilingual education is the use of two languages in the classroom. Most teachers did not believe Hope Academy was necessarily bilingual in a formal sense, but some expressed the feeling that it was bilingual “by nature” because the school intentionally includes English as part of their structure and both English and Indonesian are used to various extents during some class instruction throughout both elementary and high schools.

The principal outlined the approach they have adopted in recent years at Hope Academy for incorporating English in subject classes. In Grades 1 – 3, English is introduced in math and science classes. For Grades 4 – 6, two more subject classes, Bible and social studies, are added, though teachers are only encouraged, not required, to use English for these subjects. Elementary

students in all grades (1 – 6) must also take both Indonesian and English as a Foreign Language (EFL) classes.

The school's bilingual practices cannot be discussed without taking into account the national government exams that Indonesian students must take. The question of English use in subject classes gets a bit trickier for Grade 6, when students must prepare for these exams. The significance of the exams was illustrated in one 6th grade class that was scheduled to be a Bible class; the teacher instead focused the entire lesson preparing students on "how to get a perfect score." According to the principal, the national exam's language assessment is harder for Indonesian than for English, so teachers want to emphasize the Indonesian language in Grade 6. As students move into high school, learning the content material and mastering Indonesian is even more crucial since students will again take national exams in Grades 9 and 12. Since most of the school's students will attend Indonesian universities, achieving good national exam scores is paramount to their continued education. The influence of the exams impacts teachers and administration when it comes to making decisions about how and when to incorporate English.

In addition to assigning specific subjects for partial instruction in English, the administration has established every Tuesday, Wednesday, and Thursday as "English Days," when teachers are encouraged to use more English during their lessons and students, faculty and staff alike are asked to use English outside of class during activities, at recess, at lunch, and in general conversation. For teachers, this can even mean meetings are partially conducted in English along with their ongoing, internal staff communications through WhatsApp or text messages. According to teachers and the principal, the English Days initiative sees only moderate success. The limitations created by a wide range of proficiency mean staff and students can engage in only so much English speaking. Furthermore, as Sinta explained, the temptation to

speaking in Indonesian outside of class is high because it is just easier to use. As Ismaya pointed out, it would be considered impolite to speak English among colleagues at the school who have little English proficiency. During class time, the teachers do strive to use English, but find they need to switch to Indonesian when students do not understand. To add to the challenges, it is a program that is nearly impossible to enforce.

Despite the various endeavors to promote English learning, the teachers reported feeling that English usage is in a decline over the years they have been at Hope Academy. One teacher even commented that the decrease of English was noticed by parents who then talked to her directly about it. Ismaya described a major reason for the apparent decline was the school's growth over 15 years. An increase of students and teachers means more people with differing proficiencies. He mentioned that when hiring new teachers, English ability is less of a critical factor as it had once been. The principal also brought up teacher recruitment and that they cannot expect nor require new teachers to have functioning English skills.

Having laid a foundation for how Hope Academy incorporates English in their curriculum and routines, the next sections will detail the findings that address my three research questions:

1. What is the nature of academic content and English language instruction in class?
2. What is the nature of teacher talk and student talk in class?
3. What do teachers consider to be English language teaching in an academic content setting?

### **Balancing Academic Content and English Language Teaching**

The most notable finding of this study involved my first research question about the nature of academic content and English language instruction in class. As discussed in the

literature review, balancing academic content and language instruction in an immersion classroom is one of the big challenges faced by teachers. The observation data revealed that there were no instances of the subject teachers formally teaching English language forms or functions, nor did they have their students produce and practice new language skills. Instruction was entirely focused on content material, though the teachers and students did use some English for the content instruction.

During the interviews, when asked about whether they ever have a need to provide English instruction, all the teachers mentioned that they will clarify vocabulary words and answer students' grammar-related questions when explicitly asked, but do not teach English beyond those situations. They reported that students, in fact, rarely ask about English language form or function. In the words of Eka, students will not ask subject teachers about grammar "because they...know that I am not the English teacher, so they will find [the] English teacher to ask."

Instead of actively incorporating teaching English language skills, the teachers instead took the approach of using English in various ways as part of their lessons. In addition to delivering some content instruction in English, teachers were found to use the language for other purposes like giving directions to students, classroom management, discipline/behavior, content notes on the board, and outlining homework assignments. Most of the worksheets given to students were in English and in one case a teacher used a video in English as part of her lesson. During one of the social studies classes the teacher incorporated PowerPoint slides that were written in English. Most of the teachers talked about how they use different resources, like the internet, books, songs and so on, in English to complement their lessons. Homework assignments were another way teachers tried to include English. A few of the teachers explained that students

are given the choice to complete assignments in either English or Indonesian, though most teachers indicated that students usually opted to use Indonesian. In one class when the teacher assigned an essay and asked the students to complete it in English, the students expressed considerable dismay with this requirement.

The exception to these findings from the subject classes were the two EFL classes that were included in the observation roster. Because the focus is English itself, inevitably there was English language teaching. In contrast to the subject classes, the EFL teachers also only used English language resources and students were not given the option to do assignments in Indonesian.

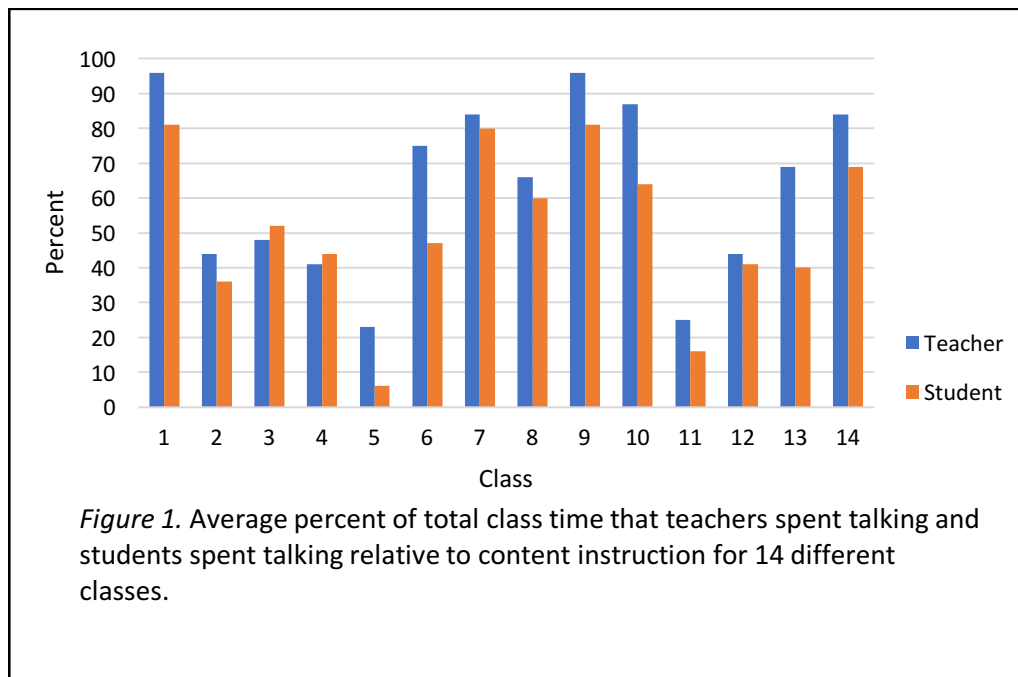
### **Classroom Interaction Methods: Teacher and Student Talk**

To address my second research question on the nature of teacher and student talk, I wanted to see how a teacher's methods supported or inhibited English language acquisition. Though I discovered that teachers do not consciously engage in language teaching during their content classes, I was able to document the methods teachers used and the characteristics of interactions between teachers and students during content instruction, with regard to their potential for fostering language acquisition.

Some of the findings of this study were based on the data collected from the observation tool, which was used to record the amount of English and Indonesian language spoken during the class period and for what purposes (see Appendix H). It should be noted that while the data from this tool is insightful, it must be evaluated concurrently with the descriptive and reflective field notes. In other words, the data from the observation tool may show that a teacher used English for 25 minutes of content instruction in a class period, but it does not reflect the extensiveness of English used during each minute, nor does it specify the quality and complexity of the English

used. For example, in one 5<sup>th</sup> grade class students were learning about phases of the moon. At one point the teacher introduced the phases of the moon in English in one sentence but continued talking further about this content in Indonesian. In this case both English and Indonesian use were checked for that minute interval. Likewise, any student responding to questions with a simple *yes* or *no* answer in English was also recorded as English use by students during the minute segment. For this reason, the field notes were invaluable to capture a more complete picture of language use.

The prevailing format of all the lessons observed was that of a traditional, teacher-centered lecture on the material. In each class, the teacher was the authority figure who transmitted information to the students. In 12 of the 14 subject classes observed, the teachers had a greater percentage of overall talking time than students (see Figure 1).



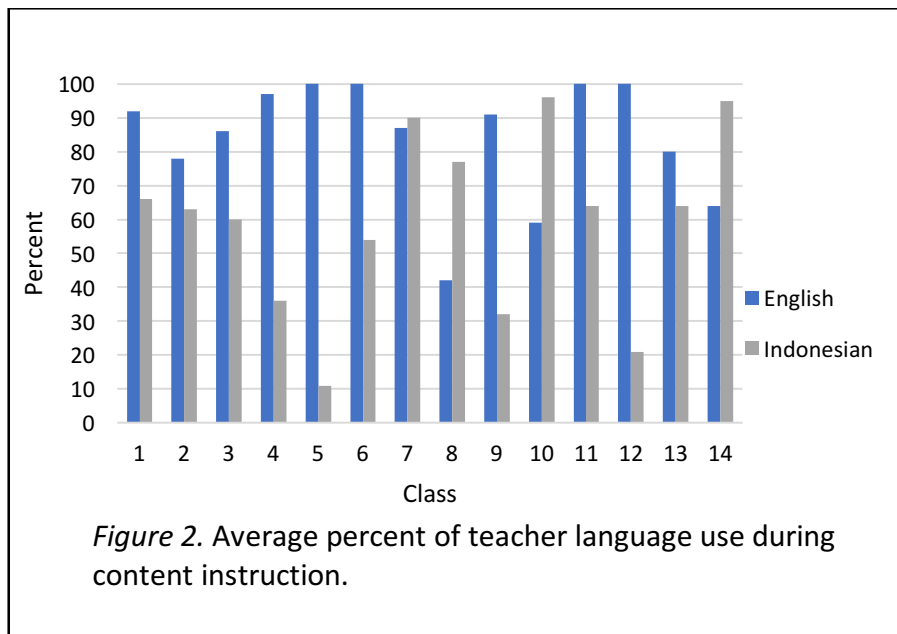
Also during these 14 classes, there were only two instances when focused, small group work was incorporated by the teacher. When teachers were not actively teaching content, students were frequently doing individual seatwork involving worksheets, reading the Bible on their own, or

solving math problems, for example. After observing several classes, I became aware of a pattern with the seatwork component of class whereby teachers would check individual's work as they were completing it during class. In three of the 14 classes students spent more than 50% of the entire class session doing individual seatwork. The periods of seatwork had another consequence in some classrooms, that of increased talking among students. These conversations always occurred in Indonesian so it was not possible to accurately assess how much of the talk was related to the class lesson and the worksheets and how much was socializing. Based on general impressions of behavior and speech patterns, much of the talk did seem to be more socializing in nature.

Another prominent aspect of the content instruction was asking questions. This usually took the form of the teacher asking a display question and students responding with one-word or very short answers. Display questions are those in which the teacher already knows the answer, and "are thought to lead to short, simple responses that require little cognitive effort on the part of the learner" (Lightbown & Spada, 2013, p. 145). Both teacher and students would use English and Indonesian for questions and answers and even though I was unable to understand the portions of the lesson when teachers and students spoke Indonesian, student responses were never lengthy. Often the answers given by students in English were "yes" or "no," or perhaps simple number answers given in math class.

Turning to the use of English and Indonesian, it was apparent that teachers did make an effort to use English. In all but three classes teachers used English for more than 75% of their spoken content instruction (see Figure 2).



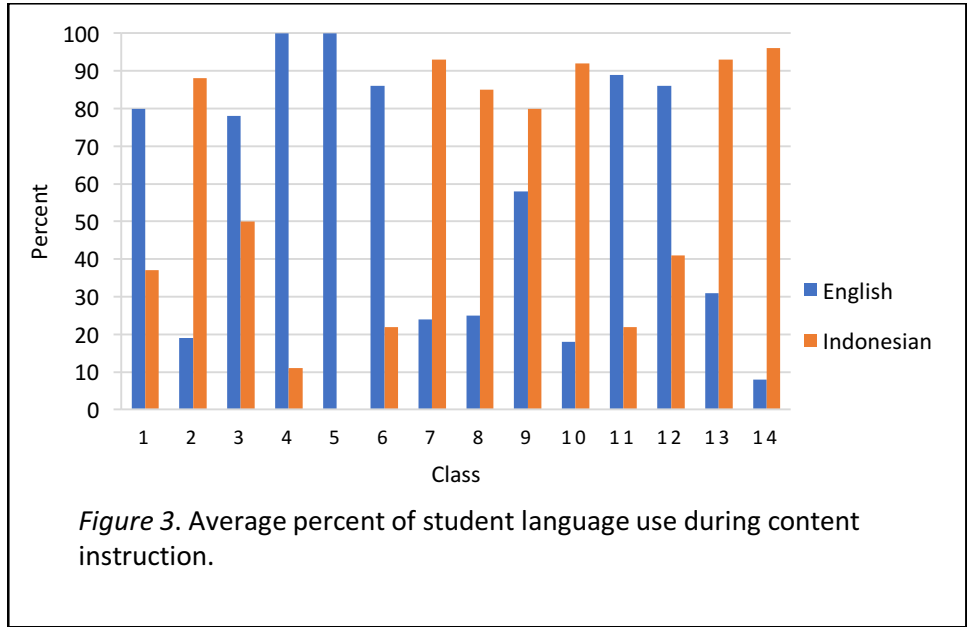


However, once again, this data does not reveal the quality or amount of English used during any given one-minute segment. The data from the observational field notes showed some interesting patterns relative to English and Indonesian use. To start, whenever both English and Indonesian were used in the same minute segments, teachers would often make a statement in English and then translate it, or explain it again in Indonesian. Overall during the minute segments when both languages were used, Indonesian would predominate, with either a few sentences or words in English thrown in the mix.

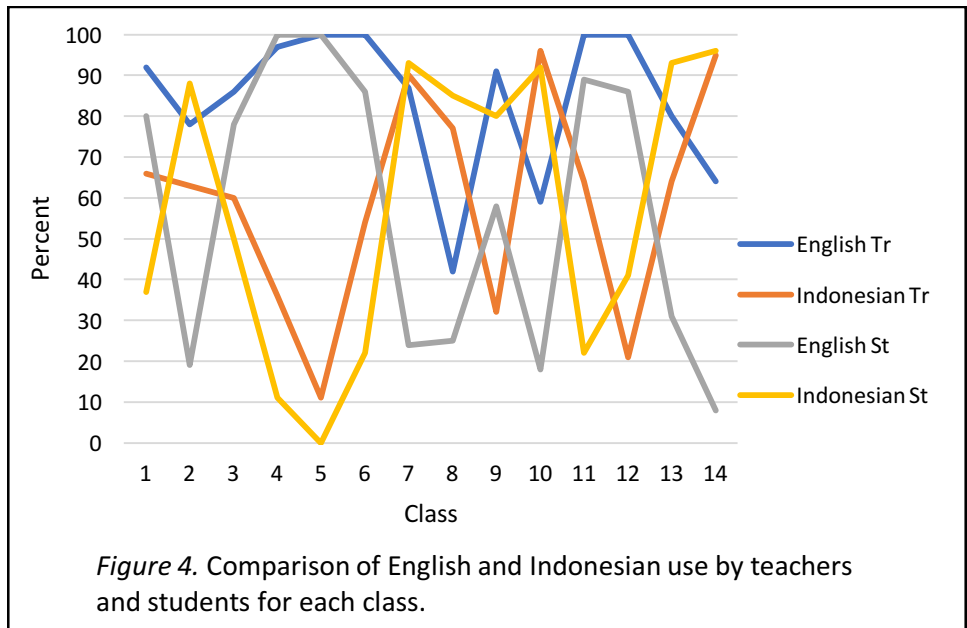
The more extensive use of Indonesian compared to English seems to sometimes stem from the fact that teachers reported they needed to use Indonesian to teach new or complex content as well as any time they felt the students were not understanding the English explanations. Kadek indicated, “sometimes I must use [Indonesian] because I must make my student[s] understand what the material is about because English is not their first language.” This sentiment was echoed by Radha: “It is difficult for us to get the concepts to the students if we use another language.” There was consensus among all the teachers that first and foremost, students

must understand the content and comprehension is the determining factor for when and how much to use Indonesian. Radha asserted, “To understand the concept is more important than...teaching in English.” She explained that she tries to use English even with new topics, but when she sees that her students do not understand she has to switch to Indonesian. During analysis of the field notes, a common theme transpired with language choice in that teachers may lead with English to review topics, give students directions, or provide simple content explanation but then turn to Indonesian to repeat the information or teach the content more in-depth. An additional characteristic that teachers described, which often favors more Indonesian use, is that the students have a wide range of English proficiency. Times when students who may have a lower proficiency struggle with comprehension is when teachers are likely to switch to Indonesian.

For English and Indonesian use by students, the data reveals that in half of the classes (seven out of 14 classes), students used more English and in the other half Indonesian was predominantly used (see Figure 3). It might be concluded from this data that students tend to use each language more-or-less equally, but again this is where the field notes are essential, revealing that most of the student responses in English were one-word, or very short answers. In some instances, a student would respond to a question with *yes*, but continue the sentence in Indonesian.



The role of the teacher as the leading figure and model is seen in patterns of student responses. Often student responses corresponded with the language of instruction (see Figure 4).



In other words, when the teacher spoke in English, the students tended to respond in a like manner. When the teacher was using both English and Indonesian, or predominately Indonesian, students responded more in Indonesian than English. Most of the teachers indicated on the

questionnaires that their students used more Indonesian than English in their classes. The reasons they cited are a limited vocabulary and difficulties when expressing opinions or discussing topics in depth and when their English level is not very high.

### **Teachers' Perspectives on English Language Teaching in an Academic Content Setting**

Having observed that the subject teachers never intentionally incorporated English language teaching in their lessons, I was curious to hear their thoughts about this during the interviews. It quickly became clear that none of the teachers considered themselves to also be English teachers, as illustrated by Muluk, who told me, "I never teach English," and Kadek, who provided an added subtlety when he said, "I just teach *in* [my emphasis] English and talk what I want to talk in English." Radha more directly affirmed, "I'm a subject teacher." Most teachers did not feel they had a role in providing language teaching aside from clarifying vocabulary words or answering questions when students occasionally asked. Sinta said for grammar, she teaches "just the vocabulary. If I use a new vocabulary they don't know, then I explain." The same was said by Kadek who explained "sometimes my students ask me about several words." The idea that teaching English language is not seen as being part of their role was clearly expressed by Radha (Grade 4, social studies and math) and Eka (Grade 5, science and Bible) who wrote on their questionnaires that teaching English skills and grammar is the English teacher's job, though they both felt they should be a model for using English. Conversely, Kadek (Grade 6, math and Bible) did explain on the questionnaire that he felt teaching English skills should be part of his job citing that "our school emphasizes students to have proficiency in English."

These views seem to arise, in part, from teachers' beliefs about their background, training and ability to teach English. Ismaya (Grade 6, EFL) thought it could be a good idea for the

subject teachers to begin to include language teaching, but explained they “won’t want to do it because they lack confidence.” Radha stated that she is not qualified to teach English because “she didn’t have that major.” In addition to pointing out that English language teaching doesn’t fit with her subject area of science, Eka gave a pragmatic reason: “It’s a little bit hard to also teach about the grammar while I am teaching another subject because...there’s a lot to explain.”

It is evident from the questionnaires and talking with teachers that their background did not include any undergraduate training or preparation to integrate English language teaching within their content lessons. Each teacher mentioned participating in some type of training during their tenure at the school, whether it was organized by the school or hosted off-campus, but their training was only occasionally focused on English; teachers spoke of attending workshops on other topics like classroom management and subject-specific professional development. A view held by some teachers was that they were asked to use English during their subject lessons because they had some proficiency of the language and not because they had acquired skills to teach English.

The teachers’ English proficiency is another obstacle preventing them from feeling like they could teach English language. Kadek explicitly declared that “English is not my first language” and Muluk also stated that “I cannot speak English well.” He mentioned that having confidence to use English was a problem for him. Radha indicated that at times, she needs to ask the administration or others for help with English. According to Ismaya, one of the EFL instructors, the other teachers come to him for assistance in creating and correcting their worksheets in English. Kadek suggested another possible obstacle is that some students will have a higher proficiency than the teacher because students sometimes have access to English learning resources, such as private tutoring, that the teacher does not. While all the teachers mentioned

their limitations in the language, one teacher went on to further elucidate a concern that language mistakes made by both teachers and students could be subject to taunting or ridicule by peers.

### **Conclusion**

Teachers at Hope Academy are highly dedicated to the school's mission of promoting English language acquisition, citing the many advantages that English proficiency will offer students in the long run. Farah stressed the fact that English is "very important nowadays" and "it will help them to compete." As Radha proclaimed, "we are preparing...students for their futures. We are preparing them to get along in the world." Hope Academy's teachers make an earnest effort to incorporate English in their classes as well as encouraging their students to use English, but they face many challenges to implementing methods that would augment their students' language acquisition. All of the participants expressed a strong interest in the results of this research as a way to potentially help them in their daily work, some even asking for suggestions during the individual interviews. I deeply admired their genuine desire to learn ways to better meet their students' needs. The next chapter addresses the implications of this study for the school and its stakeholders.

### **Implications**

This research was conducted in one of many schools in Indonesia that has a goal to promote English learning and fluency. Hope Academy actively and consciously incorporates English in classroom instruction for some subjects and through other ways like weekly English Days. The findings provide a glimpse into the efforts and challenges of English language delivery at the school. One of the key findings is that subject teachers do not intentionally provide and include English instruction as part of their subject classes, but rather just use English as a medium of instruction for parts of the lesson. In most cases, English usage is for basic functions such as giving directions, correcting behavior or simple explanations of content as well as for some written exercises. As content material becomes more complex or detailed, teachers and students tend to switch to Indonesian. Other findings showed that a major influence on Indonesian and English use is both the teachers' and students' English proficiency. The data also conveyed that classroom methods used by the teacher followed the more traditional, teacher-centered model and that teacher talk dominated the lessons and student responses involved very short answers.

In the following sections, I will discuss and reflect on the major findings and offer some suggestions for teachers and the administration that might bolster their aim to meet learners' needs for English learning at Hope Academy.

### **Staying the Course**

The importance of and commitment to English integration at Hope Academy is clear. All of the teachers discussed the long-term benefits of learning English for students' futures as well as highlighting the personal benefits they themselves experience in improving their own language proficiency. The school is well-known for the inclusion of English in their curriculum,

and it is one of the primary reasons why parents enroll their children there. Indeed, many of the teachers felt that the students' proficiency is overall higher at their school than at other local schools. This might be the case for some of the teachers as well. Eka commented that at a chemistry teacher's workshop, her colleagues from other schools were not able to understand the English materials that were part of her presentation.

Hope Academy is making considerable efforts to include English in both academic subject and EFL classes for the duration of students' schooling, beginning in Grade 1 and continuing through high school. They are also trying to find ways to incorporate and encourage English beyond classroom lessons to include English Days and end-of-semester projects. The school's endeavors are commendable, especially in light of the growth and increase of students since the school's inception in 2002, and the ever-changing government regulations which the school's curriculum must accommodate. However, instituting bilingual education is not a simple undertaking and requires ongoing, thoughtful and deliberate planning in order to realize its full potential and benefits; Hope Academy may find it valuable to examine their practices for English delivery. Furthermore, there is a sense by some of the teachers, and ostensibly by some parents as well, that the amount of English use has been decreasing, which adds to the need to evaluate the school's English-language program.

### **Suggested Elements for Evaluation**

Though Hope Academy exhibits a form of bilingual education because it uses two languages for content instruction, this format is not well defined or necessarily understood by the stakeholders—as evidenced by both practices and perspectives. The current practices are such that opportunities to enrich English language learning for students are often missed. For example, when teachers ask questions that only require a short answer, students miss crucial



opportunities to produce and use the language. The findings show that the Academy experiences a number of challenges to effective delivery of bilingual education, many of which are comparable to those described in current literature. By identifying these challenges, the school can take steps to enhance the efficacy of English teaching and learning for its teachers and students.

**Considerations for teachers.** Balancing content and English instruction is one of the hallmarks and challenges of bilingual education. Currently, subject teachers at Hope Academy are not providing intentional English instruction, but because they are already using English as a medium of instruction they are in a prime position to incorporate English language teaching. Given that teachers are integral to successful delivery of bilingual programs, addressing their challenges is critical. Following are aspects regarding teachers and their classrooms that stood out in the findings.

**Personal beliefs.** Teachers' beliefs about their roles, responsibilities, and abilities will factor into their daily classroom activities. As Richards and Lockhart (1994) explained, "these beliefs and values serve as the background to much of the teacher's decision making and action" (p. 30). A prominent finding in this study was that teachers do not see themselves as language teachers and to some extent, feel language teaching falls under the purview of the EFL teacher. To support English language learning in an immersion setting, teachers should begin to shift their understanding of the role they can play with language teaching and "buy into the notion that 'all teachers are language teachers', having both the skill and the will to teach language alongside content" (Dorner, 2017, Teacher Education section).

**Lack of understanding on how to integrate language and content.** Some of the subject teachers at the school are asked to use English in their classes, but are not given much guidance

or assistance beyond that. They also have not received any substantial preparation or training in how to incorporate language teaching in their classes. For a successful bilingual education program, the teachers need to understand and learn how to integrate content and language teaching, but the mechanics of which can seem difficult to grasp. As Cammarata and Tedick (2012) discussed, this would take shape as a lesson that

Flows from a focus on meaning (the whole, familiar) to a focus on form (part, unfamiliar) and back to a focus on meaning through language use. This approach ensures that the language forms are linked to their functions and to the meaning-driven content instruction. (p. 265)

The interconnection of content and language would not be self-evident for teachers whose background is grounded in their subject areas.

A lack of planning and instructional time is also perceived as a barrier to being able to teach content and language. The teachers implied that including language teaching would require additional lesson time on top of what they teach for their subjects. For example, Eka's expressed the concern that teaching both would be time consuming because in her subject of science, "there is a lot to explain." This brings to light the misconception that helping students develop English language skills centers on "explaining" the English language to them, which runs counter to what we know about second language acquisition occurring through active *use* of a new language. To bridge this gap, focused and ongoing training and development should be provided. All of the teachers interviewed raised the topic of training and conveyed their interest in more professional development. Teacher education on how second language acquisition occurs, and how a content-area teacher can purposefully *facilitate* this acquisition, could go a long way towards improving English language acquisition at Hope Academy.

***Favoring content over language teaching.*** All of the subject teachers prioritized the teaching of content and did not intentionally teach language. Furthermore, when the content became too detailed or complex for the students to understand, the teachers would change to Indonesian. This finding supports what Cammarata and Tedick (2012) found in their study on immersion teaching and is a likely outcome when teachers do not understand and are not trained to balance content and language. Here again, training is key. As Cammarata and Tedick (2012) recommended, “more program-based support for teachers is needed if a balance of language and content is to become a pedagogical reality” (p. 262). Additionally, Cammarata and Tedick (2012) advised that program administrators also be aware of how language instruction should be integrated and find ways to support teachers in developing language-specific objectives for their classroom practice.

***Teacher and student English proficiency.*** The question of proficiency for both teachers and students came up repeatedly in both the classroom observations and the interviews. Whether it was a question of switching to the L1 when students were struggling with comprehension, or teachers whose own level was an impediment to teaching the content, struggles with proficiency regularly factor into program delivery at the school. For a bilingual program to be most successful, teachers themselves need to be bilingual and have full proficiency in the classroom languages (Cammarata & Tedick, 2012; Dormer, 2017; Lotherington, 2004). The teachers I interviewed realize that their ability to instruct in English is limited by their English proficiency level and everyone expressed an interest in improving their language skills, but have limited opportunities to do so. This is an area in which the teachers and administration could work together to discuss ideas that would support the teachers in ongoing language development. To

give one example, Eka thought an English Club for teachers would be a good way to create a community to practice the language.

To address student proficiency, Dormer (2017) advised that teachers should shelter their content courses so that the material is presented in simplified language that is comprehensible for learners. At the same time, schools must ensure “adequate yearly progress in language skill, so that by the time students are faced with subject matter requiring complex and copious language, their language skills are sufficient for the task” (Integration of Language and Content section). The need for student progress was expressed by Radha, who emphasized, “we have to get the students [ready] first...It’s really frustrat[ing] when you teach in another language and your students don’t understand you.”

*Classroom methods.* Classroom practices affect a student’s learning and progress in both content and language. The teacher-dominated structure of the classes observed provided little opportunity for students to use extensive language in general, and English specifically. For both language acquisition and content learning, teachers need to plan for more opportunities for students to use English; Ariatna (2016) proposed peer learning as one approach:

Language learning requires an expansion of learners’ experiences through their interaction with other language users. As such, these experiences should arise not only from the whole class, but also from small-group and peer activities in which students are involved in working collaboratively, exchanging opinions, and communicating their ideas to others. (p. 812)

The characteristics of classrooms found in this study paralleled those of other studies. In his research on English Bilingual Education in Indonesia, Bax (2010) found that teachers could benefit from development in three areas of classroom methods that ultimately maximize student

learning opportunities: developing effective learning tasks, using questioning techniques and checking on learning. The predominant use of closed questions by teachers did not encourage students to engage in prolonged language use in English or Indonesian, nor did they bolster cognitively complex processes or higher-order thinking.

Many factors can affect the language choices made by students. Individual proficiency, the teacher's influence, the subject matter, the grade level, the types of questions asked of them, and so on...all contribute to a student's preference for English or Indonesian and the quantity and type of language used. Just as teachers' belief systems affect their decision making, "learners, too, bring...their own beliefs, goals, attitudes, and decisions, which in turn influence how they approach their learning" (Richards & Lockhart, 1994, p. 52). Teachers need to take time to examine the beliefs of their students and understand how these may impact English language use.

**Considerations for the school's administration and leadership.** Though much of the responsibility for improving language learning for students falls on teachers, there are numerous challenges that must be addressed at the level of Hope Academy's leadership and administration. The teachers look to the administration for guidance and support and so the school's leadership needs to establish the framework, tenets, and commitment to uphold a strong bilingual program. Their job is substantial, "from the selection of curricula to the hiring of teachers to assessment and ongoing professional development, school leaders must keep the realities and needs of the immersion program at the forefront in every decision" (Dormer, 2017, Program Design section). Based on the findings of this study, the school administration is advised to consider elements of program design, teacher development, teacher recruitment, and the English Days initiative.

*Program design.* At the outset, it would be useful for the school to clearly define itself as a bilingual school. As Ismaya explained, “we need to define ourself first because this definition will influence many [of the] school’s policies and also many [of the] school’s programs.” Clear goals and objectives will guide policies and practices vis-à-vis English language use in content classes, which teachers can then use as benchmarks for their lesson planning. Radha also underscored the need for preparation: “We have to get ready first, because if we just go ‘okay, the school is bilingual’ ...but we don’t have any tools or any procedures to do it, it will be difficult for us.”

The abundant literature on bilingual education and immersion language programs could provide the school with guidance and advice on program design. For example, Swain and Johnson (1997, as cited in Lotherington, 2004) indicated an immersion program should include a curriculum that is the same as the one used in the L1. They also listed additive bilingualism as a crucial component for a bilingual program. The Pacific Policy Research Center (2010) suggested other criteria such as (a) a minimum of four to six years of bilingual instruction for participating students; and (b) language input that is comprehensible, interesting and of sufficient quantity, as well as opportunities for output. Dormer (2017) offered the following recommendations:

Schools should ensure that there is 1) consistency in language use in the classroom, 2) a curriculum that covers and sequences key language structures in content classrooms, and 3) overall balance in languages, for the full development of both languages. (Program Design section)

The school has in place the foundation for bilingual education but needs to begin a process to identify objectives and establish best practices based on research and the school’s educational context.

**Teacher development.** Teacher training and professional development is a recurring topic for educators and, because of the complexity of simultaneously teaching content and language, is particularly pertinent in burgeoning bilingual education programs. As Dormer (2017) advised,

Teacher preparation for language immersion must go beyond generic teacher education.

Teachers require knowledge about language acquisition and immersion teaching, and also heightened methodological and managerial skills, to meet the multiple and complex language and content needs of diverse learners. (Teacher Education section)

According to most of the teachers, training is something that they have participated in occasionally, but not to the extent needed to sufficiently prepare them to deliver effective immersion learning. When asked what might support them, teachers indicated they would like more training opportunities. In addition, several teachers mentioned that the administration could conduct more classroom observations and act as an adviser by offering recommendations to them.

**Teacher recruitment.** To reiterate, teachers need to be proficient in the languages used in immersion classrooms. It goes without saying that it would be ideal for the school to hire teachers who have high English language ability. However, the principal explained that recruiting teachers with both subject and English mastery is a significant challenge for the school. There may or may not be some options to manage this circumstance, but in the meantime the school can focus on ways to help current teachers improve their language levels. All of the teachers interviewed are enthusiastic to work towards improved language proficiency, and would value some structured, consistent approach that is organized by the school.

**English days and providing a rich English-speaking milieu.** In each interview, the participants discussed the English Days initiative. It was generally felt that this endeavor had

only moderate success in practice. Though they liked the idea in general, they did identify several difficulties with the program including a lack of consistency, inability to enforce it, varied proficiencies, and the temptation to use Indonesian. Teachers reported the only tactics they have are continual reminders to students to use English on these days and for themselves to be models for the students. Some mentioned wanting more consistency and others cited the need for the administration to set an example for students and teachers. Because the English days play a major part in the approach to including English, it would be worthwhile to review this program as part of a larger evaluation of the school's practices.

One of the goals of the English days is to create a robust English-speaking environment for language use throughout the day. In the same vein, both the principal and Farah brought up the positive influence of native English speakers. The principal recounted that once when an American was visiting, she observed the students "will just use English...with them and I can see they can speak, they can interact with...this American." It is clear that in situations where Indonesian is not an option, the students readily use English out of necessity. Farah thought it would be very beneficial if the school invited native speakers from the nearby international school to teach and converse with the students. In this way, the students must adapt their language skills to people who speak more fluently and who may be less inclined to translate or adjust their language to the students' lower levels. She also recommended the school get a language lab so students can have an opportunity to listen to native speakers.

### **Enacting Bilingual Education in the Context of Hope Academy**

It may seem the right course of action to design and guide bilingual education programs according to a general template and recommendations prescribed by literature and research, but given the innumerable and highly diverse language learning situations throughout the world,



context needs to be at the forefront of planning and decision-making. For any given context, variables such as culture, identity and sociopolitical factors will affect a language program and its stakeholders. Brown and Lee (2015) described that

Culture underlies all language learners' emotion, cognition, and their senses of who they are. Government policies and local politics are equally powerful influences on teachers' and students' daily lives, and finally, educational institutions are products of culture and policy, and indeed often are microcosms of one's sociopolitical milieu. (p. 156)

Having researched and reviewed the language practices and perspectives at Hope Academy, and having suggested considerations for approaches to the English-language program based on what the literature tells us, the question remains as to whether the notions of best practices for bilingual education are appropriate for and applicable to this school's context. Apart from what the literature recommends, is there a different, perhaps more effective and suitable way of operationalizing bilingual education for places like Indonesia? More specifically for Hope Academy are questions of whether the school is achieving its own language development goals and what would be the most fitting actions, if any, for moving forward. Before these can be answered, the school needs to have identified and defined its goals. As Dormer (2011) advised, "unless we define our goals well, we have no basis on which to select appropriate classroom content and strategies" (p. 84). Once again, context will influence what goals are relevant, attainable, and viable. As a precursor to designing goals, Brown and Lee (2015) recommended conducting a situation and needs analysis. These steps will identify many of the variables that characterize and affect an educational setting, as well as determine the desires and expectations for a program. Lie (2007), whose research was based in Indonesia, also suggested,

A thorough and comprehensive needs analysis should be conducted in each area before designing their English curriculum and setting the competencies. Findings of this need analysis should enable schools to make a more realistic alignment of curricular objectives and the students' needs. (p. 12)

### **Conclusion**

The mission of delivering English language education is by no means a simple, straightforward pursuit. This study has revealed many strengths and challenges for the school as it continues to embrace and encourage English proficiency in Indonesia. As leaders look to bilingual education for their schools, it is important to remember context is of utmost importance and that “bilingual and immersion language programs can have multiple incarnations – there is no one program that fits all sites and circumstances” (Pacific Policy Research Paper, 2010, p. 14).

Through this research, I have encountered devoted and faithful teachers, administrators, and leaders who value and work hard for their students. In my short time as a guest of Hope Academy, I observed these educators put forth great effort to promote English learning, despite not having thorough preparation or ample resources to do so. In addition to providing helpful insight to the school, I hope this study sheds light on the gargantuan task faced by those working to actualize immersion learning. Finally, it is my hope that this research will serve as a call to TESOL professionals to pursue opportunities to support, engage with, and advocate for our colleagues working in challenging circumstances.

### **Limitations of the Study and Future Recommendations**

This study had several limitations involving sample size and data collection. The research participants included five teachers who taught content classes using English as a medium for instruction and two EFL teachers. In order to obtain a broader understanding of teaching practices in immersion classrooms in Indonesia, more teachers from different schools should be included. With a small sample size, it is difficult to generalize the findings to other schools that engage in bilingual education and immersion teaching.

For the data collection, the interviews were more informal and impromptu than originally planned and were conducted in less than desirable conditions. Moreover, based on the relational culture of Indonesians, it would have been preferable to conduct focus groups first, followed by individual interviews. The focus group format would have likely put the participants more at ease and responses to questions could have built on each person's input. The lack of proficiency in Indonesian was another limitation: During the class observations, I undoubtedly missed nuances and details of the lesson and classroom dynamics because I do not speak or understand the language. Since a large part of the lessons was in Indonesian, to some degree I needed to make assumptions about what the teacher and students were doing.

On a broad scale, future research on this topic and in similar contexts in Indonesia should include a bigger sample size to be able to compare teaching practices so as to gain a more extensive understanding of bilingual education in Indonesia. Furthermore, it would be beneficial to include focus groups with teachers and conduct interviews in a more systematic and organized way. It is also recommended that the questionnaires for teachers be completed prior to the visiting the school. This would provide the researcher with a basic understanding of the background of each participant in advance of collecting other data. It would also provide a

launching point to guide the individual interviews. For the questionnaires, it is suggested to also create one geared for the principal to complete prior to the interview. This will help inform the type of interview questions to ask and make the allotted time for the interview to be used more efficiently.

At Hope Academy specifically, in addition to the aforementioned recommendations, this same research could be conducted in other grades for different ages. Since English is used as a medium of instruction beginning in Grade 1, a similar research study collecting similar data in different grades would generate a more complete picture of bilingual education at the school, which would, in turn, assist the school to conduct a thorough situation and needs analysis. Finally, only the teachers and the principal were interviewed as part of this study; future research could incorporate student and parent interviews that would bring additional perspectives about the integration of English at Hope Academy.

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## Appendix A

**Invitation to Participate**

Teachers who teach content classes in English in Grades 4 – 6 are invited to participate in research on

**Language Practices in Bilingual Education**

This research will be done by two Messiah College students and Dr. Jan Dormer. It will take place during her annual visit to XXXXXXXX in January, 2017.

The purpose of the research is to explore how English language learning happens in English content classes.

The results will provide teachers with ideas to help with lesson planning and teaching. The study might help XXXXX to improve the English language learning at the school.

If you participate, the researchers will gather information from you through a questionnaire, observing and video recording your class, and a one-on-one interview.

Participation is voluntary. If you want to participate in this project, please contact the school office.

## Appendix B

## Teacher Informed Consent Form


**Informed Consent Form**  
 Messiah College

**Readability Index:** 6.5 (Flesch-Kincaid)

**Title:** *Language Practices in Bilingual Education*

**Researchers:**

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**1. Purpose of the Study:**

The purpose of this research is to explore the practices that teachers use in their classes to promote English language learning and to find out about English language use by teachers and students in Grades 4-6.

**2. Procedures:**

If you participate, in December you will be asked to fill out a questionnaire that will take about 15 – 30 minutes. This questionnaire will be emailed to you. You will complete the questionnaire and then email it back to Rachel Rébert at [rr1301@messiah.edu](mailto:rr1301@messiah.edu). You might be asked follow-up questions when we visit your school in January.

During January 10 – 19, 2017, we will visit your classes. We will observe your lesson from the back of the class and make written notes during the class. We would like to video record each class if you agree. You will also be asked to participate in a 60 - 90-minute interview about your thoughts about teaching in English. We would like to audio record the interview if you agree.

Will you allow video recording of your classes? Please check one:

- YES
- NO

Will you allow audio recording for the interview? Please check one:

- YES
- NO

**3. Discomforts and Risks:**

There are no risks beyond those in everyday life. During the interview, you might feel some discomfort when you are talking about your experiences. You will not have to answer any questions if you do not want to.

**4. Benefits:**

We will be happy to share the information after the research is completed. You might get information that will help you with your lessons and teaching. The benefits to your school may include a chance to improve the English language learning at your school.

**5. Duration/Time:**

December, 2016 - A questionnaire will be emailed to you. You will take 15 – 30 minutes to answer this questionnaire. You will complete the questionnaire and email it to Rachel Rébert at [rr1301@messiah.edu](mailto:rr1301@messiah.edu).

January 10 - 19, 2017 – We will:

- Visit your classes and observe the lessons.
- Interview you for 60 – 90 minutes.

February, 2017 – You might be involved in 3 to 5 email messages for follow-up, if needed.

**6. Statement of Confidentiality:**

The data we collect in this research is confidential. The data will be stored in password-protected computer files on the researchers' (Rachel Rébert, Joy Dupree) laptops. The advisor (Jan Dormer), and the researchers (Rachel Rébert, Joy Dupree) will have access to the data. Messiah College's Institutional Review Board for the Protection of Human Subjects, and the Department of Health and Human Services' Office for Human Research Protections may review records related to this research study. All information, including your name, recordings, and questionnaire/interview responses will be kept confidential. Your name and the name of your school will not be used in any reports or publications resulting from this study. You will be identified as "Teacher A" from "A private school in Indonesia."

**7. Right to Ask Questions:**

If you have questions about this research, please contact the researchers or the advisor:

Rachel Rébert      Email: [rr1301@messiah.edu](mailto:rr1301@messiah.edu)

Phone: (1-717-957-2715)

Joy Dupree      email: [jr1432@messiah.edu](mailto:jr1432@messiah.edu)  
Phone: (1-717-385-4765)

Jan Dormer      Email: [jdormer@messiah.edu](mailto:jdormer@messiah.edu)  
Phone: (1-717-796-1800, ext. 7053)

You can also contact us if you are hurt by this study. Questions about your rights as a research participant may be sent to Messiah College's Office of the Provost at [provost@messiah.edu](mailto:provost@messiah.edu) or at (1-717-766-2511 x5375).

#### 8. **Voluntary Participation:**

You are a volunteer in this research. You can stop at any time. You do not have to answer any questions you do not want to answer. If you withdraw from this study none of your data will be used.

You must be at least 18 years old to take part in this research. If you agree to take part in this study, please sign your name and write the date, and then email to Rachel Rébert at [rr1301@messiah.edu](mailto:rr1301@messiah.edu).

You will get a copy of this form.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix C

## Parent Permission Form in English

**Parental Permission Form**  
Messiah College**Readability Index:** 6.3 (Flesch-Kincaid)**Title:** *Language Practices in Bilingual Education***Researchers:**  
Rachel Rébert  
Graduate Student, Messiah College  
2 Elizabeth Street, Marysville, PA 17053  
717-957-2715  
[rr1301@messiah.edu](mailto:rr1301@messiah.edu)  
  
Joy Dupree  
Graduate Student, Messiah College  
152 Seamands Dr., Wilmore, KY 40390  
717-385-4765  
[jr1432@messiah.edu](mailto:jr1432@messiah.edu)**Advisor:** Jan Dormer, Ed.D.  
Associate Professor of TESOL  
Messiah College  
One College Avenue, Suite 3019  
Mechanicsburg, PA 17055  
717-796-1800, ext. 7053  
[jdormer@messiah.edu](mailto:jdormer@messiah.edu)**1. Purpose of the Study:**

The purpose of this research is to explore the practices that teachers use in their classes to promote English language learning. We also want to find out about English language use by teachers and students in Grades 4-6.

**2. Procedures:**

From January 10 – 19, 2017, we will visit your child's classes. We will observe the lessons from the back of the class and make written notes during the class. We will video record the classes. Your child will only be observed during classroom time.

**3. Discomforts and Risks:**

There are no risks to students beyond those experienced in everyday life.

**4. Benefits:**



There are no benefits to you. The teachers may learn information that will help them with their lessons and teaching.

**5. Duration/Time:**

January 10 - 19, 2017 – We will visit your child’s classes and observe the lessons. We will only observe during school hours, so no additional time will be required of your child.

**6. Statement of Confidentiality:**

Teacher and student data collected in this research is confidential. The data will be stored in password-protected computer files on the researchers’ (Rachel Rébert, Joy Dupree) laptops. The advisor (Jan Dormer), and the researchers (Rachel Rébert, Joy Dupree) will have access to the data. Messiah College’s Institutional Review Board for the Protection of Human Subjects, and the Department of Health and Human Services’ Office for Human Research Protections may review records related to this research study. Your child’s name and the name of the school will not be used in any reports or publications resulting from this study.

**7. Right to Ask Questions:**

If you have questions, please contact the researchers or the advisor:

Rachel Rébert      Email: [rr1301@messiah.edu](mailto:rr1301@messiah.edu)  
Phone: (1-717-957-2715)

Joy Dupree          email: [jr1432@messiah.edu](mailto:jr1432@messiah.edu)  
Phone: (1-717-385-4765)

Jan Dormer          Email: [jdormer@messiah.edu](mailto:jdormer@messiah.edu)  
Phone: (1-717-796-1800, ext. 7053)

You can also contact us if you or your child is hurt by this study. Questions about your rights as a parent of a child who will be part of the project may be sent to Messiah College’s Office of the Provost at [provost@messiah.edu](mailto:provost@messiah.edu) or at (1-717-766-2511 x5375).

**8. Voluntary Participation:**

Your permission for your child to be part of the classes we will observe is voluntary. You can request that your child stop at any time. If you withdraw your child from this study your child’s data will not be used.

If you give permission for your child to attend classes that we will observe, please sign your name and write the date and give this to your child’s teacher.

You will get a copy of this form.

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

## Appendix D

## Parent Permission Form in Indonesian



**Surat Ijin Orang tua – Parent Permission**  
Messiah College

**Index kemampuan membaca:** 7.9 (Flesch-Kincaid)

**Judul:** *Language Practices in Bilingual Education*

**Peneliti:** Rachel Rébert  
Graduate Student, Messiah College  
2 Elizabeth Street, Marysville, PA 17053  
717-957-2715  
[rr1301@messiah.edu](mailto:rr1301@messiah.edu)

Joy Dupree  
Graduate Student, Messiah College  
152 Seamands Dr., Wilmore, KY 40390  
717-385-4765  
[jr1432@messiah.edu](mailto:jr1432@messiah.edu)

**Pembimbing:** Jan Dormer, Ed.D.  
Associate Professor of TESOL  
Messiah College  
One College Avenue, Suite 3019  
Mechanicsburg, PA 17055  
717-796-1800, ext. 7053  
[jdormer@messiah.edu](mailto:jdormer@messiah.edu)

1. **Tujuan:**  
Tujuan dari penelitian ini adalah untuk mengeksplorasi pembelajaran yang digunakan para guru di dalam kelas untuk meningkatkan kemampuan Bahasa Inggris. Kami juga ingin mempelajari penggunaan Bahasa Inggris yang digunakan oleh guru dan anak-anak kelas 4-6.
2. **Prosedur:**  
Pada tanggal 10-19 Januari 2017, kami akan mengunjungi kelas anak anda. Kami akan mengobservasi pembelajaran di dalam kelas dan membuat beberapa catatan. Kami akan merekam proses pembelajaran. ANak anda hanya akan diobservasi selama jam pelajaran berlangsung.
3. **Ketidaknyamanan dan Resiko:**  
Tidak akan ada faktor yang akan menciptakan ketidaknyamanan maupun resiko selama penelitian ini berlangsung.
4. **Manfaat:**  
Tidak ada manfaat secara langsung bagi orang tua. Guru akan mendapatkan informasi untuk membantu mereka mengembangkan pembelajaran di kelas.

**5. Duration/Time:**

Penelitian akan dilaksanakan pada tanggal 10-19 Januari 2017. Kami akan mengunjungi kelas anak anda , memberikan tes Bahasa Inggris, dan mengobservasi pembelajaran. Kami hanya akan melaksanakan observasi selama jam pelajaran, sehingga tidak akan dibutuhkan waktu tambahan.

**6. Pernyataan Kerahasiaan:**

Data guru dan siswa yang didapatkan dalam penelitian ini bersifat rahasia. Data akan disimpan di dalam arsip yang terjaga kerahasiaannya dengan menggunakan kata kunci. Hanya pembimbing dan peneliti yang akan mendapatkan hak akses terhadap semua data. Nama siswa, guru, dan sekolah tidak akan digunakan dalam laporan maupun bentuk publikasi yang lain.

**7. Hak untk bertanya:**

Jika ada pertanyaan sehubungan dengan penelitian ini, silahkan menghubungi peneliti maupun pembimbing:

Rachel Rébert      Email: [rr1301@messiah.edu](mailto:rr1301@messiah.edu)  
Phone: (1-717-957-2715)

Joy Dupree      email: [jr1432@messiah.edu](mailto:jr1432@messiah.edu)  
Phone: (1-717-385-4765)

Jan Dormer      Email: [jdormer@messiah.edu](mailto:jdormer@messiah.edu)  
Phone: (1-717-796-1800, ext. 7053)

Anda juga bisa menghubungi kami jika anda merasa anak anda dirugikan dalam penelitian ini. Pertanyaan tentang hak sebagai orang tua dari siswa yang terlibat dalam penelitian ini bisa dikirimkan ke kantor Messiah College di [provost@messiah.edu](mailto:provost@messiah.edu) atau menghubungi nomer 1-717-766-2511 (x5375).

**8. Partisipasi Sukarela:**

Ijin yang diberikan bagi anak anda untuk mengambil bagian dalam penelitian ini adalah bersifat sukarela. Anda bisa menghentikan keterlibatan anak anda kapan pun. Jika anda menarik anak anda dari penelitian ini, maka semua data yang didapat sebelumnya yang berhubungan dengan anak anda tidak akan digunakan.

Jika anda mengizinkan anak anda untuk menghadiri kelas yang akan diobservasi, silahkan menandatangani surat ijin ini dan memberikannya kepada guru kelas.

Anda akan mendapatkan salinan surat ini.

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Nama

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Tanda tangan

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Tanggal-Bulan-Tahun

## Appendix E

## Student Assent Form in English



**Student Assent Form**  
Messiah College

**Readability Index: 4.1 (Flesch-Kincaid)**

We are from a college in the United States. We want to see your class. We want to learn more about bilingual education in Indonesia.

**Dates:** January 10-19, 2017

**What will we do?**

1. Watch and video record your class.
2. Listen to the languages you and your teacher use in class.
3. Take notes.

**Will being in this study hurt or help me?**

Being in this study will not cause any problems for you or your teacher. Your teachers will learn more about how to teach in a bilingual school. We won't use your name on our documents.

**Do I have to be in this study?**

It is your choice if you want to participate or not. If you choose not to participate you will not be in the classroom when we see your class. You can also stop participating in this study at any time. Your parents know about our study and you can talk to them about participating or not.

If you have questions about the study we are doing, you can ask your teacher, or the visitors Miss Rachel or Miss Joy.

If you understand this, please write and sign your name:

Your Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Your Signed Name: \_\_\_\_\_

## Appendix F

## Student Assent Form in Indonesian

**MESSIAH  
COLLEGE****Formulir Persetujuan Siswa – Student Assent**  
Messiah College**Index Kemampuan membaca: 4.1 (Flesch-Kincaid)**

Kami dari sebuah perguruan tinggi di US. Kami ingin melihat kelasmu. Kami ingin belajar tentang pendidikan dengan dua bahasa di Indonesia.

**Waktu:** 10-19 Januari 2017**Apa yang akan kami lakukan?**

1. Merekam dan melihat pembelajaran di kelasmu.
2. Mendengarkan bahasa yang dirimu dan gurumu gunakan di kelas.
3. Membuat beberapa catatan.

**Apakah dengan terlibat dalam penelitian ini akan membawa efek negatif atau positif bagiku?**

Keterlibatan dalam penelitian ini tidak akan membawa efek negatif bagimu ataupun gurumu. Mereka bahkan akan mendapatkan kesempatan untuk belajar lebih lagi tentang bagaimana mengajar di sekolah yang menggunakan dua bahasa. Kami tidak akan menggunakan namamu ataupun dokumen-dokumenmu dalam laporan kami.

**Apakah aku harus mengambil bagian dalam penelitian ini?**

Ini adalah pilihan untukmu. Jika kamu memilih untuk tidak terlibat di dalamnya maka kamu tidak perlu ada di dalam kelas ketika kami mengamati kelasmu. Kamu juga bisa memutuskan untuk tidak melanjutkan keterlibatanmu kapan pun. Orang tuamu akan diberi informasi tentang penelitian ini dan kamu bisa mendiskusikannya dengan mereka.

Jika kamu ada pertanyaan tentang penelitian yang kami lakukan, kamu bisa bertanya pada gurumu, atau kepada Miss Rachel atau Miss Joy.

Jika kamu mengerti semua pernyataan di atas, silahkan menulis namamu dan menandatangani pernyataan ini.

Nama: \_\_\_\_\_

Tanggal/Bulan/Tahun: \_\_\_\_\_

Tanda tangan: \_\_\_\_\_

## Appendix G

## Teacher Questionnaire

**Questionnaire for Teachers**

Readability Index: 6.8 (Flesch-Kincaid)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Background**

1. How long have you been **teaching academic subject classes in English**? Highlight or circle your answer.

- a. Less than 1 year
- b. 1-2 years
- c. 2-3 years
- d. 3-4 years
- e. More than 5 years (Please specify the number of years) \_\_\_\_\_

2. What training/education do you have in **teaching**? Highlight or circle your answer. Please explain the type of teaching (for example, elementary education, art education):

- 
- a. Occasional seminars, workshops, etc.: Number of hours: \_\_\_\_\_
  - b. Certificate course: Number of hours: \_\_\_\_\_
  - c. Associate degree (1-2 years post-secondary)
  - d. Bachelor's degree (3-4 years post-secondary)
  - e. Master's degree (beyond a 3-4 year Bachelor's degree)
  - f. No specific education/training in teaching.
  - g. Other: \_\_\_\_\_

3. What training/education do you have in **teaching academic subjects in English**? Highlight or circle your answer.

- a. Occasional seminars, workshops, etc.: Number of hours: \_\_\_\_\_
- b. Certificate course: Number of hours: \_\_\_\_\_
- c. Associate degree (1-2 years post-secondary)
- d. Bachelor's degree (3-4 years post-secondary)
- e. Master's degree (beyond a 3-4 year Bachelor's degree)
- f. No specific education/training in teaching in English
- g. Other: \_\_\_\_\_

4. If you do not have training/education in teaching, what kind of qualifications do you possess (for example, Bachelors of Science in Biology)?

\_\_\_\_\_

\_\_\_\_\_

5. What languages/dialects were spoken in your home when you were growing up?

Main language: \_\_\_\_\_

Additional Languages: \_\_\_\_\_

Comments: \_\_\_\_\_

6. What languages/dialects do you now speak in your home?

Main language: \_\_\_\_\_

Additional Languages: \_\_\_\_\_

Comments: \_\_\_\_\_

7. What language did you learn:

First: \_\_\_\_\_

Second: \_\_\_\_\_

Third: \_\_\_\_\_

Other: \_\_\_\_\_

8. What is your **strongest** language in:

Speaking: \_\_\_\_\_

Listening: \_\_\_\_\_

Reading: \_\_\_\_\_

Writing: \_\_\_\_\_

Grammar knowledge: \_\_\_\_\_

Vocabulary: \_\_\_\_\_

9. If you did not grow up speaking English, describe:

**When** you learned English: \_\_\_\_\_

**Where** you learned English: \_\_\_\_\_

**How** you learned English: \_\_\_\_\_

\_\_\_\_\_

**Current Teaching Context**

10. What grade(s) do you teach classes in English? \_\_\_\_\_

What subject(s) do you teach in English? \_\_\_\_\_

How many hours per week do you teach classes in English? \_\_\_\_\_

11. Do you also teach classes in Indonesian? \_\_\_\_ YES \_\_\_\_ NO

If yes, what grade(s) do you teach classes in Indonesian? \_\_\_\_\_

What subject(s) do you teach in Indonesian?  
\_\_\_\_\_

How many hours per week do you teach classes in Indonesian? \_\_\_\_\_

12. How comfortable are you teaching a school subject in English?

\_\_\_\_ Very comfortable \_\_\_\_ Somewhat comfortable \_\_\_\_ Not at all comfortable

Can you explain why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. How comfortable are you teaching school subjects in general?

\_\_\_\_ Very comfortable \_\_\_\_ Somewhat comfortable \_\_\_\_ Not at all comfortable

Can you explain why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



14. Provide some information regarding the classes and student groups that you teach in **English**. One example is given in *italics*. If you want to list more, you may write at the end of this questionnaire.

Subject	% of English Use in the Class: 100%, 80%, 50%, 30%, or less than 30%	Uses of Spoken English	Uses of Spoken Indonesian	Grade	Number of students	Curriculum and Textbook
<i>Ex: Math (in English)</i>	<i>50 %</i>	<i>For teaching For student pair and group work</i>	<i>For instructions For discipline</i>	<i>third grade</i>	<i>20</i>	<i>Textbook in English</i>

**Use of English and Indonesian**

15. For the classes you teach in English, how much English **do you use** during the lessons? Highlight or circle the answer that best describes your classroom.

- a. I only use English in my classes.
- b. English is used most of the time in my classes, but I use Indonesian sometimes.
- c. I use English about half of the time in class.
- d. I use more Indonesian than English in my classes because

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16. For the classes you teach in English, how much English **do your students use** during the lesson? Highlight or circle the answer that best describes your classroom.

- a. Students do or try to speak only English in class.
- b. Students speak mostly English in class, but use Indonesian sometimes.
- c. Students use English about half of the time in class.
- d. The students use more Indonesian than English in class because

---



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17. If you use Indonesian, what are some of the purposes that you use it for? Highlight or circle **all** that apply.
- Content instruction and explanations
  - English language instruction and explanations
  - Classroom management and student behavior
  - Social conversation with students
  - Giving directions
  - Other: \_\_\_\_\_
18. How much English is used with your students outside of the classroom? Highlight or circle the answer that best describes your situation.
- I almost always speak English outside of the classroom and many students speak or try to speak in English too.
  - I sometimes speak English outside of the classroom and some of the students speak or try to speak in English too.
  - I seldom speak English outside of the classroom because  
\_\_\_\_\_  
\_\_\_\_\_
  - I hardly ever speak English outside of the classroom because  
\_\_\_\_\_  
\_\_\_\_\_

### **Teaching Subject Content and English Language**

19. Do you consider yourself to be: (Highlight or circle your answer.)
- a subject teacher
  - an English language teacher
  - both a subject teacher and an English language teacher
20. Do you think it is part of your job to teach English language skills along with the subject matter? \_\_\_\_\_ YES \_\_\_\_\_ NO  
Can you explain why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
21. When you write lesson plans for the classes you teach in English, how often do you plan and write English language teaching objectives? Highlight or circle your answer.
- Always, for every lesson plan
  - Sometimes, it depends on the lesson
  - Almost never
  - Never

22. How often do you think that you teach English language separately from the subject content during your classes? Highlight or circle your answer.
- a. Very frequently
  - b. Often
  - c. Sometimes
  - d. Almost never
  - e. Never
23. Do you think that your students' English proficiency is improving because some of their subjects are taught in English?
- YES       NO

**Thank you for taking the time to do this questionnaire.**









## Appendix I

## Interview Questions for Teachers

Readability Index – 7.3 (Flesch-Kincaid)

1. How would you define bilingual education?
2. Do you think Charis is a bilingual school? Please explain why you think this.
3. Do you think of yourself as a subject teacher, an English language teacher or both?
4. What do you consider to be English language teaching in an academic content setting?
5. How do you feel that English language teaching fits into your subject class?
6. What percentage of the time do you feel you teach subject content and English language skills?
7. Do you find that you stop your subject content lesson to teach English language skills? If so, how frequently?
8. When you write lesson plans, do you include English language learning objectives? If yes, can you give an example?
9. Have you had any training specifically for bilingual education?
10. What kind of support do you currently have for teaching your classes in English?
11. Do you collaborate with other teachers for your classes taught in English? Can you describe how you collaborate?
12. What types of resources do you regularly use to assist with your lesson planning and teaching?
13. What do you like about bilingual education and the structure at Charis? What do you find difficult?
14. Is there anything you wish you could change for the subject classes that are taught in English?
15. What do you feel are the benefits to students in English-medium classes? What are the drawbacks?
16. Do you feel most students have the English proficiency to take their subject classes in English?