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TEACHING ENGLISH AS FOREIGN LANGUAGE

English Education Program
Faculty of Tarbiyah and Teacher Training
IAIN JEMBER

DICTATE
TEACHING ENGLISH AS FOREIGN LANGUAGE

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FOREWORD

Gratitude and blessings hopefully will always be by the side of Allah SWT for the completion of the dictates of Teaching English as Foreign Language. This dictate contains a summary of the material related to the context, principles, method, as well as the post-method condition in the language teaching, especially English. At the beginning of the chapter, the expected final abilities are always listed and after each explanation of the material, examples are given to make it easier for the reader to understand the material.

This dictate contains a brief and clear explanation towards the case matter. Some of the examples are also given to give better understanding for the students. Finally, with this dictate, the students hopefully are able to achieve the final ability that the author expects in discussing within the topics of Teaching English as Foreign Language.

Author

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CHAPTER I. TEACHING ACROSS LEARNING-AGE

Teaching Children

Some people belive that children can be more successful in learning a new language compared to adults. Dealing with this assumption, there are some qualifications made:

1. Children's widespread success in acquiring second language belies a tremendous subconscious effort devoted to task.

   Children involve both cognitive and affective effort in order to internalize native and second languages. Moreover, they are also more spontaneous and not really paying attention to the language forms. Unlike children, adults tend to do the opposite.
2. Adults are not necessarily less successful in their efforts.

   Compared to children, adults may have greater chance to learn and retain a larger vocabulary, utilize various deductive and abstract process in learning grammar and other linguistics concepts, and learn better in classroom setting due to their superior intellect.
3. The popular claim fails to differentiate very young children (4 to 6 years old) from pre-pubescent children (12 to 13 years old) and the whole range ages in between.

   Children in different ages have their own difficulties in learning a new language. These difficulties may be affected by many factors such as personal, social, cultural, and political.

Since the way how children learn a new language is different from adults, a language teacher is demanded to be able to select the appropriate skills and materials that suit to the children's needs. In this case, there are five categories that may help to give some practical approaches to teaching children:

1. Intellectual Development

   There are some rules to apply in term of children's intellectual development:

   a. Don't explain grammar using terms like "present progressive", "relative clause", etc.
   b. Rules stated in abstract terms should be avoided.
   c. Some grammar concepts can be taught by showing certain patterns and examples.
   d. Certain more difficult concepts or patterns require more repetition than adults' needs.

2. Attention Span

   Children have short attention span when they have to deal with materials that they consider as boring. Therefore, a teacher needs to make the teaching and learning process interesting, lively, and fun. Here are some ways that a teacher can do to deal with children's short attention span:

   a. Activities should be designed to capture their immediate interest.
   b. Give a variety of activities to keep interest and attention live.
   c. Be animated, lively, and enthusiastic about the subject matter.
   d. Include a sense of humor while teaching to keep children laughing and learning.
   e. Make sure to tap children's sense of curiosity whenever possible.

3. Sensory Input

   Here are some ways a teacher can do to involve the all five senses in classroom activities:

   a. Involve some physical activities in the lesson such as role-play, games, or TPR activities.
   b. Give projects and other hands-on activities to help children internalize language.
   c. Try to provide sensory aids to help children internalize concepts.

d. Give careful attention to our nonverbal language since children are very sensitive to facial features, gestures, and touching.

4. Affective Factors

Here are some ways that a teacher can do to help students (children) overcome any affective factors in learning a new language:

a. Help your students to laugh with each other at various mistakes that they all make.
b. Be patient and supportive to build self-esteem, yet at the same time be firm in your expectations of students.
c. Elicit as much oral participation as possible from students, especially the quieter ones, to give them plenty of opportunities for trying things out.

5. Authentic, Meaningful Language

Here are some things to consider while attempting providing authentic and meaningful teaching materials for children:

a. Children are good at sensing language that is not authentic.
b. Language needs to be firmly context embedded.
c. Language must be taught as a whole, so that children can see the interrelationship among the various skills.

Teaching Adults

By considering the fact that adults have superior cognitive abilities that help them to be more successful in certain classroom activities compared to children, there are five things to consider in teaching a new language to adults:

1. Adults are more able to handle abstract rules and concepts, yet, it is better to maintain to give real-life language use.
2. Adults have longer attention spans for materials that may not be intrinsically interesting to them, yet, it is better to keep the activities short and interesting.

3. There is no need to involve varied sensory input, yet, it is important to appeal multiple sensory senses to make the class lively.
4. Adults may have higher self-esteem in the classroom compared to children, yet, a teacher takes this emotional factor into serious consideration while teaching adults.
5. Adults can understand a context-reduced segment of language better than children because of their more developed abstract thinking ability, yet, it is better to maintain giving authentic and meaningful teaching materials.

As the implication of different ways in teaching a new language to children and adults, there are some classroom management do's and don'ts that a teacher has to take into account:

1. Do remember that even though adults cannot express complex thinking in a new language, they are nevertheless intelligent adults with mature cognitive and adults emotions. Try to respect those adult students with a low proficiency.
2. Do give the adult students as many opportunities as possible to make choices about what they will do in and out of the classroom; let them give an opinion about what to learn.
3. Don't treat adults like children by calling them "kids", using "caretaker" talk, and talking down to them.
4. Don't discipline adults in the same way as children.

Teaching Teenagers

Teens is the transition phase between being a child and an adult. These "young adults" are ranging from 12 to 18 years old or so. Teens is an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. By considering those aspects of being a teen, a different way of teaching has to be applied. In this case, there are five things that a teacher has to consider in teaching a new language to teens:

1. Intellectual capacity adds abstract operational thought around the age of 12. So it is possible to give sophisticated intellectual processing.
2. Attention spans are lengthening as the result of intellectual maturation. However, it is better to keep the explanation and activities short due to the diversion happens in teenager's life.
3. Varieties of sensory input are still important. However, it is also important to increase the capacities of abstraction.
4. Factors surrounding ego, self-image, and self-esteem are at their highest point. Therefore, a teacher needs to keep high self-esteem by avoiding embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmate, and encouraging small-group work where risk can be taken more easily by a teenager.
5. Teenagers become increasingly adult-like in their ability to make occasional diversions from the immediate communicative context to isolated grammar and vocabulary teaching. However, a teacher has to be able to decide when he/she needs to provide authentic and meaningful materials for better teaching and learning process.

CHAPTER II. TEACHING ACROSS PROFICIENCY LEVELS

Proficiency levels divided into three: beginner, intermediate, advanced. In teaching and learning English as foreign language, there are ten factors that need to consider for each level. These ten factors will help teachers to formulate an approach to be used in classroom. The following are the ten factors and the explanation for each proficiency levels.

Students' cognitive learning processes

a. Beginner Level

In the first few weeks of language learning, students' processing in the second language in a focal controlled mode. Teachers should engage in plenty of repetition of a limited number of words, phrases, and sentences. However, teachers can ask students to practice language for meaningful purposes with a focus that the language is put, not on the forms of language.

b. Intermediate Level

In this stage, some automatic process has taken hold. A number of words, phrases, and sentences acquired has increasing and forcing the mental processes to automatize. Teachers' goal at this level is to get students to continue to automatize, to continue to allow the pieces of language that might clutter the mind to be relegated to automaticity.

c. Advanced Level

The competence in language continues to build; students assign larger chunks to automatic mode and gain the confidence to put the formal structure of language on the periphery. Teachers would almost be unnecessary and their task in this stage is to assist the ongoing attempt to automatize language.

The role of the teacher

a. Beginner Level

Beginning students are highly dependent the teacher for models of language, so teacher-centered is appropriate for this stage. Yet, pair work and group work are effective techniques for taking students into an interactive frame at beginning level.

b. Intermediate Level

Teachers are no longer the only initiator of language. More students-students interaction can now take place. Students-centered class is now possible to do as students are able to maintain topics and focus.

c. Advanced Level

The independence that students have should be channeled into classroom routines that can benefit most students. Some orderly plans are important. Teachers' role in this stage is to direct students to create effective learning opportunities even within a predominantly students-centered classroom.

Teacher talk

a. Beginner Level

Teachers' input in class is crucial. It is appropriate to slow teachers' speech for easier students' comprehension. Teachers do not need to talk louder to beginner than to advanced students if the articulation is clear.

b. Intermediate Level

Teachers' oral production can be sustained at a natural pace as long as the articulation is clear. Teachers should not occupy the

major proportion of class hour; teachers should give students enough opportunity to talk.

c. Advanced Level

Natural language at natural speed is a must in this level. Teachers need to make sure that their students are challenged with the choice of their vocabulary, idioms, so on. But, always remember that they are still students, they are still learning the language.

Authenticity of Language

a. Beginner Level

The language that teachers expose should be authentic language. Teachers have to make sure that utterances are limited to short and simple phrases.

b. Intermediate Level

Students sometimes overly concerned about grammatical correctness and they may wander into esoteric discussion. Teachers should make sure the students stay on track.

c. Advanced Level

Everything from academic prose to literature becomes a resource for this level. No authentic language material should be disqualified at this stage.

Fluency and accuracy

a. Beginner Level

Fluency is the goal at this level but only within limited utterance lengths. In teaching speaking skills, teachers need to correct grammatical and phonological errors. Pronunciation work is very important at this stage.

b. Intermediate Level

The dichotomy between fluency and accuracy is a crucial concern here. Fluency exercise is a must. It will help students over the hump of always having to say or write everything correctly.

c. Advanced Level

At this level, all of students are fluent. A few problems perhaps still need attention. If errors are rare, a treatment from teachers or from peers may be helpful.

Student creativity

a. Beginner Level

At the beginning level, students can be creative only within the confines of a highly controlled repertoire of language. Innovation will come later when students get more language under control.

b. Intermediate Level

Interlanguage errors are a good indication of the creative application of a system within students' mind. In this level, students are more capable of applying their language in unrehearsed situations.

c. Advanced Level

Students are able to apply classroom material to real contexts beyond. Teachers need to make sure that students keep their eyes fixed on those goals. Teachers should wary of classroom activity that simply ends right there in the classroom.

Teaching Techniques

a. Beginner Level

Short simple techniques must be used. Group and pair activities are excellent techniques as long as they are structured and clearly defined with specific objectives.

b. Intermediate Level

Techniques can increase in complexity. Common interactive techniques include chain stories, surveys and polls, paired interviews, group problem solving, and many others.

c. Advanced Level

Techniques can now tap into a full range of sociolinguistic and pragmatic competencies. Typical activities are like group debates and argumentation, writing essay and critiques, and so on.

Listening and Speaking Objectives

a. Beginner Level

Listening and speaking functions for beginners are meaningful and authentic communication tasks. They are limited more by grammar, vocabulary, and length of utterance than by communicative function.

b. Intermediate Level

Along with the creation of novel utterances, students can participate in short conversations, find alternative ways to convey meaning, and more. The functions may not be more complex, but the forms they use are.

c. Advanced Level

Pragmatic constraints are common areas needing work as students fine tune their production and comprehension in terms of register, style, the status of interlocutor, turn taking, topic changing, and culturally conditioned language constraints.

Reading and Writing Objectives

a. Beginner Level

Reading and writing topics are confined to brief but real-life written material. Ads, forms, and recipes are used for reading while written work involves forms, lists, and letters.

b. Intermediate Level

Students read paragraphs and short simple stories and are beginning to use skimming and scanning skills. Writing material is similarly more sophisticated.

c. Advanced Level

Reading and writing skills similarly progress closer to native speaker competence as students learn more about such things as critical reading, the role of schemata in interpreting written text, and writing a document related to one's profession.

Language Component: Grammar

a. Beginner Level

A typical beginning level will deal at the outset with very simple verb forms, personal pronouns, definite and indefinite articles, singular and plural nouns, and simple sentences.

b. Intermediate Level

Grammar topics such as progressive verb tenses and clauses typify intermediate level teaching. Students can benefit from small doses of short explanation of points in English.

c. Advanced Level

A typical advance level will deal with functional forms, sociolinguistic and pragmatic phenomena, and how to building strategic competence. Linguistic metalanguage is now serves more useful role as students perceive its relevance to refining their language.

CHAPTER III. PRINCIPLES IN LANGUAGE TEACHING

In teaching and learning area there are no such a quick-fix to employ in order to best teach a second language. All techniques in established principles of language teaching and learning need an ability to comprehend when to use them, with whom it will work, how to adapt it for the audience, or how to judge its effectiveness. Now here in this chapter, there are twelve overarching principles of second language learning that interact with sound practice and on which a teaching can be based.

Cognitive Principles

These set of principles relate mainly to mental and intellectual functions. However all twelve of the principles outlined in this chapter spill across somewhat arbitrary cognitive, affective, and linguistic boundaries.

Principle 1: Automaticity

This is related to the success of children learning their second language, especially when they are living in the environment where the second language is mainly used. This is an inductive process, so they do not learn the language by "thinking" about them but rather experience the process of exposure to language input and opportunity to experiment with the output language. In automatic processing by Mc Laughlin (1990; McLaughlin et al. 1983), only peripheral attention is given to language forms. Since language learners should move faster from processing language unit by unit to 'graduate' to a form of high-speed, language form are only put in the periphery attention. In such transition process, children usually move faster than adults. The Principle of Automaticity includes under this rubric the importance of

- subconscious absorption of language through meaningful use

- efficient and rapid movement away from focus on the form to the purposes to which language is put
- efficient and rapid movement away from capacity-limited control of a few bits and pieces to unlimited automatic mode of processing
- resistance to analyze language form

Principle 2: Meaningful Learning

This theory is closely related to the Principle of Automaticity and appeared to be opposed to rote learning (Ausubel, 1963). As meaningful learning "subsumes" new information into existing structure and memory system, it will result to associate links that create better long-term retention than rote learning. Some classroom implication of the Principle of Meaningful Learning:

1. Exploit the power of meaningful learning by assuring to students' interest, academic goals, and career goals
2. Attempt to anchor the new topic introduced in students' existing knowledge and background
3. Avoid pitfalls of rote learning

Principle 3: The Anticipation of Reward

B. F. Skinner and others stated that rewards can direct human behavior. Since everything we do id inspired and driven by a sense of purpose or goal. It does not matter whether the reward is tangible or not and in short or long-term, the anticipation of rewards would appear as a result of behavior. Even though reward is considered as good, in other hand it can also lead learners to become dependent on short-term reward. Moreover giving rewards also induce the learners will only hope that teachers and others will give rewards, therefore it will also hinder

their development. Considering all sides of the Reward Principle, these are some constructive classroom implications:

1. Provide an optimal degree of immediate verbal praise and encouragementas a form of short term reward.
2. Encourage the learners to reward each other
3. Short-term reminders of progress may help students in very-low-motivation class perceive their development
4. Display enthusiasm and excitement yourself in classroom
5. Try to get learners to see long-term rewards in learning English.

Principle 4: Intrinsic Motivation

The most powerful rewards are those that are intrinsically motivated within the learner. Because the behaviour stems from needs, wants, or desires within oneself, the behaviour itself is self-rewarding. Therefore, no externally administrated reward is necessary. The teacher can perform a great service to learners and to the overall learning process by first considering the intrinsic motives of the students and designing classroom tasks that feed into those intrinsic drives.

Classroom techniques have a much greater chance for success if they are self-rewarding in the perception of the learners. The learners perform the task because it is fun, interesting, useful, and challenging, and not because they anticipate some cognitive or affective rewards from the teacher.

Principle 5: Strategic Investment

Strategic investment is the methods (the role of learners in the learning process) that the learner employs to internalize and to perform in the language. Thus, successful mastery of language due to a large extent to a learner's own personal investment of time, effort, and attention to the language in the form of individualized battery of

strategies for comprehending and producing language. Two major pedagogical implications of strategic investment are:

1. The importance of recognizing and dealing with the wide variety of styles and strategies that learners successfully bring to the learning process
2. The need for attention to each separate individual in the classroom

The variation learning style and strategies among learners poses a pedagogical dilemma. A teacher's greatest dilemma is how to attend to each individual student in a class while still reaching the class a whole group. Some aspects of the dilemma surrounding variation and the need for individualization can be solved through specific strategies-based instruction.

Affective Principles

Affective principles are characterized by a large pro-portion of emotional involvement. It can be feelings about self, about relationships in a community of learners, and about the emotional ties between language and culture.

Principle 1: Language Ego

As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting. The new language ego, intertwined with the second language, can easily create within the learners a sense of fragility, a defensiveness, and a raising of inhibitions.

It might be also affectionately called "warm and fuzzy" principle. It means that all language learners need to be treated with affective tender loving care. Learners can feel fragility because the strategic arsenals of their native-language-based egos which are normally well developed and resistant to attack in the perception of learner. Therefore, they must fend for their emotional selves with a paltry linguistic battery that leaves them with a feeling of total

defenselessness. Some possibilities in bringing relief and providing affective support

1. Overtly display a supportive attitude to your students
2. The choice of techniques sequences of techniques needs to be cognitively challenging but not over-whelming at an affective level
3. Considering learners' language ego states
4. Help students to understand that developing second self in the second culture is a normal and natural process

Principle 2: Self-Confidence

Self-confidence is the condition in which the students believe in their own ability to accomplish a task. Self-confidence is one of the factors that will encourage the students to explore the target language even more. The classroom applications for this principle are:

1. Giving ample verbal and non-verbal assurances to the students
2. Giving exercises starting from the easiest level to the more difficult ones

Principle 3: Risk-Taking

Risk-taking is the students' attempt to take a risk in using the target language. The essence of risk-taking is the students' attempt to produce and to interpret language that is totally a new thing for them. The classroom applications for this principle are:

1. Creating a classroom atmosphere that can encourage the students to try out the new language, to venture response, and not to wait for someone else to volunteer language.
2. Providing reasonable challenges which are not too difficult nor too easy.

3. Helping the students to understand that the previous suggestion given related to the mistake they have made before should be taken as a consideration for better language acquisition.
4. Returning the students' risky attempts with positive affirmation.

Principle 4: The Language-Culture Connection

Language and culture are somewhat that tightly bound to each other. Thus, in learning a new language, the students are actually also required to get to know about the culture of the speaker of that language. The classroom applications for this principle are:

1. Discussing cross-cultural differences with the students.
2. Including a certain activity or materials illustrating the connection between language and culture.
3. Teaching the students about the cultural connotations.
4. Screening any materials that may be culturally offensive.
5. Making explicit to your students what you may take for granted in your own culture.

To help the students to be aware of how culture learning influence language learning, a teacher can do the following:

1. Helping the students to be aware of acculturation
2. Stressing the importance of the target language learned as a powerful tool for adjustment in the new culture
3. Being especially sensitive to any students who appear to be discouraged and do what you can to assist them.

Linguistic Principles

Principle 1: Native Language Effect

The student's native language creates both facilitating and interference effects in learning on the production and comprehension of the target language. In beginning levels, many errors are caused by

native language interference. Native language can also facilitate learning of how to self-correct the student's errors. The teacher's feedback will focus on interference effect. The classroom applications for this principle are:

1. Regarding the students' errors as important windows to their underlying system and provide appropriate feedback to them.
2. Reassuring and making the students to understand that their native language system not always causing errors.
3. Asking the students to think directly on the target language.

Principle 2: Interlanguage

Interlanguage is the student's current version of the language they are learning. It is based on the theory that there is a dormant psychological framework in the human brain that is activated when one attempts to learn a second language. It is possible to apply an interlanguage perspective to a student's underlying knowledge of the target language sound system (interlanguage phonology), grammar (morphology and syntax), vocabulary (lexicon), and language-use norms found among students (interlanguage pragmatics). The classroom implications for this principle are:

1. Trying to distinguish between a student's systematic interlanguage errors and other errors.
2. Being tolerant for certain interlanguage forms that may arise out of the student's logical development process.
3. Pointing out the logic of the erroneous form when the students make interlanguage errors.
4. Giving the students the understanding that mistakes are not a bad thing.
5. Trying to get students to self-correct selected errors.

6. Providing ample affective feedback both verbal and non-verbal to encourage them to speak.
7. Making sure that that the feedback given to the students doesn't thwart their attempts to speak.

Principle 2: Communicative Competence

Communicative competence deals with the students' ability to communicate in target language by combining all competences (organizational, pragmatic, strategic) including psychomotor skills. The classroom teaching rules are:

1. Giving grammatical explanation without neglecting the other important components of communicative competence
2. Making sure that lesson's aim is to teach some of the pragmatic aspects of the language.
3. Don't forget that psychomotor skill (pronunciation) is important for both functional and sociolinguistic aspect.
4. Making sure that the students have opportunities to gain some fluency in English without having wary of little mistake.
5. Trying to keep every technique applied as authentic as possible.
6. Preparing the students to be independent learners and manipulators of language in the society.

CHAPTER IV. GRAMMAR TRANSLATION METHOD

Defining Grammar Translation Method

Grammar translation method existed in the nineteenth century. During that time, this particular method used in foreign language teaching. This summary attempts to give a brief discussion about grammar translation method in the terms of; historical background, objective, principal characteristics, problems, and the fall.

Historical Background of Defining Grammar Translation Method

In the early years of language teaching development, in the western world especially, foreign language teaching concerned with learning Latin or Greek. During these years, they used what is called as "Classical Method". This particular method focused on the mastery of grammar rules, vocabulary memorization, text translation, and writing exercises. As modern languages began to replace Latin, they were taught using the same basic procedures that were used for teaching Latin. By the nineteenth century, this approach had become the standard way of studying foreign languages in schools. The term of Classical Method was also changed into Grammar Translation Method. This was the turning point of its implementation in language teaching, especially foreign language teaching.

The Objectives of Defining Grammar Translation Method

The main goal of learning language, based on this approach, was to be able to read, understand and appreciate written target literature. Through the study of the grammar of the target language, the students would be more familiar it. This familiarity would help them when they were about to translate sentences or even certain reading text. It was thought that foreign language learning would help students grow intellectually, as the goal was to make them become 'scholarly'. Based on this approach,

learning of the target language was a matter of how the learners made us of their reading and writing skills. Due to this reason, little attention, if any, gave to how to use the language orally.

The Principal Characteristics of Defining Grammar Translation Method

The principal characteristics of Grammar Translation Method are as follow:

a. *Translation of a literally passage.*

As the main goal of this approach is to be able to appreciate written literature of the target language, most of the teaching and learning activities involved translating activities from target language into their native language. This translating process can be done either in written or spoken form. However, even though sometime it requires the students to speak in the target language, the content being spoken is not based on communicative function because it is only focus to the literally passage. Then, the translation made by the students will be considered as the indicator that the students know the meaning of the passage given.

b. *The ability of communicating in the target language is not a goal.*

In the teaching and learning process, the speaking and listening skill are almost neglected. In explaining the materials, the teacher will mostly use the native language. So, the interaction between the students and the teacher is done in native language.

c. *Deductive application of rules.*

Learning the grammar of the target language is considered as the most important thing. Then, the grammar rules of the target language are taught deductively in the classroom. The teacher will mostly present the rules from the beginning of the class followed

by giving the examples of them. After that, the students are asked to implement those rules in translating sentences as the exercise. This process is mostly done in the teaching and learning process.

d. *Vocabulary is taught in isolation.*

Most of the vocabulary that is taught by the teacher, based on the reading test given. The teacher provides the students with the list of words in the target language alongside with its translation in the native language. Moreover, the teacher gives no attention related to the pronunciation of those words.

CHAPTER V. AUDIO-LINGUAL METHOD

Defining Audio-Lingual Method

Audio-lingual Method concentrates on building sentence patterns of the target language within students' mind, thus, the teaching and learning activities evolve around dialogue drilling. In this regard, dialogues are used to visualize the sentence patterns, whereas drills are the way teachers embed the structures into the students' memory. ALM does not only provide students with fixed conversational structures, but also emphasize "correct pronunciation, stress, rhythm, and intonation."

There are some types of drills in ALM including:

1.	Repetition	7.	Expansion
2.	Inflection	8.	Contraction
3.	Replacement	9.	Transformation
4.	Restatement	10.	Integration
5.	Completion	11.	Rejoinder
6.	Transposition	12.	Restoration

Further, Brooks listed the types of teaching and learning activities in Audiolingual classroom as follows:

1. **Repetition**: The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is important as form and order.

   Example:

   This is seventh month. – This is the seventh month

   After a student has repeated an utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words.

   Examples:

   I used to know him. – I used to know him.

I used to know him *years ago*. - I used to know him *years ago when we were in school, ...*

2. **Inflection**: One word in an utterance appears in another form when repeated.
   Examples:
   I bought the *ticket*. – I bought the *tickets*.
   He bought the candy. – *She* bought the candy.
   I called the young *man*. – I called the young *men*. ...

3. **Replacement**: One word in an utterance is replaced by another.
   Examples:
   He bought this *house* cheap. – He bought *it* cheap.
   Helen left early – *She* left early.
   They gave their *boss* a watch. – They gave *him* a watch. ...

4. **Restatement**: The student rephrases an utterance and addresses it to someone else, according to instructions.
   Examples:
   Tell him to wait for you. – Wait for me.
   Ask her how old she is. – How old are you?
   Ask John when he began. – John, when did you begin? ...

5. **Completion**: The student hears an utterance that is complete except for one word then repeats the utterance in completed form.
   Examples:
   I'll go my way and you go. ... - I'll go my way and you go *yours*.
   We all have ... own troubles. – We all have *our* own troubles.

6. **Transposition**: A change in word order is necessary when a word is added.

   Examples:

   I'm hungry. (so). – So *am* I.

   I'll never do it again. (neither). – Neither *will* I. ...

7. **Expansion**: When a word is added, it takes a certain place in the sequence.

   Examples:

   I know him. (hardly). – I *hardly* know him.

   I know him. (well). – I know him *well*.

8. **Contraction**: A single word stands for a phrase or clause.

   Examples:

   Put your hand *on the table*. – Put your hand *there*.

   They believe *that the earth is flat*. – They believe *it*. ...

9. **Transformation**: A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

   Examples:

   He knows my address.

   He doesn't know my address.

   Does he now my address?

   He used to know my address.

   I he had known my address.

10. **Integration**: Two separate utterances are integrated into one.

    Examples:

They must be honest. This is important. – It is important that they be honest.

I know that man. He is looking for you. – I know the man who is looking for you. ...

11. **Rejoinder**: The student makes an appropriate rejoinder. To a given utterance. He is told in advance to respond in one of the following ways: Be polite; Answer the question; Agree; Agree emphatically; Express surprise; Express regret; Disagree; Disagree emphatically; Question what is said; Fail to understand

    Be polite, examples:

    Thank you. – You're welcome.

    May I take one? – Certainly.

    Answer the question, examples:

    What is your name? My name is smith.

    Where did it happen? in the middle of the street.

    Agree, examples:

    He's following us. – I think you're right.

    This is good coffee. – It's very good.

12. **Restoration**: The student is given a sequence of words that have been called from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form. He may be told whether the time is present, past, or future.

    Examples:

    Students/waiting/bus – The students are waiting for bus.

    Boys/build/house/tree – The boys built a house in a tree. ...

Learner Roles in Audio-Lingual Method

Students play passive roles within instructional process. They only listen and repeat what they hear. Consequently, students become the object of the teaching. Although students do not ascertain the meaning of the given sentences, still, they must adhere to the drill instructions. In so doing, ALM practitioners believe that students are absorbing verbal knowledge. Moreover, students are strictly prohibited from initiating learning activities in ALM since they are regarded as a blank paper or having no knowledge except what they accept from their teachers. Hence, students, who try to commence learning activities before the teachers, are solely considered setting off faults.

Teacher Roles in Audio-Lingual Method

Teachers play active roles in ALM, directing and even dominating the teaching and learning process. Hence, teachers are the main learning source, providing students with ample variety of sentence patterns through oral instructions. Teachers have the major authority to select, highlight, and arrange essential oral structures of the target language to be taught as well as "control and monitor" students' performance in learning. ALM is deemed to be the rightly fixed method, thus, any learning failure is regarded as a result of wrong implementations of the method. For instance, teachers present inadequate and irrelevant oral structures, or students are not well-monitored in internalizing important structures.

The Roles of Instructional Materials in Audio-Lingual Method

Instructional materials provide teachers with lists of highlighted rudimentary structures to be taught. These help the teachers drill students in sequences of the targeted conversational patterns that the students must acquire and memorize. Although the students are equipped with student

textbooks, these are not the concern of the early days of learning when the students are only required to imitate what they hear.

Instructional materials like audio recordings help non-native teachers to inject accurate "pronunciation, stress, rhythm, and intonation" of the dialogues into the students' memory. Meanwhile, audiovisual recordings assist the non-native teachers to not only share accurate oral activities, but also visualize the written forms of the dialogues to be taught. Thus, the students can link between what they hear and what is stated in the written forms.

Teaching Procedure in Audio-Lingual Method

To illustrate how ALM is run, the teaching steps are elaborated below:

1. Teachers model oral activities – either exemplified orally by themselves or by audio recordings.
2. Students listen to the dialogues and then repeat what they hear in chorus. After that, the teachers might point an individual student to repeat the dialogues or divide the students into two big groups. A half of them repeat the questions, whereas the other half repeats the answers. The teachers might also repeat the questions while all of the students would repeat the answers. During this section, the teachers focus on monitoring and correcting students' oral behaviors including their "pronunciation, intonation, and fluency."
3. The teachers select key structures to be modified in further practices. For example, the selected structure is, "*I* bought the *ticket*" and then the teachers ask the students to make inflections to the subject or the object. Thus, the students might say, "I bought the *tickets*", "*We* bought the *tickets*", and so forth.
4. The students refer to textbooks and notice the written forms of the dialogues. This section can involve "follow-up reading and writing".

In this regard, the students read aloud the dialogues as how they spoke up in oral activities. Additionally, the students are required to rewrite what they read. Hence, the follow-up reading and writing activities are quite passive since the students solely adopt. However, the students might be more productive in reading or writing after having several drills in ALM class.

5. The students learn further vocabularies in a laboratory. In this section, the teachers provide the students with an exceptional exercise of listening and oral activities.

The Decline of Audiolingualism

ALM was widely used in the United States during 1960s, utilizing the *English 900* and *the Lado English Series* as the main resources. However, ALM was deemed not working in the real life. Students were firmly engaged in fixed conversational structures, and therefore, they could not employ the structures flexibly in real communications. As a result, the language teaching practice asked for methodical reformations in 1970s – 1980s, changing the emphases on communicative competences.

CHAPTER VI. THE NATURAL APPROACH & NOTIONAL-FUNCTIONAL SYLLABUS

Defining Natural Approach

The natural approach which was developed by Tracy Terrell and supported by Stephen Krashen, is a language teaching approach which claims that language learning is a reproduction of the way humans naturally acquire their native language. It places less emphasis on teacher monologues, direct repetition, formal questions and answers, and less focus on accurate production of target language sentences. Krashen and Terrell view communication as the primary function of language, and adhere to a communicative approach to language teaching, focusing on teaching communicative abilities rather than sterile language structures.

What really distinguishes the Natural approach from other methods and approaches are its premises concerning the use of language and the importance of vocabulary. Learners were initially exposed to meaningful language, not forced to speak until they felt ready to, and not corrected or given explicit grammar instruction. The goal of the approach is aimed at giving the learners basic personal communication skills (e.g. daily conversations, shopping, listening to the radio, etc)

Students will be involved in three stages of learning in this method: a) The development of listening skills, (silent period happens in this phase) b) In this stage, the teacher focuses on meaning, not on form, yet the teacher does not really give big attention to the errors made by the students in this stage except for the fatal errors that affect the entire meaning. c) The students will have more complex activities: games, role plays, discussions, etc.

This approach was developed based on Krashen Language Acquisition theory in which it has 5 main tenets:

1. The acquisition/learning hypothesis

This hypothesis claims that claims that there are two distinctive ways of developing competence in a second or foreign language. *Acquisition* is the natural way. It is an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Meanwhile, *Learning* is a process in which conscious rules about a language are developed.

2. The monitor hypothesis

   It is when learners check and correct the language output / production. For ecample, intermediate students practice to produce some speech, even without outside correction, they can eliminate the errors in a target sentence or expression of their own ideas after several tries.

3. The natural-order hypothesis

   This hypothesis believes that there is a natural order in learning. People acquire language by using grammatical structure in predictable order.

4. The input hypothesis

   This hypothesis states that people acquire language by understanding input that is slightly beyond their level of competence.

5. The affective filter hypothesis

   The affective filter hypothesis believes that learners' emotional state can act as filter that may block or impede the input for acquisition. The emotional states are such as motivation, self-confidence and anxiety.

The natural approach blends well with another approach like TPR, which builds the learner's ego and does not force them into risk-taking situations which could embarrass them. However, this approach has its weaknesses. Since it focuses on the "emergence" of language, which is a moment that will differ for each learner, it may be difficult for the teacher to manage an entire classroom.

Defining Notional-Functional Syllabus

Defining notional-functional syllabus must be started by defining the two main concerns in NFS which is notion and function. Van Ek and Alexander (1975) define notions into general notions and specific notions. General notions are abstract concepts in which we use language to express thought or feeling such as; existence, space, time, quantity and quality. Specific notions are the contexts or situations in using language such as personal identification, education, shopping, and services. Functional in NFS refers to language functions in communicating such as, identifying, reporting, accepting, declining, ordering and offering.

The main characteristics of notional-functional syllabus or NFS are its concern toward functions as the organizing elements of English language curriculum and its contrast with a structural syllabus in which sequences grammatical structures served as the organizers. NFS focuses the curricula on the function of the language. It attempts to provide students the way to use the language based on the concepts and context in which it is used. Students are expected to use appropriate expressions in certain concepts and contexts. It is usually described to the students by providing a certain example, mostly dialogue, to show the use of language in the contexts. Students may practice the expression through conversation with classmate, interactive group works, role-plays, grammar and pronunciation focus exercise, and information-gap techniques.

The strengths of this syllabus cover, first, the adequacy grammar in the teaching learning process will help the students construct a sentence naturally to start a conversation. Second, the students will learn how to use language to express authentic communicative purpose such as asking for help. Third, the students are motivated to express their own purposes, ideas and emotions in target language

Like the other approach, notional-functional syllabus also has weaknesses. First, function and notion are quite abstract and some students may have difficulties thinking of communicative functions outside a specific context. It means that if the students are not given certain situation or condition, sometimes they are confused to use proper expressions in a conversation. Second, different kinds of structure are used to express the same communicative function, so it is difficult to follow progression from simpler to more complex structure. It is regarding to the semantic needs during the conversation, because the students must be able to understand the meaning of the utterance to join a conversation.

CHAPTER VII. DIRECT METHOD

Defining Direct Method

In the middle until late ninetieth century, Europe experienced a wave of increasing opportunities of communication due to industrialization and international trade and travel. However, the need was felt to develop oral proficiency in foreign languages. Language teachers had already found Grammar-translation method inadequate and ineffective in developing communicative ability for learners. Therefore, Direct Method came to overcome the problem. This method is named "direct" because meaning should be connected directly with the target language without translation into the native language.

Further, Gouin proposed "naturalistic" in which it showed the process of simulating the natural way children learnt first language. The basic premise of the Direct Method was similar to that of Gouin's series Method in which second language should be more like first language learning, lot of oral interaction, spontaneous use of language, and no translation between first and second languages, and little analysis of grammatical rules. Thus, the Direct Method became quite widely known and practiced.

At the beginning of the twentieth century, the Direct Method enjoyed considerable popularity. One of the best known of its popularizers was Charles Berlitz who unfortunately never used the term Direct Method. Berlitz language schools became thriving in every country of the world.

Richards and Rodgers (1986:9-10) summarized the principles of the Direct Method into:

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 a carefully traded progression organized around question and answer exchanges between teachers and students in intensive classes
4. Grammar was taught inductively
5. New teaching points were taught through modeling and practice
6. Concrete vocabulary was taught through demonstration, objects, and pictures while abstract vocabulary was taught by association of ideas
7. Both speech and listening comprehension was taught
8. Correct pronounciation and grammar were emphasized

By applying Direct Method, there are advantages and disadvantages obtained in language teaching and learning process. The advantages are in the following.

1. Make learning interesting by establishing direct bond between word and meaning
2. The best method to use in teaching common vocabulary for a strong language foundation
3. This method can be employed from the lowest to the highest level language class
4. Fluency of speech and good pronounciation are properly developed

Meanwhile, the disadvantages of the Direct Method are:

1. This method in only effective to auditory learners which can be problematic in a class with multiple intellegence
2. Does not stress reading and writing
3. Ineffective in large class where individual need of students may not be satisfied

The Decline of Direct Method

However, the Direct Method did not take well in public education, where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use. Moreover, the Direct

Method was criticized for its weak theoretical foundations because its success may depend on a factor of teachers' skill and personality. Therefore, by the end of the first quarter of the twentieth century, the use of the Direct Method had declined both in Europe and in the US. However, in the middle of the twentieth century, the Direct Method was revived and redirected into what was probably the most visible of all language teaching revolutions in the modern era.

CHAPTER VIII. COMMUNITY LANGUAGE LEARNING (CLL)

Defining Community Language Learning

CLL is a method that is based on affective approach. It was developed by Charles A. Curran and his associate. This method is derived from the counselor-client relationship in a psychological counseling technique (Counseling-Learning) that draws on the counseling metaphor to redefine the roles of the teacher and the students. Then his student, La Forge attempted to be more explicit about the dimension of CLL. He believed in audio-lingual theory of learning language. In addition, it has five different stages (from "birth" to "adult" stage) which are compared to the ontogenetic development of the child acquiring their mother tongue for the first time.

In CLL, the students are viewed as groups not as a whole class (Carl Roger, *PPLT,* Chapter 4). So the main characteristic of this method is group discussion. CLL also belongs to humanistic techniques which blend what the students feel, think and know with what they are learning in the target language. Humanistic techniques engage the whole person, including the emotions and feelings (the affective realm) as well as linguistics knowledge and behavioral skills. CLL is also linked a set of practices used in certain kinds of language alteration. This method situates the teacher as counselor, who should place himself in outer circle, and the students in groups are the clients, who are situated inside the inner circles. The clients are directed to interact in an interpersonal relationship with other students and teacher. Thus, it will open a way for the students to listen carefully to what, either their friends in inner circle or teacher in outer circle, are saying. This enables the students who are lacking in using language can experience "overhears" from their environment in inner circle as well as input from the outer circle. As the result, the member of the group can understand what other students are trying to communicate. Furthermore, some clients will

start to move from completely dependent to totally independent clients. Since sometimes when the counselor is leaving a group for further discussion, the other clients would automatically take a part to support other clients who have difficulties.

Teaching Procedure of Community Language Learning

There are five typical steps that CLL classes have. The first step to conduct is typically the silent period. In this period the students are divided into groups where the students are facing each other in a group. Then the teacher asks the students to determine what topic and/or what kind of conversation they want to have during the class. It is then followed by inviting some students to be volunteers to represent ideas in their groups. After the topic is decided, the second step to conduct is translation. This is the step where the students speak out, either in their mother tongue or in English, and the teacher's duty as the counselor is to translate all things the students' said into English so that the others will understand. It is expected that the students might memorize how the language is correctly pronounced and used. The next step is recording the process. This is done by recording the students' utterances in their mother tongue first. Then, by using the recording, the teacher translates the language chunks into target language. Repetition of the chunks and recording the target language of the students are done thereafter in this step. The fourth step is independent group work. In this step, the students are asked to work in their group without the help from the teacher, and the role of the counselor moved from the teacher to other students who have higher level than others in the group. The last step is reflection on experience. In this step, the teacher takes time after carrying out various activities in order to allow the students expressing how they feel about the activities. The expected result in step is that the students will develop their understanding on how to use language as well as their empathy to others.

As other methods, the application of this method has its own strengths and weaknesses. Here are the strengths and weaknesses in applying CLL:

Strengths of Community Language Learning

1. It works well with lower levels students – It is a big help for the students, especially those who are still struggling in spoken English. They will be able to recognize how the target language is used, what expressions in target language are equivalent with the expressions in their mother tongue.
2. It lowers students' anxiety and overcoming threatening affective filter – It is reflected in the fourth step of the activities conducted in the method. So, as the students change their role as the counselor, they would gain empathy toward other friends, in order to lower their anxiety and help them to speak.
3. It creates a warm, sympathetic, and trusting relationship between teacher and students – It is pretty similar to the third strength. As the time goes by the students and the teacher would gain empathy between each other.
4. It allows the students to determine type of conversation – As we know that the students will be encouraged to speak up whenever they come up with an idea they are interested in. The purpose of having this is to allow the students to put their interest in the discussion.
5. It prepares students to become independent – perhaps, it is going to work for some students who change their role into counselor. However, it also works for the other students who are totally dependent at the first time, to encourage themselves to be independent.

Weaknesses of Community Language Learning

1. It is non directive – Some might think that it is good to free the students from a directed topic, yet the counter attack reality lies behind is easily predicted. The conversation sometimes expands too much and does not have clear boundaries.
2. It relies too much on the success of deductive strategy of learning – Even though some might argue that deductive strategy is beneficial yet it is still not the best way to learn a language since it is encouraging students to be dependent on a source whereas they are expected to be independent.
3. It depends too much on translation expertise (counselor) – Since the initial counselor is expected to have a very good command in translation despite its difficulty.
4. In order students to become independent, sometimes teacher might neglect the need of guidance – Guidance is very crucial for the students to be able to understand an instruction. They would become disorganized when the teacher do not give sufficient guidance.
5. Time consuming – By looking at the stages and the steps provided, it will, of course, take more time to be applied. Thus, there is higher probability to waste the time.

CHAPTER IX. SUGGESTOPEDIA

Defining Suggestopedia

Suggestopedia is a method developed by a Bulgarian psychiatrist-educator named Georgi Lozanov. This method came up by the idea that human brain could process great quantities of material if given the right conditions for learning. So, the students can learn best when conducive environment is created. In this case, the right conditions refer to give the students some relaxing time and let the teacher take the authority. Additionaly, the objective of this method is to deliver advanced conversational proficiency quickly

Features of Suggestopedia

There are some features of Suggestopedia. First, there is a so-called need of comfortable and relaxing environment. In order to create this kind of environment, the teacher has to decorate the classroom with posters or something that can make the students' mind relax, such as by putting flowers or aquarium in the corner of the class; provide comfortable seats, armchairs rather than classroom chairs; and arrange the seats into semi circle shape to make the students become more focused on the lesson and easily have face-to face discussion with peers. Second, the central of this method is playing music in the teaching and learning process. The music played is baroque music which has 60 beats per minute and specific rhythm which is believed to be able to create relaxed concentration leading to better learning. Lozanov also asserts that the soft playing of baroque music can increase alpha brain waves, decrease blood pressure and pulse rate. Third, the teaching and learning process that is more teacher-centered than student-centered. It is believed that the students remember best and are mostly influenced by the information carried out from an authoritative source. Thus, by giving full authority to the teacher, it is expected that

teacher-students relation will be more like parent-child relation that can create more positive environment. Fourth, the students are not allowed to have homework. In this method, all that the students need to do is read the material given curiously once again before going to bed and getting up in the morning.

Teaching Procedure of Suggestopedia

There are three phases to follow in applying Suggestopedia. The first phase is oral review. In this session, the teacher and the students will discuss the previously learned material. All the students have a discussion in a semi-circle seats arrangement. The discussion may include grammar, vocabulary, and precise questions and answers, role play, and request of information about something. Then, the second phase is new material presentation and discussion. In this session, the students will be given a new dialogue and its native translation. The dialogue will further be used to discuss any issues of grammar, vocabulary, or content. This session typically conducted in the target language although the students' comments and questions will be in any language they can handle. The last, the third phase is concert session which is broken down into active concert session and passive concert session. This is the session by which Suggestopedia is best known, playing baroque music in the background. In active session, the teacher reads the text at a normal speed, sometimes intoning some words, and the students follow. Between the active and passive session, there are several minutes of solemn silence. Sometimes, longer pauses can be given to let the students have more time to relax. Moving to the passive session, the students relax, close their book, and listen to the teacher reading the text calmly However, there is no such perfect method for language teaching and so is Suggestopedia. It is of course has its own strengths and weaknesses. Here are the strengths and weaknesses in applying Suggestopedia:

Strengths of Suggestopedia

1. The use of music during teaching and learning process – Some experts believe that music help to draw the students' attention in learning the target language. In Suggestopedia, music is one of the ways to help students relieve stress during the teaching and learning process.
2. Relaxing time – Relaxing time will let the students feel less stressful in learning their target language. Thus, it is expected that they can learn best in this condition. Even some efforts like decoration, furniture, seats arrangement have to be made in order to create conducive environment in the classroom.
3. The use of native language – It is a classical thing that foreign language students feel burdened to be forced to use the target language that they do not really familiar with. The flexibility to use target language or any language that the students prefer in the discussion will stimulate them to participate actively in the discussion. Moreover, the textbook used in this method also provide native language translation which is aimed at helping the students understand the material better.
4. Lower affective filter – The students are given a chance to freely express their idea in the discussion by using the target language without being afraid to be judged as right or wrong. Less judgment from the teacher results in greater chance to expose the students' ability in practicing the target language.

Weaknesses of Suggestopedia:

1. The use of music might disturb the concentration – Some students cannot cope with noisy environment. Thus, the existence of music in the teaching and learning process will irritate and disturb their concentration in learning the target language because they have to split their concentration into two sides, music and the lesson.

2. It is not practical for a big class – Theoretically, the ideal class to apply Suggestopedia can only consist of 12 students. In a developing country like Indonesia, we cannot expect such thing since each class will at least have 30 students. Moreover, in reality, the idea of providing comfortable chairs, good sound system to play the music and class decoration will be hard to accomplish due to the limited budget.
3. Only attempting to teach memorization – Even though the objective of Suggestopedia is to deliver advanced conversational proficiency quickly, in its practice, the students are required to listen to the teacher who is reading a dialogue, remember it in the target language, and then act it out in the end of the class. So the students are mostly exposed to drill their listening and memorization skill. In fact, language does not merely deal with the power of mind to memorize but it is about understanding, interacting, and producing utterances in different unpredictable situations.
4. No homework – Homework is one of the ways that most teachers use to evaluate how far the students understand what has been taught in the classroom. Moreover, it also provides the students an opportunity to have deeper elaboration about a certain topic discussed in the class before. In the context of learning English as a foreign language, homework may be the only opportunity to expose and experience English outside the classroom.

CHAPTER X. SILENT WAY AND TOTAL PHYSICAL RESPONSE (TPR)

A. Defining Silent Way

In the silent way method, teacher acts as a stimulator. That is why, the teacher is supposed to be silent as possible during the class or speak when he/she thinks he/she needs to speak. On the other hand, the students/learners should be encouraged to speak and develop independence and responsibility to discover learning procedure and solve language problems.

1. The Principle of Silent way

a. Discovering and creating by the learners

In the silent way method, the learning facilitates the students to discover and create rather than remember and repeat what is to be learned, so the students will understand and remember the material for a long time.

b. The use of physical objects in the teaching and learning process

It is used to illustrate meaning and the structural patterns or grammar of the target language.

c. Problem solving using the target language

In the silent way method, the teacher presents the structural patterns of the language by providing single-word stimuli or short phrases and sentences once or twice then the students try to solve the problem by identifying the grammatical rules and pronunciation.

2. The Teaching Procedures of Silent Way

a. The teacher models by giving examples and explanation.
b. The students observe
c. The students produce or discover by themselves

d. The teacher uses gestures, properties, or other signals to help the students

3. *The Strengths of Silent Way*

a. Prefer quality rather than quantity

Silent way focuses on developing students' thinking, because the students not only accept the information from the teacher but also discover the additional information by themselves.

b. Focus on building blocks

Building blocks means that silent way adopts a highly structural approach with language taught through sentences in a sequence based on grammatical rules.

c. Emphasize more on observing and speaking

In the silent way method, the students observe and listen to the teachers when they provide single-word stimuli or short phrases and sentences. Then they try to speak the same structure with different sentences/words/phrases.

4. *The Weakness of Silent Way*

a. This is a harsh method

This method is considered harsh since the students often still need guidance and correction from the teachers.

b. Time consuming. The learning process needs more time than usual.

c. Only suitable for small group learners. Silent way will not be effective to be applied in large classes.

B. Defining Total Physical Response (TPR)

Total Physical Response (TPR) means to teach language through physical (motor) activity.

1. The Principle of Total Physical Response

a. Natural Approach

TPR reflects the naturalistic process of first language learning. Asher sees three processes as central:

a) Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition, they can understand complex utterances that they cannot spontaneously produce or imitate.

b) Children's ability in listening comprehension is required to respond physically to spoken language in the form of parental commands.

c) Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

b. Teacher as the director and students as the actors.

It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The students listen and respond or perform to the command given by the teacher.

c. The use of physical activity in teaching and learning process . It means that the teachers use body language conversation towards the students.

d. The use of physical objects in the teaching and learning process. It is used to illustrate meaning and the structural patterns or grammar of the target language.

2. ***The Teaching Procedures of TPR***

a. The teacher develops students' listening ability and vocabulary by giving examples.

b. The students listen to the vocabulary and pay attention to the gesture.

c. The teacher practices the vocabulary and the gesture along with the students.

d. The teacher gives commands using the vocabulary, while the students respond with the gesture.

3. ***The Strengths of Total Physical Response***

a. Instant understanding of target language

By using TPR, the students will understand the target language better since it is claimed that memory is increased if it is stimulated through association with motor activity.

b. Fun learning

TPR makes students enjoy the teaching and learning process because it lifts the pace and the mood.

c. Build up confidence

TPR also relates the psychology of the students because TPR involves students on activities that needs them to move according to the teacher's direction. Students tend to do everything together, not one by one. Therefore, it is beneficial for less-active students in building up their confidence.

d. Stress-free

The classroom atmosphere is not too serious. As a result, the students do not feel any pressure at all.

4. The Weaknesses of TPR

a. More suitable for young learners rather than adult learners

As we know TPR involves a lot of physical activities and children love them. That's why it is more suitable for young learners that tend to be more active. Despite the fact, it can also be applied on adult learners but not as the primarily method.

b. Limited vocabulary. In TPR, the vocabulary used are done orally and related to the physical activities only. As a result, the students' vocabulary is limited to that.

c. Only focus on listening and speaking. In TPR, stimulus is in the form of directions while response is in the form of actions. So, it focuses on listening and speaking.

CHAPTER XI. GENRE-BASED APPROACH

Defining Genre-based Approach

Many experts try to present their concept in relation to the term called genre. According to Nunan, "Genre refers to a purposeful, socially-constructed, communicative event." Moreover, Hyland defines genre as conceptual use of language which is socially acceptable. Furthermore, he suggests that the basic idea within genre is related to how people understand and respond to the texts within their life. In line with this statement, Dewerianka suggests that genre links to the interaction takes place in daily activities in which it also correlate with the literary texts occurring within particular situation. He also suggests that some writers tend to use the term of "genre" and "text type" interchangeably. Lastly, according to Lee, "genre is the level of text categorization which is theoretically and pedagogically most useful and most practical to work with."

Based on the several definitions above, genre refers to conceptual term which indicates purposeful as well as meaningful activities related to the use of text type exist in real life situation. Thus, it can be said that genre-based approach deals with meaningful activities based on the text type used in teaching and learning activities in classroom. In addition, genre-based approach in pedagogical practice (genre pedagogy) will not only provide the students with syntactical structure and vocabulary, but it also deals with how to use the language in specific contexts.

Additionally, genre-based approach covers three main points such as short functional text (short message, greeting card, caution, warning, announcement, invitation card, advertisement, and so on), language function (suggestions, expressing opinion, giving reason for opinion, explaining, offering, requesting, expressing plans, intentions, and hopes for the future, clarifying), and text type. In relation to the text type, according

to basic competence for senior high school students within *Kurikulum 2013*, there are thirteen text types that the students need to be familiar with, they are; narrative text, recount text, procedure text, report text, analytical exposition text, hortatory exposition text, explanation text, descriptive text, discussion text, news item text, review text, anecdote text, and spoof text.

Characteristics of Genre-based Approach

A genre-based approach focuses on the relation of the text types with their contexts. As a result, the students are expected to become active participants not only within the teaching and learning environment, but also in daily activities interaction. The following are the characteristics of genre-based approach according to Dewerianka:

a. Focusing on purpose. In this case, genre-based approach sees the language use as goal oriented. Thus, each kind of text types will have their own purposes. For instance:

Genre (Text-types)	**Social purpose**
a. Description	To provide information about a particular person or thing
b. Procedure	To tell someone how to do something
c. Recount	To tell what happened
d. Explanation	To explain how or why certain phenomenon takes place
e. Exposition	To state arguments

b. Focusing on meaning and choice. Genre-based approach focuses on the meaning delivered within certain text based on lexical and grammatical choices. It is expected to help students to be aware on how grammatical structures refer to particular meaning related to certain genre.

c. Focusing on language in context. Genre-based approach highlights the context of the text such as, 'what the text is about' (the field), 'who is interacting with whom' (the tenor), 'what role language is playing' (the mode).
d. Involving culture and ideology. The genres or text types will contain certain culture and ideology. Thus, it can be said that by learning the genre, the students will also experience the culture within the genre itself.

Implementation of Genre-based Approach.

According to Dewerianka, the implementation of genre-based approach in teaching and learning activities falls into two phases: planning and implementation phase.

a. Planning

In the planning phase, the teacher need to select appropriate genre based on the nature of topic or theme of the unit of work. The teacher has a role to provide the appropriate context in which the students will purposefully engaged.

b. Implementation

The implementation of genre-based approach in language pedagogy involves several stages, such as:

a) Developing an understanding of the field. Before giving the material to the students, the teacher need to make sure that the students have a good grasp of what they are about to read or write. During this stage, it is essential for the teacher to include activities for developing the base knowledge.

b) Familiarization with the genre. In this particular stage, the teacher needs to introduce the genre and immersing them in sample text. Whilst doing this, the teacher also needs to stimulate the students to have questions such as: (1) for what purpose do we use the text?

(2) where would we find such a text? (3) who do you think would write this kind of text? For whom? (4) have you read this kind of text before?

c) Developing control over the genre. In writing activities, it is essential for the teacher to guide the students by giving explanation related to the subject itself as well as how to organize the subject. In other words, the teacher helps the students to brainstorm the idea within the subject.

d) Independent construction. After helping the students to brainstorm the idea, the teacher needs to encourage them to draw their understanding within the subject talked about.

e) Extending and critiquing. When the students are comfortable to work with the genre, the teacher needs to encourage them to analyze the text. They also might be encouraged to examine the genre itself.

f) Creative exploitation of the genre. In this particular stage, the teacher is expected to build such awareness which encourage the students to 'play' with the genre or manipulate it in various ways.

CHAPTER XII. INQUIRY BASED LEARNING (IBL)

Defining Inquiry-Based Learning

Inquiry-based learning falls under the realm of 'inductive' approaches to teaching and learning. Inductive approaches to teaching and learning begin with a set of observations or data to interpret, and as the students study the data or problem they generate a need for facts, procedures and guiding principles. Prince and Felder state that inductive teaching encompasses a range of teaching approaches including "inquiry learning" (hereafter referred to as IBL), problem-based learning (PBL), project-based learning, case-based teaching, and discovery learning.

Inquiry-based learning is an approach to teaching and learning that places students' questions, ideas and observations at the center of the learning experience. It is the process of students constructing their own knowledge by investigating, acting and reflecting. The students take a large control over their investigations where the final outcomes are not always predictable. The teacher's role during IBL is to facilitate the learning, steer investigations in the right direction and pose the initial question or problem.

How does Inquiry-Based Learning encourage student learning?

Memorizing facts and information is not the most important skill in today's world. Facts change, and information is readily available. Inquiry-based learning provides students the opportunity to construct the understanding necessary to produce deeper learning. Such understanding greatly increases the chances that students will be able to apply the concept in new situations. This increases the likelihood that it will be remembered. Inquiry-based learning strategies serve as a stimulus for learning, thinking and questioning.

Characteristics of Inquiry-Based Learning

There are several characteristics of IBL as the followings:

1. A learner-centered approach; in which the role of the teacher is to act as a facilitator
2. Active learning is about learning by doing and may involve, for example, students discussing questions and solving problems;
3. Students take more responsibility for their own learning;
4. A constructivist theoretical basis which proposes that students construct their own meaning of reality; it is the students who create knowledge rather than knowledge being imposed or transmitted by direct instruction.
5. Learning stimulated by inquiry, i.e. driven by questions or problems
6. Learning based on a process of seeking knowledge and new understanding

Teaching Procedures in Inquiry-Based Learning

There are five stages of IBL: questioning, planning and predicting, investigating, reporting, and reflecting. The followings presents more detailed explanation about each stage:

1. Questioning – This is the concept development phase. It connects students with what they already know (students' background knowledge) and motivates them to bring their own questions related to a topic discussed.
2. Planning and Predicting – After creating some questions related to a topic discussed, students create a plan for investigating their question. Not only that, they also predict what result they might have from the investigation that they will do.
3. Investigating – Students become involved in their inquiries. It is vital to give them time to complete their investigations.

4. Reporting – Students report what they find during the investigation. They can report their findings in a variety of ways. One group may present the results on spreadsheet graphs while another group may use presentation software to describe their investigation and to report their results.
5. Reflecting – Students evaluate their inquiry process and product, reflect on teacher's feedback, and share their feelings about the process. This stage is important to develop students' skill in connecting their inquiry work done in school and work or activities done outside of school.

Limitation of Inquiry-Based Learning

The process of IBL can be difficult for low achievers as they may be working from a limited pre-knowledge base and have a lack of self-discipline. Students need to become active learners during IBL and students with a lack of self-discipline may struggle greatly.

During IBL, the learning is student-centered and the teacher works only as a facilitator, suggesting that students may stray from the task at hand. To combat this, it is suggested that teachers monitor all students during the all the steps, ensuring students are staying on task and are heading in the right direction.

In conducting an inquiry-based investigation, teachers should be very prepared to meet students' needs during the investigation which involves a lot of preparation and planning time. Assessing the students who are conducting IBL can be very difficult, as all students can go above and beyond the expected requirements. It is essential that students are given a rubric that can guide their learning and help them determine how successful they will be in their investigations.

Tips for Teachers withing the Implementation of Inquiry-Based Learning

There are some tips for teachers in applying this method, such as:

1. Utilizing technology to encourage students' active participation.
2. Providing topics that suit students' interest by conducting questionnaires before deciding on inquiry question(s).
3. Providing some options of inquiry questions/investigations that students can choose from, therefore giving them responsibility and decisions about their learning.

CHAPTER XIII. DISCOVERY LEARNING

Defining Discovery learning

Discovery learning was introduced by Jerome Bruner and also a method of inquiry-based instruction. This popular theory encourages the students to build on past experiences and knowledge, use their intuition, imagination and creativity, and search for new information to discover facts, correlations and new truths. Learning does not equal absorbing what was said or read but actively seeking for answers and solution.

The Primary Objectives of Discovery Learning

According to Jerome Bruner, there are two primary goals that supposed to keep in mind when designing discovery learning experiences:

1. Discovery learning should serve as an extension of the constructivism theory which focused on learner centric experiences.
2. Discovery learning should offer learners the structure they need to research the subject matter on their own. In this respect, it serves as a guide that learners can follow in order to expand their comprehension.

In this sense, Bruner and Piaget do agree to some concepts, yet they do disagree on others:

The Agreement	The Disagreement
Children are PRE-ADAPTED to learning	Development is a CONTINUOUS PROCESS – not a series of stages
Children have a NATURAL CURIOSITY	The development of LANGUAGE is a cause not a consequence of cognitive development
Children's COGNITIVE STRUCTURES develop over time	You can SPEED-UP cognitive development. You don't have to wait for the child to be ready

Children are ACTIVE participants in the learning process	The involvement of ADULTS and MORE KNOWLEDGEABLE PEERS makes a big difference
Cognitive development entails the acquisition of SYMBOLS	Symbolic thought does NOT REPLACE EARLIER MODES OF REPRESENTATION

The Principles of Discovery Learning

The discovery learning model integrates to following 5 principles:

1. Problem solving

   Instructors should guide and motivate learner to seek for solutions by combining existing and newly acquired information and simplified knowledge. This way, learners are driving force behind learning, take an active role and establish broader applications for skills through activities that encourage risks, problem-solving and probing.

2. Learner Management

   Instructor should allow participants to work either alone or with others and learn at their own pace. This flexibility makes learning the exact opposite of a static sequencing of lessons and activities, relieves learners from unnecessary stress , and makes them feel they own learning.

3. Integrating and connecting

   Instructors should teach learners how to combine prior knowledge with new , and encourage them to connect to the real world. Familiar scenarios become the basis of new information, encouraging learners to extend what they know and invent something new.

4. Information analysis and interpretation

   Discovery learning is process-oriented and not content-oriented , and is based on the assumption that learning is not a mere set of facts.

Learners in fact learn to analyze and interpret the acquired information, rather than memorize the correct answer.

5. Failure and feedback

Learning doesn't only occur when we find the right answers. It also occurs through failure. Discovery learning does not focus on finding the right end result, but the new things we discover in the process. And it's instructor's responsibility to provide feedback, since without it learning is incomplete.

Support and Criticism of Discovery learning

Proponents of this theory believe that discovery learning:

1. encourages active engagement
2. promotes motivation
3. promotes autonomy, responsibility, independence
4. develops creativity and problem solving skills.
5. gives learning experiences

Critics for of this discovery learning caution that this theory:

1. (Sometimes huge) cognitive overload, potential to confuse the learner if no initial framework is available, etc.
2. Measurable performance (compared to hard-core instructional designs) is worse for most learning situations.
3. Creations of misconceptions ("knowing less after instruction")
4. Weak students have a tendency to "fly under the radar" (Aleven et al. 2003) and teacher's fail to detect situations needing strong remediation or scaffolding.
5. Some studies admit that strong students can benefit from weak treatments and others conclude that there is no difference, but more importantly they also conclude that weak students benefit strongly from strong treatments.

Some Suggestions to the Teaching of Discovery learning

There are some suggestions for teacher to use discovery learning:

1. Choose the ideal self-guided activities.

   Teacher must offer the learners self-guided activities that they can use to explore the subject matter autonomously. Ideally, the activities should offer small amounts of information spread out over time to reduce cognitive overload.

2. Keep learners on track.

   One of the major pitfalls of discovery learning is that learners have the potential to spiral out of control. This is particularly the case when learners don't have any guidance or structure. Thus, teacher should always be on hand, or enlist the aid of a moderator, in order to keep learners on track and offer any assistance along the way.

3. Be a guide, not a director.

   Discovery learning is all about letting the learners explore and, as the name suggests, discover the solution on their own. Therefore, teacher role is not to direct or instruct them, but to point them in the right direction. Teacher must give them the foundations on which they can build upon, then serve as a guide moving forward.

4. Give them time to explore and reflect.

   Nothing will be gained by rushing through discovery learning. In fact, teacher must give your learners plenty of time to fully explore the subject matter, arrive at their own conclusions, and then reflect on the process.

CHAPTER XIV. COMMUNICATIVE LANGUAGE TEACHING (CLT)

Defining Communicative Language Teaching

CLT can be understood as principles about the goals of language teaching, how learners learn a large kinds of classroom activities that best facilitate learning, and the role teachers and learners in the classroom. The goals of CLT include the following aspect of language knowledge:

1. Knowing how to use language for a range of different purposes and functions.
2. Knowing how to vary our use of language according to the setting ad participants.
3. Knowing how to produce and understand different types of texts.
4. Knowing how to maintain communication despite having limitations in one's language knowledge.

The role of teacher is as facilitators and monitor while learners have to participate in the classroom activities that are based on a cooperative rather than individualistic approach to learning.

The Characteristic of Communicative Language Teaching

Some of the characteristics of CLT are; Appropriateness; Message Focus; Psycholinguistic Processing; Risk Taking; Free practice

The Background to Communicative Language Teaching

Phase 1 : traditional approaches (up to the late 1960)

Phase 2 : classic communicative language teaching (1970 to 1990s)

Phase 3 : current communicative language teaching

Classroom Activities in Communicative Language Teaching

Some of the learning activities of Communicative Language Teaching include the use of: Authentic Material; Scrambled Sentence; Information-

Gap Activities; Jigsaw Activities; Other Activity types in CLT (Task-completion activities, Information-gathering activities, Opinion-sharing activities, Informational-transfer activities, Reasoning-gap activities, Role plays and language games)

The Strengths of Communicative Language Teaching

1. Students and teacher interaction is increasing
2. Teacher's role is to facilitate students to encourage spontaneity communication in realistic context
3. Directly enhanced the students' interest
4. Learner-centered approach rather that teacher-centered approach

The Weaknesses of Communicative Language Teaching

1. Difficult to use in a large class
2. Students with low levels of proficiency may find this method difficult
3. Students tend to neglect writing and reading

Learning Strategies of ELT within CLT Teaching Method

1. Learner—Centered Instruction

   This technique focuses on students' need, give them some control to their work, and it allows students to be creative and innovative, so they can enhance their sense of competence and self-worth.

2. Cooperative and Collaborative Learning

   In cooperative learning models, a group learning activity is dependent on the socially structured exchange of information between learners, while collaborative learning, the learner engages with more capable others (teachers, advanced peer) who provide assistance or guidance.

3. Interactive Learning

In interactive learning, learners interact with each other through oral and written discourse, so their communicative abilities are enhanced.

4. Whole Language Education

Edelsky noted that whole language is not a recipe and it is not an activity that you schedule into your lesson: it is an educational way of life. It helps learners to build meaningful connection between everyday learning and school learning.

5. Content –Based Instruction

Content-based Instruction is the integration of content learning with language teaching aims. CBI believe that the best way to do communication is by using content as the driving force of classroom activities and to link all the different dimensions of communicative competence, including grammatical competence, to content. CBI is the teaching of content or informational in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught. CBI classroom may yield an increase in intrinsic motivation and empowerment, since students are focused on subject matter that is important to their lives.

6. Task—Based Instruction

Task-based instruction is perspective within a CLT framework that forces you to carefully consider all the techniques that you use in the classroom in the term of a number of important pedagogical purposes.

TBI in practice differ from more traditional approaches

a) Presentation : the new grammar structure us presented, often by conversation or short text. The teacher explains the new structure a students' comprehension of it
b) Practice : students practice using the new structure in a controlled through drills or substitution exercises.

c) Production : students practice using the new structure in different often using their own content or information, in order to develop fluency the new pattern

CHAPTER XV. CONTEXTUAL TEACHING AND LEARNING (CTL)

Defining the Contextual Teaching and Learning

Traditional methods of teaching and learning was broadly implemented before the finding of Contextual Teaching and Learning. In traditional teaching, students usually only listen to lectures, complete exercises and rarely have time for discussion. They did a lot of memorization, such as memorizing place, events, formulas and etc. They also had a lot of drilling to strengthen their memory. In fact, they studied subjects in isolation.This method often failed students to comprehend the learning materials and to make connections between what they are learning and how that knowledge will be used.

There is current discoveries that shows how everything in this world is independent parts and what gives them meaning is context. This makes the teachers rethink on how they should teach. Contextual Teaching and Learning is based on the belief that meaning comes from the relationship between content and context. When the students are able to connect their lessons to the context , they will derive more meaning from the lessons. Thus, giving students contextual materials will ease them in learning.

The definition of CTL itself is it is a system that stimulates the brain to put patterns into a story that express meanings. It is an educational process that aims to help students to see meaning in the academic materials that they are studying by connecting them with the context of their daily lives. CTL is based on a constructivism. Learning takes place when teachers are able to present infromation, thus students are able to construct the meaning. Contextual learning, then, engages students in meaningful, interactive, and collaborative activities that support them in becoming self-regulated learners. According to this theory, learning occurs only when students process new information in such a way that it makes sense to them in their own memory or experience.

CTL approach has some teaching strategies that could be implemented individually or in group to engage students in an active learning process. There are some teaching strategies associated with CTL as proposed by Berns & Erickson as follows: Problem based learning, cooperative learning, service learning, work based learning, project based learning, and REACT (relating, experiencing, applying, cooperating, and transferring) strategies.

The Underlying Pillars of Contextual Teaching and Learning

1. Constructivism. It is when the learners construct their own knowledge instead of pasively receieve it from others.
2. Inquiry-based learning. It is the process of moving from obsrvation to understanding, this pillar asks students to use their critical thinking skills.
3. Questioning techniques. It is when teachers encourage and assess students' thinking abilities. The types of questions that can be asked consist of remembering, understanding, applying, analyzing, evaluating and creating
4. Modelling. It is a process when teachers give example or demonstrate what the students will be required to do.
5. Learning communities. It is a group of people (students) in which they could exchange or share ideas and experiences. They could also work cooperatively and learn to work together.
6. Authentic assessment. It is the process of measuring and judging students' knowledge and skills through a variety of tasks that are relevant and contextual.
7. Reflection. It is a process when students reflect what they have learned through discussions, homework and other activities.

Furthermore, Neuroscience and Psychology provide a firm basis for understanding that the central aim of contextual teaching and learning is

properly to help students attach meaning to academic lessons. When students find meaning in their lessons, they will learn and remember what they study. It is in line to Johnson who said: "The brain searches for meaning, and when it finds meaning, it learns and remember."

The Components in Contextual Teaching and Learning System

1. Making meaningful connections. It is a process of connecting previous knowledge with current experience.
2. Doing significant work.
3. Self-regulated learning. It is a process of encouraging students to do an independent study.
4. Collaborating. It is a collaborative learning in which students with different potentials work together. Critical and creative thinking.
5. Nurturing the individual. Students can learn by doing.
6. Reaching high standards. It is a process of analysing academic lesson to construct idea.
7. Using authentic assessment. Students' skills are assessed through relevant and contextual tasks.

In addition, there are three scientific principles that are significant for CTL. Those three principles and their relation to CTL are:

1. The Principles of Interdependent.

   According to modern scientist, everything in the universe is interdependent and interconnected. Thus, for CTL, this principle calls educator to recognize their connection to one another. This principle makes it possible for students to make connections that reveal meaning. It also supports collaborative work.

2. The Principles of Differentiation

   This principle says that nature always produces infinite variety, diversity and uniqueness. Nature never repeats itself. To exist is to be different. In CTL, it challenges teachers and students to respect

another's uniqueness and differences. It frees students to explore their talents and collaborate with others.

3. The Principles of Self-Organization

   According to scientist, every separate entity in the universe possesses an inherent potential. For CTL, when students connect academic material with their own personal circumstances, they are implementing the principle of self-organization. This principle requires educator to encourage each student to actualize student's full potential, thus, students discover who they are and what they can do.

CHAPTER XVI. PROJECT BASED LEARNING

Defining Project Based Learning

Project based learning is a form situated learning in which students gain knowledge and skills by working on a real world problem and creating a product for an extended period of time. In project based learning, the students are asked to investigate real world problem, to design plans, and to create product at the end.

Characteristics of Project Based Learning

Project based learning has some characteristics, that is, learning by doing, dealing with real world problems, collaborating or working in a group, and emphasizing on the end-product of the project.

1. Learning by Doing

   In project based learning, the students' role is changing to learning by listening to learning by doing. Learning by doing is considered the most effective way of learning since the students can develop understanding and build knowledge when they put theory into practice and learn based on their experiences in an authentic real world context.

2. Dealing with Real World Problems

   Project based learning centers on a real life problem that requires solution and drives the research and the learning process. The topic of the problem should be relevant to the students' level. It comes from the teacher's guiding question and usually in the form of open ended question so a range of possible solutions and responses is permitted.

3. Collaborating or Working in a Group

   Project based learning makes the students collaborate or work in a group to discuss ideas and try out new ideas in designing plans and creating the product. The process of collaborating and team working

leads to the development of further professional skills, behaviors, and networks.

4. Emphasizing on the End-Product of the Project

The result of project based learning is chosen by the students. It can be in the form of product, presentation or performance. Then the result will be shared, displayed, or presented to people in the classroom.

The Teacher and Students' Role in Project Based Learning

In project based learning, the teachers act as facilitator. They give a guiding question, guidance, support, and feedback on the process of project based learning. They also arrange schedule with the students to determine the deadline of the project and the time when the students can consult the project. Meanwhile, the students act as project designers. They identify a problem, design the plans, and create the end-product of the project.

The Teaching Procedures of Project Based Learning

There are five steps in the implementation of project based learning. The first is the teacher gives a guiding question to the problem. According to Krajcik, there are some features of good guiding questions: (1) feasible = a good guiding question makes the students can design and perform investigation to answer the question and solve the problem, (2) worthwhile = a good question contains rich content, (3) contextualized = a good question based on the real world problem, (4) meaningful = a good question is interesting and exciting to the students, and (5) ethnical = a good question does not harm the individuals or environment. The second is the students will work in a group to investigate the problem and design the plans. The plans consist of the activities done to solve the problems and the material or equipment used to create the end-product of the project. The third is the teacher and the students arrange the schedule to determine the deadline of the project and the time when the students can consult the

process of project based learning. The fourth is the students find the solution, create the product, and share the result in the classroom. The fifth is the teacher and the students do the reflection about the process of project based learning and the end-product of the project.

The Assessment of Project Based Learning

The assessments of project based learning are in the form of process and final product. The assessment in the form of process covers the management of time and the process of project based learning including investigating, planning, finding, and creating. Meanwhile, the assessment in the form of product covers the relevant of the product with the question, the originality, and the creativity.

CHAPTER XVII. PROBLEM-BASED LEARNING

Defining Problem-Based Learning

PBL is a learning method based on the principle of using problems as a starting point for the acquisition and integration of new knowledge (H.S. Barrows, 1982). It provides problem as the stimulus in delivering the materials. It requires students to use their language in proposing their opinion towards the problem.

Characteristics of Problem-Based Learning

As another teaching method, there are some characteristics of PBL which distinct it from other methods. They are as follows:

1. Student-centered learning
2. Learning occurs in small groups
3. Teachers are facilitators or guides
4. Problems as the focus and stimulus for learning
5. Developing problem-solving skills
6. New information is acquired through self-directed learning
7. Integrating real world issues and practices
8. Providing applicable skills for future learning
9. Based on constructivism:
    a. learning is not necessarily an outcome of teaching
    b. students' existing knowledge base influences their learning
    c. people learn most effectively through practice
    d. effective learning requires feedback

The Process of Problem-Based Learning

Problem-Based Learning concerns on how the problems given to the students to be solved and how the students acquire the knowledge and information to provide the solution of the problem. These processes require

students to be personally active in finding the solution and stating their opinion towards the problem. The detail processes are presented below:

1. Students confront the problem
2. In groups, students organize prior knowledge and attempt to identify the problem
3. Students pose questions about what they do not understand
4. Students design a plan to solve the problem and identity the resources they need
5. Students begin to gather information as they work to solve the problem

The Procedure of Problem-Based Learning

The followings are what should be done by the teacher in PBL method:

1. Pre-teach
    a. Make sure students understand the goals and benefits of a problem-based approach for language learning.
    b. Emphasize the importance of using English in problem-solving activities.
2. Introduce the Problem and Vocabulary
    a. Introduce students to the problem using pictures, video, texts.
    b. Introduce vocabulary related to the problem.
    c. Ask students about previous personal experiences with the problem.
    d. Provide pre-reading exercises about the problem.
3. Group the Students and Provide the Resources
    a. Make sure that students understand the problem and the expectations of them.
    b. Emphasize that there is no single answer or solution, and that they need to choose what appears to be the most viable solution to them and be prepared to explain why they chose that solution.

c. Give students access to resources such as the Internet, books, magazines, brochures, newspapers, television, and telephones.
d. Make sure that students are aware of the range of resources available and know how to use them.
e. Group students, preferably in groups with different language backgrounds and proficiency levels.

4. Observe and Support
   a. Observe students and provide support as needed, but do not attempt to direct their efforts or control their activity in solving the problem.
   b. Observe, take notes, and provide feedback on student participation in the activity and on language used during the activity.
5. Follow Up and Assess the Progress
   a. Provide students with opportunities to present and share the results of their work.
   b. Provide follow-up activities based on your observations; e.g., form-focused instruction on grammar, pronunciation, or pragmatic issues.
   c. Assess students' participation and success in the activity.

CHAPTER XVIII. SCIENTIFIC APPROACH

Defining the Scientific Approach

Scientific approach is the approach used in Curriculum 2013. It do not means that we learn science like physic and biology, but the learning process carry out the scientific ways or procedures, just like the scientist do.

The Three Main domains of Scientific Approach

There are three points that become the focus in teaching and learning process with Scientific Approach. They are what we know as *the three domains*, include knowledge (cognitive), attitudes (affective) and skills (psychomotor). Attitudes refer to "students know why", skills refer to "students know how", and knowledge refers to "what students know". These three points are expected to make the students become affective, creative innovative, and productive. In other words, with these three points, students have soft skills and hard skills to live properly. In order to achieve these goals, the teachers follow the five steps in teaching and learning process.

Teaching Procedures of Scientific Approach

As learning takes place should be scientific-based, all processes and steps of learning should reflect fixed procedures starting from observing, questioning, associating, experimenting, and networking. These steps can be modified or suited depends on the materials.

1. Observing

   Observing is a kind of meaningful learning. This is the first steps in where the students observe by using their senses, they read, listen, and watch. Here, the teachers have to provide the students with objects, real objects or realia, video, audio video, picture, chart, table, illustrations, text, or phenomena to be observed at the beginning of the class. The

teachers then instruct the students to observe and pay attention to every details on the media given. This phase is aimed to make the students directly involved in the learning as they start to pay attention. While doing observation, the students are also instructed to take notes as they will ask questions related to their result of observation later.

2. Questioning

Questioning is the second step in which the student's background knowledge is activated. The questions are based on what have been observed. Questioning can be used by both teachers and students in the classroom. The answer or feedback for the questions can be given by the teachers, and another students. There are some purposes of questioning, including (1) to develop interest and motivate students to become actively involved in lessons, (2) to evaluate students' preparation and check on homework or seatwork completion, (3) to develop critical thinking skills and inquiring attitudes, (4) to review and summarize previous lessons, (5) to nurture insights by exposing new relationships, (6) to assess achievement of instructional goals and objectives, and (7) to stimulate students to pursue knowledge on their own.

3. Associating

Associating is the process of thinking logically and systematically. This is the third steps where the students process the information that have been gathered from the observation and questioning, by analyzing the information, categorizing, or relating them to the phenomena or related information in order to find a pattern which is directed by the teacher.

4. Experimenting

To get the real or authentic learning, learners have to do experiment. Experimenting here means that the students start to work with the task or assignment given by the teachers related to the

materials they just got. They are suggested to explore, try, demonstrate, mime, and others. The activity can be in the form of simulation, role-play, discussion, or play game.

5. Networking/Communicating

   Communicating and networking activity is aimed to promote students' ability in presenting their understanding in written and spoken. This is the last step where the students present the result of work or assignment they just done, it can be in the form of chart, diagram, or direct conclusion. Feedback can be given by the teachers or another students related to the presentation.

The Learning Models of Scientific Approach

Scientific approach uses performance-based tasks that require the students to use high-level thinking to perform, create, or produce something with transferable real-world application. Several learning models such as discovery learning, project based learning, and problem based learning are appropriate with this approach.

1. Discovery Learning

   Discovery learning emphasizes on the process of discovery by the students themselves. In the application, the teachers act as the supervisor by giving the students opportunity to be actively engage in the classroom. The students are assigned to find out the main idea, categorize, analyze, and compare so that they can find the pattern themselves.

2. Project based learning

   Project based learning uses project or activity first as the learning media. The students are directed to explore, relate it to their experience, interpret, and synthesis any kind of information so that they can build a new understanding toward the materials.

3. Problem-based learning

Problem based learning deals with the activity that promotes students' critical thinking where they are given a problem an assign to have a solution for that case. This model will enrich students problem-solving skills as they are trained to think critically over a problem.

CHAPTER XIX. POST-METHOD CONDITION

According to Kumaravadivelu (2006), the postmethod condition is a sustainable state of affairs that compels us fundamentally restructure our view of language teaching and teacher education. It urges us to review the character and content of classroom teaching in all its pedagogical and ideological perspectives. The change from method era to potmethod era indicates a shift from a positive-oriented perspective to a constructivist-oriented one. Cunningham (2001) stated that, "constructivism view learning as an active process where learners reflect upon their current and past knowledge and experiences too generate new ideas and concepts". As a consequence, "a shift to a constructivist perspective of teaching and teaching learning makes teachers a primary source of knowledge about teaching (Crandall, 20, p.35). In the postmethod era, "teachers who have to act as mediators between theory and practice, between the domain of disciplinary research and pedagogy" (Widdowson, 1990).

The postmethod pedagogy is characterized by leaving methods-only arguments to find effective strategies to teach in the most appropriate and effective way while considering the practitioner's views and roles in preparing and teaching language materials. Instead of looking for which language teaching method is the best to follow, the language teacher must find the most effective strategies and techniques to enrich her or his teaching repertoire. The three pedagogic parameters are parameter of particularity, parameter or practicality, and parameter of possibility.

The parameter of particularity requires that any language pedagogy must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within in a particular sociocultural milieu. It suggest that local teachers should themselves begin to seek some ways that will help them teach and their students learn in a most successful way. The parameter of practicality relates to a much larger

issue that directly impacts on the practice of classroom teaching, namely, the relationship between theory and practice. It recognizes that no theory of practice can be fully useful and usable unless it is generated through practice. The parameter of possibility aims at providing a more comprehensive context for language teaching in terms of its social engagement and political accountability. L2 teaching is seen more as a tool to help learners come to to grips with their own identity and as vehicle to explore other peoples and cultures. According to Kumaravadivelu (2006), the three parameters to be a shift toward a post-method era that defines a new relationship between teachers and theorizers, which is pushing teachers towards of skills, knowledge, and autonomy.

Postmethod Pedagogy

Three dimensional frameworks have been selected to be the references for drawing the parameters and indicators of postmethod pedagogy fundamentals. Those are Stern's three dimensional framework, Allwright's Exploratory Practices, and Kumaravadivelu's macro-strategic framework.

The Three Dimensional Framework

This frameworks became the first attempt that comes out with coherent and wide-ranging plan to contruct postmethod pedagody proposed by Stern. It comes from Stern's thought of "strategy concept" covering teaching and learning strategies that are based on 3 dimensions:

1. L1-L2 connection, concerning the use/nonuse of the L1 in learning L2
2. Code-communication dilemma, concerning the structure-message relationship
3. Explicit-implicit option, concerning the basic approach to language learning

Intralingual-crosslingual dimension

1. Intralingual

Intralingual techniques are applicable at all stages of language teaching and learning, though for beginners and intermediate learners they are more restricted. These techniques may also have an analytical or experiential orientation explained below. The intralingual strategy adheres coordinate bilingualism where the two language systems are developed in a separate way from each other, through exclusive intralingual techniques. Intralingual technique may be applied to the teaching of linguistic features (grammar, vocabulary, phonology) or content-based teaching. Their main characteristic is that they do not use the L1 as a point of reference, but the L2 or TL as the exclusive reference. Intralingual techniques help the learner establish verbal connections in the L2, enabling the learner to move about within the system without reference to L1. The verbal expression become associated directly with objects and situations without the help of L1

2. Crosslingual

Crosslingual techniques have been used for many years in language teaching. Books have often presented texts with their corresponding translation and grammar explanations in the L1. When crosslingual techniques are used, the learner receives "input" on the L2, and the L1 is used to clarify meaning helping the students who feel lost, confused or disoriented. Crosslingual strategies are based on the assumption that the learner will not develop the new language independently but in relation and frequent comparison with the L1. The crosslingual strategy adheres compound bilingualism where the L2 is acquired and known through the L1. In compound bilingualism: The development of a compound bilingualism is typical of learning the FL as a school subject,

whereas coordinate bilingualism was far more ambitious that relying as little as possible on translation and immersing in the living culture of another community, the learner comes to speak a second tongue well.

Need to keep in mind that neither the crosslingual nor the intralingual strategy is theoretically superior. Since each responds to different characteristics or phases of the learning process, they have complementary merits. Stern recommends an integration of both approaches. It seems that in the early stages of ELT/L a crosslingual or a combined approach may be more appropriate, moving gradually towards the use of intralingual techniques in secondary education and at university level.

The Analytic-Experential Dimension

Experential strategy invites the learner to use the language for a purpose and to focus on the message rather than on the aspect of code. Analytic strategy is based on techniques of study and practice. Stern suggests a mixture of both experiential and analytic strategies and techniques since they share the same positive aspects. Analytic strategy abstracts, decontextualizes, and isolates language phenomena or skill aspects for scrutiny, diagnosis , and practice which are important for language education. Analytic technique enable the learners to focus on the code by helping them to identify, explain, compare, illustrate, and practice a language feature. Stern also suggests that experiential strategy should complement the analytic approach since it deals with the language more globally.

For classroom activities, analytical techniques cover study and practice of the language with full and explicit focus on linguistics features. For example: projects, inquiries, games, and problem-solving tasks.

The Explicit-Implicit Dimension

Explicit and Implicit refers to two strategies. According to Stern, the other four strategies, in the first two dimensions, can be either explicit or implicit. An explicit strategy helps learners to focus on the characteristics of the language and acquire a conscious and conceptual knowledge of it. They can use that knowledge to know how the language function, how it hangs together, what words mean, how meaning is conveyed, etc.

An implicit strategy takes into account the fact that language is much to complex to be fully described and even if the entire system could be described, it would be impossible to keep all the rules in mind and to rely on a consciously formulated system for effective learning.

In practice, it is expected that the two strategies can be combined, but the mixture will be varied according to the language topic, the course objectives, the characteristics of the students, and the needs of the teaching situation. Besides, the students may also differ on their preference for explicit or implicit language learning, depending on their age, maturity, and previous educational experience.

To help the implementation of the three dimensional framework, Stern proposed four types of syllabus with a wide range of objectives and options:

1. The language syllabus : deals with all aspects of language as system (phonological, syntactic, and semantic features of the target language)
2. The communicative activities syllabus: deals with language as discourse in its interactional orientation (social norms governing language communication)
3. The cultural syllabus: relationship between language and culture and language and society.
4. The general language education syllabus: aims at broaden the scope of L2 curriculum and helping learners generalize from their L2 learning experience to the learning of other languages and to educational in general.

Stern also advises the teachers, syllabus designers, and teacher educators:

1. to recognize that the four syllabuses complement one another
2. to build bridges from syllabus to syllabus
3. to develop and use teaching materials that cut across the syllabus divisions
4. to start from one syllabus and work toward the others
5. to establish a longitudinal, proportion pattern of content so that any individual teaching unit could be derived from one or more types of syllabus.

The Exploratory Practice Framework

It is proposed by Allwright. Exploratory teaching means teaching that not only tries out new ideas, but also one that further explores tried and trusted ideas in order to learn as much as possible in doing so. It is a matter of trying to find out what makes the tried and trusted ideas successful. Allwright presented a set of appropriate criteria and practical possibilities for integrating research and pedagogy. At the initial phase of the framework, Allwright concerned about finding principled ways to connect the professional theory of the expert with the personal theory of the teacher, surely, for the benefit of both.

The principles of Exploratory Practice

Exploratory Practice is premised upon a philosophy that is stated in three fundamental tenets:

1. The quality of life in the language classroom is much more important than instructional efficiency
2. Ensuring our understanding of the quality of classroom life is far more essential than developing ever “improved” teaching techniques

3. Understanding such a quality of life is a social, not an asocial matter, that is, all practitioners can expect to gain from this mutual process of working for understanding.

From this one overarching sentence, seven general principles have been derived. They are:

Principle 1: Put "quality of life" first.

Principle 2: Work primarily to understand language classroom life.

Principle 3: Involve everybody.

Principle 4: Work to bring people together.

Principle 5: Work also for mutual development.

Principle 6: Integrate the work for understanding into classroom practice.

Corollary to Principle 6: Let the need to integrate guide the conduct of the work for understanding.

Principle 7: Make the work a continuous enterprise.

Corollary to Principle 7: Avoid time-limited funding.

The Practice of Exploratory Practice

These practices are aimed at helping teachers (and potentially learners too) to investigate the areas of learning and teaching they wish to explore by using familiar classroom activities as the investigative tools. According to Allwright and Lenzuen (1997) and Allwright (2000), the EP practice involves a series of basic steps. I draw from them to present the following steps:

1. *Step 1: Identifying a puzzle*.
2. *Step 2: Reflecting upon the puzzle*.
3. *Step 3: Monitoring.*
4. *Step 4: Taking direct action to generate data*.
5. *Step 5: Considering the outcomes reached so far, and deciding what to do next*.
6. *Step 6: Moving on.*

7. *Step 7: Going public.*

The Global and the Local

An important concern, Allwright seems to be wrestling with is the exact connection between the principles and the practices of EP. He sees the need for global principles for general guidance, but their implications need to be worked out for local everyday practice. He sees a cyclical connection between the two, as represented in what he calls a "crude loop diagram":-Think globally, act locally, think locally- He also believes "the thinking we do to find principled ways of acting in our local situation generates more thinking about our principles. Local action and local thinking produce practices potentially adaptable to any context, thereby developing our thinking about global principles.

Macro strategies Suggested in Post-Method Teaching

1. Maximize learning opportunities

   Teachers have two roles; (1) First role of teacher: creators of learning opportunities. Duties: Willing to modify their lesson plans based on feedback to suit the needs of target learners; (2) Second role of teacher: utilizers of learning opportunities (created by learners). Duties: Shouldn't ignore contributory discourse from learners. Must bring learners' problems to the attention of the class Activities: Increasing the amount of repetition. Using flashcards and Audios

2. Facilitate Negotiated Interaction
   a) Meaningful learner-learner, teacher-learner interaction.
   b) Learners need to be provided with opportunities for negotiated interaction in order to accelerate their comprehension and production.
   c) The learners have the freedom and flexibility to initiate and navigate talk.

Activities related to learners' intrinsic motivation can be focused on; Encouraging 'peer-initiated' and 'self-initiated' topics to discuss and Teacher can design some small group activities

3. Minimize perceptual mismatches
4. Reduce the miscommunication between teachers and students consisting of 10 perceptual mismatches:
   a) Cognitive (refers to common knowledge which the students obtain understanding of physical and natural phenomena)
   b) Communicator (Refers to skills through which learners exchange messages)
   c) Linguistic (refers to linguistic repertoire (syntactic, semantic, and pragmatic knowledge of target language)
   d) Pedagogic (refers to teacher/ learner recognition of stated or unstated objective of the classroom)
   e) Strategic (refers to learning strategies used by the learners)
   f) Cultural (refers to prior knowledge of target cultural norms)
   g) Evaluative (refers to articulated or unarticulated types and modes of ongoing self-evaluation measures used by the learners)
   h) Procedural (refers to stated or unstated paths chosen by learner to achieve immediate goal)
   i) Instructional (refers to instructional directional give by teacher/ indicated by textbook to help learners achieve their goal)
   j) Attitudes (refers to learners' attitude toward the nature of L2 learning and teaching)
   k) Activities: Giving hints to re-think (cognitive mismatch, Information gap
5. Activate Intuitive Heuristics
   a) Allow learners to infer from rules
   b) Provide adequate textual data so that students can infer the form and function and grammatical rules.

c) Activities allowing them to encounter linguistic structure.
d) Self-discovery plays a crucial role in learner comprehension and retention regardless of the learners' language ability.
e) Activity: Writing statements using present tense marker. Activities related to self-discovery.

6. Foster language Awareness
   a) Language awareness (LA) : a person's sensitivity to and awareness of the nature of language and its role in human life (Hawkins, 1984; James & Garret, 1991)
   b) Drawing attention to formal aspects of language
   c) Treats grammar as a network of systems
   d) Lessons should be learner-oriented
7. Contextualize linguistic input
   a) Focus on syntactic, semantic, pragmatic features of language.
   b) Bring learners attention to integrated nature of language.
   c) Words→ sentence, sentences→ meaningful contexts
   d) The nature of language is integrated
   e) Classroom teacher takes more responsibility than textbooks authors / syllabus writers
8. Integrating language skills
   a) Language skills are essentially interrelated
   b) Isolation of four skills is uncomfortable for students.
   c) The learning and use of any one skill can trigger cognitive and communicative associations with other skills.
   d) Language best developed when it is learnt holistically (Rigg, 1991 cited in Kumaravadivelu, 1994)
9. Promote Learner Autonomy
   a) Equipping students with authentic materials
   b) Help learners 'self-direct' and 'self-monitor' their own erudition.
   c) Help learners learn how to learn

d) Language learning is an autonomous activity- because of this promoting learners autonomy is important. It involves helping learners learn how to learn, equipping them with the metacognitive, cognitive, social, and effective strategies necessary to self-direct their own learning, improve their language abilities.

10. Ensure Social Relevance
    a) The need for teachers to be sensitive about societal, political, economic, educational environment where L2 takes place
    b) Social issues include the motivation for L2 learning, the goal of L2 learning, the function L2, the availability of input to the learner, the variation in the input, the norms of proficiency.
    c) Learning purpose and language use are the most crucial in determining the social relevance of an L2 program.
11. Raise Cultural Awareness
    a) Giving opportunity to differentiate between own culture and the culture of target language
    b) Culture teaching aims at helping the learners gain an understanding of the native speaker's perspective.

Micro Strategies Suggested in in Post-Method Teaching

1. Micro-strategies are classroom procedures to realize the objective of a particular macro-strategy.
2. Each macro-strategy can have any number, any type of micro-strategies, depending on the local learning and teaching situation; however they are limited by the national, regional, local language policy, curricular objectives.

Post-Method Predicament

The plans for post-method pedagogies are based different ways of looking at problems and prospects of language teaching. However, there is always be

tendency to doubt the need for change. There are two factors affect the predicament of the post-method

Challenging barriers

There are challenges in facing the construction and implementation of postmethod. The most crucial aspect of predicament is that the concept of method is remarkably entrenched one. There are two barriers which are considered as powerful barriers, they are pedagogical and ideological.

1. Pedagogical barrier

   Pedagogical barrier related to the content and character of L2 teacher. The transmission model of L2 teacher education entails a master-pupil relationship in which students teacher are expected to learn some of their master teacher's pedagogic knowledge and skills, and to apply them in their classroom. However, in postmethod perspective, transmission models prove to be unproductive because they are also premised on debilitating between theory and practice and also between theorist and teacher.

2. Ideological barrier

   Ideological barrier managed and manipulated by formidable political, economic, and cultural agenda. In learning English, there are some anxious thoughts in process marginalization, which is projects the image of western knowledge and diminish the value of local knowledge. In the context of global ELT, the practice is manifested the acceptance of the superiority of Western methods over local practices, when it comes to teaching English as second/foreign language, somehow native speakers are far superior than nonnative speakers. From this, there are many subtle and not so subtle ways in which ideological barriers cause impediments for progress of postmethod pedagogy. The fact that only transmission model of teacher education that can effectively maintain

the authority of traditional knowledge producers and knowledge transmitter.

Facilitating factors

Facilitating factors refer to developments the harmful effect of barriers to post-method pedagogy. The most important facilitating factor is the growing attempt to legitimize local knowledge (Canagarajah, 2004). In fact, the ELT professional community has explored the nature and scope of knowledge in the process of globalization.

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