CHAPTER II

LITERATURE REVIEW

A. Context and Strategies The use of English in ELT Classroom.

Particularly during the 20th century, there have been significant changes to the English language teaching tradition. There have been some important turning points in the growth of this tradition, which we will briefly touch upon to highlight the significance of research in the choice and use of the best strategies and methods for teaching and learning languages (Celce-Murcia, 2014).The history of English language teaching and learning shows the evolution of many approaches and methodologies in response to the demands of English language teaching and learning (Richards & Rodgers, 2014). Many principles in Applied Linguistics and Second Language Acquisition have influenced the typesof ELT tactics used throughout history.

In other words, ELT has changed its practices from more general theories that support the value of language that language learners get to more specific theories that reinforce these beliefs. Therefore, current ELT techniques have replaced conventional and old-fashioned techniques to address the problems that obstruct successful language learning and application. That is to say, outdated teaching strategies that strongly emphasized translation and memorization of L2 language rules and patterns fell short of their intended goal, which is linguistic communication. These have changed to more contemporary techniques that encourage students' abilities to use the language

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in authentic contexts (Richards & Rodgers, 2014; Wright, 2010).

In recent years, much focus has been on using technology in English education. The proliferation of online materials has opened exciting new avenues for student engagement and linguistic development. Learners can practice English outside of class with the help of CALL, smartphone apps, and interactive whiteboards, all of which give them access to authentic materials and rapid feedback (Stockwell, 2013). Differentiated instruction is a strategy that recognizes and addresses students' various learning requirements and abilities in the classroom. Educators can accommodate learners' varying English proficiency levels, learning styles, and interests by adapting instruction to meet individual requirements via various instructional methods, materials, and assessments (Tomlinson, 2017).

B. Teaching Strategies.

Instructional methods and strategies are often referred to as teaching strategies. Educators use these strategies to assist students in learning and accomplish the educational outcomes they desire. The research on teaching strategies offers a wide range of conceptualizations, concepts, and perspectives. Here are some crucial insights:

1. Marzano and Pickering (1997) defined strategy as "specific methods teachers use to deliver instruction and enhance student learning." They stress how important it is to choose effective tactics that correspond with the material, instructional goals, and the requirements of the students.

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2. Teaching strategies are described by Joyce, Weil, and Calhoun (2015) as "deliberate actions taken by teachers to create environments that facilitate learning." They emphasized instructors' active role in creating supportive learning environments and engaging students in meaningful learning experiences.

3. Echevarria, Vogt, and Short (2017) emphasize teaching methods for English language learners. They characterize these strategies as "instructional practices that promote active student engagement, facilitate understanding, and provide support for learning in linguistically diverse classrooms." To facilitate language acquisition, they strongly emphasize the utilization of scaffolding, visual aids, and interactive exercises.

4. According to Hattie and Timperley (2007), effective teaching strategies involve intentionally deciding instructional methods, feedback, and assessment processes to improve student learning. They strongly emphasize the significance of evidence-based practices that have a significant bearing on students' academic performance.

5. Teaching strategies are described by Killen (2013) as "the actions and decisions that teachers make to promote learning." He stresses the need for good teaching strategies, which include a combination of instructional approaches, strategies for classroom management, and assessment processes tailored to individual students' varying requirements.

6. Petty (2009) describes teaching strategies as "the principles, methods, and techniques teachers use to enable learning to take place." This definition describes teaching strategies as "the principles, methods, and techniques teachers use to enable learning to take place." He strongly emphasizes selecting tactics appropriate for the content at hand, the characteristics of the learners, and the outcomes that are wanted from the learning process.

7. Teaching strategies are described by Pradeepkumar and Rajan (2017) as "the techniques used by teachers to facilitate effective learning experiences and create a positive learning environment." They emphasize the need for instructors to utilize various instructional methods in the classroom, including group projects, discussions, demonstrations, and lectures, to accommodate a variety of students' preferred modes of learning and increase student participation.

8. Brophy (2004) emphasizes that there is a wide variety of ways to teach strategies, some of which are direct instruction, cooperative learning, problem-solving, and experiential learning. He stresses the need for effective tactics to be flexible and adaptive, considering the nature of the subject matter, the learners' characteristics, and the classroom's dynamics.

With reference to the above definitions of teaching strategies, it may be concluded that to achieve success or success in achieving goals, one must employ several strategies. Method and strategy are not interchangeable terms. A strategy is a plan to accomplish something, but a method is a means through which the strategy can be put into action. In a nutshell, a strategy is an

actionable plan with the end goal of doing something. At the same time, the method is a means by which somethingcan be accomplished. One meaning of the term "strategy" is "an effort to attain a successful goal," while another describes "strategies" as "steps or actions conducted to win a battle." J. R. David defines "strategy" as "a plan, technique, or series of activities designed to attain a particular educational goal." A teaching strategy is a set of instructional tasks that both the instructor and the student must complete for the intended learning outcomes to be effective and timely. It is possible to draw the following conclusion based on the definition that was presented earlier: teaching strategies are plan that the instructor produces to attainspecific educational goals.

In short, based on an understanding of learning strategies, it was determined that a learning strategy is an approach to managing activities that integrate the sequence of activities, equipment, and materials, as well as the time used in the learning process, to actively and efficiently achieve the determined learning objectives. The conclusion was reached following an examination of learning methodologies.

One aspect that contributes to the success of language acquisition is the breadth of instructional approaches teachers take, both in the classroom and in the student's study time. The term "strategy" refers to all efforts made to maximize learning successes, including the creation of instructional materials, the management of classrooms, and other teaching methods. The question is how the instructor puts such a variety into practice, and the focus should be on the results.

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There is no right or wrong method; diverse teaching and learning environments require different approaches. All approaches have some merit and truth (Celce-Murcia, 2014). The best classroom exercises, it has been stated, should be created using "well-established" language teaching and learning methods (Celce-Murcia, 2014). Celce-Murcia (2014) says that Kumaravadivelu (1994) first articulated the following principles: "Maximize learning opportunity, facilitate negotiated interaction, minimize perceptual mismatches, activate intuitive heuristics, foster language awareness, contextualize linguistic input, integrate language skills, promote learner autonomy, raise cultural consciousness, and ensure social relevance.".

Accoding to Brown, teaching is showing or helping someone to learn how to do something by giving instruction, guiding them in studying something, providing knowledge, and causing them to understand (Brown (2007). From the preceding definition, students should pay close attention to adopting these principles into current classroom instruction and practice learning something new about any topic involving language. The three phases of instructional techniques and tactics that ELT has gone through are the conventional methods period, the modern approach phase, and the post-method phase. The first phase was based on the Grammar-Translation Method, the Direct Method (also known as the Natural Method), the Audio-Lingual Method, the Community Language Teaching Approach, and the Total Physical Response Approach (also known as the Comprehension Approach). Each has since evolved as a response to a previously ineffectual method and to meet unique language teaching and learning requirements (Celce-Murcia, 2014). The second phase included a contemporary methodology to answer modern ELT demands and aid language learners in speaking the

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classroom language effectively outside of the classroom. The Communicative Approach has two forms in ELT: the weak version, known as Content-Based Language Teaching, teaches English through content-related lessons, while the robust version, known as Task-Based Language Teaching, teaches English through tasks (Larsen-Freeman & Anderson, 2011). The third stage is known as the "post-method period," which was developed as a critique of the notion that some methods are superior to others. This consensus was the foundation of Prabhu's (1990) argument, demonstrating three distinct answers to the question, "Why is there no optimum method?"

C. Teaching English to University Students

The process of instructing English to university students is dynamic and convoluted, and calls for an in-depth knowledge of pedagogical strategies that have proven to be effective. To investigate essential facets of teaching English to university students, this literature review compiles and summarizes the findings of past studies on the topic. This review looks at pedagogical approaches, language learning theories, technology integration, and cultural awareness. It does so by drawing on previous research pertinent to the topic to provide evidence-based insights for educators working in this setting.

In Indonesia, an English instructor plays a vital role in ensuring the success of the country's English-language education system. A teacher is the front gun of education (Paramesthi & Suwartono, 2023). An influential English instructor will deeply understand the subject matter and the tools to facilitate a rich learning environment for their students, especially at the university level.

D. Strategies for promoting the use of English in the classroom

One of the factors is how teachers conduct the teaching-learning process. Teachers should be able to create a recipe, execute it in sequence, and garnish the dish to make students enjoy the material taught. The study uses a literature review method to investigate this issue. The lack of creativity among teachers and high teacher talk time (TTT) are some of the main problems that result in reluctance on the part of students in the learning process. Teacher-centered learning and other factors are also discussed in this paper. The article suggests that training or workshops of creative teaching for EFL teachers should be conducted, and better attention to EFL teachers' quality control from school management or stakeholders should be given (Suwartono et al., 2022).

Since university students have few options for acquiring English, to be a good English teacher, one must be fluent in the language, including reading, writing, speaking, and listening. It is common knowledge that there are four pillars to fluency in English: hearing, reading, writing, and speaking. The students are responsible for becoming experts in all of these areas.

In such a situation, the educator is tasked with identifying and implementing effective tactics for teaching writing to students. Many studies have found that using projects in the classroom is an excellent way to improve students' writing abilities so that teachers can choose from various strategies. Authentic learning assignments grounded in the learners' interests are another advantage of the project-based learning approach (Grant, 2011).

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Additionally, Markham (2011) defines Project-based Learning as integrating theory and practice. Emphasizes curriculum centrality in favor of focusing on the experiential learning of abstract skills like passion, creativity, empathy, etc. In this situation, students are inspired to develop their skills as workers, thinkers, and learners by incorporating real-world examples into their university coursework.

Richards and Rodgers (2001) have demonstrated that CLT is beneficial in fostering meaningful communication and language acquisition. Students are given many opportunities to hone their English language skills through participation in student-centered activities, such as pair work and group discussions, which are encouraged through CLT. Meanwhile, Willis and Willis (2007) found that TBLT is beneficial for developing language skills and nurturing learner autonomy. TBLT emphasizes engaging students in authentic activities that require problem-solving and communication, allowing them to apply language in real-world contexts.

According to Poonpon (2011), project-based learning is excellent for English teaching and learning since it is an instructional strategy that contextualizes learning by presenting students with issues to solve or products to create. In addition, Solomon (2003) highlights that project-based learning emphasizes learning through student-centered, interdisciplinary, and integrated activities in authentic settings. In project-based learning, students are accountable for their education. Project-based learning focuses on learning activities that are based on real-world problems and difficulties, encourages

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students to collaborate through meaningful activities, and culminates in a final output (Simpson, 2011). Additionally, according to Stoller (2002), project work is a component of cooperative learning. It permits students to work independently, in small groups, or as a class. The students share their ideas, resources, and expertise throughout the process.

According to Merrill (2001), the teaching and learning process in a classroom at a university results from an interaction between three interconnected components: the knowledge component, the instructional transaction component, and the instructional strategy component. Materials transmit knowledge, the strategy encompasses methods and procedures, and instructional transaction refers to interactions between instructional participants like an instructor and their pupils. Knowledge is shared via materials. An instructor will use several methods to communicate the content that has to be learned by the pupils within a particular learning environment. It is the instructor's responsibility to determine the resources, methods, and learning environments that will most benefit the student's academic progress. Therefore, for the instructor to make such a judgment, they must have enough training where the value of continuing education for teachers comes into play (Hughes et al., 2018).

An instructor's effort to create an environment that is favorable to learning in order for the teaching and learning process to proceed in a way that is both efficient and successful is known as classroom management. This should also be done using various methods that consider each learner's unique

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characteristics. They will learn more effectively when the lesson is tailored to their peculiarities. When learners have a sense of autonomy and responsibility (Najeeb, 2013), don't feel anxious (Horwitz, 2010), are secure, don't feel threatened, and have a low-affective filter. Learning will likely occur (low-affective filter) (Krashen, 1985). Therefore, the classroom itself ought to be run in such a manner as to provide an environment conducive to learning. Learners vary from one another in several ways, including the characteristics of their personalities (Dornyei, 2014; Petric, 2019), the combination of various intelligences (Gardner, 2015), and their approaches to education.

Verbal (spoken or written), visual (still or moving), or musical materials of various kinds need to be prepared to accommodate the varying needs of the students (Tomlinson, 2012). In terms of multimodal materials (Kress, 2010), these should include any combination of the following: verbal (spoken or written), visual (still or moving), or musical. With these different resources, I hope that as many pupils as possible will have an advantage. Various exercises, such as classical, group, pair, or individual works, may be carried out by the instructor to cater to the students' varying needs. This is necessary since a student from a higher degree class learns in various ways (Spratt et al., 2005). The most important thing to consider is how to engage the pupils in the activities meaningfully. Learning is most successful when it is done via active participation in the process of being learned.

Other existing literature provided several methods that may be used to instruct college students. For instance, professional development (TPD) has

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adopted specific focuses, such as Neghavati (2016) on the necessity of teachers understanding how learners learn (pedagogical subject knowledge) to be included in TPD programs, Van Driel & Berry (2012) on the significance of teachers having an awareness of how online literacy should be taught in instructor training programs, and Girvan et al. (2016) on the need of teachers understanding how experiential learning works. According to Farrell (2012), the time that elapses between graduation and employment presents difficulties for instructors in preparing, delivering, or controlling the class content. Because of this, individuals need some transitional training to deal with such issues. Differentiating teaching was shown to positively correlate with teachers' effectiveness and their perception of their efficacy, according to research by Dixon and colleagues (2014). Barata et al. (2019) and Hamari et al. (2018) highlight the prospective advantages of gamification in university-level language education. Gamification can increase student engagement, motivation, and enjoyment in language learning activities by integrating game elements such as rewards, challenges, and leaderboards.Furthermore, it has the potential to nurture language skills and knowledge acquisition.

Gamification can produce a more immersive and interactive learning environment, encouraging students to engage in language-learning tasks and actively engage in language-learning tasks engage in language-learning tasks. Using rewards and challenges can provide students with a sense of accomplishment and advancement, further motivating them to engage with the material. Leaderboards and elements of competition can also encourage

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healthy competition among students, thereby promoting peer learning and collaboration in addition to gamification, Deardorff (2020) and Byram (2018) highlight the significance of cultural competence in university-level English Language Teaching (ELT). Cultural competence is communicating and interacting effectively with individuals from diverse cultural origins. University students must develop intercultural communication skills to navigate various cultural contexts and engage in meaningful interactions.

Incorporating activities that foster cultural awareness, empathy, and communication into language instruction can improve students' language skills and prepare them for global interactions. These activities may include discussions on cultural topics, exposure to authentic materials from different cultures, role-playing scenarios, and language exchanges with native speakers. Such activities aid students in gaining a deeper understanding of various cultural perspectives, enhancing their adaptability to diverse contexts and enhancing their communication skills. By combining the advantages of gamification with an emphasis on cultural competence, university language instructors can create engaging and effective learning environments for their students. In addition to promoting language acquisition, these approaches equip students with the communication skills and knowledge necessary for success in a globalized world.

E. ELT in Higher Education

The "debate" that the "English-language teaching profession has not acquired sufficient recognition " in higher education is not new, but it has been

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around for quite some time. ' "A survey of the literature on the state of the English Language Teaching (ELT) area demonstrates that it has been underestimated and marginalized" (Johnston,'2003;' Nunan,'2001;' Pennington,'1992).

There has been debate among academics over whether this field constitutes a legitimate profession (Nunan, 2001). While the field of English language teaching (ELT) has made strides toward professional recognition in the previous two decades, many ELT institutions worldwide continue to engage in behaviors that show why ELT has not been able to consolidate itself as a profession in higher education. Pennington (1992), for instance, has stated that our profession is under-recognized by authorities such as governments and education ministries. She partly attributes this to ELT's ambiguity and its place in academia. Since ELT is a heterogeneous and interdisciplinary field, non-members are not usually aware of the department to which they belongor what they do.

On the contrary, the English education that students majoring in other subjects get differs from institution to university due to the many purposes served in pupils' training or preparation. At the start of the twenty-first century, more than three hundred English major programs were available nationwide (Zhang and Ding 2002). Since then, the number of English major programs has steadily increased due to the expansion of both public and private colleges in China. These programs may be found at comprehensive universities, regular universities, teachers' schools, and institutions that specialize in teaching

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majors in foreign languages (also known as "international studies universities" in China).

The majority of students who major in English at universities that specialize in

International studies (also known as waiguoyu daxue) do so to work as interpreters, obtain positions in international affairs, international trade, and international cultural exchanges, or enter the tourism industry. Because of this, the students who major in English are expected to have a high level of proficiency in all four abilities of the English language: hearing, speaking, reading, and writing, with a particular focus on listening and speaking. The study of English literature, linguistics, and translation is often given the highest priority in the English departments of most comprehensive universities. Students majoring in English in comprehensive universities are required to complete intensive training in the four language skills throughout the first two years of their academic careers. This prepares them for the more specialized subjects they will study later. In the English departments of regular universities or teachers' colleges, students must learn ELT methods and receive training in the four skills. Most of these students will become English teachers after graduation, either at the primary, secondary, or even tertiary level (Pride and Liu 1988).

From the Indonesian perspective, the objective of teaching foreign languages and English in Indonesian higher education, regarding the content standard for higher education, is to provide students with the tools necessary to improve their capability of comprehending texts written in foreign languages

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and English for academic purposes and specific expertise following their respective fields of study. Therefore, reading scientific publications authored in English is given significant importance while teaching English in higher education suggests possible approaches to promoting instruction strategies that will be primarily targeted to students.

Reading is crucial for understanding written texts, gaining knowledge, and learning about the world. However, reading comprehension can be challenging for students who struggle with unfamiliar words and sentences. That study proposes that teachers recognize the importance of reading comprehension in teaching and employ effective strategies to improve students' skills. The authors suggested that teachers should consider students' characteristics, provide appropriate materials and exercises, build confidence, and allow time for exploration. The goal of teaching reading can be achieved by improving reading comprehension skills. (Suwartono et al., 2022).

F.   English Enhancement Program in UMP

The language institute run by the Universitas Muhammadiyah Purwokerto and overseen by the vice chancellor for academic affairs is the UMP Language Development Center (LDC), formerly known as the Language Center. Except for the English Language and English Literature Study Program, the D1 equivalent English Language Enrichment Program, which is required of all UMP New Students, is the exclusive responsibility of LDC's initial affiliation with the Facultyof Letters. LDC modified its structure in 2007 to become an independent Unit, which was then in charge of carrying out the

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English Language Test while continuing to have its primary focus on the English Language Enhancement Programs. The English Enrichment Division, the Language Training Division, the Language Testing Division, and the Translation Division are the additional service areas that LDC started to add at the end of 2012. Services were expanded at that time to include training programs, translations, and tests in languages other than English (Mandarin, Arabic, French, etc.). But starting in the middle of 2020 until now, LDC has condensed its field to include the English Language Enrichment and Language Services Fields (Training, Translation, and Testing).

To equip students with language abilities ready for use in the workplace, the LDC arranges a language enrichment program with a curriculum tailored to the times. Teachers proficient in the language conduct routine assessments to raise the standards of excellence, autonomy, and accountability. Additionally, it arranges top-notch language instruction in various languages for UMP's internal and external demands. LDC offers public language training workshops as well. The Common European Framework of Reference (CEFR) is the format used to build the curriculum for the EnglishLanguage Enrichment Program. It is accepted by many universities, schools, institutes, printing associations, offices, etc. This framework is designed as a standard to describe how different students' levels of English proficiency can vary. This program was developed to satisfy the growing need for English as a global language of association and a gateway to achieving competence in science and technology.

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G. Curriculum and Implementation of the Program

For four semesters, the English Language Enrichment Program (PPBI) is offered (compulsory) and is taken by Universitas Muhammadiyah Purwokerto students in semesters 1-4, except for those enrolled in the study program for English Language and Literature Education. Students take a placement test based on the CEFR to gauge their level of English ability before classes begin. Students will take four out of the eight levels after the ability is known, as seen in Table 2 1.

Table 2.1. The students' leveling

Level 1	Starter
Level 2	Elementary
Level 3	Pre-Intermediate
Level 4	Intermediate
Level 5	Upper-Intermediate
Level 6	Advanced Low
Level 7	Advanced Mid
Level 8	Advanced High

Table 2.2 Distribution of PPBI Course Names (old version)

No	Nama Mata Kuliah	Kode Mata Kuliah	Bobot	Leveling
1	Intensive English 1	EDP-1401	4 SKS	Starter
2	Intensive English 2	EDP-2401	4 SKS	Elementary Pre-Intermediate
3	Intensive English 3	EDP-3401	4 SKS	Intermediate
4	Intensive English 4	EDP-4401	4 SKS	Upper-Intermediate Advance

Table 2.3 The distribution of English Enrichment Program Courses (new version).

S	El	Pre-Int	Int	Upper-Int	Adv-Low	Adv-Mid	Adv-High
1	2	3	4^a				
	1	2	3	4^b			
		1	2	3	4^c		
			1	2	3	4^d	
				1	2	3	4

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S	= Starter
El	= Elementary
Pre-Int	= Pre-Intermediate
Int	= Intermediate
Upt-Int	= Upper-Intermediate
Adv	= Advanced
a	= Basic level of TOEFL Prep
b	= Medium level of TOEFL Prep
c	= Higher Medium level of TOEFL Prep
d	= TOEFL Prep$^+$ (Academic spoken and written English)

1, 2, 3, and 4 = Semester

H.   Duration

In one semester, students attend 16 meetings. Students take a mid-semester examination (UTS) and a final semester examination each semester (UAS). In addition to the task and daily grades, there are daily assignments, spoken and written portfolios. Students have 200 minutes of meetings in one week because the discovery weight for one credit is 50 minutes.