Ishak, S.Pd., M.Pd.

APPROACHES
and
Methods in Language Teaching

Preface: Prof. Dr. H. Nasaruddin Umar, MA

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Approaches and Methods in Language Teaching

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Dedication:

I dedicate this book to both my parents: my father (the late Nursalam) and my mother (Sainab) and both my wife (Nur Indra Swary) and my baby (Devika Aqeela Ishak).

APPROACHES AND METHODS
IN LANGUAGE TEACHING

Preface

Prof. Dr. H. Nasaruddin Umar, MA
(Director General of Islamic Community Guidance
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Teaching is an interactive activity between teacher and student; teacher acts as communicator, whereas student acts as communicant that receives information from communicator. In relation to teaching as an aspect of Tri Darma Perguruan Tinggi, the quality of teacher becomes a necessity in learning process. Teacher is a facilitator that transform student from not knowing to knowing, not understanding to understanding, and not mastering to mastering. Since the quality of education in one nation is largely determined by the quality of teaching, approaches and methods adopted by lecturer in the classroom has become important.

For teachers, teaching can be very rewarding when they witness students' learning progress and realize that they contribute on it. At times, particular subjects could be demanding for some students; fortunately good teaching practice may solve these problems. On the other hand, it is not that simple to describe what good teaching practice is, since different teachers often success in teaching by using different ways. However, the principles of good teaching practice

suppose to be around the concept that teachers strive to provide the best learning experience for the students.

Teachers are responsible and accountable for designing and delivering a high quality of teaching and learning practice. Modifications in ways of learning, the questions asked, timely and appropriate feedbacks provided, the type of instructions and explanations, are aligned for maximum impact on student learning. Teachers must aware that teaching language is not just about to make the students mastering the language but also to help students developing themselves as social beings.

The book was written to provide teacher with approaches and practical methods in language teaching which are applicable to both second-language and foreign-language teaching in undergraduate or postgraduate level. The four aspects involved in teaching language: the teacher, the learner, the teaching-learning process, and the target language, were addressed by providing detailed and comprehensive overview of teacher and learner interaction in the classroom. This book is recommended for teachers and students for improving their learning outcomes.

Teaching someone doesn't decrease your knowledge.

(Ishak)

CONTENTS

CHAPTER I

THE NATURE OF APPROACHES AND METHODS

A. Background

The first step toward developing a principled approach to language teaching will be to turn back the clock about a century in order to learn from the historical cycles and trends that have brought us to the present day. It is difficult to completely analyze the class session you just observed without the backdrop of history. The quality of language was improved since in the late nineteenth century. The principles and theories concerning to how languages are learned, how knowledge of language is represented and organized in memory, or how language itself is structured.

As the study of teaching approaches and methods in language teaching assumed a more central role within applied linguistic form the 1940s on, various attempts have been made to conceptualize the nature of methods and to explore more systematically the relationship between theory and practice within a method. Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the

content to be taught, and the order in which the content will be presented.[1]

B. Approach

Approach refers to the theory about the nature of language and language teaching that serves as the source of practices and principles in language teaching. Approach is a way of dealing with something.[2] An approach is a set of correlative assumptions dealing with the nature of language teaching and learning.
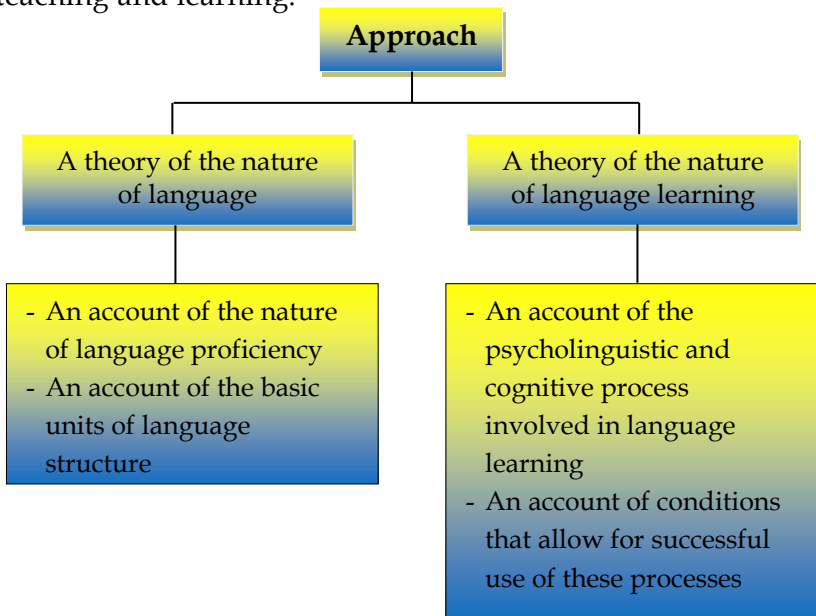
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   │                     │         │   successful use of │
   │                     │         │   these processes   │
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[1] Richards. Jack C and Rodgers. Theodore S. *Approaches and Methods in Language Teaching.* (New York: Cambridge University Press, 2001), p. 19

[2] Hornby. A S. *Oxford Advanced Learner's Dictionary of Current English.* (New York: Oxford University Press, 1995), p. 49

An approach is axiomatic. It describes the nature of the subject matter to be taught.[3] An approach is theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.[4] The aims of approach are overtly communicative and great emphasis is placed on training students to use language for communication. A job of a teacher as that of ensuring that students get variety of activities which foster acquisition and which foster learning.

C. Method

Method is a way of doing something.[5] Method is a generalized set of classroom specifications for accomplishing linguistic objectives.[6] Method is an overall plan for the orderly presentation of language material, not part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method

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[3] Richards. Jack C and Rodgers. Theodore S. *lop.cit.*
[4] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (New York: Longman, 2000), p. 16
[5] Hornby. A S. *op. cit.* p. 734
[6] Brown, H. Douglas. *lop.cit.*

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is procedural. Within one approach, there can be many methods.[7]

Methodology of language teaching refers to:

1. Study of the nature of the language skills (reading, writing, speaking, and listening) and procedures for teaching them.
2. Study of the preparation of lesson plans, materials, and textbooks for teaching language skills.
3. The evaluation and comparison of language teaching methods.[8]

Methods tend to be primarily concerned with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. Communicative method might be specified in the following terms:

1. Materials will focus on understandable, relevant, and interesting expression, and negotiation.
2. Materials will focus on understandable, relevant, and interesting exchanges of information, rather that on the presentation of grammatical form.
3. Materials will involve different kinds of texts and different media, which the learners can use to

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[7] Richards. Jack C and Rodgers. Theodore S. *lop. cit.*
[8] Nunan. David. *Language Teaching Methodology: A Textbook for Teachers.* (New York: Phoenix ELT, 1991), p. 2

develop their competence through a variety of different activities and tasks.

Two principal contributions to our understanding of the concept of method: They specified the necessary elements of language teaching designs that had heretofore been left somewhat vague. Their schematic representation of method described six important features of designs: objectives, syllabus, activities, learner roles, teacher roles, and the role of instructional materials.[9] An understanding of language teaching history also implies the importance of the place of second language acquisition research, this piece offers a useful bridge from research to practical pedagogical concerns in the language classroom.

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[9] Brown, H. Douglas. *op.cit.* p. 14-15

Further Reading

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Longman, 2000

Hornby. A S. *Oxford Advanced Learner's Dictionary of Current English.* New York: Oxford University Press, 1995.

Nunan. David. *Language Teaching Methodology: A Textbook for Teachers.* New York: Phoenix ELT, 1991.

Richards. Jack C and Rodgers. Theodore S. *Approaches and Methods in Language Teaching.* New York: Cambridge University Press, 2001.

CHAPTER II

NATURAL APPROACH

A. Background

Natural Approach is called "traditional" approaches to language teaching. Traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language, reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar.

The term *natural*, used in reference to the direct method, merely emphasized that the principles underlying the method were believed to conform to the principles of naturalistic language learning in young children.[10] Natural approach is believed to conform to the naturalistic principles found in successful second language acquisition.[11] There are two the acquisitions of language: *First*: the acquisition by using the target language to communicate through natural way, the students are trained to use language, not to know the structures of language. The students only know that they use a language to

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[10] Richards. Jack C and Rodgers. Theodore S. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press, 2001), p. 179

[11] Richards. Jack C and Rodgers. Theodore S. *ibid*, p. 179

communicate with others. *Second*: learning to know the structures of language or having awareness of a language.

In the Natural Approach, there is an emphasis on exposure, or *input,* rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce a language. Communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. Natural approach advocates the use of total physical response activities at the beginning level of language learning when comprehensible input essential for triggering the acquisition of language.

Language is used for communicating meanings and expressing messages. Acquisition can take place only when people understand messages in the target language. The Acquisition of language claims that there are two distinctive ways of developing competence in a second or foreign language. *Acquisition* is the "natural" way, paralleling first language development in children.

Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Learning refers to a process in which conscious rules about a

language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for "learning" to occur, and correction of errors helps with the development of learned rules.

The acquired linguistic system is said to initiate utterances when we communicate in a second or foreign language. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system. Three kinds of affective or attitudinal variables related to second language acquisition:

1. *Motivation.* Motivation and achievement, instrumental and integrative motivation, enhancing motivation by tailoring instruction to learner needs, preconditions for effective motivation.
2. *Attitude.* Relationship between attitude and motivation, cultural attitudes and language development, dealing with negative attitudes, attitudes from the learners' perspectives.
3. *Anxiety.* Anxiety and learner performance, causes of anxiety, anxiety and the mother tongue.[12]

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[12] Nunan. David and Lamb. Clarice. *The Self-directed Teacher: Managing the Learning Process.* (New York: Cambridge University Press, 1996), p. 208-209

Natural approach in teaching language based on the self-monitoring. [13] The teachers have to monitor the students' classroom activities. The efficiency of teaching very much depends on learners' motivation, skills, and willingness or ability to cooperate work as a community.[14] Most teachers and researchers agree that we are all too prone to insist that learners speak right away, and so we can take from the natural approach the good advice that a period of time, while students grow accustomed to the new language.

B. The Objectives of Natural Approach

Natural Approach "is for beginners and is designed to help them become intermediates." It has the expectation that students will be able to function adequately in the target situation. They will understand the speaker of the target language (perhaps with requests for clarification), and will be able to convey (in a non-insulting manner) their requests and ideas. They should be able to make the meaning clear but not necessarily be accurate in all details of grammar.

However, since the Natural Approach is offered as a general set of principles applicable to a wide variety of

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[13] Tarigan. Guntur. Henry. DR. Prof. *Metodologi Pengajaran Bahasa.* (Bandung: Angkasa, 1991), p. 189

[14] Scharle. Agota and Szabo. Anita. *Learner Autonomy: A Guide to Developing Learner Responsibility.* (New York: Cambridge University Press, 2000), p. 15

situations, as in Communicative Language Teaching, specific objectives depend upon learner needs and the skill (reading, writing, listening, or speaking) and level being taught. It is important to communicate to learners what they can expect of a course as well as what they should not expect.

These goals are the ones at which the Natural Approach aims:

1. Basic personal communication skills.
2. Academic learning skills.

Natural approach is aimed at the goal of basic personal communication skills, that is, everyday language situations-conversations, shopping, listening to the radio, and the like.[15] The goals of a Natural Approach class are based on an assessment of student needs. We determine the situations in which they will use the target language and the sorts of topics they will have to communicate information about. In setting communication goals, we do not expect the students at the end of a particular course to have acquired a certain group of structures or forms. Instead we expect them to deal with a particular set of topics in a given situation. We do not organize the activities of the class about a grammatical syllabus.

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[15] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (New York: Longman, 2000), p. 31

C. Types of learning and teaching activities

At the beginning of a class taught according to the Natural Approach, emphasis is on presenting comprehensible input in the target language. Teacher talk focuses on objects in the classroom, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions in other ways. When learners are ready to begin talking in the new language, the teacher provides comprehensible language and simple response opportunities. The teacher talks slowly and distinctly, asking questions and eliciting one-word answers. There is a gradual progression from Yes/ No questions, through either-or questions, to questions that students can answer using words they have heard used by the teacher. Students are not expected to use a word actively until they have heard it many times.[16]

Natural approach has three stages:

1. The preproduction stage is the development of listening comprehension skills.
2. The early production stage is usually marked with errors as the students struggles with the language. The teacher focuses on meaning here, not on form, and therefore the teacher does not make a point of correcting errors during this stage.

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[16] Richards. Jack C and Rodgers. Theodore S. *op. cit*, p. 185-186

3. The last stage is one of extending production into longer stretches of discourse involving more complex games, role-plays, open-minded dialogues, discussions, and extended small-group work. The objective of this stage is to promote fluency, teachers are asked to be very sparse in their correction of errors.[17]

There is a basic assumption in the Natural Approach that learners should not try to learn a language in the usual sense. The extent to which they can lose themselves in activities involving meaningful communication will determine the amount and kind of acquisition they will experience and the fluency they will ultimately demonstrate. The language acquirer is seen as a processor of comprehensible input.

The acquirer is challenged by input that is slightly beyond his or her current level of competence and is able to assign meaning to this input through active use of context and extra linguistic information. Learners' roles are seen to change according to their stage of linguistic development. Central to these changing roles are learner decisions on when to speak, what to speak about, and what linguistic expressions to use in speaking.

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[17] Brown, H. Douglas. *op.cit.* p, 31

Learners have four kinds of responsibilities in the Natural Approach classroom:

1. Provide information about their specific goals so that acquisition activities can focus on the topics and situations most relevant to their needs.

2. Take an active role in ensuring comprehensible input. They should learn and use conversational management techniques to regulate input.

3. Decide when to start producing speech and when to upgrade it.

4. Where learning exercises are to be a part of the program, decide with teacher he relative amount of time to be devoted to them and perhaps even complete and correct them independently.[18]

Learners are expected to participate in communication activities with other learners. Although communication activities are seen to provide naturalistic practice and to create a sense of camaraderie, which lowers the effective filter, they may fail to provide learners with well-formed and comprehensible input.

The Natural Approach teacher has three central roles.

1. The teacher is the primary source of comprehensible input in the target language. The teacher is required to generate a constant flow of language input while

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[18] Richards. Jack C and Rodgers. Theodore S. *op. cit*, p. 187

providing a multiplicity of nonlinguistic clues to assist students in interpreting the input. The Natural Approach demands a much more center-stage role for the teacher than do many contemporary communicative methods.

2. The teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning. This is achieved in part through such Natural Approach techniques as not demanding speech from the students before they are ready for it, not correcting student errors, and providing subject matter of high interest to students.

3. The teacher must choose classroom orchestrate a rich mix of classroom activities, involving a variety of group sizes, content, and contexts. The teacher is seen as responsible for collecting materials and designing their use. The materials are based not just on teacher perceptions but on elicited student needs and interests.[19]

D. The role of instructional materials

Most people think of teaching as the overt presentation of information by teacher to learners. Material is developed to facilitate the learning of the language. The primary goal

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[19] Richards. Jack C and Rodgers. Theodore S. *op. cit*, p. 187

of materials in the Natural Approach is to make classroom activities as meaningful as possible by supplying "the extra-linguistic context that helps the acquirer to understand, acquire by relating classroom activities, and fostering real communication among the learners.

The primary aim of materials is to promote comprehension and communication. Pictures and other visual aids are essential, because they supply the content for communication. They facilitate the acquisition of a large vocabulary within the classroom. Some of the basic principles of second language acquisition are relevant to the development of materials for the teaching of language.

- Materials should achieve impact: impact is achieved when materials have a noticeable effect on learners.
- Materials should help learners to feel at ease: most language learners benefit from feeling at ease and they lose opportunities for language learning when they feel anxious, uncomfortable, and tense.
- Materials should help learners to develop confidence: the learners need to feel successful by asking them to use simple language to accomplish easy tasks.
- Materials should be perceived by learners as relevant and useful: the teachers need to make the learners aware of the potential relevance and utility of the language and skills they are teaching.

- Materials should require and facilitate learner self-investment: materials can help them to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner-centered discovery activities.
- Learners must be ready to acquire the points being taught: learners must have achieved readiness in order to learn developmental features.
- The learners' should be drawn to linguistic features of the input: helping learners to pay attention to linguistic features of authentic input can help them to eventually acquire some of those features.
- Materials should provide the learners with opportunities to use the target language to achieve communicative purposes: learners should be given opportunities to use language for communication rather than just to practice it in situations controlled by the teacher and the materials.
- Materials should provide opportunities for outcome feedback: feedback is focused first on the effectiveness of the outcome rather than just on the accuracy of the out put can lead to output becoming a profitable source of input.

Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an

opinion, provides samples of language use or read a poem aloud. [20] One particular aspect of humanistic education which has attracted a good deal of interest in recent years has been the incorporation of learn-centered principles into language classroom. In a learner-centered curriculum, information by and about learners is built into every stage of the curriculum process.[21]

The Natural Approach belongs to a tradition of language teaching methods based on observation and interpretation of how learners acquire both first and second languages in non-formal settings. Such methods reject the formal (grammatical) organization of language as a prerequisite to teaching. An adult can effectively be taught by grammatically unordered materials" and that such an approach is, indeed, "the *only* learning process which we know for certain will produce mastery of the language at a native level.

In the Natural Approach, a focus on comprehension and meaningful communication as well as the provision of the right kinds of comprehensible input provide the necessary and sufficient conditions for successful classroom second and foreign language acquisition. This has led to a

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[20] Tomlinson. Brian. *Materials Development in Language Teaching.* (New York: Cambridge University Press, 1998), p. 2

[21] Nunan. David. *Designing Tasks and Communicative Classroom.* (New York: Cambridge University Press, 1989), p. 94

new rationale for the integration and adaptation of techniques drawn from a wide variety of existing sources.

Selecting materials is important to match the materials with the goals and objectives of the program, and to ensure that they are consistent with one's beliefs about the nature of language and learning.[22] In the natural approach there is an emphasis on exposure, optimizing emotional intellectual for learning and willingness to use written and other materials as a source of comprehensible input. The emphasis on the central role of comprehension in the natural approach links it to other comprehension based approaches in language teaching. The emphasis on the central role of natural approach as follows:

1. The focus of the activity is content not language learning;
2. Resource to the learner's native language is seen as natural and desirable;
3. Learners are not expected to give error free, native responses to teacher questions;
4. The goal is the gradual adoption of the communicative language.

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[22] Nunan. David. *Language Teaching Methodology: A Textbook for Teachers.* (New York: Phoenix ELT, 1991), p. 209

Further Reading

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Longman, 2000.

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CHAPTER III

COMMUNICATIVE APPROACH

A. Background

Communicative approach in teaching language is based on language as a means of communication, the function of language teaching is to provide the learner to use language communicatively. Language is used to accomplish some function, such as arguing, persuading, or promising. Moreover, we carry out these functions in teaching and learning process. A teacher will choose a particular way to express a language to facilitate the students to understand the target language.

Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogenous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.[23]

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[23] Richards. Jack C and Rodgers. Theodore S. *Approaches and Methods in Language Teaching.* (New York: Cambridge University Press, 2001), p. 158

Communicative approach is an approach in teaching language to enable the students to communicate using the target language. [24] Teaching is the process of interacting between a teacher and students. A process instruction which integrates the teaching of listening and speaking over various situations has been termed "the communicative approach" to language teaching.

It is insufficient for students to simply have knowledge of a target language forms, meanings, and functions. The students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (teacher and students) that meaning become clear. The listener gives the speaker feedback as to the weather or not he understands what the speaker has said. On this case, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

Language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions such as inviting, agreeing and disagreeing, suggesting, etc. [25] Learners also need opportunities for communicative use, so that they can integrate separate

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[24] Larsen. Diane and Freeman. *Techniques and Principles in Language Teaching.* (New York: Oxford University Press, 1986), p. 123

[25] Harmer. Jeremy. *How to Teach English.* (England: Pearson Longman, 2007), p. 50

structures into a creative system for expressing meanings.[26] Communicative approach is relative new, as most of the teachers and prescribed texts separate the instruction of listening and speaking. Usually when listening and speaking are separated, specific skills are identified in each area and a sequence of these skills is established. No particular attention is given to the situation, or context, in which a specific skill is to be used, as the focus is on teaching listening and speaking and not on communication.

Communicative activities have been very successful in promoting free and spontaneous language use and we can now look at the examples below:

In this activity the students are told that they are going on holiday and have to decide what seven objects to take with them. They will have to reach a consensus on these objects.

Stage 1. All the students are asked to write down the seven items they would choose to have in their luggage if they were going to stay in Sail Banda for ten days.

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[26] Littlewood. William T. *Foreign and Second Language Learning.* (New York: Cambridge University Press, 1989), p. 91

Stage 2. When all students have completed their lists they are put into pairs. Each pair has to negotiate a new list of seven items. This will involve each member of the pair changing their original list to some extent.

Stage 3. When the pairs have completed their lists two pairs are joined together to negotiate a new list that the other students can agree to.

Stage 4. Groups can now be joined together and the lists re-negotiated.

Stage 5. When the teacher thinks the activity has gone on for long enough a feedback session is conducted with the whole class in which each group explains and justifies its choices.

Teaching students how to *use* the language is considered to be the most important in learning the language itself. Communicative approach is a generic approach, and can seem non-specific at times in terms of how to actually go about using practices in the classroom in any sort of systematic way.

In communicative language teaching, the following skills need to be taken into consideration:

1. The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the

point where he can use it spontaneously and flexibly in order to express his intended message.

2. The learner must distinguish between the forms he has mastered as part of his linguistic competence, and communicative functions which they perform. In other words, items mastered as part of a linguistic system us also be understood as part of a communicative system.

3. The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success.

4. The learner must become aware of social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances.[27]

B. The Nature of Communication

Communication is the action or process of communicating. [28] Language is used to communicate. Authentic and meaningful communication should be the

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[27] Nunan. David. *Designing Tasks for the Communicative Classroom.* (New York: Cambridge University Press, 1989), p. 13-14

[28] Hornby. A S. *Oxford Advanced Learner's Dictionary of Current English.* (New York: Oxford University Press, 1995), p. 230

goal classroom activities, communication involves the integration of different language skills. The following characteristics of communication:

a) Is a form of social interaction, and is therefore normally acquired and used in social interaction.

b) Involves a high degree of unpredictability and creativity in form and message.

c) Takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances.

d) Is carried out under limiting psychological and other conditions such as memory constraints, fatigue and distractions.

e) Always has a purpose (for example, to establish social relations, to persuade, or to promise).

f) Involves authentic, as opposed to textbook-contrived language.

g) Is judge as successful or not on the basis of actual outcomes.[29]

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[29] Richards. Jack C and Schmidt. Richard W. *Language and Communication*. (London and New York: Longman, 1987), p. 3-4

Communication includes four areas of knowledge and skills. *Grammatical competence*, this type of competence refers to concerned with mastery of the language code (verbal or non-verbal) itself. *Sociolinguistic competence*, this component included both sociocultural rules of use and rules of discourse. *Discourse competence*, this type competence refers to the mastery of how to combine grammatical forms and meanings to achieve of unified spoken or written text in different genres. *Strategic competence*, this component is composed of mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: (a) to compensate for breakdowns in communication due to limiting conditions in actual communication, (b) to enhance the effectiveness of communication.

C. Understanding of the Communicative Approach

1. *The goal of the teachers who use communicative approach.*

Communicative approach has had a thoroughly beneficial effect since it reminded teachers that people learn languages not so that they know about them, but so that they can communicate with them. [30] In general, approach as one which combines situational presentation

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[30] Harmer. Jeremy. *lop.cit.*

with structural practice. Language items are presented in situations in the classroom to ensure that their meaning is clear, and then practiced as formal structures by means of exercises of sufficient variety to sustain the interest of the learner and in sufficient numbers to establish the structures in the learner's memory.

The principle aim is to promote a knowledge of the language system, to develop the learner's competence by means of controlled performance.[31] The goal of the teacher is to have one's students become communicatively competent. Communicative competence involves being able to use the language appropriate to a given social context. To do this, the students need understanding of linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to manage the process of negotiating meaning with their interlocutors. Communicative approach is asking teachers to look closely at what is involved in communication.

If the teachers intend students to use the target language, then they must truly understand all that being communicatively competent entails.

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[31] Brumfit. C. J and Johnson. K. *The Communicative Approach to Language Teaching*. (New York: Oxford University Press, 1983), p. 117-118

2. The role of the teacher

When we talk into a lesson, students get an idea of who we are as a result of what we look like and the way we behave and react to what is going on. They take note, either consciously or subconsciously, of whether we are always the same or whether we can be flexible, depending on what is happening at a particular point in the lesson.

Effective teacher is a blend between who we really are and who we are as teachers. In other words, teaching is much more than just being ourselves however much some students want to see the real a person. We have to be able to present a professional face to the students which they find both interesting and effective. We need to ask ourselves what kind of personality we want our students to encounter, and the decisions we take before and during lessons should help to demonstrate that personality.

A teacher is a facilitator of his students' learning. The teacher has to manage the classroom activities. The teacher also has responsibilities to establish classroom situation likely to promote classroom communicatively. During in the classroom, the teacher should become an advisor, answering the students' questions and monitoring the students' performance. At the other times, the teacher

might become a co-communicator, engaging communicative activity along with the students.

The teachers need communication strategies in order to compensate for the gaps in their knowledge. The strategies for speech can be very broadly categorized as:

a. Paraphrase or approximation: using the word you do know to replace or describe those you do not.

b. Borrowing or inventing words: using word for any language in place of unknown foreign language words.

c. Gesture: anything from pointing to elaborate mime.

d. Asking for feedback: either directly, how do you say………? Do you know what I mean?.

e. Reduction: simplifying, changing or even abandoning those parts of the message which are too difficult to express.[32]

One of the clearest ways of explaining the meaning of something is to show it. If we hold up a book, point to it and say "book", its meaning will be instantly clear. For actions, we can use mime: if we are teaching "he is running", we can mime someone running. At other times we can use gesture. We can demonstrate superlative adjectives, by using hand and arm movements to show

[32] Pattison. Pat. *Developing Communication Skills*. (New York: Cambridge University Press, 1989), p. 131

"big … bigger … biggest", we can also use facial expressions to explain the meaning of sad, happy, frightened, etc.[33]

The teachers also need to draw a careful distinction between two different kinds of meaning of a language. One kind of meaning is that which language items have as elements of the language system, and the other is that which they have when they are actually put to use in acts of communication.

D. Characteristics of the Communicative Approach

Communicative approach is one method in language teaching that has characteristic, several characteristics are summarized as follows:

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques.

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[33] Harmer. Jeremy. *op.cit.* p. 83

At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. Students in communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom.

5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.[34]

While Johnson and Johnson identify five core characteristics that underlie current application of communicative methodology:

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[34] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (New York: Longman, 2000), p. 43

1. Appropriateness: language use reflects the situations of its use and must be appropriate to that situation depending on the setting, the role of the participants, and the purpose of communication.

2. Message focus: learners need to be able to create and understand messages, that is real meaning. Hence the focus on information sharing and information transfer in communicative language teaching activities.

3. Psycholinguistic processing: communicative language teaching activities seek to engage learners in he use of cognitive and other processes that are important factors in second language acquisition.

4. Risk taking: learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies.

5. Free practice: communicative language teaching encourages the use of holistic practice involving the simultaneous use of variety of sub-skills,

rather than practicing individual skills one piece at the time.[35]

Communicative approach is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used native speakers. As students use language to learn in various subject areas, it becomes necessary for them to communicate with peers in large and small groups as well as with the teacher.

The main interaction in the classroom took place between the teacher and the students. The class performed pre-tasks which involved questions and vocabulary checking and then they answered the questions with which they solved the problem that were set. [36] In classroom activities need to create interaction between the teacher and the students or students and students in order to gain comprehensible input of the target language. As language teacher needs to think to get some ways to help the students to use a language communicatively for the sake of practicing to use the target language.

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[35] Richards. Jack C and Rodgers. Theodore S. *op.cit.* p. 173

[36] Harmer. Jeremy. *The Practice of English Language Teaching.* (London and New York: Longman, 1991), p. 35

Students may know the rules of the language usage, they will be unable to use the language. The language teachers have important roles to facilitate, guide, handle, even inspire the students to use language communicatively.

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CHAPTER IV

COOPERATIVE LEARNING

A. The Concepts of Cooperative Learning

Cooperative learning is group learning activity organized so that learning is dependent on the society structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.[37] Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.[38]

Cooperative learning is concepts and techniques for helping students to work together, learning in pairs or groups in which the students can communicate each other, it also means that the students will learn together, helping each other to correct exercises and tasks, to find solution to problems, to pace the students' learning, and to work cooperatively. Cooperative learning is accounting for various cultural expectations, individual learning styles,

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[37] Olsen. R and Kagan. S. *Cooperative Language Learning: A Teacher's Resource Book.* (New York: Prentice Hall, 1992), p. 8

[38] Richards. Jack C and Rodgers. Theodore S. *Approaches and Methods in Language Teaching.* (New York: Cambridge University Press, 2001), p. 192

personality differences on the first language. Cooperative learning can also be problematic in classroom if there is a mismatch between the expectations of the teacher and the students.

As students work together in pairs and groups, they share information and come to each others' aid. They are a "team" whose players must work together in order to achieve goals successfully. [39] Cooperative learning is a learning activity that involves a small group of learners for the sake of learning together. Cooperative learning gives the students more time learn a language and it encourages the students to be more involved and concentrate in their leaning processes.

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

One of the major changes to the dynamics of classroom interaction wrought by student-centered teaching has been an increasing emphasis on pair and group work. Pair and

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[39] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (New York: Longman, 2000), p. 47

group work can greatly increase the amount of active speaking and listening undertaken by all students in the class.[40]

B. Cooperative Learning Activities

Johnson described three types of cooperative learning groups.

1. *Formal cooperative learning groups.* These last from one class period to several weeks. These are established for a specific task and involve students working together to achieve shared leaning goals.

2. *Informal cooperative learning groups.* These are ad-hoc groups that last from a few minutes to a class period and are used to focus student attention or to facilitate learning during direct teaching.

3. *Cooperative base groups.* These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement, and assistance they need to succeed academically.[41]

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[40] Nunan. David and Lamb. Clarice. *The Self-directed Teacher: Managing the Learning Process.* (New York: Cambridge University Press, 1996), p. 142

[41] Richards. Jack C and Rodgers. Theodore S. *op. cit.* p. 196

The teachers have to spend their time to clarify and redirect groups and select an appropriate type of activity for implementing a group of students. Group work can go wrong if it is not carefully planned, well executed, and monitored throughout. Establishing effective cooperative learning and making decisions about how, when, and why to have students work in pairs, groups, or individually are central decisions that need to be made in order to manage the learning process effectively.

In managing the classroom into cooperative learning, the students arrangement can be in form of side by side, front to back, asking and answering questions, discuss in facing each other, learn with the students next to them behind them, and in front of them. Cooperative learning involves the whole class working separately at the same time.

Types of activity were implemented to stimulate the students to study, share information to each others.

1. Games. A game could be any activity that formalizes a technique that can be scored in some way, one member secretly decides that he or she is some famous person, the rest of the group has to find out who, within fifteen yes/no questions.

2. Role-play. Role-play in a group might involve a discussion of a political issue, with each person

assigned to represent a particular political point of view.

3. Problem solving and Decision making. Problem solving group techniques focus on the group's solution of a specified problem and decision making are simply one kind of problem solving where the ultimate goal is for students to make a decision.

4. Opinion exchange. Opinion exchange means to students will debate and discuss the (hot issues) in the classroom, for example the issue of moral, ethical, religious, and political issues.

5. Brainstorming. This way, all ideas are legitimate, and students are released not to defend a concept.

6. Group discussion. Group discussions are normally group of students where the students have equal right to express their ideas.

Three major kinds of cooperative learning tasks and their learning focus. Each of which has many variations.

1. *Team practice from common input:*

I. All students work on the same material.

II. Practice could follow a traditional teacher-directed presentation of new material and for that reason is a good starting point for teachers.

III. The task is to make sure that everyone in the group knows the answer to a question and can explain how the answer was obtained or understands the material.

IV. When the teacher takes up he question or assignment, anyone in a group may be called on to answer for the team.

V. This technique is good for review and for practice tests.

VI. This technique is effective in situations where the composition of the groups is unstable. Students can form new groups every day.

2. *Jigsaw:*

I. Each group member receives a different piece of the information.

II. Students regroup in topic groups (expert groups) composed of people with the same piece to master the material and prepare to teach it.

III. Students return to home groups (Jigsaw groups) to share their information with each other.

IV. Students synthesize the information through discussion.

V. Each student produces an assignment of part of a group project, or takes a test, to demonstrate

synthesis of all the information presented by all group members.

VI. This method of organization may require team-building activities for both home groups and topic groups, long-term group involvement, and rehearsal of presentation methods.

VII. This method is very useful in the multilevel class, allowing for both homogeneous and heterogeneous grouping in terms of English proficiency.

VIII. Information-gap activities in language teaching are jigsaw activities in the form of pair work. Partners have data (in the form of text, tables, charts, etc.) with missing information to be supplied during interaction with another partner.

3. Cooperative projects:

I. Topics may be different for each group.

II. Students identify subtopics for each group member.

III. Steering committee may coordinate the work of the class as a whole.

IV. Students research the information using resources such as library reference, interviews, and visual media.

V. Students synthesize their information for a group presentation.

VI. This method places greater emphasis on individualization and students' interests.

VII. Students need plenty of previous experience with more structured group work for this to be effective.[42]

C. Advantages of Cooperative learning

It is important to note that cooperative learning usually implies a group work to give student opportunities to learn with each others in the classroom.

The advantages of cooperative learning for English language classroom:

1. Increased frequency and variety of second language practice through different types of interaction.

2. Possibility for development or use of language in ways that support cognitive development and increased language skills.

3. Opportunities to integrate language with content-based instruction.

4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.

5. Freedom for teachers to master new professional skills, particularly those emphasizing communication.

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[42] Richards. Jack C and Rodgers. Theodore S. *op. cit.* p. 197-198

6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.[43]

Cooperative learning can greatly increase the amount of active all students in the classroom activities. Research has shown an advantage for cooperative learning:

1. Promoting intrinsic motivation.
2. Heightening self-esteem.
3. Creating caring and altruistic relationships.
4. Lowering anxiety and prejudice.[44]

The teachers who use cooperative learning activities believe students can learn from each other and can get more practice with the target language by working together. The students also can get to know each other better. This can lead the students to develop each other among the class members. Cooperative learning is an alternative way to increase the students' motivation to learn with their friends because they do not only learn together but they also help each other so the teaching process becomes more and more effective.

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[43] Richards. Jack C and Rodgers. Theodore S. *op. cit.* p. 195
[44] Brown, H. Douglas. *lop. cit.*

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CHAPTER V

AUDIO-LINGUAL METHOD

A. Background

The emergence of audio-lingual method resulted from the increased attention given to foreign language teaching in the United States toward the end of 1957s. [45] Audio-Lingual Method is a style of teaching used in teaching foreign languages. Listening begins with completing the communication cycle when a dialogue is used in an audio-lingual method and with the introduction of any new oral material in any method.[46]

Audio-lingual method is used to convey meaning, but not one word of the students' mother tongue is uttered.[47] Audio-lingual method is also recognized as *Aural-Oral, Functional skill, New Key* in teaching language, it is used as scientific approach in teaching and learning language.

In the classroom, the first thing we notice is that the students are attentively listening as the teacher presenting a new dialogue, between two people. The students know they

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[45] Richards. Jack C and Rodgers. Theodore S. *Approaches and Methods in Language Teaching.* (New York: Cambridge University Press, 2001), p. 53

[46] Lado. Robert. *Teaching English Across Cultures.* (New York: McGraw-Hill, 1988), p. 193

[47] Larsen. Diane and Freeman. *Techniques and Principles in Language Teaching.* (New York: Oxford University Press, 1986), p. 32

will be expected to eventually memorize the dialogue the teacher is introducing.[48] Little by little the teacher builds up the phrases until the entire sentence is being repeated.

The characteristic of audio-lingual method may be summed up in the following list:

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrases, and over learning.
3. Structured are sequenced by means of contrastive analysis and taught one at the time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.

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[48] Larsen. Diane and Freeman. *ibid*. p. 32

12. There is a tendency to manipulate language and disregard content.[49]

The teacher should concentrate on acquisition rather than learning and that the role of the language teacher should be to provide the right kind of language exposure, namely comprehensible input.[50] The teacher has to take procedure step by step, the teacher is able to give the students help in producing the troublesome line.

In Audio-Lingual Method the teacher want their students to be able to use the target language communicatively. In order to do this, they believe students need to over learn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language. The core components of most well-known teaching methodologies consists of activities where learners are required to speak or write the second language

Stimulating the students' response as follows:

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[49] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (New York: Longman, 2000), p. 23

[50] Harmer. Jeremy. *How to Teach English.* (England: Pearson Longman, 2007), p. 47

1. Observation towards mental process cannot be experts have to restrict their descriptions toward real actions.
2. All studying process are given condition
3. Studying is the result of outside factors that operates and forms organism behavior.

Behaviorism and structuralism provide us with five key characteristics which need to be taken into consideration in designing language programmes:

1. Language is speech, not writing.
2. A language is set of habits.
3. Teach the language, not about the language.
4. A language is what native speakers say, not what someone thinks they ought to say.
5. Languages are different.

B. The principles of Audio-lingual

The implications for teaching are far-reaching. In the majority of traditional language-teaching activities, the concious element is strong: we specify dialogues to be learnt, structures to be practised, words to be memorised, and so on. [51] Dialogues and drills form the basis of audiolingual classsroom practices. Dialogues provide the

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[51] Littlewood. William T. *Foreign and Second Language Learning.* (New York: Cambridge University Press, 1989), p. 91

means of contextualization key structuresband illustrates situations in wich structures might be used as well as some cultural aspect of the target language. Audio-lingual is actually teaching the students to listen for the sake of speaking.

Linguistic theory bases this method is descriptive linguistic theory with the following principles:

1. Language is oral language, not writing language. Based on this principle, the aspect of listening and speaking should be taught before the aspect of reading and writing. The compositions of teaching as follows: listening, speaking, reading, and writing.

2. Language is a set of habits. Habits are taught though repetitions so that language should be taught through repetitions.

3. Teach the language not about the language.

4. Language is what the native speakers say, not what someone thinks, they have to tell it.

5. Language is different. Every language has it own structure or system.

The following lesson plan of the clssroom in audio-lingual: [52]

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[52] Larsen. Diane and Freeman. *op.cit*. p. 39-42

No	Observations	Principles
1.	The teacher inroduces a new dialog.	Langauge forms do not occur by themselves; they occur most naturally within a context.
2.	The langauge teacher uses only the target langauge in the classroom. Actions, pictures, or realia are sued to give meaning otherwise.	The native language and the atrget language have separate linguistic systems. They should be kept apart so that the students' native language interferes as litle as possible with the students attempts to acquire the target language.
3.	The language teacher introduces the dialog by modeling it two times; she introduces the drills by modeling the correct answers; at other times, she corrects mispronunciation by modeling the proper	One of the alnguage teacher's major roles is that of a model of the target lanaguge. Teachers should provide students with a native-spaker-like model. By listening to how it is supposed to sound, students should

	sounds in the target lanaguge.	be able to mimic the model.
4.	The students repeat each line of the new dialog several times.	Language learning is a gprocess of ha it formation. The more often something is repeated, the stronger the habit and the greater the learning.
5	The students stumble over one of the lines of the dialog. The teacher uses a backward build-up drill with this line.	It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the teacher.
6.	The teacher initiates a chain drill in which each student greets another.	The purpose of language learning is to learn how to use the language to communicate.
7.	The teacher uses single-slot and multiple-slot substitution drills.	Particular parts of speech occupy particular "slots" in sentences. In order to create new sentences,

		students must learn which part of speech occupies which slot.
8.	The teacher says, "Very good," when the students answer correctly.	Positive reinforcement helps the students to develop correct habits.
9.	The teacher uses spoken cues and picture cues.	Students should learn to respond to both verbal and nonverbal stimuli.
10.	The teacher conducts transformation and question-and-answer drills.	Each language has a finite number of patterns. Pattern prctice helps students to form habits which enable the students to use the patterns.
11.	When the students can handle it, the teacher poses the questions to them rapidly.	Students should "overlearn," i.e., learn to answer automatically without stopiing to think.
12.	The teacher provides the students with cues; she calls on individuals; she smiles	The teacher should be like an orchestra leader- conducting, guiding, and controlling the

	encouragement/ she holds up pictures one after another.	students'behavior in the target language.
13.	New vocabulary is introduced through lines of the dialog; vocabulary is limited.	The major objective of language teaching should be for students to acquire the structural patterns; studens will learn vocabulary afterward.
14.	Students are given no grammar rules;grammatical points are taught through examples and driils.	The learning of a foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples.
15.	The teacher does a contrastive analysis of the target language and the students' native language in order to	The major challenge of foreign language teaching is getting students to overome the habits of their native

	lacate the places where she anticipates her students will have trouble.	language. A comparison between the native and target language will tell the teacher in what areas her students will proba-bly experience difficulty.
16.	The teacher writes the dialog on the blackboard toward the end of the week. The students do some limited written work with the dialog.	Speech is more basic to language than the written form. The "natural order"-the order children follow when learning their native language-o skill acquisition is: listening, speaking, reading, and writing.
17.	The supermarket alphabet game and a discussion of American supermarkets and football are included.	Language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher's responsibilities is to present information about that culture.

C. Learning and Teaching Activities of Audiolingual

Dialogues are selected to be the focus of various kinds of drill and pattern pratice exercises. The use of drills and pattern practice is a distinctive feature of audiolingual method as the following:

No	Drills and Pattern Practice	Examples
1.	*Repetition*: the student repeats an utterance aloud as soon as he has heard it. After a students has repeated an utterances, he may repeat it again and a few words.	T: I studied S: I studied T: I studied English yesterday S: I studied English yesterday
2.	*Inflection*: one word in uterance appears in another form when repeated.	T: I bought the book S: I bought the books
3.	*Replacement*: one word in utterance is replaced by another.	T: AqEela is drinking S: She Is drinking

4.	*Reastatement*: the student rephrases an utterance and addresses it to someone else, according to instructions.	T: Tell him to wait for Nur Indra Swary S: Wait for her
5.	*Completion*: the students hears an utterance that is complete except for one word, then repeats the utterance in completed form.	T: This is mine and that is … S: This is mine and that is yours
6.	*Transposition*: a chage in word order is necessary when a word is added.	T: I am sleepy S: So am I
7.	*Expansion*: when a word is added it takes a certain place in the sequence.	T: I know him S: I hardly know him
8.	*Contraction*: a single word stands for a phrase or clause.	T: Put your hand on the table S: Put your hand here
9.	*Transformation*: a sentence is transformed by being made negative or interrogative or through	T: He knows my adsress S: He does'nt know y address

	changes in tense, mood, voice, aspect, or modality.	S: Does he know my address
10.	*Integration*: two separate utterances are integrated into one.	T: They must be honest. This is important S: It is important that they be honest
11.	*Rejoinder*: the students makes an appropriate rejoinder to a given utterance. He is told in advance to respond in one of the following ways: Answer the question	T: What is your name? S: My name is Aqeela
12.	*Restoration*: the studnets is given a sequence of words that have been culled from a sentence but still bear its basic meaning	T: Students / waiting / bus S: The students are waiting for a bus

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CHAPTER VI

CONTENT-BASED INSTRUCTION

A. Background

Content-based instruction (CBI) refers to an approach to language teaching in which teaching is organized around the content or information that students will acquire. Learners themselves may be sources of content and joint participants in the selection of topics ad activities. Language learning involves study of the textual and discourse structure of written texts such as letters, reports, essays, descriptions, or book chapters, or of speech events such as meetings, lectures, and discussions.

It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught.[53]

Classroom should focus on real communication and the exchange of information, an ideal situation for second language learning would be one where the subject matter of language teaching was not grammar or functions or some other language-based unit of organization, but content, that

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[53] Krahnke, K. *Approaches to Syllabus Design for Foreign Language Teaching.* (New York: Prentice Hall, 1987), p. 65

is, subject matter from outside the domain of language. The language that is being taught could be used to present subject matter, and the students would learn the language as a by-product of learning about real-world content.[54] The teacher and lecturer operate within content-based instruction consciously and unconsciously make such "foreigner talk" modifications in the language they use in teaching in order to make the content they are focusing on more comprehensible to their students.

B. The Role of CBI

Language is used for specific purposes. The purpose may be academic, vocational, social, or recreational but it gives direction, shape, and ultimately meaning to discourse and texts. Content-based instruction addresses the role of language as a vehicle for language learning. The focus of teaching is how meaning and information are communicated and constructed through texts and discourse.

CBI views language use as involving several skills together. In a content-based class, students are often involved in activities that link the skills because this is how the skills are generally involved in the real world. Language across the curriculum was a proposal for native-language. The curriculum recommended to be focused on reading and

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[54] Richards. Jack C and Rodgers. Theodore S. *Approaches and Methods in Language Teaching.* (New York: Cambridge University Press, 2001), p. 204-205

writing in all subject areas in the curriculum. Language skills should be also taught in content subjects and not left exclusively for the English teacher to deal with. The need for collaboration between subject-matter teachers and language teachers was emphasized to integrate subject matter and language teaching goals.

Classroom texts integrating science, math, and language study.

1. *Immersion Education* is a type of foreign language instruction in which the regular school curriculum is taught through the medium of the foreign language. Students goals of an immersion program include: (1) developing a high level of proficiency in the foreign language; (2) developing positive attitudes toward those who speak the foreign language and toward their culture; (3) developing English language skills commensurate with expectations for a student's age and abilities; (4) gaining designated skills and knowledge in the content areas of the curriculum.

2. *Immigrant on-Arrival Programs* typically focus on the language newly arrived immigrants in a country need for survival. Such learners typically need to learn how to deal with differing kinds of real-world content as a basis for social survival.

3. *Programs for Students with Limited English Proficiency* (SLEP) are governmentally mandated programs to serve especially those children whose parents might be served by the on-arrival programs, but more generally designed to provide in-class or pullout instruction for any school-age children whose language competence is insufficient to participate fully in normal school instruction.

4. *Language for Specific Purposes* (LSP) is a movement that seeks to serve the language needs of learners who need language in order to carry out specific roles (e.g., student, engineer, technician, and nurse).[55]

C. The Principles of CBI

Students learn a second language more successfully when they use the language as a means of acquiring information rather than as an end in itself. Successful language learning occurs when students are presented with target language material in a meaningful, contextualized form with the primary focus on acquiring information. Content- based instruction stands in contrast to traditional approaches to language teaching in which language form is the primary focus of the syllabus and classroom teaching.

Students learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal. Content-based instruction refers

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[55] Richards. Jack C and Rodgers. Theodore S. *op. cit.* p. 206-207

to English for specific purpose (ESP), the language syllabus must take into account eventual uses the learner will make of the target language. The use of informational content which is perceived as relevant by the learner is assumed by many to increase motivation in the language course. Language learning is also believed to be more motivating when students are focusing on something other than language, such as ideas, issues, and opinions. The learner's purpose begins to take shape before the teacher first encounters the learner.[56]

Students learn best when instruction addresses students' needs. The students study is selected according to their needs. The students' curriculum across to the basis of the content curriculum, authentic texts, both in written and spoken, the students will encounter in the real world. The language curriculum is base directly on the academic needs of the students and generally follows the sequence determine by a particular subject matter in dealing with the language problems which students encounter.

Teaching builds on the previous experience of the learners. Content- based instruction seeks to build the students' knowledge and previous experience. Students do not start out as blank slates but are treated as bringing important knowledge and understanding to the classroom.

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[56] Martin. Ian. *An Introduction to ESP.* (Singapore: SEAMEO Regional Language Centre, 1992), p. 3

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CHAPTER VII

SUGGESTOPEDIA

A. Background

The term '*Suggestopedia*', derived from suggestion and pedagogy, is often used loosely to refer to similar accelerated learning approaches. Teachers should not act directive although this method is teacher-controlled but not students-controlled. For example, they should act as a real partner to the students, participating in the activities such as games and songs "naturally" and "genuinely".

Suggestopedia is a methodology in which students must be comfortably relaxed. This frequently means comfortable furniture and music. In this setting, students are given new names and listen to extended dialogues. The contention is that the ease of the situation, the adoption of a new identity and the dependence on listening to the dialogues will help the students of acquire the language.[57] In the concert session, they should fully include classical art into their behaviors. There are many techniques that the teachers use, the factors such as "communication in the

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[57] Harmer. Jeremy. *The Practice of English Language Teaching.* (London and New York: Longman, 1991), p. 36

spirit of love, respect for man as a human being, the specific humanitarian way.

The human brain could process great quantities of material if given the right conditions for learning, among which are a state of relaxation and giving over of control to the teacher. [58] The teachers need not only to know the techniques and theoretical information but also to understand the theory and to acquire the practical methodology completely because if they implement those techniques without complete understandings and acquisition, they could not provide learners successful results, or even could give a negative impact on their learning. Therefore the teacher has to be trained in the course that is taught by the certified trainers.

Lozanov, who developed the method, believes that the human mind is capable of prodigious feats of memory if learning takes place under the appropriate conditions. He attempts to realize tp hidden potential of the mind by getting students to learn in state of deep relaxation bordering on hypnosis. This hypnotic state is brought about through yogic techniques of relaxation, rhythmic breathing, and listening to reading by the teacher which are

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[58] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (New York: Longman, 2000), p. 27

synchronized to music.[59] Suggestopedia is specific set of learning recommendations derived from suggestology.[60]

Suggestopedia is the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and, thus, to help them overcome the barriers to learning.[61] The effect of the method is not only in language learning, but also in producing favorable side effects on health, the social and psychological relations, and the subsequent success in other subjects. There is consensus that Suggestopedia is a generally superior teaching method for many subjects and for many types of students, compared with traditional methods.

The most conspicuous characteristics of suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music and the authoritative behavior of the teacher.[62] The teacher should accelerate the process by which students learn to use a foreign language for everyday communication. The teacher is the authority in the classroom. A suggestopedia course is conducted classroom

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[59] Nunan. David. *Language Teaching Methodology: A Textbook for Teachers.* (New York: Phoenix ELT, 1991), p. 239

[60] Richards. Jack C and Rodgers. Theodore S. *Approaches and Methods in Language Teaching.* (New York: Cambridge University Press, 2001), p. 100

[61] Larsen. Diane and Freeman. *Techniques and Principles in Language Teaching.* (New York: Oxford University Press, 1986), p. 72

[62] Richards. Jack C and Rodgers. Theodore S. *lop. cit.*

in which students are as comfortable as possible. The teacher initiates interactions with the whole group of students and with individual right from the beginning of a language course.

B. The Principles of Suggestopedia

The following are the principles of suggestopedia:

1. Authority: well-publicized accounts of learning success lend the method and institution authority, and commitment to the method, self-confidence, personal distance, acting ability, and a highly positive attitude give an authoritative air to the teacher.

2. Infantilization: Authority is also used to suggest a teacher-student relation like that of parent to child. In the child's role the learner takes part in role playing, games, songs, and gymnastic exercises that help "the older student regain the self-confidence, spontaneity and receptivity of the child.

3. Double-planedness: the learners learn not only from the effect of direct instruction but from the environment in which the instruction takes place. The bright décor of the classroom, the musical background, the shape of the chairs, and the personality of the teacher are considered as

important in instruction as the form of the instructional material itself.

4. Intonation and rhythm: both intonation and rhythm are coordinated with a musical background. This state is felt to be optimal for learning, in that anxieties intention are relived and power of concentration for new material is raised.

Suggetopedia is one of the few methods whose claims have been put to the empirical test. Setting up an experiment to test the claim that, through suggestopedia, students can learn huge amounts of vocabulary. (It had been claimed that, through Suggestopedia, students could learn between one thousand and three thousand words per day).[63] Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. [64]

No	Observations	Principles
1.	The classroom is unusual: the students are seated in cushioned armchairs,	Learning is facilitated in a relaxed, comfortable environment.

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[63] Nunan. David. *lop. cit.*
[64] Larsen. Diane and Freeman. *op.cit.* p. 77-80

	the lighting is dim, soft music is playing	
2.	Among the posters hanging around the room are several containing gramma-tical information	A student can learn from what is present in the environment, even if his attention is not directed to it.
3.	The teacher speaks reassuringly	If the student trusts and respects the teacher's authority, he will accept and retain information better.
4.	The teacher tells them that learning the target language will be easy and enjoyable	The teacher should recognize that learners bring certain psychological barriers with them to the learning situation.
5.	The teacher invites the students to take a mental trip with her	Activating the learners' imagination will aid learning.
6.	The teacher suggests that the students feel themselves replying fluently in English to	The teacher attempts to increase her students' confidence that they will be successful learners.

	the questions posed to them	
7.	The students choose new names and identities	Assuming a new identity enhances students' feeling of security and allows them to be more open.
8.	The students greet each other and inquire about each other's occupations	The dialog that the students learn contains language they can use immediately.
9.	The students use the new English sentences as if they were at a party	When their attention is off the form of the language, and on the process of communicating, students will learn best.
10.	The teacher distributes a lengthy hand out to the class.	The teacher should integrate indirect positive suggestions.
11.	The teacher briefly mentions a few points about English grammar and vocabulary	The teacher should present and explain the grammar and vocabulary, but not dwell on them.

12.	In the left column is the dialogue in the target language. in the right column is the mother tongue translation	One way that meaning is made clear is through mother tongue translation.
13.	The teacher reads the dialogue with a musical accompaniment.	Communication takes place on "two planes": on the linguistic message is encoded; and on the other are factors which influence the linguistic message.
14.	The teacher reads the script a second time as the students close their eyes and listen. This is done to different music	A pseudo-passive state, such as the state one experiences when listening to a concert, is ideal for overcoming psychological barriers and for taking advantage for learning potential.
15.	For homework, the students are to read the dialogue at night	At these times, the distinction between the conscious and the

	and in the morning	subconscious is most blurred.
16.	The teacher gives the students hats to wear for the different characters in the dialogue.	Dramatization is a particularly valuable way of playfully activating the material.
17.	The teacher instructs the students to pretend they are auditioning for a play	The fine arts (music, art, and drama) enable suggestion to reach the subconscious.
18.	The teacher leads the class in the various activities involving the dialogue, for example: question and answer, repetition, and translation.	The teacher should help the students "activate" the material to which they have been exposed.
19.	She teaches the students a children's song	Music and movement reinforce the linguistic material.
20.	The teacher and students play a	In an atmosphere of play, the conscious attention of

	question and answer game with a ball	the learners does not focus on linguistic forms, but rather on using the language. Learning can be fun.
21.	The students make an error by saying, "how you do" the teacher ignores the error at the time, but later uses the correct question structure herself	Errors are to be tolerated, the emphasis being on the content not form. The teacher should use the form a little later so the students will hear it used correctly.

A great deal of attention is given to the students feeling in this method. One of the fundamental principles of the method is that if students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily.[65]

C. Techniques of Suggestopedia
Techniques refer to the language to be taught to the students. The following techniques or to alter your classroom environment: [66]

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[65] Larsen. Diane and Freeman. *op.cit.* p. 82
[66] Larsen. Diane and Freeman. *op.cit.* p. 84-86

No	Techniques	Reviewing
1.	Classroom set-up	The challenge for the teacher is to create a classroom environment which does not look or feel like a normal classroom. This was accomplished in the classroom we visited by the use of dim lights, soft music, cushioned armchairs, and walls decorated with scenes from a country where the target language is spoken.
2.	Peripheral	This technique is based upon the idea that we perceived much more in our environment than that to which consciously attend. It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls.
3.	Positive suggestion	It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation,

		thereby helping students break down the barriers to learning that they bring with them.
4.	Visualization	It can be used simply to relax one's students. Students are asked to close their eyes and to concentrate on their breathing. After a minute or so, the teacher, speaking in a quiet voice, describes a scene or event. The description is detailed so students feel they are really there.
5.	Choose a new identity	The students choose a target language name and a new occupation. The students have an opportunity to develop a whole biography about their fictional selves.
6.	Role-play	Students are asked to pretend temporarily that they someone else and to perform in the target language as if they were that person.
7.	First concert	The teacher has introduced the story as related in the dialog and

		has called his students' attention to some particular grammatical points that arise in it, he reads the dialog in the target language.
8.	Second concert	The students are asked to put their scripts aside. The teacher is seated and reads with musical accompaniment.
9.	Primary activation	The students playfully reread the target language dialog out loud, as individuals or in groups.
10.	Secondary activation	The students engage in various activities designed to help them learn the new material and use it spontaneously.

Suggestopedia deliberately induced states of relaxation may be beneficial in the classroom. Numerous teachers have at times experimented with various forms of music as a way to get students to sit back and relax.

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CHAPTER VIII

TOTAL PHYSICAL RESPONSE

A. Background

The total physical response (TPR) is an approach to foreign language teaching instruction that has been called the comprehension approach. The comprehension approach refers to listening comprehension. Total physical response is a language teaching method built around the coordination of speech and action: it attempts to teach language through physical (motor) activity.[67]

Asher developed total physical response, focuses in particular on two characteristics of first language acquisition. The first of these is that the child gets a vast amount of comprehensible input before beginning to speak. Young children comprehend language which is far in excess of their ability to produce. Secondly, there is a lot of physical manipulation and action language accompanying early input.[68]

The idea of focusing on listening comprehension during early foreign language instruction comes from observing

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[67] Richards. Jack C and Rodgers. Theodore S. *Approaches and Methods in Language Teaching.* (New York: Cambridge University Press, 2001), p. 73

[68] Nunan. David. *Language Teaching Methodology: A Textbook for Teachers.* (New York: Phoenix ELT, 1991), p. 244

how children acquire their mother tongue. A baby spends many months listening to the people around it long before it ever says a word. [69] Children, in learning their first language, appear to a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth).[70] The teacher has to give attention to right-brain learning. In total physical the response classroom, the teachers are very directive in orchestrating a performance, the teachers are director of a stage play in which the students are the actors.

The teacher gives students instructions. The students don't have to speak, they simply have to carry out the teacher's commands. When they are ready for it they can give commands to other students. The students thus learn through actions, through a physical response rather that through drills.[71] Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". TPR as an approach to teaching a second language is based, first

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[69] Larsen. Diane and Freeman. *Techniques and Principles in Language Teaching.* (New York: Oxford University Press, 1986), p. 109

[70] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (New York: Longman, 2000), p. 30

[71] Harmer. Jeremy. *The Practice of English Language Teaching.* (London and New York: Longman, 1991), p. 36

and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items.

The total physical response heavily utilized the imperative mood, even into more advanced proficiency levels. Commands are an easy way to get learners to move about and to loosen up: *open the window, clear the whiteboard, stand up, and sit down.* Total physical response, the students overcome the fear of speaking out, classroom conversations and other activities proceeded as in almost any other communicative language classroom. In total physical response reading and writing activities, students are limited to spinning from the oral work in the classroom.

Asher derived three key principles about the nature of first language acquisition:

1. We should stress comprehension rather than production at the beginning levels of second language instruction.
2. We should obey the 'here and now' principle.
3. We should provide input to the learners by getting them to carry out commands. These commands should be couched in the imperative.[72]

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[72] Nunan. David. *lop. cit.*

B. Total Physical Response Activities

Total physical response reflects a grammar-based view of a language. Most of the grammatical structure of the target language and hundreds and hundreds of vocabulary items can be learned from the skilful use of the imperative by the instructor.[73]

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

2. Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.

3. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.[74]

The learning of English by younger children is no by means as common as at later stages and the nature of the younger learner probably affects content and methods more than with other age groups.[75] A total physical response

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[73] Asher. J. *Learning Another Language through Actions: The Complete Teacher's Guide Book.* (Los Gatos. Calif: Sky Oaks Productions, 1977), p. 4

[74] Richards. Jack C and Rodgers. Theodore S. *op.cit.* p. 74

[75] Broughton. Geoffrey and His Friends. *Teaching English as a Foreign Language.* (London and New York: Routledge & Kegan Paul, 1988), p. 166

course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these will depend on the particular needs of the learners. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form.

The particular needs of the learners:

• Teaching oral proficiency at a beginning level
• Using comprehension as a means to speaking
• Using action-based drills in the imperative form

The principles of the Total Physical Response Method being used in a class:

No	Observations	Principles
1.	The teacher gives a command in the target language and performs it with the students	Meaning in the target language can often be conveyed through actions. Memory is activated through learner response. Beginning foreign language instruction should address the right hemisphere of the brain,

		the part which controls nonverbal behavior. The target language should be presented in chunks, not just word by word.
2.	The students say nothing	The students' understanding of the target language should be developed before speaking.
3.	The teacher gives the commands quite quickly	Students can initially learn one part of the language rapidly by moving their bodies.
4.	The teacher sits down and issues commands to the volunteers	The imperative is a powerful linguistics device through which the teacher can direct student behavior.
5.	The teacher directs students other than the volunteers	Students can learn through observing actions as well as by performing the actions themselves.
6.	The teacher introduces	It is very important that

	new commands after she satisfied that the first six have been mastered	students feel successful. Feelings of success and low anxiety facilitate learning.
7.	The teacher changes the order of the commands	Students should not be made to memorize fixed routines.
8.	When the students make an error, the teacher repeats the command while acting it out	Correction should be carried out in an unobtrusive manner.
9.	The teacher gives the students commands they have not heard before	Students must develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating.
10.	The teacher says "jump to the desk"	Language learning is more effective when it is fun.

	everyone laughs	
11.	The teacher writes new commands on the blackboard	Spoken language should be emphasized over written language.
12.	A few weeks later, a student who hasn't spoken before gives commands	Students will begin to speak when they are ready.
13.	A student says' "shake hand with your neighbor"	Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

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Short TPR activities, used judiciously and integrated with other activities can be both highly motivating and linguistically purposeful. Careful choice of useful and communicative language at beginner level can make total

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76 Larsen. Diane and Freeman. *op.cit.* p, 114-115

physical response activities entirely valid. Many learners respond well to kinesthetic activities and they can genuinely serve as a memory aid.

A lot of classroom warmers and games are based, consciously or unconsciously, on total physical response principles. As with other "fringe" methods, however, wholesale adoption of this approach, to the total exclusion of any other, would probably not be sustainable for very long.

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CHAPTER IX

CLASSROOM MANAGEMENT

A. Background

Classroom management is the orchestration of the learning environment of a group of individuals within a classroom setting. In the early 1970s classroom management was seen as separate from classroom instruction. Teachers' management decisions were viewed as precursors to instruction, and were treated in the literature as if they were content-free. The image was of a teacher first attending to classroom management, and then beginning instruction without further reference to management decisions.

Classroom management refers to issues of supervision, refereeing, facilitating, and even academic discipline. Not all student behaviors require intervention or confrontation while some are serious enough in nature to warrant formal disciplinary action. It is used by teachers to describe the process of ensuring that classroom activities run smoothly.

Managing classroom effectively, the teacher has to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how the teachers organized classroom time. The teacher also need to consider

how they appear to the students, how they use their most valuable asset - their voice.

The way the teachers talk to the students-and who talks most in the lesson-is another key factor in classroom management.[77] As a language teacher, one has to concern with how best to use classroom time with students to promote their effort to learn the target language. A teacher's classroom-management system communicates information about the teacher's beliefs on content and the learning process. It also circumscribes the kinds of instruction that will take place in a particular classroom.

A classroom in which the teacher takes complete responsibility for guiding students' actions constitutes a different learning environment than one in which students are encouraged and taught to assume responsibility for their own behaviors. Content will be approached and understood differently in each of these settings. Students have at least two cognitive demands on them at all times: academic task demands (understanding and working with content) and social task demands (interacting with others concerning that content). This means that students must simultaneously work at understanding the content and finding appropriate and effective ways to participate in order to demonstrate that understanding.

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[77] Harmer. Jeremy. *How to Teach English.* (England: Pearson Longman, 2007), p. 34

The teacher must facilitate the learning of these academic and social tasks. Thus from the perspective of what students need to know in order to be successful, management and instruction cannot be separated.

The teacher's personality or style and which have a direct bearing on the students' perception:

- *Proximity:* teachers need to consider how close they should be to the students they are working with. Some students are comfortable if their teacher stand or sits close to them.
- *Appropriacy:* the teacher should decide how close to the students. All the positions teachers take – sitting on the edge of tables, standing behind a lectern, standing on a raised dais, etc.
- *Movement:* some teachers tend to spend most of their class time in one place at the front of the class. Others spend a great deal of time walking from side to side, or striding up and down the aisles between the chairs. Most successful teachers move around the classroom to some extent. That way they can retain their students' interest or work more closely with smaller groups. How much we move around in the classroom will depend on our personal style, where we feel more comfortable for the management of the class.

- *Awareness:* to manage a class successfully, the teacher has to be aware of what students are doing, and how they are feeling. Awareness means assessing what students have said and responding appropriately.

For most teachers the primary focus of attention is the classroom, what actually happens there, what kinds of personal encounter occur there – teaching is very much a matter of personal encounter – especially what part teachers themselves play there in facilitating the learning of the language.[78]

Three aspects of classroom language lessons. *First,* they plan what they intend to teach "the syllabus" in other word. Many teachers may be able to rely on syllabus drawn up for them by people in authority, and perhaps simply embodied in a textbook. *Second,* teachers normally go into the classroom with a predetermined plan for how the syllabus is to be taught, and it is seen as an obvious part of their job to do so. *Third,* the teachers have a good idea of the sort of "atmosphere" they would like to have in their classrooms, and do their best to plan to set up such an atmosphere (whether they want it to be relaxed and friendly).[79]

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[78] Broughton. Geoffrey and His Friends. *Teaching English as a Foreign Language.* (London and New York: Routledge & Kegan Paul, 1988), p. 12

[79] Allwright. Dick and Bailey. Kathleen M. *Focus on the Language Classroom.* (New York: Cambridge University Press, 1991), p. 22

B. Discipline Problems

The teachers who are more successful in maintaining discipline in the class are not those who are good at dealing with problems, but those who knowhow to prevent their arising in the first place.

Classroom discipline is a state in which both teachers and learners accept and consistently observe a set of rules about behavior in the classroom whose function is to facilitate smooth and efficient teaching and learning in a lesson.[80] Three possible reasons for discipline problems: the teacher, the students, and the institution.

(a). The teacher

The behavior of the teacher is the most important factor in the classroom, we can make a list of things that teachers should probably not do if they want to avoid problems:

- *Don't go to class unprepared:* students automatically identify teachers who are not sure what to do in the classroom, the teacher has to appear to be well prepared and knowledgeable about the subject.
- *Don't be inconsistent:* if the teacher allows the students to come to class late without taking action one week they cannot be reproached for doing the same thing again the week after.

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[80] Ur. Penny. *A Course in Language Teaching: Practice and Theory.* (New York: Cambridge University Press, 1996), p. 270

- *Don't issue threats:* teachers who threaten students with terrible punishment and then do not carry them out are doing both the class and themselves a disservice.
- *Don't raise your voice:* one of the great mistakes of many teachers is to try and establish control by raising their voices and shouting. One of the first requirements of good teaching is good voice projection. You don't have to have a loud, blooming voice, but you need to be heard by all the students in the room. When you talk, project you voice so that the person sitting farthest away from you can hear you clearly. If you are directing comments to a student in the first row sitting right in front of you, remember that in whole-class work, all the rest of the students need to be able to hear that comment. As you speak, articulate clearly, remember, these students are just learning English, and they need every advantage they can get.
- *Don't give boring classes:* the class should be interesting.
- *Don't be unfair:* teachers cannot allow themselves to be unfair, either to the class as a whole or to individuals.
- *Don't have a negative attitude to learning:* a teacher who does not really care and who is insensitive to the students' reactions to what is happening in the classroom will lose the respect of the students.

- *Don't break the code:* if part of the code is that the students should arrive on time, then the teacher must too.[81]

(b). The students

A teacher who does everything to avoid trouble may still have problems because of the students. A number of reasons why students behave badly:

- *Time of day:* the attitude of the students is often affected by when the class takes place. If the students are all tired after a long day of study they may find exacting classes too challenging. If the class takes place just before lunch students may tend not to pay too much attention as the lunch hour approaches. Early morning classes may cause students to be sleepy; classes after lunch are often full of drowsy students. The teacher must take these factors into account when planning the class.
- *The student's attitude:* the students' views of the class, the teacher, and the subject being learnt should be positive.
- *A desire to be noticed:* much more important is the possibility of channeling this behavior and involving the students; if recognition is what is needed then the

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[81] Harmer. Jeremy. *The Practice of English Language Teaching.* (London and New York: Longman, 1991), p. 250

teacher should try to make sure that it can be given within the context of the language class.

- *Twos' company:* two students being disruptive together are far more effective than one. They may encourage each other in their anti-social behavior and gradually influence the whole group.[82]

(c). The institution

A lot depends on the attitude of the institution to disruptive student behavior. It is to be hoped that the teacher can consult coordinators or department heads when it trouble. If the institution does not have a recognized policy for dealing with discipline problems then it is up to the teachers to press for such a system.[83]

The institution has to give attention to the environment of the classroom:

- *Sight, sound and comfort:* students are indeed profoundly affected by what they see, hear, and feel when they enter the classroom.
- *Equipment:* the classroom may be construed to include any equipment you may using.

These other tips can help you cut down on discipline problems and leave you with fewer interruptions and disruptions:

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[82] Harmer. Jeremy. *ibid*, p. 251
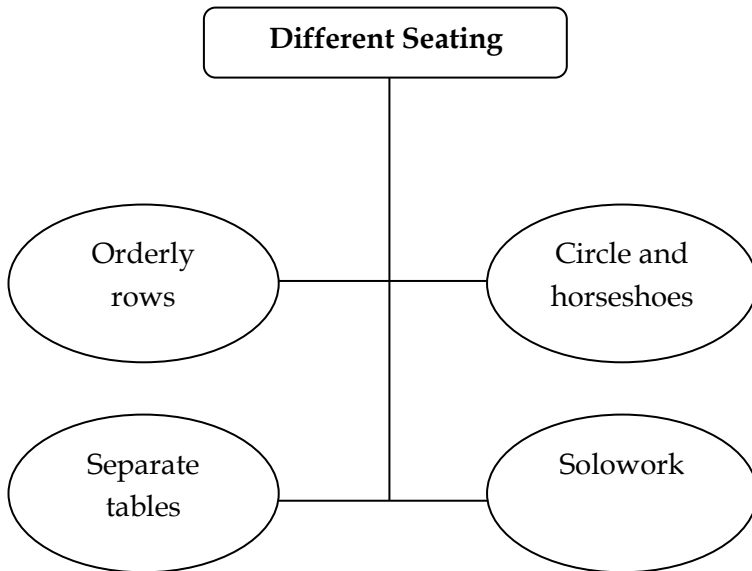[83] Harmer. Jeremy. *ibid*, p. 251

1. *It's easier to get easier:* many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away with. Once you set a precedent of allowing a lot of disruptions, it can be very hard to start better classroom management and discipline techniques.

2. *Fairness is key:* students have a distinct sense of what is and what is not fair. You must act fairly for all students if you expect to be respected.

3. *Avoid confrontations in front of students:* as a teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends.

4. *Keep high expectations in your class:* when you begin your class, tell your students about your expectations. For example, I expect you all to respect each other's opinions and listen to what each person has to say. An essential part of organizing the classroom involves developing a climate in which teachers encourage students to do their best and to be excited about what they are learning.

5. *Be consistent:* your students have the right to expect you to be the same everyday.

6. *Make rules understandable:* You need to be selective in your classroom. You also need to make them clear. Students should understand what is and what is not acceptable. Make sure that the consequences for breaking your rules are also clear and known beforehand.

C. Different Seating Arrangements

Creating and implementing a learning environment means careful planning for the start of the school year. The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as the teacher prepares the classroom for the students. Teachers must also consider the cognitive space necessary for a learning environment. This cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students.

In many classrooms all over the world students sit in orderly rows, their chairs have little wooden palettes on one of the arms to provide a surface to write on.

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┌─────────────────────────┐
│    Different Seating     │
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Orderly rows   Circle and horseshoes

Separate tables   Solowork

- *Orderly rows:* the teacher has a clear view of all students and the students can all see the teacher. It makes lecturing easier, enabling the teacher to maintain eye contact with the students he or she is talking to. If there is aisles in the classroom, the teacher can easily walk up and down making more personal contact with individual students and watching what they are dong.

Orderly rows imply teachers working with the whole class. Some activities are especially suited to this kind of organization such as explaining a grammar point, watching a video, power point

presentation, using the board or showing student work on an overhead transparency. In orderly rows, it is vitally important to make sure that we keep everyone involved in what we are doing. So, if we are asking the class questions, we must remember to ask the students at the back.

- *Circles and horseshoes:* if your classroom has movable desk-chairs, consider patterns of semi circles, U-shapes, concentric circles, or if your class size small enough-one circle so that students are not all squarely facing the teacher. Many teachers and students prefer circles or horseshoes in smaller class. In a circle, the teacher's position – where the board situated – is less dominating. In a horseshoes, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector are situated.

- *Separate tables:* students sit in small groups at the individual tables. It is much easier for the teacher to work at one table while the other get on with their own work. This is especially useful in mixed-ability classes where different groups of students can benefit from concentrating on different task. English will be

more readily practiced if students of the same native language are not sitting next to each other.[84]

- *Solowork:* it allows students to work at their own speed, allows them thinking time, allows them to be individuals. Students can relax their public faces and go back to considering their own individual need and progress

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[84] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (New York: Longman, 2000), p. 193

Trust yourself to teach your students to use the target language.
Good luck!

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Curriculum Vitae

The writer, **I s h a k** was born on 7th October 1979 at Matuju. He is the first child of two children of the late Nursalam and Sainab. He finished his elementary school at SDN 50 Jaling in 1993, he finished his junior high school at Islamic Boarding School As'adiyah Sengkang in 1996, he finished his senior high school at Islamic Boarding School-Biru (Bone) in 1999, he finished his under-graduate at STKIP M Bone in 2004 and finished his post-graduate at UNM (Makassar) in 2007.

He began to be an activist when he was a university student. He joined in forming of cadres of PMII in 2002, he was mandated to be the branch chief of PMII Bone in 2006/2007, he was vice-secretary of Knpi Bone in 2008/2011, and the organizer of PB-PMII Jakarta in 2008/2010.

When he finished his under graduate, he was invited to teach in his Al-mamater of under-graduate in 2005-2010, he was teaching at STAIN Watampone in 2009-2010, Akper Bataritoja Bone in 2009-2010, Universitas Al-Hilaal (UNHIL) Ambon in 2010-2011, and he has been definite lecturer at IAIN Ambon since 2009. He has published some scientific writings, they are: Pergulatan Sekularisasi dan Islamisasi dalam Ilmu Pengetahuan (Kajian Ontologis) and Revolusi Pendidikan.