

Editorial

“Writing ... is an art of faith. I believe it is also an act of hope, the hope that things can be better than they are.”
Margaret Atwood

Hope is marvelous, and *Beyond Words*, which is a brand new journal, starts with faith, trust and hope. Following the three of them, a number of friends and colleagues are willing to help its presence by giving suggestions, contacting other scholars to give a hand in many ways, and submitting their works. We, hereby, greet everyone in this spirit of collegial collaboration with much gratitude.

In this edition, seven articles come to inspire readers to do things better. However, the Book Review is still missing. I promise that it will come to you in the next publication.

This journal starts with Mateus Yumarnamto in his current issue article *Critical Pedagogy in TESL: How Far Can We Go?* contradicting *Critical and Pragmatic Pedagogy*. The first, proposed by its advocates of English language teaching, such as Suresh Canagarajah, Penny Cook, B. Kumaravadivelu, and Dick Allwright, is supposed to release (?) English language learners from economic oppressions. Pragmatic pedagogy, proposed by among others, John Dewey, Jean Piaget and Lev Vygotsky, is said as always looking for the best practice in the classroom. His attempts to discuss both philosophies applied to TESL/TEFL, contradicting the issue of dominance-oppression and the needs of Indonesian learners, could invite further research and discussions.

George M. Jacobs, who wrote *The Teacher's Sourcebook for Cooperative Learning: Practical Techniques, Basic Principles* with Michael P. Power and Wan Inn Loh (2002), now presents, with Harumi Kimura, the topic of *Encouraging Second Language Use in Cooperative*

Learning (CL) Groups. In this article, Jacobs and Kimura suggest that Cooperative Learning could promote students' L2 oral competence, if the teacher insists that they use L2 (English) during group discussions. They do not ignore the usual habit of students using L1 that makes discussions more comfortable and easy to conduct, and therefore, they provide twenty nine tips to overcome it.

Tsunami, which literally means a huge sea water waves attacking and damaging the land, has been used by Eugenius Sadtono, the author of "A Concise History of Teaching English as a Foreign Language in Indonesia," (Asia TEFL Book Series, 2007), as a metaphor of the abundant English words borrowed by Indonesian prominent people and media when speaking Indonesian. Connecting data taken from formal and informal talks to some theory of loan words and coinage, he then questions whether it is caused by language imperialism, snobbery, lack of confidence, or lack of Indonesian words to represent the concepts. Looking from different linguistic views, from linguistic purism unto linguistic dynamism, the inquiry goes to what the Indonesian language will be: Indonesian English or English Indonesian? A very interesting topic for future research.

Arianna Berardi-Wiltshire presents a very interesting research. Her study is about second and third generation Italian descent learners of Italian as a foreign language. Through a series of semi-structured interviews, she finds out that outside class activities, such as meeting and corresponding with friends and relatives in Italy, motivate their learning the foreign language. It could be inspiring to see whether other case studies yield similar results.

Teaching English writing is never an easy task. **Yerly A. Datu** who teaches Apprenticeship Report, finds no exceptions in doing his teaching task. He has tried several strategies. One of his techniques that prove successful is using senior students' writing as an

authentic material to teach the juniors. He describes how he has used the authentic texts step by step in pre-, whilst- and post-writing. Then he validates his perceptions through a questionnaire.

Does a strict military discipline cause a student of a seafarer academy to a high or low self-esteem? This is not **Dias Agata's** study. She assumes that it is difficult for extremely compliant students to have creativity, whereas in writing and getting ideas, creativity is compulsory. This is what triggers her to do this study. Using two instruments, a Test of English Writing (TEW) and a Questionnaire of Self-Esteem (QSE), as well as Pearson Product Moment statistical formula, she finds out that the correlation between students' writing ability and self-esteem is highly positive. Even though it is not a cause-and-effect study, she suggests that the classroom environment be made conducive and non-threatening.

The issue of Native English Speaking Teachers (NEST) and Non-Native English Speaking Teachers (NNEST) has long been controversial. NNESTs are English department graduates with at least five years' experience teaching English as a foreign language, while NESTs, coming from various English speaking countries, are usually non-English department graduates with approximately a year experience of teaching English in one of the Asian countries. Several studies have been done from the perspective of teachers. However, this report by Angelia Tjokrokanoko & Hendra Tedjasuksmana is a student-perception based study on the differences and similarities between NNEST's and NEST's teaching competence, cultural knowledge of English language teaching, teaching style, and classroom management. Further, the subjects are secondary school students who happen to learn English non-formally. The report states that NESTs are more culturally knowledgeable. Both are perceived as having the same competence in teaching grammar, vocabulary and the four language skills, but neither of NNEST nor NEST gives individual attention to students.

For the second publication in May next year, we invite authors to submit their manuscript to Beyond Words at the latest 20 December 2013.

The Editors