- academic writing, 10, 20, 21, 22, 24, 26, 27, 28, 20 acculturation, 145, 154 adaptation, 146, 154, 156, 161, 162, 166 affect, 3, 8, 9, 13, 31, 33, 55, 88, 99, 103, 110, 115, 120, 121, 136 appropriateness, 85, 97, 135, 139, 142, 143 articulation, 23, 125, 126, 130, 131 assimilation, 113, 116, 117, 118, 120, 158 attitude, 26, 28, 57, 88, 89, 96, 108, 112, 113, 114, 115, 116, 119, 120, 121, 122, 123, 153, 154, 158, 171 Bahasa Indonesia, 145, 146, 147, 148, 149, 150, 151, 152, 153, 169 belief, 1, 31, 32, 33, 44, 55, 56, 58, 90, 91, 100, 151 bilingualism, 146, 147, 152, 153, 154 canon literature, 45 classroom interaction, 61, 62, 64, 68 Communicative Language Teaching (CLT), 51, 57, 60, 61, 63, 64, 65, 66, 67, 68 computer mediated discourse (CMD), 99, 110 cognition, 50, 58, 59, 88, 89, 97, 113, 114, 122, 136 collaboration, 12, 27, 28 communication, 1, 13, 20, 24, 25, 27, 28, 29, 54, 55, 63, 65, 66, 68, 70, 71, 72, 73, 77, 79, 80, 82, 85, 89, 90, 97, 99, 100, 101, 103, 104, 110, 111, 112, 113, 123, 139, 146, 157, 162, 165 communicative competence, 64, 68, 86 competence, 22, 27, 30, 48, 65, 80, 86, 112 compositionality, 135, 136, 137, 138, 143, 144 comprehension, 33, 61, 64, 66, 88, 94, 96, 97, 113, 116, 121, 135, 136, 137, 138, 139, 140, 141, 142, 143 consonants, 112, 123, 125, 126, 127, 129, 131, 133, 161, 166, 170, 171 corpus, 99, 104, 110, 137, 156 corrective feedback, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 122 courtroom, 70, 71, 72, 73, 74, 76, 77, 78 critical thinking, 23, 28, 67 culture, 22, 25, 26, 27, 28, 31, 33, 38, 43, 44, 45, 47, 48, 79, 81, 83, 99, 100, 103, 104, 106, 107, 108, 110, 111, 115, 120, 121, 122, 143, 145, 146, 147, 148, 149, 150, 153, 154, 163, 166, 170 curriculum, 14, 20, 22, 29, 33, 43, 51, 54, 56, 57, 143.151 direct feedback. 2 discourse, 15, 20, 21, 29, 70, 73, 77, 78, 79, 80, 81, 82, 88, 89, 90, 91, 95, 96, 97, 98, 99, 103, 104, 110, 118, 128, 129, 136, 137, 160 dominant culture, 145, 146
- English as a foreign language (EFL), 3, 10, 12,

13, 14, 16, 17, 18, 19, 20, 21, 22, 26, 27, 28, 29, 30, 31, 35, 37, 38, 42, 43, 44, 45, 46, 47, 48, 49, 51, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 79, 80, 81, 82, 85, 112, 113, 115, 117, 119, 123, 124, 125, 127, 132, 133 email discourse, 99, 103, 104 English to young learners, 47, 50 error, 2, 3, 5, 6, 10, 33, 34, 36, 60, 63, 64, 65, 67, 69, 112, 128, 129 ethnic language, 145, 148, 149, 150, 151, 153 ethnic minority, 145, 146, 147, 150 explicit correction, 2, 60, 61, 62, 67, 69 feedback, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 18, 21, 24, 25, 27, 28, 33, 34, 35, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 153 feminism. 88 framing, 88, 89, 90, 91 fricative sounds, 125, 131 gender, 45, 70, 81, 82, 85, 88, 89, 90, 91, 92, 94, 95, 96, 97, 98, 101, 107, 112, 115, 117, 118, 121, 127, 149 genre, 15, 20, 21, 27, 28, 32, 49 grammar, 1, 3, 5, 8, 9, 11, 33, 42, 44, 50, 51, 54, 55, 56, 57, 58, 59, 60, 62, 63, 64, 65, 66, 67, 69, 100, 103, 106, 116, 133, 171 grammar teaching, 51, 55, 56, 58, 59 grammatical errors, 63, 65 grammatical sensitivity, 1, 3, 4, 5, 6, 7, 8, 9 hemispheric dominance, 112, 113, 114, 115, 116, 121 honorifics, 100, 101, 103, 104, 110 identification, 21, 145, 146, 148, 151, 153, 167 ideology, 44, 89, 97, 98 idiom category, 136 idiom comprehension, 136 idiom modification, 138, 141, 144 idiomatic expression, 135, 136, 137, 138, 139, 140, 141, 143, 144 illocutionary act, 79 illocutionary act2, 79 indirect feedback, 2 intonation, 23, 112, 113, 114, 115, 117, 118, 119, 120, 121, 122, 123, 167 language power, 70, 74, 78 language proficiency, 21, 44, 46, 52, 116, 149 lesson plans, 14, 50, 52, 53, 54, 55, 57, lexical errors, 63 lexical representation, 139 lexicon, 90, 100, 137, 138, 139, 141, 142, 143, 157, 158, 159, 160, 165, 166, 170 literary texts, 42, 44, 45, 46, 47 literature teaching, 43, 44, 45, 46, 47, 49 loanwords, 156, 157, 158, 159, 160, 161, 162, 163, 165, 166, 168, 171 metalinguistic feedback, 60, 62, 63 metaphor, 70, 73, 74, 75, 76, 77, 90, 91, 94, 121,

123.136 motivation, 12, 26, 28, 30, 31, 32, 36, 37, 38, 42, 48, 66, 115, 119, 122, 127, 128, 131, 133 passivization, 135, 138, 139, 141, 142, 143 persuasion, 31, 32, 33, 34, 35, 37, 70, 71, 73, 74, 75.77 persuasive features, 70, 71, 74, 75, 77 phonological errors, 63 phonological features, 158, 161 politeness, 79, 80, 81, 82, 83, 84, 85, 86, 100, 111 politeness strategies, 79, 80, 81, 82, 83, 84, 85 portfolio assessment, 12, 13, 16, 17, 18, 19 preservice teachers, 50, 51, 52, 53, 55, 56, 57, 58 prompts, 23, 60, 62, 63, 65, 67, 68, 69 pronunciation, 42, 63, 66, 112, 115, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 160, 161 psychological, 79, 114, 115, 146 reading proficiency, 30, 32, 33, 35, 36, 37 reading self-efficacy, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41 reinforcement, 3, 61, 62, 67 religious activities, 88, 150 religious festivities, 148, 150 religious identity, 145, 147, 148, 152, 153 religious teachings, 152, 153 repetition, 2, 55, 56, 57, 60, 62, 70, 73, 75, 76, 77, 114 representation, 89, 90, 96, 97, 98, 116, 137, 139, 143.148 rhetoric, 20, 21, 24, 25, 27, 28, 29, 90, 92, 94 rhetorical difficulties, 20, 21, 22, 23, 24, 25, 26, 27.28 rhetorical question, 70, 73, 76

scaffolding, 12, 13, 14, 15, 16, 17, 18, 29 second language acquisition (SLA), 1, 10, 60, 68, 69, 114, 133, 134, 138 self-efficacy, 26, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39.41 semantic features, 158, 163, 166 social cognitive theory, 30, 38 sound substitution, 126 speaking, 1, 2, 20, 21, 32, 37, 42, 43, 53, 54, 58, 60, 62, 64, 69, 82, 100, 112, 120, 121, 122, 129, 132, 144, 145, 146, 147, 148, 149, 150, 151, 153, 156, 157, 158, 165, 166 speech act, 79, 80, 81, 82, 83, 84, 85, 86 speech prosody, 113, 118, 122 suggestions, 9, 15, 18, 20, 23, 24, 25, 26, 27, 104, 138 suprasegmental features, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121 task complexity, 32 task performance, 32, 38 teaching practicum, 50, 51, 52, 55, 57, 58 thesis writing, 20, 21, 22, 23, 24, 25, 28, 29 translation, 2, 22, 56, 57, 88, 158, 163, 171 vocabulary, 5, 9, 21, 32, 33, 38, 42, 45, 46, 66, 88, 90, 95, 96, 97, 116, 156, 157, 158, 159, 160, 165, 166 writing accuracy, 1, 2, 3, 4, 5, 6, 7, 8, 9 writing anxiety, 31, 32, 38 writing apprehension, 32 writing instruction, 13, 14 writing performance, 12, 13, 14, 16, 17, 18, 31 writing self-efficacy, 31 written feedback, 1, 4, 24

AUTHOR INDEX

Ahmad Bukhori Muslim and Jillian R. Brown, 145-155
Ayu Liskinasih, 60-69
Ayu Rizki Septiana, Gunadi Harry Sulistyo, and A. Effendi Kadarisman, 1-11
Dadang S. Anshori, 88-98
Jaegu Kim, 99-111
Juliana Othman and Richard Kiely, 50-59
Lance Paul Burrows, 30-41
Mohammad Hadi Mahmoodi and Sorour Zekrati, 112-124 Nita Novianti, 42-49 Ruba Fahmi Bataineh and Salameh Fleih Obeiah, 12-19 Supardi, 70-78 Thien Sao Bui, 125-134 Tri Indri Hardini and Philippe Grangé, 156-171 Xiaoyun Bian and Xiaohong Wang, 20-29 Yasser Al-Shboul and Ibrahim Fathi Huwari, 79-87 Yvonne Pedria Velasco, 135-144

Publication Ethics and Publication Malpractice Statement

(Based on Elsevier recommendations and COPE's Best Practice Guidelines for Journal Editors)

Ethical guidelines for journal publication

The publication of an article in the peer-reviewed journals published by *The Language Center, Indonesia University of Education* is process of permanent knowledge improvement. It is a direct reflection of the quality of the work of the authors and the institutions that support them. Peer-reviewed articles support and embody the scientific method. It is therefore important to agree upon standards of expected ethical behaviour for all parties involved in the act of publishing: the author, the journal editor, the peer reviewer, the publisher and the society of society-owned or sponsored journals.

The Language Center, Indonesia University of Education takes their duties of guardianship over all stages of publishing extremely seriously and we recognise our ethical and other responsibilities.

We are committed to ensuring that advertising, reprint or other commercial revenue has no impact or influence on editorial decisions. In addition, Editorial Board will assist in communications with other journals and/or publishers where this is useful to editors.

Duties of authors

Reporting standards

Authors of reports of original research should present an accurate account of the work performed as well as an objective discussion of its significance. Underlying data should be represented accurately in the paper. A paper should contain sufficient detail and references to permit others to replicate the work. Fraudulent or knowingly inaccurate statements constitute unethical behavior and are unacceptable. Review and professional publication articles should also be accurate and objective, and editorial 'opinion' works should be clearly identified as such.

Data access and retention

Authors may be asked to provide the raw data in connection with a paper for editorial review, and should in any event be prepared to retain such data for a reasonable time after publication.

Originality and plagiarism

The authors should ensure that they have written entirely original works, and if the authors have used the work and/or words of others, that this has been appropriately cited or quoted. Plagiarism takes many forms, from 'passing off' another's paper as the author's own paper, to copying or paraphrasing substantial parts of another's paper (without attribution), to claiming results from research conducted by others. Plagiarism in all its forms constitutes unethical publishing behavior and is unacceptable.

Multiple, redundant or concurrent publication

An author should not in general publish manuscripts describing essentially the same research in more than one journal or primary publication. Submitting the same manuscript to more than one journal concurrently constitutes unethical publishing behavior and is unacceptable. In general, an author should not submit for consideration in another journal a previously published paper.

Acknowledgement of sources

Proper acknowledgment of the work of others must always be given. Authors should cite publications that have been influential in determining the nature of the reported work. Information obtained privately, as in conversation, correspondence, or discussion with third parties, must not be used or reported without explicit, written permission from the source. Information obtained in the course of confidential services, such as refereeing manuscripts or grant applications, must not be used without the explicit written permission of the author of the work involved in these services.

Authorship of the paper

Authorship should be limited to those who have made a significant contribution to the conception, design, execution, or interpretation of the reported study. All those who have made significant contributions should be listed as co-authors. Where there are others who have participated in certain substantive aspects of the research project, they should be acknowledged or listed as contributors. The corresponding author should ensure that all co-authors have seen and approved the final version of the paper and have agreed to its submission for publication.

Hazards and human or animal subjects

If the work involves chemicals, procedures or equipment that have any unusual hazards inherent in their use, the author must clearly identify these in the manuscript. If the work involves the use of animal or human subjects, the author should ensure that the manuscript contains a statement that all procedures were performed in compliance with relevant laws and institutional guidelines and that the appropriate institutional committee(s) has approved them. Authors should include a statement in the manuscript that informed consent was obtained for experimentation with human subjects. The privacy rights of human subjects must always be observed.

Disclosure and conflicts of interest

All authors should disclose in their manuscript any financial or other substantive conflict of interest that might be construed to influence the results or interpretation of their manuscript. All sources of financial support for the project should be disclosed. Examples of potential conflicts of interest which should be disclosed include employment, consultancies, stock ownership, honoraria, paid expert testimony, patent applications/registrations, and grants or other funding. Potential conflicts of interest should be disclosed at the earliest stage possible.

Fundamental errors in published works

When an author discovers a significant error or inaccuracy in his/her own published work, it is the author's obligation to promptly notify the journal editor or publisher and cooperate with the editor to retract or correct the paper. If the editor or the publisher learns from a third party that a published work contains a significant error, it is the obligation of the author to promptly retract or correct the paper or provide evidence to the editor of the correctness of the original paper.

Duties of editors

Publication decisions

The editor of a peer-reviewed journal is responsible for deciding which of the articles submitted to the journal should be published, often working in conjunction with the relevant society (for society-owned or sponsored journals). The validation of the work in question and its importance to researchers and readers must always drive such decisions. The editor may be guided by the policies of the journal's editorial board and constrained by such legal requirements as shall then be in force regarding libel, copyright infringement and plagiarism. The editor may confer with other editors or reviewers (or society officers) in making this decision.

Fair play

An editor should evaluate manuscripts for their intellectual content without regard to race, gender, sexual orientation, religious belief, ethnic origin, citizenship, or political philosophy of the authors.

Confidentiality

The editor and any editorial staff must not disclose any information about a submitted manuscript to anyone other than the corresponding author, reviewers, potential reviewers, other editorial advisers, and the publisher, as appropriate.

Disclosure and conflicts of interest

Unpublished materials disclosed in a submitted manuscript must not be used in an editor's own research without the express written consent of the author. Privileged information or ideas obtained through peer review must be kept confidential and not used for personal advantage. Editors should recuse themselves (i.e. should ask a coeditor, associate editor or other member of the editorial board instead to review and consider) from considering manuscripts in which they have conflicts of interest resulting from competitive, collaborative, or other relationships or connections with any of the authors, companies, or (possibly) institutions connected to the papers. Editors should require all contributors to disclose relevant competing interests and publish corrections if competing interest are revealed after publication. If needed, other appropriate action should be taken, such as the publication of a retraction or expression of concern. it should be ensured that the peer-review process for sponsored supplements is the same as that used for the main journal. Items in sponsored supplements should be accepted solely on the basis of academic merit and interest to readers and not be influenced by commercial considerations. Non-peer reviewed sections of their journal should be clearly identified.

Involvement and cooperation in investigations

An Editor should take reasonably responsive measures when ethical complaints have been presented concerning

a submitted manuscript or published paper, in conjunction with the published (or society). Such measures will generally include contacting the author of the manuscript or paper and giving due consideration of the respective complaint or claims made, but may also include further communications to the relevant institutions and research bodies, and if the complaint is upheld, the publication of a correction, retraction, expression of concern, or other note, as may be relevant. Every reported act of unethical publishing behavior must be looked into, even if it is discovered years after publication.

Duties of reviewers

Contribution to editorial decisions

Peer review assists the editor in making editorial decisions and through the editorial communications with the author may also assist the author in improving the paper. Peer review is an essential component of formal scholarly communication, and lies at the heart of the scientific method. *The Language Center, Indonesia University of Education* shares the view of many that all scholars who wish to contribute to publications have an obligation to do a fair share of reviewing.

Promptness

Any selected referee who feels unqualified to review the research reported in a manuscript or knows that its prompt review will be impossible should notify the editor and excuse himself or herself from the review process.

Confidentiality

Any manuscript reviewed for review must be treated as confidential documents. They must not be shown to or discuss with others except as authorized by the editor.

Standards of objectivity

Reviews should be conducted objectively. Personal criticism of the author is inappropriate. Referees should express their views clearly with supporting arguments.

Acknowledgments pf sources

Reviewers should identify relevant published work that has not been cited by the authors. Any statement that an observation, derivation, or argument had been previously reported should be accompanied by the relevant citation. a reviewer should also call to the editor's attention any substantial similarity or overlap between manuscript under consideration and any other published paper of which the have personal knowledge.

Disclosure and conflict of interest

Unpublished materials disclosed in a submitted manuscript must not be used in a reviewer's own research without the express written consent of the author. Privileged information or ideas obtained through peer-review must be kept confidential and not used for personal advantage. Reviewers should not consider manuscripts in which they have conflicts of interest resulting from competitive, collaborative, or other relationships or connections with any of the authors, companies, institutions connected to the papers.

IJAL Subscription Form

Please enroll me as a subscriber of Indonesian Journal of Applied Linguistics (IJAL) starting from volume to volume and send it to:

Name :

.....

Address :

The fee of IDR 150.000/year (for Indonesian) or US\$50/year (for abroad) will be

- *[] paid directly to the administration address or through money order to Aam Aminah, Balai Bahasa UPI, Jl. Dr. Setiabudhi 229, Bandung 40154; Phone/Fax: (+62 22) 200 0022, email: aam@upi.edu
- *[] Bank transfer (kindly send money to Bank BNI Branch PTB Bandung: c.o. Balai Bahasa UPI, No. 2952289992 ; write "for IJAL (**write the volume and number**)"; fax a copy of the bank slip to (+62 22) 200 0022 or email a scanned version of the bank transfer receipt to aam@upi.edu

	, /	′/ .	
(place)	(date)	(month)	(year)

(.....) Signature of subscriber

Note:

- 1) The Journal will be sent upon receiving the subscription fee.
- 2) Send the subscription form together with the bank transfer receipt by fax or email.
- 3) (*) please, pick one.

Indonesian journal of applied linguistics (IJAL) is a publication of the Language Center of Indonesia University of Education. It is published twice a year in July and January. The journal presents theoretical and practical studies on language and language-related concerns.

Articles should be submitted to Publication Division, the Language Center of Indonesia University of Education, Jalan Dr. Setiabudhi 229, Bandung 40154, Indonesia or email to didisukyadi@live.com. Articles should be in electronic form (either email or CD) and it should be in accordance with the journal's guidelines at the end each volume of the journal as well as on *http://ejournal.upi.edu/index.php/IJAL/about/submissions#authorGuidelines*

All rights reserved; no part of this journal may be reproduced, stored, used, or transmitted in any form or by electronic, mechanical, or other means, including photocopying and recording without written permission of the publishers.

SUBSCRIPTION

Annual subscription prices for 2 issues are Rp.150.000,00 (individual) and Rp.200.000,00 (institutions). Payment may be made by the following method:

- Money order to Aam Aminah, the Language Center of Indonesia University of Education (Balai Bahasa UPI), Jalan Dr. Setiabudhi 229 Bandung 40154, Indonesia
- Bank transfer (kindly send money to Bank BNI Branch PTB Bandung: c.o. Balai Bahasa UPI, Account No. 2952289992 ; write "for IJAL (write the volume and number)"; fax a copy of the bank slip to (+62 22) 200 0022 or email a scanned version of the bank transfer receipt to aam@upi.edu)

Published by Balai Bahasa UPI in Cooperation with the Association of Teaching English as a Foreign Language in Indonesia (TEFLIN), and printed by UPI Press.

The online version of IJAL is available at: **ejournal.upi.edu/index.php/IJAL**

NOTES FOR CONTRIBUTORS

- 1. Articles submitted to the Journal should normally be between 5,000 to 7,000 words or between 14-17 pages with single space and should be accompanied by an abstract of not more than 300 words, containing the importance of the topic, objective, method, findings, and conclusion.
- 2. Below the abstract, about three to five keywords should appear together with the main body of the article with the font size 11.
- 3. The Journal operates a peer review process and promotes blind reviewing. To facilitate this process, author's names (without academic titles), institutional affiliations, and the email address of the corresponding author should appear only on a detachable cover sheet.
- 4. Contributor(s) should include a short CV describing his/her/their current position and activities in not more than 80 words.
- 5. Articles should be written in English in single space, using Microsoft Word, font size 12, Times New Roman, top and left margin 3 cm, bottom and right margin 2.54 cm, printed in Letters.
- 6. Insert a header on even page indicating name of the Journal, Volume, Number, month, and year, and page number of the publication. On odd page, insert the author(s) and a few words of the title of the articles.
- 7. Footnotes should appear at the end of the text, not at the foot of the relevant page. Page number should be inserted at the bottom, placed on the right.
- 8. Write the main body of the article in two columns, except for tables and figures. Use first line indent of 1 cm, but no indent for first paragraph right after the main title and first paragraph after subheadings.
- 9. Block citation should be 1 cm indented with the font size 11.
- 10. For research-based articles, the outline used is: introduction (without heading or subheading), method, findings and discussion, conclusion, and references.
- 11. The title should be less than 12 words, capitalized, centered, with font size 14.
- 12. The introduction should consist of the background of the study, research contexts, literary review, and research objective. All introduction should be presented in the forms of paragraphs, not pointers, with the proportion of 15-20% of the whole article length.
- 13. The method section consists of description concerning the research design, data sources, data collection, and data analysis with the proportion of 10-15% of the total article length, all presented in the form of paragraphs.
- 14. The findings and discussion section consist of description of the results of the data analysis to answer the research question(s) and their meanings seen from current theories and references of the area addressed. The proportion of this section is 40-60% of the total article length.
- 15. The conclusion section consists of the summary, restatement, comment or evaluation of the main findings.
- 16. Use only horizontal lines when using tables. Put table number and the title of the table on top of it.
- 17. Every source cited in the body of the article should appear in the reference, and all sources appearing in the reference should be cited in the body of the article.
- 18. The sources cited should at least 80% come from those published in the last 10 years. The sources cited are primary sources in the forms of journal articles, books, and research reports, including theses and dissertations.
- 19. Citation is done using bracket (last name and year of publication). When the sources are cited verbatim, page number is included (p. 78 or pp. 78-89).
- 20. Proofs will be sent to the author for correction, and should be returned to didisukyadi@live.com by the deadline given.
- 21. Quotation and references follows APA style and the latter should be included at the end of the article in the following examples:
 - Amalia, A. (2012). The use of video in teaching writing procedural text: A quasi-experimental study in one of Senior High Schools in Bandung (Skripsi, Universitas Pendidikan Indonesia, 2012). Retrieved 12th January, 2012 from http://repository.upi.edu/skripsiview.php?no_skripsi=11587
 - Balitbang. (2008). *The assessment of curriculum policies in secondary education: Assessment report.* Jakarta: Badan Penelitian dan Pengembangan.
 - Costner, K. (Director), & Blake, M. (Writer). (1990). *Dances With Wolves* [Motion picture]. United States: Majestic Film/Tig Productions.
 - Cox, C. (1999). *Teaching language arts: A student-and response-centered classroom* (3th ed.). Needam Heights, MA: Allyn & Bacon.
 - Cramond, B. (2007). Enriching the brain? Probably not for psychologists [Review of the book Enriching the brain: How to maximize every learner's potential]. *PsycCRITIQUES*, 52(4), Article 2. Retrieved from http://www.apa.org/psyccritiques/
 - Dorland's illustrated medical dictionary (29th ed.). (2000). Philadelphia: Saunders.
 - Hunston, S. & Oakey, D. (2010). Introducing applied linguistics: Concepts and skills. New York, NY: Routledge.
 - Johnson, L., Lewis, K., Peters, M., Harris, Y., Moreton, G., Morgan, B. et al. (2005). How far is far? London: McMillan.
 - Palmer, R. (in press). A third way: online labs integrated with print materials. Indonesian Journal of Applied Linguistics.
 - Sklair, L. (2010). Iconic Architecture and the Culture-ideology of Consumerism. *Theory Culture Society*, 27(135), pp. 135-159. DOI: 10.1177/0263276410374634.
 - Suherdi, D. (2010). *Week three: Analyzing structure* [Powerpoint slides]. Unpublished manuscript, IG502, Universitas Pendidikan Indonesia, Bandung, Indonesia
 - Sukyadi, D. & Mardiani, R. (2011b). The washback effect of national examination (ENE) on English teachers' classroom teaching and students' learning. K@ta: A Biannual Publication on the Study of Language and Literature, 13(1), pp. 96-111.
 - Sukyadi, D. (2011). The metaphorical use of English address terms in Indonesian blog comments (A pragmatic analysis of Indonesian bloggers). Dalam Nasanius, Y. (ed.) *Conference on English Studies (CONEST)* 8, pp. 133-135, Jakarta: Unika Atma Jaya.
 - Waugh, L.R., & Monville-Burston, M. (eds.). (1990). On language: Roman Jakobson. Cambridge, MA: Harvard University Press.

Indonesian Journal of Applied Linguistics (IJAL) ISSN 2301-9468

Volume 6, Number 1, July 2016, pp. 1-171

Contents

Corrective feedback and writing accuracy of students across different levels of grammatical sensitivity Ayu Rizki Septiana, Gunadi Harry Sulistyo, and A. Effendi Kadarisman, *Graduate Program in English Language Teaching State University of Malang*

The effect of scaffolding and portfolio assessment on Jordanian EFL learners' writing Ruba Fahmi Bataineh and Salameh Fleih Obeiah, *Yarmouk University Irbid, Jordan and Jordanian Ministry of Education*

Chinese EFL undergraduates' academic writing: Rhetorical difficulties and suggestions Xiaoyun Bian and Xiaohong Wang, *Central University of Finance & Economics, China*

Retrospective and current levels of self-efficacy in Japanese learners Lance Paul Burrows, *Kindai University, Japan*

English literature teaching: An Indonesian context

Nita Novianti, Universitas Pendidikan Indonesia

Preservice teachers' beliefs and practices in teaching English to young learners Juliana Othman and Richard Kiely, *University Malaya and University of Southampton*

Corrective feedbacks in CLT-adopted classrooms' interactions

Ayu Liskinasih, Kanjuruhan University of Malang

Language power in courtroom: The use of persuasive features in opening statement Supardi, *Faculty of Law, University of Jember, East Java, Indonesia*

Congratulation strategies of Jordanian EFL postgraduate students

Yasser Al-Shboul and Ibrahim Fathi Huwari, Salt College for Human Sciences, Balqa Applied University, Salt, Jordan and Department of English Language and Literature, Zarqa University, Jordan

Gender cognition in religious discourse: A study of framing in thematic Holy Koran interpretation Dadang S. Anshori, *Universitas Pendidikan Indonesia*

Descriptive study of honorific use in Korean email discourse

Jaegu Kim, Sekolah Pelita Harapan, Lippo Cikarang, Jakarta

Relationship among brain hemispheric dominance, attitude towards L1 and L2, gender, and learning suprasegmental features

Mohammad Hadi Mahmoodi and Sorour Zekrati, Bu-Ali Sina University, Hamedan, Iran

Pronunciation of consonants /ð/ and /θ/ by adult Vietnamese EFL learners Thien Sao Bui, *Korea University*

Compositionality/non-compositionality of idioms: Non-native speakers' constraints to comprehension Yvonne Pedria Velasco, *Carlos Hilado Memorial State College*

Navigating between ethnic and religious identity: Heritage language maintenance among young Australians of Indonesian origin Ahmad Bukhori Muslim and Jillian R. Brown, Universitas Pendidikan Indonesia and Monash University

An overview of Indonesian loanwords from French

Tri Indri Hardini and Philippe Grangé, Universitas Pendidikan Indonesia and Université de la Rochelle - France

