

CHAPTER II

THEORETICAL REVIEW

2.1 The Review from Previous Studies

The result of study conducted in 2017 by Irmayanti, Abdul Halim, Tri Indah Rusli. Their paper aimed to reveal the teaching techniques that are used by the teacher in teaching English to Young Learners (TEYL) at SDN 3 Baruga Kendari. The result of the study indicated that the teacher used seven techniques namely listen and repeat, question and answer, listen and do, draw and color, brainstorming, pair work and group discussion.

However, it will be crucial for the teacher to develop various teaching technique that are suitable for EYL. The teacher needs to explore and try to find various activities in order to engage students in active learning style to improve their ability to understand the target language. The teacher also has to find many ways to increase students' motivation in learning because young learners are easy to lose their motivation and concentration in learning.

Zein's study conducted in 2012 investigated some serious problems in teaching English to young learner.

First, the findings of the study demonstrated the that pre-service education has not been adequate to prepare student teachers to teach English at primary level due to the lack of specificity and practical components, the fact that teacher educators have no expertise in EYL (English for Young Learners),

and the lack of provision of English and other knowledge relevant to English in PGSD (Primary School Teacher Education).

The second finding reveals in-service education has not been adequate to prepare teachers to teach English at primary level due to a limited number of quality teacher educators; poor management in terms of planning, evaluation, and transparency in participant selection; impractical orientation; as well as discrimination against teachers with non-civil servant status.

Adisti's (2010) explored Before her conducted the research in SD IT Ulil Albab, the English lesson is always use English book and work sheet to be the materials. Based on the teacher's opinion, students need the interactive materials especially for learning vocabulary. Without used an interactive material, students would feel difficulty to memorize the vocabulary. Some of the students also said in the interview that they do no like learning English because for them English is a boring subject.

Tita and Dwi (2015) reported that the young learner learn in the context of specific examples such as well prepared language games which offers rich territory for two-way educational exchanges between students and peers or teachers and students. Teachers have much to learn about how their students navigate, select, and use such an activity. In return, teachers have the capacity to enrich the curiosity to their students as they explore the learning journey. It is worth looking closely at what the contemporary literacy scenes may offer us in terms of possibilities of practical activity as well. In the face

of such innovations and creativities, teaching language especially to IEYLS would be a richer and more complex challenge than we expected before.

Endang (2013) pointed out that The competence of English teachers in primary school in Indonesia needs improvement. Teachers of English to young learners need to improve their competences. The competencies that teachers of foreign languages to young learners should have are professional, pedagogic, social and personality competences. Their professional and pedagogic competences need well preparing. The result of test on professional competency shows that more than 50% of teachers are in the category of poor and fair. The result of test on pedagogic competence shows that 181 (90.5%) teachers are in the category of poor and fair. This study uncovers that the primary school teachers of English have poor level of professional and pedagogic competences. The level is still below the intended minimum level. Therefore, this study strongly recommends the continual professional development for the teachers, especially in-service training.

The other previous study was conducted by Garton, et al (2011). This study aimed at investigating Primary English teachers dealing with their teaching practices. From the findings of the study, there were some recommendations presented:

The pre-service and in-service training provided to teachers of young learners needs to be considerably strengthened. Greater opportunities need to be found for sharing ideas and experiences amongst primary school teachers of English both nationally and internationally. For a large number of teachers, there is

substantial need for English language development. An expanded range of materials for teaching young learners is needed. Educational policy developers should be provided with advice, based on current research and good classroom practice, on effective curriculum development for young learners to enhance the learning experience of children.

Those six previous studies recommend some similar things, they are teachers' English of primary school quality has to be developed, the availability of the materials has to be enriched, and further research has to be conducted in order to provide the policy maker with advice on curriculum development in order to enhance the learning experience of young learners.

2.2 The Definition of Young Learners

Who is young learner? It is very important question to be answered before discussing the practical strategies and ideas for teaching English to young learners (TEYL). According to Slatterly there are two classifications of young learners. The first is young learners (YL); they were 7-12 years old. The second is very young learners (VYL); they were under 7 years old. Besides that, Scott and Yterberg divided the children into two main groups. The first level is children with 5-7 years old and the second is children with 8-10 years old.

2.3 History of TEYL in Indonesia

A national meeting on education was held in 1992 by the Ministry of Education and Culture as a follow up of the two surveys. Greater awareness of the roles of English in globalization and future career resulted in the increasing demand of parents and various stakeholders on the need for early English instruction (Suyanto, 2010). The result of the meeting recommended the teaching of English in SD as a local content subject. This recommendation was then legalized in the Decree of the Ministry of Education and Culture No. 060/U/1993 which states that a primary school may teach English as a local content subject to students in Year 4, 5, and 6, given the following requirements are :

- 1) the society in which the school is located requires it;
- 2) the school meets certain qualifications such as the availability of the teachers and the facilities to accommodate proper teaching-learning activities.

The Decree of Ministry of National Education No. 22/2006 about The Structure of National Curriculum renews the legalization of English as a local content subject in school that was regulated in the Decree of the Ministry of Education and Culture No. 60/1993. According to The Decree of Ministry of National Education No. 22/2006, English is a local content subject in SD as a subject that is delivered once a week, consisting of 2x35 minutes per lesson (Departemen, 2006a; Suyanto, 2009).

Decentralization of education in Indonesia has encouraged local governments to make their own decisions relative to some portion of

curricular space in the form of the use of some learning hours for what has become known as a local content (Musthafa 2010:1). As a result of this decentralization policy, many districts and city governments are interested in teaching English to young learners (EYL). This is evidenced by the increasing number of elementary schools which offer English classes at the elementary school level.

Currently, many elementary schools in Indonesia offer English subject as a local content starting at the fourth grade (aged nine to ten); yet many other elementary schools even teach English at earlier grades (earlier age). It becomes a new trend in which schools offer English instruction before grade four.

Language policies introduce English to young learners at earlier ages, and the educators look for the most effective ways of teaching it. Aligned with the introduction of foreign languages to young learners, the necessity to prepare teachers has risen. This TEYL program is necessary to be well prepared.

2.4 The Types of English teacher in Primary School

The report from MoNe on the statistics on primary education reveals that there are 47,577 primary school English teachers (henceforth PSETs) in Indonesia, of whom 41, 304 teach in SD Negeri while 6, 271 teach in SD Swasta (Kementrian, 2009).

The discussion below reveals the heterogeneity of English teachers in SD based on studies by Suyanto (2010) and Zein (2011).

2.4.1 Teachers without an English background

English teachers who have no relevant English background are those who do not undertake a major in English or English education during their pre-service education. They come from three pools of education system: 1) School for Teacher Education (*Sekolah Pendidikan Guru* - henceforth SPG); 2) Primary School Teacher Education program (*Pendidikan Guru Sekolah Dasar* - henceforth PGSD); and 3) undergraduate level of education other than education and English.

A considerable portion of the existing English teachers consists of graduates of other non-English programs such as Biology, Mathematics, Indonesian Language, etc. Graduates of other non-English programs and PGSD alike have not undertaken English for Young Learners, but are equipped with a unit called *English for University Students*, which is offered for 4 credit points (200 minutes/week) to provide some general English preparation for the students.

They are equipped with knowledge and skills specific to the nature of their major, but are not pedagogically prepared to teach English at any levels of education in Indonesia. most cases classroom teachers are appointed to teach English to the students in their class, in

some cases some teachers who are considered to have better command of English in comparison to other teachers are appointed to teach English.

2.4.2 Teachers with an English background

Teachers of English at primary level with an English background are those who undertook a major in an English related field during their pre-service education. They come from The Institution of Education and Teacher Education (*Lembaga Pendidikan Tenaga Keguruan* henceforth LPTK). LPTK is the main form of pre-service teacher education for English teachers in Indonesia, consisting of higher education institutions whose main role is to provide education and pedagogical training for those who are interested in teaching in junior and senior high schools. LPTKs include Institute of Teacher Training and Education (*Institut Keguruan dan Ilmu Pendidikan* henceforth IKIP), College of Teacher Training and Education (*Sekolah Tinggi Keguruan dan Ilmu Pendidikan* henceforth STKIP), and Faculty of Teacher Training and Education (*Fakultas Keguruan dan Ilmu Pendidikan* henceforth FKIP).

The English Study Program is a four year undergraduate degree consisting of 146 credit points. Teachers graduating from English Study Program will have acquired strong foundation on areas of English linguistics (e.g. phonology, syntax, morphology, and semantics) and English literature (prose, poem, and drama). EYL (English for Young

Learners) is not offered to students of this program, but English pedagogy is covered in units such as *Teaching English as a Foreign Language* (TEFL) and *Language Learning Assessment* (Universitas Negeri Malang, 2011b).

2.5 Requirements For Effective Teaching of English to Young Learners

To the extent of teaching English to young learners, Musthafa (2010) delineated five requirements that should be fulfilled by teaches for young learners, they are as follow:

2.5.1 Accomplished teachers of English should know who children are

Curtain and Dahlberg (2000) claim that effective language instruction builds on topics and contexts that are relevant to the learners. Consistent with this thinking, unless the learners' experiences are taken into account, teaching methods, texts and assessment practices are inappropriate. It is therefore critical that teachers know who their target learners are before they can design a good English instruction.

Who are the children? Review of both theoretical treatise and research-based reports which are underpinned by socio-cultural theories-- which strive to understand children from children's own perspectives— will lead us to a clear conclusion that children are children—not little adults. As repeatedly shown in peer culture studies, children have their own culture—ways of doing things—which are

different from that of adults. Given this thinking, children should be treated and appreciated in their own right.

If we want English teaching to work as expected, it should first of all be ensured that teachers hold an appropriate perspective about who children are because almost all pedagogical decisions the teachers would make stem from this perspective.

2.5.2 Accomplished teachers of English should know how children learn

The works of Bruner (1996) and later works of Piaget (1975) have provided very useful insights into how children learn. More specifically, Bruner (1996) proposes a hierarchy of children's learning modes: *enactive* (which means relying on physical activities), *iconic* (which represents residual mental images resulting from the contacts with material entities), and *symbolic* (which comes later by way of symbolic means such as language).

Parallel to these three modes of learning, Piaget (1975)—as cited in Chaile & Britain (1991)—contributes another helpful concept. That is, three kinds of knowledge children create from their engagement with physical objects and social intercourse. More specifically, according to Piaget, there are three kinds of knowledge: *physical knowledge* (which children construct out of their “interaction” with physical objects), *logico-matematical knowledge* (i.e., basic concepts children *acquire – as a mental residue--* from their actions on physical

objects), and *social knowledge* (the kind of knowledge children “receive” from social interaction with other members of the culture).

From these hierarchies of learning modes and kinds of knowledge constructed by children—and based on other theoretical constructs and research-based propositions as well—socio-cultural perspectives propose learning principles, including the following: children learn from direct experiences; children learn from hands-on physical activities; children’s thinking is embedded in here-and-now context of situation; children learn holistically from whole to parts using scripts; and children have a short attention span.

1. Children learn from direct experiences.

Unlike adults—who can generally learn from decontextualized abstractions—children learn and create knowledge base from direct experiences: from what they can capture using their senses, and from what they experience directly. This learning principle has a great implication for topic choice and materials development by the teachers. For instance, rather than trying to engage children into the idea of playing foot ball (or soccer) during winter time—which they generally do not experience in their lives in Indonesia—teachers of English could involve the children in talking about their favorite activities during the rainy season. In this way, the learning of English makes a better

sense to learners because this foreign language can serve a real purpose: talking about things they think important in their lives.

2. Children learn from hands-on physical activities

Different from the way adults learn whereby abstract, virtual experiences can be digested in such an allegedly easy way, young children's learning is greatly enhanced when the learners are engaged in hands-on physical activities such as playing with physical objects or making physical movements. This learning tendency has a great implication for instructional design. That is, rather than using seat work all the time, for instance, a teacher of English would help her students learn better if she has the learners do things in English (such as creating posters with captions in English) or do things with English (such as negotiating field trip plans in English). In this way, English instructional activities become more varied and engaging to young learners.

3. Children's thinking is embedded in here-and-now context of situation

Common in classes of young learners are learning activities related to the identification of colors and shapes of objects. Teachers of English often complain about how time consuming it is to prepare teaching scenarios and create learning media.

Given that children's thinking tends to be embedded in what is happening right now and what can be experienced on site, it

would make a better sense if the teacher capitalize on the colors she can spot in what students are wearing and using and use this as a basis for the learning activity. The same procedure can also be adopted for the topic of shapes of objects.

In this way, the teaching and learning of English can serve a real purpose, and this will, in turn, increase children's learning motivation because they can see for themselves that English is useful.

4. Children learn from whole to parts – holistically-- using scripts

As suggested in the learning principles discussed earlier, children create knowledge by accumulating what has already been experienced case by case. From this kind of experience, children develop scripts which serve as a kind of “organizer” for digesting their ensuing experiences. Take “eating in a restaurant” as an example. Using their direct experience as a guide, children would construct the eating-in-a restaurant- script as coming in-> making an order-> being waited on-> eating -> paying the bill (and then) -> leaving.

This initial script will later be revised with more details if the children experience having a meal in “all you can eat” restaurant where customers help themselves; or when dining at the expense of another person (i.e, “being treated” by another person) where the bill is taken care of by the other person.

Given this way of learning, children would get facilitated if the English instruction builds on what children know rather than on what is likely new to them. In this way, thinking in the foreign language would be limited only in terms of vocabulary items—not in the concept they do not have.

5. Children have short attention span

Unlike adult learners who can concentrate hours and hours on the topic they are working on, children can hold their attention for about 15 to 20 minutes only. This relatively short attention span has a great implication for teaching procedures. That is, rather than using a large time block for an uninterrupted session, it would be better to divide the time block into several smaller chunk of activities where children are engaged in different, smaller chunks of learning activities. This means that teachers of English should use various teaching techniques for shorter periods of time to avoid boredom on the part of students, while—at the same time—pay close attention to teaching items being targeted for each fraction of the sessions.

2.5.3 Accomplished teachers of English should know how children learn a language.

Parallel with the ideas discussed earlier with regard to ways of children's learning, young learners acquire a language from direct contact with language in use, including observing and participating in

literacy practices; watching how people read and write for functional real purposes; and participating in literacy events. In other words, language skills are acquired naturally in the context of meaningful oral interaction and literacy events (Wagner, 1989). In addition, children learn a language by doing things in and with the language (e.g., participating in social activities involving the use of the language; being engaged in social interaction using the language being learned).

Consistent with the above described thinking, and following ideas proposed by the leading proponents of Whole Language such as Frank Smith, Ken Goodman, and Gordon Wells, Musthafa (2001) proposes three dimensions of learning a language: exposure to the language (where learners get exposed to language in use which can serve as examples to learn from), engagement (where learners get opportunities to use the language for communicative purposes), and consistent support (where the learners see for themselves that learning the language is useful; and the language they learn is socially recognized as prestigious). These three dimensions should be there if the learning of a language is to be effective as expected.

2.5.4 Accomplished teachers of English should know how children learn English as a Foreign Language

The status of English as a foreign language in Indonesia and as “local content” in primary school entails extra hard work for teachers. This is so for at least three reasons. First, English as a Foreign

Language means that the language has no/or very limited function in social intercourse in Indonesia. Learning English with no clear social function can pose a real challenge to teachers because the student learning motivation can be low and the exposure to the language use outside the class can be very limited. Second, English as local-content means very limited contact hours: two to four hours only per week. This very low frequency of instructional encounter virtually precludes skills development on the part of learners. Third, as the decision to teach English to young learners is not complemented with a systematic preservice and inservice training, the teaching of English to elementary school children means a “perfunctory” activity and this can put teachers’ reputation on the line.

Curtain & Dahlberg (2000) reminds us that teachers who cannot comfortably use the target language for classroom purposes will not be able to surround learners with the language— an essential component of an effective language learning environment. And this kind of English teachers are more a rule than an exception in Indonesian elementary school context (see Musthafa, 2001)

2.5.5 Accomplished teachers of English should know the principles and should be able to do things to facilitate children learning English as a foreign language in Indonesia

As exposure to English in use is very limited outside of the classroom, teachers of English should use English all the time/or as

much as possible during the session in the classroom. To support the idea of increasing exposure to English use, print-rich environment should also be created in and around the classroom.

As children learn more readily when engaged in physical movements, teachers should use activity-based teaching-learning techniques such as TPR, games, and projects. Also to be noted here is that teachers should focus on functional English for vocabulary development, and for immediate fulfillment of communicative needs of the young learners.

As children have relatively short attention span, teachers of English should use various techniques for short periods of time to maintain the interest level of the children in engaging the English lessons. Also noteworthy is the idea that teachers should reiterate often to ensure the acquisition of English.

As classroom English (or language of classroom interaction) is relatively distinctive in nature, it is good idea if the teachers can provide useful acquisition-promoting routines in English so that—as a collective—children in the classroom can acquire relatively significant amount of functional English simply by being present in the classroom.

2.6 Young Language Learners' (YLLs) Characteristics

By the presence of Globalization era, the inclusion of English in the primary school level has been seen to become a must. It is principally aimed

at preparing YLLs for the future competition they will face and encounter. For this reason, English is introduced to learners in early stages of their lives. Moreover, it is believed that learning English in early stages would give advantages since children are able to learn faster and understand things easier than adults.

Realizing the importance of all of these, YLLs teachers would be better equipped and of course a positive English language teaching and learning environment can possibly be created.

Cited in Halliwell (1992), six characteristics of YLLs are presented as follow:

1. They are able to grasp meaning easily

YLLs have the capacity in gaining or understanding a message without actually comprehending a language. Their understanding can be enhanced through gesture, visual aids, facial expressions, and demonstrations.

2. They can creatively use their limited language sources

With a limited range of knowledge in a second or foreign language, YLLs would still have the competence to deliver messages with intention. This can be done through the use of various strategies such as gestures, facial expressions and if the object being discussed is present, pointing it directly would also be one of their strategies to communicate.

3. They have capacity for indirect learning

When YLLs teachers teach their students, they do not require learning their students' native language. It is because YLLs possess the competence for indirect learning.

4. They have an instinct for play and fun

It is already their nature for YLLs to have strong intension to play and do something fun. By taking this into account, teachers of YLLs can actually take the advantages of letting their students to play—of course within the teachers' control—while at the same time try to use English in the activity. Parallel with this idea, Paradis, Kirova & Dachyshyn (2009, p.10) also emphasize the significance of combining play with the language learning and teaching process in class. They elaborate that play has become the cornerstone for children's social, cognitive, and language development. They further suggest that early childhood professionals should promote play as the leading activity for children. YLLs—which are also considered children—could spontaneously have a really high enthusiasm and act more livelily in the classroom.

However, when they are asked to do tasks which they find hard, they would lose their learning interest more quickly and would feel unmotivated in following the lesson (Cameron, 2001). Therefore, the English language teaching and learning process in the classroom needs to be designed in an interesting way.

5. They have lively imagination

YLLs have fantasy and are imaginative in a way that it could give the teachers a favor to benefit this characteristic of children to make children use the language they learn. Doing role-plays or thinking of a travel to other countries with the fantasy that they have can become the activities that they like most.

6. They have an instinct for interaction and talk

YLLs have a strong intension to interact and talk with others, such as their friends and teachers. They always want to say things that they have in their mind. Of course, this can be a positive sign for the teachers to ask their students to share what they really want to say in English.

By looking at and considering those characteristics of YLLs elaborated above, the way YLLs teachers teach English to YLLs, for sure, needs to be different from that it is taught to adults. As mentioned, it is because YLLs possess special characteristics that should be treated in particular manners and be given typical attentions (Scott & Ytreberg, 2004). Once they frequently obtain sufficient exposure to the use of the language they learn, they will grow to become competent speakers or users of that language (Harmer, 2007).

Based on the above mentioned characteristics of young learners, the curriculum suggests that young learners' syllabus should include the following activities with their benefits (MoNE, 2006):

- a. Singing: it helps to acquire a sense of rhythm.
- b. Songs, rhymes/chants: they are wonderful means of teaching stress and intonation patterns.
- c. Games, including musical ones: they constitute a context for language use for children. They become themselves when they play or sing.
- d. Games and songs: they contribute to socialization.
- e. Craft activities: they give children a sense of accomplishment.
- f. Physical and mental involvement in the production of something concrete and useful makes children forget about the formal side of teaching which often proves counterproductive.

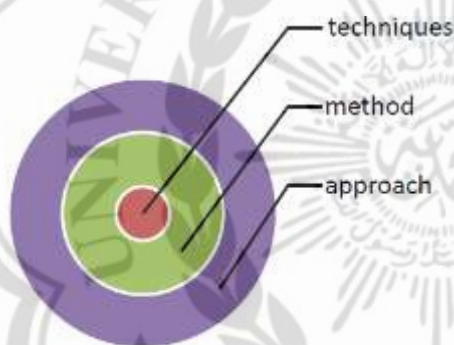
The curriculum provides the know-how about the medium of instruction (use of L1 and L2), how to implement game, story, singing, and drama activities, and preparing and implementing evaluation materials. Also The coursebooks used with young learners at fourth grade are able to meet pupils' needs in terms of language, outline, content, methodology, and language skills.

2.7 Methods of Teaching Language in TEYL

Methods include prescriptions for the teacher and the learners. All methods are a pre-packaged set of specifications of how the teacher should teach and how the learner should learn derived from a particular theory of language and a theory of language learning.

For the teacher, methods prescribe what materials and activities should be used, how they should be used and what the role of the teacher should be.

For learners, methods prescribe what approach to learning the learner should take and what roles the learner should adopt in the classroom different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method) and different methods make use of different kinds of classroom activities (the techniques).



Kinds of Methods

According to Larsen-Freeman, D. (2000) There are some methods for teaching english,

2.7.1 Grammar Translation

The Characteristics of grammar translation methods are

1. Traditional way of teaching Latin and Greek. In the 19th century used to teach French, German and English.

2. Typical lesson consisted of a) presentation of grammatical rule, b) specially written text that demonstrated the rule, c) list of new words, d) translation exercises, e) grammar exercises.
3. Emphasis on learning to read and write.
4. Vocabulary is taught in the form of lists of isolated words.
5. Long, elaborate explanations of the intricacies of grammar are given.
6. Medium of instruction was the mother tongue. No provision for the oral use of language.
7. Little attention is paid to the content of texts, which are treated as exercises in in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

2.7.2 Direct Method

Emphasis on: oral interaction, spontaneous use of language and no translation, little if any analysis of grammatical rules and structures, classroom instruction was conducted in the target language, there was an inductive approach to grammar, only everyday vocabulary was taught. concrete vocabulary was taught through pictures and objects, abstract vocabulary was taught by association of ideas, new teaching points were introduced orally. communication skills were organized around question-answer exchanges between teachers and students.

speech and listening comprehension were taught, correct pronunciation and grammar were emphasised.

2.7.3 Audio Lingual Method

1. Outbreak of the World War II:

Heightened the need to become orally proficient. “The Army Method” (an oral-based approach to language learning).

2. Influenced by structuralism and behaviourism:

Identify the grammatical structures and the basic sentence patterns.

Practice these patterns by systematic attention to pronunciation and intensive oral drilling.

3. New material is presented in dialogue form.

There is dependency on mimicry, memorization of set phrases, and overlearning.

4. By constant repetition the learner develops habits. Language learning is seen as acquiring a set of appropriate mechanical habits; errors are not accepted because they lead to the development of bad habits.

The role of the teacher is to develop good language habits.

5. There is little or no grammatical explanation. Grammar is taught inductively. Great importance is attached to pronunciation.

Very little use of the mother tongue by teachers is permitted.

Successful responses are reinforced.

There is great effort to get students to produce error-free utterances.

Dialog memorization.

6. Repetition drill: Students repeat the teacher's model as accurately and as quickly as possible to learn the lines of the dialog.

Transformation drill: The teacher gives students a certain kind of sentence pattern. Students are asked to transform a sentence into a negative sentence.

Question-and-answer drill: This drill gives students practice with answering questions.

7. Complete the dialog: Selected words are erased from a dialog. Students complete the dialog by filling the blanks with the missing words.

–e.g. Lucy: I hear Mary got the first prize in that painting competition. –Rose: ...

–Lucy: Did she really?

–Rose: Yes she did. I saw her painting and it really was good.

For a survey of the history of second or foreign language teaching, Jill Kerper Mora (2008) discussed some important teaching methods in her recent published newsletter "Show-Me". Those are-

Grammar-Translation Approach

Direct Approach

Reading Approach

Audiolingual Method

Community Language Learning

The Silent Way

Communicative Language Teaching

Total Physical Response

Grammar Translation Method According to Richards and Rodgers (1986), Grammar Translation Method approaches the language first through detailed analysis of rules, followed by application of this knowledge to the task of translating sentences and texts into and out of target language. According to Prator and Celce-Murcia (1979) in Teaching English as a Second Foreign Language the key features of the Grammar Translation Method are as follows:

1. Classes are taught in the mother tongue, with little active use of the target language. These aims are achieved in the classroom by long and elaborate grammatical explanations and demonstrations in the native language, (Rivers, 1968, p.16-17)
2. Much vocabulary is taught in the form of lists of isolated words. A number of studies demonstrate that learning by word lists is an effective way of learning vocabulary (Ehri and Wilce's, 1980; Randall, 2007; Fitzpatrick, 2008). Moreover, Nation and Gu (2007) states that vocabulary learning requires memory, processing, storing, and using L2 words in productive ways (p. 85). Baddeley (1997) specifies another common argument, which is very strong among teachers that is rehearsal and elaboration are two ways to

facilitate recall (p. 116-19). 3. Long, elaborate explanations of the intricacies of grammar are given. 4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words. 5. The habit of reading difficult classical texts is begun early. Students translate a reading passage from the target language into their native language. The passage may be excerpted from some work from the target language literature (Larsen and Freeman, 2004). On the topic of reading, Strong (1996) argues that literature can form the basis of an extensive reading program with the attendant acquisition of new vocabulary as well as grammatical forms that will encourage students to develop positive attitude towards reading. 6. Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis. 7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue (P. 3).

Direct Method

Richards and Rodgers (2001), describe principles of procedures underlying the Direct Method in the following way (p. 12):

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.

3. Oral communication skills were built up in carefully graded progression organized around question-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstrating, objects (e.g. realia or pictures), and pictures; abstract vocabulary was taught by association of ideas.

2.7.4 Reading method

This method is selected for practical and academic reasons. The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. So in the process of learning language, in reading approach interacting and talking about text in particular ways is essential (Casanave 1988).

Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text (Mora, 2012). In reading approach, instructors need to take into account the following features:

1. This approach confirms that students must read faster and with more fluency if they wish to read effectively (Eskey, 1986; Anderson, 2005). Faster reading promotes reading in thought units

instead of one word at a time, and that leads to improved comprehension.

2. Krashen (1985) posited that the best way to improve reading is by reading. The benefits of extensive reading include fluency, vocabulary acquisition, awareness of grammar, models for writing, and an immersion in the culture of the second or foreign language.
3. Recent work by Nation (2001), Coxhead (2000), Cobb, and others, allow teachers to focus on the direct instruction, extensive reading, and multiple exposures to the same words by any means necessary to promote reading.

Audiolingual Method

According to Fries, language should be taught by using “intensive oral drilling of its basic patterns” (Richards, J.C., 1987). The main learning principles of audio-lingual method were introduced:

1. First of all, foreign language learning is a mechanical process. Memorization and repetition of dialogues or other drill patterns minimize the risk of making a mistake and increase the chances of giving a correct answer that leads to reinforcement of good habits.
2. Second, Foreign language can be learned and taught more effectively if it is presented in spoken form before students will see written form. “Aural-oral training is needed to provide the foundation for the development of other language skills”

3. Third, the meaning of words and phrases of a second language should be learned and taught in a linguistic and cultural context. “Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language” (Rivers, 1964, p.19-22).

2.7.5 Community language Teaching

Stage 1- Reflection The teacher starts with students sitting in a circle around a tape recorder to create a community atmosphere. The students think in silence about what they'd like to talk about, while the teacher remains outside the circle. To avoid a lack of ideas students can brainstorm their ideas on the board before recording.

Stage 2 - Recorded conversation Once they have chosen a subject the students tell in their L1 what they'd like to say and the teacher discreetly come up behind them and translate the language chunks into English.

Stage 3 - Discussion Next the students discuss how they think the conversation went. They can discuss how they felt about talking to a microphone and whether they felt more comfortable speaking aloud than they might do normally. Stage 4 - Transcription Next they listen to the tape and transcribe their conversation. I only intervene when they ask for help. Stage 5 - Language analysis Sometimes students analyze the language the same lesson or sometimes in the next lesson. This involves looking at the form of tenses and vocabulary used and why

certain ones were chosen, but it will depend on the language produced by the students.

2.7.6 The Silent way

Tell me and I forget, Teach me and I remember, Involve me and I learn Benjamin Franklin (1706-1790) The last line of Benjamin Franklin's famous quote about teaching and learning can be said to lie at the heart of Silent Way. Richards and Rodgers (1986:99) summarized the theory of learning behind the Silent Way:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

2.7.7 Communicative Language Teaching

CLT is based on the Hymes' (1972) theory of "communicative competence". This theory emphasizes learners' ability to use language in specific contexts and in terms of social demands of performance (McNamara, 2000:116). For example, through communicative activities students will first communicate and later on they will learn the grammar inductively.

Despite the lack of universally accepted models, from early on, there has been some degree of consensus regarding the qualities

required to justify the label “CLT,” which Wesche and Skehan (2002) describe as:

1. Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems. For example, pair work, group work etc.
2. Use of authentic (non-pedagogic) texts and communication activities linked to “real-world” contexts, often emphasizing links across written and spoken modes and channels.
3. Approaches that are learner centered in that they take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions.

2.7.8 Total Physical Response

In teaching foreign language to young learners, Total Physical Response (TPR) becomes teachers’ preferences since it is appropriate for teaching young learners (Klein 1993). Linse (2005) argues that TPR is good for children who developmentally have shorter attention span. Furthermore she said that TPR is suitable for children because children do not learn by thinking but by doing things. Frost (2000) elaborates reasons why TPR should be implemented in the classroom, they are as follow:

1. it is fun, applying it enable teachers to break the affective barriers
2. it can be memorized easily
3. it accommodates kinesthetic learners

4. it is suitable for large or small classes
5. it can be implemented in mixed-ability classes
6. it is easy to prepare
7. it caters learners' learning styles

TPR was coined by Dr. James J Asher. It is based upon the way children learn their mother tongue. Language-body conversation underlies this method. It is when parents speak and an infant response with a physical response such as looking, smiling, reaching, etc. although the infant is not yet speaking, the child is imprinting a linguistic map of how the language works. Silently, the child would internalize the patterns and sounds of the target language.

Like every other method TPR had its limitations. It seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence. In a TPR classroom, after students overcame the fear of speaking out, classroom conversations and other activities proceeded as in almost any other communicative language classroom. In TPR reading and writing activities, students are limited to spinning off from the oral work in the classroom.