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MALAYSIA



2nd ICEL 2014
THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014
Bandar Lampung University, Indonesia
PROCEEDINGS

Hosted by
Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

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ON EDUCATION AND LANGUAGE

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Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M

2nd ICEL 2014 Chairman

PROCEEDINGS

The Second International Conference on
Education and Language (2nd ICEL 2014)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21,22 2014

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Table Of Content

Preface	ii
Steering Committee.....	iii
Table of Content	iv

Keynote Speakers :

1. Recent Trends In Asian ESP – Amporn Sa-ngiamwibool	I-1
2. Improving Teaching And Research Capacity In Indonesia Education Through Asean Collaboration - Didik Sulistyanto	I-6
3. Foreign Language In Nation Building: A Case Study Of India – Gautam Kumar Jha	I-11
4. The Influence Of Learning Styles, Motivation, And Types Of School On Students’ English Achievement At Junior High Schools In Bandar Lampung – Harpain	I-17
5. Teachers And Students’ Perceptions Of Communicative Competence In English As A Foreign Language In Indonesia – Hery Yufrizal	I-26
6. Enhancing Teaching Capability Through Thailand’s Teacher TV Program - Rapin Chayvimol	I-34
7. Is Cooperative Learning Appropriate Instructional Methodology To Support The Implementation of Curriculum 2013 in indonesia? : Theoretical And Cultural Analysis - Yanuar Dwi Prastyo	I-41

Paper Presenter :

1. The Model Of The Development Of Instructional Material For Enhancing Students’ English Speaking Skills At Elementary Schools In Bandar Lampung - Akhmad Sutiyono	II-1
2. Error Correction And Feedback In Speaking : A Comparative Study Of Teacher (Lecturer) And Student Preferences In Responding Students’ Errors In Speaking At English Education Study Program - Bambang Irfani	II-8
3. Performance Assessment In Teaching EFL Reading In Indonesia: Viewed From First Language (Li) Use To Check Learners’ Comprehension - Candra Jaya	II-19
4. Deaf Education And Teachers Training In Zambia - Chibesa, R. Simbule.....	II-25
5. The Effectiveness Of Using Cooperative Learning Type Number Heads Together (NHT) Improving Reading Comprehension Of The Students At SMP N 20 Tangerang - Destiani Rahmawati.....	II-30
6. Fostering Collaborative Inquiry Learning Through Cloud-Based Application - Dony Saputra, Dedy Iskandar, Nasril Sany	II-37
7. SIPEBI: A Model Of Cultural Edutainment Web Portal As A Medium For Students’ Self-Directed-Learning And Alternative Assessment - Dony Saputra, Santo Tjhin, Tubagus Zufri	II-43
8. Bacteria Material In The Short Story Based On The Characters Of Punokawan For Biology Learning - Endah Rita Sulistyia Dewi, Prasetyo	II-49
9. Teaching English Based On Character Education At Senior High School Metro - Fenny Thresia	II-53
10. Causes Of Private Tutoring In English: Perspectives Of Saudi Secondary School Students And Their Parents – Ghazi N. Alotaibi.....	II-60

11. Local Voices In Creative Writing – Harris Hermansyah Setiajid	II-66
12. Some Theories Of Educational Marketing – Hasbi	II-71
13. Problems In Developing Seminar Course For Biology Education Students – Herawati Susilo	II-81
14. Improving Students’ Speaking Skill Through Audio Visual Media At 4 th Grade Of Labschool Elementary School East Jakarta – Herlina	II-87
15. Teaching Speaking To Young Learners Through Role Play – Iin Inawati	II-97
16. Designing And Developing Learning Apps For Esl Learners – Learners Ismail Fayed, Azidah Abu Ziden	II-106
17. ESP Needs Analysis Based Syllabus Of Economics Faculty Students, Universitas “45” Makassar – Lalu Abdul Khalik.....	II-116
18. The Improvement Of Students' Ability To Learn Cell Biology And Discuss Its Application In Live Through The Implementation Of The Student Team Achievement Divisions (STAD) With Lesson Study (LS) – Marheny Lukitasari, Herawati Susilo	II-128
19. Using Translation As An Activity In Content-Based Instruction – Melinda Roza	II-134
20. Student Teacher’s Reflective Skill: Phenomenology Study About The Experience Of Teaching Practice In Esl Classrooms In A Primary School In Batam – Meri Fuji Siahaan	II-139
21. Students’ Understanding On Cultural Concept: Case Study In Mathematics Department – Muhammad Arief Budiman	II-148
22. The Possibility Of Generalizing Types Of Basic Sentences In Bahasa Indonesia In Relation With The Learning Of Basic Sentence Structure In English – Nana Suciati	II-155
23. Fishbone Strategy In Teaching English In Indonesia: A Tool Organizer For Learning EFL Reading – Nasir	II-160
24. Coaching Model Of Science Teacher Professionalism Through MGMP Teaching Clinic Management – Ngurah Ayu Nyoman Murniati	II-166
25. Exploring The Learning Of Language Through Global Dance And Music: A Theoretical Analysis – Norah Banafi.....	II-170
26. English Teaching Media In Class Implementing Curriculum 2013 – Putra Mahardhika	II-177
27. Language Equation: Enchancing Stories Writing Skill – Sakulkaew Kaewmulkit.....	II-181
28. Indonesian Scientific Writing By Using Communicative Approach – Sobri.....	II-189
29. Indonesian Curriculum Development: Meaning-Based Curriculum And Competency-Based Curriculum In The Context Of Teaching English Subject – Subandi	II-198
30. Distribution Of Daily Use Local Language In Indonesia – Suparman Ibrahim Abdullah, Yunita, Maria C	II-206
31. How To Teach Science For Elementary Gifted Students. A Case Study Done At CGS Cianjur In Indonesia – Surachman Dimiyati, Asnah Said	II-212
32. Critics And Suggestions For GPO In Science Teaching A Free Online Resource For Teachers In Indonesia Implemented By Universitas Terbuka – Surachman Dimiyati, Mujadi	II-216
33. An Investigation Of Thai High School Students’ English Language Learning Problems – ThanThamajaree, Amporn Sa-ngiamwibool.....	II-221

34. Improving Learning Motivation And Cognitive Learning Outcomes Using Blended Earning-Based Guided Inquiry Strategy Through Lesson Study In Genetics – Waris, Herawati Susilo.....	II-226
35. The Effect Of Active Learning Methods Terjun-Tulis-Saji To The Improvement Of Scientific Literacy And Mastery Of Biology Competencies Of Senior High School Students – Wirastini, Komang Ayu, Herawati Susilo, Hadi Suwono	II-232
36. A Three-Dimensional Contextualization Established For An English Language-Learning-&-Teaching To Get Along With In The Classroom – Yan Pei-heng, Yan Jing, Chen Si.....	II-238
37. The Influence Of Physical Fitness Test Towards Students’ Motivation In Learning Physical Education Of Grade XI – Noviana Amelia, Simon Mulia.....	II-245
38. Distinctive Feature Of Phoneme In Savunese Language – Rudolof Jibrael Isu	II-254

FOREIGN LANGUAGE IN NATION BUILDING: A CASE STUDY OF INDIA

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“I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any. I refuse to live in other people’s houses as an interloper, a beggar or a slave. ~Mahatma Gandhi”

Knowledge proliferates only when there are continuous flows of information from other sources. The continuous flow of information takes place through a medium; that is a language. A language plays very important role in transmitting the knowledge from one to another. There are two ways through which knowledge travels; one is through the local language and other is foreign language. Local languages are similar to each other therefore knowledge does not find any challenge in passing the knowledge. However, the challenge comes when the knowledge is locked in a box of foreign language. When we talk about foreign language it implies the language of the foreign land. The language of the foreign land makes the knowledge lethargic to travel across the borders unless it finds its speakers beyond the borders.

According to a web definition of foreign language, “a foreign language is a language indigenous to another country”. It is also a language not spoken in the native country of the person referred to. ¹

The paper will discuss stepwise how teaching of foreign language becomes one of the most important tools in the nation building process as witnessed by India, particularly starting from the post Cold War era till the present time of economic prosperity and global understanding. The resource used for this articles are data available with the Ministry of Foreign Affairs, Defence, Tourism & Culture and higher educational institutions in India where foreign languages are taught. Books pertaining to translations, interpretations, and effective communications are also considered in order to focus in the subjective prospects.

During the colonial period, the colonial governments tried to introduce their own languages to the people associated with them for their own convenience of administrative works. When the revenue from their colonies grew they made the locals compulsory to learn the language as it was easier for them to transfer the administrative knowledge and make them confidantes. All this effort was to extend their authorities. Later, if the locals wanted to get the jobs in the government they had to learn their language i.e. as in the case of the British, Spaniards, Portuguese, French, Dutch East India colonies. Since, a substantial number of people later learned the languages it remained as a first or second language after they got freedom from the colonial government.

In the case of India, before English language was brought by the British, Persian had already established its foothold in the substantial part of its northern region. Persian has a long and extensive history as it was widely used as a second language in the north Indian region. It was official language of culture and education in several Muslim courts. The Taj Mahal and several important medieval period monuments in India depicts great Persian heritage brought by the Turkish and other mughal rulers to India. At the same time the mughal period (1526- till mid 18th century) brought its unique culture and tradition to India which got assimilated in Indian culture and tradition making it richer and more vibrant. Beginning in 1843 English language gradually replaced the position of Persian.

Foreign language as colonial heritage could not remain as a foreign language, for example in India and Francophone countries, Latin America etc almost adopted the language of their colonial masters. ²

After 1947 when India got freedom from Britain a substantial number of educational institutions adopted English as the medium of instructions and it helped India to overcome the knowledge deficit as it was the need of the hour for its huge requirement of technological and industrial establishments. Thus, the foreign

¹ <http://en.wikipedia.org/wiki/Foreign-language>

² <http://en.wikipedia.org/wiki/Francophone>

language as a legacy of the colonial era could not remain as a foreign language as the major number of people later would communicate in their language effectively.

During the Cold War era the big powers i.e. British, the USA and the USSR tried to bring English and Russian languages subsequently beyond their borders particularly to the friendly nations and promoted their languages and cultures. They involved many scholars in translating their books related to literature, culture, philosophy, state ideology etc in order to have maximum proximity and influence on their bilateral ties. During the Post Cold-War era, learning foreign language was still one of the least known streams for students, scholars, businessmen, technocrats, journalists and other professionals though the knowledge of foreign language was limited to facilitate the exchange of technologies or know-how much needed of the hour.

During the late 1990s when the globalization heralded a new hope of economic prosperity, language of economically growing countries became important as it was one of the best ways of communication for trade. It became a necessity in order to understand the dynamics of international relations, culture, business prospects, politics, technologies and most importantly; needs of other nations.

Learning foreign language is one of the most promising streams today. The foreign language professionals have unending prospects waiting for them. Unlike in the past, the expertise of foreign language was limited to translations, tourism, defense related etc.³

During the early 2010 the Chinese government also emphasized upon serious reform on teaching of foreign language in the country in order to have better global awareness.⁴

Learning process of a foreign language is not mere a process of learning communications between two foreign individuals but one of the best ways to understand each other's cultures in order to appreciate one's own.

A research conducted by an international research company which says there is a great potential in the demand of foreign language experts of about 160,000 in India in the years to come. These requirements are basically in the off-shoring segments like IT, BPO, and KPO.⁵ The value for the language sensitive work was estimated by the year 2010 was \$14.4 billion. I think the estimation is less than what it is figured out as the estimation has not mapped the scope of the foreign language beyond these three segments. Let us see how India through the last three decades has been trying to overcome the deficit of the demands of foreign language resource.

1. MAJOR FOREIGN LANGUAGE INSTITUTES IN INDIA

1.1. Jawaharlal Nehru University (JNU)

Jawaharlal Nehru University; known popularly as JNU, is one of the most prestigious universities in India and Asia which believes in the higher education is nurtured through high quality of teaching environment, deliberations and continuous discourse through not only limited to the classrooms but the it should represent the true dynamics of youths' utopia. The university makes one of the best educational environments as for students it's highly competitive to get the admission thought national level written and viva-voce examinations, and roughly 30-40 students are selected out 1100 applicants. Therefore, majority of the students are focused on research oriented streams.⁶

1.2. School of Language, Literatures & Culture Studies

The foreign language school started in 1969 with an objective to study the major languages, culture and art of the world. In due course, it has emerged as one of the most important centre for teaching and research in the languages, literatures, and culture of Europe and Asia. The school has programs from undergraduate level up to doctorate level in most of the languages taught here.

In major modern European languages i.e. French, German, Russian, Spanish, Chinese, Japanese, Persian and Arabic, the school offers under graduate, post-graduate and research programmes focusing on languages, literatures, translation, interpretation and culture studies. There are post graduate and research programmers in English, Linguistics, Hindi and Urdu and research facilities in Semiotics. The school also organizes Certificate and Diploma programs in some foreign languages such as Italian, Mongolian,

³ <http://www.jagranjosh.com/careers/foreign-languages-1286365272-1>

⁴ <http://www.uri.edu/iaics/content/2013v22n1/9Hongtao%20Jing.pdf>

⁵ Information Technology, Business Process Outsourcing, Knowledge Process Outsourcing

⁶ <http://www.freshersworld.com/jobs/JNU-Jobs-Jawaharlal-Nehru-University-Recruitment-2013-Professional-Assistant-Office-Attendant-79052>

Portuguese, Bahasa Indonesia, Pashtu, Bahasa Indonesia, Greek, Latin etc. Besides the foreign languages and literatures, study and research in Indian languages and literatures, including English is also major focus. The university has many AoC (Agreement of Collaborations), MoUs (Memorandum of Understanding) with other universities abroad through which there are number of students' exchange programs take place, and foreign language students receive option to study in foreign universities for certain period during their study in JNU.

Some of the best private and government companies across India recruit final year students starting from Undergraduate till MA, from here. The fresher language experts are trained further as per the requirements of the company. The companies do not employ them as a trainee but on permanent payroll.⁷

1.3. Bhartiya Vidya Bhawan, Delhi Kendra

ESTABLISHED IN 1958, Bharatiya Vidya Bhavan's Jawaharlal Nehru Academy of Languages is one of the oldest institutions in Delhi offering intensive courses in foreign languages. The foreign language courses are mainly taught for the employment point of view and cater increasing tourism and BPO, KPO industries. French, Japanese, Spanish, German, Arabic, Russia, Chinese, Portuguese, English, Creative Communications, are taught here.⁸

1.4. English and Foreign Languages University (EFLU)

Established in 1958 as Central Institute of English and Foreign Languages (CIEFL) it later changed its name as "The English and Foreign Languages University" or EFLU is a Central University in India. It is located in South of India: Hyderabad. As the demand of foreign language grew, the university increased its capacity from only English as a foreign language to Arabic, French, German, Japanese, Russian, Spanish, Portuguese, Persian, Turkish, Italian, Chinese, and Korean to cater the growing needs of the multinational companies located in the region. As the demand of foreign language resources are also emerging in the tier II and tier III cities, the university has also started its four outlets in the different parts of India.⁹

Like JNU the university has research oriented programs in translation, culture, comparative literatures, Exclusion and Inclusion Policy, Philosophy of Arts and Aesthetics making It the only university in India catering exclusively to the teaching/learning of foreign languages.¹⁰

⁷ <http://www.jnu.ac.in/SLLCS/> consulted at 17.55 hrs, April 4, 2014, Delhi

⁸ http://www.bvbdelhi.org/jawahar_academy/jawahar_lang.html consulted at 17.5 hrs, April 3, 2014, Delhi

⁹ http://en.wikipedia.org/wiki/English_and_Foreign_Languages_University, consulted at 17.5 hrs, April 5, 2014, Delhi

¹⁰ www.efluniversity.ac.in/, consulted at 18.56 hrs, April 6, 2014, Delhi

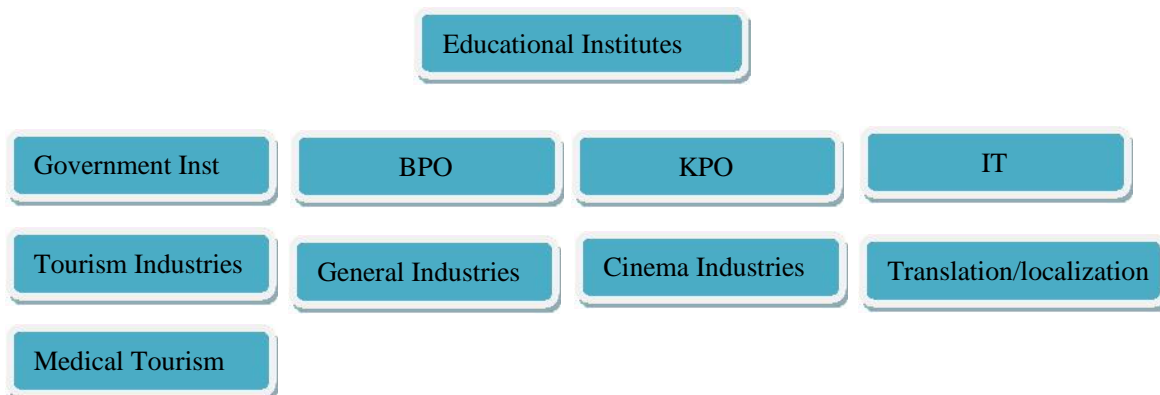
2. OTHER FOREIGN LANGUAGE INSTITUTES

Language/s	Degree	Educational Institutes	Website
Chinese	Diploma	University of Kerala	http://www.keralauniversity.edu
Chinese	Diploma/Certificate	Chinese Language Institute	www.chinese.in
French, Hungarian, Spanish, Italian, Japanese	Certificate, Diploma, Advance Diploma, MA, MPhil, PhD	University of Delhi	www.du.ac.in
French, Persian, Russian, Chinese, German	MA	University of Calcutta	http://www.caluniv.ac.in
French, Portuguese	MA, PhD	Goa university	http://www.unigoa.ac.in
French	Certificate	Madurai Kamaraj University	http://www.mkudde.org
French, German, Russian, Japanese	Diploma, Certificate	Guru Nanak Dev University	http://www.gndu.ac.in
French, German	Certificate, Diploma	Kurukshetra University	http://www.kukinfo.com
French	BA, MA	University of Mumbai	http://www.mu.ac.in
French	Diploma, Certificate	Alliance Française	www.afindia.org
German, Russian, French	Diploma	D B A M University	http://www.bamu.net
German	Diploma/Certificate	Goethe Institute	www.goethe.de
Italian, Spanish	Certificate, Diploma (PT)	University of Mumbai	http://www.mu.ac.in
Italian	Diploma, Certificate	Italian Cultural Institute	http://www.iicnewdelhi.esteri.it
Spanish	Diploma, Certificate	Instituto Hispania	http://institutohispania.com
Various	Diploma, Certificate	YMCA	www.newdelhiymca.org
Japanese	Diploma, Certificate	Mombusho Scholar's Association of India	http://momo.jpf.go.jp/jlpt
Japanese	Diploma, Certificate	Japanese Language Teachers' Association	http://momo.jpf.go.jp/jlpt
Japanese	Diploma, Certificate	Indo-Japan Welfare & Cultural Association	http://momo.jpf.go.jp/jlpt
Japanese	Diploma, Certificate	ABK-AOTS DOSOKAI, Tamil Nadu Centre	http://momo.jpf.go.jp/jlpt
Japanese	Diploma, Certificate.	Bangalore Nihongo Kyooshikai (BNK)	http://momo.jpf.go.jp/jlpt
Japanese	Diploma/Certificate	Teachers Association of Japanese (TAJ)	http://momo.jpf.go.jp/jlpt

There are basically of two kinds of Foreign Language experts required in the industry.

- Foreign language experts with a minimum Graduate level degree in any field.
- Foreign language experts with specific background i.e. experts in Account, IT, Humanities, Mathematics, Engineering, Medical Science etc.

3. REQUIREMENT OF FOREIGN LANGUAGE IN INDIA



3.1. BPO: Business Process Outsourcing:

The globalization process at the end of 1990s brought India among fastest growing economies of the world. The outsourcing of global knowledge based work became one of the most important tools to bring revenues to the country. According to National Association of Software and Services Companies (NASSCOM), the revenues coming from the outsourcing based industries particularly from IT based BPOs and KPOs are expected to go beyond \$101 billion US dollars and it has been growing at the rate of 16.5 per cent compared to previous years. Almost same figure is also for the FY 2013 about 11-14 per cent. There around 2.8 million professionals currently working in the industry and 230000 jobs were being added in 2012 only.

Therefore, when we talk about the global business the expertise of foreign languages becomes very critical.

3.2. Mitigation of Trade Risk

Equipped with foreign language expertise Indian businessmen, IT, BPO and KPO companies are trying to have a larger stake in the world outsourcing market at the same the trade in general which help the Indian trade to have diversified regions in its scope which mitigate the risk of having severe economic impact if being faced with the hay days.

The market related to foreign languages in India is so huge that currently there are several Foreign language professional from native countries are coming to India for short term employment contracts.¹¹ Most of these IT companies, BPOs, KPOs roam for campus placements and recruit the fresh graduates on minimum annual compensations around 4.5 Lakh which roughly translate into US \$ 8000 per annum on the start level for a fresh graduate.

There is no doubt that foreign language teachings in India has played a very important role in making the country a hub of global outsourcing place, at the same time its becoming instrumental in selling India's cheap labor and knowledge based service. For example, there is a huge potential in medical tourism and healthcare, which is currently in its nascent stage at value of \$333 million but increasing on rapid scale at

¹¹ <http://www.news4linguists.com/2007/01/160000-foreign-language-professionals.html> consulted at 19.21 hrs, April 6, 2014, Delhi

the rate of 13 per cent per annum.¹² One can see the foreign language experts working throughout 24/7 with patients and their families in the hospitals and other health institutes in order to interpret their maladies and conditions to the doctors as well other needs. Therefore, I think making the resource of foreign language experts ready would only add values in the markets and would finally be an entity in nation building process.

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