



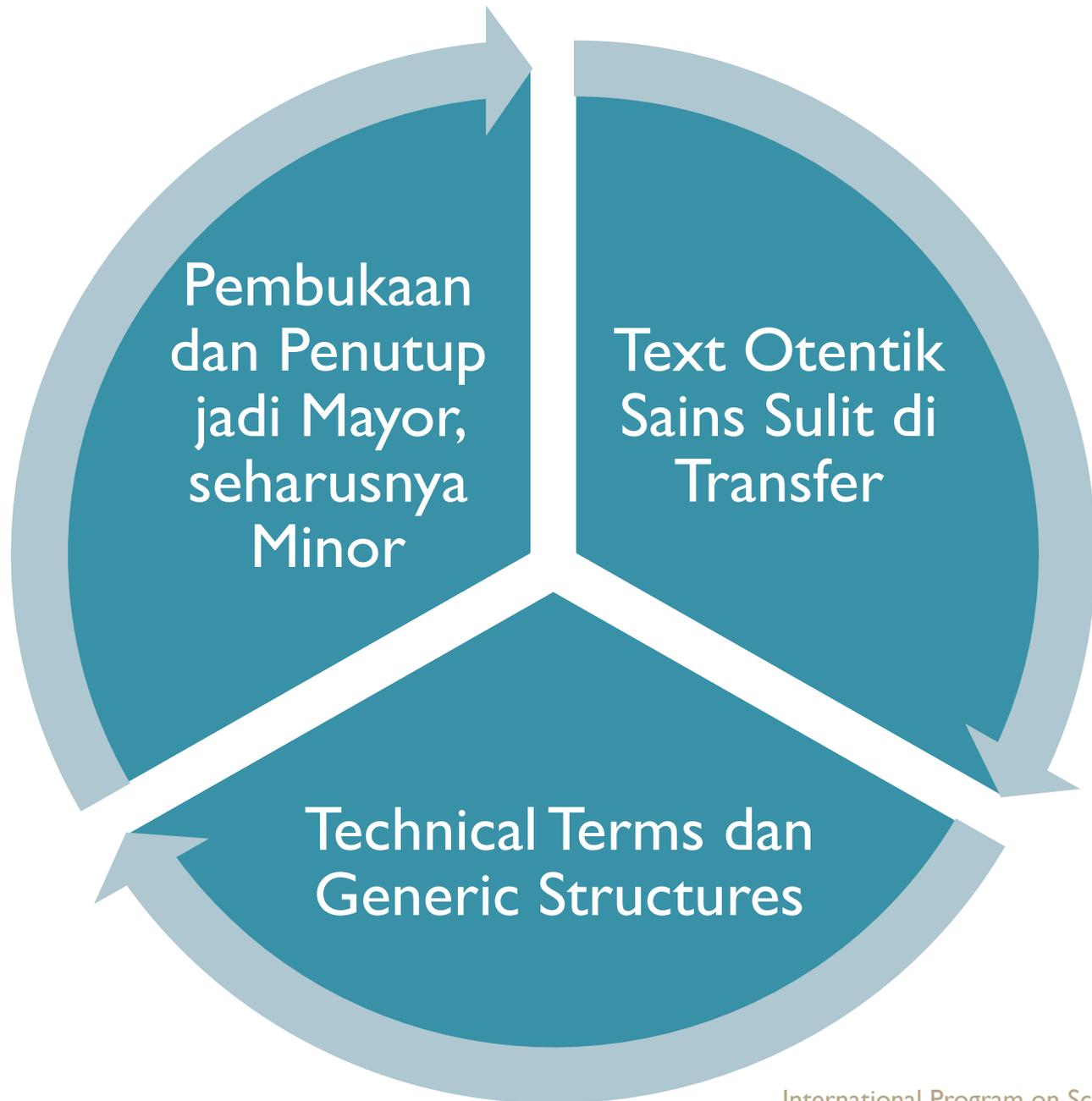
English for Science Teaching

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Workshop R-SMA-BI

Bogor - 21 Dec 2009

3 masalah besar dalam EST



Fakta di
Kelas RSBI

Seharusnya

Pembukaan dan Penutup

Siswa kurang termotivasi

Usia dan Kekhawatiran

Siswa termotivasi dalam
EST

Saling Belajar

International Courage

Dukungan masyarakat
dan Stakeholder

Indikator

Sekarang:

- mulut besar = banyak ceramah
- mata sipit = kurang memperhatikan siswa
- telinga kecil = kurang mendengarkan siswa
- telunjuk jentik = sering 'mengancam' siswa

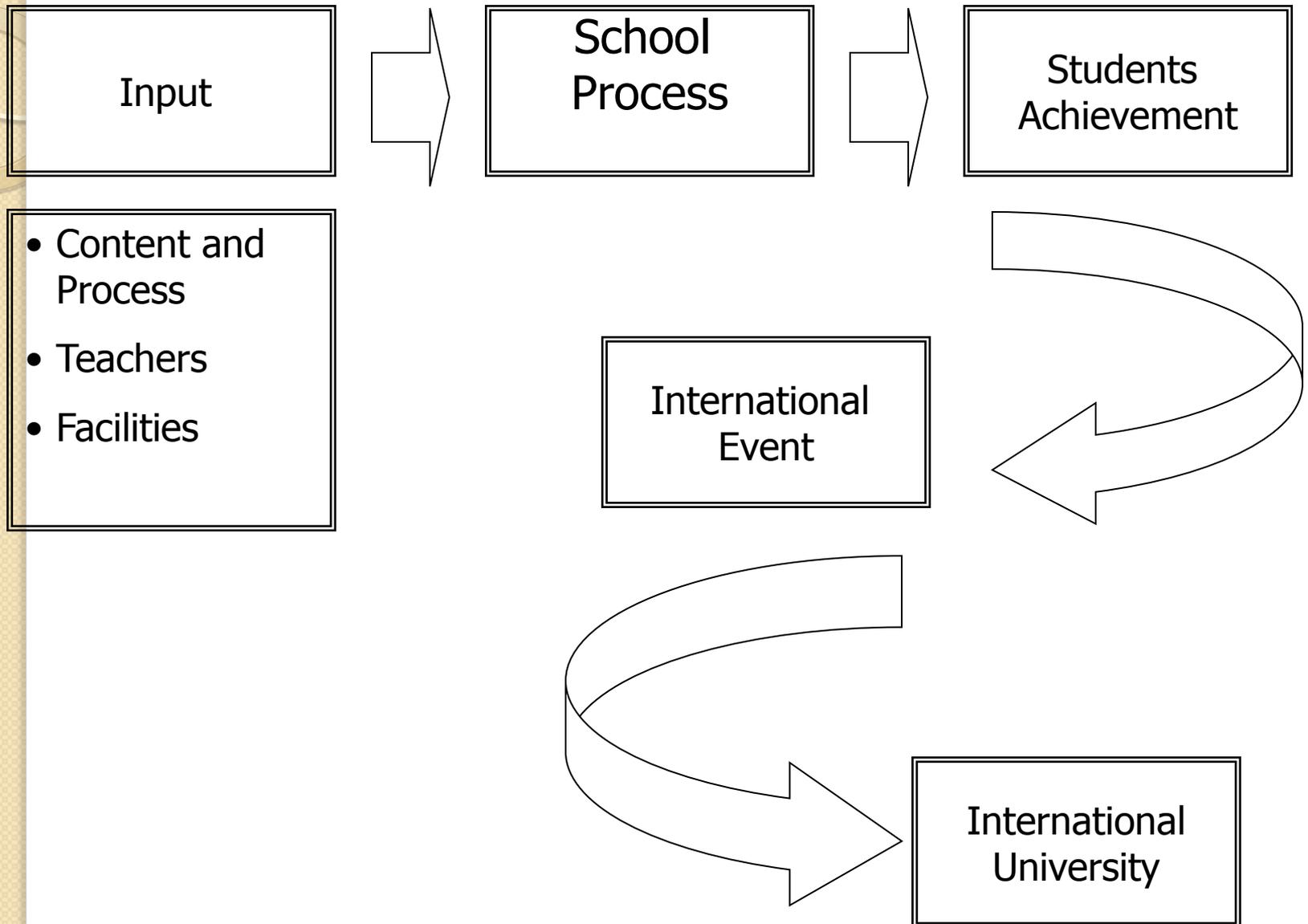
Dulu:

- mulut kecil = sedikit ceramah
- mata besar = sering mengamati siswa
- telinga besar = selalu mendengarkan siswa
- tangan terbuka = 'welcome' thp kekeliruan siswa

Perilaku Guru



RSBI Learning TRAJECTORIES



Personal experiences

- As a IES (Indonesian Speak English),
 - A student: Appreciate if teachers could use the same language when explaining the same concept.
 - Then use the second language to explain the same concept. Do not mix.
 - Better: This is a system of center mass in two unknowns.
 - Not encouraged: Ini ialah sistem pusat massa in two unknowns.

Personal experiences

Important to have good command of the content in one language .A teacher needs to exercise clear pronunciation.

- Example: From Physics lecture
- Electric fields sounded like Fill Electric!
- But because we had good command of the content, we knew the lecturer meant “Electric Field” and not cockroach Field

Personal experiences

While good command of the second language is important to inspire learning, more importantly good command of the content is crucial.

Students will know where your strength lies. They are more likely to forgive you if your command of the second language is not as good as your command of the content.

Personal experiences

- Colleagues who are bilingual or multi-lingual, their command of the content in one language is very strong. When they carry out mental calculations, they revert to their mother tongue.
- Example: Indonesian students in RSBI– while they may have problems writing an essay in English, they can read and understand maths problem. Very good command of the content in their mother tongue.

Personal experiences

- Reading aloud is important
- Choral reading. Write the sentence on the board.
- Let the class read it aloud. Many educators, especially those from the western part of the world are against this practice.
- But who will teach the students in your class how to read and speak English.
- So reading aloud is important.
- Example from Chinese students – read aloud, especially those who are highly motivated.

Personal experiences

- List words in mother tongue and their corresponding words in English
- Put these up on the notice board around the class for students' continual reference.
- Practice is important.

Some parts in Physics (orally)