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APPENDIXES

1. **Journal Article 1**

Paraphrase text

Language and politics have become associated with one another to an extent

that language is a vital tool in politics (Abuya, 2012).

Source: Malimas, P. A. M., Carreon, D. A. J., & Peña, W. N. Critical
Discourse Analysis of Filipino Women Politicians' Campaign
Speeches. The Asian EFL Journal, 20(12), 387-404.

Original text

Language and politics have become intertwined to an extent that language is

an indispensable tool in politics.

Source: Abuya, E. J. (2012). A Pragma-Stylistic Analysis of President
Goodluck Ebele Jonathan Inaugural Speech. English Language
Teaching,5(11), 8–15.

2. **Journal Article 2**

Paraphrase text

Oftentimes, these non-linguists may think that a dialect does not have any

rules, and that it is simply a result of a speaker's laziness, carelessness, or

cussedness (Rickford, 2002).

Source: Esmero, D. Z., Gador, C S., & Sumabon, M. K.(2018). Phonetic
Changes and Syntactic Patterns of the Porohanon Dialect. The Asian
EFL Journal, 20(12), 361-386.

Original text

Although non-linguists sometimes assume that some dialects--unusually

non-standard ones --don't have any rules, or that they are simply the result of

their speakers' laziness, carelessness, or cussedness, linguists usually feel
quite differently, both on empirical grounds (dialects always turn out to have
regular rules), and on theoretical grounds.
Source: Rickford, J. (2002). *How Linguists Approach the Study of Language and Dialect*. pp. 1-20.

3. **Journal Article 3**

Paraphrase text
English teachers are required to be able to make appropriate interpersonal and intercultural interactions or communication (Zhang, 2017).
Source: Satoto, A., Mujiyanto, J., Saleh, M., & Faridi, A. (2020). The Impact of Social and Cultural Identities on the Development of Social Competence: A Case Study. *The Journal of Asia TEFL*, 17(2), 662-670.

Original text
Indeed, to facilitate language learners to develop ICC, language teachers, especially those teaching English as Second Language (ESL), should first be competent intercultural communicators with great confidence and sufficient experience.
Source: Zhang, Y. (2017). A Study nn ESL Teachers' Intercultural Communication Competence. *English Language Teaching*, 10(11), 229-235.

4. **Journal Article 4**

Paraphrase text
With regard to the previous statement, Soepriyatna (2012, p. 46) stated that

teachers who possess adequate content knowledge of particular subject

matter will demonstrate great confidence in delivering the material and will

be able to assist their students' difficulty in understanding certain concepts.

Source: Sudarsono M.I. S., Yunitasari, D., Gunawan, H, M., (2017). Investigating Teachers' Professional Competence: A Systemic Functional Linguistic Analysis Of Teachers' Report Texts. *Indonesian Journal of Applied Linguistics*, 17(2), 141-148.

Original text

Competent teachers, as shown in the findings, should also have content

knowledge about the English language. English teachers who have this

knowledge will explain the material confidently because they understand the

concept. Content knowledge also enables the teachers to help their students

when they have difficulties in understanding particular concepts.

Source: Soepriyatna. (2012). Investigating and assessing competence of high school teachers of English in Indonesia. *Malaysian Journal of ELT Research*, 88(2),38-49

5. **Journal Article 5**

Paraphrase text

Needs analysis is a process of gathering and analyzing information from

students with the aim of setting a goal in the language curriculum content

based on student needs (Kayl, 2008).

Source: Suryati, N, W, N. & Dewi, C, M, K. (2019). The Need of General English in Nursing Student. *Indonesian Journal of Applied Linguistics,* Vol.3, 37-40.

Original text
Needs analysis is important in terms of students' involvement in every phase of educational process. The studies indicate that it is necessary to know about learners' needs such as their objectives, language attitudes, expectations from the course and learning habits in order to design an efficient curriculum.
Source: Kayl, H. (2008). Developing an ESL Curriculum Based on Needs and Situation Analysis: A Case Study. *Journal of Language and Linguistic Studies*, 4 (1), 29-49.

6. **Journal Article 6**

Paraphrase text
Alwasilah (2012), for example, posits that primary education should focus on children's character building before they are exposed to foreign culture associated with English, for instance.
Source: Sulistiyo, U., Supiani, K. A., & Lestariyana, R. P. D. (2020). Infusing Moral Content Into Primary School English Textbooks: A Critical Discourse Analysis. *Indonesian Journal of Applied Linguistics*, 10(1), 251-260. https://doi.org/10.17509/ijal.v10i1.25067

Original text
Second, primary schooling is aimed at developing students' character. Respect, deference, discipline, tolerance, love, sensitivity and a sense of beauty are culture-laden, and to be specific they should be first-culture laden.
Source: Alwasilah, A.C. (2012, November). *It's Time to Revitalize Indonesian Teaching,* The Jakarta Post

7. **Journal Article 7**

Paraphrase text

Stockton (2018, p. 133) regards this phenomenon as part of languacultures. He states that as English becomes various Englishes, it is adjusted to adopt the cultures it interacts with. Such a situation has created varieties of English that we know today, like Indian English, Singaporean English, and many others.

Source: Endarto, I. T. (2020). A Corpus-Based Lexical Analysis of Indonesian English as A New Variety. *Indonesian Journal of Applied Linguistics,* 10(1), 95-106. https://doi.org/10.17509/ijal.v10i1.24993

Original text

English language can be modularly joined with other cultures to form Indian English, Japanese English, Indonesian English, or even an Islamic English so that the language is repurposed and ― recultured to new local cultural contexts.

Source: Stockton, R. J. (2018). Recultured Language in Indonesian English Language Teaching. *Indonesian Journal of English Language Teaching,* 13(2), October 2018, 131-153

8. **Journal Article 8**

Paraphrase text

Language teachers can train their learners to become independent and autonomous learners, so learners can be empowered through ownership of their learning and life-long learning skills (Chen, 2008).

Source: Chien, C.W. (2018). Taiwanese EFL Undergraduates' Self-Correction of Pronunciation Problems and Their Strategies. *The Asian EFL Journal*, 20(2), 261-292.

Original text
Many have argued that teachers should help students construct knowledge through active involvement in assessing their own learning performance, and that students are empowered by gaining ownership of their learning and life-long learning skills.
Source: Chen, Y. M. (2008). Learning to Self-Assess Oral Performance in English: A Longitudinal Case Study. *Language Teaching Research*, 12(2), 235-262.

9. **Journal Article 9**

Paraphrase text
Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning (Alzwari, et.al. 2012).
Source: Casil-Batang, P.G.P. & Malenab-Temporal, C. (2018). Language Attitude and English Proficiency of ESL Learners. *The Asian EFL Journal,* 20(2), 186-205.

Original text
It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning.
Source: Abidin, M. J. Z. (2012). EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students. *Asian Social Science*. Vol. 8, No. 2

10. **Journal Article 10**

Paraphrase text

Pertaining to this status of English as an international language, Jenkins (2006) claims that EFL learners have higher chances to communicate with other non-native English speakers than native speakers of English. In this case, EFL learners' understanding of native and non-native English speakers' cultures constitutes an essential factor to support an effective flow of communication.

Source: Isnaini, F., Setyono, B., Ariyanto, S. (2019). A Visual Semiotic Analysis of Multicultural Value in An Indonesian English Textbook. *Indonesian Journal of Applied Linguistics*, 8, 545-55. doi: 17509/ijal.v8i3.15253

Original text

It also serves as lingua franca among non-native speakers (NNSs) of English from all over the world, many of whom from the countries of the Expanding circle (i.e. countries for whom does not perform internal roles), whose members are more likely to communicate in English with NNSs from other first languages than their own, than with either native speakers of English (NSs) or with people who share their first language.

Source: Jenkins, J. (2006). *The Spread of EIL: A Testing Time for Testers. ELT Journal,* 60(1), 42-50. doi:10.1093/elt/cci080

11. **Journal Article 11**

Paraphrase text

To address the problem of ethnocentrism, Keneman (2016) for instance

proposed that the critical literacy approaches to EFL instructions can

empower students to see their status as non-native speakers and their

bilingualism/multilingualism as an advantage instead of a disadvantage in

learning about foreign language and literature critically.

Source: Novianti, N., Thomas, A., & To, V. (2020). Addressing Challenges
In The Practice of Critical Literacy In EFL Classrooms: A New
Framework. *Indonesian Journal of Applied Linguistics,* 10(1), 206-
217. https://doi.org/10.17509/ijal.v10i1.25049

Original text

A critical literacies pedagogical approach could bridge the gap between

foreign "language" and "literature" courses.

Source: Keneman, M. (2016). Empowering The Foreign Language Learner
Through Critical Literacies Development. *Journal of Language &
Literacy Education / Ankara Universitesi SBF Dergisi*, 12(2), 84-99.

12. **Journal Article 12**

Paraphrase text

Arifuddin and Susanto (2012) state that inferring pragmatic meaning are

difficult for the Indonesian learners of English which leads to pragmatic

failure and low proficiency.

Source: Arifuddin, Sujana, M.I., & Kamaludin (2018). Indonesian Masters
Degrees Students' Difficulties in Pragmatic Understanding Based on
Fields of Study and Gender. *The Asian EFL Journal*, 20(8), 199-207.

Original text

Inferring conversational implicatures could be difficult for foreign language

learners. Some studies show that English proficiency of Indonesian English

students, teachers and lecturers are low.

Source: Arifuddin & Susanto. (2012).Gender-Based Failure to Infer Implicatures from Pre TOEFL Listening. *International Journal of Learning and Development*, 2 (6), 62-72.

13. **Journal Article 13**

Paraphrase text

The shift to the K-12 was deemed necessary to decongest the curriculum and give students more time to master key skills (Department of Education, 2010).

Source: Monje, J. & Macasieb, J. (2020). Metacognitive Strategy Use or English Proficiency? Influences in Academic Reading Achievement of STEM Students. *The Journal of Asia TEFL*, 17(2), 671-680. http://dx.doi.org/10.18823/asiatefl.2020.17.2.25.671

Original text

An enhanced curriculum will decongest academic workload, giving students more time to master competencies and skills as well as time for other learning opportunities beyond the classroom, thus allowing for a more holistic development.

Source: Department of Education. (2010). *Discussion paper on the Enhanced K+12 Basic Education Program.* http://ceap.org.ph/upload/download/201210/17115829500_1.pdf

14. **Journal Article 14**

Paraphrase text

Therefore, ongoing professional development is considered to be necessary and important for improving the quality of language teaching and education

in teachers' lives (Wong, 2011).

Source: Nhan, H. V. D. (2020). Exploring EFL Teachers' Perceptions and
        Activities for Pedagogical Professional Development in the Mekong
        Delta, Vietnam. *The Journal of Asia TEFL*, 17(2), 643-651.
        http://dx.doi.org/10.18823/asiatefl.2020.17.2.25.643

Original text

It is posited that continued development is the obligation of the professional

language educator and that through reflection upon one's practice, awareness

of opportunities, and a comprehensive plan, educators can obtain their

professional development goals even with limited resources.

Source: Wong, M. S. (2011). Fifty Ways to Develop Professionally: What
        language educators need to Succeed. *Language Education in
        Asia*,2(1), 142-155

15. **Journal Article 15**

Paraphrase text

In increasingly more countries, English is adopted as a medium of

instruction (EMI) rather than a subject of study (Dearden, 2014).

Source: Hum, C. & Choi, T-H. (2020). Language-in-education Policy
        Formation through a Consultation-based System: The Case of
        Multilingual Curricula in Cambodian Universities. *The Journal of
        Asia TEFL*, 17(2), 463-478.
        http://dx.doi.org/10.18823/asiatefl.2020.17.2.25.463

Original text

There appears to be a fast-moving worldwide shift, in non-anglophone

countries, from English being taught as a foreign language (EFL) to English

being the medium of instruction (EMI) for academic subjects such as

science, mathematics, geography and medicine.

Source: Dearden, J. (2014). *English as A Medium of Instruction: A Growing Global Phenomenon.* Oxford, UK: Oxford University Press.