

Language Teaching

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INTRODUCTION

This module is the first module of Teaching English as a Foreign Language Two (TEFL 11). The first aim of this module is to provide a brief history of language teaching. The second aim is to describe the concepts of *approach*, *method*, and *technique* and the relationship among the three concepts. The last aim of this chapter is to differentiate between teaching English as a foreign language like the case of English in the Indonesian context and teaching English as a second language in a country like Malaysia.

This module is meant to provide you with background knowledge which is needed to understand the other following modules in this subject. Without understanding this module you will probably find some difficulties in understanding the content of each other module since the contents of the other following modules are related to some of the content of the first module, especially the concepts of *approach*, *method*, and *techniques*, which are presented in the this module.

After reading this module, you are expected to be able:

1. to describe in brief the history of language teaching;
2. to mention the pioneers in language teaching;
3. to describe the relationship of approach, method, and technique, and develop techniques from approach;
4. to differentiate between Teaching English as a Foreign Language (TEFL) and Teaching English as a Second Language (TESOL).

By understanding this module, you, language teachers are also expected to be able to develop your own teaching techniques that you believe effective in making your students learn English optimally. You may choose methods to teach English to your students or develop your own techniques based on theories of language and language learning that you prefer. Besides

developing your own techniques, you may also consider the factors that determine the success of the English learning in the Indonesian context, in which the students learn English as a foreign language, not as a second language.

In order that you will find it easy to understand the content of this module, you are suggested:

1. to carefully read the introduction so that you have a clear picture of the purpose of this module;
2. to read this module at glance to find difficult words or new terms and then consult your dictionary;
3. to understand all concepts presented in this module by reading the concepts yourselves and then discuss what you have understood with your peers, your teachers or your tutors.

UNIT 1

The History of Language Teaching

The history of language teaching presented in this book has been mostly adapted from Mackey (1975) and Richards and Rodgers (1986 and 2001). The development is presented chronologically so that the history of language teaching can be easily traced back from the past. Some ways of teaching foreign languages adapted from the book are not necessarily methods; they may be simply collections of some lessons of teaching experiences. Therefore, the presentation of the history of language teaching in this chapter does not imply the development of teaching methods.

A. BEFORE THE NINETEENTH CENTURY

The beginning of foreign language teaching might not be separated from the Roman Empire when the Romans studied Greek as their second language. They studied Greek by inviting Greek tutors or having Greek-speaking servants in the household. Finally, peoples in Europe began to learn another foreign language and think about language teaching methods. The first concern with language-teaching method in Europe had, to do with teaching of Latin. The teaching of Latin began with expansion of the Roman Empire. As the empire expanded, people began to learn Latin until that language became the international language of the Western World, which was the language of church and state at that time. Soon, the language was widely used and became the only medium of instruction in the schools. This made people learn the language as a subject and the methods were mostly limited to Latin grammar for clerics to speak, read, and write in their second language, the language in which nearly all academic learning was done. This could be the first way of teaching a foreign language.

The Latin which was taught at schools was Latin which was written several centuries older than the Latin spoken in academic Europe at that time. Old Latin was considered very complicated and the mastery of the language was no longer practical. The purpose of learning Latin at that time was only the preparation of reading the Latin classics. At that time there were a number of attempts to improve the teaching of Latin by doing away with the learning of grammar. One prominent scholar who attempted to improve the

teaching Latin grammar was Di Marinis (1532), as well as Luther, who was opposed to too much formal grammar and to the teaching of rules. The improvement of teaching a foreign language was also suggested by a Czech educator, Jan Comenius (1631), who used imitation, repetition, and plenty of practice in both reading and speaking. He was also the one who first attempted to teach grammar inductively and to teach language through pictures.

The emphasis of language teaching changed by the time. Up to the last quarter of the eighteenth century the usual practice in schools was to translate from the second language into the first. Translation way already took the position of teaching grammar. This method of teaching was associated with the work of Meidenger, who in 1783 published the writing which advocated translation into the second language through the application of rules of grammar. With the coming of the Grammar Translation Method, the teaching of Latin grammar had become an end itself. The teaching of Latin grammar had become formalized into sort of intellectual exercises.

At the beginning of the nineteenth century the teaching of foreign languages was, done by providing language learners with texts based on simple sentences containing most of the grammatical features of the target language. At that time a foreign language was taught by using the first language to acquire the foreign language. The scholar who advocated this method was Karl Plotz (1819-81). His method was divided into two parts: 1) rules and paradigms, and 2) sentences for translation into and out of the second language. This might be the introduction of *the Grammar Translation Method*.

B. AFTER THE NINETEENTH CENTURY

The language teaching which emphasized grammar and translation was soon criticized and a new method was introduced. In 1867 Claude Marcel advocated the abolition of translation and grammar rules and the teaching of language first through comprehension of texts. He suggested the teaching of language through abundant listening, then through the reading of simple and familiar material, followed later by speaking and writing. As a reaction against the grammar translation method, in 1866 Heness had started a private school for teaching languages by a natural method, whose assumption is that language learners learn a foreign language in the way as same a child learn

the first language. In 1880 Francois Gouin also added a new element to language teaching: physical activity. The idea proposed by Gouin was relatively new at that time but it was first ignored. At the same time the reaction to the grammar translation method also came from Vietor. He proposed a new approach to language teaching by using the spoken language as a starting point and providing descriptive phonetics. In his approach new materials were taught through gestures and pictures and through the use of words already known. The grammar was also taught but done in inductive way through the study of texts. His approach was also known as *the Phonetic Method or Reform Method*. The methods proposed by Gouin and Vietor might have given rise to *the Direct Method*.

At the beginning of the twentieth *the Direct Method* had a definite pattern and the term "Direct Method" was established. The method maintained the principle that no use of the learners' language, the typical text started with the spoken language, and reading and writing came later. However, as the principles of *the Direct Method* spread there was

more and more compromise with them in order to meet the growing demands for measurable standards of accuracy. The development of the principles included vocabulary exercise and systematic drills of grammar. Even, at a more advanced level translation was included. At all levels certain standards of correctness were required. Finally, *the Direct Method* almost lost its typical features.

The Direct Method was finally developed in different directions in different countries. In Germany, the modification of *the Direct Method* took a form of *Eclectic Method*, which was the combination of *the Direct Method* and the *Grammar Translation Method*. In England *the Direct Method* was widely used but people gradually drifted back to some forms of *grammar translation approach*. In Belgium the method had a compromise with the *Natural method*. In the USA *the Direct Method* was not popular and Americans tried out the new "reform" method, a method which was similar to *the Direct Method*.

The Direct Method, whose objective was the ability in using the language orally, was finally reevaluated in the USA. It was believed that students only wasted their time in schools in trying to achieve something impossible: speaking in the target language. It would be useful if they learned something attainable: reading in the target language. This assumption gave a way to the *Reading Method*. However, *the Reading Method* did not last very

long. The method was unsuccessful in preparing people to communicate in the target language when the USA government needed its people to master foreign languages for international communication in short time. This idea was caused by the need to make the USA Army able to speak foreign languages which were spoken in other parts of the world. This condition triggered the government to think about a new method of teaching foreign languages. In 1942 a new method was established and named the Army Specialized Training Program (ASTP), or often called the *Army Method*. This method was the embryo of *the Audio-Lingual Method*.

C. THE NEW ERA

Teaching methods are the applications of theoretical findings; they may have developed from theories and then put into practice. The second half of the twentieth century has given new language teaching methods. One of the new methods that has been well known and used internationally is *Audio-Lingual Method*. It seems that the method is the only method that has been developed very well. The USA government funded the project of developing the method. Many people involved in the project. Not only language teachers but also linguists and psychologists were involved in the project. Finally, in 1960's the method was widely adopted for teaching foreign languages in North American colleges and universities. It provided the methodological foundations for materials for the teaching of foreign languages at college and university level in the USA and Canada, and its principles formed the basis of such widely used series as the Lado English Series and English 900 (Richards and Rodgers, 1986: 48). These materials are still in use today.

Not long after the emergence of *the Audio-lingual Method*, some other new methods have been developed. The new methods have been developed based on theories of the language and theories of language teaching or learning. The new methods -to mention some- are *the Silent Way of Gattegno*, *the Community Language Learning of Curran*, *the Total Physical Response of Asher*, *Suggestopedia of Lozanov* and *Communicative Language Teaching*. It is interesting that most of the methods were developed in the USA. One of method mentioned *Suggestopedia*- was developed in East European countries and *Communicative Language Teaching* in England. At glance the new methods are different one from another, or different from the traditional methods. If we compare their underlying principles, these methods

have many things in common with the traditional other methods. Or, the new methods may have been developed from the traditional methods. For example, the Silent Way and the Total Physical Response, two of the new methods, seem to share a principle that the presence of physical objects promotes learning. Also, the activities in the Total Physical response cannot be easily distinguished from those of the Gouin method, which used physical activities to present language materials. The Community Language Learning, whose language syllabus comes from the students, cannot be separated from the Unit method, which trusted its syllabus on a vote by language learners.



ACTIVITY

Untuk memperdalam pemahaman Anda mengenai materi di atas, kerjakanlah latihan berikut!

- 1) What was the purpose of teaching Latin and how was Latin taught at that time?
- 2) Mention two of the pioneers who improved the teaching of foreign languages for communication? And describe in short their idea of teaching a foreign language
- 3) How was a language teacher expected to teach another language based on the suggestion proposed by Vietor?
- 4) What consideration was used by the USA government to be involved in finding an effective way to teach another language
- 5) What is the difference between the traditional methods and the newly born methods?

Key to Activity

- 1) The purpose of teaching Latin at that time was only the preparation of reading the Latin classics. At that time Latin was taught by focusing on Latin grammar and presented as one of the subjects of the school.
- 2) There were several pioneers who improved the teaching of foreign languages for communication. The following are the pioneers who had done the improvement:
 - a) Jan Comenius (1631), who suggested the improvement of teaching a foreign language through imitation, repetition and plenty of practice

in both reading and speaking; grammar was taught inductively through pictures.

- b) Meidenger (1783), who advocated translation into the second language through the application of rules of grammar.
 - c) Karl Plotz (1819-81), who improved the way of teaching by presenting rules and paradigms, and then through sentences for translation into and out of the second language.
- 3) The teacher taught the target language by using the spoken language as a starting point and providing descriptive phonetics, the teacher taught new materials through gestures and pictures and through the use of words already known, and the teacher taught grammar through an inductive way by using texts.
 - 4) The consideration was to prepare people to communicate in the target language when the USA government needed its army to master foreign languages for international communication in a short time.
 - 5) The traditional methods were less based on theories of language learning, and they were more developed based on teaching experience, while the newly-born methods have been developed based on theories of the language and theories of language teaching or learning.



SUMMARY

Teaching methods have been introduced in language teaching for a long time and they can be traced back several centuries ago. The history of language teaching methods began with grammar teaching of Latin and Greek, and then the method was improved with the introduction of translation in teaching the languages, which was popularly known as the Grammar Translation Method (GTM). The GTM was also called the Classical Methods since it was first used in the teaching of classical languages, Latin and Greek. Since Latin was learned based on written language of classical literature, The GTM ignores authentic spoken 'communication and social contexts of the language. This method was widely used for centuries before the method was replaced by the Direct Method, which emphasized on the mastery of the target language for communication. Finally, the second half of the twentieth century has given new language teaching methods, namely: Audio Lingual Method (ALM), the Silent Way, the Community Language Learning (CLL), the Total Physical Response (TPR), Suggestopedia, Communicative

Language Teaching (CLT), and some others. Some methods may have been developed based on experience in teaching a foreign language in the past without considering theories on language teaching. Some people may disagree that such methods can be classified as methods even though some other people call them methods. The methods may be just a group of activities in teaching experiences or they are just single activities in language teaching. Or, they are probably not methods but they may be assumptions in language teaching. This kind of argument may happen among language teachers since different teachers may have different perceptions towards the nature of method. In order to have similar perceptions towards the nature of method, the concepts of approach, method and technique will be discussed in the following section.



FORMATIVE TEST 1 _____

Choose A, B, C or D to the right answer!

- 1) The main purpose of learning a foreign language was originally...
 - A. knowing the rules of the foreign language
 - B. understanding the literature of the native speakers
 - C. being able to communicate in the foreign language
 - D. reading the newspapers written in the foreign language

- 2) What language is believed to be the first language that was learned as a second language?
 - A. Roman
 - B. Greek
 - C. English
 - D. Latin

- 3) What element did Francois Gouin add to the traditional language teaching?
 - A. Rules and paradigms
 - B. Sentences for translation
 - C. Physical activity
 - D. Gestures and picture

- 4) The language teaching methodology was believed to have been firstly developed related to the teaching of
 - A. Roman

- B. Greek
 - C. English
 - D. Latin
- 5) Eclectic Method is a combination between ...
- A. Grammar Method and Translation Method
 - B. Direct Method and Grammar Translation Method
 - C. Grammar Method and Direct Method
 - D. Direct Method and Translation Method
- 6) What method was the embryo of the Audio-Lingual Method?
- A. The Army Method
 - B. The Grammar Translation Method
 - C. The eclectic Method
 - D. The Direct Method
- 7) What language was believed to be the first international language?
- A. English
 - B. Spanish
 - C. Greek
 - D. Latin
- 8) What objective would language teacher reach in teaching a foreign language through the Direct Method?
- A. The mastery of grammatical rules
 - B. The skill of translating from one language to another
 - C. The understanding of cultural elements
 - D. The ability in using the language orally
- 9) Who improved the traditional way of teaching by adding translation activities into and out of the second language?
- A. Jan Comenius
 - B. Meidenger
 - C. Karl Plotz
 - D. Francois Gouin
- 10) What did Meidenger suggest to improve the teaching methodology?
- A. He suggested translation into the second language through the application of rules of grammar.
 - B. He suggested the improvement of teaching a foreign language through imitation, repetition and plenty of practice in both reading and speaking; grammar was taught inductively through pictures.

- C. He improved the way of teaching by presenting rules and paradigms, and then through sentences for translation into and out of the second language.
- D. He suggested that the teacher taught the target language by using the spoken language as a starting point and providing descriptive phonetics.

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

$$\text{Level of achievement} = \frac{\text{Score of the right answers}}{\text{Total score}} \times 100\%$$

Meaning of level of achievement: 90 - 100% = very good
80 - 89% = good
70 - 79% = average
< 70% = bad

If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 2

Approach, Method, and Technique

Approach, method and technique are the three terms which are often overlapped in language teaching. People often mention one of them but they refer to another. Even, people tend to use the term method for all of the three. Some people think that they refer to the same concept: a procedure of teaching a language. Are the three terms the same or different? Anthony (cited in Richards and Rodgers, 2001: 19) attempted to clarify this difference. According to Anthony, the three have hierarchical arrangement. Approach is the level of theories, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that- approach is axiomatic, method is procedural and technique is implementation.

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning, and teaching. Approach is the level at which assumptions and beliefs about language, language learning, and language teaching. Different people may agree with different beliefs and assumptions' dealing with the nature of language, learning, and teaching. Assumptions or beliefs may be taken for granted. People do not have to come to an agreement about the assumptions. Therefore, in language teaching there are different assumptions about language and language teaching. Richards and Rodgers (2001: 20-21) states that at least there are three different views of the nature of language, namely: the structural view, the functional view (or notional view) and the interaction view. The structural view sees language as a system of structurally related elements. The functional view regards language as a vehicle for the expression of functional meaning. This view emphasizes not only elements of grammar as the structural view does but also topics or concepts that language learners need to communicate about. The third view is the interaction view, it views that language is a vehicle for the realization of interpersonal relations and social interactions between individuals. The three different views of the nature of language will lead people to have different assumptions about what language is and finally will produce different methods in language teaching. For example, teaching methods that have been developed based on the structural view suggest language teachers to select their teaching materials based on grammatical

considerations. They will select the elements of grammar and then put them in gradation for the whole plan of their teaching. The evaluation of the teaching and learning process will also be based on grammatical point of view. In consequence, the items of the test in the evaluation will be grammatically oriented. This is also the case with other methods that have been developed based on the other two views of the nature of language.

As mentioned earlier approach also includes assumptions about language learning and language teaching. Assumptions about the nature of language in themselves are not complete and need to be supported by theories about learning or teaching. There are many theories of learning and teaching. Richards and Rodgers (2001: 22) suggest that a learning theory underlying an approach or method' responds to two questions: 1) what are the psycholinguistic and cognitive processes involved in language learning, 2) what are the conditions that need to be met in order for these learning processes to be activated. In general an approach has the answers to the two questions but certain methods may only emphasize one of the two dimensions. From assumptions about language and language learning, a method will be developed. There can be many methods within one approach.

Different methods derive from different theories or assumptions about the nature of language. The assumptions about the nature of language can be different because different people may agree with certain assumptions while some other people may agree with other assumptions. They do not have to argue why some of people agree with the assumptions that they may disagree. The assumptions below may be the common assumptions about the nature of language.

1. Language is a group of sounds with specific meanings and organized by grammatical rules (The Silent Way).
2. Language is the everyday spoken utterance of the average person at normal speed (Audio Lingual Method).
3. Language is a system for the expression of meaning (Communicative Language Teaching).
4. Language is a set of grammatical rules and language consists of language chunks (Total Physical Response).

As stated earlier, principles in teaching a foreign language are developed from an axiom about language. The following principles have been

developed from an axiom that language is *a group of sounds with specific meanings and organized by grammatical rules*.

1. The syllabus is composed of linguistic structures.
2. Language is first learned as sounds and then associated with meanings.
3. The repetition of the teaching materials is based on linguistic structures.

The three principles mentioned imply that the language teaching should be presented through a syllabus that is arranged based on grammatical point of view. The presentation of materials in teaching a language is not always arranged in this way. In arranging teaching materials, there are some other ways, which are called types of syllabus. There are some types of syllabus, which have been developed from different assumptions about the nature of language, and each type of syllabus will characterize a method. The difference among them will be discussed later in this module.

Theories of learning and teaching also suggest the principles of a method. Richards and Rodgers (2001) state that the theories of learning and teaching may respond two questions, namely a) what are the psycholinguistic and cognitive processes involved in language learning and b) what are the conditions that need to be met in order for these learning processes to be activated. The following assumptions relate to theories of learning and teaching.

1. Learning is facilitated if language learners discover rather than repeat and remember without understanding what is to be learned (Silent Way).
2. Learning involves the unconscious functions, as well as the conscious functions (Suggestopedia).
3. The norms of the society often block the process of learning (Suggestopedia).
4. Language learning will take place if language learners maintain their feeling of security (Community Language Learning).
5. Language learning is a process of habit formation (Audio Lingual Method).

Assumptions about learning and teaching, which have been developed from theories in psychology, seem to develop faster than those about the nature of language. The assumptions about learning mentioned above are not the only assumptions about learning. There are still some other assumptions that may be different from one another; even one may be contradictory to

another. Together with the assumptions about the nature of language, the assumptions about learning will differentiate one method from another. Some methods may have similar assumptions, while some other methods have different assumptions.

How an assumption about language learning will be developed into the principles of a method will be presented as follows. For example, people who believe with an assumption *that learning is facilitated if language learners discover rather than repeat and remember without understanding what is to be learned* may develop the following principles.

1. Language is taught with physical objects.
2. Language is presented by problem solving involving the material to be learned,
3. Meaning is made clear by providing contexts, not through translation.
4. The students are provided with a lot of practice without emphasizing repetition.

The assumption about language learning that has been developed into the four principles may be developed into other principles depending on the teacher's creativity and experience. The principles mentioned above are examples of how an approach is developed into principles that finally characterize a method in teaching a foreign language. Since there are many assumptions in language teaching, there are also many methods that people may agree or disagree.

As stated before, approach is the level of theories and method is the plan of language teaching which that is consistent with the theories. Method should come after approach because the plan of language teaching should be developed from theories on the nature of language and language learning. Then, what does the term "method" mean? "Method" may mean different things to different people (Mackey, 1975: 155). For some, it means *a set of teaching procedures*; for others, *the avoidance of teaching procedures*. For some, *it is the primary of a language skill*; for others, *it is the type and amount of vocabulary and structure*. Different meanings of "method" can be inferred from the names of the methods. The term "method" in the Direct Method may refer to a single aspect of language teaching: presentation of material. "Method" in the Reading Method refers to the emphasis of a single language skill: reading, while in the Grammar Translation Method, "method" refers to the emphasis of the teaching materials.

According to Mackey (1975: 157), all teaching, whether good or bad, must include some sort of selection, some sort of gradation, some sort of presentation, and some sort of repetition. It includes selection because we cannot teach the whole aspects of language; we have to select the part that we wish to teach. It includes gradation because we cannot teach all of what we have selected at once; we have to put something one after another. It also includes presentation because we cannot teach the language without communicating it to other people; we have to present what we have selected to others. Finally it includes repetition because we cannot make other people learn the language without repeating the materials they are learning; we have to teach language skills with practice; all skills depend on practice. Therefore, all methods should include the four steps of teaching a language selection, gradation, presentation and repetition. Some "methods" may include only one or two of the four steps. Sided as method. They may refer only to teaching techniques. They may refer to techniques of selecting language materials, such as the Grammar Method or the Reading Method. Those "methods" do not include selection, gradation, presentation, and repetition of language materials. These kinds of "methods" may not be considered as methods, in the sense that they do not include all of the four steps mentioned above. Following the discussion above, many traditional methods may be considered techniques; they may be techniques of selecting materials, techniques of presenting materials, or techniques of evaluating the materials that have been learned.

A method, which is developed based on some assumptions, of an approach, includes the whole plan for the presentation of language materials. Since the plan is developed based on the same assumptions, no part of the plan contradicts and all parts make a unity. The unity of a method makes the method distinctive. Even though some assumptions of two different methods may derive from the same theories, some other assumptions may be developed from different theories. How little the difference is will make the unity of a method different from others. To mention some, the methods that have the whole plan for the presentation of language materials are Audio Lingual Method, Direct Method, Silent Way, Total Physical Response, Community Language Learning, and Suggestopedia. Another way of looking at method in language teaching has also been suggested by Richards and Rodgers (2001). They state that at the level of design the objectives of language teaching, language syllabus, content are determined. At the level of

design the roles of language teachers, instructional materials are also specified. A method is theoretically related to an approach, organized by the design, and practically realized in procedure. Using Richards and Rodgers' terms, method includes approach, design and procedure. Even though their description of method is different from Anthony's, basically the two are similar, in the sense that a method should include assumptions about language and language learning, and it will be realized in a set of techniques of presenting materials to language learners, which is often called procedure. The difference between methods can be easily observed from their techniques. What is a technique then? The following discussion will describe what is meant by technique.

As mentioned earlier, a technique is implementation, meaning that a technique is something that actually takes place in language teaching or learning in the classroom. All activities that take place in a language class are techniques. The following are some examples of techniques in error correction.

1. The teacher does not praise or criticize so that language learners learn to rely on themselves (Silent Way).
2. The teacher often praises when a student has made a good thing in learning (Audio Lingual Method).
3. When a student has produced a wrong expression, the teacher just repeats the right one (Total Physical Response).
4. The teacher does not care when a student makes an error as long as it does not hinder communication (Natural Method).

Techniques are not exclusive to certain methods. To some extent, different methods may have some similar techniques even though they must have other different techniques. Language teachers may develop their own techniques as long as the techniques are still consistent with the assumptions or theories of the methods from which the techniques derive. Techniques not only include the presentation of language material but also the repetition of the material. Therefore, the position of a technique is at the implementation phase and it is often called procedure while approach and method are at the level of design (Richards and Rodgers, 2001: 20). Since techniques are also developed from an assumption (s) about the nature of language, they will also deal with how the teaching materials are selected, which is often called syllabus: Language syllabus will guide language teachers to decide what to

teach (selection), the order in which it is taught (gradation), how meaning or forms are conveyed (presentation), and what to do to master a language (repetition). Since language syllabus is essential in understanding teaching methods, which will be presented in the next modules, types of language syllabus are discussed in this module.

There are at least six types of language syllabus (Reily, 1988). The difference is shown basically based on the criteria for grading and sequencing the units of second language classroom activity. There are options in the units to be adopted. Units can be based on an analysis of the language to be learned, in terms of grammatical structures or of lexical items. Units may also be based on an analysis of the components of skilled behavior in the second language. Following are the six types that are commonly implemented in language learning.

1. A structural syllabus. The content of the language teaching is a collection of the forms and structures of the language being taught. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.
2. A notional/functional syllabus. The content of the language teaching is a collection of the functions or the notions that are performed when the language is used. A notional syllabus may cover functions of the language such as greeting, apologizing, requesting and informing, and it may include the notions of language such as age, color, comparison and time.
3. A situational syllabus. The content of the language teaching is a collection of imaginary situations where the language is used. A situational syllabus may include at a restaurant, at school, meeting a new neighbor and seeing a doctor.
4. A skill-based syllabus. The content of the language teaching is a collection of specific skills in using the target language. Examples of skills in using the target language may include reading for the main idea, writing good paragraphs, and listening for the main idea.
5. A task-based syllabus. The content of the language teaching includes a series of purposeful tasks that language learners need to perform; tasks are defined as activities that are needed when using the target language. Examples of a task-based syllabus may include applying for a job,

ordering food via the telephone, and getting housing information over the telephone.

6. A content-based syllabus. A content-based syllabus in language teaching is actually not a language syllabus. The primary purpose of instruction is to teach some subjects or information using the target language. The subject is primary and language learning occurs automatically while language learners are studying the subject. An example of a content-based syllabus is a science class that is taught in the target language.

The choice of a syllabus is a major decision. Even though there are six types language syllabus, in practice, there are combinations of two or more of the types discussed above. The choice really depends on the method that has been developed based on an assumption about the nature of language. Besides determining the type of language syllabus, assumptions both about language and language learning in approach also determine the roles of language teachers and language learners. The Roles of language teachers The roles of language teacher are also regarded as techniques, which have been developed based on assumptions introduced in approach. As discussed earlier, the assumptions about the nature of language and the assumptions about language learning will determine all plans of the language teaching, which is called a method. How an approach views the nature of language will determine how a language teacher should perform his or her roles. And, how an approach believes about the conditions that promote language learning will also determine the roles of language teachers. Principally, language teachers have two functions: the instructional function and the managerial function (Wright, 1987: 52). The two functions complement each other; the former would be more or less impossible without the latter. In practice, it is difficult to separate the two and language teachers can perform both functions simultaneously. Some methods may suggest the language teachers to perform the instructional function more than the managerial one, while some other methods may encourage the language teachers to function as the manager of the classroom more. In some methods the role of a language teacher is very dominant while in some other methods the teacher role is less dominant in instructional strategies. As stated in Richards and Rodgers, 2001: 28, some methods are totally dependent on the teacher as a source of knowledge and direction; others see the teacher's role as catalyst, consultant, guide, and model for learning. Understanding the roles of language teachers

will be important for understanding the methods, which will be discussed in most of the next modules. Following are the most common roles of language teachers, which are implemented in different methods.

1. Language teacher functions as an organizer in the classroom. The teacher maintains discipline to the extent that an effective learning atmosphere is established. It can be done by involving the learners more actively in the classroom activities that demand inter-student communication and co-operative efforts.
2. Language teacher functions as a counselor. The teacher role is to respond the learners' problems non-judgmentally and help the learners to reach what they want to learn.
3. Language teacher functions as a motivator; the language teacher gives praise and encouragement for positive efforts by the learners. It can be done by giving positive feedback on returned assignments.
4. Language teacher functions as an observer. The teacher shows the errors that the learners have produced and let the learners work on the correction.
5. Language teacher functions as a model for producing correct expressions and judges whether the learners' contributions to the learning process and their efforts are relevant and correct.
6. Language teacher functions as a resource of knowledge and direction. The teacher establishes a position of dominance over the learners in selecting the materials to learn and also how to acquire them.

The teacher role will determine the role of language learners automatically. When a language teacher is very dominant, language learners will be less dominant in learning teaching interaction. Some methods have been criticized for making language learners stimulus-response mechanisms whose learning is a result of repetition. Language learners will be more active in learning when a language teacher can be less silent in the classroom. The role relationship of language learner and teacher are many and varied from one method to another. Some methods suggest that they should be in an equal position but in some other methods the role of the language teacher is regarded as the primary source of skills and knowledge in language learning. Johnson and Paulston (cited in Richards and Rodgers, 2001: 28) suggest five possible learner roles that can make language learners more autonomous.

Following are the roles of language learners which are suggested by advocates of different methods.

1. Learners plan their own learning program and thus ultimately assume responsibility for what they do in the classroom.
2. Learners monitor and evaluate their own progress.
3. Learners are members of a group and learn by interacting with others.
4. Learners tutor other learners.
5. Learners learn from the teacher, from other students, and from other teaching sources.



ACTIVITY

Untuk memperdalam pemahaman Anda mengenai materi di atas, kerjakanlah latihan berikut!

- 1) What is the difference between approach and method?
- 2) It is assumed that you agree with the assumption that language is the everyday spoken utterance of the average person at normal speed, what techniques may you develop from the assumption?
- 3) What assumption about language has inspired a content-based syllabus?
- 4) Develop three techniques that may have been developed from the assumption that language is learned logically, expanding upon what language learners already know?
- 5) What should the teacher do if he/she agrees that the role of the language teacher functions as a counselor?

Key to Activity

- 1) An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching and method is the whole plan of language teaching which is consistent with the theories
- 2) The possible techniques are
 - a) The language materials are developed based on situational syllabus.
 - b) The selection of the language materials, is based on what native speakers say, not what they have to say.

- c) The culture of the native speakers is discussed in order to understand the contexts in which the language is spoken.
- 3) The underlying assumption of the syllabus is that language occurs automatically while language learners are studying a subject at school.
- 4) There are many possible techniques that can be developed from the assumption above, e.g.:
- a) Language learners are led to use their previous knowledge to come to conclusions
 - b) Teaching starts from what the learners already know in order to encourage association processes.
 - c) The teacher only intervenes when necessary to avoid confusion. Teacher manipulates the situation in the class so that the process of association easily takes place, for example by asking questions which are related to the topic.
- 5) If the teacher functions as a counselor, the language learners must be his/her clients. This assumption belongs to a method that is called the Total Physical Response. The techniques that may derive from this assumption can be as follows:
- a) The language learners may choose topics of their own interests.
 - b) The language teacher corrects learners' errors in non-judgmental manner.
 - c) The language teacher considers learners' feeling and keep them secure in learning-teaching interaction



SUMMARY

A number of ways of conceptualizing approaches, methods and techniques may have been proposed. Different people may have different ways of conceptualizing them. Understanding how people conceptualize the terms will provide language teachers with a clearer picture of language teaching methods. This understanding may avoid the teachers from misunderstanding the concepts among themselves. Following certain methods, language teachers may be expected to develop their own techniques by considering the underlying principles of the methods. Approaches and methods are relatively permanent but techniques may be

adapted to the environment of the language learners and language teachers. The procedure of a method, which comprises a set of techniques, may not be fixed even though the assumptions of an approach and the basic principles of a method are relatively fixed.



FORMATIVE TEST 2

Choose one A, B, C or D to the right answer!

- 1) The teaching material "expressing happiness" may be found in a book which has been developed based on ...
 - A. structural syllabus
 - B. notional syllabus
 - C. situational syllabus
 - C student task syllabus

- 2) Which technique may have been derived from the assumption that the skills of speaking, listening, reading and writing reinforce one another?
 - A. Language teacher is supposed to deal with all four skills when working on each linguistic objective.
 - B. Writing should be presented after the students master a reading text.
 - C. Oral mastery of language competence should be the first priority.
 - D. Language is what native speakers say.

- 3) Assumptions about language and language learning are discussed at the level...
 - A. approach
 - B. technique
 - C. method
 - D. design

- 4) The overall plan of language teaching is called...
 - A. approach
 - B. technique
 - C. method
 - D. procedure

- 5) Preparation of teaching materials can be seen from...
 - A. assumptions
 - B. methods

- C. techniques
 - D. activities
- 6) Which of the following assumption may inspire the technique that the teacher often praises when a student has made a good thing in learning?
- A. Positive Reinforcement is needed in language learning
 - B. Students learn a foreign language naturally
 - C. Making errors is a part of language learning
 - D. Punishment will discourage students' learning process
- 7) Selection of materials in language teaching is discussed in the level...
- A. approach
 - B. technique
 - C. method
 - D. procedure
- 8) The assumption that language learning will take place if language learners maintain their feeling of security can be seen from the following technique...
- A. The teacher always maintains learners' creativity during the learning process.
 - B. No oral correction is given when errors are made.
 - C. The teacher never gives criticisms to the students.
 - D. Evaluation is given every meeting.
- 9) Learning may take place when language learners observe actions and perform the actions themselves....
- A. Language teaching begins by giving commands to the students and they perform the commands.
 - B. Teaching materials are arranged based on situational syllabus.
 - C. The evaluation is given by asking the students to perform actions.
 - D. Language learners may develop their own learning activities.
- 10) Which of the following syllabus may come from the assumption that language is seen as groups of sound arbitrarily associated with specific meanings and organized into sentences or strings of meaningful units by grammar rules?
- A. task-based syllabus
 - B. notional syllabus
 - C. structural syllabus
 - D. content-based syllabus

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

$$\text{Level of achievement} = \frac{\text{Score of the right answers}}{\text{Total score}} \times 100\%$$

Meaning of level of achievement: 90 - 100% = very good
80 - 89% = good
70 - 79% = average
< 70% = bad

If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

UNIT 3

English as a Foreign Language and English as a Second Language

Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories).

Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learns his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue. It may be argued that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United States of America, in which people should learn English in the conditions where the language is used for communication in their daily lives. Some people prefer to call the former *learning English as a foreign language* and the latter *learning English as a second language*.

Not all people agree with the distinction between *second language* and *foreign language*. Dulay, Burt, Krashen (1982) states that second language acquisition includes learning a new language in a foreign language context (e.g. English in Mexico or German in the United States) as well as learning a new language in a host language environment (e.g. German in German). They use the term second language (L2) to refer to both foreign and host languages and the teaching methods apply to the acquisition of both (1982: 11). It implies that the way to teach English as a second language is not necessarily different from the way to teach English as a foreign language, and whether English is learned in Indonesia or in Malaysia, English is called the target language

Even though they seem not to agree to the distinction between second language and foreign language, Krashen (1985: 8) differentiates the two different ways of gaining a target language. He states that there are two ways of developing ability in a target language: "*acquisition*" and "*learning*". Acquisition is defined as a subconscious process that is identical to the process used in first language acquisition in all important ways, while

learning is defined as conscious knowing about a target language. While acquisition is taking place, language learners are not always aware of the results; they are not very concerned with grammatical rules and error correction. They are gaining a target language by living in the society where the language is used in their daily lives. When language learners talk about the rules of a target language, they correct errors, and people in the society *do not speak* the target language, they are *learning* the target language.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the Singapore, United States, or Malaysia. People in those countries emphasize on the ability and fluency in communications of daily lives; they acquire English because they are exposed to the language in the society. They are not always aware of the process of gaining the language. Referring to the theory of gaining a target language mentioned above, the process of gaining English in Indonesia is regarded more as *learning* while in Malaysia more as *acquisition*. Even though some people may disagree with the distinction between the term *second language and foreign language*, it is not denied that the status of English in Indonesia is different from that in Malaysia. In Malaysia English is gained in the society where the people speak the language; in Malaysia English is a *second* language. In Indonesia English is learned only at schools and people do not speak the language in the society. English is really a *foreign* language for language learners in Indonesia. The discussion on the differences between learning a target language in L1 environment and in L2 environment is also proposed by Els et al (1984: 36), as shown below.

I.2 learning in L.1 environment	I.2 learning in I.2 environment
guided learning	unguided learning
tutored learning	untutored learning
formal learning	spontaneous/naturalistic learning
foreign language learning	second language learning
learning	acquisition

Whether people learn English as a second language or a foreign language, they are learning a target language. The learning of the target language can take on a variety of patterns. Dozens of factors are involved and it is doubtful whether we can make it possible to propose a complete analysis of all the factors. Nevertheless, there are sorts of opinions and beliefs on what influence language learning. Mackey (1975: 108-124) suggests that there are three main influences that determine the learning, namely linguistic, social and psychological influences. The three influences may make the teaching of English as a second language or as a foreign language different. In the following section, the three influences will be discussed and the ideas presented here are adapted from Mackey (1975).

A. LINGUISTIC

Process and progress in learning a target language may depend on (1) how the target language differs from the mother tongue and (2) how much the mother tongue interferes with the target language.

1. Differences

Each language is unique and each has its own system. A language is always different from others even though the language may be similar to some languages. The differences between the target language and the mother tongue may be in the realm of grammar, phonology, vocabulary, stylistics and graphics. Differences in each realm may cause different problems in learning another language. The more different the target language is from the mother tongue, the more problems language learners may face in learning the target language.

Because of differences in grammar language learners may find it difficult to understand the systems of the target language. Language learners whose mother tongue has no tenses tend to have more difficulties in learning a target language which has tenses. For most Indonesians, English tends to be very difficult because the Indonesian language has no tenses that are similar to the tenses of English.

Differences in phonology may cause difficulties in producing sounds in the target language and in combining the sounds. For example, some Indonesian learners find it difficult to pronounce the word "she"; they tend to produce the pronunciation for the word "sea" or "see".

In the realm of vocabulary, the difficulty of a target language, depends on the number of words which are similar to the words in their mother tongue. If the mother tongue of the language learners has a large number of words which are similar or the same as the words found in the target language, the language learners may find it easier to learn the target language.

A language learner whose culture is similar to the culture of the target language may find it less difficult to understand the contexts in which the target language is used. Learning another language cannot be separated from learning its culture. Difficulties in understanding another culture may also cause difficulties in learning the language in which the culture lives.

In the field of graphics some language learners are more handicapped than other learners because their language has a different way of how the language is written. There are many ways of how languages are written; some languages are more alphabetical, for example Indonesian, and some other languages are not alphabetical, for example Chinese. In learning English, Indonesian learners may find it easier to understand English words than Chinese learners.

2. Interference

When people learn another language, their mother tongue sometimes interferes with the target language. This phenomenon is often called interference. Interference is often caused by the similarities between their mother tongue and the target language. How their mother tongue interferes with a new language depends on whether they are learning to speak the new language or simply they are learning to understand the language by listening and reading. The possibility of transfer from L1 can be negative or positive interference.

If they are learning to speak the target language, the similarities between the two languages may cause much difficulty. They will use their knowledge of their mother tongue and based on the knowledge they may produce utterances which do not exist in the target language (Dickerson, 1975: 405). The negative interference may result in errors but learners' errors are not necessarily caused by the interference of their mother tongue. Different people may have proposed different classifications of errors (Corder, 1974 and Dulay, Burt and Krashen, 1982); the following types of errors and their examples are taken from Dulay, Burt and Krashen (1982:154-162).

- a. Omission : the absence of an item(s) that must appear in a well-formed utterance
 Example : Mary president new company*
- b. Double markings : the failure to delete certain items which are required in some linguistic construction
 Example : He doesn't know my name*
- c. Regularization : applying the rules used to produce the regular ones to those that are irregular.
 Example : He eaten ten apples yesterday*
- d. Simple addition : the presence of an item which should not appear in a well-formed utterance.
 Example : The fish doesn't live in the water*
- e. Misformation : the use of the wrong form of the morpheme or structure.
 Example : hisself* (himself)
- f. Archi-form : the selection of one member of a class of forms to represent others in the class.
 Example : this dogs*
- Misordering : the incorrect placement of a morpheme or group of morphemes in an utterance.
 Example : He is all the time late*

Note: Can you fix those sentences?

On the other hand, if they are learning to understand the new language by listening or reading, the similarities between the two languages will make them easier to understand the new language. The similarities can be an advantage for language learners.

B. SOCIAL

Since language is essentially social phenomenon, the social influences on language learning are numerous and interrelated in complex ways. There are some contacts that are classified under social factors that influence the process of language learning; they are home, community, occupation, school, religious meeting, radio/television, and reading matters. These contacts make differences between English learned as a foreign language and learned as a second language, and community seems to be the contact that most differentiates the target language as a second language and the target language as a foreign language.

The people with whom we continually use a target language have some effect on the manner and skill with which we use the language. Language learners can meet with the people and community. The community is very important for the learning and maintenance of a language. A learner of a target language who has no contact with a community in which the language is spoken will have more possible failure to learn or maintain his/her target language. Learning a target language only inside the classroom is quite different from the natural ways of learning. The process of learning a target language in the classroom is dominated by the teacher. The teacher becomes the only member of the community of the target language. Language learners almost find it impossible to be involved in social activities where the target language is used. Language teaching classrooms spend more time to deal with the knowledge of the target language: grammatical rules and grammar correction. It is different from the conditions in which the target language is learned as a second language; language learners really make use of the target language in natural situations. The naturalness of using the language is one of the important factors that play an important role in the success of learning the target language, and the naturalness is likely to be found in the community in which the target language is used in daily communications.

There is a general assumption that the learning which takes place in natural and educational settings is very different in nature and natural settings lead to higher levels of L2 proficiency than educational settings (Ellis, 1996; 214-215). In natural settings informal learning occurs while formal learning occurs through conscious attention to rules and principles and greater emphasis is placed on the mastery of the language as a subject matter.

Consequently, second language acquisition results in native-like use of the target language, while foreign language learning does not.

C. PSYCHOLOGICAL

Second (foreign) language learners can differ in many ways. Skehan (1989: 4) states some of the psychological differences of learners include age, intelligence, aptitude, motivation, attitude, personality, and cognitive styles. We will limit ourselves to a discussion of motivation and attitude since the two differences of language learners belong to affective characteristics of language learners (Els et al, 1984: 115). The two affective characteristics are often considered non-innate differences, which can be learned by language learners or conditioned by language teachers so that language teachers can provide language learners with conditions that are needed for effective language learning.

1. Motivation

The role of motivation in learning a foreign language is not question; many studies of the relationship between motivation and language achievement, for example, Lukmani (1972) and Olshtain et al. (1990) have shown evidence of the relationship between them. Nevertheless, different results have been provided about the role of motivation in language learning and different studies have also proposed different types of motivation. Studies on the role of attitudes and motivation in foreign language learning have been dominantly inspired by Gardner and Lambert (1972). Gardner and Lambert classify motivation in learning a foreign language under two types. The first is integrative motivation, motivation to integrate to another culture, and the second is instrumental motivation, motivation to acquire a language as a means for attaining instrumental goals: furthering career, getting a job, and so forth. Both may exist before the learners decide to learn another language. The studies on motivation; however, have arrived at different presentation of findings in relation to language learning. Some studies (Wen and Johnson, 1997 and Olshtain, Shohamy, Kemp and Chatow (1990) have shown that motivation, with other L2 learner variables, has a direct effect on English proficiency. They have uncovered that the correlation between motivation and achievement in English is strong and shows that motivation affects achievement on an English test.

2. Attitude

Many studies on attitude have referred to the findings of Thurstone's study conducted in 1946. In his study, he defines attitude as the intensity of positive or negative affect for or against a psychological object. Attitude is a relatively constant system of evaluative processes towards an object(s) based on what individuals have learned in previous settings. The affective evaluation towards an object may range along a continuum from positive values to negative values. Baker (1992, p. 29) states that language attitude is an umbrella term, under which resides .a variety of specific terms, such as attitude to language groups, to language lesson, and to the uses of specific language. Related to teaching English as a second/foreign language, there may be three types of attitude: 1) attitudes to English, 2) attitudes to English as a subject to be learned, and 3) attitudes to native speakers of English (Setiyadi, 1999). Each of them can be separated and measured differently. Attitude in learning a target language may affect motivation in learning, the language; motivation can mediate any relation between language attitudes and language achievement.



ACTIVITY

Untuk memperdalam pemahaman Anda mengenai materi di atas, kerjakanlah latihan berikut!

- 1) What is the difference between acquisition and learning in language?
- 2) What is the target language?
- 3) How does the mother tongue interfere with the target language?
- 4) Give a reason why social factors play an important role in learning another language?
- 5) Explain how psychological factors determine the success in learning the target language?

Key to Activity

- 1) Acquisition refers to the process of learning another language in which language learners are not always aware of the results; they are not very concerned with grammatical rules and error correction. Learning refers

to the process in which language learners talk about the rules of another language, and they correct errors.

- 2) The target language refers to the language being learned or taught.
- 3) The mother interferes with the target language positively or negatively. Positively, if they are learning to understand the new language by listening or reading, similarities between the mother tongue and the target language will make them easier to understand the target language. Negatively, if language learners use their knowledge of their mother tongue and based on the knowledge they may produce utterances which do not exist in the target language, which are called errors.
- 4) Social factors, particularly community, seem to be the most factor that determines the success in learning the target language. If language learners can live in a community where the target language is spoken, they are likely to be more successful than those who have no contact with the community. The latter will have more possible to learn or maintain their target language.
- 5) At least there are two important psychological factors that determine the success in learning the target language, namely: motivation and attitude. The relationship between motivation and language achievement is high. If language learners have high motivation: instrumental or integrative motivation, they tend to be more successful than those with low motivation. The relationship between attitude and language achievement is also high. The positive attitude to the target language: the language itself, the teaching of the target language and the native speakers of the target language will affect the learning achievement, even though sometimes their attitude affects their achievement through their motivation.



SUMMARY

It seems reasonable to argue that learning English as a second language is different from learning English as a foreign language, even though both refer to the target language. Learning English as a second language is often regarded as an unconscious process of acquiring the language (acquisition) while learning English as a foreign language refers to a conscious process of acquiring the language (learning). Two different types of process of acquiring the target language may produce

different problems and finally provide different opportunities for learning success. The problems and the progress in learning the language may depend on the factors that language learners have. The three factors: linguistic, social, and psychological factors may be the ones that play important roles in determining the success in learning English, either as a second language or foreign language.

**FORMATIVE TEST 3**

Choose one A, B, C, or D to the right answer!

- 1) Learning is sometimes contrasted to acquisition and acquiring to knowing. Which is a conscious process in language learning?
 - A. Acquisition
 - B. Learning
 - C. Acquiring
 - D. studying

- 2) Similarities between two languages may play an important role in language learning. These can be classified under...
 - A. social factor
 - B. psychological factor
 - C. linguistic factor
 - D. psycholinguistic factor

- 3) The reason that learning a language as a means for attaining instrumental goals can be classified as...
 - A. instrumental motivation
 - B. integrative motivation
 - C. instrumental attitude
 - D. instrumental attitude

- 4) When a student makes a phrase "this men", this error is classified under...
 - A. regularization
 - B. simple addition
 - C. misformation
 - D. archi-form

- 5) When a student makes a sentence "I did not putted the book on the table", this error is classified under...
- A. regularization
 - B. archi-form
 - C. misformation
 - D. misordering
- 6) How much the mother tongue interferes with the target language is called...
- A. linguistic difference
 - B. linguistic interference
 - C. linguistic transfer
 - D. linguistic utterance
- 7) Contacts in religious meetings can be classified ...
- A. social factor
 - B. psychological factor
 - C. linguistic factor
 - D. psycholinguistic factor
- 8) When a student makes a sentence "My brother a teacher and I a student", this error is classified under...
- A. regularization
 - B. omission
 - C. misformation
 - D. simple addition
- 9) Which is not the characteristic of learning English as a foreign language?
- A. Guided learning
 - B. Tutored learning
 - C. Formal learning
 - D. Spontaneous learning
- 10) The process under which language learners are not always aware of the results and they are not very concerned with grammatical rules and error correction is called...
- A. learning
 - B. acquisition
 - C. studying
 - D. ignoring

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

$$\text{Level of achievement} = \frac{\text{Score of the right answers}}{\text{Total score}} \times 100\%$$

Meaning of level of achievement: 90 - 100% = very good
80 - 89% = good
70 - 79% = average
< 70% = bad

If your level of achievement reaches 80% or more, you can on to the next Unit. **Good!** But if your level of mastery is less than 80%, you have to study again this unit, especially parts which you haven't mastered.

Key Answer Test Formative

Test Formative 1

- 1) A
- 2) B
- 3) C
- 4) B
- 5) B
- 6) A
- 7) D
- 8) D
- 9) C
- 10) A

Test Formative 2

- 1) B
- 2) A
- 3) A
- 4) C
- 5) B
- 6) A
- 7) C
- 8) C
- 9) A
- 10) C

Test Formative 3

- 1) B
- 2) C
- 3) A
- 4) D
- 5) A
- 6) B
- 7) A
- 8) B
- 9) D
- 10) B

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