A CASE STUDY ON IN-CLASS AND OUT-OF-CLASS LEARNING AUTONOMY IN INDONESIA AND USA

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Abstract
Many student exchange programs have been offered for university students to experience living abroad and be immersed in international linguistic and cultural involvement. This case study explored one participant’s perception on her learning autonomy in class and outside the class in Indonesia and in USA, and identified the change of language learning activities that built the learning autonomy. The research questions were set: 1. How does the participant of international short-term exchange program reflect her learning in class and outside the class in Indonesia and in USA? 2. How does participant perceive changes of language learning activities inside the class and outside the class at home and in abroad? The research instrument in this study was a semi-structured interview in multiple session and a language learning history journal essay. The interview and journal were later transcribed verbatim and categorised them into two themes: in-class and out-of-class learning autonomy and the shift of learning activities in Indonesia and in USA. This case study found that participant was involved in different in-class and out-of-class language learning activities that shifted her learning autonomy in two different learning contexts, in Indonesia and in USA.

Keywords: in-class, outside class, learning autonomy, English

Introduction
Many short-term student exchange programs have been offered for international students to study in the abroad country whose language is spoken as the participants’ second or third language. The research on study abroad has been examined since 1967s but was first synthesised in 1995s and concentrated the issues on the importance of study abroad and study at home country on language acquisition. Besides, many previous studies (Bodcott and Crew, 2001; Collentine and Freed, 2004; Isabelli-Gracia, 2010;) had been conducted to specifically examine the long-term stay abroad compared the language gains between second language learners abroad and second language learners at home country and had found that these learning ecologies were two opposing contexts and did not have influence with each other. In contrary, recent studies on second language immersion in abroad context conducted by Coleman (2015), Benson (2011), Richards (2015), Sockett (2014) who were exclusively concerned on those L2 learners who studied abroad within 2 years above found that there were some correlations between study English at home and study abroad on students’ language learning strategies.
As very few studies are conducted to examine participants who study abroad for short term, this current study will investigate one participant’s perception on short-term exchange program experience on in-class and out-of-class learning autonomy in abroad and at home and link with her ideal L2 change. The research is to address two research questions, they are, 1) How does the participant of international short-term exchange program reflect her learning in class and outside the class in Indonesia and in USA? 2) How does participant perceive changes of language learning activities inside the class and outside the class at home and in abroad?

Meanwhile learning L2 at home country is merely for exam purpose (Collentine, 2009, p.218), studying a language at the country where the language is spoken bring many advantages in terms of authentic interaction, the rapid improvement of language proficiency, and more cultural awareness (Benson, 2012, p. 221; Gore, 2005, cited in Goldoni, 2013, p. 359; Carroll (1967, cited in Collentine, 2019, p. 219). Many studies found that learning L2 abroad allows learners to explore new experiences, observe the use of target language in a natural setting, and equip them to encounter differences in unfamiliar tradition, values, and customs (Goldoni (2013, p. 373). Besides, the use of L2 at abroad setting affects learners’ language proficiency due to the greater use of L2 production (Carroll, 1967, cited in Collentine, 2019, p. 219; Huebner cited in Freed, 1995, p. 172).

Speaking of learning in class and outside the class, the L2 learning outside the class is more on passive activities for enjoyment purpose, such as, listening to the L2 songs, watching movies with L2 subtitles, reading newspapers written in target language (Benson & Reinders, 2011, p.8; Hyland, 2004; Murray, 2008, cited in Lai, 2015, p. 266). Nonetheless, recent studies showed that the development of technology and internet changes the way learners are exposed to the target language as many learners are able to gain access to learn the target language both in active and passive ways, such s, through social media, involving in target communities (Cole & Vanderplank, 2016, p. 32). Thus, while in-class learning prepares learners with basic knowledge, grammars, vocabulary; out-of-class learning provides learners a closer look to the culture and identities of L2. Therefore, the in-class learning and out-of-class learning are related each other.

As for learning autonomy, Benson (2011, p.58) stated that autonomy is defined as a capacity to control one’s own learning. This definition was later extended in a way that a capacity focuses on what a person is capable of doing or has the potential to do. This covers three components, they are: ability that focuses on metacognitive and metalinguistic learning activities; desire defines as their learning intention, wish, goals; and freedom gives learners choice to control the permitted learning and free learning. Furthermore, control is depicted when a person can control their learning management, cognitive processes and learning content. The first one emphasises on daily and regular language learning practices; the second one centres at how language is proceeded through noticing and using the language; the latter one concerns more on the matched balance between learning goals and learning materials. Another scholar, Eva Illes, suggested that learning autonomy should not only focus on learning process which are defined as capacity and control; but it also needs to focus on the development of learning autonomy.
activity that are based on 21-century demands through expanding the knowledge of global English and international contexts of use, language awareness, literature, and translation. Similarly, Barron (2010, p. 114) supported that learners are agents who make their own learning activities by selecting the worthy and meaningful activities for the L2 learning.

Lastly, learning a target language both in domestic and abroad setting has its own learning ecology. Benson (2006, p. 195) states that a learning ecology is the set of context found in physical or virtual spaces that provides opportunities for learning in which each context comprises of a unique configuration of activities, material resources, and relationships. Learning ecology makes us understand the entire situation of a certain setting and allows us to examine how learning emerge the way they do (Van Lier in Kashiwa, 2015, p. 6). There are 4 elements in learning ecology, including: social interaction that specifically emphasizes on how language is used in learner’s environment; affordances concern on properties, opportunities, that are available for a person to do something with (Van Lier, 2004, cited in Benson & Reinders, 2011, p.61); learner autonomy; and learners’ conceptions and belief of language and language learning (Amy, 2004, cited in Kashiwa, 2015, p.15). This study will only emphasize on participant’s reflection on her in-class and out-of-class learning in Indonesia and USA.

Method

This research is categorised as a qualitative case study as it combines a variety of data collection to gain information and maximize the understanding for a particular issue. For this research project, the data was obtained through interviews in multiple session and the narrative. Interview in multiple sessions was preferred for this project because of some reasons, including, first, it could give the researcher a sufficient depth and breadth toward a particular case and can access personal perspectives on language learning and teaching in situated context (Barkhuizen, Benson, & Chik, 2014 cited in Kashiwa, 2015, p.16). Second, the interval between the first, second, and the third interviews were made to arrive at a full account of the perception (Dornyei, 2017, p. 135). The semi-structured interview questions were designed to elicit participant’s accounts of her experience in learning English and her reflection on the learning in class and outside the classroom in Minnesota, USA and in Indonesia. The first interview was conducted in English on November 12th, 2017 via skype. Then, the second interview was conducted upon her return to Indonesia on July 2018 via WA phone call. The third interview was conducted on September 1st, 2019 to find out her full perception and concepts about her in-class and out-of-class learning autonomy in two different learning settings. Besides, as for narrative, the participant was asked to write the history of her language learning history and justified her arguments why she underwent those learning activities by including scholarly references, and was completed over a week in 2019. A learning journal enables research to verify the existence of certain acquisitional orders (Schmidt and Frota, 1986 cited in Dornyei, 2017, p. 157). Additionally, many scholars (Pavlenko, 2007; Matsumono, 1989; Peyton and Reed, 1990;) agreed that although learners’ stories are less trustworthy, it can be used to represent learner’s
subjective experience and meaning toward themselves and is applicable for content
analysis.

The participant’s name has been pseudonymous as Rose who enrolled in an
undergraduate program at Universitas Katolik Widya Mandira, Indonesia. She
speaks Indonesian language and Lamaholot, her mother tongue, very well, and fully
understands English in written and spoken command as she has been learning
English since junior high school. She applied for a fully-funded USA program on
December 31st, 2016 and was selected as one of among five Indonesian participants
for the program. Then, she stayed in one state in USA from August 15th, 2017 to 18th
December 2017 and attended the program for 6 months. During her abroad stay,
she lived in the university dormitory in that she had regular contact with her other
international students. She went to one university in Minnesota, USA for the
program and took 4 unit with 12 credits as part of the program, they are TESL:
Theory and Method, History of English Language, Introduction to Communication,
and Criminal and Justice System in America. She also was involved in 20-hour
teaching volunteering program at one High School as an assistant teacher in grade
11 and 12 for 1 semester. Upon her return to Indonesia, she graduated from her
bachelor’s degree on English education on December 8th, 2018 and currently works
at a prestigious private junior high school in Kupang, Indonesia from March 2019
until present.

Findings and Discussion

Learning English in Domestic Setting

On the first interview, Rose explained that the in-class learning in Indonesia
was exam-purpose; thus, textbook was used to guide her learning. An extract from
Rose’s interview is illustrated below.

“My learning English at university is really exam focused and we learn English based
on the textbook. I listened to the lecture, took notes during class and did many grammar
exercises in the textbook. The class was a bit monotonous though”

Figure 1.1. (1st interview, November 12th 2017)

“The teacher always asks us to translate texts from text books”
“At this time, the things that I hate to learn about English is grammar. He always
asked us to memorize the form, the form of 16 tenses. Moreover, the class was
boring, because the class was not an interactive class. We always be the listeners,
and he always lecturing” (Language Learning Journal Essay)

This explanation is in line with Collentine’s statement that the L2 learning L2
at home country concerned on examinations, tests, presentations, and working on
students’ workbooks. On her diary, the participant explained that the in-class
language learning at home environment dominantly applied translation method for
teaching strategies and was repetitive and fully controlled by teachers. In addition,
participant’s learning autonomy in the class is limited and discouraged as the
learning was fully centralised in teacher.
Nevertheless, the participant was engaged in several active and passive L2 immersion in Indonesia, such as joining the English debating club, listening to English songs, watching movies with English subtitle, and playing English video games. The short extract below described her out-of-class learning in Indonesia.

> "I spent like 3 hours after class to do assignments only if there were some assignments. If there were no assignment, I would not study at all. Sometimes I read the reading material if I feel like I wanted to recall some other materials. I also join English debating club held by university student association, MITRA. I think I learn a lot about some English technical terms in the club in which I rarely learn at class. For example, when the debate motion relates to criminal, law, I need to find resources in English to support my arguments. I usually come across those terms, such as prejudice, assault, etc which are not studied at class. I also love listening to Linkin Park songs and watching movies with English subtitles. I used to play a video game relating to English vocabulary but I am sorry I forgot the name of the game."

Figure 1.2. (1st interview, November 12th, 2017)

This finding is against Pickard’s study as participant combined the active and passive out-of-class language learning activities that involves enjoyment and pleasant at home country, Indonesia, was the combination of active and passive skills and involves entertainment. Thus, this is against Pickard’s statement that most out-of-class learning were passive. This supported Van Lier’s learning ecology where Rose willingly made use of the availability of English debating club, learning affordances, and interaction with same L2 learners to improve her English proficiency. In short, learning L2 in class and outside the class at domestic setting forms Rose’ learning autonomy as they are related to each other and relevant to her learning context.

**In-class and Out-of-class English Learning in Abroad Setting**

Rose’s exposure to English in class and outside the class when in USA is different as the class activity is more varied as it involves active group discussion, class projects, weekly quizzes and pre-reading activities. The following extract is to show Rose’s description about in-class learning in Minnesota.

> "I experience such a cultural shock when I first came here because the class pace is more active and communicative. The interaction between students-teacher are flexible and students always raise questions to the teacher. Everybody should give his/her opinion during group discussion and discuss the reading in the depth-way. That’s why it is important to read the reading materials beforehand otherwise I won’t be able to deliver my opinions. There are weekly quizzes based on the reading as well. I also learn about the classroom culture where no one talks when someone is speaking. Somehow, it differs from students in my country who always make noise when people are talking at class."

Figure 2.1. (1st interview, November 12th, 2017)

Based on the finding, classes at abroad settings are somehow challenging and demand learners to be active and independent in their learning at class and after class; therefore, she pushed herself to be able to adapt with new learning strategies. This finding confirmed Goldoni’s study in that the challenges of learning a L2 in targeted country made learners change their language learning activities. Besides, this finding also confirms the previous studies that there is a relationship between
in-class and out-of-class learning at home country and abroad setting (Barkhuizen, Benson, & Chik, 2014 cited in Kashiwa, 2015, p.16). As the in-class learning in USA was student-centred, students were able to choose what they prefer to learn, to examine their own learning strategies, and allows them to take full responsibility of their study time management as mentioned by Benson (2014).

Besides, learning for further studies, learning strategies, practising speaking, and communicating with native speakers are all participant’s out-of-class learning in Minnesota. Her explanation about out-of-class learning in USA is on the extract below.

“During volunteering program, I practice my English speaking through interacting with native speakers. I am also aware of the choice of words and structure when I want to send an email to my senior teachers. The surprising thing here is that people usually ask your condition like how are you today? even though we meet each other every day. I think it’s a good culture. At first, it sounds strange to me since in my country we rarely ask people’s condition if we meet each other. Another point is that my students are mostly migrant from Somalia, so, these days I more understand about other English accent like Black English.”

Figure 2.2. (1st interview, November 12th, 2017)

The out-of-class activities, like, listening to English songs, watching movies, and playing games are shifted to pre-reading, making mind map, authentic interaction with native speakers. All those outside-class activities are relevant to the context and are autonomously managed by the participant. Her extract of out-of-class learning is showed below.

“I stay with other friends from Korea, China, Africa; thus, we need to speak English every day to understand each other. Besides, I usually learn new names of vegies and fruits when I do groceries shopping. I always browse the name of some stuff before buying it to avoid buying the wrong product. For example, I browsed the word potato and sweet potato to find out the difference of these two vegies.”

Figure 2.3. (1st interview, November 12th, 2017)

Through the volunteering program, the participant could make sense between the concept of L2, use it in an authentic interaction, become more aware of target language culture, that this finding is in line with Benson and Gore studies. Also, the finding confirms Lai’s study that in-class and out-of-class learning are correlated. Besides, staying with other international students also encourages her to enhance her English outside the class every day.

“After class, I usually go back home, review the materials that day and read more articles for other units. To understand the reading, I also apply mind-map techniques to make the reading summary.”

Figure 2.4. (1st interview, November 12th, 2017)
This finding illustrates that the affordance of learning outside the classroom in abroad setting is wider not only about social interaction but also the environment where she stays. However, this study cannot fully answer Carrol’s and Huebner’s statements on the effect of study abroad to greater enhancement on participants’ language proficiency level as no test was run to measure her language proficiency after the exchange program.

The Shift of Language Learning Activities in Indonesia and in USA

Upon her return to Indonesia, the participant experienced a shift on her in-class and out-of-class learning activities. She admitted that before going to USA, she was a passive learner; but when in USA, she experienced the learning culture there, she has become more active and responsible for her own language learning in class and at home and enable to find any connection to link between in-class and out-of-class learning at home country. It can be seen from the extract below.

"In Indonesia, I did not push myself hard to learn English at class and outside the class. However, in Minnesota, I do push myself to study otherwise I will not catch up with the materials and will be messed up. I make use the environment to improve my English. I see myself was a passive learner back home. But now I am an active learner who keep learning English in order to survive here."

Figure 3.1. (2nd Interview, 13th July 2018)

Furthermore, she added that her in-class and out-of-class learning revolved around reading journal articles for her bachelor’s thesis defence after her return to Indonesia. The result of taking a gender study unit course in USA intrigued her to research the difference between men and women’ language in communication for her bachelor’s thesis. The following extract on figure 8 explains the participant’s activity.

"As I returned Indonesia, I spent 2 semesters for conducting research for my bachelor’s thesis and writing the thesis defense. I read a lot of journals for my research. My thesis research was different with others’ usual research back in bachelor’s degree. I took risk to take something out of box. I studied gender language study to find out the difference between men and women’ language in communication. As I took a course about class communication back in USA, I reflected that it is important to find out about how language is uttered by men and women in Lamanholot and Bahasa. Now every time people talk, I become more attentive to the words they are saying and examine why they choose these words, not those other words”

Figure 3.2. (2nd Interview, 13th July 2018)

Other than reading research articles to support her thesis, she also maintained a regular out-of-class learning autonomy, such as, listening to the music and watching YouTube. Have a look on the following extract.
On third interview, she has become an English teacher at one high school in Kupang. She revealed that her experience on studying at two different contexts influences the way she teaches English language to her students at school where the teaching involves contextual learning, technology, immersing students to different cultures and variety of English accents, and encouraged them to maximize the learning affordances around them for learning autonomy.

In addition, she also maintains her learning habit outside the school time, keeps updating herself with new vocabulary every day by watching movies or video on YouTube, translating documents from different majors, and listening to English songs.

“\textit{I am an English teacher as well as a document translator. I translate documents from English to Bahasa Indonesia and vice versa at home. Other than that, I still self-study English from YouTube, because I realize that being a teacher is a lifelong education process. I learn English to teach English}” (Language Learning history essay)

Based on these findings, it confirms the previous study by Goldoni (2013) and Barron (2010) that the of study abroad immersion program forms someone’s new perspective of ideal L2 learning strategies and experiences a transition process where he/she is able to reconceptualise their own learning autonomy and learning environment. In this study, the participant changed her attitude toward learning a language from passive one into active one and implemented what she had gained abroad to her follow-up research study.

Besides, this study also supported the study of Kashiwa (2015) that the change of learner’s language learning might be triggered by different teaching styles in two contexts. This study reported that the participant’ learning strategies somehow gains influence from teachers at home country and in abroad in that at
home country, the learning was teacher-centred that did not challenge and did not encourage students to explore their learning. Meanwhile, study abroad integrated in-class and out-of-class learning that requires the learners to develop their learning strategies for the success of their study and evaluate the learning process over time. Therefore, having experienced these two learning contexts influences the way she presents the English materials to the classroom in more contextual and real-world way and creates the culture of learning autonomy in her class.

To sum up, participant’s in-class and out-of-class learning activities and her decision on her language teaching implementation were based on the elements around her including social interaction, affordances, her own ideal L2 learning autonomy, and her own second language belief on two different contexts.

**Pedagogical Implication**

The pedagogical implications for ESL classroom to create in-class and out-of-class learning autonomy are as follows. First, connecting the outside world with the language course through contextual communicative teaching approach and cross-cultural understanding teaching approach for global learning immersion. Second, to promote global English learning, immersing the student to variety of English pronunciation, authentic materials, and real language use. Third, involving students in task design, distributing the task, and monitoring the tasks for student to work outside the class. Fourth, encouraging reflection for the in-class and out-of-class learning experience.

**Conclusion**

To summarize, this small case study focused on participant’s self-reflection on her in-class and out-of-class language learning activities in two different settings. The study found that a shift of in-class and out-of-class language learning activities is employed by the participant based on her learning ecology. However, this study was not able to generalise holistic conception of participant’s language learning since the data is taken through the interviews and language learning essay. Besides, the enhancement of participant’s English proficiency could not be proved as no language proficiency test was completed by the participant pre-and-post exchange program. Thus, it is suggested that the future studies could involve a pre-test and post-test language test to gain data for this argument.

**References**


