

Teaching Statement

Writing and copying grammar rules from language books, in this case was English, then trying to arrange my own sentences, is a vivid memory I have during my early English learning process. In addition, my school exams always consisted of filling out the blanks or selecting answer from multiple choice questions. There were no activity or exercise that allowed me to apply English in real life situations. Learning English was about what I could memorize in my head.

Back when I was kid, the teaching methods delivered were always rote learning, focusing on grammar rules and reading with the objectives of getting good score and passing the school exams. Therefore, many of my classmates were unmotivated to study. I was different. I fell in love with languages and despite the limitations to use it, I liked the fact that through languages, I could perceive the world from a different point of view.

I remember when I was travelling overseas, I asked my foreigner friends what they know about Indonesia. They simply answered: Bali. "Eat, Pray, Love", a romance film starring Julia Roberts is one of so many reasons why Bali is very well depicted as a top-class tourist destination. This statement was enhanced by the statements from my students that I teach at Yale University. When I asked my students in the Indonesian class the purpose they chose the course, many of them answered that they wanted to travel to Indonesia one day, with Bali as one of the destinations.

As an educator with a passion for language and culture enhanced by a study background in Tourism, I saw this as an opportunity. Not only to promote Indonesia through language teaching, but also using the tourism destinations in Indonesia as part of teaching materials. I believe in harnessing the power of immersive experiences to enhance learning by engaging with cultural understanding and communicative experiences.

According to Singleton and Cook (2014) on the Key Topics in Second Language Acquisition, there are some types of motivation for people to learn a language, which two of them are: Integrative and instrumental motivation. As an integrative motivation is likely the desire to come closer to the other language community, and instrumental motivation is related to get something practical out of second language learning. By using these motivations, I elaborate my teaching methods to teach Indonesian language for international students not only solely based on grammatical structure or random conversation, but I also combine cultural and tourism activities in the class.

During our class, we engaged in various activities, not only to improve the language ability for my students, but also introducing the Indonesian cultures. Two notable assignments during my time as an Indonesian teacher at Yale University are "*What is there in your Hometown*" and another detailing "*One Day Tour in your Hometown.*" These exercises not only fostered an appreciation for diverse cultures but also encouraged introspection into their own cultural identities. To kickstart their creativity, students were provided with descriptive samples of my hometown in Indonesia, introducing them to new vocabulary and insights about the country.

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Subsequently, they crafted their own essays, aimed at uncovering the unique potential of their own hometowns.

These experiences not only enhance language proficiency but also provide invaluable insights into cultural practices and social interactions. The result is twofold: students not only develop stronger memorization of vocabulary but also demonstrate a deeper appreciation for the cultural intricacies embedded within everyday interactions.

By the end of the semester, I circulated a Google Form soliciting feedback from my students regarding my performance as their Indonesian teacher. Approximately 80% of respondents expressed that our cultural activities throughout the course would remain etched in their memories, attributing these engaging activities as the key factor that sustained their interest in attending class throughout the weekdays, from Monday to Friday.