Ratna Rintaningrum, Ph.D

The Learning of English

as a Foreign Language

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THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

Ratna Rintaningrum, Ph.D.

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THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

INTRODUCTION

This book is prepared for students of science and of different branches of engineering and related disciplines who need to re-activate their English language skills. Using authentic materials and figures selected from scientific texts, students will improve their reading, writing, and speaking skills and students' knowledge in a context relevant to their experience entering the workplace. This book does not aim to teach the subject of science or engineering. In addition to covering linguistic features specific to scientific and technical purposes, this book also presents review and practice activities in common problem areas of general English usage. It contains summaries of the theories for some language usages and exercises prepared for the students to work outside of the class.

In the area of Writing and Speaking skills, the book presents Writing and presentation accommodating for academic purposes. Writing activities will begin with activities to produce good sentences or grammatical accuracy, and then it is followed by activities to produce good paragraphs. As the ability to write good paragraphs is achieved, students are encouraged to develop good oral presentations. The presentation intends for the students to stimulate their public speaking skills.

The other skill, reading, is designed not only to enlarge students' vocabulary size but also to comprehend text through how texts are organised. In addition to authentic reading materials that are selected to help students recognise general terms, reading materials are taken from academic textbooks to make students acknowledge specific terms.

Students' feedback has been incorporated into the textbook; the book contributors gratefully acknowledge that the book is useful for successful teaching and self-study purposes. Since the book is designed as both a textbook and a workbook, it is suitable for classroom use and for self-study. The textbook has 6 unit that cover sufficient material for a one-semester language class of about 14 sessions.

ACKNOWLEDGEMENTS

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LIST OF PICTURES

UNIT 1

SKIMMING AND SCANNING

General Objective: Students are able to comprehend a written text by using reading strategies such as skimming and scanning a text

Specific Objective:

- identifying strategies for reading comprehension
- demonstrating reading strategies in a text

Reading Problem

Problem 1: I read very slowly.

- Skim
- Read the abstract or introduction first

Problem 2: When I am reading, I have to look too many words up in the dictionary.

- Read for general meaning
- Write unfamiliar words down and check them later
- Don't stop reading
- Read the glossary first, if there is one

Problem 3: I like reading stories, but I lose concentration when reading textbooks or journal articles.

- Read easier texts first.
- Use the five point reading plan
- Take notes as you read, rather than just highlighting

UNIT
2

LEARNING TO LISTEN IN ENGLISH

General Objective: Students are able to demonstrate their ability to practice listening in a variety of context.
Specific Objective:
1. Understanding the concept of listening comprehension and its strategies
2. Identifying strategies for listening comprehension.
3. Demonstrating student ability to use these strategies in listening in a variety of context

INTRODUCTION

Over the past several decades, research workers have considerably placed emphasis their studies of language learning on reading. Perhaps, it is based on an argument that reading is a foundation of learning across all subjects. However, the focus of research on reading has restricted another study of language learning, such as listening. Therefore, study on listening has been neglected. There have been little studies in the area of Listening Comprehension achievement. However, as ideas about L2 (second) language learning have changed, language learning has given more attention to listening than ever before (Morley, 1991). Listening has emerged as an important component in the process of language acquisition (Feyten, 1991). Listening, which is regarded as receptive skill in language learning, is a less thoroughly studied skill in general. Thus, it is not surprising that listening is also regarded as the most difficult skill by most foreign language learners, and "for

UNIT
3
SENTENCE STRUCTURE

General Objective: Students are able to demonstrate their ability to write a five-paragraphs essay in English.

Specific Objective:

1. Writing some examples of clauses
2. Identifying independent clauses and dependent clauses
3. Identifying some clause connectors in a paragraph
4. Identifying simple sentence, compound sentence, complex sentence, simple compound complex sentence in a paragraph

Types of Sentences

Clauses

Clauses are the building blocks of sentences. A **clause** is a group of words that contains (at least) a subject and a verb.

These are clauses:

ecology is a science because pollution causes cancer

These are not clauses:

to protect the environment after working all day

There are two kinds of clauses: independent and dependent.

An **independent clause** contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself. An independent clause is formed with

subject + verb (+ complement)
Students normally spend four years in college.
I will declare my major' now, but **I may change it later.**

UNIT
4

LET'S WRITE A PARAGRAPH

General Objective: Students are able to demonstrate their ability to write a paragraph.

Specific Objective:
1. Understanding the concept of what paragraph is
2. Identifying the structure of a paragraph.
3. Recognizing or creating topic sentences and establishing a main idea for level-appropriate texts.
4. Creating basic paragraph outlines that include a topic sentence and three supporting details
5. Identifying the steps of writing a paragraph starting from writing a topic sentence, and supporting sentences, to the conclusion
6. Demonstrating student ability to write a paragraph by applying the concept of sentence structure and the concept of how to write a paragraph

What is a paragraph?

A paragraph is a group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main (most important) idea about the topic. In academic writing, a paragraph is often between and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

UNIT 5 | WRITING AN ESSAY

General Objective: Students are able to demonstrate their ability to write a five-paragraph Essay in English.

Specific Objective:
1. Understanding the concept of Essay writing
2. Identifying the structure of an Essay
3. Identifying the outline of an Essay
4. Practicing writing introduction
5. Practicing writing body paragraph
6. Practicing writing conclusion

What is an Essay?

An essay is a group of paragraphs about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing.

The Structure of an Essay

An essay has three main parts, namely, introduction, main body, and conclusion. Each of them can be explained as follows.

UNIT 6

ACADEMIC PRESENTATION

The Purpose of Presentation
Task 1. What for you is the purpose of a presentation?

_____
_____
_____

All presentations are generally aimed at either giving information or trying to persuade the audience.

Giving information means that the presenter "tells" the audience information so that the information can be transferred from the presenter to the audience.

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