



PT INOVASI PRATAMA INTERNASIONAL



SEMINAR ON TEFL

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Textbooks

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FOREWORD

Praise be to Allah SWT, the Giver of Knowledge, thanks to His Grace and Gifts, so that we can complete the Textbook entitled Seminar on TEFL. We have compiled this book to the best of our ability and received assistance from various parties so that we can expedite the creation of this book. For this reason, we would like to express our thanks to all parties who have contributed to the creation of this textbook. Apart from all that, we are fully aware that there are still shortcomings both in terms of sentence structure and grammar. Therefore, with open arms, we accept all suggestions and criticism from readers so that we can improve this textbook.

Finally, we hope that this book about Seminar on TEFL can provide benefits and inspiration to readers, may Allah SWT always make it easy for us to understand the contents of this book.

Medan, 22 November 2023

Author Team

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CHAPTER I

LANGUAGE TEACHING

A. LANGUAGE TEACHING'S HISTORY

1. Earlier than 19th century

This book's history of language education is mostly based on Mackey (1975) and Richards and Rodgers (1986 and 2001). The evolution is presented in chronological order so that the history of language education may be easily traced back in time.

Specific methods of teaching foreign languages taken from the book may not be techniques at all; they may simply be collections of specific lessons or teaching experiences. As a result, the discussion of language teaching history in this chapter does not imply the evolution of teaching methods.

The origins of foreign language education may be traced back to the Roman Empire, when the Romans studied Greek as a second language. They learned Greek by inviting Greek instructors or employing Greek-speaking staff. Finally, people in Europe began to study a second language and consider language education methods.

The first issue with language teaching methods in Europe was the teaching of Latin. Latin instruction began with the expansion of the Roman Empire. People continued to study Latin as the empire grew, and it eventually became the international language of the Western World, serving as the language of church and state at the period.

The language quickly spread and became the only medium of instruction in schools. This required people to study the language as a topic, and the methods were primarily limited to Latin grammar for clergy to speak, read, and write in their second language, the language in which almost all academic learning was done. This may be the first approach to teaching a foreign language.

The Latin taught in schools was written many centuries earlier than the Latin spoken in academic Europe at the time. Old Latin was thought to be extremely difficult, and mastery of the language was no longer possible. The goal of learning Latin at the time was simply to prepare for reading the Latin classics. There were a lot of initiatives at the time to improve Latin education by eliminating grammar learning.

Di Marinis (1532) was a notable scholar who strove to enhance the teaching of Latin grammar, as was Luther, who was opposed to too much formal grammar and the teaching of rules. Jan Comenius (1631),

a Czech educator, advised improving foreign language teaching by using imitation, repetition, and plenty of practice in both reading and speaking. He was also the first to try inductive grammar teaching and language teaching through graphics.

The emphasis of language teaching has shifted over time. Up until the last quarter of the eighteenth century, it was common practice in schools to translate from the second to the primary language. The translation method has already taken on the role of grammatical instruction. This kind of instruction was related with the work of Meidenger, who released a book in 1783 advocating translation into a second language using grammar rules. With the introduction of the Grammar Translation Method, teaching Latin grammar became an aim in itself. Latin grammar instruction has become structured into intellectual exercises.

At the beginning of the nineteenth century, foreign language learners were given texts based on basic sentences that contained the majority of the grammatical elements of the target language. A foreign language was taught at the time by using the first language to learn the foreign language. Karl Plotz (1819-81) was a scholar who pushed for this approach. His approach was separated into two sections: 1) norms and paradigms, and 2) phrases for translation into and out of the second language. This could be the first time the Grammar Translation Method is used.

2. After 19th Century

Language training that focused on grammar and translation was quickly criticized, and a new method was created. In 1867, Claude Marcel called for the eradication of translation and grammatical rules, as well as the teaching of language through text comprehension first. He proposed teaching language with extensive listening, then reading easy and familiar content, and last speaking and writing.

In response to the grammar translation approach, Heness established a private school for teaching languages using a natural method in 1866, with the notion that language learners learn a foreign language in the same way as children learn their first language. In 1880, Francois Gouin introduced a new component to language instruction: physical activity. The concept offered by Gouin was relatively fresh at the time, although it was initially dismissed. Vietor's reaction to the grammatical translation approach came at the same time.

He proposed a new approach to language training that began with spoken language and included descriptive phonetics. In his approach, new contents were taught through gestures and visuals, as well as the usage of previously learned terms. Grammar was also taught, albeit in an inductive manner through text study. His method was often referred to as the Phonetic Method or the Reform Method. The Direct Method may have originated from the approaches proposed by Gouin and Vietor.

The Direct Method had a distinct pattern by the beginning of the twentieth century, and the title "Direct Method" was formed. The method adhered to the notion of not using the learners' language; the typical text began with spoken language and progressed to reading and writing. However, as the Direct Method principles spread, there was more and more compromise with them in order to fulfill the expanding demands for quantitative accuracy criteria.

The ideas were developed through vocabulary exercises and thorough grammatical drills. Translation was even included at a higher level. Certain criteria of correctness were expected at all levels. Finally, the Direct Method nearly lost its distinguishing features.

Finally, the Direct Method was developed in many directions in various countries. In Germany, the Direct Method was modified in the shape of the Eclectic Method, which was a blend of the Direct Method and the Grammar Translation Method. The Direct Method was commonly utilized in England, however people eventually returned to various sorts of grammatical translation technique. The approach in Belgium was a compromise with the natural method. The Direct approach was not popular in the United States, therefore Americans tried out the new "reform" approach, which was comparable to the Direct Method.

3. The New Generation

Teaching methods are practical applications of theoretical results; they may have evolved from theories and then been implemented. Language education approaches have evolved in the second half of the twentieth century. The AudioLingual Method is one of the new approaches that has gained popularity and use on a global scale. It appears that the procedure is the only one that has been thoroughly developed. The method's development was financed by the United States government. The initiative involves a large number of people. The project included not just language teachers, but also linguists and psychologists.

Finally, in the 1960s, the approach was widely used in North American colleges and universities to teach foreign languages. It laid the methodological groundwork for materials used to teach foreign languages at the college and university levels in the United States and Canada, and its concepts served as the foundation for widely used series such as the Lado English Series and English 900 (Richards and Rodgers, 1986: 48). These substances are still in use today.

Other additional ways were created not long after the Audio-lingual Method was introduced. The new methods are founded on language theories and theories of language teaching or learning. To name a few, new methods include Gattegno's Silent Way, Curran's Community Language Learning, Asher's Total Physical Response, Lozanov's Suggestopedia, and Communicative Language Teaching. It's worth noting that the majority of the methods were created in the United States.

One of the methods listed, Suggestopedia, was developed in East European countries, while the other, Communicative Language Teaching, was developed in England. At first look, the new procedures appear to be distinct from one another or from previous methods. When the underlying principles of the methods are compared, they share numerous similarities with other methods. Alternatively, the new approaches could have evolved from the traditional ways.

Two of the new ways, for example, the Silent Way and the Total Physical Response, appear to share the idea that the presence of physical items improves learning. Furthermore, the Total Physical Response activities are difficult to distinguish from those of the Gouin technique, which used physical exercises to teach verbal materials. The Community Language Learning method, whose language syllabus is derived by students, cannot be distinguished from the Unit method, which based its syllabus on a vote of language learners.

Language education methods have been used for many millennia and can be traced back several centuries. The history of language teaching methods began with Latin and Greek grammar instruction, and then the approach was refined with the inclusion of translation in language teaching, which became known as the Grammar Translation Method (GTM).

Since it was first utilized in the teaching of classical languages, Latin and Greek, the GTM was also known as the Classical Methods. The GTM excludes actual spoken communication and social settings of the language because Latin was learned based on written language of ancient literature. For centuries, this method was commonly

employed before being supplanted by the Direct Method, which stressed knowledge of the target language for communication.

Finally, new language teaching approaches emerged in the second half of the twentieth century, including the Audio-Lingual Method (ALM), the Silent Way, Community Language Learning (CLL), Total Physical Response (TPR), Suggestopedia, Communicative Language Teaching (CLT), and others. Some approaches may have been devised based on prior experience teaching a foreign language without taking into account language teaching ideas.

Some may disagree that such procedures may be considered as methods, despite the fact that others do. Methods can be a collection of activities in a teaching experience or a single activity in language instruction. Or, they are most likely not approaches, but rather assumptions in language instruction. This type of debate may occur among language teachers because various teachers may have different perspectives on the nature of the approach. In order to have similar impressions of the nature of method, the following section will examine the notions of approach, method, and technique.

B. METHOD, APPROACH, AND TECHNIQUE

Approach, method, and technique are three concepts that are sometimes used interchangeably in language education. People frequently mention one yet refer to the other. People even prefer to use the term method to refer to all three. Some individuals believe they refer to the same thing: the process of teaching a language. Are the three terms interchangeable or distinct? Anthony (quoted in Richards and Rodgers, 2001: 19) attempted to explain the distinction.

According to Anthony, the three are arranged in a hierarchical order. The level of theories is the approach, the method is the plan of language education that is consistent with the theories, and techniques carry out a method. In other words, the three are arranged so that the approach is axiomatic, the method is procedural, and the technique is implementational.

An approach is a collection of correlated assumptions about the nature of language and language learning and instruction. The level at which assumptions and views about language, language learning, and language teaching are expressed is referred to as the approach. Different people may hold various views and assumptions about the nature of language, learning, and teaching. It is possible to take assumptions or beliefs for granted. People are not required to reach

an agreement on the assumptions. As a result, there are several assumptions regarding language and language teaching in language teaching. According to Richards and Rodgers (2001: 20-21), there are at least three main perspectives on the nature of language: the structural view, the functional view (or notional view), and the interactional view.

Language, according to the structural viewpoint, is a system of structurally connected parts. Language, according to the functional viewpoint, is merely a medium for the expression of functional meaning. This viewpoint emphasizes, in addition to grammar aspects, themes or concepts about which language learners must communicate. The third perspective is the interactional perspective, which holds that language serves as a medium for the realization of interpersonal relationships and social interactions between persons. The three diverse perspectives on the nature of language will lead to different assumptions about what language is and, as a result, different approaches of language education.

For example, structurally based teaching approaches advise language teachers to choose their teaching materials based on grammatical concerns. They will choose grammar elements and grade them for the duration of their teaching plan. Grammatical considerations will also be used to evaluate the teaching and learning process. As a result, the test items in the evaluation will be grammatically oriented. This is also true for alternative methodologies based on the other two perspectives on the nature of language.

As previously stated, the technique contains assumptions about language learning and teaching. Assumptions regarding the nature of language are incomplete in and of themselves, and must be supported by theories about learning or teaching. There are numerous learning and teaching theories. According to Richards and Rodgers (2001: 22), a learning theory underlying an approach or method answers two questions:

- 1) What are the psycholinguistic and cognitive processes involved in language learning,
- 2) What conditions must be met for these learning processes to be activated.

In general, a strategy has answers to both concerns, but some methods may highlight only one of the two dimensions. A strategy will be devised based on assumptions about language and language development. Within a single approach, there may be several techniques.

Different strategies are based on various theories or assumptions about the nature of language. The assumptions regarding the nature of language might differ because different persons may agree with certain assumptions while disagreeing with others. They are not required to defend why some other individuals agree with assumptions with which they may disagree. The assumptions listed below are possibly typical assumptions regarding the nature of language:

1. The Silent Way
Language is a collection of sounds that have specific meanings and are ordered according to grammatical principles.
2. Audio Lingual Method
Language is the average person's everyday spoken utterance at normal speed.
3. Communicative Language Teaching
Language is an expression mechanism for meaning.
4. TPR
Language is a set of grammatical rules, and language is made up of language chunks.

As previously stated, rules for teaching a foreign language are derived from an axiom about language. The following principles are based on the concept that language is a collection of sounds with distinct meanings that are structured by grammatical rules.

1. The curriculum is made up of language structures.
2. Language is taught first as sounds and then as meanings.
3. The educational materials are repeated based on language structures.

The three cited criteria imply that language training should be delivered through a syllabus that is organized grammatically. The presentation of materials in language teaching is not always organized in this manner. There are also different methods for organizing teaching materials, which are known as syllabus types. There are various forms of syllabus based on various assumptions about the nature of language, and each type of syllabus will characterize a method. The distinction between them will be explained later in this chapter.

The principles of a method are also suggested by learning and teaching theories. According to Richards and Rodgers (2001), learning and teaching theories can answer two questions: a) what are the psycholinguistic and cognitive processes involved in language

learning, and b) what are the outcomes of these processes. Conditions that must be met before various learning mechanisms can be engaged. The following assumptions are related to learning and teaching theories.

1. The Silent Way

Language learners learn more effectively when they explore rather than repeat and remember without understanding what they are learning.

2. Suggestopedia

Learning incorporates both unconscious and conscious functions. Social standards frequently obstruct the learning process (Suggestopedia).

3. Community Language Learning

Language learning will occur if language learners have a sense of security.

4. Audio Lingual Method

Language acquisition is a habit-formation process

Assumptions about learning and teaching that are based on psychological theories appear to evolve quicker than those about the nature of language. The learning assumptions described above are not the sole learning assumptions. There may be some other assumptions that differ from one another, or that are contradictory to one another. The assumptions about learning, along with the assumptions about the nature of language, will distinguish one technique from another. Some methods may share assumptions, while others may have separate assumptions.

Following is an explanation of how an assumption about language learning will be developed into method principles. People who feel that learning is facilitated if language learners discover rather than repeat and recall without understanding what is to be learnt, for example, may establish the following concepts.

1. Physical items are used to teach language.

2. Language is provided through problem solving that incorporates the material to be studied.

3. Contextualization, rather than translation, clarifies meaning.

4. Students are given a lot of practice without an emphasis on repetition.

Depending on the teacher's creativity and experience, the assumption about language learning that has been evolved into the four principles may be developed into other principles. The ideas described above are examples of how an approach evolves into

principles that eventually characterize a technique in foreign language education. Because there are numerous assumptions in language instruction, there are numerous techniques on which people may agree or disagree.

As previously said, approach is the degree of theories, and method is the language instruction plan that is congruent with the theories. Method should come after approach since language teaching plans should be based on beliefs about the nature of language and language learning. So, what exactly does the term "method" mean? Different persons may interpret the term "method" differently (Mackey, 1975: 155). Some define it as a collection of teaching procedures, while others define it as the avoidance of teaching practices. It is the major language talent for some; for others, it is the type and amount of vocabulary and organization.

The names of the approaches suggest various interpretations of the term "method." In the Direct Method, the term "method" may relate to a single aspect of language teaching: content presentation. The Reading Method uses the term "method" to refer to the emphasis on a specific language skill: reading, whereas the Grammar Translation Method uses the term "method" to refer to the emphasis of the teaching materials.

According to Mackey (1975: 157), all teaching, good or bad, must entail some type of selection, gradation, presentation, and repetition. It contains selection because we cannot teach all aspects of language; we must choose which parts to teach. It involves gradation because we cannot teach everything at once; we must teach things one after the other. It also includes presentation since we cannot teach the language unless we communicate it to others; we must present what we have chosen to others.

Finally, it contains repetition because we cannot force someone to acquire a language without having them repeat the items they are learning; we must teach language skills via practice; all skills are dependent on practice. As a result, all methods of teaching a language should incorporate the four processes. Selection, gradation, presentation, and repetition should all be included in any system. Some "methods" might only comprise one or two of the four steps.

Such "methods" might not be considered methods. They may solely pertain to instructional methods. They may refer to linguistic material selection procedures such as the Grammar Method or the Reading Method. These "methods" do not include linguistic material selection, gradation, presentation, and repetition. Some of the

"methods" may not be deemed methods because they do not include all four steps listed above. Following the preceding description, many traditional approaches may be termed techniques; they may be techniques for selecting materials, techniques for presenting items, or techniques for evaluating materials learned.

A technique is the entire plan for presenting language materials that is produced based on the assumptions of an approach. Because the plan is built on the same assumptions, no component of it contradicts itself and all parts work together to form a whole. The consistency of a method distinguishes it. While certain assumptions of two separate approaches may be derived from the same theories, others may be derived from different theories. The degree of difference will distinguish the unity of a method from others.

To name a few, the Audio Lingual Method, Direct Method, Silent Way, Total Physical Response, Community Language Learning, and Suggestopedia are all approaches that contain a comprehensive plan for presenting language information. Richards and Rodgers (2001) proposed another way of looking at method in language teaching. They claim that the objectives of language teaching, language syllabus, and content are set at the design level. The roles of language teachers and instructional materials are also established at the design level. A technique is conceptually tied to an approach, designed, and practically implemented in procedure.

As previously stated, a technique is implementational, which means that it is something that occurs in language teaching or learning in the classroom. All of the activities in a language lesson are techniques. The following are some strategies for error correction.

1. Silent Way
The teacher does not praise or criticize in order for students to learn to rely on themselves (Silent Way).
2. Audi Lingual Method
The teacher frequently compliments students who have done well in their studies.
3. Total Physical Response
When a pupil makes an incorrect expression, the teacher just repeats the correct one.
4. Natural Method
The teacher doesn't mind if a student makes a mistake as long as it doesn't interfere with communication.

Techniques are not limited to certain approaches. To some extent, different ways may use comparable procedures, even if they must use alternative techniques. Language teachers may create their own procedures as long as they remain consistent with the assumptions or theories underlying the methods from which they derive. Techniques include not only the introduction of language material, but also its repetition. As a result, a technique is at the implementation phase and is commonly referred to as a process, whereas an approach and method are at the design level according to Richards and Rodgers (2001).

Because strategies are constructed based on an assumption (s) about the nature of language, they will also address how teaching materials are chosen, which is sometimes referred to as the syllabus. Language syllabus will aid language teachers in deciding what to teach (selection), how to teach it (gradation), how to convey meaning or forms (presentation), and what to do to master a language (repetition). Language syllabus is reviewed in this module since it is necessary for comprehending teaching approaches that will be presented in the next courses.

1. A syllabus with structure. The language teaching material is a collection of the forms and patterns of the language being taught. Nouns, verbs, adjectives, statements, questions, subordinate sentences, and so on are examples.
2. A theoretical/functional curriculum. The language teaching content is a collection of the functions or conceptions that are performed when the language is utilized. A hypothetical syllabus may cover language tasks such as greeting, apologizing, requesting, and informing, as well as linguistic conceptions such as age, color, comparison, and time.
3. A scenario-based syllabus. The language instruction content is a collection of fictitious circumstances in which the language is employed. A situational syllabus can include going to a restaurant, going to school, meeting a new neighbor, and going to the doctor.
4. A skill-based curriculum. The language instruction material is a collection of specific abilities in using the target language. Reading for the main idea, writing strong paragraphs, and listening for the main idea are all examples of target language abilities.
5. A task-based curriculum. The language teaching content involves a series of purposeful tasks that language learners

must do; tasks are defined as activities required when utilizing the target language. A task-based syllabus can contain things like applying for a job, ordering food over the phone, and collecting housing information over the phone.

6. A curriculum based on content. A language syllabus that is centered on content is not a language syllabus. The basic goal of instruction is to impart knowledge or skills in the target language. The subject is primary, and language acquisition takes place automatically while language learners study the subject. A scientific class taught in the target language is an example of a content-based syllabus.

Language teacher responsibilities are also viewed as approaches that have been established based on assumptions introduced in the approach. As previously established, assumptions about the nature of language and assumptions about language learning will define all language teaching strategies, which are referred to as methods. A language teacher's position will be determined by how an approach perceives the nature of language. Furthermore, how an approach views the environments that support language learning will influence the duties of language teachers. Language teachers primarily perform two functions: instructional function and managerial function according to Wright (1987).

The two functions are mutually beneficial; the former would be nearly impossible without the latter. In practice, it is difficult to distinguish between the two, and language teachers can execute both jobs concurrently. Some strategies may encourage language instructors to perform the instructional function more than the management one, whilst others may urge language teachers to operate as classroom managers more. In certain instructional systems, the role of a language teacher is quite dominating, but in others, the teacher role is less dominant.

According to Richards and Rodgers (2001: 28), some techniques rely entirely on the instructor for knowledge and guidance, whereas others consider the teacher as a catalyst, adviser, guide, and example for learning. comprehending the functions of language teachers is essential for comprehending the approaches that will be presented in the majority of the next chapters. The following are the most common roles of language teachers, which are carried out in various ways.

1. In the classroom, the language teacher serves as an organizer. The instructor maintains discipline to the amount necessary to create an effective learning

environment. It can be accomplished by integrating students more actively in classroom activities that require inter-student communication and cooperative efforts.

2. A language teacher also serves as a psychotherapist. The teacher's responsibility is to respond to the learners' concerns in a nonjudgmental manner and to assist the learners in learning what they wish to learn.
3. The language teacher serves as a motivator; the language teacher praises and encourages positive efforts by the students. It is possible to accomplish this by providing positive comments on returned assignments.
4. The language teacher serves as an observer. The teacher displays the errors made by the students and allows them to work on correcting them.
5. Language teacher functions as a model for producing correct expressions and judges whether the learners' contributions to the learning process and their efforts are relevant and correct.
6. Language teacher functions as a resource of knowledge and direction. The teacher establishes a position of dominance over the learners in selecting the materials to learn and also how to acquire them.

The role of language learners is automatically determined by the role of the teacher. When a language instructor is extremely dominating, language learners are less dominant in the learning-teaching interaction. Some methods have been criticized for forcing language learners to use stimulus-response mechanisms that are learned through repetition. When a language teacher can be less silent in the classroom, language learners will be more involved in their study. The role relationship between language learner and teacher varies depending on the approach.

Some techniques argue that they should be on an equal footing, while others consider the language teacher to be the major provider of skills and knowledge in language learning. Johnson and Paulston (2001) propose five learner roles that can increase language learners' autonomy. The following are the roles of language learners as proposed by advocates of various techniques.

1. Learners design their own learning programs and, as a result, take ultimate responsibility for what they do in the classroom.

2. Students keep track of and evaluate their own development.
3. Learners are members of a group who gain knowledge through interaction with others.
4. Students tutor other students.
5. Learners get knowledge from the teacher, other pupils, and other teaching sources.

Several approaches, methods, and strategies may have been conceptualized in various ways. Different people may perceive them in different ways. Understanding how people conceptualize the concepts will help language teachers gain a better understanding of language teaching approaches. This understanding may help teachers prevent misunderstandings among themselves. Language teachers who use certain methods may be expected to develop their own ways while keeping the fundamental concepts of the methods in mind.

Approaches and methods are essentially constant, but strategies can be tailored to the needs of language learners and teachers. Even if the assumptions of an approach and the basic principles of a method are relatively fixed, the procedure of a method, which consists of a set of approaches, may not be fixed.

C. ENGLISH AS SECOND LANGUAGE

Ideas about the nature of language (language theories) and the learning conditions that cause learners to acquire the language (learning theories) influence language teaching. Differences in language theories can influence the selection of teaching materials, and learning theories can influence the teaching methods. A strategy that assumes we learn another language as a youngster learns his native language (L1) will differ from one that assumes learning a foreign language is not the same as learning a mother tongue.

It might be claimed that English teaching in Indonesia differs from English teaching in Malaysia or English teaching in the United States of America in that people should learn English in situations where the language is used for communication in their daily lives. Some individuals distinguish between learning English as a foreign language and learning English as a second language.

Not everyone agrees on the distinction between second and foreign language. According to Dulay, Burt, and Krashen (1982), second language acquisition comprises both learning a new language in a foreign language context (for example, English in Mexico or

German in the United States) and learning a new language in a host language setting (for example, German in German). They use the term second language (L2) to refer to both foreign and host language acquisition, and the instructional approaches apply to both.

It means that teaching English as a second language is not inherently different from teaching English as a foreign language, and English is referred to as the target language (TL) whether it is learned in Indonesia or Malaysia.

Despite the fact that they appear to disagree on the difference between second language and foreign language, Krashen (1985: 8) distinguishes the two methods of acquiring a target language. He distinguishes between "acquisition" and "learning" as methods of achieving proficiency in a target language. Acquisition is defined as a subconscious process that is in every manner identical to the technique utilized in first language acquisition, whereas learning is defined as conscious knowledge of a target language. Language learners are not always conscious of the outcomes of their acquisition; they are not particularly concerned with grammatical rules and error correction.

English is taught in Indonesia by discussing grammatical principles, and mistakes are always addressed. For language learners in Indonesia, where English is not widely spoken, accuracy is the primary goal of learning English. This is not the case when people study English in nations where English is widely spoken, such as the United States or Malaysia. People in those countries place a premium on their aptitude and fluency in daily conversations; they learn English because they are exposed to it in society. They are not always conscious of the language learning process.

According to the above-mentioned idea of acquiring a target language, the process of acquiring English in Indonesia is viewed as learning, whereas it is regarded as acquisition in Malaysia. Even if some people disagree with the distinction between the terms second language and foreign language, it cannot be argued that English has a different standing in Indonesia than it does in Malaysia. In Malaysia, English is learned in the culture where the language is spoken; English is a second language in Malaysia.

English is exclusively taught in schools in Indonesia, and the language is not widely spoken. For language learners in Indonesia, English is truly a strange language. Els et al (1984: 36) also present a debate on the distinctions between learning a target language in an L1 and an L2 context, as illustrated below.

People who learn English as a second or foreign language are learning a target language. Learning a target language can follow a variety of patterns. There are dozens of elements to consider, and it is improbable that we will be able to provide a comprehensive study of all of them. Nonetheless, there are several points of view and perspectives about what influences language learning.

According to Mackey (1975: 108-124), there are three major influences that influence learning: linguistic, social, and psychological influences. The three influences may alter the way English is taught as a second or foreign language. The three influences will be examined in the following section, and the ideas offered here are adapted from Mackey (1975).

Each language is distinct and has its own structure. Even if a language appears to be similar to others, it is always distinct from them. Grammar, phonology, vocabulary, stylistics, and visuals may change between the target language and the mother tongue. Differences in each area may result in various difficulties when learning another language. The greater the difference between the target language and the mother tongue, the more difficulties language learners may experience in learning the target language.

Language learners may struggle to understand the target language's systems due to disparities in grammar. Language learners whose mother tongue lacks tenses have a more difficult time learning a target language with tenses. Most Indonesians find English difficult to learn since their language lacks tenses similar to those found in English.

Differences in phonology can make it difficult to produce and combine sounds in the target language. Some Indonesian learners, for example, find it difficult to pronounce the word "she"; instead, they produce the pronunciation for the word "sea" or "see." The complexity of a target language in terms of vocabulary is determined by the quantity of words that are similar to the words in their mother tongue. If the language learners' mother tongue contains a large number of terms that are similar or identical to the words found in the target language, the language learners may find it easier to learn the target language.

A language learner whose culture is comparable to the target language's culture may find it easier to comprehend the settings in which the target language is employed. Learning another language is inextricably linked to learning about its culture. Difficulties understanding another culture might lead to difficulties learning the

language of that society. Some language learners are more disadvantaged than others in the field of graphics because their language is written in a different fashion. Languages are written in a variety of ways; some are more alphabetical than others, such as Indonesian, and some are not alphabetical at all, such as Chinese. Indonesian learners of English may find it easier to understand English vocabulary than Chinese learners.

When people learn another language, their mother tongue can sometimes get in the way. This phenomena is sometimes referred to as interference. The similarities between their mother tongue and the target language frequently cause interference. How their mother tongue interferes with learning a new language depends on whether they are learning to speak the new language or merely understanding the language through listening and reading. Transfer from L1 can result in either negative or positive interference.

The similarities between the two languages may pose significant difficulty if they are learning to speak the target language. They will employ their knowledge of their home tongue to construct statements that do not exist in the target language (Dickerson, 1975: 405). Negative interference may induce errors, however errors in learners are not always caused by interference from their mother tongue. Different people may have offered different classifications of errors (Corder, 1974; Dulay, Burt, and Krashen, 1982); the sorts of errors and examples below are drawn from Dulay, Burt, and Krashen (1982:154-162).

- a) Omission: the absence of an item(s) that must be present in a complete speech.
- b) Double markings: the failure to eliminate specific components that are essential in some linguistic constructions.
- c) Regularization: applying the methods used to make regular ones to irregular ones.
- d) The presence of an item that should not be present in a well-formed utterance.
- e) Misformation: Using the incorrect form of a morpheme or structure.
- f) Archi-form: the selection of one form from a class to symbolize the others in the class.
- g) Misplacement of a morpheme or collection of morphemes in an utterance is referred to as misordering.

However, if they are learning the new language through listening or reading, the similarities between the two languages will make it easier for them to understand the new language. Language learners may benefit from the similarities.

Because language is fundamentally a social phenomena, the social influences on language learning are varied and intricately interconnected. Home, community, occupation, school, religious meeting, radio/television, and reading concerns are some connections that are classified as social elements that influence the process of language learning. These connections distinguish English as a foreign language from English as a second language, and community appears to be the contact that most distinguishes the target language as a second language from the target language as a foreign language.

The people with whom we constantly interact in a target language have an impact on the way and skill with which we use the language. Language learners can interact with people and the community. The community is critical for language learning and preservation. A learner of a target language who has no contact with a community where the language is spoken is more likely to fail to learn or retain the language. Learning a target language just in the classroom is very different from natural learning methods. The teacher dominates the process of acquiring a target language in the classroom.

The teacher is the only member of the target language community. Language learners find it nearly impossible to participate in social activities where the target language is utilized. Language teaching classrooms devote more time to dealing with target language knowledge: grammatical rules and grammar correction. It differs from learning the target language as a second language in that language learners actually use the target language in natural contexts. The naturalness of using the language is a significant factor in the success of learning the target language, and it is likely to be found in the community where the target language is used in daily contacts.

There is a prevalent idea that learning in natural and educational contexts is fundamentally different, and that learning in natural settings leads to higher levels of L2 competency than learning in educational settings (Ellis, 1996; 214-215). Informal learning occurs in natural situations, whereas formal learning occurs through intentional attention to rules and principles, with a larger focus placed on mastery of the language as a subject matter. As a result, although foreign language learning results in native-like use of the target language, second language acquisition does not.

Second (foreign) language learners can vary greatly. Age, intellect, aptitude, motivation, attitude, personality, and cognitive styles are some of the psychological distinctions among learners, according to Skehan (1989: 4). We will limit our discussion to motivation and attitude variations in language learners because these two variables are emotional features of language learners (Els et al, 1984: 115). The two affective traits are frequently seen as non-innate differences that can be learnt or conditioned by language teachers so that language teachers can provide language learners with the conditions required for efficient language learning.

The role of motivation in learning a foreign language is not in question; many studies of the relationship between motivation and language achievement, for example, Lukmani (1972) and Olshtain et al.(1990) have shown evidence of the relationship between them. Nevertheless, different results have been provided about the role of motivation in language learning and different studies have also proposed different types of motivation. Studies on the role of attitudes and motivation in foreign language learning have been dominantly inspired by Gardner and Lambert (1972).

Gardner and Lambert divide motivation for learning a foreign language into two categories. The first is integrative motivation, or motivation to integrate into another culture, and the second is instrumental motivation, or incentive to learn a language as a way of achieving instrumental goals such as career advancement, job placement, and so on. Before the learners opt to study another language, both may exist.

However, studies on motivation have resulted in diverse presentations of data in connection to language learning. Some research (Wen and Johnson, 1997; Olshtain, Shohamy, Kemp, and Chatow, 1990) have found that motivation has a direct effect on English proficiency when combined with other L2 learner characteristics. They discovered a high association between motivation and achievement in English, demonstrating that motivation influences achievement on an English test.

Many studies on attitudes have cited the findings of Thurstone's 1946 study. He defines attitude in his study as the intensity of positive or negative emotion for or against a psychological item. Attitude is a somewhat consistent system of evaluative processes directed toward an object(s) based on what individuals have learned in past contexts. The emotive appraisal of an object might range from positive to negative values on a scale. According to Baker (1992, p. 29), language

attitude is an umbrella term that encompasses a number of specific categories, such as attitude toward language groups, language lessons, and specific language usage.

There are three possible attitudes toward teaching English as a second/foreign language according to Setiyadi (1999)

- 1) Attitudes toward English,
- 2) Attitudes toward English as a topic to learn
- 3) Attitudes toward native English speakers.\

They may all be isolated and measured differently. Attitudes toward learning a target language can influence motivation; motivation can moderate any relationship between linguistic attitudes and language accomplishment.

Even though both refer to the target language, it appears acceptable to argue that studying English as a second language differs from learning English as a foreign language. Learning English as a second language is frequently seen as an unconscious process of language acquisition (acquisition), whereas learning English as a foreign language refers to a conscious process of language acquisition (learning). distinct sorts of acquisition processes may result in distinct issues and, ultimately, different prospects for learning achievement.

The elements that language learners have may influence their issues and progress in learning the language. The three factors: linguistic, social, and psychological may all play key roles in determining success in learning English as a second or foreign language.

D. PRACTICE

1. Describe Language Teaching's history
2. Describe the roles of language learners as proposed by advocates of various techniques
3. Describe strategies for error correction
4. Describe typical assumptions regarding the nature of language
5. Describe possible attitudes according to Setiyadi

CHAPTER II

TRANSLATION OF GRAMMAR METHOD

A. BACKGROUND OF GRAMMAR TRANSLATION METHOD

The first focus with language teaching methods was the instruction of Latin and Greek grammars. The methods utilized at the time were primarily intended to teach people how to speak, read, and write Latin. All of the ways were related to the Grammar Method, which was widely used. Because printing made it simple to reproduce Greek and Latin classics, the Grammar Method was no longer efficient for teaching the languages. A variety of attempts were made to improve language teaching.

Meidenger (1783) proposed one attempt, advocating translation into the target language through the application of grammar principles. Karl Plotz (1819–1881) enhanced the teaching approach as well, dividing it into two parts: (1) rules and paradigms and (2) sentences for translation into and out of the target language. His method also includes rote learning of grammar rules, learning to mark words with grammatical labels, and learning to apply the rules through phrase translation. This method of instruction was eventually dubbed the Grammar Translation Method.

The GTM excludes actual spoken communication and social settings of the language because Latin was learned based on written language of ancient literature. It was also believed that by studying target language grammar, students would become familiar with the grammar of their native language (Larsen-Freeman, 2000: 11). The primary reason people learnt a foreign language was to be able to read literature published in the foreign language, therefore pupils were given tasks to read and write in the foreign language. In the 1890s, the GTM was widely utilized in the United States. It was also known as the Classical Method since it was first used to teach classical languages such as Latin and Greek.

B. THEORIES OF LANGUAGE AND LANGUAGE LEARNING

The GTM embraces a variety of methodologies, but in general, teaching the target language is viewed as a mental discipline, despite the fact that it is sometimes claimed that the purpose of language instruction is to be able to read literature in its original form. GTM

differs from modern techniques in its perspective on the nature of language and language learning. The GTM accepts the following assumptions regarding language and language learning:

1. The GTM believes that language consists of written words and isolated words; they are individual words that can be translated one by one into their foreign equivalents and then appraised according to grammatical rules into sentences in the foreign language. Direct translation from the mother tongue is used to learn vocabulary in the target language. Readings in the target language are instantly translated and discussed in the local language.
2. What should be taught in language classes is not the language itself, but the ability to think logically and provide valuable mental discipline. This is frequently criticized since the average schoolchild's IQ is insufficient to cope with this strategy. This approach of teaching the target language is heavily reliant on cognitive abilities.
3. The mother language is utilized as the medium of instruction to clarify conceptual problems and to examine the application of specific grammatical structure. Using the mother tongue for education is thought to provide language learners with a set of clear objectives as well as a sense of accomplishment. Language learners want a sense of security, and using the mother tongue provides that comfort because language learners can readily understand the majority of the lesson.
4. Learning a foreign language necessitates a sense of security, which can occur whenever language learners know what to say in the target language. This assumption may imply that grammar instruction is required so that students understand how words are ordered to communicate their ideas. When learning English as a foreign language, students frequently lack confidence because they are unsure whether what they are saying is correct.

C. METHOD OF GRAMMAR TRANSLATION PRINCIPLES

The ability to read literature written in the target language is a primary goal of teaching the target language using the GTM. This goal can be accomplished by learning the grammar rules and vocabulary of the target language. It is also considered that learning a foreign

language gives students good mental activity, which aids in the development of their minds.

The GTM is mostly concerned with interpreting grammatical forms, memorizing vocabulary, learning rules, and studying conjugations. Even while the approach is more of a technique than a method, to use Anthony's terminology, in the sense that it is not an overall plan of language instruction, it does have language teaching principles. The GTM principles are as follows:

1. Grammar rules are plainly presented and studied. Grammar is taught deductively and practiced using translation problems.
2. Reading and writing are the essential abilities to be cultivated.
3. Speaking and listening skills receive little attention.
4. The only way to ensure that pupils develop correct forms of the foreign language is through teacher correction.
5. The ability to read materials written in a foreign language is the goal of foreign language acquisition.
6. Understanding the written target language requires pupils to master the grammar of the foreign language.
7. Bilingual word lists are used to teach vocabulary.
8. The medium of instruction is the mother tongue.
9. Translation exercises are used extensively.

The approach for teaching English is basically a combination of grammar and translation tasks. Beginning with English rules, isolated vocabulary items, paradigms, and translation, the education progresses. The teacher teaches the rules in the pupils' first language, and then simple words are placed in grammatical rule spaces. Grammar rules are memorized in groups. The teacher offers the students with more vocabulary as well as the translation. The pupils then try applying the guidelines by utilizing the offered words. Students are expected to understand the target language's grammatical rules. The works to be translated are often simple classics; these texts are meant to provide pupils practice interpreting literature in the target language. Students should learn word lists.

The language materials are organized according to English grammar. Typically, the order of the instructional materials is determined by the ease of the rules. Its grammatical course progresses from simple to more challenging grammatical rules. There is very little instruction in the target language. Despite the fact that reading texts are written in the target language and directly translated into the

mother tongue, the discussion is held in the mother tongue. Direct translation from the native language is used to learn vocabulary in the target language.

Language learners are not expected to be able to communicate in the target language. There is no time in class for language learners to create their own sentences, and there is limited opportunity for oral practice. The concentration on precise grammar with little concern for free application and development of speech is this method's major drawback. The method of teaching has an impact on the method of assessing pupils' learning. The learners are nearly entirely evaluated or tested through translation. Alternatively, language learners are expecting merely a grammar test.

D. METHOD OF GRAMMAR TRANSLATION PROCEDURES

Despite the fact that numerous different methods have been established since then, the GTM is still considered a standard methodology for teaching English by some teachers. Prator and Murcia (quoted in Brown, 1987: 75) mention the following as the key characteristics of the GTM:

1. Classes are taught primarily in the student's native language, with little active usage of the target language.
2. A large portion of vocabulary is taught in the form of lists of isolated terms.
3. Extensive explanations of the complexities of grammar are provided.
4. Grammar offers the rules for stringing words together, and training frequently concentrates on word form and inflection.
5. Early reading of challenging classical books is initiated.
6. Little attention is devoted to the content of texts, which are viewed as grammatical exercises.
7. The only drills that are frequently used are exercises in translating unconnected sentences from the target language into the mother tongue.
8. Pronunciation is given little or no consideration.
9. The emphasis is on precision rather than eloquence.

The qualities listed above are not a set of GTM techniques. Language teachers may create their own methods as long as they adhere to the GTM's criteria. Larsen-Freeman (2000: 15-17) inspired

the following technique for teaching the target language using the GTM:

1. The students read a text in the target language.
2. Students translate a piece from the target language into their native language.
3. The teacher asks students in their native language if they have any questions, the students respond in their native language, and the teacher responds in their native language.
4. Students compose their responses to the reading comprehension questions.
5. Students translate new words from their mother tongue into the target language.
6. Students are taught a grammar rule and use the new terms to apply the rule based on the example.
7. Students learn vocabulary.
8. The teacher requests that students state the grammar rule.
9. The rule is memorized by the students.
10. Errors are fixed by providing proper responses.

Despite the fact that the GTM is considered an ancient approach, it is still frequently employed in Indonesia, particularly in rural schools. Some English teachers prefer to teach English using the GTM. They appear to prefer the technique over other well-developed methods since it is easier to deliver language resources in the classroom and evaluate the language teaching process. Language professors can teach English to a class of 40 students seated in rows, so classroom management is not an issue.

Language acquisition is assessed by assigning grammatical unit items to the class and assigning scores based on correct test answers. Many teachers believe that their teaching should be test oriented; they expect their students to perform well on an exam that is sometimes grammar driven. This is understandable given that many standardized language assessments still do not assess communication abilities, leaving students with little incentive to proceed beyond grammatical analogies, translation, and rote learning (Brown, 1987: 75).

The reason why the method is still commonly used is because it allows teachers with limited English competence to teach the language. Language teachers do not need to be fluent in English because the GTM teaches English in the students' first language. English, like other educational disciplines, is taught as knowledge. Students are not encouraged to utilize the language as a means of

communication because the method focuses on grammar rather than translation. Translation is taught to accompany English grammar.

It can also be argued that without knowledge of the target language's grammatical basis, learners have nothing more than a collection of communicative phrases that are perfectly adequate for basic communication but will fall short when required to perform any kind of sophisticated linguistic task (Macmillan, 2002). The combination of the GTM principles with the Communicative Approach principles, which will be detailed in Chapter 8, will be ideal. Language learners are encouraged to learn to communicate in the target language while simultaneously acquiring a solid and accurate foundation in the grammar of the target language.

This combination may be related to the concept of the weak version of the communicative approach (Howart in Richards and Rodgers, 2000: 155), which emphasizes the importance of providing learners with opportunities to use their English for communicative purposes and attempt such activities as part of a structured syllabus. The structural syllabus does not necessarily imply that the language learning is grammar centered; rather, the syllabus simply indicates how the learning materials are organized.

Language learners are encouraged to learn to communicate in the target language while simultaneously acquiring a solid and accurate foundation in the grammar of the target language. This combination may be related to the concept of the weak version of the communicative approach (Howart in Richards and Rodgers, 2000: 155), which emphasizes the importance of providing learners with opportunities to use their English for communicative purposes and attempt such activities as part of a structured syllabus. The structural syllabus does not necessarily imply that language learning is grammar-focused; rather, the syllabus only describes how the learning materials are organized.

The combination of the GTM and the weak version of the communicative method is likely to be a solution to the problem of learning English as a foreign language in Indonesia by stressing correctness and then moving on to fluency of using English. Indonesian English learners still require mastery of English grammar in order to feel comfortable communicating in English. After pupils have had enough practice acquiring English grammar for the sake of correctness, fluency building can be emphasized.

The previously discussed typical GTM technique can be continued with the activity that promotes communicative usage of

English. After students have acquired the pattern of simple present tense, the practice for emphasizing fluency can be done in groups or in pairs. The teacher may instruct the kids to take turns discussing their everyday activities. The following instructions can be used to improve target language fluency.

Despite being seen as a "old-fashioned method," the GTM is said to have had extraordinary success (Macmillan: 2002). Millions of people have successfully learned foreign languages to a high level of competency, with little or no contact with native speakers of the target language. The combination of the GTM and the weak version of the communicative approach may have played a part in this success.

The GTM can provide learners with a fundamental basis upon which they can build their communicative abilities using the communicative method. The GTM may act as a method that increases target language accuracy, whereas the communicative approach emphasizes target language fluency obtained through the GTM.

The GTM's main feature, as the name implies, is a concentration on learning grammar principles and applying them in translation passages from one language into another. The Grammar Translation Method (GTM) is basically a combination of the Grammar Method and the Translation Method. The following are the method's main principles: It is formal grammar that is taught. Direct translation from the native language is used to learn vocabulary in the target language.

The terminology is determined by the texts chosen. Rules, isolated vocabulary items, paradigms, and translation are introduced first. Then, simple classics are translated. The vocabulary is organized into word lists. The words must be remembered. Pronunciation is not taught in school. Grammar rules are also memorized as units, and example sentences are frequently provided.

Language teachers do not need to be fluent in English because the GTM teaches English in the students' first language. English, like other educational disciplines, is taught as knowledge. As a result, language learning is assessed by assigning grammatical unit items to the class and assigning scores based on correct test answers. Language learners are frequently expecting merely a grammar test. Translation can be used to test learners, either from the target language to their mother tongue or vice versa.

Generations of students have graduated from the GTM who can master the grammar of the target language but cannot have simple conversations. Despite the fact that the method is thought to be poor for teaching the target language communicatively, it is still used in

some parts of Indonesia. The strategy is thought to help students improve their writing skills. The GTM can provide a rigorous learning process for students who respond well to rules, frameworks, and error correction; but, for pupils who do not respond well to such a learning process, the language lesson taught by this technique may be uninteresting.

Combining the concepts of the GTM with the Communicative Approach, on the other hand, may be the ideal mix for many language learners. They will learn to converse in the target language while also gaining a solid and correct foundation in the target language's grammar.

E. PRACTICE

1. Describe the background of grammatical method
2. Describe The Grammar Translation Method (GTM) Principles
3. Describe characteristics of the GTM
4. What is GTM

CHAPTER III

DIRECT METHOD

A. BACKGROUND OF DIRECT METHOD

The Direct approach is a language instruction approach popularized by Francois Gouin and Charles Berlitz. The method evolved as a necessary replacement for the Grammar Translation Method. The method's history was long before it had its reasonably usual qualities. Initially, the system was given several names in different nations, and the type of teaching inspired by the Direct system varied greatly. A brief history of the method's development, based from Mackey (1975: 143-148), is described here.

There were several objections to teaching grammar by explanation and translation even before the Direct Method became popular. The idea that the target language was taught through inductive grammar by employing literature published in the target language was one of the earliest extreme replies. The Grammar Translation Method came to an end with the introduction of inductive grammar instruction.

There was a movement in the later half of the nineteenth century that argued for the removal of translation and grammar and the teaching of the target language through extensive listening. This method of education was later refined by including physical exercise with the presentation of language materials. Gouin of France was a forerunner of this movement. He utilized modern psychology principles to language acquisition; he implemented the principles of idea association, visualization, learning through senses, centers of interest, play, and action in familiar everyday circumstances. This method of instruction gave rise to the Direct Method movement.

Although the Direct Method was presented in France, it was initially ignored. The approach gained considerable traction in Germany and Scandinavia, and it was finally embraced in France around the turn of the century. The approach was further refined in England and the United States. Because the approach was created in different nations, language teaching was initially chaotic, and different people sought to interpret the ideas given by Gouin in different ways.

Finally, the Direct Method was developed in many directions in various countries. In Germany, the Direct Method was modified in the shape of the Eclectic Method, which was a blend of the Direct Method

and the Grammar Translation Method. The Direct Method was commonly utilized in England, however people eventually returned to various sorts of grammatical translation technique. The approach in Belgium was a compromise with the natural method. The Direct Method was unpopular in the United States, so Americans tested out Vietor's new "reform" method.

He proposed a new approach to language training that began with spoken language and included descriptive phonetics. In his approach, new contents were taught through gestures and visuals, as well as the usage of previously learned terms. Grammar was also taught, albeit in an inductive manner through text study. His method was often referred to as the Phonetic Method or the Reform Method. The Gouin and Vietor methods may give rise to the direct method.

B. PRINCIPLES OF DIRECT METHOD

Despite its origins in psychology, the Direct Method incorporates several concepts of foreign language learning. The Direct Method's language learning qualities include the following principles:

1. Grammar is taught inductively and through situations.
2. The syllabus is situation-based and linked to ordinary terminology and structure.
3. Oral grammar and vocabulary instruction is provided.
4. Concrete meanings are made obvious by showing actual things and abstract meanings through concept association rather than translation.
5. Repetition of new materials is advised in order for language learners to naturally acquire the language.
6. Language learners are educated on listening and imitating sounds so that they become automatic in creating the sounds.
7. The majority of the time, language learners study the target language in class.
8. Language sounds are crucial and are presented at the start of the course.
9. Reading comes after hearing and speaking, and reading texts are dependent on the materials from the two skills.
10. To make the language more natural, many new items are introduced in the same lesson.

The Direct Method's concepts evolved from year to year. There was always an attempt to systemize language training, and the method

was also coupled with other traditional methods. To fulfill the demands of the moment, descriptive phonetics and reading texts were introduced to the method. The combination with traditional approaches was dubbed the "eclectic method" later on.

C. BASIC LANGUAGE ASSUMPTIONS

Although the Direct Method does not explicitly define a theory of language, the assumptions about language underlying the method have been crystallized from several sources (Larsen-Freeman, 2000; Mackey, 1975). The Direct Method views language as what native speakers speak, therefore language learners acquire not just the target language but also the culture of the native speakers.

The technique also implies that language is viewed in actual life as a collection of grammatical rules and vocabulary. Grammatical rules and terminology are presented in texts, either oral or written. Language teachers should employ grammar and vocabulary in context and then apply it to classroom circumstances. The contents are organized by topic. Learning a target language implies that pupils can communicate in the target language, both orally and in writing.

The language spoken is accepted as long as the target language spoken by the language learners is understood by others. Grammar is secondary to vocabulary. If language learners do not comprehend some terms, the language teacher will show the meanings in the target language using drawings, mimics, or other physical things. Pronunciation is important because mispronouncing a word can impede communication. Grammar is acquired once learners are able to utilize the language; this results in inductive grammar training. The teacher should give numerous examples so that pupils can make inferences from them. The teacher does not provide specific grammatical rules, but vocabulary activities and systematic grammar drills may be provided.

The Direct Method also believes that the four skills of speaking, listening, reading, and writing complement one another, but that oral communication is the most fundamental. Language is generally spoken, not written, and reading and writing may be introduced early on, but only after pupils have practiced using the language orally. If the teaching materials are reading texts, they should be followed by spoken practice. Translation into the first language is avoided, though translation might be used as part of vocabulary exercises and grammatical drills at a higher level. The textbook is not required in the

Direct Method, and language teachers can work on grammar and vocabulary orally, but no formal grammatical rules are discussed.

Despite the fact that supporters of the Direct Method believe that structure and vocabulary are taught, the two components of the language must be taught in context. The class evaluation should be tied to communication. Students are not tested on their understanding of the language, but rather on their ability to use it. The evaluation can be used to assess both writing and speaking abilities. Oral interviews with pupils may be conducted to see how far they can utilize the language orally. Students may also be asked to produce a sentence or paragraph to assess their ability to use the language in written form.

D. ASSUMPTIONS BASED ON LANGUAGE LEARNING

The Direct Method, like other approaches, makes assumptions about language learning. Some of the assumptions appear to be natural method-like. The following are the Direct Method's fundamental assumptions concerning language learning.

1. Physical things, such as drawings, gestures, and pantomimes, are used to clarify meanings. Although translation is an easy technique to clarify meanings, it will not help pupils learn the target language organically. Natural learning is more successful in acquiring a second language.
2. Self-correction is prioritized over teacher correction. This forces students to think in the target language rather than just parrot it. This can be accomplished by having them choose between what they stated and an alternative answer offered by the teacher. Self-correction can also be accomplished by repeating what they stated in a questioning tone to alert the kids that something is amiss.
3. Vocabulary is more successfully taught when it is used in entire sentences rather than memorized. The teacher can introduce new words to pupils by asking them multiple times in different settings and suggesting circumstances in which the students can use the words.
4. Teaching another language entails acting as a communication partner for the students. The interaction between the teacher and the pupils is bidirectional. The teacher may inquire of the students, and vice versa. Aside from being a companion, the teacher is also a facilitator; he

may show the students what mistakes they have made and how they can remedy them.

5. As soon as feasible, students should begin to think in the target language. The teacher avoids teaching individual words in favor of teaching entire sentences, which encourages students to think in the target language. Instead of memorizing word lists, kids learn vocabulary more simply and naturally if they utilize it in whole sentences.
6. Students should participate actively in the use of the target language in actual everyday circumstances.

E. DIRECT METHOD'S PROCEDURES

As previously indicated, language instruction delivered using the Direct Method might take various forms. The approach lacks a standardized procedure. Different persons may create their own procedures as long as they adhere to the method's fundamentals. Nowadays, there is little literature on the method, despite the fact that many people apply strategies in the classroom that can be categorized as following the principles of the method. Language is presented through the ear first, and then reinforced through the eye and hand through reading and writing. Larsen-Freeman (2000: 26-28) adapted the following procedure.

1. Each pupil is presented with a reading passage.
2. The students are called one by one and are asked to read the passage aloud.
3. After the students have finished reading the chapter, they are asked whether they have any questions in the target language.
4. The teacher responds to questions from students in the target language.
5. The teacher helps the students with their pronunciation.
6. The teacher asks the pupils questions and makes statements about the kids in the classroom.
7. The children create their own questions and remarks, which they direct at other students in the classroom.
8. The teacher directs the students to a lesson exercise in which they must fill in the blanks.
9. The students recite a sentence aloud and fill in the missing word as they go.

10. The teacher instructs the pupils to take out their notes and listen to a dictation regarding the topic that has been discussed.

Titone (quoted in Richards and Rodgers, 2001: 12) suggests another method for teaching a language using the Direct Method. This method is more of a collection of strategies proposed by Berlitz, one of the American reformers who attempted to develop a language teaching system based on the Direct Method. Even though they are not organized procedurally, these strategies are nonetheless popular among language teachers.

CHAPTER IV

METHOD OF AUDIO LINGUAL

A. BACKGROUND

The Audio-Lingual Method (ALM) was developed in the 1940s in the United States of America (USA). Despite the fact that the method is regarded quite old, many language teachers appreciate it and believe it is a powerful method. The technique arose in reaction to the necessity for a major transformation in foreign language instruction as a result of the hostile relationship between the United States and Russia, which launched its first satellite in 1957. The United States kept its citizens from being isolated from scientific discoveries produced in other countries.

The method was heavily influenced by the Army Specialized Training Program (ASTP). The ASTP was spurred by the situation in which the United States entered World War II and attempted to send its army to seize positions in other countries. The United States government was in need of workers who were fluent in a vast number of languages, and the audio-lingual method could be the answer. It was also a reaction to the Reading Method and the Grammar Translation Method. Many Americans were dissatisfied with the reading goal at the time, believing that speaking was more essential than reading.

Technically, the method was assisted by the introduction of a wide range of mechanical aids, such as tape recorders and language laboratories, to the market. The method was theoretically founded on structural linguists' results, who produced a psychology and philosophy of language learning that differed from standard methods. The approach was finally established by combining structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology principles (Richards and Rodgers, 2001: 54-55). People in other nations approved the method, and it was introduced in Indonesia in the 1960s. There is currently little literature on the audio-lingual method, and the most of the ideas in this section have been borrowed from *How to Teach Foreign Languages Effectively* (Huebener, 1969).

The Audio-Lingual Method provides language learners with the knowledge and skills needed for effective communication in a foreign language. Language learners must also understand the foreign people whose language they are learning as well as their culture. Language

learners must comprehend the people's daily lives, their history, and their social lives.

Learning, according to ALM supporters, is fundamentally the process of change in mental and physical behavior caused in a living creature by experience. This principle was heavily influenced by behaviorism, a psychological philosophy. Formal experience can be obtained through formal schools, and the goal of learning is habit formation. Learning is merely the establishment of habits. Learning a new language entails developing a new set of speech habits. The observation of rules can help to create the speech habit. As a result, successful language learners are those who have eventually become spontaneous in conversation and have forgotten the rules.

The method, which was developed to help people learn a foreign language orally in a short period of time, stresses oral forms of language. However, the technique still takes into account other language skills. According to the technique, the oral forms: speaking and listening should come first, followed by reading and writing. The method's supporters think that language learners acquire a foreign language in the same way as a kid learns his or her home tongue. He hears sounds and attempts to understand them before attempting to duplicate them. He or she then learns to read written forms. There are two phases of acquiring a foreign language: passive or receptive phase and active or reproductive phase.

B. THE PRINCIPLES OF AUDIO LINGUAL METHOD

The method's concepts are derived from the goals of learning a foreign language. The method's goals include several aspects of language learning. The ALM's linguistic goals are as follows:

1. Language learners are able to comprehend the foreign language when spoken at normal speed and concerned with everyday matters;
2. Language learners are able to speak with acceptable pronunciation and grammatical correctness;
3. Language learners have no difficulty comprehending printed materials
4. Language learners are able to write with acceptable standards of correctness on topics within their experience.

The above-mentioned goals are based on fundamental principles of learning and teaching interaction. Because the primary goal is communication competence, language learners and their

language teacher should always utilize the target language. From the first day of their language lesson, the language teacher should greet his or her students in the target language. Their mother tongue is only used when absolutely essential, and translation into their mother speech is strictly forbidden. Intensive drills should be provided so that language learners can have sufficient practice with the grammar of the spoken language. This strategy relies heavily on drilling.

The ultimate goal of the language learning process is for language learners to be able to converse in the target language with native-speaker-like pronunciation. Language learners learn structures, sounds, or words in contexts using this strategy. Reading and writing are deferred until speech is acquired; these skills come after reproductive skills. Listening, speaking, reading, and writing are the stages of learning.

Aside from the language goals stated above, the technique also includes cultural goals. The method's cultural goals are as follows:

1. language learners understand people's daily lives, including customs, work, sports, and play, etc.
2. Language learners understand the major facts about the people's geography, history, social, and political lives.
3. Language learners value people's art and science,
4. Language learners recognize the importance of language as the primary factor in their culture

These cultural goals will complement the linguistic goals, motivating language learners to study the target language. Language learners will have a better knowledge of the language used by the people and will be more motivated if they know all aspects of the people. Motivation is essential in learning the target language because efficient learning occurs when language learners are enthusiastic to learn the target language.

According to Johnson (1968), the ALM principles are as follows:

1. language is a system of arbitrary vocal symbols utilized for oral communication
2. Writing and printing are pictorial representations of spoken language
3. Language can be divided into three major component parts: sound system, structure, and vocabulary
4. The usage of native speakers is the exclusive authority for correctness.
5. Only by being exposed to and using the spoken language can one learn to speak and understand a language.

6. Languages are significantly more easily learnt inductively than deductively
7. Grammar should never be taught as an end in itself, but only as a means to an end of learning the language.
8. In second language teaching, the use of the students' native language in class should be avoided or kept to a minimum.
9. The structures to which the students are exposed should always sound natural to native speakers.
10. All structural material should be presented and practiced in class before the students attempt to study it at home.

The concepts listed above are just a few of the many that individuals feel are part of the ALM. The ALM principles also address theories of languages and language learning, which will be discussed further below.

C. LANGUAGE INVESTIGATIONS

The ALM makes various assumptions about the nature of language. The language is viewed by the approach as follows:

1. Language is the ordinary person's everyday spoken utterance at regular pace. It appears that language is defined by what people say rather than what they write. This belief could be a reaction to the way people used to learn a foreign language. Many people used to learn a foreign language from what was written, and the materials were grammar oriented. Grammar and vocabulary are viewed as a series of grammatical patterns that occur constantly in spoken language rather than a logical collection of forms, meanings, paradigms, and rules taken from written language. The Audio Lingual Method language resources are based on a situational syllabus.
2. Listening and speaking come first, followed by reading and writing. This idea appears to be motivated by the method by which a kid learns his or her mother tongue. A child always begins by hearing what his or her parents say and then attempts to communicate. He or she will learn to read and write later. This assumption actually dominates the ALM's target language teaching procedure. The approach always begins with listening and speaking, and reading and writing will be introduced after language learners have mastered the spoken language.

3. Every speaker approaches a language in a slightly different way. Language learners are not required to speak in the same way; they are free to speak the foreign language in any way they like as long as they can communicate in it.

D. LANGUAGE LEARNING ASSUMPTIONS

There are also assumptions concerning language learning in the method. The following are some of the learning assumptions:

1. Learning is the process of inducing changes in mental and physical behavior in living organisms. This assumption argues that language learning is a process of learning new ways to speak.
2. Language learners will be more keen to study if they enjoy what they are doing. This assumption highlights the importance of motivation in foreign language learning. Language learners that are motivated will go through a process of stimulating action, sustaining the activity in progress, and regulating the patterns of activity in order to learn another language.
3. Language learners must fully understand what is involved and expected. This has something to do with motivation. Understanding what they must accomplish will motivate them. Many language learners become easily frustrated and, as a result, stop learning the target language.
4. Language learners will acquire the target language more quickly if they pay close attention. They will not be willing to spend their time learning if they are not paying full attention, and good performance will be impossible to attain. Language learners must study the language with a specific goal in mind.
5. Language acquisition is a habit-formation process. The more often anything is repeated, the stronger the habit and the higher the learning. The ALM thinks that learning a foreign language is the same as learning one's native language (Larsen-Freeman, 2000: 43).

E. TEACHING SKILLS

The ALM has a fairly thorough system for presenting language materials. Each language competence is taught using a set of

procedures in the technique. The first step in teaching the target language is as follows. This approach consists of a series of common phases in teaching the target language using the ALM. Because hearing and speaking ability is the first skill to be considered, the first instructional process is mainly concerned with listening and speaking ability (Huebener, 1969: 17). The following is a possible procedure:

1. The language teacher provides a quick overview of the dialogue's content. The dialogue is not translated, however equivalent translations of crucial terms should be provided so that language learners can understand it.
2. The language learners pay close attention as the teacher reads or recites the dialogue numerous times at normal pace. The exposition should be accompanied by gestures, facial expressions, or dramatic activities.
3. The next phase is for the language learners in chorus to repeat each line. Depending on the length of the statement and the awareness of the language learners, each sentence may be repeated a half-dozen times. If the teacher notices an error, the student is corrected and requested to repeat the statement. If a large number of students commit the same mistakes, chorus repetition and drill will be required.
4. The repetition is continued with smaller groups, starting with the two halves of the class, then thirds, and finally single rows or smaller groupings. Groups can take over the roles of the speakers.
5. Individual learners in pairs now move to the front of the classroom to play out the discourse. They should have memorized the text at this point.

Dialogue is essential in teaching the target language. Almost every language class begins with a conversation. The following considerations are required to build a good discourse.

1. The conversation should be brief.
2. There should be no more than three characters in the dialogue.
3. New grammar should be repeated in the discussion.
4. The context should be appealing to language learners.
5. The dialogue should include previous vocabulary and grammar.

Because the method's goal is to improve speaking ability, ALM language teachers devote the majority of their time to speaking. However, experimentation with the method revealed that it has

significant drawbacks, thus several elements connected to speaking must be considered (Huebener, 1969: 9.):

1. The major goal of school-based foreign language training has always been educational and cultural. The ability to communicate fluently is primarily learned outside of the classroom via much practice.
2. Real discussion is difficult to achieve in the classroom because it takes time to develop.
3. Oral practice should not be mistaken with conversation. A conversation is a free, spontaneous chat between two or more people on any topic of mutual interest. Facial expressions and gestures contribute to its effectiveness.
4. Speaking ability is the most difficult aspect of learning and teaching a foreign language.
5. Because it requires ongoing practice, this ability is unlikely to be kept.
6. It is tough to teach because it demands the teacher to be exceptionally resourceful, skilled, and energetic. No textbook can compensate for the uniqueness of a real-life event.
7. Conversational skill is primarily determined by a large vocabulary, recollection of numerous speech patterns, and automatic stress control.

These drawbacks may not be major issues if language teachers recognize that learning occurs outside of the classroom. After class, language teachers must give opportunities for language learners to practice using the foreign language. Language teachers must be creative in providing learning tools and must constantly monitor the language learning process. Language learners will not learn the target language optimally if the teacher is not paying attention. Language teachers must be proficient in the target language, which appears to be a challenge in rural areas.

Aside from the technique for presenting a dialogue, which involves both hearing and speaking, the ALM offers a listening procedure. The steps in listening are as follows (Huebener, 1969:37).

1. Inspiration. An attempt is made to pique students' interest in the topic or presentation.
2. Introductory paragraph. The scenario or topic is described briefly.

3. Being aware of potential obstacles. If any new terms or structures emerge, they will be highlighted or made apparent.
4. Initial listening. The record is being played.
5. Examine the challenges. Some words and structures may remain unclear to some students. These are picked up and clarified at this stage.
1. Sixth, listen again. The recording is played without interruption once more.
6. Inquiries. In questions, significant terms, keywords, phrases, or structures to be taught are used.
2. Eighth listening.
8. Inquiries. To assess comprehension, the language teacher asks original, casual questions.

F. PRACTICE

1. Describe about Audio Lingual Method
2. Describe the principles of Audio Lingual Method
3. Describe the assumptions about learning for ALM
4. Describe The following are the steps in listening

CHAPTER V

SILENT WAY METHOD

A. BACKGROUND OF SILENT WAY METHOD

Caleb Cattegno developed the Silent Way technique of language teaching. He used to be a part of a math program, and his experience inspired the method. His earlier expertise with rods and his series of word charts in the realm of language teaching is reflected in the method. The strategy is inextricably linked to the usage of colored rods and word charts. Rods are thin and straight colored wooden or plastic sticks.

They are different lengths. Each length has a separate color scheme. They are used to physically display the target language to language learners so that they can utilize their senses to learn the language. They can serve as poles as well as represent something else. The function of rods can be replaced by other easily found things in the environment.

People are generally intrigued by the method's moniker; they wonder how people can study a foreign language in "silence." The method's name appears to be a response to other established strategies that language teachers use to dominate classroom activity. Language teachers' roles in this technique are considerably less silent, so that language learners are encouraged to be more active in producing as much language as possible. A language teacher should encourage students to participate in learning activities. Language learners, not teachers, should be allowed time for learning and teaching interaction.

The teacher serves as a facilitator, organizer, resource, and evaluator. As a guide, the language teacher assists learners in learning the language units under consideration; hence, the teacher provides learners with learning materials and assists them in acquiring the target language. The language teacher arranges classroom activities in the position of organizer; the teacher predicts what will happen in the class so that he/she can arrange activities that support the learning processes that the learners require.

The instructor serves as a source of information on the subject in the capacity of resource; he or she is the one in the classroom whom the students approach when they are unable to solve their problems among themselves. The language instructor, in the role of evaluator,

determines if the learners' contributions to the learning process are genuine, relevant, and correct. In error correction, the evaluator determines whether or not the learners will be able to figure out and generate the forms needed, as well as how he or she will assist them. The outcome of the judgment will be used by the teacher as a guide, resource, and organizer.

The method's concepts are not limited to language acquisition; they can be applied to learning in general. Some believe that the goal of this method is to humanize people as well as to master a foreign language. It is the education of the individual's spiritual powers and sensibility (Richards and Rodgers, 1986: 103 and 2001). It is stated that learning a foreign language in a silent manner helps language learners develop their personalities. Language learners are expected to be mindful of one another in this manner; they endeavor to acquire the target language from one another.

Language learners must learn the target language from other students as well as their teacher, because other students' utterances can serve as examples for the target language. Language learners are accustomed to thinking first before speaking. They must first comprehend the concept of what they are about to say. "Understanding first, speaking later" is the method's motto. Drilling is avoided as much as possible since language learners tend to talk first and understand what they say later in drilling. Language students receive much practice without being drilled. Language learners learn a grammatical unit or new vocabulary in context through practices, whereas drills typically result in them repeating something without understanding it.

As previously indicated, the Silent Way shares many principles with general education philosophies. One of the key principles of this method, for example, is that "teaching should be subordinate to learning" (Larsen-Freeman, 1986: 51-52 and 2000). Other ideas apply to general education (Richards and Rodgers, 1986: 99 and 2001). One broad idea of education is that learning is facilitated when the student discovers or creates rather than remembers and repeats what is to be taught.

This notion implies that with this manner, drilling is avoided and practice is promoted. Another basic education idea is that learning is aided by accompanying actual objects and problem solving the material to be taught. These principles are also shared by some other language education approaches. It's no surprise that the Silent Way

shares certain commonalities with other language training approaches.

Other Silent Way principles that are also general education principles (Stevick, 1980: 45-48) are: a) learning is work, the work is done by the language learner, and much of the work occurs during sleep; and b) the work must be conscious so that language learners not only learn through the process but also learn to be aware of and control it.

Learning a target language thus goes beyond adopting new behaviors: it is another step toward becoming a more liberated being. The language teacher is no longer solely responsible for all instructional activities; rather, he or she is the one who pushes language learners to carry out their own. "The goal of good teaching is to make language learners self-sufficient, autonomous, and accountable" (Cattegno, 1976: 45). Language learners are expected to progress at their own pace. According to Caleb Cattegno, the learners will have the following goals when learning a foreign language:

1. An accent as near to that of locals as feasible who are truly cultivated residents of the country whose language is being studied.
2. An ease in communication relates to the terminology offered and mastered from the outset.
3. Ease of composition on all themes for which vocabularies have been met.
4. Dictation ease, with speeds related to the quantity of visual dictation practiced and the difficulty of the text.
5. Comfortable narrating events, explaining photos, buying in various stores, ordering in hotels and restaurants, and asking for directions, among other things.
6. The ability to translate relevant materials from one language into the other (Cattegno, 1976: 83).

Although the Silent Way language materials are based on a structural syllabus, the method's ultimate goal is to prepare language learners to utilize the target language as a means of communication in both oral and written forms.

B. PRINCIPLES OF SILENT WAY METHOD

Although the Silent Way contains broad education ideas, it also incorporates rules for learning foreign languages. The following are some of the Silent Way concepts for foreign language learning:

1. Language learners are required to relate linguistic indications to truths that they see with their senses (Stevick, 1980: 47). This is why, in language learning, this strategy always takes physical objects into account. Rods and word charts are intended to give truth to language learners so that they can see and touch it. Although rods and word charts are commonly employed in this method, other physical objects may be used to replace their functions.
2. Language is not taught by mimicking a model. Learners of a language must establish their own "inner criteria" for accuracy (Larsen-Freeman, 1986: 58). This implies that language teachers should not always model new sounds in a target language, but should instead utilize gestures or other signals to demonstrate language learners how to change or correct their sounds. Language learners' inner criteria will check and self-correct their own production.
3. Meaning is clarified by focussing learners' perceptions rather than through translation (Larsen-Freeman, 1986: 59). When a language learner makes a mistake or has a misperception about something, the teacher does not correct it through translation but instead tries to exhibit something to clarify the meaning. For example, if a teacher says "a blue rod" to a student and the learner takes a red rod, the teacher will take a red rod and show it to the learner without comment.
4. Reading is taught from the start, but it builds on what language learners already know (Larsen-Freeman, 1986: 59 and 2000). Language learners begin to read symbols in the target language after they can generate sounds in the target language and connect the sounds to the truth. This process can begin after the first class, and the language teacher is not required to postpone it.

C. THE ASSUMPSIONS ABOUT LANGUAGE

In terms of the nature of language, the Silent Way differs from other modern approaches:

1. Language is viewed as collections of sounds arbitrarily connected with certain meanings and arranged by grammatical rules into sentences or strings of meaningful units (Richards and Rodgers, 1986: 101).

As a result, the emphasis in syllabus design is on the target language forms to be acquired and the rules for combining them. The curriculum is made up of language structures. According to Cattegno, there is a core of "functional vocabulary that allows every structure of the language, however complex, to be formed" (Cattegno, 1976: 54). These include the existence or lack of gender, singularity or plurality, and so on. Once the core language has been acquired, more vocabulary can be learned. As a result, the emphasis is on learning basic patterns and terminology rather than expanding one's vocabulary.

2. Speaking, listening, reading, and writing skills all reinforce one another. As a result, when dealing with language resources, language teachers must consider these four competencies. He or she must not fall behind in any of the skills. When working on each linguistic objective, the language teacher is expected to address all four skills. This assumption, together with the first, has a significant impact on how the target language is learned. The target language, according to the Silent Way structural approach, is "mastery of elements of the system (of the target language), which are generally defined in terms of phonological units, grammatical operations, and lexical items" (Richards and Rodgers, 1986: 17 and 2001). Language learners learn how to generate the sounds of the target language, initially in isolation (phonemes), then in combinations (words), and finally in strings of words to work on the target language's melody. Later, learners will be guided to employ grammatical units and grammatical operations using vocabulary.
3. Language serves as a replacement for experience. As a result, experience lends meaning to the target language in this manner (Richards and Rodgers, 1986: 101 and 2001). As a result, when learning a target language, learners should practice using it by confronting real objects that can aid in the creation of experience. This also suggests that language learners are taught the target language using their senses: touch, hearing, smell, and, if necessary, taste. The job

of a language teacher is to assist language learners in making connections, not to assess their efforts.

D. BASIC LANGUAGE LEARNING ASSUMPTIONS

Aside from language assumptions, it is considered that learning occurs more effectively under particular conditions. As a result, the Silent Way makes several assumptions about language learning. The assumptions concerning language learning are as follows:

1. The grammar of the target language is mostly learnt inductively (Richards and Rodgers, 1986:101 and 2001). Language learners must figure out how the target language's patterns work. The language teacher only provides indications that lead them to a conclusion and does not explain how to use grammar rules. The clueing is accomplished by directing them to make utterances based on the patterns that are being used. Language teachers focus on one rule at a time to help language learners with their inductive processes.
2. Language is learned logically, building on what students already know. The principle is clear: language learners understand what they are doing. Language learners aren't just talking things they don't realize they're saying. In order for children to be conscious, the new materials must be related to the prior ones so that they can readily create associations, as this is a necessary aspect of learning. In order to encourage association processes, language teachers should build on the learning process by adding one new segment of language to the preceding one. This is why supporters of the Silent Way prefer to utilize a bubble diagram as a language curriculum (see Bubble Diagram for an example). To encourage inductive processes, language teachers should deal with one rule at a time, and they should employ components from their home tongue to help language learners differentiate and compare aspects from the target language, particularly when creating sounds.
3. Language learners learn more effectively when they explore or create rather than memorize and regurgitate what they have learnt (Richards and Rodgers, 1986: 99 and 2001). It indicates that language learners should be able to express themselves in their own version of the target

language. Errors are used as feedback for the teacher so that he or she can begin to develop their target language from the errors. Language teachers allow their students to practice their target language knowledge through utterances.

4. Learning is an ongoing and ongoing process. It happens on a scale and leads to mastery. This method's supporters claim that learning does not occur abruptly and so cannot be evaluated instantly. Errors are also permitted because learning a target language takes time and language learners need to practice their comprehension of the language. As a result, the learning process and errors are inextricably linked. Language teachers stress the process rather than the product and allow language learners to advance at their own pace. The Silent Way holds that some learning occurs spontaneously while we sleep (Larsen-Freeman, 1986: 61 and 2000).

To put the preceding assumptions into action, a set of operating guidelines must be derived from the assumptions so that language teachers know what to do and what not to do. The principles of language teaching and learning are methodological assumptions. One assumption may result in numerous principles that represent it; an assumption may also have only one principle as its representation.

Based on method assumptions, the language instructor must be able to build his or her own strategies or activities that are appropriate for the situation and condition of the language learners. Some of the Silent Way concepts described above are practical, some are philosophical, and still others are virtually metaphysical and require metaphysical understanding.

E. THE SILENT WAY PROCEDURES

The Silent Way methods begin by introducing target language sounds before linking them to meanings in order to prepare learners to acquire the target language. It is critical for language learners to be familiar with the sounds of a foreign language since the sounds of a foreign language sound bizarre and amusing to novices. The technique can be used by a language teacher and recordings of native speakers. The contents of listening material recordings may include lecturing, greetings, informal talk, or discussion.

The target language sounds are typically taught in the following manner:

“At the beginning of the stage, the teacher will model the appropriate sound after pointing to a symbol on the chart. Later, the teacher will silently point to individual symbols and combinations of symbols, and monitor student utterances. The teacher may say a word and have a student to guess what sequence of symbols comprised the word. The pointer is used to indicate stress, phrasing, and intonation. Stress can be shown by touching certain symbols more forcibly than others when pointing out a word. Intonation and phrasing can be demonstrated by tapping on the chart to the rhythm of the utterance (Richards and Rodgers, 1986: 109-110 and 2001).”

After language learners are able to create target language sounds, the language instructor continues teaching the language using rods and word charts. Alternatively, a language instructor may employ other physical things whose objective is to make meaning perceptible through actual objects or through depiction of experience. Because the technique use a "bubble" syllabus, the learning objectives are adaptable. Language teachers can start with the ones they believe are the easiest. Language teachers use rods to focus on speaking and listening for beginning students, while word charts and pictures help with reading and writing.

F. ERROR CORRECTION

There are three ways to rectify learners' errors in language education (Walz, 1982): first, the learners who made the error; second, other learners in the class; and finally, the teacher. Walz says that language learners can identify and remedy their mistakes. This method of error correction could cut instructor speaking in half. This is also thought to lessen the intimidation element introduced by harsh criticism. Peer correction is the second method. Other students might actively participate in the correction process. This must be done with extreme caution, as it may lead to unflattering comparisons amongst language learners (Stevick, 1980).

This method also boosts the amount of time students spend talking in foreign language class. Teacher correction is the third method. Despite the fact that this method has been discouraged in language education, many teachers still employ it. It is understandable if many teachers adopt this method of error correction because the

teacher must sometimes explain the class what the errors are and what the proper forms are. This is also done to save time and avoid confusion caused by various errors. This method, however, has been challenged for failing to demonstrate that language learners are not truly acquiring the target language. Fanselow (quoted in Walz, 1982: 18) advises that just providing accurate answers does not create a pattern for long-term memory.

Those who advocate the Silent Way, as opposed to those who advocate the Audio-lingual Method, prefer to use self-correction first, followed by peer correction. As a last resort, the teacher should correct errors. According to Cattegno (1976), learners are capable of correcting their own errors; so, quiet for language teachers is required because language learners have work to perform in order to acquire a foreign language.

The language teacher indicates to the students that they have something to work on without mentioning any flaws. He/she does not judge the utterances that language learners create and instead proposes that they compare their utterance to the right utterance generated by other learners. In this fashion, the concept that language learners must establish their own "inner criteria" for accuracy is represented (Larsen-Freeman, 1986: 58). Language teachers do not usually model new sounds in a target language; instead, they use gestures or other signals to instruct language learners how to modify or correct their sounds. Language learners' inner criteria will check and self-correct their own production.

If no student can remedy the error, the teacher should model the speech for all language learners, again in a nonjudgmental manner. The entire process of error correction begins with learners being given the opportunity to find out the error, followed by peer correction and finally teacher correction. The teacher is mostly silent and does not criticize or praise so that the students learn to rely on themselves. The teacher stimulates multi-channel communication among the learners by correcting errors.

The teacher sees error correction as a chance for language learners to learn in the Silent Way. According to Richards and Rodgers (1986: 103 and 2001), it is the potential for self-correction through self-awareness that distinguishes the Silent Way from other techniques. The Silent Way's proponents argue that the method's principles are far-reaching. The ideas are not limited to language teaching. Even so, the ideas affect not only education but also how people understand life itself (Larsen-Freeman, 1986: 68 and 2000).

Language teachers and prospective language teachers must consider which principles can be used in English education in their specific scenario. They may design certain approaches based on the ideas of the Silent Way and test them in Indonesian English classes.

G. PRACTICE

1. Describe the principles of Silent Way
2. Describe the procedures of Silent Way
3. Who is the develop The Silent Way
4. Describe The assumptions concerning language learning

CHAPTER VI

COMMUNITY LANGUAGE LEARNING

A. BACKGROUND

The name Community Language Learning (CLL) refers to a system introduced and developed by Charles A. Curran and his colleagues. Curran was a counseling specialist and a psychology professor at Loyola University in Chicago. This method was undoubtedly motivated by the application of psychological counseling techniques to learning, known as Counseling-Learning. Community Language Learning is the application of Counseling-Learning theory to the teaching of foreign languages.

If the term "counseling" is traced back to its origins, it relates to the concept of a relationship between a counselor and a client(s). The counselor provides guidance, aid, and support to his or her clients who are experiencing a problem(s). This type of relationship is considered fundamental to learning a foreign language in Community Language Learning. The teacher serves as the counselor, while the students serve as his or her clients. Because CLL considers the language learner as a whole person, including psychological factors such as emotions and feelings, CLL techniques are sometimes known as humanistic techniques.

The term "community" has been utilized in this strategy because when the above-mentioned relationship is applied specifically to groups tasked with learning a second language, a very special type of community involvement arises. Language learners and their language teacher create an intensely warm atmosphere. This type of group security and support is very common in this method, and it is almost the polar opposite of the atmosphere in the classroom.

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When the notion of counseling and its application in Community language learning are compared, the language teaching tradition of CLL represents the basic concepts of the client-counselor interaction

in psychological counseling (Richards and Rodgers, 1986: 114; Richards and Rodgers, 2001).

No.	Psychological Consultation	Community Language Learning
1.	Counseling is agreed upon by both the client and the counselor.	Language acquisition is agreed upon by both the learner and the knower (teacher).
2.	The client expresses his or her concerns in affective language.	The learner (in L1) presents a message to the knower (in L1) that he or she intends to relay to another.
3.	The counselor pays close attention.	The learner listens, and the other learners hear.
4.	Counselor restates client statement in cognition language	In L2, the knower restates the learner's message.
5.	The client assesses the accuracy of the counselor's message restatement.	The learner repeats the L2 message form to its intended recipient.
6.	The client considers the interaction of the therapy session.	The learner replays (from tape or memory) and considers the message exchanged during the language class.

The aforementioned CLL procedure, which was created from counseling psychology concepts, is difficult to grasp and use in language schools. Language teachers must create CLL concepts by studying the contexts and situations in which language learners acquire a foreign language. Depending on the culture, proficiency level, and classroom context, the technique may be developed in a variety of ways. Language learners from various cultures appear to learn a foreign language in diverse ways.

The behavior of a language teacher must also adapt to the culture of the language learners. Some language instructor behavior throughout the learning-teaching process is acceptable in one culture but not in another. Because pupils of different levels learn in different ways, teaching methods differ. The proposed approach might be easily adopted in language schools in Western countries, because there are less pupils than in Asian countries, particularly in Indonesia. Despite the fact that multiple language teaching methodologies exist, Curran (1976: 28-30) suggested that CLL contains core principles. The

fundamental principles represent the phases involved in learning a foreign language.

B. PRINCIPLES OF COMMUNITY LANGUAGE LEARNING

The fundamental concepts of CLL can be stated in terms of how language learners acquire a foreign language. The procedures might be thought of as stages in language learning. Language stages From counselor dependency to independence in the counselor-client relationship

Stage 1

The client is completely dependent on the language counselor:

1. First, he expresses only to the counselor and *in his mother tounge* whathe/she wishes to say to the group. Each group member overhears this English exchange, but is not involved in it.
2. The counselor then reflects these ideas back to the client *in the foreign language* in a warm, accepting tone, in simple language in phrases offive or six words.
3. The client turns to the group and presents his ideas *in the foreign language*. He has the counselor's aid if he mispronounces or hesitates on a word or phrase.

This is the client's maximum *security stage*.

Stage 2

1. Same as above
2. The client turns and begins to speak the foreign language directly to the group.
3. The counselor aids only as the client hesitates or turns for help. Thesesmall independent steps are signs of positive confidence and hope.

Stage 3

1. The client speaks directly to the group *in the foreign language*. This presumes that the group has now acquired the ability to understandhis simple phrases.
2. Same as (3) above.

This presumes the client's greater confidence, independence and proportionate insight into the relationship of phrases, grammar and ideas. Translation is given only when a group member desires it.

Stage 4

1. The client is now speaking freely and complexly in *the foreign language*. Presumes group's understanding.
2. The counselor directly intervenes in grammatical error, mispronunciation or where aid in complex expression is needed. The client is sufficiently secure to take correction.

Stage 5

1. Same as IV
2. The counselor intervenes not only to offer correction but to addidioms and more elegant constructions

At this stage, the client can become counselor to group in Stage I, II, and III

The five stages show how language learners go from dependency to independence. The stages are the interactions between the knower and the learners. The interaction may involve the teacher-knower as the understanding, sensitive counselor and the learners, or it may involve the other learners as the cognitive counselor. The instructor, as the knower, may provide the conditions for students to learn a foreign language while also learning how to communicate with others. These processes appear to be a reaction to the problem that language learners may excel at learning a foreign language yet struggle with communicating (Curran, 1977).

Stage I requires complete reliance on a language counselor (teacher). The counselor translates ideas expressed in their mother tongue into a foreign language. The counselor speaks carefully and sensitively to the client in the foreign language. Even so, the counselor speaks word by word so that the client can comfortably repeat the expressions. This stage is regarded as an embryonic interaction between the knower and the learner as "mother" and "child." It is thought that at this level, the security of the friendly relationship between language teacher and language learners overcomes the initial nervousness of language learners. By having their voices in the target

language tape-recorded, language learners begin to develop a distinct identity.

In stage II, the client gains the confidence to try speaking in the foreign language when words or phrases from the counselor are taken up and remembered. When the client is hesitant to speak and requires assistance, the counselor continues to assist the client. This stage is also known as the self-assertion stage. Language learners at this stage begin to employ simple phrases on their own with tremendous personal delight. Language learners catch up on expressions they hear and utilize them as the foundation for their independence.

In stage III, the client gains independence while making mistakes that the counselor corrects. The counselor corrects the faults for as long as the client requires it. The counselor is not required to remedy all of the errors. Correcting all errors is not necessarily beneficial to the client's learning process. Language learners are expected to communicate on their own at this stage unless they require assistance. They progress toward independence in the other language.

In stage IV, the client gains independence in creating new expressions based on available vocabulary and grammar. Only more complex expressions and grammar require the client's assistance. Language learners at this stage feel independent in communication and are offended when they are chastised by the language teacher. When language learners reach this stage, it is difficult, if not embarrassing, for the knower to contribute any additional knowledge in the form of interruption, correction, addition, or superior construction.

The final step, stage V, is one of independence. The client communicates freely in the other language. The counselor's presence merely reinforces correctness and pronunciation. Even though language learners are self-sufficient, they benefit from small advances from language experts. Language learners at this level might then serve as mentors to less advanced language learners.

The entire process by which language learners acquire a foreign language may be broken down into two major steps: investment and reflection (Stevick, 1976: 126). During the investment phase, the learner devotes himself/herself to the extent that he/she is able and willing, while conversing with other members of the learning community. Stages I, II, and III appear to belong to the first step: investment, whereas stages IV and V appear to belong to the second step: reflection. In the reflection phase, the learner takes a step back

and considers what he has done as a member of the community during the investment phase. As long as he or she stays a member of the community.

Learners of a foreign language must meet certain psychological prerequisites. The prerequisites for successful learning in CLL are grouped together under the acronym SARD (Curran, 1976:6), which can be stated as follows. The letter S stands for security. Feeling secure is critical in the learning-teaching process. It will be difficult for knowers and learners to engage in a good learning-teaching process unless they feel secure. Attention and aggression are represented by the letter A. Language learners who do not pay attention will not learn a language optimally. In CLL, inattention is considered normal. Loss of focus indicates that language learners are not engaged in studying a foreign language.

This situation must be viewed positively by the knower, who must provide variety in learning tasks in order to increase attention and improve learning. R is an abbreviation for retention and reflection. Retention is the process of assimilating what is learned and being able to retrieve and apply it later with ease. The first R, absorption, is followed by the second R, reflection. Language students should take a period of silence to think on what they have learned. D stands for discrimination.

Language learners must distinguish between the sounds they hear, the meanings of the words they have acquired, and the grammatical usage. Without conscious discriminating processes, language learners may believe they understand what they have learnt when, in reality, they do not.

Various methods make various assumptions about language and language learning or instruction. Some approaches openly state the assumptions, whereas others do not. In certain methods, the assumptions are stated implicitly. Because CLL was not originally designed for language education, its assumptions are not solely about language and language learning. CLL's assumptions are more psychologically focused claims regarding learning in general. Counseling-learning fundamental ideas have consequences for language learning and teaching. The assumptions of the CLL method from several sources are listed below.

C. ASSUMPTION ABOUT LANGUAGE

Regarding the first assumption CLL classes begin with a conversation in the learners' native language. Language learners truly express themselves, and reactions from other students are likewise logical and communicative expressions. Language learners do not learn what is in the teacher's head or what is written down in a curriculum. This method appears to sustain learners' security since students feel more safe when they know what they will study. The technique outlined above is based on the notion that language is intended action between people that is linked with other types of purposeful behavior between the same people.

The second premise, according to La Forge (quoted in Richards and Rodgers, 1986:115-116 and 2001), is that the CLL method views language as a social process, implying that language is a person in contact and reaction. The process of language instruction reveals CLL's assumptions about language. Language is employed in CLL not just to communicate but also to foster closeness between learners and between learners and knower. CLL also considers language to be a collection of sound systems with distinct meanings and grammatical patterns. Because language is regarded as a social process, the CLL method's syllabus has not been prepared.

The "syllabus" could be an impromptu syllabus based on the topic of the discussion suggested by language learners. Language teachers are unable to produce teaching materials in the manner expected by other traditional approaches.

D. ASSUMPTION ABOUT LANGUAGE LEARNING

The first assumption is that Language learners in CLL sit in a circle and only face other language learners, while the knower, who is relatively unknown to them, remains outside the group. The only person from whom the language learners are defending themselves is the knower. By sitting in a circle with other learners and the knower outside the language, learners are not concerned with defending themselves. There is an underlying learning concept in this technique. This theory states that if a person is not busy defending himself from someone else, he learns new behavior quickly (Stevick, 1976).

The second point to make is that CLL believes language learning is both cognitive and affective (Richards and Rodgers, 1986: 117 and 2001). This premise implies that the relationship between the learner and the knower is crucial. A language teacher's function in CLL is not only to teach a foreign language, but also to be a native speaker of the

target language who can ensure the safety of the students. This assumption can be traced back to Curran's (1977) theory of whole-person learning.

In terms of whole-person learning, CLL advocates believe that language learning will occur provided language learners maintain a sense of security. This assumption is supported by how the knower behaves in the classroom, as detailed in the process section. Throughout the learning process, the knower always ensures the safety of the learners. This necessitates language teachers' ingenuity, as different cultures may anticipate different behaviors from teachers in order to ensure the safety of their students.

E. PROCEDURES OF COMMUNITY LANGUAGE LEARNING

Curran does not specifically describe how to teach a foreign language using CLL. Some foreign language teachers advocate for distinct approaches (Stevick, 1980, Stroingg, 1980, and Dutra, 1980, Larsen-Freeman, 1986, and 2000). This section describes the writer's experience as a student at the School for International Training in Brattleboro, Vermont, USA, in 1987. Stevick taught the writer Swahili, which is a foreign language. The lesson was designed to demonstrate how language learners learned a foreign language through CLL. Stevick's (1980: 149) work was also adapted for this approach.

Stevick was the Swihili language expert for the initial contact. In the evening following his arrival from Hawaii, he introduced himself and spoke with the entire class. Some Master of Arts in Teaching students from the School for International Training were chosen to be language learners in his Swihili class.

The next morning, the knower started the lesson by reminding the pupils of the first stage in the technique. This was significant because the lesson would begin by recording the students' voices, which was unusual in a language class. The knower, like the students, dressed casually without a tie, which is unusual for a guest speaker in the United States. The class's unique (but friendly) casual start was later noted as establishing security among the language learners.

The 12 students were sat in a tight circle on cheap metal folding chairs. The program's other students stood outside the circle, watching the class. A cassette tape recorder with a start-stop switch on microphone was on the floor in the center of the circle. The knower was standing outside the circle. The class would last roughly 10 minutes, according to the knower. The learner who had something to

say signaled this by raising his/her hand and taking the microphone in his/her hand, according to the knower.

The students conversed and spoke something in English. The knower then moved behind him/her, laying his/her hands lightly on his/her arms just below the shoulder and his/her face about four inches from his/her left ear. When a student uttered something in English, the knower responded with corresponding Swahili terms. The speaker spoke loudly enough for the other language students to hear. The knower's expressions were echoed by the learner.

Some students were unable to repeat the entire expression, thus the knower uttered the expressions in chunks. When a learner was confident that he or she could utter the expressions, he or she turned on the tape recorder and talked. Some students recorded the expressions in fragments since they couldn't remember the entire expression. The knower spoke a portion of the expressions, and they recorded it. By doing so, the tape was wholly comprised of the learners' voices and was totally in the target language.

Listening to the audio and writing down the conversation, the knower and learners then listened to the tape twice, once without interruption and once stopping after each statement to allow the learners to recollect the broad meaning of the sentence. The knower and learners then replayed the recording, and the knower took notes on the chalkboard. The knower translated the Swahili idioms into English. The knower did not want the students to copy the written expressions.

The knower then read the sentences and asked the students not to read the written expressions on the blackboard for the discrimination: passive listening and writing sentences. Each sentence was read three times by the knower. He began by reading every word and physically translating it into English. The second reading was energetic and read aloud as if it were a discussion. The third reading was delivered in a cheerful and upbeat tone of voice. The students were separated into groups of three and asked to create their own Swahili sentences based on the sentences they had studied.

The reflection is as follows: After a brief break, the knower informed the students that he would be speaking to them in Swahili for a few minutes. There would be no questions and responses between the knower and the learners because it was a monologue. There was a long hush after the monologue, and the learners began recounting what the knower said, and the knower affirmed or denied what the learners guessed.

The process of language education described above can be summed up in a simple technique outlined by Dieter Stroinigg on the first day of a CLL class (Stevick 1980: 185-6):

1. The class opens with an informal meeting in which everyone introduces themselves.
2. The knower states the purpose and guidelines for the course.
3. They form a circle so that everyone has visual contact with one another and is within easy reach of a tape recorder's microphone.
4. A volunteer student strikes up a conversation with other kids by delivering a message in their native language.
5. The knower approaches the student from behind and whispers an equivalent translation of the message in the target language.
6. The student repeats the phrase that has been translated into the target language and records his facial reactions on tape.
7. Each student in the group gets the opportunity to express and record his or her message.
8. The knower constantly stands behind the pupils speaking and translates their messages into the target language.
9. The tape recorder is rewound and played back at regular intervals.
10. ten. Each student repeats his or her message in the target language
11. The knower selects phrases to put on the blackboard that highlight certain aspects of language, such as grammar, vocabulary (translation), or pronunciation.
12. Students may ask questions regarding any of the topics covered.
13. The knower urges students to reproduce sentences on the chalkboard, including their native language translation. The copy is used as their home study textbook.

F. PRACTICE

1. Describe the stage of CLL
2. Describe the principle of CLL
3. Describe the process of language education by Stevick (min. 3)
4. Describe procedures of CLL

CHAPTER VII

SUGGESTOPEDIA METHOD

A. BACKGROUND

Georgi Lozanov, a Bulgarian scientist, invented the Suggestopedia approach. Lozanov, a physician and psychotherapist, established his method in Bulgaria, and it was later adopted by the Soviet Union, Hungary, and East Germany. Suggestopedia has been utilized at a number of Bulgarian schools to teach a variety of disciplines, though the primary focus has been on teaching foreign languages. The method's proponents believe that it works equally well whether or not language learners spend time on outside study, and that both talented and ungifted language learners can successfully study the target language.

Lozanov believes that by using the suggestopedic method, memorization will be 25 times faster than when using traditional methods. His method is suitable for teaching both adults and youngsters. In his trial with adults and children, he found that in five weeks, they had a basic conversational ease in either French, English, German, Spanish, or Russian, a working vocabulary of 2000 words, and 90% recognition recall accuracy (Dorothy, 1981: 24). His original method is inextricably linked to the use of yoga, role-playing, hypnosis, and music. The method takes a relaxed approach to the functions of the analytical, linear left hemisphere of the brain and the intuitive, spatially sensitive right hemisphere of the brain, resulting in faster and highly motivated learning.

In 1979, the Lozanov Method gained popularity in the West. Lozanov himself visited the United States and trained a small number of teachers in his way of teaching foreign languages. Since then, the Lozanov approach has been adapted to the American context, but it remains true to the environment in which it was developed: pleasant, cheery, and adorned. Many American studies have concentrated on the approach's components rather than the Lozanov method as a whole.

Some modification has been made in order that the method could be used for American students and the researchers have been obliged to abandon some elements of the Lozanov Method (Oller and Amato, 1983: 108). The elements of the method that are worth considering are an attractive classroom, teachers with a dynamic

personality and a state of relaxed alertness in their students. Foreign language teachers need to be trained in acting and psychology in order for them to be able to present foreign language classes through gesture and intonation.

The modified method is now known as Acquisition via Creative Teaching (ACT). The Lozanov Method has recently been updated for general education in the United States (De Porter and Hernacki, 1992; De Porter, Reardon, and Singer-Nourie, 1999). The method's adaptation reveals some topics worth exploring in student learning and teacher instruction.

ACT is more than just a way for teaching foreign languages. It is a method of teaching. Whose major goal is to access the amazing reserve capacity that humans possess but rarely, if ever, use. ACT takes a relaxed approach to the functions of the analytical, linear left hemisphere of the brain and the intuitive, spatially sensitive right hemisphere of the brain, resulting in faster and highly driven learning (Dorothy, 1981: 23). Music has the ability to stimulate brain potentials.

Music can help to create and maintain personal relationships, as well as boost self-esteem through increased self-satisfaction in musical performance. Music can also be used to relax students as well as to arrange, pace, and punctuate the delivery of linguistic material (Richards and Rodgers, 1986: 143 and 2001). Originally, the approach was inextricably linked to classical music, yoga, and parapsychology.

B. PRINCIPLES OF SUGGESTOPEDIA

The method's concepts are drawn from findings made during control experiments (Stevick, 1976: 42). The first concept is that humans can learn at speeds that are many times faster than what we typically believe to be the limitations of human performance. The second concept is that learning is holistic; it affects the whole individual. The third premise is that people learn consciously, subconsciously, or both, rationally, irrationally, or both.

The Lozanov technique is considered to focus on illogical and unconscious processes. The concept of unconsciousness (paraconsciousness) includes a wide range of unconscious behaviors such as associating and coding. Lozavov (1982: 148) illustrates the process with the reading process. When we read something, we are unaware of the various unconscious components that make up the action, such as the thoughts that construct notions, the letters and

words that we happen to be reading. The final premise is one with which many people may not always agree.

According to the Lozanov approach, people have significant mental reserves that they rarely, if ever, utilize under normal conditions; it is also claimed that humans only use 5-10% of their brain capacity (Dorothy, 1981: 25). Human capacities that can be optimally utilized include the ability to learn quickly and recall a vast amount of things with ease, solve problems with great speed and spontaneity, and respond to complicated stimuli with inventiveness.

In order to reach the optimal use of brain capacity, the system suggests language learners to spark the reserve capacities of language learners. This can be done by " suggestion ". By suggestion, language preceptors can produce learning situation in which the optimal use of brain capacities can be achieved. Lozanov believes that people are suitable to learn at rates numerous times lesser than what we generally assume to be the limits of mortal performance.

Suggestion can work well when the learners remove the previous automatic patterns and open the access to great eventuality of internal reserve. Without desuggesting(removing) the patterns, it's hard for suggestion to function. The learners must be assured that they've anti-suggestive walls and they've to remove them in order to open the access of the suggestion. The three antisuggestive walls are critical logical, intuitive- affective, and ethical(Lozanov, 1982 148). The first anti-suggestive hedge is critical anti suggestive hedge. This hedge rejects suggestion through reasoning.

However, the possibility to be successful learners is veritably slim, If the learners suppose that it's insolvable to learn a foreign language as Lozanov believes. This hedge is the conscious critical thinking. The alternate anti-suggestive hedge is intuitive- affective hedge. This seems to be emotional hedge.

This hedge is believed to come from anything that may produce a feeling of lack confidence or insecurity. However, they're likely not to reach the success in literacy, If the learners feel that they will lose their confidence or tone- regard. The third anti- suggestive hedge is ethical hedge. The learners will reject everything that isn't in harmony with the ethical sense they have. The ethical sense may have been established from family or society.

It is also considered in the Lozanov method that learning encompasses the complete individual. A man's reaction to every input is quite complex. It also involves numerous unconscious processes that have evolved into automatic responses. For example, as we start

to fall, we react in a variety of ways, including physical, emotional, and mental responses. These are unconscious responses (Dorothy, 1981: 25). Such responses are mainly patterned in a variety of ways, and people respond in unique ways. Their replies would be automatic and characteristic of people. Responses to learning stimuli differ, and different persons will respond to comparable stimuli in various ways.

There are two introductory kinds of suggestion in Lozanov system direct and circular. Direct suggestion is meant to deal with conscious processes and circular suggestion to deal with unconscious processes. The exemplifications of conscious processes are all conditioning that do in direct literacy- tutoring commerce.

The exemplifications of circular suggestion are communication factors outside our conscious mindfulness similar as voice, tone, facial expression, body posture and movement, speech tempo, measures, accentuation, etc. Another factor in language literacy that can serve as circular suggestion is classroom arrangement, similar as décor, lighting, noise position, etc.

The two types of suggestion are frequently called two aeroplanes of literacy process; they're the conscious and rational aeroplane and the aeroplane of the nonconscious and inconsequential(Stevick, 1976 43). All kinds of suggestion can support or hamper the processes of language literacy. The inputs on these two aeroplanes should support each other, rather canceling each other. In other words, everything in the communication and literacy terrain is a encouragement that will be reused at some position of internal exertion.

It's said that the further language preceptors can do to orchestrate purposefully the conscious as well as the unconscious factors in the literacy terrain, the lesser the chance to open the access to the great eventuality of the internal reserves.

There are numerous methods of suggestion that language teachers might use to establish an effective learning environment. This suggestion may overcome the learners' anti-suggestive barriers (Dorothy, 1981: 28):

1. A careful orchestrated physical terrain an pressed room, aesthetically pleasing, well lighted, furnished with comfortable chairpersons to grease a relaxed state.
2. The teacher is completely trained in the art of suggestive communication with:
 - a) A well advanced sense of authority.

- b) The capability to elicit a open, sportful, child- suchlike state in the scholars
 - c) A mastery of double- aeroplane geste , especially the capability to use meetly and purposefully suggestive language, voice, accentuation, facial and body expression.
3. Music certain named music is used for special “ musicale ” donations of material to be learned. Music is also used to elicit a mentally relaxed state.
 4. Precisely integrated suggestive written accoutrements .
 5. Visual stimulants bills, filmland, maps, and illustrations. The trades offer us the topmost exemplifications of unified suggestive expression, and we should make trouble to integrate them into the literacy terrain.

It is obvious that language teachers must be properly trained in Suggestopedia in order to provide language resources in this manner. Alternatively, they may just consider some of the method's basic concepts and use them in foreign language instruction. The most important aspect in the process is the teacher. Certain attributes should be present in the teacher's personality (Dorothy, 1981: 29). The following are some of the qualities that are expected of a language teacher.

1. The teacher should love and master the subject.
2. The teacher should have energetic, joyous, sportful spirit.
3. The teacher should have a well- integrated personality.
4. The teacher should have well- developed sense of authority.
5. The teacher should have balanced tone- regard and regard for others.
6. The teacher should have well- developed feeling for music, especially classical.
7. The teacher should have flexible communication capability to respond and incorporate.

To teach a foreign language with Suggestopedia, the language teacher must also have a sense of drama and the theatrical, as well as understanding of visual arts. This sense is required to create a learning environment favorable to learning achievement because the teacher can provide suggestions to language learners using this knowledge.

C. BASIC LANGUAGE ASSUMPTION

Despite the fact that Lozanov does not establish a theory of language, the method promotes vocabulary memory and native translation (Richards and Rodgers, 1986: 144 and 2001). The teaching materials appear to be texts with translations, followed by grammar explanations in the foreign language (Dorothy, 1981:1-22). The writings could include dialogues, music, or graphics with words in the target language. In other words, the technique proposes that language be viewed as a collection of grammatical rules and vocabulary. Texts present grammatical rules as well as vocabulary. Language teachers should provide and explain grammar and vocabulary, but these are not the primary activities of teachers (Larsen-Freeman, 1986: 78 and 2000).

Translation into mother tongue is not discouraged as long as it clarifies the concept. Lexis and grammar are used to grade the texts. Language learners are supposed to memorize a list of new terms in the target language. Because the approach is proud of its ability to provide language learners with a working vocabulary of 2,000 words after 5 weeks of instruction (Dorothy, 1981: 24), word memorizing appears to be an important goal of the method.

In the suggestopedic approach, the textbook is quite significant. The content and layout should help with teaching and learning success. The narrative is usually a humorous story with a happy and emotional ending. The majority of the new material-600 to 800 foreign words-is covered in the first lesson (Lozanov, 1982: 158). This variety of terminology is intended to prevent children from becoming conditioned in their linguistic choice.

D. BASIC LANGUAGE LEARNING ASSUMPTIONS

The Suggestopedia, like other approaches, makes assumptions about learning. Some assumptions appear to be distinct from those of other systems; they are not only psychological but also metaphysical. The following are some fundamental learning assumptions:

1. Learning is a combination of cognitive and unconscious functions. We sometimes retain the meaning of a word when we recall the context in which we learned it. We cannot always avoid having unconscious processes involved in our thought processes. We may be aware of numerous other things associated with the word, such as objects, actions, feelings, ideas, and other things, even if we do not want to consider them. Learners of a foreign

- language are exposed to learning environments that speed up the learning process (Stevick, 1980: 230).
2. Social conventions frequently obstruct the learning process. Language learners are frequently stymied by the constraints imposed by society. They may believe that certain learning procedures are culturally or ethically unacceptable. There is an ethical stumbling block (Dorothy, 1981: 28). Learners have a tendency to reject anything that does not align with their ethical sense of self. The norms of society may have internalized this type of sense.
 3. In order to study, students require psychological and creative tools (Stevick, 1980: 239). In the learning environment, the psychological aids include liveliness, joy, and cheerfulness. This can be seen at a Suggestopedia language class, where the lighting is dim, gentle music is playing, and posters are hung on the walls (Larsen-Freeman, 1986: 73 and 2000). Psychological tensions are intended to be reduced in this type of artistic learning setting.
 4. Related to the second assumption, eliminating psychic tensions will speed up the learning process (Stevick, 1980: 235). Tension can also be relieved through two channels: the design of the materials and the teacher's actions. The text is written in such a way that language learners can follow the printed texts in both their native language and their target language. Despite the fact that the teacher reads and recites the texts, he or she may provide translations and explanations as needed.
 5. Related to the knowledge and unconsciousness, literacy will take place effectively when there's a concinnity of the conscious- paraconscious and integral brain activation. The principle of concinnity of the conscious- paraconscious and integral brain activation is in fact a principle of globality. Not only are the learners ' conscious responses and functions employed but also his paraconscious exertion. This principle recognizes the contemporaneous global participation of the two brain components and the cortical and subcortical structures, and also the contemporaneously being analysis and conflation. When this principle is observed, the process of instruction comes to nearer to the natural cerebral and physiological discrepancies in personality. The knowledge, in the sense of station and provocation, is lifted to a still

advanced position. Under the conditions of the suggestopedic educational system the process of instruction isn't against the natural familiarity of the conscious and paraconscious functions(Lozanov, 1982 155).

6. Using learners' imaginations to help them learn (Larsen-Freeman, 1986: 77 and 2000). This can be accomplished by allowing the students to go on a mental journey with the teacher. All of the students are given new names and identities in the target language. During the lesson, each student will write a fictional biography about a person's life. The kids will behave differently than normal as a result of their new identities. Their new identities will encourage pupils to use their imaginations to study the target language. They will then envision themselves in a country where the target language is spoken.

E. SUGGESTOPEDIA PROCEDURES

Despite the fact that the Suggestopedia is a broad teaching approach, Lozanov proposes three principles of the suggestopedic lesson in a foreign language:

1. The pre-session phase
The pre-session phase lasts around 15 to 20 minutes. During this phase, students are introduced to the important topics of the new materials for the first time. The planning of this "first encounter" is critical in developing a good mindset about reserve capacities. During this phase, a large portion of the material is memorized. The teacher provides a quick explanation of the new content, deciphering the thematic discourse in a few supporting points. In doing so, he must imply through his behavior that assimilation has begun and that everything is pleasant and easy. The following steps should be observed already during the decoding, which is a stage of providing primary information: Fixation, reproduction, and the creation of new creative works
2. The session phase
The session phase includes the session itself, as previously mentioned. It lasts 45 minutes and always brings the day's lesson to a close.
3. The post-session phase.

The post-session phase is devoted to various material elaborations in order to stimulate its assimilation.

Reading and translation of the text, songs, games, an extra text (a monologue), retelling, and conversation on certain subjects are all part of the elaborations. All of this should be combined into role-playing only when the kids demonstrate a desire to do so. The activation must be unintentional. As a result, teaching and learning gain sense and meaning (Lozanov, 1982: 158).

The principles outlined in the suggestopedic lecture can be applied in a variety of ways. The following is a Suggestopedia approach for teaching a foreign language developed by Larsen-Freeman (1986) and supported by the writer's experience teaching a foreign language at the School for International Training in Brattleboro, Vermont, USA, in 1987.

The students are positioned in a semicircle facing the front of the room, in cushioned armchairs. The lighting is subdued. Soft music is being played. Several posters adorn the walls. The majority of them are travel posters. Grammatical information can be found on certain posters. The teacher greets the students in the target language (German) and informs them in English that they are about to embark on a new and exciting adventure in language learning.

With the music playing the schoolteacher invites the scholars to close their eyes and to come apprehensive of their breathing. She says nearly in tale " In, out, in, out ". She also invites the scholars to take an imaginary trip with her. She tells them that they're going to Germany. She'll be their companion. She describes the air aeroplane flight, what they will see when they first land and how they will feel in the field. She tells them to hear to the German each around them and to feel themselves replying easily in German to questions posed to them by the customs and immigration officers. " Now, " she says " sluggishly bring your mindfulness back to this room, its sound and its smells. When you're ready, open your eyes. Drink to German "(Larsen-Freeman, 1986 72- 77 and 2001).

The above-mentioned introduction process in foreign language education appears to allude to the nonconscious and nonrational planes. By providing a peaceful and comfortable learning environment, the teacher seeks to suggest psychological barriers that the students bring to their minds. This approach is thought to have the ability to infiltrate the learners' unconsciousness. The teacher also tells the students that they will be successful; the teacher speaks authoritatively. This technique is intended to evoke childish

connection. This is referred to as infantilisation (Stevick, 1976: 156). This method employs a wide range of techniques to assist pupils in developing childlike openness, flexibility, and inventiveness.

The teacher then informs the students that they will write a fictional biography about the life of their new identity during the course. But, she thinks, for the time being, they should only pick a career to go with the new identity. The teacher acts out numerous jobs, such as pilot, singer, carpenter, and artist, to help students understand. Students decide what they wish to be.

The teacher greets each student by his new name and asks him a few questions about his new job in German. Students comprehend the meaning of her movements and respond in German with yes or no. She then teaches them a little German dialogue in which two people greet one other and inquire about their occupations. After practicing the interaction with the class as a whole and with individual students, the teacher instructs the students to imagine they are at a party where they don't know anyone. Students jump up and move about the room welcoming one another (Larsen-Freeman, 1986: 74; Larsen-Freeman, 2000).

As a result of the new identity, the learners have a greater sense of security because they can hide their real lives. They can openly express what they want because they have no secrets in communication; they pretend that what they say is not their real life. By having a party, they also have fun learning a foreign language. A lot of play, fun, imagination and humour are the characteristics of the optimal learning environment (Dorothy, 1981: 30). The idea of role-playing with a new identity is to bypass the left brain and allow the right brain to take in the target language. This can reduce the resistance to language acquisition that comes from the critical thinking of the left hemisphere. It is thought that the left hemisphere constantly advises us to stick to what we know (Ashers, 1988: 228-229).

She then provides a leaflet with a lengthy dialogue. She instructs the kids to turn the page. The German dialogue is on the left, while the English translation is on the right. The handout also includes vocabulary items and an explanation of the grammar that the students will face during the conversation. The dialogue is read aloud by the teacher, and the students listen. Students are permitted to read the translation on the left side of the page. The class continues to practice communicating in the target language by singing German songs or playing other games.

Lozanov describes the final segment of a Suggestopedia language class, which constitutes the third of three distinct parts (Richards and Rodgers, 1986: 151).

At the start of this segment, a brief hiatus is observed during which all conversation ceases and the teacher listens to music emanating from a tape-recorder. He listens attentively to various passages to immerse himself in the music's mood. Then he commences reciting or reading the new text, modulating his voice to match the musical phrases. Each lesson is translated into the mother tongue and presented in students' textbooks. A few minutes of solemn silence follow between the concert's first and second parts, sometimes extending to allow the students to stretch their limbs. Before the commencement of the second half of the concert, a few minutes of silence ensue and certain musical phrases are played before the teacher begins reading.

The pupils subsequently shut their textbooks and attentively listen to the teacher's recital. Afterward, the students exit the classroom silently. No homework is assigned for that lesson other than briefly reviewing it before retiring for the night and again just before beginning the day.

Suggestopedia has faced criticism. As Scovel (cited in Brown, 1987: 141) notes, Lozanov's experimental data on the efficacy of Suggestopedia were highly questionable. Additionally, the practicality of implementing Suggestopedia in language teaching is in doubt, given that it necessitates the use of comfortable chairs and music, which may not always be readily available. Scovel suggests only that language teachers should attempt to derive insights from the method and adjust those insights to their specific teaching contexts.

F. PRACTICE

1. Describe background of Suggestopedia
2. Describe the principle of Suggestopedia
3. Describe the procedures of Suggestopedia

CHAPTER VIII

TOTAL PHYSICAL RESPONSE METHOD

A. BACKGROUND OF TOTAL PHYSICAL RESPONSE

Total physical reaction (TPR) is a technique invented by James J. Ashers, a psychology professor at San Jose State University in California. In the 1960s, Dr. Ashers began experimenting with TPR. Developmental psychology, learning theory, and language acquisition techniques were used to design the method. He has been invited to present his successful entire physical response strategy in the United States, England, and other countries.

TPR is founded on the notion that the human brain possesses an innate ability to acquire any language. According to developmental psychology, TPR proponents argue that memory retention can be enhanced by associating it with motor activity, and that learning a foreign language is parallel to acquiring one's first language (Brown, 1987: 163). Children listen extensively before developing verbal abilities and engage in physical activities to learn their first language, including reaching, moving and grabbing. During early language acquisition, adults command communication while children respond physically before verbal responses emerge (Richards and Rodgers, 1986: 87). The Total Physical Response (TPR) approach emphasises comprehension and delays language production based on these early acquisition principles. This is the procedure by which children acquire their initial language.

The Total Physical Response (TPR) method of teaching a foreign language is thought by many to be only suitable for children because of its reliance on commands. Nevertheless, Asher (1988:3-1) postulates that the method is adaptable to teaching any language, not just for children but for adults as well. A study on language instruction via TPR executed by Ashers and Brice in 1982 revealed that adults perform better than children when acquiring a second language under identical circumstances. The sole benefit children have is acquiring near-native pronunciation. It is recommended that the time per session should be adjusted based on the age of the learners, with older individuals being able to learn effectively for longer periods. Thirty minutes of training once will effectively benefit children. Junior and senior high school students exhibit favorable responsiveness to 50-

minute sessions, whereas university students can manage up to 3-hour sessions.

The use of the imperative may be unfeasible in certain language classes. When the complete method cannot be implemented, Ashers (1988: 3-4) proposes that language instructors employ the method as a complement to other approaches. He presents experimental outcomes that indicate the method's efficacy as an initial procedure for educating a foreign language. Once learners have grasped some basic vocabulary in the target language, the class may proceed with conventional approaches like the audio-lingual method.

The approach appears to suggest that the teaching should take place in a spacious room without chairs or tables. However, this is not always applicable. The imperative form does not necessarily require such an environment (Ashers, 1988: 3-11). A traditional classroom layout with students in rows is acceptable and effective, despite Ashers admitting that it is not the ideal setting. For optimal results, a large room featuring six to twelve cinema-style seats would be the most suitable design. Each set will have three movable sides, representing different life situations such as the bedroom, kitchen, living room, and park. It is suggested that the ideal group size is between 20 and 25 students, and if there are more than 40 students in a class, it can be divided into smaller groups. The teacher will give commands and then demonstrate the appropriate action. Each group listens carefully to the commands provided by the teacher or tape recorder and subsequently responds to them by executing the instructed actions.

B. PRINCIPLE OF TOTAL PHYSICAL RESPONSE

TPR advocates contend that language learners should comprehend the target language before speaking. Learners can grasp the language by observing actions and performing them (Larsen-Freeman, 1986:114, 2000). By doing this, they will comprehend the language they are learning. The denotations of words can be comprehended by linking the speech they hear with the actions they are observing. The intended meanings of words can be internalised when following instructions. While this approach is often linked with Total Physical Response (TPR), the practice of teaching a foreign language through commands predates TPR. Palmer and Palmer asserted that an effective approach to teaching foreign speech must involve a significant amount of classroom instruction that revolves

around pupils carrying out teachers' orders during the initial stage, in order for it to be cost-efficient and successful (cited in Richards and Rodgers, 1986: 88 and 2001). This principle underscores the importance of prioritising the development of comprehension skills before enabling pupils to learn speaking. At the start of a language course, students will primarily focus on comprehending the target language, particularly through the study of imperative verbs and concrete nouns. The introduction of speaking skills will follow once learners have attained a sufficient understanding of the language.

Additionally, the principle that learning a foreign language is more effective when learners enjoy the process holds true across different approaches. Incorporating fun into language learning is a principle shared by various methods, including TPR. Additionally, the principle that learning a foreign language is more effective when learners enjoy the process holds true across different approaches.

TPR stands out by providing fun through physical activities, which aim to alleviate the stress that often accompanies foreign language study (Larsen-Freeman, 1986: 117 and 2000). At the outset of a language class, the language teacher should select words to teach with great care, given that physical activities are performed initially.

To accomplish this, the language to teach should commence with verbs that express imperatives and concrete nouns, as it is less demanding for learners to execute and observe these actions. This method strives to avoid boredom and frustration that may arise from confusion in carrying out actions.

TPR, like other teaching methods, incorporates error correction. However, correction is carried out in an unobtrusive manner. If learners make an error, the teacher repeats the command while acting it out (Larsen-Freeman, 1986: 115 and 2000).

According to Ashers (1988, 3-6), the teacher should initially have a wide tolerance for distortions but eventually narrow it for production or grammatical errors. Correction is dominated by the teacher. Teacher correction is the only acceptable method for dealing with errors. Delays in correction are minimal as teachers promptly identify and correct errors. The teacher may ask the student to repeat the command for verification purposes only. Peer correction is avoided to prevent confusion amongst learners.

C. BASIC ASSUMPTION FOR LANGUAGE

Richards and Rodgers (1986: 88 and 2001) argue that Ashers does not address the nature or organization of language directly. The TPR (Total Physical Response) method views language as a collection of grammatical rules and language chunks, allowing language classes to be structured based on either grammar or vocabulary items. Grammar is taught through inductive processes, with language learners acquiring grammar rules from commands used in sentences. Grammar acquisition is closely linked to acquiring vocabulary in the target language. Initially, learners focus on the meanings of individual words. As teachers use longer sentences, learners begin to observe actions and form associations between them and the corresponding commands. To test their understanding, learners can attempt to give commands to their peers based on these associations.

Larsen-Freeman (1986: 115 and 2000) proposes that spoken language is emphasized over written language, a common assumption. It is acknowledged that spoken language and written language are distinct. While Ashers does not specifically discuss the order of skills mastery, his procedures imply that the language class commences with spoken language, with written language introduced later. The focus is on speech, which takes precedence over written language. The class covers this topic. After learners are able to execute and issue commands to other learners, writing can commence.

TPR advocates for the centrality of verbs, and thus employs the imperative as its "golden tense." The target language is instantly comprehensible across all ages through the imperative, enabling students to easily transition to other grammatical features. The target language is instantly comprehensible across all ages through the imperative, enabling students to easily transition to other grammatical features. Once students have memorized certain items using the imperative form, they can progress to utilizing short dialogues, stories, and patterned drills, among other techniques.

D. BASIC ASSUMPTION OF LEARNING ABOUT LANGUAGE

Language acquisition follows a sequential pattern, according to Ashers (1988:3-42), and that learning a foreign language is akin to acquiring one's mother tongue. A biological sequence underlies both the acquisition of first languages and foreign languages, and this is exemplified by the commands given to infants by their parents during mother tongue acquisition. The baby responds to the instruction "Dave, collect your red lorry and place it in your bedroom" by

executing the task successfully, implying that the infant grasps the nuances of the native language at an advanced level. The baby responds to the instruction "Dave, collect your red lorry and place it in your bedroom" by executing the task successfully, implying that the infant grasps the nuances of the native language at an advanced level. This practice aligns with the rule that apprehending the language precedes speech development. The progress of comprehending the target language accelerates when presented through commands.

Learning can occur when language learners observe and perform actions themselves (Larsen-Freeman, 1986: 114 and 2000). As not all students can perform actions simultaneously with the teacher, other students should watch and listen to commands. It is widely believed that observing actions also facilitates learning processes among students. Utilising aural, visual, kinesthetic, and spatial modalities can aid in the formation of long-term memories.

Stress has been suggested to be detrimental to language learning, with less stress being more likely to lead to successful language acquisition (Richards and Rodgers, 1986: 90-91 and 2001). Consequently, stress should be minimized to optimize language learners' success. It is assumed that stress can negatively impact language learning; the less stress, the greater the likelihood of successful language acquisition (Richards and Rodgers, 1986: 90-91 and 2001). It is generally acknowledged that foreign language learning environments often induce stress and anxiety. Advocates of TPR posit that intense stress adversely affects long-term learning. Thus, language teachers should establish an engaging learning environment which focuses on movement-induced meaning. Learners acquire language forms by interpreting commands rather than with didactic means. Learners acquire language forms by interpreting commands rather than with didactic means. Remembering meanings outweighs retention of forms in language acquisition. This activity is thought to alleviate self-conscious and stressful situations, thus optimising language learners' acquisition of the target language.

The teaching and learning interaction shifts progressively from a teacher-centred approach to a student-centred one (Reynolds: 2001). Initially, the interaction starts with teacher commands, with students listening and observing the teacher's and peers' language and movements. Students can make inferences from observations while following commands. They have the option to switch roles and determine who commands the class. Ultimately, they foster interaction among themselves and issue commands to their peers.

Related to learning theory, TPR also considers the influence of the left and right hemispheres. Right-brain function, which involves motor activity, should occur before language processing by the left brain. A significant number of language learners are thought to experience excessive anxiety when learning any foreign language. Consequently, learners of foreign languages should endeavour to feel free from stress by listening and acting actively. To alleviate student stress, language classes are conducted through physical commands. This approach is believed to increase excitement in language learning and improve memory retention. Therefore, at the beginning of each class, the teacher directs a performance before learners take on the role of commander. The learner should adopt a directive approach once they feel capable of using the language, relying on giving and carrying out commands among themselves to improve their skills.

E. TECHNIQUE & PROCEDURES OF TPR

The TPR teacher should cultivate a milieu of general elation. It is crucial to minimise the tension of carrying out the instructions in front of one's peers. Minimising the tension of executing the instructions in front of peers is crucial. Collective involvement must be fostered from the onset. Moreover, to align with the target language, a name card in the target language should be allocated to each student. While this is merely optional, it should be placed on the desk for ease of reading.

Garcia (1996) conducted experiments with various seating arrangements and concluded that the most effective way is to divide the class into two sections facing each other. Garcia (1996) conducted experiments with various seating arrangements and concluded that the most effective way is to divide the class into two sections facing each other. This provides sufficient space for movement. There are three chairs at the back of the room for the students to perform the commands.

TPR utilizes several techniques for teaching the target language. Garcia (1996) distinguishes between introductory and working techniques that facilitate language learning. Introductory techniques entail presenting new content and commands to students for the first time. Working techniques involve combining and explaining previously introduced commands and supporting vocabulary to facilitate progress in learning the target language. It is believed that each technique involves two activities that engage both the left and right hemispheres of the brain. Motor activity, a right-brain function,

ought to precede the language processing of the left brain. The right hemisphere is activated by instructions provided by the teacher, whereas activities carried out by the students activate the left hemisphere of the brain.

The following introductory techniques of TPR are taken from Gracia's (1996) work: firstly,

1. the teacher verbalizes and demonstrates the commands for students who then perform the actions by following the teacher's lead.
2. The teacher designs scenarios that require the student to choose between two options. The student has prior knowledge of one item, which leads to the immediate recognition of the other item through the process of elimination.
3. When a new word is introduced, the student must choose from three items, of which only one is known. On the other hand, if the answer is correct, the teacher praises the student.
4. If the selected item is incorrect, another attempt is required. On the other hand, if the answer is correct, the teacher praises the student. On the other hand, if the answer is correct, the teacher praises the student. The teacher introduces new concepts to students through explicit gestures and other cues.
5. Additionally, new materials are introduced by playing instructions from a cassette. The teacher records their own voice and then follows each instruction as it is given, however, occasionally produces incorrect responses which are then corrected by the recorded voice.

The techniques introduced above can be further enhanced with the following methods (Gracia, 1996):

1. It can be challenging for students to transfer concepts to different situations, so it is crucial to present items in various contexts and combine vocabulary.
2. Teachers should introduce material at a gradual pace.
3. A flood of terminology may impede the retention of learned concepts. Furthermore, to enhance comprehension, it is beneficial to apply these lexical items in more sophisticated contexts.

4. As students expand their comprehensive vocabulary, it is advantageous to incorporate functional words, such as "of," "with," and "and," which maintain coherence in writing.
5. It is highly beneficial for the learner to continually refer back to the initial materials presented.
6. Early familiarity with fundamental elements establishes a basis on which more intricate structures can be constructed. At the outset, introducing equivalents and synonyms proves advantageous. While this technique may appear perplexing, it is not, given proper execution.
7. As the students acquire additional commands, it proves effective to provide several commands in a sequence to facilitate continuous action. The teacher ought not to be overly ambitious in this strategy. When this technique is abused, it could cause more harm than benefit. Moreover, if overextended, it becomes more of an exercise in memorisation than comprehension.
8. The teacher should be extremely cautious about presenting an overwhelming number of vocabulary words too soon. This is undesirable in the long run since it leads to confusion. It is preferable to introduce only a few items at a time.

Ashers (1988) has authored a comprehensive guidebook for teaching English as a foreign language. It is important to maintain a clear and objective tone in academic writing. The book provides language materials and presentation procedures for readers.

To signal, use hand gestures to invite four students to come to the front of the classroom. Then, gesture for two students to sit on either side of you and face the class. Classmates in the room are typically seated in a semi-circle, allowing ample space for the activity at hand.

Instruct the students to "stand up!" while you simultaneously rise and gesture for those seated on either side of you to stand up as well. Following this, direct them to "sit down!" and promptly take a seat with the four nearest classmates. If any student attempts to repeat the previous instructions, indicate silence by touching your index finger to your lips. Then instruct the group to stand up with the phrase "Stand up!" followed by appropriate action. Afterwards, command the group to sit down with the phrase "Sit down!" until all individuals respond confidently without any hesitation (Ashers, 1988: 4-2).

This procedure describes introductory activities for teaching English. The instructor has introduced two imperative verbs, "stand up" and "sit down." These are straightforward and easy to understand. As previously mentioned, TPR follows a language learning sequence similar to that of infants acquiring their mother tongue. Once learners are confident in their ability to respond to these commands, they can practice issuing them amongst themselves. Furthermore, this procedure can be continued by introducing additional verbs such as "walk," "stop," "turn around," and "jump." If the teacher notices hesitation in student responses, they should demonstrate actions and commands until students can respond promptly and accurately on their own. Once learners are ready to expand their utterances, the activities listed below can be implemented.

So far, the class has focused on comprehension and listening, with some speaking activities included. If necessary, writing will be introduced in the early days. TPR progresses from comprehending commands to speaking, reading, and writing.

Once students comprehend commands, they may progress to reading and writing in TPR. The following activities assume that students have learned the words "run," "go," "board," and "chalkboard." The primary topic to teach is "name." It is unclear whether the term "write" has been introduced.

The principle to consider when giving commands is to limit the use of new vocabulary to one word, as using more than one can make the understanding of the commands comparatively challenging. The subsequent exercises aim to teach writing skills. Activities in this writing class aim to teach clear and concise writing skills, with a focus on objectivity and logical structure.

Technical terms will be explained upon their initial use, and conventions such as standard citation and footnote styles will be upheld. The language used will be formal and balanced, with a precise choice of vocabulary where appropriate. Sentences and paragraphs will be structured to ensure a clear and logical progression, with causal connections between statements. Biased or subjective evaluations will be clearly marked as such, while clear and objective language will avoid figurative or ornamental expression.

The following is a suggested procedure by Ashers (cited in Richards and Rodgers, 1986: 97). The instructor wrote each new vocabulary word and an accompanying sentence on the chalkboard to illustrate its use. Then, she verbally communicated each word and acted out the accompanying sentence. The students listened

attentively as she taught the material. Some students made notes of the information provided in their notebooks.

The Total Physical Response (TPR) method provides language learners with the opportunity to acquire target language skills in a way that mimics the natural acquisition of a first language by children.

In a TPR-taught class, the teacher initiates proceedings by modelling actions for the students, who then replicate these actions. Students interpret meaning by carrying out commands from the teacher and taking cues from their peers. During the course of the class, simple commands and directions are given and followed. During the course of the class, simple commands and directions are given and followed. Eventually, students assume command and decide who should issue instructions.

Language educators or those considering a career in language education must consider which principles can be effectively applied to the teaching of English within their individual circumstances. As Asher recommends, the Total Physical Response (TPR) should be utilised in conjunction with other methods and techniques. Educators can develop TPR-based techniques and experiment with them in their English language lessons in Indonesia, without necessarily adhering to the complete TPR approach. They could consider some of the fundamental principles and techniques that can be applied in their language classes.

F. PRACTICE

9. Describe the background of TPR
10. Describe the principle of TPR
11. Describe the technique of TPR
12. Describe the procedures of TPR

CHAPTER IX

COMMUNICATIVE LANGUAGE TEACHING METHOD

A. BACKGROUND OF COMMUNICATIVE LANGUAGE TEACHING METHOD

Communicative Language Teaching (CLT) is a language teaching method that originated in the UK in the 1970s. It emphasises the importance of communication in language learning, encouraging students to interact and communicate with each other in the target language. The approach focuses on the development of communicative competence, rather than solely on the acquisition of grammatical rules and structures. CLT has since become a popular teaching approach in language classrooms worldwide. Unlike other teaching methods discussed in this book, CLT is seen as an approach rather than a method.

The Communicative Language Teaching (CLT) is considered an approach whose main objectives are a) to establish communicative competence as the primary goal of language teaching and b) to develop methods for teaching the four language skills that take into account the relationship between language and communication (Richards and Rodgers, 1986: 66). CLT focuses on assumptions about language and language learning, and is referred to as the Communicative Approach by Larsen-Freeman (1986).

Proponents of this approach focus on both the functional and structural aspects of language in order to emphasize communication. The concept of CLT does not have a single set of typical procedures or texts, and it has been interpreted by different individuals in various ways (Richards and Rodgers, 1986: 66). Some individuals view CLT as a merging of grammatical and functional teaching, while others interpret the approach as involving procedures in which learners collaborate in pairs or groups to utilize language resources in task-solving.

The initial idea posits that language elements ought to be introduced in classroom situations to solidify their meaning, followed by exercises that comprise multiple approaches to maintain the learner's interest and solidify the structures in their memory (Widdowson, 1983: 117-8). This interpretation of CLT is not considered an accurate assumption since communicative teaching aims to develop not only grammatically correct sentence construction

but also communicative competence. The latter is not the sole goal of CLT. The latter is not the sole goal of CLT. The latter is not the sole goal of CLT. Language learners must do more than just work in groups to acquire proficiency in using the language for communication purposes.

To understand the concept of CLT, one must examine communication itself. Communication occurs through the use of sentences to perform various social acts. These can include statements for description, recording, classification and more, as well as asking questions, making requests, and giving orders. Language teaching should be contextualised with situational settings to enhance comprehension in the classroom. In CLT instruction, language teachers should take into account formal structures in situational settings.

While there may be debate surrounding the type of contextualisation (signification or value) that can be imparted to students in-class, according to Widdowson (1983: 119), any contextualisation provided by the teacher will benefit students' understanding of the communicative function of language. Allen and Widdowson (1983: 125) suggest a different approach to teaching foreign languages for communication purposes, advocating the use of language as a medium for teaching another subject.

Language as communication is no longer seen as a distinct subject, but rather as a facet of other subjects. The target language should be presented in such a way that its communicational nature is revealed. As a result, when establishing an English course for science students, common issues in basic science and language elements should be covered. The goal of English instruction is to instill in students an understanding of how the language system is utilized to represent scientific facts and concepts. Their concept proposes that the target language be employed in an immersion program in order for the target language training to be communicative.

B. PRINCIPLES OF COMMUNICATIVE LANGUAGE TEACHING

Language teachers can use the fundamental ideas of CLT published by various authors to construct teaching techniques. These concepts are worth considering not just for determining what learning-teaching activities are expected, but also for the entire process of preparing language materials, sequencing the materials, presenting the materials, and evaluating the result. However, different

authors place differing emphasis on CLT principles. According to Howatt (quoted in Richards and Rodgers, 1986: 66), there are two types of CLT: strong and weak.

The weaker form of Communicative Language Teaching emphasises the significance of offering learners chances to use English for communicative intentions and commonly endeavours to incorporate such activities into a broader language instruction program. However, the stronger format of communicative teaching alleges that language is attained through communication. While the former method could be characterised as 'learning to use' English, the latter requires 'using English to learn it.'

The contrast between the two versions is unnecessary, as CLT principles can exist on a continuum. The weak version and the strong version form opposite sides of this continuum. A communicative approach to teaching foreign languages may begin with the procedures based on the principles of the weak version of CLT and conclude with activities grounded in the strong version of CLT. The contrast between the two versions is unnecessary, as CLT principles can exist on a continuum.

A communicative approach to teaching foreign languages may begin with the procedures based on the principles of the weak version of CLT and conclude with activities grounded in the strong version of CLT. A communicative approach to teaching foreign languages may begin with the procedures based on the principles of the weak version of CLT and conclude with activities grounded in the strong version of CLT.

Teaching English solely through the target language in a foreign language setting, such as in Indonesia, may appear to be an impossible task. However, introducing the strong version of CLT may be a viable approach in countries where English is a second language or used in immersion programs. It is imperative to consider the weak version of CLT when implementing such practices.

Since the emphasis of teaching is on using language for communication, language errors are tolerated and viewed as a natural outcome of developing communication skills (Larsen-Freeman, 1986: 129). Language instructors are not advised to correct all of a student's errors. As long as the presented ideas are comprehensible, any minor errors can be disregarded. Corrections are necessary only when the errors impede understanding of the communication. Language instructors should be discerning in correcting errors and afford their

pupils opportunities to express themselves in the target language, making it a conduit for communication in the class.

CLT prioritises linguistic performance over linguistic competence, with the aim of developing practical language skills for real-life situations. This is a response to the traditional approaches regarding so-called linguistic competence. Linguistic competence is the understanding of tacit knowledge related to language structure. Such knowledge is often not conscious or readily available for immediate report but is implicit in what the (ideal) speaker-listener can articulate (Hymes, 1983: 7). This concept contrasts with linguistic performance, which primarily involves the processes of encoding and decoding. Its practical aim provides direction for language teaching activities.

By contrasting CLT with another method, the fundamentals of CLT will become clearer. Finacchiaro and Brumfit compare the main distinguishing elements of CLT to those of the Audio-Lingual Method.

Communicative Language Teaching	Audio-Lingual Method
Meaning is paramount.	Attends to structure and form than meaning.
If utilized, dialogues revolve around communicative purposes and are generally committed to memory.	Demands memorisation of dialogue structures.
Language learning is the process of acquiring the skills to communicate effectively.	Language learning is the process of acquiring the skills to communicate effectively.
Effective communication is sought.	Mastery, or “over-learning’ is sought.
Drilling may take place, but only in peripheral areas.	Drilling is a central technique.
Comprehensible language is desired.	Native-speaker-like pronunciation is sought.

Any device that aids learners is welcome, with variations determined by their age, interests, and other factors.	Grammatical explanation is avoided.
Communication attempts can be encouraged from the very beginning.	Effective communication skills can only be developed after a rigorous process of structured practice and drills.
Judicious use of native language is accepted where feasible.	The use of the students' mother tongue is prohibited.
The use of the students' mother tongue is prohibited.	Translation is forbidden at early levels.
Reading and writing can commence on day one, if desired.	Reading and writing can commence on day one, if desired.
The most effective means of acquiring proficiency in the target linguistic system is through active engagement in the learning process.	The linguistic system will be acquired by overtly teaching its patterns.
Communicative competence is the desired goal.	Linguistic competence is the desired objective.
Linguistic competence is the desired objective.	Varieties of language are recognized but not emphasized.
Sequencing is determined by any consideration of content, function, or meaning which maintains interest.	The sequencing of units is determined exclusively by principles of linguistic complexity.
Teachers help learners in any way that motivates them to work with the language.	Educators oversee students and prohibit them from engaging in activities that contradict the principles.
Language is often created by individuals through trial and error.	"Language habits must be refined to prevent errors at all costs."

Fluency and acceptability of language is of primary concern; accuracy is assessed in context, not in the abstract.	Accuracy is a primary goal, in the sense of formal correctness.
Students are expected to engage in interpersonal communication, either face-to-face, through collaborative work with peers, or in written form.	Students are expected to engage with the language system, which is embodied in machinery or controlled materials.
The teacher cannot predict the language that students will use.	The language the students are expected to use should be specified by the teacher.
Intrinsic motivation arises from an interest in the language's content rather than personal evaluation.	Intrinsic motivation can arise from a fascination with the language structure.

Differences between CLT & ALM

The principles of CLT outlined above address not only the theory and methodology of language teaching, but also the presentation of language material, sequencing, objectives, and testing. Owing to the fact that CLT shares basic concepts of language teaching with other methods discussed in this book, it is commonly considered to be a method.

C. BASIC ASSUMPTIONS ABOUT LANGUAGE

In Richards and Rodgers' opinion (1986: 71), CLT possesses a comprehensive theoretical foundation for language theory. It puts forth at least four fundamental assumptions about

1. Language is a system for the transmission of meaning and secondly it is a vehicle for the expression of thoughts and emotions.
2. The primary purpose of language is for communication and interaction.
3. The structure of language is a reflection of its communicative and functional uses.
4. The text already adheres to the principles or lacks context, therefore the answer is: The primary units of language are not merely its grammatical and structural features, but

categories of functional and communicative meaning as exemplified in discourse.

The four fundamental postulates of language instruction dictate which facets of the language ought to be taught, the methodology for presenting language in the classroom, and how to assess language proficiency. The four fundamental postulates of language instruction dictate which facets of the language ought to be taught, the methodology for presenting language in the classroom, and how to assess language proficiency. These four postulates appear to stem from a singular theory that underscores language's practical purpose in everyday communication.

Unlike traditional methods that view language as a system made up of grammatical units, Communicative Language Teaching (CLT) sees language as a means of communication and interaction. This viewpoint implies that language teachers must consider what they teach. The discussion on which aspects of a foreign language to teach will enable us to determine the appropriate syllabus for our language learners. The order of materials chosen for the language syllabus is influenced by ongoing discussions.

However, Wilkins (1983: 82) argues that the content of learning is still viewed through a grammatical lens and questions the usefulness of this approach for students. According to this belief, such a syllabus is not in accordance with the language theory proposed in CLT and its applicability is debatable. According to Wilkins, the notional syllabus is a type of syllabus that supports the theory that language functions as a system for the expression of meanings. It arranges language materials based on notional analysis and establishes the grammatical means by which relevant notions are expressed.

Although not the only syllabus suggested in CLT, this type of syllabus, consisting of structures and notions, has proven to be effective. There are additional types of syllabus that are applicable in CLT, such as: functional spiral around a structural core, structural, functional and instrumental syllabus, functional syllabus, notional syllabus, interactional syllabus, task-based syllabus, and learner generated syllabus (Richards and Rodgers, 1986: 74).

The language assumptions discussed previously also influence language instruction (Brumfit, 1983: 183). Historically, language lessons have adhered to a procedure that commences with presenting language items, followed by drills designed to acquaint students with language patterns, culminating in the application of language within

context. In contrast, the communicative model expects language learners to utilise all available resources to communicate effectively. This is followed by the presentation of language items deemed necessary for effective communication.

Language learners may be provided with drills if required. The communicative approach has also influenced the measurement of language aspects and how they should be assessed. The design and construction of a language proficiency test should deviate from the traditional approach.

According to Morrow (1983:145), proponents of the behaviorist perspective of learning through habit formation tend to create language tests by presenting questions that elicit responses demonstrating the establishment of correct habits. In such tests, correct answers are rewarded while negative ones are punished in some manner. The assessment of language learners may take the form of scores, which may have consequences concerning rewards and punishments.

As previously mentioned, one of the distinctive traits of the communicative approach to language teaching is its capacity to allow us to form assumptions regarding the kinds of communication that we prepare learners to manage. Therefore, it is improbable that there will exist a comprehensive test of language competency in language assessment. Nevertheless, Morrow has identified three implications of this.

The concept of pass or fail loses much of its force, as every candidate can be evaluated based on their abilities. While some candidates may be more capable than others, it may be deemed necessary for administrative reasons to require a certain level of proficiency for certificate issuance.

However, due to the operational nature of the test, even candidates who score low can see what they have accomplished. The concept of "profile reporting," which assigns diverse scores to a candidate's performance on speaking, reading, writing, and listening assessments, is not novel, but it is especially appealing in an operational setting where scores can be linked to specific communication goals.

The third implication is perhaps the most significant as it entails the necessity of outlining objective criteria for assessment. This requires examining bodies to create and publish specifications detailing the types of operations they intend to test, the relevant content areas and the criteria used for assessment.

The TOEFL system and criteria may offer some similarities to these suggestions. Regardless of one's TOEFL score, it cannot solely determine whether they pass or fail. Instead, a certificate indicating their level of proficiency will be awarded. Additionally, individuals may opt to take the Test of Written English (TWE) or TOEFL without a writing component. It appears that implementing the aforementioned suggestions in the schooling system may present practical issues.

D. BASIC ASSUMPTIONS ABOUT LANGUAGE LEARNING

Richards and Rodgers (1986) suggest that little has been written on the learning theory of CLT. They add that certain CLT practices reveal elements of an underlying learning theory. One such element is that real communication activities encourage learning (Richards and Rodgers, 1986, p.72). This suggests that target language acquisition is best achieved by communicating using the language. Using language for meaningful tasks should be prioritised over mere language learning. Practice through communication is believed to be instrumental in developing language skills.

It is apparent that the role of the teacher is to facilitate communication through language, rather than teaching language for its own sake (Allwright, 1983: 167). Allwright (1983: 170) recognises that this approach may be contested, particularly when dealing with novice learners who lack the capacity to tackle problems arising from communication. Novice language users may struggle to effectively communicate using the target language. As they are still in the process of learning to convey meanings through language, alternative techniques of CLT may be necessary to address this issue. The discussed weaker version of CLT could provide a solution to this problem.

Another principle of CLT related to learning theory is the meaningful task principle, which states that utilising language to carry out meaningful tasks aids learning (Richards and Rodgers, 1986, 72). However, language tasks carried out in interaction may not always be meaningful. Although pair work is often regarded as the key aspect of CLT, it does not consistently generate significant tasks. Pair work encourages learners to work collaboratively and support one another, but the interaction may not necessarily convey meanings. Meaningful communication requires the presence of information gaps. Therefore, language teachers should create situations in which information gaps

exist among learners. The endeavour to establish information gaps in the classroom and create communication, considered a means of bridging the information gap, has been a hallmark of contemporary communicative methodology (Johnson, 1983). Such endeavours can manifest in various ways, such as identifying objects in an image, offering incomplete plans or diagrams, constructing listening exercises and conveying information to others, among others.

Another assumption about language acquisition in CLT is that students learn grammar and vocabulary based on their contextual usage, their functional context and dialogues with interlocutors, as per Larsen-Freeman (1986: 130). Larsen-Freeman illustrates an assumption through the observation of a CLT-taught class: once the role-play comes to an end, students evoke pertinent vocabulary. This corresponds with the primary assumption that language teaching is focused on communication. Students can delve into the language's elements, namely grammar and vocabulary, after communication, in addition to games and roleplay, has concluded. The primary focus of language education is communication, with language specifics being secondary.

E. CLT MISCONCEPTIONS

Many language teachers are often uncertain about the precise definition of CLT. The key aspect of CLT is undoubtedly focused on developing communication skills through the use of a foreign language. In practice, teaching a foreign language is often associated with specific classroom activities, including problem-solving and pair work. Unfortunately, some language teachers and applied linguists mistakenly combine these activities with the whole concept of CLT. Thompson (1994) outlines three misconceptions about communicative language teaching.

According to him, some applied linguists argue that teaching grammar should be avoided due to the complexity of knowledge needed for language use. However, excluding explicit attention to grammar would be a mistake. Certainly, it is understandable that the Communicative Language Teaching (CLT) movement emerged as a reaction against the overemphasis on structural approaches that prioritized form over function. Thompson contends that current consensus within CLT acknowledges the necessity of allocating an appropriate amount of classroom time to teaching grammar.

Thompson (1994: 11-12) identifies the second misconception regarding CLT as the emphasis on speaking and listening skills while

ignoring written language. Therefore, the claim that CLT disregards written language is incorrect. However, he acknowledges that learners tend to engage in more discussions during successful CLT classes than in traditional classes. The misconception arises from CLT's focus on learners acquiring sufficient practice. It is often suggested that TTT (Teacher Talking Time) should be reduced, and STT (Student Talking Time) should be maximised by putting students into pairs and instructing them to converse with each other. However, as the focus of teaching a foreign language through CLT (Communicative Language Teaching) is communication, this can occur in various forms of interaction. Language communication is not limited to just verbal speech; it can also take place through both written and spoken means. This suggests that the objective of CLT is to communicate through language, both in written and spoken forms.

One common misinterpretation is that the use of role-play is a clear indication of CLT's implementation. While role-play is a valuable technique in CLT, the activities involved in role-play may not necessarily align with the learning processes recommended by CLT. When teaching a foreign language using communicative language teaching (CLT), learners should be given opportunities to make independent choices when participating in pair work and role-play activities. The aim is to help them learn and understand the target language more effectively, while also enhancing their language choice abilities. Language instructors who follow the principles of CLT must refrain from being too controlling of student learning.

Misconceptions about CLT can occur anywhere, as the approach is open to different interpretations. Due to varying perceptions and experiences, it's understandable that people may have different views of its principles. It's likely that CLT will undergo modifications to fit the particular situation and setting in which it's being applied. If this is the case, there is no singular interpretation of Communicative Language Teaching (CLT) despite shared understandings regarding communicative approaches and processes.

F. LANGUAGE LEARNING PROCESS THROUGH CLT

Although there is limited research on the language learning theories that form the basis of CLT, certain authors recommend classroom techniques that align with the goal of communicative teaching. Larsen-Freeman (1986: 128-130) suggests the following principles as valuable considerations for communicative teaching:

1. Wherever possible, real context language should be incorporated.
2. The target language is not only an object of study but also a means of communication in classrooms.
3. Students should work at the discourse level with clear and concise language, avoiding complex terminology and sprawling descriptions.
4. Logical structure with causal connections between statements allows for clear progression of information.
5. Passive tone and impersonal construction should be preferred, and technical terms should be consistently incorporated. Common sentence structures should be used and unusual or ambiguous terms avoided. Formal register, hedging, and balance are required to maintain academic quality.
6. It is important to adhere to conventional structure, including common academic sections, factual and unambiguous titles, and consistent formatting features. Adherence to style guides, citation consistency, and clear marking of quotes are essential.
7. The context of communication plays a vital role in interpreting utterances appropriately.
8. Developing linguistic skills is a crucial aspect of acquiring communicative competence.
9. In communicative activities, teachers act as advisors
10. While giving students opportunities to learn language strategies from native speakers.

No single procedure has been identified as the definitive process of CLT. Numerous writers have proposed diverse sets of procedures and emphasized various aspects and language skills. Below is the CLT classroom procedure suggested by Finocchiaro and Brumfit:

1. Present a short dialogue or several mini-dialogues, preceded by a motivation related to the learners' likely experiences in the community, and a discussion of the function and situation - people, roles, setting, theme, and the informality or formality of the language required by the function and situation. In the early stages, when all the learners have the same mother tongue, the motivation can be given in their mother tongue.
2. Practice repeating each sentence of the dialogue segment for the day as a whole class, in half class, groups, and individually, following your model. In case of mini-dialogues, practice them similarly.

3. Conduct question and answer sessions about the dialogue topics and situation using inverted wh-, or or questions.
4. Additionally, ask questions and receive answers related to the personal experiences of the students, but focused on the theme of the dialogue.
5. Study a fundamental communicative expression in the dialogue or any of the structures that exemplify the activity. Provide various additional examples of the communicative use of the structure, using common vocabulary in clear statements or brief dialogues (utilising images, straightforward objects, or dramatisation) to clarify the meaning of the expression or structure.
6. Learners can discover generalisations or rules underlying the functional expression or structure.
7. This task requires the inclusion of at least four points, such as "How about + verb + ing?" The position of the verb in the utterance, formality or informality in the utterance, and the grammatical function and meaning of the structure should be considered. The position of the verb in the utterance, formality or informality in the utterance, and the grammatical function and meaning of the structure should be considered.
8. The text within the <<>> delimiters lacks context and does not adhere to the given principles. The position of the verb in the utterance, formality or informality in the utterance, and the grammatical function and meaning of the structure should be considered.
9. These points can be utilized for oral recognition and interpretative activities, which can be followed by guided to freer communication activities.
10. Copying of the dialog or mini-dialogs or modules if they are not in the class text.Sampling of the written homework assignment, if given.
11. Evaluation of learning (oral only).

The activities mentioned above in relation to the CLT procedure do not appear to be restricted to CLT classrooms alone. In fact, this procedure can be categorised as the implementation of the weaker form of CLT in terms of teaching spoken language skills. With that said, we will now describe one of the fundamental writing techniques proposed by Finocchiaro and Brumfit (1983: 151):

1. Motivate the topic by providing a quick synopsis or by asking preliminary questions about the passage's theme.
2. Explain any difficulties
3. Go over the procedure you'll be using.
4. Read through the content twice at usual speed.
5. Ask a question twice. Allow pupils time to write their responses.
6. Continue until you've answered all of the questions.
7. Reread the passage or conversation at regular speed.
8. Repeat the questions.
9. Allow students two minutes to review their own work and make any necessary modifications.
10. Correct the material as specified in the directive.

Another application of the weak version of Communicative Language Teaching (CLT) has been developed for teaching grammar (Thompson, 1994, p.11).

It is recommended that learners are introduced to new language in a context that they can comprehend, enabling them to understand its function and meaning. The examination of grammatical forms used to convey meaning is delayed until learners have acquired comprehension. The teaching technique primarily involves learners discussing and comprehending new language knowledge with the guidance of the teacher, while avoiding subjective evaluations. Grammar discussions are explicit, and learners gain a better understanding of the language than they may express in words.

The language structure is clear, concise, and logically presented, avoiding filler words, complex terminology, and biased language. The writing style conforms to conventional academic standards, with clear citations, precise word choice, and balanced sentence structure. It remains grammatically correct and reflects the necessary academic register.

The teaching technique primarily involves learners discussing and comprehending new language knowledge with the guidance of the teacher, while avoiding subjective evaluations. If the teacher were to introduce the new language through an apparently comprehensive but actually inadequate rule, it would convey the implicit message that learners need not understand the language point any further and simply need to practice it.

If, however, the discussion of grammar is delayed until learners can shed light on what they already know, the implicit message is that

the process of gaining new knowledge is in their hands, and they have some control over it.

There may be some overlap between some of the activities covered by the two procedures mentioned above and those introduced earlier. As previously mentioned, certain writers consider CLT to be an approach rather than a method. Being a method, CLT allows language teachers to design activities around the basic principles and assumptions of CLT. It is unsurprising that Communicative Language Teaching (CLT) and other language teaching methods have comparable activities or techniques, given that they may have been developed from similar assumptions about language acquisition or learning. Despite this, variations in techniques are possible for each of the four language skills, even if originating from the same assumptions.

Among the many activities that will help our pupils improve their listening skills are the following (Finocchiaro and Brumfit: 1983: 138-54):

1. Hearing you as you provide sound sequences or model phrases; read a passage; depict simple or situational graphics; and so on.
2. Paying attention to what others are saying.
3. Using dialog dramatization.
4. Playing back recordings
5. Participating in lectures, speaking groups, and other meetings held in the target language.
6. Etc.

Speaking Activities:

1. Respond to other people's directions or questions about speaking activities.
2. Give directions to others.
3. Identify the objects in a photograph or on a chart.
4. Tell or retell a tale or an experience in their own words.
5. Read a newspaper article in your native language and report on it in your target language.
6. Etc.

Writing assignments:

1. Recreate model sentences, dialogs, or anything uttered or read.
2. Create a summary of the reading content.
3. Create an outline of the material they have read.
4. Compose a letter.

5. Create a report based on an article or book.
6. Etc

Reading activities:

1. Ask students to create questions about the passage.
2. Make use of the communicative language, structures, and ideas that were clarified prior to the reading in original sentences.
3. Perform multiple word study exercises.
4. Have students retell what happened in the passage using a key word list that you will post on the board.
5. Ask them to look for essential terms.
6. Request that they summarize the passage.
7. Etc.

As previously noted, the exercises designed to enhance communicative skills are not unique to CLT. When contrasted with the exercises recommended by other methodologies presented in this volume, the ones proposed for CLT exhibit resemblances. It is not unexpected for distinct methodologies, which share presumptions about language and its acquisition, to feature similar exercises.

When aiming to teach a foreign language through the CLT, it is important to consider other elements involved in language teaching. Language proficiency plays a crucial role, therefore, it is necessary to question whether language teachers in schools have the necessary level of English proficiency to communicate effectively in the target language. If not, how can they be expected to teach the target language as a means of communication in the classroom?

If language teachers use the target language to communicate, other issues may arise, such as unsuitable textbooks designed for communicative teaching. Should teachers create their own textbooks? Furthermore, how should they assess language classes? Should they take into account national English tests, which do not always measure the high school students' communicative skills?

Language teachers and prospective language teachers should consider which principles of CLT can be implemented effectively in their own teaching context. They could develop techniques based on CLT principles and apply them in English language teaching in Indonesia, thus deepening their comprehension of communicative teaching methodologies. Through experimentation with CLT-suggested techniques and procedures, their understanding of communicative teaching will expand. Finally, effective techniques for teaching a language as a means of communication will be identified.

G. PRACTICE

1. Describe the background of CLT
2. Describe the principles of CLT
3. Describe the differences of CLT & ALM (Min. 5)
4. Describe the procedures of CLT

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SEMINAR ON TEFL

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Specific methods of teaching foreign languages taken from the book may not be techniques at all; they may simply be collections of specific lessons or teaching experiences. As a result, the discussion of language teaching history in this chapter does not imply the evolution of teaching methods.



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