

## Editorial

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### From the Editor

Have a happy new year to all Conaplin Journal readers! This issue of Conaplin Journal opens up the new year of 2012, with a coverage ranging from such psychological substances as learner awareness and the role of L1 in the acquisition of EFL, to classroom issues like teacher talk, cultural items in textbooks, content-based instruction, specific materials for young learners, and how learners use metafunctions in making sense of the text. In addition, pragmatic and semiotic analyses were also reported, one investigating conversational implicature in *Take me out Indonesia* and the other regarding positive and negative ideologies of masculinity in an advertisement.

Amporn Sa-ngiamwibool reported her investigation on how CLT and awareness-raising enhanced learners' awareness of their local wisdom. Through project instructions, she revealed that learners interacted with textual representations of their local wisdom through theme-centered learning process, and that via CLT the learners were helped to get involved in interactive and more meaningful communication. The question of how the use of L1 in classroom interaction was asked by Istiqlaliah in her research involving students and teachers at a politechnic, and she found that classroom interaction was enhanced by the use of L1; she was somewhat disturbed though by the fact that teachers tended to overuse L1 in L2 teaching. On a different setting, Liani asserted the importance and effectiveness of teacher talk in scaffolding young learners to improve their skill in the target language.

Aware of the inseparability of language and culture, and in addition to finding out whose culture was disseminated in the existing textbooks, Budi Hermawan attempted to see whether existing textbooks preserved local cultures and to identify how those cultures were disseminated. How an English course was managed and implemented is reported by Ismail Petrus by covering such aspects as institutional goals, class management, instructional materials, teaching methodology and evaluation. By first asserting that English and content integration could become a cornerstone of second language pedagogy, Tengku Nor Rizan Tengku Mohamad Maasum et al reported pedagogical skills and content knowledge as obtained from self-report questionnaires administered to 495 teachers in West Malaysia.

In responding to the question of which English collocations are to teach first to Indonesian preschool children, Maryani conducted a corpus analysis of more than 130 children's storybooks and found that the children were already exposed to lots of collocations, but since English collocations are different from those in Indonesian in terms of syntax and morphology, Maryani suggested that teachers be aware of not literally introducing collocations to Indonesian children. As found and reported here by Lala Bumela, reading involves interpretation, affected by background knowledge of the readers and their ability to

recognize the features of the text. Thus reading one text will affect the reading of subsequent texts.

The last two articles in this issue take pragmatic and semiotic views for their deliberations. Seila Nanda et al investigated conversational implicature operated by presenters of *Take Me Out Indonesia* and found among others that generalized conversational implicatures were more frequently utilized than particularized ones. As regards the ideology of masculinity, Bernadette Ririn shows both the positive and the negative sides as reflected by existing stereotypes regarding women.

Ring out the old, ring in the new,  
Ring, happy bells, across the snow:  
The year is going, let him go;  
Ring out the false, ring in the true.

**(Alfred Lord Tennyson)**

**Fuad Abdul Hamied**

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Editorial Board Chair