

MODUL BAHASA INGGRIS UNTUK GURU SD

(PSD 225)

Materi 10

The Principles of Teaching Speaking for Children

Disusun Oleh

Prayogo Hadi Sulistio, M.Pd

UNIVERSITAS ESA UNGGUL

2018

**The Principles of Teaching Speaking for Children**

1. **Introduction**

This module becomes a part of Teaching English for Young Learners in English Education Department. Teaching Speaking is the fourth topics being discussed of this subject. It discusses how to teach speaking to the young learners. This module starts with the definition and the opinion of expert regarding this topic. After that, the module gives explanation of how to teach speaking and pronouncing as well as making the students know how to develop the soft skills of themselves. At the end of this lesson, students are expected to be able to teach the children.

This module can be used as reference for the students who would like to learn about teaching speaking for young learners. The students may practice to teach according to what’s written in this module.

1. **Basic Competence**

Students are able to comprehend the basic principles of teaching speaking for children

1. **Kemampuan Akhir yang Diharapkan**

Students are able to applied the principles of teaching speaking for children

1. **Learning Activities 1.**

**The Principles of Teaching Vocabulary for Children**

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, study abroad, as well as through the media and the Internet.

The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today’s world. The demand for an appropriate teaching methodology is therefore as strong as ever.

Young learners learn language differently from adults to some extent. First, they respond to meaning rather than to language form. It means they will learn better if the lessons focus on interaction, meaning, and fluency rather than on accuracy (Moon, 2000:5; Harmer, 2001:38).

Second, children focus on here and now situation in such a way that the designed lessons should catch their immediate interest as well as their motivation to use the language. It can be done by providing authentic materials to make them see the benefits of learning the language for their real-life situation (Brown, 2001:88).

Third, children need to have all five senses stimulated which can be accomplished by providing sensory aids and physical activity, such as role-play, games, or Total Physical Response activities (Brown, 2001:89).

The forth aspect is that children have a short attention span as they cannot do the same thing for a long time unless it is interesting, fun, and lively. Thus, providing a great variety of activities is important to maintain their interest and attention alive (Harmer, 2001:38; Curtain & Dahlberg, 2010:19).

On the other hand, English teaching practice in many EFL classrooms, including in Indonesia, does not involve adequate variant of activities, especially speaking activities. It merely focuses on drilling grammar knowledge and reading comprehension rather than encourages students’ interaction and communication (Howard and Millar, 2009).

In case if teachers provide students speaking activities, the students do not respond or are not willing to participate actively since there are not enough support for them to speak (Damayanti, 2010). In fact, Harmer (2001) states that students’ courage and willingness to communicate is very crucial. By having courage to participate in speaking activities, students will have the opportunity to rehearse real-life speaking in safety-classroom situation.

Besides, successful second or foreign language learning is extremely affected by social experience: the quantity and quality of input and interaction. So, it is very suggested for students to get extensive target language (L2) input as well as the opportunity for output in the form of interaction using the L2 (Saville-Troike, 2006; Ellis’s, 2005)

Regarding that matters, it is important to teach the children how to speak from early ages in order to become better in speaking and practicing in daily basis. From chronological perspectives, this paper is to provide our reader a basic concept what types of language teaching pedagogies have appeared in our history of teaching English or teaching other languages.

The theoretical foundations for how these pedagogies and metrologies are based and discovered will be also provided and interpreted. Moreover, before the noteworthy pedagogies and methodologies are introduced, three schools of how human acquire their language proficiencies were revealed. Basically, from 1900s to early 2000, there are controversies how human learn their languages. From the theoretical foundations of **structuralism** and **behaviorism**, **rationalism** and **cognitive psychology**, and updated interactive discourse, this study will give an overview of each school that looks at this issue differently. Based on two books of Richard, Platt, Platt’s (1998) Longman Dictionary of Language Teaching and Applied Linguistics and Brown’s (2000) Principles of Language Learning and Teaching, this study attempts to simplify the intricate and complicated foundations of language acquisition and language teaching appearing in English education and Linguistics history. In fact, most schools of language attainment, and systems of teaching pedagogies and methodologies have risen and been discussed in the twentieth century.

**Three Schools of Language Acquisitions**

The field of language acquisition centers its research question on how the language learners attain their language proficiency. Based on different perspectives many scholars had revealed their findings how an individual from a baby to an elder child is able to build up the capability of language production and recognize and comprehend what others communicate with them. There are three schools of scholars emphasizing from views of **Structuralism** and **Behaviorism**, **Rationalism** and **Cognitive Psychology**, and **Constructivism**, which are evaluated as the most crucial in the academic history of Teaching English as a Foreign/Second Language. Being professional English educators, they need to be familiar with these schools and consider their advantages and disadvantages.

***(1940s-1950s) Structuralism and Behaviorism Schools***

The typical themes of language teaching are mainly description, observing performance, analyzing the surface structure of language and reinforcement for students’ learnt acquisition based on **Structuralism** and **Behaviorism** schools of thoughts (Brown, 2000). From the Structuralisms’ point of view, our language is learned from principles of observation of human language, recognizing the differences among different structures, identifying the structural characteristics of languages, based on the interrelationships of different structures, and applying the accumulations and experiences into generating language.

On the other hand, among psychologies, a behaviorist paradigm also focused on publicly observable responses to explain how human can acquire and apply languages. This school of behaviorism tends to explain that through human’s typical behaviors the content of the language application can be evolved during a type of behavior taking place.

More specifically, the typical behaviorist models mean empirical approaches to studying human behavior, especially studying how the languages are generated. In truth, according to

Skinner (1957), **Behaviorism** is an important influence on psychology, education, and language teaching, especially in explaining how language is automatically produced by an individual through his/her need to react to a stimulus in daily life. intention or a purpose of creating language, but the language will be naturally evolved through human nature.

That is, the language talent should be displayed after a person is born without too much training. On the other hand, the language should be learned and absorb naturally. It is not an automatic reflection. Thoughts appearing in mind are associated with our verbal behavior in mind since verbal behavior is the main sign of thought that can be observed outwardly.

***(1960s-1970s) Rationalism and Cognitive Psychology Schools***

At this time, many topics of language teaching and learning were emphasized through the acquisition aspects of **Rationalism** and **Cognitive Psychology**. Chomsky (1964) states that it is not possible human language can be scrutinized merely through stimuli or responses to the others.

Different from reasons of automatically reaction, experiences, observation or merely accumulation of language in mind, rationalism and cognitive psychology schools argue that human develop their ability of language through thinking and **cognitive ability**.

Chomsky (1964) emphasizes that sufficiency and **self-cognitive development** of language is a principle based on how an individual can select and produce language. Similarly Brown (2000) interprets their theoretical foundation as “Cognitive psychologists asserted that meaning, understanding, and knowing were significant data for psychological study.” (p.10) According to Brown (2000), this school of cognitive psychologist, like generative linguistics, attempts to find out underlying enthusiasm and deeper structures of human activities by using rational approach.

***(1980s-2000s) Constructivism***

According to Brown (2000), scholars studying first and second language acquisition have demonstrated constructivist perspectives through studies of conversational discourse, **socio-cultural** **factors** in learning, and integrationist theories. Therefore, the emphasis for practical language application is obvious in this school. The typical themes of the language teaching in this school are mainly **interactive discourse**, **social-cultural variables**, **cooperative group learning**, **Interlanguage variability**, and **international approaches**. Obviously, language learners who are taught through above pedagogies of English teaching should be assumed to be fluent and understandable when communicating in English.

**Pedagogies and Methodologies in the 19th Century**

There are many teaching methodologies have been deducted and created as pedagogies of

teaching English from the early 19th century. From a post-contemporary point of view, pedagogies half-century ago can be titled as a “traditional” fashion for teaching language. The reason is that they less encourage student-centered, interactive, and immersing environments of teaching English. In the later 19th century, the humanized pedagogies start to emerge, so that the field of teaching English started to develop more maturely and practically.

***Grammar Translation Method***

This methodology is a conventional way that Latin and Greek were taught in Europe. In the 19th century, this methodology started to be applied for teaching French, German, and English. A classical lesson of grammar translation method is to emphasize the reading proficiency rather than to train the interaction ability. Generally speaking, it might be similar to the pedagogies applied in **cram-schools** in Asia, where preparing for interaction-free standardized test is regarded as a significant issue for both parents and students. The result might influence the test takers’ future career for a great deal.

***Natural Approach***

It was developed in the later 19th century. The use of objects and actions in teaching the meanings of words and language was built up. The spoken language was emphasized. It highlights that language should be taught following the natural principles of first language. Actually, these above natural approaches led to the “**Direct Method**,” titled by Terrell (1977). It also agrees that the natural communication is more important than formal grammar, and language learners’ errors during interaction can be tolerant. The reason is that too many interruption and correction might obtrude students’ confidence and emotion of learning language. Accordingly, any informal acquisition of language rules even Interlanguage appearing in learners’ language production should not be unforgivable.

***Direct Method***

In Krause’s (1916) the Direct Method in Modern Language and Linguistics, we can discover the characteristics of this teaching method. This is a method that reacts against **Grammar** **Translation Method**. It draws attention to the learner’s practical speaking ability. Teaching grammar rules might be not indispensable. Both teacher and students should use as much as target language as they can. In fact, the title of direct method means that most meanings can be conveyed “directly,” because they can be related to learners’ applications of action, objects, mimes, gestures, and any other type of non-verbal method.

***Situational Language Teaching***

It guides to extensive textbooks created for explaining grammar usages. Situational Language

Teaching actually was evolved by British language teachers between 1930s and 1960s. Nowadays, it can be applied in grammatical teaching and preparation for **standardized test** that focused on the accuracy of English grammatical structures**.** The belief in dissimilarity between the oral approach and the direct method was that the methods so formulated are based on theoretical foundations guiding the range of content, progression of difficulty of exercises and the management of textbooks and exercises.

***Constructive analysis***

In 1980s and 1989s, **Constructive analysis** was mentioned by quite a lot of scholars (e.g. James, 1980; Odlin, 1989). It is a technique comparing the linguistic system of two languages, for instance the pronunciation system or the grammatical structure. Actually, early in 1950s and 1960s, it was developed and practiced. Also, it was an application of **constructional linguistics** to teaching English. It is based on the foundations that the main difficulties in learning a new language are mainly due to the intrusion from the mother tongue; therefore, the difficulties which might appear during teaching and learning can be forecasted in advance. It has led to better teaching performance in teaching pronunciation. These years, it is frequently applied to in teaching discourse and communication.

***Audio-lingual Method***

This pedagogy emphasizes that teaching speaking and listening should be in the earlier stage of teaching reading and writing. It dejects the teaching through mother tongue and encourages that most of the English teaching should apply the target language to instruct. When the instructors utilize **target language** to lecture, students will be able to attain their occasion where they can accumulate the knowledge of the target language. Harmer (2001) emphasizes that **audio-lingual** **methodology** seems to banish all forms of language processing that help students sort out new language information in their own minds. That is to say, when students are accumulating their knowledge of the target language, they are at the same time recognizing the differences between the target language and their mother tongue.

***Total Physical Response***

Asher (1977) developed this language teaching method in which teaching contents are instructed through orders, commands, and instruction demanding the learners’ or even teacher’s **physical response** through body languages and gestures. For instance, the students might be called for opening a window or a door when learning the grammatical structure of a sentence of “Would you please make the door open?” Through body actions and gestures, students can learn in a very clear way. Body language as well as the **physical response** would lead students to have a deep understanding on the target structure and meaning. This method is especially suitable for teachers to teach a beginning level course.

***Student-Centered Learning***

From 1980s, language education based on the concept of students’ cooperation is accentuated. **Pair** discussion or **group brain storming** activities are regarded as more significant than the teachers’ tutoring. It is a much supported language teaching principle therefore till the 21st century, it is still growing. Under the format of **student-centered** learning,students should participate in the activities that the teachers conducted for them in class.

Students’ performances of a certain type of task and their feelings of the learning areconsidered especially imperative. Teacher’s role in the class should be an adjunct one instead of a major one. Teachers are students’ consultants, advisers instead of authentic professors. In fact, many types of language methodologies can be conducted through **student-centered** learning, such as community language learning, silent way and totally **physical response**.

***Total Communication***

In the original state of his educational methodology, **Total Communication** was originally a method developed for teaching hearing-damaged children based on concurrent applications of sign language and spoken language. Many scholars have devoted themselves to this field (e.g., Lowenbraun, Appelman, & Callahan 1980; Mayer, & Lowenbraun, 1990; Moores, 1996;

Schlesinger, 1986; Scouten, 1984).

In truth, **Total Communication** is the beginning an approach to deaf education that aims to make use of a number of modes of communication such as signed, oral, auditory, written and visual aids, depending on the particular needs and abilities of the child. However, it can also be applied in a more comprehensible communication in non-native speakers’ language classrooms.

***Interactive Approaches***

Based on River (1987, 2001) and Brown’s (2000) research, in the classroom conducted through interactive approaches, the language teachers can play as a controller, director, manager, facilitator and a recourse provider. Through student and student interaction and the teacher and student interaction, a class might be more effective due to the frequent interactions appearing in the class. In truth, the final goal of language learning is for gaining proficiency of really interacting and communicating. Therefore, many prestigious professors support this type of practical and authentic type of language teaching.

Wilga River (1987, 2001) of Harvard University is the senior female scholar that devotes a great deal of her researches into the field of interactive approach. She defines interactive pedagogies through the following statements:

Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language-all they have learned or casually absorbed- in real life exchanges…Even at an elementary stage, they learn in this way to exploit the elasticity of language. (p. 4-5)

Professor River uploaded her created ten principles of interactive approach on-line and English teachers intend to raise learners’ practical ability of applying English can follow the ten principles as follows:

|  |  |
| --- | --- |
| **The Principles** | **Content** |
| Principle 1 | The student is the language learner |
| Principle 2 | Language learning and teaching are shaped by student needs and objectives in particular circumstances |
| Principle 3 | Language learning and teaching are based on normal uses of language, with communication of meanings (in oral or written form) basic to all strategies and techniques |
| Principle 4 | Classroom relations reflect mutual liking and respect, allowing for both teacher personality and student personality in a non-threatening atmosphere of cooperative learning |
| Principle 5 | Basic to use of language are language knowledge and language control |
| Principle 6 | Development of language control proceeds through creativity, which is nurtured by interactive, participatory activities |
| Principle 7 | Every possible medium and modality is used to aid learning |
| Principle 8 | Testing is an aid to learning |
| Principle 9 | Language Learning is penetrating another culture; students learn to operate harmoniously within it or in contact with it |
| Principle 10 | The real world extends beyond the classroom walls; language learning takes place in and out of the classroom |

Prof. Wilga M River (2001) interprets **interactive approaches** maturely and professionally. She emphasizes that English teachers have responsibilities to teach through interaction and make that their learners are learning in an effective and interesting environment. Her metaphor created for clarifying **interactive approaches** is philosophical. She notes,

As fashions in language teachings come and go, the teacher in the classroom needs reassurance that there is some bedrock beneath the shifting sands. Once solidly founded on the bedrock, like the sea anemone the teacher can sway to the rhythms of any tides or currents, without the trauma of being swept away purposelessly. It is fun to sway to new rhythms, but as we ourselves choose, not under the pressure of outsiders who do not understand the complexities of our situation. Teachers need the stimulation of new thinking and new techniques to keep a fresh and lively approach to their teaching, but without losing their grip on enduring truths of learning and teaching that have proved to be basic to effective language experiences. (p. 1)

Brown interprets **interactive approaches** through the theoretical description, in his Chapter 13 of *Teaching by Principles*, he defines interaction as:

The collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use in various context to “negotiate” meaning or simply stated, to get an idea out of one person’s head and into the head of another person and vice versa. From the very beginning of language study, classrooms should be interactive. (p. 213)

Indeed, from researchers’ point of view, **interactive approaches** have emerged in an obvious way. More significantly, they are accepted and applied by many English teachers in language

institutions in Taiwan such as Hess or Sesames Street. Nowadays, English teachers in non native areas are trying to look for different ways of interactions in order to raise students’ ability of practical communication in international situations.

Therefore, this is the reason why one of researchers’ students in English major at National Sun Yat-sen University of Taiwan, who would like to be a teacher in her future, regarded Brown’s *Teaching by Principles, An Interactive Approach to Language Pedagogy* as a bible for an English teacher. The student’s statement might not be an exaggeration, since Dr. Brown agreed with Prof. River’s ideal philosophy and developed interactive pedagogies in teaching listening, speaking, reading, and writing.

**Computer Assisted Language Learning**

Computer assisted language learning (CALL) was developed because of the speedy development of computer science technology. Many teachers’ language instructions in school are assisted with computering equipments for their students. Basically, the power point presentation is one of the most typical ways of computer assisted language learning. Language learning through laptops, smart board, internet…etc, in class is much welcomed by both teachers and students.

The dynamic and self-motivated type of learning can be stimulated because of the efficiency and effectiveness brought by new technologies. Many curricula and pedagogies introducing how a CALL class can be accomplished have been being created because it is currently required by not only teachers and administrators of school but also students and parents. Besides, software for **translation** (e.g., Oxford Dictionary and Dr. Eye), on-line study (e.g., Live ABC), and even on-line **interactive lectures** provided by many language institutions are also formed these years.

This type of learning makes students learn in an independent and interesting way. With its characteristics of individual learning, students do not have to wait for their classmate understanding the same content. Instead they are able to control their own step of learning and enjoy the speedily progress assisted by the computer technology.

**Teaching Speaking**

Speaking ability from a more updated perspective should be titled as communicative competence. **Communicative competence** is actually a term of Linguistics which involves a

language user's grammatical knowledge of syntax, morphology, phonology…etc. More importantly, a speaker of high proficiency should be able to demonstrate his/her understandings of social knowledge and articulate appropriately.

***Definition of Communicative Competence***

Based on the information from Wikipedia (2009), the term **communicative competence** to replace speaking ability was coined by Dell Hymes (1966), reacting against the perceived insufficient interpretation of Noam Chomsky's (1965) distinction between competence and performance. To address Chomsky's notion of competence, Hymes undertook ethnographic exploration of **communicative competence** that included “…communicative form and function in integral relation to each other.” (Leung, 2005) In fact, the approach pioneered by Hymes is currently known as the ethnography of communication.

***Four Competences of Speaking***

For training language learners’ speaking ability, components of four communicative abilities need to be included. They are four abilities that Hymes (1972) and Canale (1983) have mentioned. Canale and Swain (1980) considered and defined four communicative competences in their model of communicative competence as well as the speaking ability.

They argue that the strategic competence, grammatical competence, sociolinguistic competence, and discourse competence are four key abilities of speaking. To be more precise, grammatical competence involves words and rules. Sociolinguistic competence means speaking in a high level of appropriateness and politeness. Discourse competence focuses on abilities of fluency, cohesion and coherence. Finally, strategic competence means that communication strategies should be applied to release linguistic limitations

***Brown’s Focuses on Teaching Speaking***

Under the trend of globalization, to EFL learners’ increasing need of using English to communicate in international situations, this section will introduce teaching strategies of speaking in different schools. Brown (2007) proposes eight points as principles of teaching learners speaking well in English. They are :

1. Conversational discourse
2. Teaching pronunciation
3. Accuracy and fluency
4. Affective factors
5. The interaction effect
6. Questions about intelligibility
7. The growth of spoken corpora
8. Genres of spoken language.

High-level English speaking ability can be built on above strategies while teachers teaching their students oral communication. In truth, the reason why many adult readers still can not read fluently and have reading blocks is because they have not been trained by a professional teacher who can teach above strategies yet.

***Practical Goal and Pedagogies of Speaking***

Fluently conversing with foreigners is a practical goal of learning speaking. An English teacher

should assist his/her learners integrate their abilities of reading, writing, listening, and speaking

proficiency. Understanding the interactant’s words and making appropriate oral response might not easy for students who just learned English for three to five years in expanding circle countries. However, speaking ability might the most important skill they need in order to immerse into the international situations.

***Basic Linguistic Knowledge***

Basic linguistic knowledge is the foundation of accomplishing appropriate spoken language. Teachers should help their students enhance speaking abilities, such as competences of accurate pronunciation, correct grammatical structures, and high-level vocabulary. Criteria stated above can be built for learners to confirm whether they should pay attention to a certain weak area.

Moreover, the clarity of message (transaction/information exchange) and the precise understanding (interaction/relationship building) are significant factors of high-level speaking ability. Learners should be taught to make their interlocutors ensure that they understand the language in dialogues. Reconfirming and double checking the content with two or more interlocutors are important when the communication is expected to continue for a longer time.

***Strategies and Pedagogies for Making Progress in Speaking Proficiency***

Learners sometimes might regard that the ability to speak English needs an overseas environment. Nevertheless, speaking in English with classmates or teachers of non-native speakers is actually also an effective way of learning. A professional English teacher must teach students speaking several strategies in the beginning stage that they start to open their mouths and speak in English. The basic strategies of speaking English for beginners are:

1. Making minimal replies
2. Resorting to help from interlocutors or strategies
3. Based on pictures and interacting with classmates
4. Introducing local cultures
5. Discussing some familiar topics such as a well-known movie star in English
6. Using a script, reading it, discussing, and checking comprehension
7. Playing games of the big wind blows or my teacher says
8. Brain-storming through topics of writing
9. Playing games of guessing a word from an orally given definition
10. Based on a scenario or problem and finding solutions in pairs
11. Playing script writing and doing role play in groups.

**Teaching Children**

The most important difference in the classes of learners of languages is that which depends on age. Within childhood itself, again, there are different stages. The different subjects which make up a child's education must be begun at different ages, partly because there is not time to carry them on all abreast, and -lardy because of the natural gradation and dependence of the different branches one on another.

It is of the greatest importance that the succession of studies should correspond with or, at least, not go directly against the progressive development of the child's mind. These considerations, combined with the conclusions we have already arrived at as to the right method of learning languages, point to the following order in a child's study of languages: The foundation of all study of language must be laid by that of the native language. Correct and clear pronunciation of it should be insisted upon from the beginning.

The reading-lessons should be made the center of instruction as soon as possible. The first elements of phonetics and of grammatical analysis should be deduced from them. Great attention should be paid to word-meanings. There is no reason why children should not be taught almost from the beginning of their reading to group the words they meet with into logical as well as grammatical categories of course, with as little terminology and abstract definition as possible.

The same principles apply also-16th some necessary modification seven to the pre-reading stages of education. Phonetics, of course, should be begun in the nursery. The time will come when ignorance of practical phonetics will be held to disqualify a nurse as much as any other form of incapacity. If the infant's attempts to speak were guided into the channel of systematic all-round phonetic drill, it would on entering into school -life be already a thorough practical phonetician: all it would have to learn would be the use of a phonetic notation.

The pronunciation of foreign languages would then offer no initial difficulties whatever: it would simply be a question of remembering what particular sounds occurred in the foreign language, and associating them with the symbols of the phonetic alphabet for that language. The reading-books in the native language should at first be mainly in simple prose, with only occasional pieces of simple poetry. They would, of course, be entirely in phonetic spelling on a Broad Romic basis, and with accurate marking of stress and intonation.

The further development of the study of the native language would consist in widening the vocabulary, and providing reading of a higher character, and at the same time making the linguistic analysis with grammatical and psychological more conscious and more abstract, and framing it more and more into definite rules.

The next great step will be that of emerging from the monolingual into the bilingual condition. The first foreign language must, of course, be one which admits of being grasped concretely in all the details required; that is, it must be a living, not a dead language. French seems to satisfy our requirements best on the whole. It might be begun at ten.

After two years, German may be begun at twelve. The only dead languages that children ought to have anything to do with are the earlier stages of their own language. For reasons already stated (p. 228), I think English children ought to begin with Old English. German and Old English will afford mutual help. On the whole, it would be best to postpone beginning Old English till the elements of German are fixed in the memory that is, till the age of fourteen.

It is not necessary that much should be read of Old English literature. After a year ofOld English, the learner may go on to Chaucer, and then work his way rapidly down to Tudor English. If Latin is to be studied at all at school, it ought not under any circumstances to be begun before the age of sixteen. Greek should be put on a level with Hebrew, Arabic, Russian, Chinese, and other languages, which, in spite of their great intrinsic interest and the importance of the literature they embody, have no necessary direct connection with modern European culture; in other words, Greek should be regarded as a linguistic specialism to be entered upon, if at all, at the University.

As regards literary culture, the schoolboy who has learnt something of the classics of English, French, and German literature will have as much of that kind of culture as is good for him perhaps too much. These are the main features of a linguistic course for children. To show a different scheme though founded on similar principles I quote the following passage from Wiggery’s Teaching of Languages in Schools (p. to), as embodying the opinions of a liberal-minded and progressive practical school-teacher who was at the same time well versed in the literature of his subject: `With regard to the study of English, I venture to propose the following:

`Increase the reading-lessons in it; let them be mainly in modern prose. Teach the very first elements of phonetics and grammar purely inductively; pay special attention to the vocabulary, grouping the words which children meet in their reader under psychological and grammatical categories.

At ten, or earlier, begin to work backwards, say to the age of Anne. With Shakespeare, their attention should be directed to his variations from modern usage, and the beginnings of a sense of the development of language made. At eleven, we might start French, reading at the same time a little Chaucer. Between twelve and thirteen, we might just Old English by means of a short Reader with the text on one side, and the necessary grammar on the other; some slight knowledge of the laws of language should be introduced, analogy and the regular changes of sound at least being fully illustrated.

The child of twelve and a half is now fit to begin German. After a year's study, bifurcation must come in; the future classical student could begin Latin at fourteen and gradually drop French, begin Greek at sixteen and devote his time to the classics. The student of the modern languages could now begin a scientific study of his three, keeping English always in the center.' It will be seen that the main point on which I differ from Widgry’s is that I would rather begin the study of the older stages of English at once with Old English itself, while he prefers to work gradually backwards. I should advocate great caution in introducing children to classics such as Milton, for which their minds arc hardly matured enough. As already remarked, I think Greek and perhaps Latin too ought to be excluded altogether from schools. This would obviate the ridiculous bifurcation into a classical and a commercial side. The phrase 'classical education' has no longer any meaning; learning Greek and Latin is neither education nor a preparation for it.

The future man of science or scholarship wants modern languages as much as the future merchant. What remote or dead languages he or the practical man may require will depend entirely on the details of their pursuits. I would also keep all scientific, theoretical, historical study of languages in schools within very narrow limits, and draw the materials for it exclusively from the native language and from French and German.

**Classroom Activities**

***Preparing the children to speak***

Paul (2003: 77) lists several principles that teachers need to consider in preparing students to communicate in English:

1. Introducing and practicing patterns in ways that feel meaningful to the children, such as in games, in situation where the children genuinely want to express themselves, and through personalization.
2. Practicing new patterns in combination with the other patterns the children have learned, so the children can internalize them more easily.
3. Giving the children many opportunities to guess how to use the patterns flexibly in novel situation.
4. Giving the children confidence to speak out in front of others by talking independently with other children and the whole class.
5. Building the children’s inner strength to deal with confusing and novel situations, by presenting them with puzzles to overcome and solve, and making sure they are finally successful.
6. Focusing on the question forms of new patterns, so the children can ask about things they do not know. They can learn Who is it? before or at the same time as learning, it’s a cat, and, what’s she doing? before or at the same time as learning She’s sleeping.

***Teaching Kits***

New expressions are best taught through listening activities. That way, students will know exactly the pronunciation. To induce meaning to students, teachers can act out or use picture to describe the word. Translating the new word into students’ native language is unnecessary.

Teachers can provide themselves with puppets, pictures, cassettes, videos, and so forth. Puppets may bring certain feelings among children. Children can enjoy acting out scenes with puppets or toy animals. Students can develop their own characters and voices based on the puppets. Pictures can help students in understanding meaning, they can also be used in coloring activities, retelling stories, or language games. Cassettes and videos are also wonderful for introducing songs, pronunciation, and so on.

***Should the children only speak English?***

Teachers definitely want students to use English in most of class activities, therefore we need to design the task most appropriate to meet their level. If the task is clear and not too difficult, students may eagerly speak in the target language. However, there are times when students find it difficult to express something in English, in this kind of situation students may express something in their native language. Teachers can help them with the word they want to use.

***Classroom language***

One of the principles of the teaching of English is that students should be exposed to English as much as possible. Therefore, teachers are encouraged to use English as the only classroom English. Several simple expressions that teachers can use as classroom instruction are as follows:

1. Simple expressions:

* Good Morning.
* How are you today?
* Thank you.
* I’m sorry.
* I don’t know.
* Goodbye.
* See you next week.

1. Asking for Help:

* Could you repeat that please?
* What’s this in English?
* What’s that in English?
* How do you spell….?
* I don’t understand.
* Please help me.
* How do I say…..?

1. Between the Children:

* Can I borrow your……, please?
* Sure. Here you are.
* It’s my turn.
* It’s your turn.
* May I have a…..

1. From the Teacher:

* Guess.
* Please stand up.
* Please open your book.
* Show me your work.
* Be quiet, please.
* Let’s write / listen / go home.
* Let’s play…
* It’s time to write/go home.
* Let’s say our prayer, shall we?

**Exercise**

1. The list below are the view based on language acquisition, except
2. Behaviorism
3. Cognitive
4. Sociolinguistic
5. Rationalism
6. The list below are the four basic competence which exist in this session, except
7. Grammatical
8. Discourse
9. Strategic
10. Socio
11. The word ‘basic’ is similar to
12. Core
13. Main
14. Point
15. Staple
16. How many principles that prof. river created?
17. Five
18. Four
19. Ten
20. Twelve
21. The list below are the method which exist after 19th century, except
22. Total physical response
23. Direct method
24. Grammar translation method
25. Behaviorism
    1. Umpan Balik dan Tindak Lanjut

Please match your answers above with answer key of formative test 1 which is located in the end of the module. Measure your topic mastery of learning activity 1 with formula given below:

Level of mastery= (total of right answers: 5) x 100%

Vey good = 90-100%

Good = 80 - 89%

Fair = 70 – 79%

Poor = 0 – 69 %

If level of mastery of the topic is more than 80%, you can continue to learning activity 2 . If level of mastery is less than 80% you need to re-do learning activity 1 especially from you have not understood part.

1. **Kegiatan Belajar 2**
   1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kegiatan Belajar 3**
   1. Uraian dan contoh

text

* 1. Latihan

text

* 1. Rangkuman

text

* 1. Tes Formatif

text

* 1. Umpan Balik dan Tindak Lanjut

text

1. **Kunci Jawaban**
   1. Tes formatif 1

1. C

2. D

3. D

4. C

5. D

* 1. Tes formatif 2

text

* 1. Tes formatif 3

text

**Daftar Pustaka**

* Brown, H. D. (2007). *Teaching by Principles,* N. Y.: Person Education.
* Brown, H. D. (2000). *Principles of language learning and teaching,* N.Y.: Longman.
* Chomsky, N. (1964). *Current issue in linguistic theory.* Hauge: Houton.
* James, C. (1980). *Contrastive Analysis.* London: Longman.
* Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow, Essex, U. K.: Pearson Education.
* Krause, C. A. (1916), *The Direct Method in Modern Languages*, New York. Lowenbraun, S.,
* Appelman, K., & Callahan, J. (1980). Teaching the hearing impaired through total communication. Columbus, OH: Charles E. Merrill.
* Mayer, P. & Lowenbraun, S. (1990). Total communication use among elementary teachers of hearing-impaired children. American Annals of the Deaf, 135, 257-263.