

TEACHING BILINGUAL EDUCATION FOR INDONESIANS AT UNIVERSITY

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ABSTRACT

The cultural and linguistic diversities of Indonesia need the preservation attempt in the formal education process. Therefore it is noted that the Indonesians speak more than 700 local languages that represent the local diversities. This paper proposed the vital role of learning bilingual in Indonesia to maintain the harmony and tolerance among the young generation. This bilingual education program or curriculum not only does to keep the local culture and languages preserved systematically, but also it makes the feeling of unity in diversity in one national identity frame much better. Based on the content analysis of Bilingual theories and language teaching practices, this paper found that the bilingual education curriculum takes an important role in shaping the national character of Indonesia in facing the global challenges in forms of culture and ideology.

Keywords: bilingual, cultural and linguistic, model of teaching, Indonesians, diversities.

INTRODUCTION

Although Indonesia has more than 700 local languages but the teaching of bilingual in Indonesia is still rare. Therefore, the “bilingual schools are frequently found in Europe, Asia, Africa and Latin America, and they are widely understood to be schools that promote bilingualism and literacy in two (or more) languages as goals for all students” (Baker in Aguilar, 2006). The leaders of higher education and local government need to rethink the bilingual education program to elevate the students’ knowledge of bilingual skill and character education.

There is a need now for universities students to have bilingual skill in learning process at university level. It is noted that “characterises language learning in bilingual education could result in a capacity to reflect upon and manipulate linguistic features that is potentially more tacit in nature, reflecting ‘the elusive quality of linguistic experience’ (Rutgers and Evans, 2015). Additionally, “Bilingual programs had usually encouraged additive bilingualism for language majorities where an additional second language was simply separately added to a first. However, for language-minoritized people, schools had tended to pursue subtractive bilingualism, taking away the child’s home language” (Garcia and Lin, 2016). The bilingual program takes the curriculum designers understanding to contextualize the instructional practices of bilingual teachers and “their potential to improve bilingual academic language outcomes for students, it is necessary to identify the conventional, environmental, and

personal resources these teachers have access to and how they use them” (Cohen in Lucero, 2015).

BILINGUAL THEORIES

Some individuals become bilingual through necessity, where two different linguistic communities are in contact. In Switzerland with four languages (Germany, French, Italy and Romanish) and Canada (French and English) are well known examples of bilingual and multilingual speakers. Thus, bilingual situations are much more prevalent than is generally realized, as we see them in Wales, the Basque provinces of Spain and France. The Southwest of the United States is the location of bilingual communication. Thus, it could categorize the Puerto Rico, Turkey, Russia, and many African nations practically as the bilingual countries of the world.

Theories of bilingual for the countries which are rich with local languages should manage the language potent into national security system that involved the universities program on language diversity. Thus, Cummins (in Creese and Blackledge, 2010) defined *bilingual education* as “the use of two (or more) languages of instruction at some point in a student’s school career”. Bilingual education has traditionally argued that languages should be kept separate in the learning and teaching of languages. “A bilingual program must provide both content and delivery in two languages, although bilingual programs vary somewhat in how the languages get distributed across the curriculum” (Pacific Policy Research Center, 2010). The degree of control of the first, second and even third and fourth languages is not necessarily comparable. The first language may be used only in the home, the second in school, and a third in religious practice for example. When each language has a well-defined function and is practiced in connection with that function, there is a more or less stable bilingual situation. When a second language is studied merely as a school subject without a clearly visible function, bilingualism is an unstable linguistic state, and the masses may be expected to revert toward monolingualism. Only a continuing effort to overcome this drift toward what comes naturally will maintain the bilingual educated state.

Since one’s language is so intimately bound up with one’s nationality and the self, it is common for emperor-large and small –and empires their language on their subjects. Through ignorance of how and why language are learned, history is full of chases where a struggle between the do the dominant power to impose its language and the dominated nation to resist it an preserve its own language develop dominated nation to resist its own language develop into bitter that flares up intermittently and smolders for centuries. The many attempts to impose a language on a subjugated people by direct pressure have been resisted vigorously and have largely failed languages last longer than empires.

THE VITAL ROLE OF TEACHING BILINGUAL IN INDONESIA

Indonesia as developing country needs to redesign the policy of language teaching in which the local languages are taught in the same proportion with National Language and English as the first international code

Language policy in a country affects the use of local languages, national, and English as a foreign language. The use of local languages as medium of instruction does not suffice to guarantee optimum effectiveness of teaching and learning. The use of national languages in basic education was first introduced in 1979, but nothing else in the curriculum, such as teaching methods and content of instruction, was changed. As a result, learning outcomes did improve for students in the experimental schools, but not a great deal. It was concluded that the use of the national languages in education could not be maximally successful without revising teaching methods and developing adequate teaching and learning materials. Thus,

the use of national languages has been just one component of *Pédagogie convergente* (Bühmann & Trudell, 2008).

Education in the mother tongue, especially in the lower primary cycle of basic education, is crucial for concept formation as well as literacy and numeracy attainment. In order to be literate, one should not only speak well, but also know the written language, as language is the system of human expression by means of words. For people to be in a position to communicate and understand each other this system needs to be fully functional. A language is able to survive only if its mother tongue speakers communicate in their mother tongue. Nevertheless, a language can only develop to its fullest potential if it is exposed to the influences of an everchanging society and adapts these influences into its corpus. The indigenous languages should be strengthened by linguistic development through, amongst others, standardisation, harmonisation and the coining of new words. Concurrently, the promotion of mother tongue use should not only be furthered evenly through a language in education policy, that is implemented nationwide, but also through a higher status of mother tongue/ indigenous languages (MBESC, 2003).

The Presidential Commission on Education Culture and Training (in Banda et al, 2012) also brought to light perceptions of their informants, which included teachers and parents. Some teachers felt that there was inequality in education due to the fact that English was used as the medium of instruction in the southern areas while in the northern areas mother tongue was used for the first three grades. Others indicated that the official language, rather than the local language should be used at the lower primary level so that learners could benefit from learning basic terminology in subjects at an early age. Parents believed that the instructional materials for the local languages may not be as good as those for English. They added that English-language competence was undermined by the use of mother-tongue instruction, as shown by the fact that Grade 4 learners performed so poorly.

A policy that combines both mother tongue education at lower and mid primary levels and English medium education from upper primary upwards would be the wiser choice considering the status of English as a global language, which would serve the country well by connecting it to the rest of Africa and the rest of the world. The policy should recognise that Botswana is a multilingual country and the government should commit itself to the development and teaching of all its local languages as subjects in the schools. In other words a new language policy is needed that considers the multilingual nature of the country as a positive feature and not as a problematic situation. The policy should consider the various languages of the country as resources to be exploited for the benefit of the country as a whole and not as sources of problems, as seems to be the case now (Nkosana, 2011).

Many education systems favour using national or ‘global’ languages instead of mother-tongue teaching. Education is often carried out in the old colonial language, or an international language, such as English. This is based on the belief that certain internationally ‘important’ languages give children a competitive advantage in later life. In other countries, education is taught in the dominant language of a main linguistic group, sometimes at the expense of more marginalised ethnic or linguistic groups.

Given that issues related to the poor quality of education in many countries can be directly linked to a lack of mother-tongue learning, improving the quality of education and learning outcomes needs more flexible approaches to incorporating mother-tongue into the classroom. It is essential that teachers’ capacity is built to deal with this, appropriate teaching methods are created, and an interactive classroom environment is fostered – all of which will support the acquisition of literacy and learning in mother tongue (Mackenzie & Walker, 2014).

MODEL OF TEACHING BILINGUAL

In connection with the understanding of bilingualism, bilingual education is another important aspect. Bilingual may find many countries but the way of teaching bilingual is very rarely developed. Bilingual education refers to an educational programme in which both a native language and a second language are taught as subjects and both could be used as media of instruction for the academic programme. In general, a bilingual approach in education refers to the use of two distinct languages for teaching. “Other influencing factors in achieving bilingual competence are attitude and motivation and levels of language proficiency” (Chan & Abdullah, 2015).

Bilingual involves native and other one. That’s why educational program teaches children two languages. Children are taught for some portion of the day in one-language and the other portion of the day in another language. One of the languages is English. Typically, these programs develop initial literacy in the native language and include an ESL component. When possible, a certified teacher who is bilingual provides native language instruction, but many programs utilize bilingual teaching assistants. Although these programs are referred to as bilingual, and “observers have noted that English is the medium of instruction 75% to 90% of the time. In some Mississippi LEAs, volunteer bilingual tutors have been used successfully to instruct students in math so that students will not fall behind due to language proficiency” (Villanueva, 2007).

Bilingual needs a native and another language are combined in a language skill syllabus. Because some instruction is in the native language, bilingual education students receive less exposure to English at school than students in English-only programs. This might delay and weaken their acquisition of English language skills, which could in turn affect the academic tracks they can pursue later. Sometimes the inputs needed for bilingual education programs are not available. First, it is difficult to recruit enough certified bilingual education teachers for some districts, languages, and grades. While teaching in English-only programs also requires special training, there is a larger pool of candidates since proficiency in a non-English language is not necessary. Second, teaching and learning materials are not available in many native languages, subjects, and grades. Thus, implementing bilingual education programs as intended becomes more difficult (Chin, 2015).

Bilingual Model

The bilingual model in the United States offers instruction in English and another language. These programs vary in intensity and the length of time in which students participate. Two main variations of the bilingual model are practiced in schools nationwide.

Dual language programs

Dual language programs develop students’ skills in two languages. They serve both English learners and monolingual English-speakers, typically in equal proportions, and aim to reinforce students’ native language and foster the development of a second language. Such programs create an “additive” bilingual environment in which all students are expected to develop bilingual proficiency. (Teachers present much of the academic content in English so that students develop the proficiency in academic English they will need to succeed in school.) Dual language programs exist for many languages (e.g., Spanish, Korean, French, Chinese), and may serve to maintain native language and cultural backgrounds for English language learners while simultaneously developing their academic and language proficiency in English.

Dual language programs go by many names in the United States. Depending on the state and district, they are known as bilingual immersion, two-way bilingual, two-way immersion, and

dual immersion programs. They are designed so that students benefit from learning two languages and hearing good models of both. While schools with large ELL populations currently use the dual language model, the original intent of these programs was to teach English-speaking students a second language through immersion in the minority language in kindergarten and first grade. The programs were especially popular in Canada to help English-speaking students build proficiency in French (Moughamian et al, 2009).

Transitional bilingual programs

Transitional bilingual programs build students' English skills and use native language instruction in the service of learning English. Typically, instruction in the native language tapers off as ELLs' English language skills increase and students can access English language instruction more easily. The transition model appears more often than other models in programs that serve English language learners in the United States. How easily students transition from bilingual instruction to mainstream English classrooms depends on their skill levels in both English and their native languages. ELLs often show decreased academic outcomes during the transition year. Without the supports they received during transition, English language learners may need continued assistance in their native languages and further support in English language development from their mainstream classes (Moughamian et al, 2009).

The term *bilingual education* refers to an organized and planned program that uses two (or more) languages of instruction. The central defining feature of bilingual programs is that the languages are used to teach subject matter content rather than just the languages themselves. Bilingual instruction can be implemented at any grade or age level, ranging from pre-school through university or college. Bilingual education can be traced back to Greek and Roman times and currently a large majority of countries throughout the world offer some form of bilingual education either in public or private school settings. The goals of bilingual programs vary widely across contexts. Some programs aim to develop proficiency in two languages; others do not. For example, the most common form of bilingual education for linguistic minority students in the United States during the past 40 years, *transitional bilingual education*, aims only to promote students' proficiency in English. When it is assumed that students have attained sufficient proficiency in the school language to follow instruction in that language, home language instruction is discontinued and students are transitioned into mainstream classes taught exclusively in English (Cummins, J. 2009).

Dual language programs have raised the status and importance of languages other than English in many communities across the United States. In some communities they have eased tensions between groups who speak different languages. The programs have helped build crosscultural school communities and crosscultural friendships among students and parents, relationships that probably would not have developed without the programs. Dual language programs raise the status of languages other than English because as native English-speaking children become bilingual, parents and students alike see the value of knowing more than one language. Finally, as community leaders, school board members, school administrators, and teachers work together to design and implement dual language programs, cooperation among groups enriches all parties (Freeman in Gomez et al, 2005).

The development, implementation, and sustainability of dual language programs depend heavily on the policy environment in which they function. The range of allowable program types, support mechanisms, and funding are generally defined for schools and districts at the state level. For dual language programs that serve ELs, state policies related to EL education, particularly bilingual education, are an important part of the context in which they operate.

Types of Dual Language Education Programs

Two-Way Dual Language Programs

Two-way dual language programs (also referred to as two-way bilingual or dual language immersion programs) enroll equal populations of ELs and non-ELs and instruct both groups in English and the non-English partner language. The goals of the program are academic achievement, bilingualism, biliteracy, and biculturalism. Programs generally follow either a 50:50 model (with 50 percent of instruction taking place in English and 50 percent taking place in the partner language) or a 90:10 model (which begins by delivering 90 percent of instruction in the partner language and 10 percent of instruction in English, and then gradually transitions to a 50:50 balance of instruction between the two languages over the course of several years). Programs may balance languages by dividing instructional time based on content area, class period, instructor, day, week, unit, or semester. Each group of students acquires language and content-area knowledge in their own language, as well as in the partner language (Boyle et al, 2015).

One-Way Dual Language Programs

The next is one-way immersion programs; also known as world language immersion programs are very similar to two-way dual language programs in terms of implementation, but have different student populations. In one-way dual language programs, students are predominantly from one language group and are usually native English speakers, although programs also may include some ELs or heritage language learners of the partner language (Boyle et al, 2015).

It was found that the developmental bilingual education programs; also referred to as maintenance bilingual programs are generally for ELs only. These programs offer a balance of instruction in the non-English partner language and English to promote academic achievement, bilingualism, and biliteracy. Thus, “Programs follow either a 50:50 model or a 90:10 model and may balance languages by dividing instructional time based on content area, class period, instructor, day, week, unit, or semester. Students acquire language and content-area knowledge in English and the non-English partner language “(Boyle et al, 2015).

CONCLUSIONS

This study concludes that the problems of separation of language teaching process in Indonesia’s universities made the disconnected bilingual teaching process in the language skills. Teaching bilingual education in Indonesia needs the redesign of language teaching models. The curriculum for bilingual could involve many experts from different disciplines to make a suitable syllabus. It found that Bilingual programmes that are not well designed and well received yet in university level. The attempt that have objective to ensure that students were speaking two languages were not found yet in curriculum. One of the foremost reasons for advocating bilingual education is to instil a sense of integration of bilingual education as a step towards gaining the means to communicate socially and effectively. When students gain bilingual skill in the language, it enables them to integrate and feel connected to their peers and society.

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