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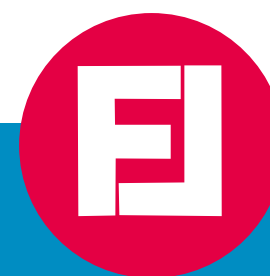
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Volume 1, No. 2, July 2016



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Language Integrated Learning
Evi Puspitasari

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What EFL Students Learned
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Editorial

Volume 1, No. 2, July 2016

Dear readers, I'm happy to announce that the latest issue of the Foreign Language Teaching & Learning Journal is available now. The current issue presents you with interesting findings of an array of topics, which will give you different insights on the issue around foreign language teaching and learning. As the previous issue, the current one still revolves around English as a Foreign Language with the foci ranging from the content and language integrated learning, role-play/drama in education, writing strategies, reading strategies, and teaching tenses strategies. In this issue, all studies reported were conducted in Indonesian context.

Evi Puspitasari starts this issue with her study in the implementation of Content and Language Integrated Learning (CLIL) in an English teacher training program. The study found that there were four types of strategies used by teachers in implementing the CLIL, namely quizzes, group discussions, presentations, and classroom teachings. Participants' perception is in general positive towards how each strategy was implemented in the classroom.

Looking into the implementation of role-plays in a teacher training program, Arifah Mardiningrum focused on what the students learned from each part of one set of role-play-based activities. The study investigated the students' perception on their experience in four activities named self-inventory, job-interview questions, presentations, and role-play performances. The findings showed that the activities

helped the participants learn about themselves, learn the knowledge of the subject becoming the topic of the role-play, and learn some interpersonal skills. Overall, the role-play performance was also said to support the learning process during the preparation of the play. The study concluded that a careful and detailed planning in the set of role-play-based activities is the key to foster this learning.

Interviewing three teachers involved in English drama performance, Puthut Ardianto investigated how these teachers perceived their experience. The study found that although initially felt self-doubt, the teachers found their experience in the drama performances to be joyful. In addition, they reported that the performances also support their language skills, such as the ones related to language functions, pronunciation, reading, communication, and vocabulary. The performances were also deemed to influence the way these teachers teach.

Andi Wirantaka focused on academic writing, and more specifically, students' paragraph writing strategies and challenges in his study. In the study, five students, who were in the process of writing their undergraduate thesis, were interviewed. The study found that the participants used four steps of developing their paragraph, namely brainstorming, drafting, revising, and editing. The study also found that the challenges that the students faced when

completing their paragraphs are among others the ones related to English words and word choice, grammar, development of main idea, coherence and cohesiveness, effective sentence, and citation.

Employing a quantitative method, Mariska Intan Sari studied the relationship between the cognitive and metacognitive reading strategies used by EFL pre-service teachers and their reading comprehension performance. For the cognitive reading strategy, the result showed that the Highly Successful Readers (HSR) employed memory sub-strategy more than Less Successful Readers (LSR) and Moderately Successful Readers (MSR), and used comprehension and retrieval sub-strategies less than MSR, but more than LSR. For the metacognitive reading strategies, HSR used monitoring and evaluating strategies less than MSR, but more than LSR, and used planning strategy less than both MSR and LSR. The statistical analysis showed that there is no statistically significant relationship between the cognitive and metacognitive reading strategies employed by EFL pre-service teachers and their reading comprehension performance.

Lastly, this issue will not be completed without the contribution from our reviewers. Therefore, I would like to send my gratitude to Ika Wahyuni Lestari, Indah Puspawati, Fitria Rahmawati, Sri Rejeki Murtiningsih, Arifah Mardiningrum, Evi Puspitasari, Puput Arfiandhani, Eko Purwanti, and Andi Wirantaka for their valuable reviews to help maintain the quality of this July 2016, volume 1, no 2 issue.

Associate Editor
Arifah Mardiningrum

Submission Guidelines

a. Articles should be original, has never been published elsewhere, and/or has been sent to other publications.

b. Full-length articles should be between 4,500 - 6,000 words including references.

c. Abstracts should not exceed 200 words. The abstract includes keywords.

d. Articles should be written in double-spaced with Times New Roman, 12 font size, and with one inch margins on all sides.

e. Please follow the headings and seriation below:

Level 1 : Centered, Boldface, Uppercase, and Lowercase Headings

Level 2 : Left-aligned, Boldface, Uppercase, and Lowercase Heading

Level 3 : Indented, boldface, lowercase heading with a period. Begin body text after the period.

Level 4 : Indented, boldface, italicized, lowercase heading with a period. Begin body text after the period.

f. Reference lists are written in alphabetical order and presented in accordance with APA referencing system 6th edition.

Darvis, M. H., & Karunathilake, I. (2005). The place of the oral examination in today's assessment systems. *Medical Teacher*, 27 (4), 294-297.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. Lantolf, J., & Thorne, S. L. (2007). *Sociocultural theory and second language learning*.

In B. van Patten, & J. Williams, *Theories in second language acquisition* (pp. 201-224). Mahwah, NJ: Lawrence Erlbaum.

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