

M. Nur. Arifin

# EVOLVING PERSPECTIVES

A Comprehensive Guide  
to TEFL Methodology



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Indonesia 

M. Nur Arifin

# **Evolving Perspectives: A Comprehensive Guide to TEFL Methodology**



**EVOLVING PERSPECTIVES:  
A Comprehensive Guide to TEFL Methodology**

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# Preface

**I**n the context of modern education, the saying “learning strategy is more important than the material” emphasizes the importance of an effective approach in the teaching-learning process. Teachers are not only tasked with delivering material, but also should be able to design innovative learning, design interesting teaching materials, and apply teaching methods that suit the needs and characteristics of students. Innovations in learning strategies allow teachers to create dynamic and interactive learning environments so that students are more motivated and able to understand the material better. The use of technology, project-based approaches, and collaborative learning are some examples of methods that can be adopted to improve the effectiveness of the learning process. Thus, the ability of teachers to continue to innovate and adapt to the times is the key to success in creating meaningful and fun learning experiences for students.

The ability of teachers to innovate in presenting teaching materials by paying attention to student learning styles like visual, audio, and kinesthetic learners is the key to success in creating meaningful and enjoyable learning experiences in the

classroom. Teachers who understand the differences in student learning styles can devise diverse strategies to accommodate each student. For example, for visual learners, the use of images, diagrams, and videos can help them understand concepts better. Meanwhile, audio learners will be more helped by verbal explanations, group discussions, and the use of audio media such as podcasts or voice recordings. In contrast, kinesthetic learners require physical activity, simulation, and direct experimentation to absorb information effectively. By applying this diverse approach, teachers increase student engagement and motivation and ensure that every student has a fair chance to succeed. This not only makes the learning process more inclusive but also helps students develop their potential to the fullest, creating a dynamic and adaptive learning environment.

In addition to understanding typical student learning, teachers must also be adaptive to technological developments, so that students who are very familiar with today's digital world can enjoy dynamic and digital technology-based learning. The integration of technology in learning allows teachers to create interactive and engaging materials, such as educational applications, e-learning platforms, and online collaboration tools. The use of simulation software, educational games, and augmented reality can make complex concepts easier to understand and more interesting to students. In addition, technology allows access to unlimited learning resources, such as video tutorials, articles, and e-books, which can be accessed anytime and anywhere. By developing digital skills and constantly updating their knowledge of the latest technologies, teachers can create a relevant and engaging learning environment, helping students become more enthusiastic and engaged in the learning process. Ultimately, this approach not only prepares students for the challenges of tomorrow but also equips them with the skills necessary to succeed in an ever-evolving digital world.

The book reviews the approaches, methods, and techniques of teaching English that are responsive to world development and types of learners, like trends in TEFL methods and approaches, current issues in English teaching, and innovative techniques in English language teaching. The author hopes that this book can provide the widest possible benefit for teachers, teacher candidates, and English instructors in schools and language institutions.

Serang, 5 Juni 2024

The Author

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## CHAPTER I

# Introduction

**W**elcome, aspiring English teachers!

Education plays a crucial role in the progress and growth of individuals as well as communities. In today's world of globalization, having proficiency in English has become a necessity. As an English teacher, you hold a significant responsibility in equipping your students with the language skills required to actively participate in this global society.

We are very happy that you have chosen to take such an important step in your career to become an English teacher. This course, TEFL, will equip you with the knowledge, skills, and understanding necessary to become an effective and influential teacher.

In this course, you will explore various teaching strategies, learning techniques, and evaluation methods that will help you create a learning environment that motivates and stimulates your students' language development. We will work together to develop your creativity in lesson planning, facilitate meaningful discussions, and build positive relationships with your students.

In addition, we will explore cultural aspects of English language learning, recognizing the importance of understanding

and appreciating cultural diversity in the teaching-learning process. We believe that with dedication, hard work, and a spirit of continuous learning, you will become an inspiring teacher and make a positive impact on the lives of your students.

Welcome to join this journey to become an agent of change in the world of English education!

## **A. Purpose and Scope of the Book**

The book “A Comprehensive Guide to TEFL Methodology” aims to provide a comprehensive understanding of Teaching English as a Foreign Language (TEFL) and to address the diverse needs and challenges encountered by educators in this field. The scope of the book encompasses various dimensions of TEFL, including the motivation levels of English instructors in school, the emergence and significance of English for Specific Purposes (ESP) teaching, the relationship between novice and experienced EFL teachers’ personality traits and their impact on teaching and the interaction patterns in TEFL classes and their pedagogical implications

Furthermore, the book aims to explore the impact of Information and Communications Technology (ICT) on TEFL. It also seeks to address the challenges faced by TEFL teachers in their professional development, including the attitudes of key stakeholders towards teacher education programs in TEFL. Moreover, the book aims to delve into the integration of multimedia tools in TEFL in secondary school, as well as the social influences and work environment affecting the overall experience of TEFL teachers.

In summary, “A Comprehensive Guide to TEFL Methodology” aims to provide a comprehensive and in-depth exploration of the multifaceted dimensions of TEFL, encompassing pedagogical, technological, and professional development aspects, to cater to the diverse needs and challenges encountered by educators in the field of TEFL.

## **B. Overview of TEFL Methodology**

The history of language teaching methods is a rich tapestry of evolving ideas and approaches that have shaped the field of language education. From the earliest European accounts of language teaching methods in the 5th century AD (Hilgendorf, 2012) to the emergence of communicative language teaching as a replacement for the structural method in the 1960s (Kholstinina et al., 2021), the evolution of language teaching has been marked by significant shifts in pedagogical paradigms. The development of language teaching theory has led to a postmethod condition, prompting a reconsideration of the metaphors used to describe methodological issues (Celce-Murcia et al., 1997). This has given rise to macro strategies for L2 teaching as broad guidelines, allowing teachers to generate situation-based micro strategies (Celce-Murcia et al., 1997).

The history of language teaching is closely intertwined with the broader issues in curriculum development (Richards & Rodgers, 2014). Richards's statement emphasizes the interconnectedness of language teaching methods with the development of curricula. This connection is crucial as it highlights the influence of broader educational frameworks on the evolution of language teaching methods. Richards suggests that the development of language teaching methods is not isolated from the broader context of curriculum design and educational objectives. Furthermore, the relationship between language teaching methods and curriculum development is underscored by the impact of different views on the relationship between objectives, content selection, and learning experiences in language curriculum development (Richards, 1984). This indicates that the historical evolution of language teaching methods has been significantly influenced by the conceptualization and organization of language curricula. The development of language teaching methods has been shaped by the changing perspectives on curriculum design, such as needs analysis and syllabus development, which have played a pivotal

role in the historical trajectory of language teaching methods.

Moreover, the impact of governance on modern languages in schools has also played a role in shaping language teaching methods (Scott, 2018). This highlights the influence of external factors, such as educational policies and governance, on the historical development of language teaching methods. The historical and pedagogical analysis of foreign language teaching has shown that it has played a significant role in the development of human society, contributing to the social development of mankind. This suggests that the historical evolution of language teaching methods is intertwined with broader societal and cultural developments, further emphasizing the interconnectedness of language teaching methods with broader educational and social contexts.

The impact of governance on modern languages in schools has also played a role in shaping language teaching methods (Scott, 2018). The policies of education, the curriculum guidelines, the law of the state, and the bureaucratic structure have affected the manner of teaching languages. As another example, the determination of just what testing formats will be used, the overall language standards and more will determine the teaching methodologies the school systems will have to bow down to within their regions. Moreover, funding allocation and resource distribution policies may be related to the provision of teaching materials, professional development of language educators, as well as the size of classes. All these factors cited above can be rough indicators of different language teaching approaches. Alternatively, part of national or regional educational philosophy's shifts and fluctuations in political climates may cause language education policy changes, which could also lead to the development of new teaching methods and priorities.

Traditional and current language teaching methods have been analyzed, shedding light on their impact on the history of

teaching English as a foreign language (Stepanechko, 2022). This statement draws on research and analysis that has been done on traditional and current language teaching methods, which provides a better understanding of how these methods have influenced the history of teaching English as a foreign language. By analyzing teaching methods that have been used traditionally and are currently in force, we can trace the development and evolution of teaching English as a foreign language over time. It helps to identify changes in teaching approaches, theories, and practices that have occurred over time, as well as understand their impact on teaching English to foreigners. Thus, the analysis provides a deeper understanding of how language teaching methods have shaped the history of teaching English as a foreign language.

The evolution of language-teaching methods has influenced many other language-teaching approaches that subscribe to a similar philosophy of language teaching (Kuznetsova, 2015). This means that developments in language teaching methods have provided inspiration and influence on other language teaching approaches that share or similar basic principles in the way they view the process of language learning and teaching. For example, the shift towards a more student-centered and interactive approach to language teaching, such as that embraced by communicative methods, has led to the emergence of other approaches that also emphasize student interaction, collaboration, and real learning experiences. Thus, the evolution of language teaching methods has paved the way for various teaching approaches that share similar philosophical foundations but may have slightly different emphases or approaches in their implementation.

In conclusion, the history of language teaching methods is a dynamic narrative of changing paradigms, from the earliest accounts of language teaching to the emergence of communicative language teaching and the postmethod condition. The evolution of language teaching methods has been influenced by broader

issues in curriculum development, governance, and the impact of traditional and current language teaching methods on the teaching of English as a foreign language.

### **C. Importance of Understanding Language Acquisition and Teaching**

Understanding the concepts of language acquisition and language teaching is crucial, as they are closely related aspects of language learning. Language acquisition refers to the natural process by which individuals acquire language skills through exposure to language in everyday environments. Having a good understanding of language acquisition helps us appreciate the complexity and uniqueness of the language learning process, as well as recognize the role of the environment in shaping one's language skills. On the other hand, language teaching involves deliberate and planned efforts to transfer language knowledge and skills to students through instruction, learning activities, and mentorship. For foreign language teachers, understanding the concepts of language acquisition and teaching can make it easier to design effective teaching strategies, select suitable learning methods, and compile relevant evaluations to measure student progress. By understanding language acquisition theories such as nativist theory and interactionist theory, a teacher can structure activities that allow students to learn language naturally through social interaction and real-life experiences.

In today's digital era, language acquisition is undergoing significant transformation, which is largely influenced by advances in information and communication technology. With easier access to the internet, language learning apps, online learning platforms, and social media, individuals have unlimited access to language resources and content from various sources around the world. This allows for more flexible, independent, and personalized language learning according to each individual's needs.

Technology has made language learning more interactive and engaging than ever before. With the use of video, audio, animation, and educational games, language learning apps like Duolingo, Babbel, Future Learn, Cambridge English Online, and many others offer structured and fun learning experiences through various activities and tests. Furthermore, online learning platforms such as Coursera, Udemy, and Khan Academy provide online language courses taught by qualified instructors from various parts of the world. Social media platforms such as Facebook, Twitter, and Instagram offer opportunities for individuals to interact with native speakers and language communities from different countries. This enables language learners to practice their speaking, listening, and writing skills directly with native speakers, while also gaining a deeper understanding of the culture and daily life in those countries.

While the digital age has brought many advantages in language acquisition, it also presents some challenges. One of these challenges is the risk of becoming too dependent on technology. Additionally, it can be difficult to select high-quality resources for language learning. Finally, learners may miss out on direct social interaction, which is an important aspect of language learning. To overcome these challenges, individuals should use technology wisely, combine online learning with hands-on experience, and actively communicate with native speakers and language communities to achieve optimal language proficiency.

To design effective learning experiences that cater to different learning styles and promote optimal language development, teachers must have a deep understanding of language acquisition and language teaching. This knowledge helps language education practitioners become more responsive to their student's individual needs and characteristics, ultimately leading to greater success in language learning.





## CHAPTER II

# Foundations of TEFL Methodology

### **A. Approach to Language Teaching and Learning**

Approaches to language teaching and learning are constantly evolving and of interest to language educators and researchers worldwide. Various approaches have been developed and tested to understand and enhance the effectiveness of the language learning process. These approaches consist of diverse methods, strategies, and techniques, all aiming to provide learners with engaging and meaningful learning experiences. Each approach has its philosophy and principles underlying its approach to language learning, ranging from traditional to innovative. By understanding these different approaches, educators can select and apply the methods that best suit the needs and characteristics of their learners. In this chapter, we will explore some of the key approaches to language teaching and learning, along with their implications and practical applications in today's educational context.

#### **1. Grammar Translation Method**

The Grammar Translation Method (GTM) was an early approach to foreign language teaching that emerged in the 19th century.

It was influenced by the prevailing philological thought of its time, which focused on helping students understand classical texts in a foreign language and developing their understanding of the language's structure. GTM places emphasis on practicing translation from and into the target language, as well as learning grammatical rules systematically. It also prioritizes teaching through grammatical analysis, where students break down text into smaller parts to learn the language's structure in detail. While GTM provides a solid foundation for language teaching, it has been criticized for its heavy focus on grammar acquisition and translation, with less emphasis on communication skills in the target language. Nonetheless, GTM remains influential in the history of foreign language teaching and has paved the way for the development of more modern language teaching approaches.

The GTM has a historical foundation in traditional language teaching approaches. It is characterized by its emphasis on translating between the target language and the native language, and it is often associated with a focus on accuracy in language learning (Richards & Rodgers, 2001). GTM has been utilized in various contexts, such as teaching reading comprehension, enhancing speaking proficiency, and improving students' grammatical knowledge and oral production (Pham & Binh, 2014). Research suggests that GTM can effectively teach reading comprehension and motivate students. Additionally, GTM has been employed to explain grammar rules and usage in different languages, such as Bahasa Indonesia and English, to young learners (Suseno & Purwati, 2020).

However, GTM has faced criticism, leading to the proposal of alternative approaches, such as the Communicative Grammar Translation Method, which emphasizes both communication skills and grammar learning in language pedagogy. Furthermore, in contrast to GTM, the Communicative Approach prioritizes fluency in language use (Chang, 2011). The overuse of GTM in teaching English, particularly in the context of grammar-dominated exams,

has been identified as a problem (Khuong, 2015).

In the realm of language teaching, studies have explored the correlation between students' grammar mastery and their translation ability (Oktari et al., 2019), as well as the effects of communicative grammar teaching on students' achievement of grammatical knowledge and oral production (Pham & Binh, 2014). These studies have contributed to the ongoing discourse on language teaching methodologies and the effectiveness of GTM in different educational settings.

In conclusion, the Grammar-Translation Method has a rich history in language teaching and has been the subject of various studies and approaches aimed at enhancing language learning. While it has been effective in certain contexts, criticisms and alternative methods have also emerged, reflecting the ongoing evolution of language teaching methodologies.

## **2. Direct Method**

The Direct Method (DM) in language teaching emerged as a response to the Grammar-Translation Method, aiming to provide a more communicative and immersive approach to language learning. It emphasized the use of the target language in the classroom, focusing on oral communication and everyday vocabulary rather than translation and grammar rules. Proponents of the Direct Method, such as Maximilian Berlitz and Charles Berlitz, advocated for its effectiveness in promoting natural language acquisition through contextualized and practical language use. The method gained prominence as part of a rapid transition in language teaching methodologies, from the traditional grammar-translation approach to the direct method and subsequently to audiolingualism and other modern reformist methods (Richards & Rodgers, 2001). The direct method represented a significant advancement in language teaching history, marking a departure from the classical grammar-translation method and paving the way for subsequent innovative approaches. The Direct Method's

emphasis on spoken language and real-life communication aligned with the principles of the natural approach to language learning, which emphasizes language acquisition through exposure and interaction. However, the Direct Method also faced criticism for its lack of attention to grammar and written language skills, leading to the development of alternative methodologies such as the Audio-Lingual Method and the Communicative Approach.

DM emphasis on spoken language and real-life communication resonated with the principles of the natural approach to language learning, which prioritizes language acquisition through exposure and interaction. Advocates of the Direct Method believed that language learning should mirror the process of first language acquisition, where learners naturally absorb language structures and vocabulary through meaningful contexts. However, despite its innovative approach, the Direct Method encountered criticism for its neglect of grammar instruction and written language skills. Critics argued that the exclusive focus on oral proficiency could leave learners lacking in formal language competency. Consequently, this criticism led to the development of alternative methodologies such as the Audio-Lingual Method and the Communicative Approach. These methodologies sought to address the perceived shortcomings of the Direct Method by incorporating structured grammar instruction, written language practice, and a balance between fluency and accuracy in communication. Despite its critiques, the Direct Method laid the groundwork for subsequent language teaching methodologies, influencing the evolution of language education towards more communicative and learner-centered approaches.

In conclusion, the Direct Method has a significant historical role in language teaching, representing a shift towards more communicative and immersive language learning approaches. While it had its limitations, its influence on subsequent language teaching methodologies is evident in the continued emphasis on oral proficiency and authentic language use in language education.

### 3. Audiolingual Method

The audiolingual method, which emerged in the late 1950s, was a significant development in language teaching. It was compared to the cognitive code learning method, a deductive approach, and was influenced by behaviorist psychology, structural linguistics theory, and contrastive analysis (Ketabi & Shahraki, 2011), (Shaffer, 1989). The audiolingual method emphasized habit formation and the development of oral skills through repeated practice and drilling (Nunan & Richards, 1990). It was a dominant approach in language teaching, persisting alongside the Grammar Translation Method (GTM) in various contexts, such as in Korea (Whitehead et al., 2019). However, the method began to decline in the 1960s, leading to the development of the cognitive approach as an improvement over the audiolingual method (Haddad, 2017). The audiolingual method also played a role in the evolution of pedagogical approaches, from the audiolingual method to current post-methods frameworks (Bourns, 2023).

The historical perspective on language teaching methods shows that the audiolingual method was part of a series of prevalent and declining methods and approaches, including the Grammar Translation Method, Direct Method, Structural Method, Reading Method, Silent Way, Suggestopedia, Total Physical Response, and Communicative Language Teaching (Van, 2022). The audiolingual method was influential in the development of integrated language teaching models, although it had its shortcomings (Hinkel, 2010). It was also associated with the emergence of new alternative methods, such as the communicative method, and was part of a profusion of competing language teaching methods (Hall, 2020).

The audiolingual method's theoretical failure was its inability to facilitate the transition from learned sentences to creativity, which contributed to the rise of post-Chomskyan language-learning models (Spolsky, 1988). Despite its decline, the audiolingual method has left a lasting impact on language

teaching, particularly in the development of vocabulary learning approaches and the improvement of language learning processes and outcomes (Ritonga, 2023; Tehrani et al., 2013).

#### **4. Communicative Approach**

Daisy's introduction of CLT, or Communicative Language Teaching, in 2012, revolutionized the field of language education. This approach firmly emphasizes the importance of interaction as both the method and objective of learning a second or foreign language (Hattani, 2018). As described by Richards and Rodgers in 2001, CLT aims to prioritize communicative competence as the primary goal of language education, while also devising procedures for teaching the four language skills that fully acknowledge the interconnectedness of language and communication. In short, CLT is a powerful tool for achieving language proficiency and promoting effective communication. The Communicative Language Teaching (CLT) approach has been widely recognized as the most effective theoretical model in English language teaching since the early 1970s. According to Richards and Rodgers (2001), language carries not only functional meaning but also social meaning. Therefore, it is equally important for language learners to understand the linguistic forms and their potential communicative functions and social meanings. In other words, learners should be able to associate linguistic forms with appropriate non-linguistic knowledge to account for the specific functional meaning intended by the speaker. Littlewood (1981) has further suggested that the CLT approach emphasizes both functional and structural aspects of language, which is one of its most distinguishing features.

Communicative Language Teaching (CLT) is a teaching approach based on Hymes's concept of communicative competence. Hymes (1972) believed that being competent in grammar and linguistics alone is not sufficient for using language in a given social-cultural context (Hymes, 1972). Therefore, the

situation in which language needs to be used becomes crucial for language teaching. According to Howatt (1984), CLT emphasizes the importance of providing learners with opportunities to use English for communicative purposes and integrating such activities into a broader language teaching program. This approach assumes that language cannot exist without a social context (Sato & Kleinsasser, 1999) Therefore, both language learning and teaching should be accomplished in its context. The primary goal of CLT is to develop communicative competence in learners. This approach assumes that learners can learn language effectively by using it in a communicative context. As a result, learning that emphasizes communicative competence has become increasingly common worldwide.

➤ **Fluency goal**

Communicative Language Teaching (CLT) aims to teach communicative competence, which in turn leads to fluency. Fluency refers to natural language use when a speaker engages in meaningful interactions and maintains comprehensible communication despite limitations in their communicative abilities. However, the CLT approach has been criticized by some teachers for being biased towards native-speaker teachers and for neglecting the traditional grammar-translation method. Some educators, like Harmer (2003), argue that the CLT approach has eroded the explicit teaching of grammar, resulting in students sacrificing accuracy for fluency.

The communicative language teaching methodology, which falls under the communicative approach, places a higher value on fluency than accuracy. This approach takes a different stance towards errors made by learners. In the past, errors were often viewed as a failure on the part of both learners and teachers. However, the communicative language teaching approach prioritizes communication efficiency over



accuracy. Mistakes made by learners are seen as a sign of progress in their ability to internalize the language system. According to this approach, errors can provide insights into how language learners process language data. These errors can result from interference from the mother tongue when learners rely on their existing knowledge of their first language to solve problems in the target language, especially when they haven't yet mastered enough knowledge of the target language.

➤ ***Doing Emphasis at the Expense of Knowing***

According to Widdowson (1990), the Communicative Language Teaching (CLT) method emphasizes on encouraging learners to use the language to express ideas and carry out various communicative activities. The idea behind this method is that learners will naturally acquire the rules of language as they use it. However, the problem is that acquiring grammar rules is not as simple as assumed. As Widdowson (1990) notes, learners often end up with a limited and imperfect understanding of the language system, which is not supported by a comprehensive knowledge of the language. This means that learners do not always automatically infer knowledge of the language system from their communicative activities. In other words, their doing does not necessarily lead to knowing, but rather results in sacrificing knowing. Or, as Widdowson (1990) puts it, "Grammatical knowledge did not always follow as a necessary corollary of communication."

## **B. Key Theoretical Concept**

### **What is Language**

Language is a remarkable aspect that sets humans apart from other creatures. It enables us to think critically and communicate effectively. It plays a crucial role in our day-to-day lives, shaping our experiences and interactions. Through language, we can share

our thoughts, ideas, and knowledge, and learn from one another. The theories of Edward Sapir and Benjamin Whorf suggest that language plays a key role in shaping our worldview, as our thoughts and perceptions are relative to our spoken language. This implies that our language has a significant impact on our thoughts and actions, and we must be mindful of the words we use. By understanding how language influences our cognition, we can improve our communication skills and develop a deeper appreciation for the power of language.

All the linguists like Sapir (1921), Wardhaugh (1972), Lyons (1981), Robins (1985), and Chomsky (2000) have tried different ways to establish what language is. For instance, Sapir (1921), at least, comes up with the statement that language is a human and inborn device by which humans communicate by using a set of vocal signs to mean ideas, experiences, and thoughts. Another category of theories is proposed by Wardhaugh (1972) who treats language as a vocal communication system of arbitrary vocal symbols that separate individuals from each other by building an unbreakable bridge to their common goals of a social group.

Lyons (1981) describes a language as a primary system of communication or an exchange system used by those human beings who identify themselves as members of a particular society. Robins (1985) categorizes language as a system of rules and symbols that act like a code, which can be altered or added as the needs of language users change. In contrast, Chomsky (2000) characterizes a language as the inborn capacity of native speakers to understand and form grammatical sentences which may be either finite or infinite. In the Merriam-Webster dictionary (2013), the word language is defined as a human system of words or signs that people use to convey their thoughts or feelings to each other. Accordingly, the 'human', 'system', 'arbitrary', 'vocal', 'symbols', and 'means of communication' are the features that the language presents furthermore they are also the characteristics of the human language. Consequently, it is seen that a definition

of language that captures all the particular properties, or a single definition that fully describes the concept of “language” by listing all the properties of language, can be hard to find.

There are various perspectives on what language is from different fields. Philosophers view language as a means of thought, sociologists see it as a form of behavior, psychologists consider it a barrier that obstructs the understanding of the mind at work, and linguists define it as a system of arbitrary signs (Mackey & Francis, 1966). According to O’Grady and Katamba (1987), language can be described in different ways such as a language, a thought pattern, a way of expression, a relationship dynamic, a topic of discussion, and a means of cultivating identity.

In addition to O’Grady and Katamba, de Saussure, a linguist, also delves into the definition of language. He approaches language from two angles, namely *langue* and *parole*. *Langue* refers to the theoretical linguistic system that all members of a speech community share. It is not spoken by anyone but is believed to be the generalized rules of language. On the other hand, *parole* is the real-life expression of language in speech, which is unique and specific to the situation in which it is used. A comparable distinction is made by the American linguist Noam Chomsky, who uses the terms competence and performance to describe language. Competence is the theoretical language user’s understanding of the rules of grammar, while performance is the actual expression of this knowledge in spoken utterances.

Likewise, de Saussure places language within a system; a system in which all the terms are interrelated, and where the significance depends solely on other terms in the system. Allen and Corder conclude that not everyone will agree that one can describe language being a single total system but it’s the nature of the language that can partially (or some) be described in terms of (or as) a system. Allen goes on to reiterate this view even further by suggesting that, when we draw upon a specific tense form in

any language, we also imply meaning in a way that this particular form stands transiently or is in a state of contrast with other forms in the tense system that we might have chosen to use but didn't. Hence the importance of the structural system has highly been emphasized by linguists, as how Fries (Fries, 1955 in Allen & Corder, 1975:29) says 'we should not teach habits concerning items as items, but habits about an ordered system of structural patterns'.

Linguistic experts, such as Leonard Bloomfield, Ferdinand de Saussure, and Noam Chomsky (1965), have varying opinions on the mechanics of language. Chomsky espoused the idea that language structure exclusively produces grammatically proper sentences. Conversely, Bloomfield (1970) contended that language structure could be reduced to more manageable components, such as phonemes. Mackey and Francis (1966) posited that Chomsky's transformation grammar theory employs a series of transformations to link the fundamental structures of language, facilitating an unrestricted array of sentence possibilities with a restricted number of elements.

In conclusion, language is a collection of meaningful sounds and symbols that people use to express their thoughts and emotions. This definition underscores the importance of language in promoting communication within a community. Additionally, language encompasses the practical challenges of language acquisition and usage in personal and societal growth, as defined by communicative competence. This perspective acknowledges the evolving nature of language and its critical role in facilitating effective social interactions. Moreover, language is not limited to verbal communication but also encompasses important aspects of grammar, which are supported by a network of interconnected structures rooted in frontal/basal-ganglia circuits involved in learning and executing motor and cognitive skills (Ullman & Pierpont, 2005). This indicates that language is a complex cognitive process that involves various brain regions and functions.

## 1. The Nature of Language

The nature of language is complex and intricate, as it reflects the intricacy of human cognition and communication. Language is a dynamic system, constantly evolving and adapting to meet the needs of its users. It comprises various elements, including phonology (the sounds of language), morphology (the structure of words), syntax (the arrangement of words in sentences), semantics (the meaning of words and sentences), and pragmatics (the use of language in context). All these components work together systematically to convey meaning and facilitate communication. Language is also creative and generative, allowing speakers to produce an infinite number of novel utterances to express their thoughts, feelings, and intentions.

Language is a sophisticated system that operates according to specific grammatical guidelines and structures, while also permitting some degree of divergence and diversity within those parameters. This adaptability results in the development of unique dialects, accents, and personal modes of expression. Furthermore, language is closely intertwined with culture, as it both mirrors and shapes the attitudes, principles, and customary practices of a society. It fulfills not only a communicative function, but also serves as a vehicle for asserting identity, safeguarding tradition, and fostering social solidarity.

Additionally, language is inherently symbolic, with words and linguistic structures representing abstract concepts and ideas. This symbolic nature enables humans to engage in higher-order thinking, abstraction, and complex reasoning. Language also plays a crucial role in cognitive development, influencing how individuals perceive and interpret the world around them. In essence, the nature of language is multifaceted, encompassing a rich interplay of cognitive, social, cultural, and symbolic dimensions. Understanding its intricacies is essential for appreciating its profound impact on human thought, behavior, and interaction.

Various fields of study contribute to understanding the nature of language. Psycholinguistics explores the relationship between language and human behavior, delving into how language influences reasoning and behavior (Vocroix, 2021). Ethnolinguistics investigates the connection between language and different cultural communities, particularly those without a written language (Li et al., 2015). Moreover, natural language processing, a key area in artificial intelligence research, focuses on understanding and processing human language (Ma et al., 2023). It plays a crucial role in extracting tacit knowledge expressed through natural language, highlighting the significance of language in conveying implicit information (Ma et al., 2023).

According to many literary works such as those by Mackey & Francis (1966), Lyons (1981), Robins (1985), Richards & Rodgers (1986), and Fairclough (1997), below are six assumptions or aspects when examining the nature of language;

➤ **Language as a substance**

First, as a substance, language is a concrete entity that can be apprehended through various sensory channels. Mackey and Francis (1966) proposed that this entity can be classified into two distinct components: *content substance* and *expression substance*. The former pertains to the abstract meaning conveyed by words, while the latter addresses the visual or auditory manifestation of language. The majority of physical approaches to language, like acoustic phonetics, fall under the umbrella of phonetic theories.

➤ **Language as a form**

Some language theories consider language as a *form* rather than a *substance*. Language is a separate symbolic form that conveys content. According to Cassirer (1944), humans are “symbolic animals” who understand their worldview by giving meanings to things in symbolic patterns. Bloomfield (in Mackey & Francis, 1966) excludes both mind and matter

from linguistics and argues that a linguist cannot deal with psychological problems. Bloomfield considers the nature of language as the classification of speech by form rather than by meaning.

➤ **Language as both form and substance**

Various theories have attempted to define language either as a form or a substance. According to Mackey and Francis (1966), language content comprises the ideas and objects we discuss, while language expression refers to the way we communicate these concepts. However, this viewpoint prompts the question of how these ideas connect with the meaning units that a listener employs to comprehend what a speaker says. Some theories assert that the language patterns stem from real-life experiences, while others contend that the language structure itself shapes our perception of the world. Sapir and Whorf perceived language as a self-contained, innovative symbolic system, and they argued that the grammar of a language not only reflects ideas but also influences them. Thus, these theories imply that language can articulate certain concepts but not others, and that teaching a new language involves introducing a new way of thinking.

➤ **Language as an activity**

Some linguists and teachers view language as an activity. They believe that language is the way people use it. In this case, language is seen as an action of the mind or the brain. As a mental action, language is considered as psycho-mechanics or stimulus-response. When language is viewed as a stimulus-response, it is seen as a verbal response to an external stimulus. It means that language learning is treated as a process of reacting to stimuli. This perspective has led to the development of various teaching methods based on this view.

➤ **Language as a system of arbitrary vocal symbols**

Scholars such as Wardhaugh (1972), Lyons (1981), and Robins (1985) view language as a collection of arbitrary vocal symbols. All languages function through the use of symbols, with different symbols forming unique words that represent specific concepts. For language to be effective, these symbols must be accurately perceived by both the speaker and the listener. Language symbols are vocal and are primarily used in speech. While there are other non-vocal symbols such as gestures and visual signals, they do not constitute a language. Additionally, sounds in a language are produced through vocal organs, making human language a system of arbitrary vocal symbols.

➤ **Language as structural view, communicative view and interactional view**

Mackey and Francis, as well as Richards and Rodgers, have discussed the nature of language. Richards and Rodgers (1986) suggest that there are three main perspectives to consider when examining language: the structural view, the communicative view, and the interactional view. The structural view sees language as a system of related elements that carry meaning. These elements include phonological units (phonemes), grammatical units (phrases, clauses, sentences), grammatical operations, and lexical items (functional and structural words). According to Richards and Rodgers, mastering these elements is the goal of language learning. Approaches such as audio-lingual methods and total physical response are based on this view.

According to the communicative view, language is a tool for conveying functional meaning. This perspective focuses on the communicative and semantic aspects of language, rather than just its grammatical features. The goal of language acquisition is to develop the ability to express communicative



functions and significant categories. The communicative approach, functional notional syllabus, and natural approach are some of the methods that support this viewpoint.

The interactional view is a modern perspective on language that focuses on its role in establishing and maintaining interpersonal relationships and completing social transactions. From this viewpoint, language learning should enable individuals to initiate and maintain conversations with others. Interactional analysis and conversational analysis are two key research areas that follow from this perspective. Norman Fairclough also subscribes to this view and describes the ideological struggle that occurs within language use as 'discourse'. Vygotsky's social cognition learning model also supports the interactional view, as children learn a great deal through their interactions. Therefore, proponents of this language view emphasize the importance of curricula that prioritize learner interactions and learning tasks.

## **2. Language Acquisition Theory**

Explanations of language acquisition theories, such as nativist, behaviorist, cognitive, and interactionist theories, provide deep insight into the complex processes by which individuals acquire language. The nativist theory, popularized by Noam Chomsky, proposes that humans are born with an innate ability to understand and use language. This means that fundamental aspects of language structure, such as grammar and syntax, have been genetically inherited and are located within the innate structure of the human brain.

On the other hand, behaviorist theory emphasizes the influence of the environment in the formation of language behavior. According to this approach, language is learned through a stimulus-response process, with positive and negative reinforcements influencing language use behavior.

In the behaviorist approach to language acquisition, environmental influences and responses to stimuli are essential in shaping an individual's language behavior. The process of language learning is seen as the result of external stimuli given to the individual and the responses produced by the individual to those stimuli, such as a) **positive reinforcement**; praise, or rewards given to our children. For example, when the child says "thank you" after being given food, the parent compliments, "It's great that you said thank you!" This positive reinforcement increases the likelihood of the child using the word "thank you" again in the future, b) **negative reinforcement**; a student in the class gets a red note because he doesn't use polite language when communicating with classmates. Getting a reprimand or punishment like this is a form of negative reinforcement, which encourages students to change their behavior to conform to desired social norms, c) **modeling**; a child learns to use new words by imitating or modeling the behaviors he sees around him, for example, when a child sees his older brother asking for something with polite words like "please", he then imitates it and uses those words when he needs help.

Cognitive theory, as proposed by Piaget and Vygotsky, recognizes the role of thinking, perception, and comprehension in language acquisition. According to this theory, language learning occurs through complex cognitive processes, including information processing, storage, and the use of cognitive strategies. An example of this cognitive theory is that when a child learn a new language, they relate words to concepts they knew before, build new cognitive schemes, and use problem-solving strategies to understand and apply the language in a variety of contexts. For example, when a child learns the word "buffalo," they might relate it to a picture or experience they have of buffalo, and then use the word to refer to the animal in different situations.

Meanwhile, interactionist theory combines elements from nativist, behaviorist, and cognitive theory, by emphasizing social

interaction and communicative context in language learning. According to this approach, language is learned through interaction with others, both verbally and non-verbally, as well as through communicative situations in everyday life. This means that language learning is seen as the result of interactions between individuals and their environment, including interactions with others and diverse communicative situations. An example is when a student learns a language by participating in group discussions or role-playing in speaking scenarios. They acquire the language through input and active interaction with their peers, creating opportunities for practice and reinforcement of the language in a meaningful context.

By understanding and studying these various theories, we can better understand the multiple factors that influence language acquisition and apply this knowledge in language teaching to help students acquire language more effectively and efficiently.

### **3. Approaches to Language Teaching**

Language teaching involves a variety of approaches, methods, and strategies designed to facilitate an effective language-learning process. This includes various approaches to teaching, such as communication-based teaching, cooperative learning, task-based learning, and others, which are selected according to the needs and characteristics of students. Teaching methods, such as assignments, simulations, role plays, and the use of technology, are used to provide students with engaging and meaningful learning experiences. Flexible learning strategies are also applied to accommodate different learning styles and facilitate a deep understanding of the material being taught. Thus, language teaching involves a continuous effort to design and deliver the subject matter in an interesting, relevant, and effective way for students to acquire the language well.

In language teaching, several aspects need to be considered to ensure an effective and holistic learning experience for students.

First, is an understanding of students' individual needs, including their language ability, interests, and learning styles. Furthermore, the selection of teaching methods and strategies that are appropriate to learning objectives and student characteristics is important. Cultural aspects must also be considered, both in the selection of teaching materials and in building an inclusive and diversity-supportive classroom environment. In addition, the integration of technology in language teaching is also an important aspect of enriching students' learning experience. Regular evaluations and feedback also need to be provided to monitor student progress and adjust teaching strategies as per their needs. Lastly, it is important to pay attention to language teaching ethics, including fair treatment of all students and respect for the diversity of their cultures and backgrounds. By paying attention to these aspects, language teaching can become more effective and relevant for all students.

So it can be said that language acquisition refers to the natural process by which individuals acquire the ability to use language spontaneously and intuitively through exposure to language in an everyday environment. This process usually occurs from birth and takes place continuously throughout life, without any formal instructions. On the other hand, language teaching involves the deliberate and planned effort of a teacher or facilitator to transfer language knowledge and skills to students through instruction, learning activities, and guidance. This involves selecting teaching methods and strategies appropriate to learning objectives and student characteristics, as well as evaluating student progress through tests, performance appraisals, and feedback. Thus, while language acquisition is an internal process that occurs naturally, language teaching is an external process that involves interaction between teachers and students to achieve specific learning goals.



## CHAPTER III

# Major Trends in TEFL Methods and Approaches

### **A. Communicative Language Teaching (CLT)**

Many language teachers today prefer using the communicative approach in their classrooms. However, there is a lack of clarity on what exactly it entails. Some teachers associate it with teaching conversation skills, while others believe it means excluding grammar from lessons. Additionally, some emphasize open-ended discussions as the primary activity in a course. What is your understanding of communicative language teaching? Before we discuss this further, let us clarify the characteristics of communicative language teaching by choosing one of the statements below;

1. It is believed that people learn a language better when they use it to accomplish tasks, rather than focusing on studying language rules and practicing them.
2. While the importance of grammar in language teaching has been debated, it is generally agreed upon that it still plays a vital role in communication and language learning.
3. The primary way people learn a language is through communication, such as speaking, listening, reading, and writing.

4. Although errors are a natural part of language learning, they should still be corrected as they can hinder effective communication.
5. While CLT (Communicative Language Teaching) places a strong emphasis on teaching speaking skills, it also focuses on other language skills such as reading, writing, and listening.
6. Classroom activities should be both meaningful and involve real communication to enhance language learning.
7. Dialogues can be used in CLT to promote real-life communication and language use.
8. Both accuracy and fluency are important goals in CLT, as they are both essential for effective communication.
9. CLT is usually described as an approach to teaching language, rather than a specific method.

Communicative Language Teaching (CLT) is an approach to language instruction that aims to enhance communicative competence through various classroom activities, with the teacher serving as a facilitator and emphasizing the active role of learners in the learning process. This method shifts the teacher's role from being a mere transmitter of knowledge to a facilitator of language learning, focusing on authentic communication and real-life situations to initiate language use (Sekiziyivu & Mugimu, 2017). CLT underscores the importance of communication as the primary goal of language acquisition, aligning with the integration of language skills and emphasizing the interdependence of language and communication.

CLT has been recognized for its effectiveness in promoting communicative output, enhancing students' speaking and listening skills, and fostering communicative competence (Ghafar et al., 2023). By providing opportunities for students to engage in real communicative contexts where information exchange is authentic and language use is unpredictable, CLT encourages

language learners to actively participate in using the language (Sutanto & Sjamsir, 2022). This approach not only aims to develop students' communicative competence but also acknowledges the significance of grammatical competence within the broader goal of language teaching.

Moreover, CLT has been implemented in various educational settings worldwide, including secondary schools, universities, and innovative learning centers, with a focus on improving students' language proficiency and abilities to use the language effectively in real-world situations. Studies have shown that CLT can positively impact students' attitudes toward language learning, enhance their communicative skills, and improve their overall language proficiency (Samiullah et al., 2018). Additionally, CLT has been instrumental in promoting group dynamics, communication skills, and learner awareness, contributing to a more interactive and engaging language learning environment (Liengleam & Sangiamwibool, 2017).

## **1. The Goals of Language Teaching**

The primary goal of communicative language teaching is to equip learners with communicative competence, which involves the ability to use a language effectively in real-life situations (Brown, 2007). This is distinct from grammatical competence, which pertains to understanding the structural elements of a language, such as parts of speech, tenses, clauses, and sentence constructions. Although grammar is undoubtedly crucial, it is not the sole focus of language acquisition, and a mastery of grammatical rules alone does not guarantee effective communication. As a result, developing communicative competence is an integral part of language learning.

Communicative competence includes the following aspects of language knowledge:



- a. Knowing how to use language for a range of different purposes and functions
- b. It is important to understand how to adapt our language depending on the context and the audience. This includes being able to differentiate between formal and informal speech, as well as using appropriate language for written versus spoken communication. Being proficient in these skills can help us effectively convey our message and communicate in a way that is appropriate for the situation at hand.
- c. It's important to adjust our language based on the situation and audience, such as using formal and informal speech appropriately and tailoring language for written versus spoken communication.
- d. Having the ability to maintain effective communication despite language barriers is crucial in today's globalized world. One way to achieve this is by implementing various communication strategies that can bridge the gap between different languages and cultures. By doing so, individuals can overcome their limited language knowledge and ensure that their message is conveyed accurately. It is essential to understand the importance of adapting our language use based on the setting and the participants involved to ensure effective communication and avoid misunderstandings.)

## **2. How Learners Learn a Language**

Our understanding of second language learning has significantly changed in the last 40 years, and Communicative Language Teaching (CLT) is partly a reaction to these changes. In the past, language learning was mainly focused on acquiring grammatical competence. The process was viewed as a mechanical habit-forming exercise, where good habits were developed by having students produce correct sentences without making any mistakes. Mistakes were to be avoided through controlled opportunities

for production, either written or spoken. By memorizing conversations and performing drills, the chances of making errors were minimized, and the teacher was considered to have total control over the learning process (Richards & Rodgers, 2001).

According to the communicative language teaching (CLT) approach, language is viewed as a means of communication that is influenced by various factors such as the situation, participants, purpose, and location. Therefore, the teaching of language should involve the teaching of communication, which is context-specific and takes into account these elements that affect how people express and interpret messages (Nunan & Richards, 1990).

Advocates of Communicative Language Teaching (CLT) believe that language should be taught and used in its authentic form, as it is spoken by native speakers in real-life communication situations. This approach contrasts with the traditional view of teaching “language usage,” which focuses more on teaching grammar. In CLT, grammatical errors that may arise during communication are not seen as mistakes, but rather as surface structures that result from the surrounding context. These structures carry a deeper meaning that is understood by all participants in the communication process. Despite the use of incomplete or non-standard forms, the language used in these situations is effective in conveying the intended message and facilitating mutual understanding.

### **3. Learning theory**

One of the best-known learning theories of Communicative Language Teaching (CLT) is that people learn language best by using it to accomplish tasks, rather than simply by studying grammar rules. This approach was developed in response to previous learning practices that focused heavily on grammar rules but failed to help students communicate effectively in spoken English. An interesting statement related to this principle comes from a linguist Brown (2014), who advises teachers not to

overemphasize grammar instruction, as students should aim to be effective English communicators, not just grammarians.

Richards and Rodgers have summarized a comprehensive package of learning theory in CLT with the following three points:

- a. Learning is promoted through activities that involve real communication.
- b. Learning is promoted through activities that involve language used for carrying out meaningful tasks.
- c. Learning is supported by language that is meaningful to the learners.

According to Richards and Rodgers (2012), selecting appropriate learning activities should prioritize engaging the learner in authentic and meaningful language use, rather than simply practicing language patterns mechanically. To ensure the effectiveness of such activities, they should facilitate real communication, involve meaningful tasks, and employ language that is contextually relevant and significant.

#### **4. Principle**

Nunan (2012) described five features of CLT that are generally accepted by most linguists and practitioners today. These features include:

- a. A focus on learning to communicate through interaction in the target language.
- b. The use of authentic texts in the learning process.
- c. The provision of opportunities for learners to focus on both language and the learning process itself.
- d. An emphasis on the learner's personal experiences as important contributors to classroom learning.
- e. An attempt to connect classroom language learning with language use outside of the classroom.

Richard's (2013) highlights the fundamental assumptions and practices of CLT as follows:

1. Learning a new language is most effective when learners engage in meaningful communication and interaction with others.
2. Classroom exercises and tasks should enable students to understand language use, expand their vocabulary, and communicate with others on a personal level.
3. The most meaningful communication occurs when students are interested, engaged, and find the content relevant and useful.
4. Communication is a complex process that involves the use of different language skills and modes of expression.
5. Learning a language involves both discovering underlying language rules and analyzing language use and structure.
6. Learning a language is a gradual process that involves trial and error. Although mistakes are common, the goal is to use the language accurately and fluently.
7. Learners progress at their own pace and have different learning needs and motivations.
8. Successful language learning requires effective communication and learning strategies.
9. Teachers play a vital role as facilitators in creating an environment that fosters language learning and provides opportunities for practice and reflection.

## **5. Techniques and Procedure**

CLT allows for various language teaching techniques, as long as they adhere to CLT principles. Some commonly used techniques in the classroom include those summarized by Richards (1990).

### **a. Fluency versus accuracy**

Fluency activities refer to exercises that encourage students to use language naturally by engaging in meaningful interactions and maintaining ongoing communication, despite any communicative limitations they may have. In order to attain fluency, students are required to utilize communication strategies, rectify misunderstandings, and strive to avoid communication breakdowns. Conversely, accuracy activities aim to hone students' ability to use language with precision in terms of grammar and pronunciation. While fluency emphasizes the natural production of language, accuracy activities center around the precise usage of language.

### **b. Mechanical, Meaningful, and Communicative Practice**

Experts recommend three kinds of language learning activities that should be conducted in the classroom after a brief grammatical explanation. These activities are mechanical, meaningful, and communicative practices.

1. Mechanical practices are usually used in the Army Method or ALM, where students learn to use language successfully without necessarily understanding it.
2. Meaningful practices involve contextual sets of communication that engage students to communicate by making meaningful choices. In this activity, the teacher creates the context and task of communication, allowing students to explore language to express ideas.
3. Communicative practices involve using language freely from the students' own real-life situations and experiences. In this activity, the teacher uses students' knowledge and experience as an integral part of the learning process.

By conducting these three activities in the order of mechanical-meaningful-communicative practice, students can effectively learn a new language in the classroom.

### **c. Information Gap Activities**

Information gap activities are instructional techniques that are frequently used in language teaching and learning to improve communication and comprehension skills. These activities involve creating a scenario where one participant has specific information that another participant lacks, compelling them to exchange information to bridge the gap. The main purpose of these activities is to actively engage learners in meaningful communication, typically in pairs or small groups. In these activities, participants are motivated to communicate in the target language to obtain or convey the missing information. This process often requires negotiation, clarification, and confirmation, promoting real-world language use and enhancing language acquisition. Here are examples of information gap activities include:

#### **6. Find Someone Who**

Participants will be provided with a list of questions or statements regarding personal interests and preferences. They will need to find someone in the group who matches each criterion and then follow up with additional questions to gather more details.

#### **7. Jigsaw Reading**

Participants will be given different segments of a text and will need to work together to reconstruct the complete text by sharing information from their respective sections.

#### **8. Spot the Difference**

Participants will be given similar pictures with subtle differences. They will need to describe their pictures to each other and identify the discrepancies.

## 9. Role-Play

Participants will be assigned unique roles or characters, each with specific information, and will interact with each other to achieve a specific goal or solve a problem.

### B. Cooperative Learning

Cooperative Language Learning (CLL) is an instructional approach where students work together in small groups to enhance their own learning as well as that of their peers (Ke & Grabowski, 2006; Nunan & Richards, 1990). This method not only focuses on academic performance but also considers factors like race, gender, and language proficiency when grouping students (Slavin & Cooper, 1999). Research has shown that CLL can positively impact students' attitudes toward learning, especially in areas like reading comprehension (Farzaneh & Nejadansari, 2014). Compared to traditional language teaching methods, CLL aligns with the communicative language teaching approach and emphasizes integrative and communicative aspects of language learning (Yan, 2012).

Studies have highlighted various benefits of cooperative language learning, such as increased student engagement, motivation, and the development of social and communicative skills (Dörnyei, 1997). It has been noted that CLL can harmonize different language skills like listening, speaking, reading, and writing, providing a holistic approach to language learning. Additionally, CLL is seen as a learner-centered approach that fosters autonomy, active learning, and shared knowledge among students (Chowdhury, 2021). Cooperative language learning has gained prominence in language education methodologies, with a focus on students' attitudes towards this approach being integral to its success (Lucha et al., 2016). By promoting increased English input and output, CLL aids in the acquisition of second language skills (Yan, 2012). Furthermore, CLL has been found to enhance

students' writing skills, reading comprehension, and overall linguistic competence (Zakaria, 2010). The collaborative nature of CLL not only improves academic achievement but also positively influences students' motivation and learning experiences. In conclusion, Cooperative Language Learning is a student-centered instructional strategy that promotes collaboration, active participation, and the development of language skills through group interactions. It is an effective approach that not only enhances academic performance but also contributes to the overall language learning experience of students.

Cooperative learning techniques can be classified based on the skills they enhance (Barkley, Cross, and Major, 2005). However, it's important to note that many cooperative learning activities can fall into multiple categories. The categories include discussion, reciprocal teaching, graphic organizers, writing, and problem-solving. Teachers who design and implement cooperative learning follow five procedures:

1. **Pre-Instructional Planning:** Plan how groups will be formed and structure how the members will interact with each other.
2. **Introduce the Activity to the Students:** Explain the academic task and the criteria, and structure the cooperative aspects of their work with special attention to the components of positive interdependence and individual accountability. Set up time limits and allow for clarifying questions.
3. **Monitor and Intervene:** Let the groups work while you circulate through the room to collect observation data, see whether they understand the assignment, give immediate feedback and praise for working together. If a group is having problems, you can intervene to help them get on the right track.
4. **Assessment:** Some informal assessment is already done while you are monitoring the groups during the exercise. However, once the group finishes their project, work should be assessed by both the instructor and the group.



5. **Group Processing:** This involves asking the groups to rate their own performance and set goals for themselves to improve their cooperative work.

There are several cooperative language learning techniques that EFL language teachers could use in their classrooms. Kagan (2009) and Slavin (2010) have pointed out that some of these methods have been successfully applied in the classroom. Some of these methods include ‘Round Table’ for writing, ‘Jigsaw’ for reading, and ‘Think-Pair-Share’ for developing oral and aural skills. Each of these methods has its own unique approach, as described below:

### **1. Jigsaw**

Jigsaw Teaching is a learning technique developed by Slavin in 1995. In this technique, group members share information with each other to enhance learning. This technique is particularly useful for teaching reading. The procedure to apply Jigsaw, as summarized by Slavin, is as follows:

1. Students receive expert topics and read the assigned material to locate information.
2. Students with the same expert topics meet in expert groups to discuss their findings.
3. Experts return to their team to teach their topics to their teammates.
4. Finally, students share their learnings with the class.

This technique is an effective way to encourage collaboration and knowledge-sharing among students.

### **2. Round Table Discussion**

It may be more suitable for a specific classroom to use the brainstorming, evaluating, and practicing techniques. In this method, each member of the group takes a turn sharing their

ideas by writing them down on a piece of paper.

1. The teacher poses a question with multiple answers, and each student writes a response or a part of a response.
2. After writing their answer, they pass the paper to the next person.
3. Round Table can be done with one piece of paper per group or with one piece of paper per group member.
4. One group member may be asked to share with the whole class what their group has written.

### **3 Think-Pair-Share**

Think-Pair-Share is a teaching method proposed by Lyman in 1981 that helps students to communicate with their peers and develop critical thinking skills. The method involves four steps:

1. The teacher presents a discussion topic or an open-ended question to the class.
2. The teacher allows students some “think time” to reflect on the question and form their own ideas.
3. Students then pair up and share their thoughts with their partners.
4. Finally, students share their responses with the rest of the class or with other partners.

By following these steps, Think-Pair-Share encourages students to engage in meaningful discussions, articulate their ideas, and learn from each other.

### **C. Problem-Based Learning (PBL)**

Problem-Based Learning (PBL) is an instructional approach where students are presented with real-world problems that are open-ended and ill-structured. In PBL, students work collaboratively in teams to identify their learning needs and develop solutions to the

problems presented. In this method, instructors take on the role of facilitators rather than being the primary source of information (Prince & Felder, 2006). PBL has been successfully used for over 30 years and is gaining acceptance in various disciplines due to its effectiveness (Savery, 2006).

Research has shown that PBL is particularly effective in fields such as health sciences education. It is recognized as a major area of research in student learning and pedagogical innovation within this domain (Jin & Bridges, 2014). PBL is characterized by the use of patient problems as a context for students to acquire knowledge and develop problem-solving skills. Additionally, PBL has been found to be a facilitator of conceptual change, indicating its effectiveness in fostering deep understanding and critical thinking (Loyens et al., 2015).

Moreover, PBL can be integrated with online learning to create collaborative problem-based learning models, enhancing the interactive and engaging aspects of the educational process (Hendarwati et al., 2021). Studies comparing PBL with traditional lecture-based learning have shown that PBL is effective in developing critical thinking skills and metacognitive awareness in students (Gholami et al., 2016). Furthermore, PBL has been found to contribute to the health and well-being of students in secondary education, emphasizing its holistic benefits beyond academic outcomes (Allison et al., 2015).

The steps of Problem-Based Learning (PBL) involve a structured process aimed at engaging students in active learning and problem-solving. According to (Ashnam et al., 2022), the five main steps of PBL are as follows:

1. Meeting the problem: Students are introduced to a real-world problem that serves as the foundation for their learning.
2. Problem analysis and learning issues: Students analyze the problem, identify key learning issues, and formulate questions to guide their inquiry.

3. Discovery and reporting: Students conduct research, gather information, and collaborate to explore potential solutions to the problem.
4. Solution presentation and reflection: Students present their findings, solutions, and reasoning behind their approaches. Reflection on the process and outcomes is encouraged.
5. Overview, integration, and evaluation: Students reflect on the entire learning process, integrate new knowledge with existing understanding, and evaluate their learning outcomes.

These steps align with the core principles of PBL, emphasizing student-centered learning, critical thinking, collaboration, and reflection. By following these steps, students not only develop subject-specific knowledge but also enhance their problem-solving skills, communication abilities, and metacognitive awareness.

Furthermore, (Valle et al., 1999) elaborate on a seven-step process within PBL, which includes clarifying terms and concepts, defining the problem, analyzing the problem, formulating learning objectives, collecting additional information, and synthesizing and testing acquired information. This structured approach ensures that students engage deeply with the problem, set clear learning goals, and critically evaluate their solutions.

As a result, Problem-Based Learning is a student-centered approach that promotes active learning, critical thinking, and collaboration. It has been widely adopted in various fields of education due to its effectiveness in developing problem-solving skills, fostering conceptual understanding, and enhancing overall student learning outcomes.

#### **D. Project-Based Learning (PBL)**

Project-based learning (PBL) is an instructional approach that emphasizes student-centered learning through the completion of real-world projects or tasks. PBL is characterized by students

responding to authentic challenges or questions by engaging in an extended inquiry process (Kokotsaki et al., 2016). This method is rooted in constructivist principles, where learning is context-specific, students actively participate in the learning process, and knowledge is shared through social interactions (Chiang & Lee, 2016).

Furthermore, PBL encourages students to take responsibility for their own learning, with the teacher's role transitioning to that of a guide or facilitator (Jalinus et al., 2017). The deliverables in PBL are expected to relate to the learners' lives or careers, ensuring relevance and practical application of the acquired knowledge.

The steps of Problem-Based Learning (PBL) involve a structured process aimed at engaging students in active learning and problem-solving. According to (Ashnam et al., 2022), the five main steps of PBL are as follows:

1. Introduction to the problem: Students are presented with a real-world problem that forms the basis of their learning process.
2. Analysis of the problem and identification of learning issues: Students scrutinize the problem, pinpoint key learning issues, and formulate questions to direct their investigation
3. Research and collaboration: Students engage in research, gather information, and collaborate to explore potential solutions to the problem
4. Presentation of solutions and reflection: Students showcase their findings, solutions, and the rationale behind their approaches. They are encouraged to reflect on the process and outcomes.
5. Review, integration, and assessment: Students reflect on the entire learning journey, merge new knowledge with existing understanding, and evaluate their learning outcomes.

These steps are in line with the fundamental principles of PBL, which underscore student-centered learning, critical thinking, collaboration, and reflection. By adhering to these steps, students not only acquire subject-specific knowledge but also enhance their problem-solving abilities, communication skills, and metacognitive awareness. In conclusion, Project-Based Learning is a student-driven approach that fosters critical thinking, problem-solving skills, collaboration, and creativity through the completion of authentic projects. By engaging in hands-on experiences and real-world challenges, students develop a deeper understanding of the subject matter and acquire essential skills for success in the 21st century.

### **E. Discovery Learning**

Discovery Learning is an educational approach that emphasizes students actively exploring and constructing knowledge for themselves with minimal intervention from teachers (Doroudi, 2020). This method encourages students to engage in the process of discovering information, making connections, and constructing their understanding of concepts (Kyriazis et al., 2009). In Discovery Learning, students are encouraged to ask questions, make discoveries, and rigorously test their findings to develop a deeper understanding of the subject matter (Alfieri et al., 2011).

Research has shown that Discovery Learning involves a greater number of mental operations and requires better executive control of attention compared to more directive approaches to learning (Swaak et al., 2004). It is characterized by activities such as hypothesis generation, experiment design, and data interpretation, which are central to the learning process (Zhao, 2021). Discovery Learning is often associated with constructivist learning theories, where students are actively involved in constructing their knowledge and negotiating it with others (Siregar et al., 2020).

Moreover, Discovery Learning has been found to be effective in improving students' mathematical reasoning skills, communication abilities, and self-confidence (Reid et al., 2003). It is also linked to problem-solving activities that involve the design and implementation of scientific experiments, contributing to the development of scientific knowledge and skills (Chambers et al., 2013). Additionally, Discovery Learning is considered an inquiry-based theory that encourages students to be active agents in their learning process, fostering a deeper understanding of the subject matter.

To implement Discovery Learning in English Teaching, educators can design activities that encourage students to actively explore and construct knowledge for themselves. By incorporating hands-on experiences, problem-solving tasks, and inquiry-based learning activities, teachers can promote student engagement and critical thinking skills in the English language classroom.

One effective method to incorporate Discovery Learning in English Teaching is through project-based learning tasks. In this approach, students collaborate to investigate real-world issues, conduct research, and present their findings in English. This method allows students to discover language patterns, vocabulary, and communication strategies in authentic contexts, thereby enhancing their language proficiency and problem-solving abilities (Ayu et al., 2022). Moreover, educators can integrate multimodal learning approaches into online English teaching to offer students diverse learning experiences. By including visual, auditory, and interactive elements in language learning activities, teachers can accommodate different learning styles and engage students in exploring language nuances through various modalities (Xuequan & Zhang, 2020). Additionally, the utilization of technology, such as web-based teaching platforms and multimedia resources, can establish an interactive and immersive English learning environment. This environment encourages students to

independently explore language concepts, fostering self-directed discovery learning experiences that enhance language acquisition and communication skills in English Teaching (Miao & Mao, 2018).

Discovery Learning is an approach that places the students at the center of the learning process. It encourages active exploration, inquiry, and the construction of knowledge through hands-on experiences and problem-solving activities. By engaging students in the process of discovery and allowing them to make connections on their own, Discovery Learning enhances critical thinking skills, problem-solving abilities, and provides a deeper understanding of concepts. In conclusion, this student-centered approach is highly effective in promoting active learning and developing skills that are essential for success in today's world.

Discovery Learning can be applied in the context of the Merdeka Belajar curriculum by incorporating student-centered and inquiry-based approaches to teaching and learning. In the Merdeka Belajar framework, educators can utilize the principles of Discovery Learning to empower students to explore, discover, and construct knowledge independently. By implementing project-based learning tasks, students can engage in hands-on activities that require them to investigate real-world issues, conduct research, and present their findings in English or other subjects. Furthermore, the Merdeka Belajar curriculum emphasizes the importance of self-directed learning and student autonomy. Educators can leverage Discovery Learning strategies to encourage students to take ownership of their learning process, ask questions, make discoveries, and rigorously test their findings to deepen their understanding of various subjects (Abidah et al., 2020). By fostering a learning environment that promotes critical thinking, problem-solving, and active exploration, Discovery Learning aligns with the philosophy of Merdeka Belajar, which aims to revitalize learning by focusing on essential materials, competency development, and character building (Jojor & Sihotang, 2022).



In summary, the effective implementation of Discovery Learning in the Merdeka Belajar curriculum entails designing activities that prioritize students' input, inquiry, and critical thinking, ultimately resulting in the construction of knowledge. By integrating Discovery Learning principles into their teaching methodologies, educators can empower students to become self-directed learners, cultivate essential competencies, and actively engage in the learning process within the Merdeka Belajar educational framework.

## **F. Scientific Approach in Language Teaching**

Scientific Approach in Language Teaching involves the application of principles of scientific inquiry to language instruction, focusing on empirical evidence, systematic observation, and critical analysis to enhance language learning outcomes. This approach emphasizes evidence-based practices, experimentation, and data-driven decision-making in language teaching methodologies. By integrating scientific principles into language teaching, educators can adopt a systematic and structured approach to curriculum design, instructional strategies, and assessment methods. The Scientific Approach in Language Teaching encourages educators to use research-based practices, conduct formative assessments, and analyze data to inform instructional decisions and improve student learning outcomes (Gyllenpalm et al., 2009).

Moreover, the Scientific Approach in Language Teaching emphasizes the importance of creating a language learning environment that promotes inquiry, exploration, and critical thinking. Educators can design activities that encourage students to ask questions, make discoveries, and engage in meaningful language use to deepen their understanding of linguistic concepts and improve language proficiency (Christenson et al., 2016). Furthermore, the Scientific Approach in Language Teaching involves integrating scientific language models, providing explicit instruction on scientific terms, and creating a discursive

classroom environment to support language development. By incorporating multiple resources, scaffolding techniques, and clear communication expectations, educators can facilitate the acquisition of scientific language skills among language learners (Mönch, 2024a).

The application of the Scientific Approach in Language Teaching involves integrating scientific principles into language instruction to enhance learning outcomes. Educators can implement this approach through the following strategies:

1. **Research-Based Practices:** Teachers incorporate evidence-based practices in curriculum design, instructional strategies, and assessment methods to ensure that their approaches are grounded in empirical evidence (Yore & Treagust, 2006).
2. **Inquiry-Based Learning:** The Scientific Approach promotes inquiry, exploration, and critical thinking in the language learning process, encouraging students to ask questions, make discoveries, and engage in meaningful language use to deepen their understanding of linguistic concepts (Mönch, 2024a).
3. **Data-Driven Decision-Making:** Educators use data from formative assessments and observations to inform instructional decisions, allowing them to tailor their teaching methods to meet the specific needs of their students (Meier et al., 2020)
4. **Structured Learning Environment:** The Scientific Approach advocates for a structured and systematic learning environment that fosters critical thinking and problem-solving skills. Teachers guide students through observing, questioning, experimenting, associating, and communicating to enhance language learning (Mönch & Markic, 2022)
5. **Integration of Scientific Language Models:** Educators provide explicit instruction on scientific language models

and terminology to support language development, helping students develop proficiency in using specialized language in academic contexts (Heil et al., 2016).

6. **Technology Integration:** The use of technology, such as online teaching platforms and multimedia resources, can enhance the implementation of the Scientific Approach, facilitating interactive and immersive learning experiences that support language acquisition and critical thinking skills (Mönch, 2024b)

The Scientific Approach in Language Teaching is distinguished by its systematic and evidence-based methodology, which emphasizes thorough investigation, data-driven decision-making, and the incorporation of scientific language models. Through the implementation of research-based practices, promotion of critical thinking, and utilization of technology, educators can create a dynamic and highly effective learning environment that significantly improves language learning outcomes.

## CHAPTER IV

# Assumptions and Issues in TEFL Methodology

### **A. Language Learning Beliefs and Assumptions**

In today's global context, the beliefs and assumptions surrounding language learning, particularly in the realm of English, are influenced by a myriad of factors. The globalization of English has significantly impacted language learners' perceptions and practices. The phenomenon of "global English" has led to a shift in how language learning is viewed, with an emphasis on the interaction in diverse cultural contexts and the shaping of communication in response to globalization (Ramírez-Lizcano & Cabrera-Tovar, 2020). The advent of English as a lingua franca (ELF) has challenged traditional approaches to researching and teaching second language pragmatics, highlighting the need to reassess established assumptions about language use, learning, and teaching (Taguchi & Ishihara, 2018; Taguchi, 2021).

The spread of English as a global language has also raised questions about the role of English in different contexts. Some argue that the unwillingness of certain regions, like the United Kingdom, to learn languages is indicative of broader socio-political sentiments, while others see it as a consequence of the dominance of English as a global language (Lanvers et al., 2018). The hegemony of English has led to the emergence of

World Englishes, prompting discussions on teaching English as an international language and reevaluating traditional teaching approaches (Saud, 2020; Guo, 2013).

Beliefs about language learning play a crucial role in shaping learners' experiences and outcomes. Learner beliefs influence behaviors, learning strategies, and affective states, ultimately impacting linguistic and non-linguistic outcomes (Tanaka, 2003). Teachers' and students' perceptions of effective language teaching also influence the language learning process, highlighting the importance of aligning instructional practices with student beliefs to enhance learning (Brown, 2009; Schulz, 2001; Kern, 1995). Additionally, the level of investment in learning English is seen as essential in the identity formation of language learners, emphasizing the personal and social significance of language acquisition (Moharami et al., 2022).

As English continues to evolve as a global language, the interconnected lexicon and variations within global Englishes present both opportunities and challenges for language learners and educators. Policymakers and educators grapple with differing views on the best methods to teach English language learners, often influenced by cultural beliefs and perceptions about language learning (Mallikarjun et al., 2017; Jain, 2014). The complexities of teaching and learning English in diverse contexts necessitate a critical examination of assumptions about language learning deeply embedded in educational practices (Scarino, 2014).

In conclusion, the perceptions and concepts surrounding language acquisition in our modern era of worldwide English are intricate and shaped by a multitude of factors, including globalization, the growing employment of English as a universal language, and the existence of diverse World Englishes. Understanding and addressing these attitudes is crucial for promoting successful language instruction and learning in an interdependent global community.

## **B. Challenges in Language Teaching and Learning**

Challenges in language teaching and learning are multifaceted and impact various aspects of the educational process. Several studies have highlighted the difficulties faced by educators and learners in the realm of language education.

One significant challenge identified in the literature is the issue of inadequate resources and support, large class sizes, a lack of teaching materials, and insufficient time for language practice have been highlighted as obstacles to effective language instruction, particularly in public primary schools Hasani (2023). Additionally, the lack of experience in practicing a new language can pose a significant challenge to students, emphasizing the importance of practical language application in the learning process (Mazlan et al., 2021).

The implementation of new teaching approaches, such as the Communicative Language Teaching (CLT) approach, can also present challenges. While CLT emphasizes interaction and communication, teachers may struggle to shift from traditional methods to more student-centered and interactive approaches, impacting the effectiveness of language instruction (Nyinondi et al., 2016). Moreover, the need for pedagogical transformations, especially in the context of the pandemic, has been recognized as essential to address the challenges faced by educators in teaching English as a second language (Mustapha, 2021).

Language revitalization efforts for endangered languages have introduced novel teaching and learning strategies to meet the unique goals of language learners and their communities. The paucity of resources for endangered languages has prompted the development of innovative approaches to language teaching, emphasizing the importance of tailored strategies for specific linguistic contexts (Hinton, 2011).

Furthermore, the integration of technology in language learning has brought both opportunities and challenges. While

Information and Communication Technology (ICT) offers numerous benefits for language teachers and learners, including enhanced learning experiences and access to resources, it also presents challenges related to adapting teaching methods to the digital age and ensuring effective technology integration in language education (Tafazoli et al., 2017).

In the digital era, language teaching and learning face numerous challenges due to the integration of technology into educational practices. One primary challenge is the necessity for educators to develop digital competence to effectively utilize technology in language instruction. The evolving technological landscape requires teachers to adapt to new tools and platforms, which can be daunting due to the constant changes in how digital technologies are used in educational settings Falloon (2020). Additionally, the shift towards out-of-class language learning through technological resources poses challenges in understanding the quality and effectiveness of such learning methods (Lai et al., 2014).

The incorporation of technology in language teaching also requires pedagogical transformations to enhance the language learning process. While technology offers opportunities to adapt classroom activities and engage learners in extensive language practice, teachers may struggle to transition from traditional methods to more interactive and technology-mediated approaches (Kessler, 2018). Moreover, the reliance on digital platforms for teaching and learning, especially in remote and hybrid settings, has become more prevalent due to global events like the COVID-19 pandemic, presenting challenges in creating sustainable technology-mediated language learning environments (Choi & Chung, 2021).

Digital literacy plays a crucial role in navigating the challenges of language teaching and learning in the digital era. Teachers need to possess digital literacy skills to effectively integrate

technology into language instruction and create engaging learning experiences for students (Ahmed & Akyildiz, 2022). Furthermore, the use of digital-based instruction, such as digital storytelling, requires careful consideration of learning objectives and the digital proficiency of both educators and students in the technologically savvy era (Sholikhah & Anggraeni, 2022; Sabari & Hashim, 2023).

The digital age also brings about changes in language development practices, with digital play and online resources becoming integral to language learning in early childhood education. Teachers face the challenge of adapting pedagogical practices to incorporate digital play effectively and enhance language development in young learners (Westhuizen & Hannaway, 2021). Additionally, the integration of ICT in Arabic language learning highlights the importance of developing technology in alignment with various fields of study to meet the demands of the digital era (Nurcholis et al., 2021).

In conclusion, the challenges of language teaching and learning in the digital era revolve around developing digital competence, adapting pedagogical practices, ensuring digital literacy, and leveraging technology to enhance language instruction effectively. Educators must navigate these challenges to create engaging and effective language learning experiences in the technologically advanced educational landscape.

### **C. Cross-cultural Considerations in Language Teaching**

Cross-cultural considerations in language teaching are essential for fostering intercultural communication competence and enhancing language learning experiences. Educators must address cultural aspects in language instruction to promote understanding and appreciation of diverse cultural perspectives. Numerous studies emphasize the significance of integrating cross-cultural elements into language teaching to facilitate effective communication and cultural awareness among learners. Safonova (2018) highlights



the importance of teaching foreign languages within the context of the dialogue of cultures and civilizations. By incorporating creative writing into culture-bound foreign language curricula, educators can create a pluricultural space that enhances students' intercultural communication skills Сафонова (2018). Similarly, Cui (2018) underscores the cultivation of intercultural communication competence as a fundamental goal in English education to support cross-cultural communication in diverse contexts (Cui, 2018).

Furthermore, Safonova (2017) discusses the selection of texts to create an appropriate cross-cultural space in the English classroom, emphasizing the didactic appropriateness and sociocultural values of materials for developing students as potential intercultural speakers. Xiao-Hong (2018) analyzes the necessity of cross-cultural awareness in college English teaching, highlighting the importance of addressing existing challenges in cross-cultural education to enhance intercultural communication skills (Xiao-Hong, 2018). Penman & Ratz (2015) delve into the concept of cross-cultural adaptation and intercultural awareness, emphasizing the role of self-generated reports and critical incidents in intercultural training to enhance students' cultural competence (Penman & Ratz, 2015; . Zhao, 2018) focus on cultivating cross-cultural communicative competence in English teaching to meet the demands of globalization and enhance students' ability to engage in cross-cultural learning behaviors (Zhao, 2018).

Integrating culture into English teaching is crucial for providing students with a comprehensive language learning experience that goes beyond linguistic proficiency. By incorporating cultural elements into language instruction, educators can enhance students' intercultural communication skills, foster cultural awareness, and promote a deeper understanding of the target language. Several studies emphasize the significance of

integrating culture into English teaching to create a more holistic and effective learning environment.

For instance, (Byram & Wagner, 2018; emphasize the importance of language teaching for intercultural and international dialogue, highlighting the need to integrate various ways of analyzing culture into language teaching and learning (Byram & Wagner, 2018; . Maulana, 2020) discusses the importance of integrating cultural content into teaching materials to introduce English not only as a language but also as a culture to learners (Maulana, 2020; . Ghafor, 2020) found that cultural awareness plays an essential role in the process of English language learning, underscoring the importance of integrating culture into language instruction (Ghafor, 2020).

Moreover, studies like Yin & Dewaele (2018) and Sarja et al. (2016) emphasize the significance of cultural integration in language teaching to enhance students' intercultural awareness and cultural competence (Yin & Dewaele, 2018; Sarja et al., 2016). explores the attitudes of prospective EFL teachers towards culture integration in language teaching, highlighting the importance of cultural awareness in language education (Külekçi, 2019). Additionally, Farooq et al. (2018) investigate the implications of teaching target culture in English language courses, emphasizing the role of culture in English language teaching (Farooq et al., 2018).

In conclusion, integrating culture into English teaching is essential for providing students with a well-rounded language learning experience that encompasses linguistic, cultural, and intercultural aspects. By incorporating cultural content, educators can help students develop not only language skills but also intercultural communication competence, fostering a deeper appreciation and understanding of the target language and its cultural context.

## 1. Culture and English Material

Integrating culture into English teaching materials is crucial for providing students with a comprehensive understanding of the language and its cultural context. By incorporating cultural elements into instructional materials, educators can enhance students' language learning experiences and promote intercultural competence. Several studies highlight the significance of integrating culture into English teaching materials to create a more engaging and culturally enriching learning environment.

For example, emphasize the importance of integrating culture into English textbooks used for teaching as a second or foreign language to facilitate intercultural dialogue and understanding (Kırkgöz & Ağçam, 2018; Nazlia & Situmorang, 2019) stress the importance of incorporating local or national culture into instructional media for learning English to maintain cultural identity amidst foreign cultural influences (Nazlia & Situmorang, 2019). Additionally, Muhammad et al. (2019) discuss the selection of cultural materials in English subject curricula based on students' competence levels to enhance cultural awareness in language learning (Muhammad et al., 2019).

Furthermore, Albari & Yamin (2020) highlight the importance of including surface culture and deep culture elements in English learning textbooks to provide students with a comprehensive cultural understanding (Albari & Yamin, 2020; . Handayani & Aprilliandari, 2020) explore the need for developing cultural-based English textbooks for vocational school students to address challenges related to cultural relevance in language learning (Handayani & Aprilliandari, 2020). Additionally, Pratiwi (2020) discuss how course books can serve as a medium to accommodate cultural representations in English language teaching (Pratiwi, 2020).

Moreover, Widijantie & Handayani (2018) emphasize the development of English materials that incorporate Indonesian

cultural heritage to meet the industrial needs of vocational school students (Widijantie & Handayani, 2018; . Fahik & Ratminingsih, 2020) highlight the importance of presenting tangible and natural Indonesian cultural heritage in English textbooks for senior high school students to enhance cultural understanding (Fahik & Ratminingsih, 2020). These studies underscore the significance of integrating culture into English teaching materials to enrich students' learning experiences and promote cultural awareness in language education. In conclusion, integrating culture into English teaching materials plays a vital role in enhancing students' language learning experiences, fostering intercultural competence, and promoting a deeper understanding of the cultural context surrounding the English language. By incorporating cultural elements into instructional materials, educators can create a more engaging and culturally enriching learning environment for students.

## **2. Technique for Teaching Culture in EFL Classroom**

To effectively teach culture in the English classroom, educators can employ various strategies supported by research. Active learning, as highlighted by (Prince, 2004), involves engaging students in meaningful activities that prompt critical thinking. This approach can be beneficial when incorporating cultural elements into the curriculum, encouraging students to actively participate in cultural discussions and activities.

Utilizing the flipped classroom model, as discussed by (Hew & Lo, 2018), can enhance student learning in various educational contexts. In the context of teaching culture in the English classroom, instructors can adopt a similar approach by providing pre-class materials on cultural topics for students to review before engaging in in-class cultural discussions and activities.

Niu & Liu (2022) emphasize the importance of cross-cultural communication in English subjects for promoting deep learning. Educators can leverage this by structuring lessons that focus

on cross-cultural listening and speaking, creating a conducive environment for students to explore and understand different cultural perspectives through language.

Dai (2011) explores practical techniques for cultural-based language teaching in the EFL classroom. Educators can apply these techniques by integrating cultural elements into language lessons, such as using cultural artifacts, literature, and multimedia to facilitate cultural understanding and appreciation among students. Incorporating cultural content from films, as suggested by (Tjahjani & Jinanto, 2021), can offer a practical way to teach French language and culture. Similarly, integrating local culture into speaking classes, as studied by (R et al., 2022), can enhance students' ability to communicate effectively in English while appreciating their own cultural heritage.

Overall, by drawing on these research-based strategies and approaches, educators can create a rich and immersive cultural learning experience in the English classroom, fostering students' intercultural competence and language proficiency.

The following are some key strategies for effective cultural learning in the classroom:

1. **Personalization:** Encouraging learners to interact with the material in a way that is tailored to their interests. This means personalizing activities and content to help students connect cultural concepts to their own lives.
2. **Positive Interactions:** Emphasizing the importance of creating a positive cultural learning environment that values diverse opinions, values, and experiences. This includes promoting classroom interactions that reflect a wide range of cultural backgrounds.
3. **Cultural Contexts:** Highlighting the significance of immersing students in the target culture through comprehensible

communicative activities. This approach gradually advances cultural learning within the classroom setting.

4. **Variety of Activities:** Incorporating a variety of activities such as games, role play, field trips, reading, listening, writing, and discussion activities to engage students actively in the target culture and language.

These techniques aim to make cultural-based language teaching more engaging, relevant, and effective for both teachers and students in the EFL classroom.



## CHAPTER V

# Beginning to Listen and Speak

The goals of a beginner's course in listening and speaking can be broken down into three parts. Firstly, to help learners rapidly understand and communicate meaningful input and output. Secondly, to inspire their enthusiasm for language learning by allowing them to practice effective listening and speaking techniques. Finally, the initial learning period should be as relevant to their language needs as possible.

### **A. What Should They Learn?**

The content covered in an English course for beginners can vary considerably depending on several factors, such as the learners' age, educational background, previous experience with English, and whether they are learning in a foreign or second language context. For new migrant adults, absolute beginners who have limited education and need to understand general everyday English for living in an English-speaking context, a set of learning priorities is listed below.



## 1. Using a New Alphabet

- Students should learn to recognize and write the alphabet's uppercase and lowercase letters. This skill can be developed through various tasks, including copying exercises.
- Develop phonological awareness, including vowel-consonant patterns, three-letter words, and consonant blends.

## 2. Phrases for talking about Yourself

- My name is \_\_\_\_\_. I live in \_\_\_\_\_. I come from \_\_\_\_\_.
- I am \_\_\_\_\_ years old. I am a student of Islamic School.
- I work as a \_\_\_\_\_.
- I like \_\_\_\_\_. I don't like \_\_\_\_\_.

## 3. Phrases and Vocabulary for Everyday Life

- Shopping—food, clothing names, household objects
- Visiting the doctor
- Housing
- Using the telephone
- Banking
- Finding a job
- Contacting government agencies

## 4. Sight Vocabulary

- Reading street signs, tickets, labels, etc.

## 5. Classroom Expressions

- Excuse me...
- Say that again, please?
- How do I say this?

- Can you help me?
- How do you spell \_\_\_\_\_?
- I don't know. I don't understand.
- Please speak more slowly.
- May I go to the toilet?

## 6. High-Frequency Words

- Numbers
- Classroom objects
- Colors
- Time and date words
- Family members
- Parts of the body
- Objects in the home
- Simple question forms

If the learners are children, they should learn the high-frequency words of the language. These words will enable them to listen to simple stories, begin reading graded readers, and engage in interesting activities.

Whenever possible, the course should address the learners' language needs. This should be done in a way that learners can see that their needs are being met. In small classes, the teacher and learners can work together to decide what will be covered in class using a negotiated syllabus (Clarke, 1991).

### **B. How Should the Teaching and Learning Be Done?**

There are Five Principles for Teaching Beginners (Nation & Newton, 2009). They are as follows;

- Meaning : Focus on meaningful and relevant language
- Interest : Maintain interest through a variety of activities
- New language : Avoid overloading learners with too much new language
- Understanding : Provide plenty of comprehensible input
- Stress-free : Create a friendly, safe, cooperative classroom environment

Notice that the first letter for each of the keywords spells out the acronym “MINUS”. This acronym is a helpful aid for remembering the principles. In this text, we will discuss the principles in relation to teaching absolute beginners in an ESL context. It’s worth noting that this is just one of many contexts for teaching beginners. Therefore, readers will need to consider the relevance of these principles to their specific teaching context and adapt the examples accordingly.”

### **1. Principle 1. Focus on Meaningful and Relevant Content**

The primary objective should be to teach learners language that they can use efficiently for their needs rather than focusing too much on grammar explanations or words that are not directly applicable. To achieve this goal, learners should be taught some simple sentences at the beginning of the course, which they can use right away.

My name is \_\_\_\_.

I come from \_\_\_\_ .

I live in \_\_\_\_ .

My address is \_\_\_\_

The teacher may choose to present the sentences verbally, one at a time, accompanied by gestures and ample repetition

while encouraging active participation from the learners. Subsequently, the sentences can be transcribed on a whiteboard for the learners to record. These written sentences can then serve as the basis for paired activities. The primary objective of this exercise is for the learners to be able to confidently articulate these statements about themselves without relying on the written version, in addition to comprehending when their peers use them. The secondary objective is to facilitate the learners' ability to correlate the written and spoken forms of the words. For those who are not yet well-versed with the written English language, recognizing the written form of their name and address is a crucial initial step towards enhancing their literacy skills.

## **2. *Principle 2. Maintain Interest Through a Variety of Activities***

In order to keep learners engaged and interested in the learning process, it is crucial to provide them with brief and diverse activities that allow them to use or respond to the language. Here are some simple yet effective ways to achieve this:

- Incorporate movement into the activities to make them more engaging.
- Make use of real objects and pictures to make the learning experience more tangible.
- Plan trips outside of the classroom, such as a visit to a local grocery store where learners can search for simple food items, to add a practical and interactive aspect to the learning.
- Break up more demanding activities with songs and simple chants to keep learners motivated and energized.
- Introduce and practice new content through games like bingo to make the learning experience more fun and engaging.

### **3. Principle 3. Avoid Overloading Learners with Too Much New Language**

When teaching beginners, it's not necessary to focus on grammar at the outset. Instead, the emphasis should be on learning set phrases and words. Often, teachers introduce too much new language without giving learners enough practice time to gain proficiency. A simple rule to follow is “learn a little, use a lot”. For example, if the goal is to learn the names of body parts, it is better to concentrate on the most commonly used words such as head, neck, arms, hands, legs, and feet, and avoid less common words like elbow and ankle. Introducing *elbow* and *ankle* at the same time creates another problem because these words sound similar and have related meanings, leading to confusion among learners (Nation & Newton, 2009).

To implement the “*learn a little, use a lot*” principle, it is important to practice using body language in various ways. Activities like picture games, information transfer exercises, action games (like “Simon says...”), and bingo can help achieve this. Once the words have been practiced, they can be used in simple sentence structures and dialogues, such as “*How are you? Not so good. My \_\_\_ hurts.*”

### **4. Principle 4. Provide Plenty of Comprehensible Input**

It is important to note that in order to competently use new vocabulary in guided speech, learners must first familiarize themselves with it through listening and practical exercises. Introducing speaking prematurely in the learning process can pose challenges for learners when attempting to overcome phonological disparities between their native tongue and the new language, and can distract them from the mechanical obstacles of speaking. To avoid such challenges, engaging activities such as listen and do, picture ordering, bingo, and information transfer can provide learners with opportunities to actively participate in listening exercises without requiring extensive speaking on their part.

In order to ensure that students can understand new information, it is important to use visual aids and provide contextual support. This can be done using pictures, gestures, mime, objects, and experiences outside of the classroom. Teachers should also be mindful of the language they use in class, striving to keep their language simple without being simplistic or ungrammatical. One effective way to achieve this is to always use one form of language to convey one meaning. For instance, teachers should choose between using either “My name is \_\_\_” or “I am \_\_\_”, but not both. Similarly, they should either use “Where are you from?” or “Where do you come from?”, but not both.

## **5. *Principle 5. Create a Friendly, Safe, Cooperative Classroom Environment***

It was established by Yashima in 2002 that anxiety can negatively affect a learner’s ability to communicate in a second language. Therefore, it is of utmost importance that learners have positive and low-stress learning experiences during the initial stages of language acquisition. When the first four principles are followed, it is highly likely that such experiences will be frequent, and the teacher will already be addressing this fifth principle. The classroom environment for beginners should include variety, movement, physical comfort, frequent interaction, successful language experiences, and opportunities for learners to experiment and make mistakes without any negative consequences.

### **C. *Activities and Approaches for Teaching and Learning in a Beginners’ Course***

#### **1. *Memorizing Useful Phrases and Sentences***

A quick way to gain early language fluency is by memorizing useful phrases. There are several advantages to doing this.

1. Simple communication can occur at an early stage. For example, learners should be able to say who they are, where

they come from, and what they do from the first language lessons. They should also be able to greet people with phrases like good morning, and good day and thank them.

2. Memorizing phrases and sentences allows learners to use the language accurately without knowing the grammar.
3. As we have seen, knowing sentences like Please say that again, Please speak more slowly, What does X mean? Allows learners to take control of a conversation and use it for language-learning purposes.
4. The words and patterns that make up such phrases can make learning later phrases and learning later patterns easier.

Even at this very early stage of language learning, it is worth showing learners the value of making small cards with the second language word or phrase on one side and the first language translation on the other. These cards are used for recalling the meanings of the words and phrases, and later recalling the words and phrases. The learner carries a pack of these cards around and goes through them when they have a free moment. Research has shown that this spaced recall is a very effective way of learning (Nation, 2001: 296–316), and results in the kind of knowledge needed for normal language use.

## **2. Guiding Listening and Speaking**

Nation (1978) established a technique called ‘The What is it?’ for guided listening and speaking. The teacher writes sentences on the blackboard describing something or someone.

It is thin.

It is black.

It has many teeth.

It is made of plastic.

We can find it near a mirror.

It costs a dollar.

Everybody uses it.

It is used for combing your hair.

What is it?

The teacher shows the learners how to change the sentences to talk about different things. While she does this the teacher follows the plan very closely. For example, *a needle* :

It is thin.

It is silver.

It has a sharp point.

It is made of steel.

We can find it in our house.

It costs ten cents.

You need good eyes to use it.

It is used for sewing things.

What is it?

After the teacher introduces the name of an object, such as a pen, the learners are instructed to describe it using a pre-planned format. If required, the teacher provides additional new vocabulary words to aid in the description. Each learner can be given a different object to describe, written on a card. Once the learners have a good grasp of the format, the activity can be turned into a game. One learner describes an object while the others attempt to guess what it is. As the learners become more proficient, they can add additional sentences not included in the original format and make other changes to the activity. To maintain control, the teacher can request that the learners carefully follow the sentence patterns included in the original format.



### 3. *Practicing Sentence Patterns*

The next step after memorizing phrases and sentences is to learn productive sentence patterns known as **substitution tables**, which allow for regular substitutions to create new sentences.

1	2	3	4	5
I	Will	see	you	tomorrow
	meet			On Friday
	call			Next week at six a'clock

The example sentence is composed of five parts, but substitutions are only made in two of them. When introducing the pattern, it's recommended to begin with only one part having substitutions. The first step is to memorize the sentence "I'll see you tomorrow." Then the teacher guides the learners to take turns around the class, systematically substituting one part of the sentence, for instance, "tomorrow" to "on Friday", etc. The teacher should provide an oral cue to the learner before they make the substitution.

Teacher: I'll see you tomorrow. On Friday.

Learner 1: I'll see you on Friday.

Teacher: next week

Learner 2 : I'll see you next week.

Teacher: at six o'clock

Learner 3: I'll see you at six o'clock.

When a new pattern or substitution table is introduced, the teacher should start regularly. That is, the teacher should go through the table so that the learners can tell what the next sentence will be and who will have to say it. Teachers can replace them with a variety of adverbs of time and tenses. "Learn a little use a lot"

## CHAPTER VI

# Teaching Listening

### **A. Why Listening?**

It has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening (Nunan, 1998). Despite this, we often take the importance of listening for granted, and it is arguably the least understood and most overlooked of the four skills (L, S, R, and W) in the language classroom (Nation, 2009).

The ideas of Nunan (1998) and Nation (2009) emphasize the critical role of listening in language learning, highlighting that a significant portion of time spent by students in a foreign language context is dedicated to listening (Elkhafaifi, 2005). Despite this substantial time allocation, listening is often undervalued and considered the least understood and most neglected of the four language skills (listening, speaking, reading, and writing) in educational settings (Vandergrift, 2007). Listening comprehension is fundamental to language acquisition, aiding in the internalization of language rules and facilitating the development of other language skills (Vandergrift, 1997).

Research has demonstrated that listening is typically the initial skill learners acquire when studying a foreign language, making it a foundational aspect of language learning (Jannah et al., 2022). Listening offers crucial input for learners, assisting in the enhancement of their language proficiency (Gilakjani & Sabouri, 2016). Furthermore, listening plays a vital role in daily communication and the educational process, underscoring its significance in language acquisition (Gilakjani & Ahmadi, 2011). Studies have indicated that active listening is essential for language learning, influencing various aspects of the learning process (Ambubuyog et al., 2023). Listening skills are indispensable for language learners as they interpret messages in a foreign language, comprehend them, and decode meaning from both oral and non-oral messages (“Digitalization and its Effect on Improving Sixth Grade Student’s English Language Listening Comprehension Skill in Mafraq Educational Directorate”, 2021). Strategies such as captioning in movies have been shown to improve listening comprehension by enhancing attention, reducing anxiety, and providing immediate verification of the content heard (Janfaza et al., 2014).

In conclusion, the paragraph underscores the pivotal role of listening in language learning and the necessity of acknowledging its importance in educational settings. Despite its significance, listening is frequently disregarded, emphasizing the importance of dedicating attention to developing and enhancing listening skills in language classrooms.

Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening. Indeed, Gillian Brown and others (see, for example, Brown, 1978; Brown, Anderson, Shillcock and Yule, 1984) showed that both oracy and literacy development needed ongoing attention in first language education. Prior to this, it was taken for granted that first language speakers needed instruction in how to

read and write, but not how to listen and speak because these skills were automatically acquired by native speakers.

The paragraph highlights the foundational role of listening in language development, emphasizing that listening serves as the natural precursor to speaking. It suggests that the early stages of language acquisition, both in one's first language and in the naturalistic acquisition of additional languages, heavily rely on listening skills. The work of Gillian Brown and other researchers, such as Brown (1978) and Brown, Anderson, Shillcock, and Yule (1984), demonstrated the essential nature of ongoing attention to both oral and written language development in first language education. Historically, there was an assumption that individuals acquiring their first language would naturally develop listening and speaking skills without explicit instruction, while reading and writing required formal teaching. However, Brown and her colleagues challenged this notion by highlighting the importance of nurturing both oral and written language skills in first language education. Their research indicated that proficiency in oracy (speaking and listening) and literacy (reading and writing) are interdependent and require deliberate attention for comprehensive language development. The findings of Brown and her contemporaries underscore the significance of actively cultivating listening and speaking abilities alongside reading and writing skills in language education. By recognizing the foundational role of listening in language acquisition, educators can better support learners in developing a well-rounded linguistic competence that encompasses all aspects of language proficiency.

Approaches that gave more importance to listening were based on different ideas. Nord (1980: 17) expresses this view clearly:

Some people now believe that learning a language is not just learning to talk, but rather that learning a language

is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this “cognitive” map in the mind. To do this, they feel, the best method is to practice meaningful listening.

The paragraph in question delves into the concept that learning a language goes beyond mere verbal communication skills and involves constructing a comprehensive understanding of the language’s underlying structure and meaning within the mind. This perspective suggests that language acquisition is akin to creating a mental map that encompasses not only vocabulary and grammar but also the nuances and subtleties that shape a language’s essence. Advocates of this viewpoint argue that while speaking a language is an essential aspect of language learning, it is not the most effective method for developing this cognitive map of the language in the mind. Instead, they propose that meaningful listening plays a crucial role in this process. By engaging in active and attentive listening, learners can absorb the intricacies of the language, including intonation, rhythm, and contextual usage, which are vital for a deeper understanding of the language.

This perspective aligns with theories of language acquisition that emphasize the importance of input processing and comprehension in developing linguistic competence. Researchers such as Stephen Krashen have highlighted the significance of comprehensible input in language learning, suggesting that exposure to language in meaningful contexts facilitates the internalization of linguistic structures and patterns.

Furthermore, proponents of this view may draw upon cognitive psychology principles to support their argument. Constructivist theories posit that learning involves actively constructing knowledge and understanding based on experiences

and interactions with the environment. In the context of language learning, meaningful listening can be seen as a process through which learners actively engage with the language, making connections, and refining their mental representation of the language.

In conclusion, the paragraph underscores the idea that learning a language transcends mere communication skills and involves the intricate process of building a cognitive map of meaning within the mind. By prioritizing meaningful listening as a method to develop this cognitive map, learners can deepen their understanding of the language and enhance their overall language proficiency.

## **B. Types of Listening**

Nation (2009) stated that there are two types of listening, they are as follows;

1. One-way listening—typically associated with the transfer of information (transactional listening).
2. Two-way listening—typically associated with maintaining social relations (interactional listening).

The statement by Nation (2009) regarding the two types of listening, namely one-way listening and two-way listening, sheds light on distinct listening functions within language comprehension. One-way listening, often associated with transactional listening, focuses on the transmission of information. This type of listening is instrumental in scenarios where the primary goal is to convey or receive specific information accurately. On the other hand, two-way listening, linked to interactional listening, is centered around maintaining social relations. In this context, listening serves as a tool for fostering communication, understanding social cues, and building relationships.

This distinction between one-way and two-way listening aligns with the broader understanding of listening as a multifaceted skill that encompasses various cognitive processes and social functions. The differentiation between transactional and interactional listening underscores the diverse purposes and outcomes of listening activities. Transactional listening emphasizes the accurate exchange of information, while interactional listening prioritizes social engagement and relationship-building through attentive listening and response.

The concept of two-way listening resonates with theories of communicative competence, highlighting the interactive nature of language use and the importance of listening in interpersonal communication. By recognizing the dual roles of listening in information processing and social interaction, language learners can develop a more comprehensive understanding of the communicative functions of listening and enhance their overall language proficiency.

In language learning contexts, incorporating activities that target both transactional and interactional listening skills can provide learners with opportunities to practice diverse listening strategies and engage with language in meaningful ways. By acknowledging the distinct purposes of one-way and two-way listening, educators can design listening tasks that cater to the varied needs of learners and promote holistic language development. Overall, Nation's delineation of one-way and two-way listening underscores the multifaceted nature of listening comprehension and emphasizes the significance of considering both informational and interpersonal aspects of listening in language learning and communication.

### **C. Listening Process**

In the process of listening, the listeners assemble the message piece-by-piece from the speech stream, going from the parts to

the whole. There are two processes of listening according to Field (2003: 326); the *Bottom-up process* and the *Top-down process*.

### **1. The *Bottom-up process***

Listening processes encompass a series of cognitive mechanisms that individuals employ to comprehend spoken language. One key aspect of listening processes is bottom-up processing, which involves the gradual assembly of the message by piecing together information from the speech stream, moving from smaller units to larger structures. According to Field (2003), bottom-up processing unfolds through various levels of analysis, starting from the most basic auditory-phonetic level and progressing towards more complex linguistic and semantic levels.

At the initial stages of bottom-up processing, listeners focus on perceiving and distinguishing individual speech sounds (phonemes) and identifying syllabic patterns. As the process continues, listeners move on to recognizing words (lexical level), understanding sentence structures (syntactic level), deriving meaning from words and sentences (semantic level), and extracting the underlying message or proposition conveyed by the speaker (propositional level).

Moreover, bottom-up processing extends to pragmatic and interpretive levels, where listeners consider the social and contextual aspects of the communication, such as the speaker's intentions, the relationship between interlocutors, and the broader situational context. Pragmatic processing involves understanding implied meanings, inferences, and speech acts beyond the literal content of the message. Interpretive processing entails synthesizing the information received to construct a coherent interpretation of the speaker's message.

By engaging in bottom-up processing, listeners systematically analyze and integrate linguistic cues and contextual information to construct a meaningful representation of the spoken language.



This approach allows listeners to decode the speech stream incrementally, moving from basic auditory input to higher-order comprehension processes. Understanding the hierarchical nature of bottom-up processing provides insights into how listeners navigate the complexities of spoken language and extract meaning from the continuous flow of auditory information.

In summary, bottom-up processing in listening involves a step-by-step analysis of speech elements, progressing from phonetic features to semantic content and pragmatic considerations. This systematic approach enables listeners to build a comprehensive understanding of spoken language by synthesizing information at multiple levels of linguistic processing.

## **2. The *Top-down Processes***

Top-down processes in listening comprehension entail a cognitive approach where the listener utilizes their existing knowledge, contextual understanding, and cognitive schemata to interpret and make sense of incoming information. Unlike bottom-up processing which starts with individual speech elements and progresses to higher levels of linguistic analysis, top-down processing begins with a holistic view of the communication context and the listener's background knowledge, moving towards a detailed understanding of the message.

Listeners engaging in top-down processing draw upon their prior knowledge, experiences, and expectations to anticipate the content and structure of the message they are about to receive. By activating relevant content and rhetorical schemata, listeners create mental frameworks that help them predict the likely information and organization of the incoming message. This proactive approach allows listeners to form hypotheses about the speaker's intentions, the topic of discussion, and the overall communicative purpose before detailed processing of the message begins.

As the listener receives the message, they continuously compare the incoming information with their initial predictions and expectations. This process involves using contextual cues and partial information from the message to confirm, adjust, or expand their understanding based on the pre-existing mental frameworks. A key cognitive process in top-down processing is inferencing, where listeners make educated guesses and draw conclusions based on the available information and their background knowledge.

By integrating top-down processes into listening comprehension, individuals can efficiently navigate complex linguistic input by leveraging their cognitive resources and contextual understanding. This approach enables listeners to actively engage with the message, make connections with their existing knowledge, and fill in gaps in comprehension through inference and interpretation. In conclusion, top-down processing in listening involves leveraging prior knowledge and contextual cues to anticipate, interpret, and make sense of incoming information. By combining top-down processes with bottom-up strategies, listeners can enhance their comprehension abilities, effectively decode spoken language, and construct coherent interpretations of the message based on a blend of existing knowledge and real-time input.

#### **D. Activities for Meaning-focused Listening**

There are many activities teachers can do to teach listening within the EFL classroom. One of the more popular is **listening to stories**.

1. The teacher chooses a graded reader that is at the right level for the learners; that is, there are only a few unknown words in the story.
2. The teacher sits next to the whiteboard and slowly reads the story to the learners. Initially, most sentences are read twice

and are read slowly. All the time the teacher is watching to see that the learners understand what they hear.

3. When words come up that the learners might not recognize or which might be unknown to the learners, the teacher quickly writes them on the board and gives a quick explanation, using either a translation, a gesture, pointing, a quick drawing, or a simple second language definition.
4. If the same word or another member of its word family occurs again, the teacher points to it on the board.
5. As the learners become familiar with the story the teacher reads a little faster and cuts down the repetitions and explanations.

The main goal of the activity is for the learners to follow and enjoy the story. After about ten minutes, the teacher stops at a suitable point, such as the end of a chapter, and the activity ends, to be continued in the next day or so. These activities, according to Nation (2009) have the following features;

1. The learners are interested in what they are listening to.
  2. They are able to understand what they are listening to.
  3. The material is at the right level for the learners.
  4. There are a few unfamiliar or partly unfamiliar items that they can understand through the help of context, or through the teacher's
1. explanation. Some of these items occur several times in the input.
  5. There is a little bit of deliberate attention given to language features
  2. without too much interruption to the flow of the story.
  6. There are possibilities for interaction during the listening as the teacher occasionally asks questions or gets the learners

to anticipate what will happen, and as the learners ask the teacher to repeat, slow

3. down, or explain.
7. There is a large quantity of input.
8. Learners do not have to produce much output.

Krashen's (1981) claims that the importance of comprehensible input (CI) can be translated into a set of learning conditions; that is, conditions that need to be met for language development through listening. Krashen's (1981) theory emphasizes the importance of comprehensible input (CI) in language acquisition, highlighting that learners benefit from exposure to language that is just above their current proficiency level (Warschauer, 1997). Comprehensible input is defined as language input that is slightly more advanced than the learner's current level, allowing for growth and understanding (Burger, 1989).

Krashen suggests that learners progress best when they are presented with input at the "i + 1" level, which is slightly beyond their current linguistic competence (Burger, 1989). This principle enables learners to incrementally expand their language skills.

Moreover, Krashen stresses the significance of creating environments rich in language acquisition opportunities, where learners have access to meaningful and engaging comprehensible input that is relevant to their interests and needs (Garza & Harris, 2016). This exposure to authentic language usage fosters language acquisition (Warschauer, 1997).

Implementing Krashen's concepts in language learning involves providing learners with various sources of comprehensible input, such as authentic audio materials, conversations with proficient speakers, and language-rich settings (Burger, 1989). By ensuring learners receive suitable input, educators can enhance their language development and listening comprehension skills. In conclusion, Krashen's focus on comprehensible input

underscores the crucial role of exposure to understandable language in language acquisition through listening. By adhering to the conditions of providing comprehensible input at an appropriate challenge level, language learners can effectively improve their listening abilities and overall language proficiency.

To do what Krashen said about the concepts of language comprehensible input, teachers are able to prepare the condition within the EFL classroom that can be represented by an acronym “MINUS” (Nation, 2009).

<b>Conditions</b>	<b>Questions the teacher should ask:</b>
Meaningful	Is the input a piece of meaningful communication?
interesting	Does the input contain useful or interesting information that will attract the learners’ attention?  What features of the input make it useful or interesting and will engage learners’ attention? How are activities associated with listening engaging the learners’ interest?
New Items	What learnable language, ideas, skills or text types (L I S T) will learners meet through the listening experience?
Understanding	Can the learners understand the input?  How are the learners assisted with understanding the input (e.g. through controlling the difficulty of the input or through activities that scaffold learning)?  How are new language items being made comprehensible and how is skill development being scaffolded?
Stress-free	How is stress and anxiety being controlled?

**Figure 1.1 :** Conditions for Learning Through Input, adapted from Nation, 2009).

It is useful to keep these conditions in mind when considering the activities for listening activities within the EFL classroom [.]

## CHAPTER VII

# Reading Comprehension Strategies

### **A. Making Predictions and Inferences Strategy**

In teaching reading comprehension, the strategy of Making Predictions and Inferences plays a crucial role. This strategy involves students using contextual clues and their background knowledge to anticipate what might happen next in the text and to draw conclusions based on the information provided. Making predictions and inferences is a key component of reading comprehension as it helps readers engage with the text actively, make connections between different parts of the text, and understand the underlying meaning beyond the literal words on the page (Küçükoğlu, 2013). Research has shown that inference-making skills are essential for improving reading comprehension. Studies have indicated that the ability to make inferences contributes significantly to reading comprehension, with inference-making having a direct and substantial effect on overall comprehension (Hall et al., 2019). Additionally, the capacity to make inferences is crucial for maintaining coherence between propositions within the text, which is fundamental for understanding the text as a whole (Guerra & Kronmüller, 2019).

Furthermore, the process of making predictions and inferences is intertwined with other aspects of reading comprehension, such as vocabulary knowledge and memory capacity. Vocabulary knowledge is not only a predictor of reading comprehension but also influences the reader's ability to make accurate inferences based on the context of the text (Cain et al., 2004). Moreover, making inferences is closely related to logical reasoning and word problem-solving skills, highlighting its significance in the broader cognitive processes involved in reading comprehension (Can, 2020).

In summary, the strategy of Making Predictions and Inferences in teaching reading comprehension involves students actively engaging with the text, drawing on contextual cues and background knowledge to anticipate outcomes and draw conclusions. This strategy is essential for improving reading comprehension, as it helps readers make connections, understand implicit meanings, and maintain coherence within the text.

### **How to teach**

We may view prediction and inference strategies as particular thinking tools that help us make sense of the world around us. Predicting and making inferences can be at the word level, at the sentence or paragraph level, on the chapter or page level, or can be practiced through reflection after reading a text. A variety of statements and questions can be used to prompt readers' explorations with prediction and inference:

- I predict that . . .
- My guess is that ...
- I suspect that . . .
- I think this clue means that . . .
- I knew this would happen next because . . .

- I conclude that . . .
- What clues did the author or illustrator give readers?
- What do I see in my mind’s eye that’s not on the page?
- Why did that happen? What will happen next?
- What will happen next? Was I correct?
- What makes sense?
- What was the author trying to say in this story?
- What was the illustrator trying to show?

Educators can facilitate students’ application of this strategy through the use of graphic organizers that involve students in the writing process of summarizing. They can view their own and their peers’ learning subtleties by reviewing the prints or illustrations. In Figure ..., the evidence is recognized from the words and images, the link between the existing background knowledge is made, and then a deduction or inference is arrived at.

**Figure 1 :** Locating Evidence in the Text for Predictions and Connecting Evidence and Background Knowledge for Inferences  
(Adapted from Judi Moreillon, 2007)

Text Prompt	Evidence (E) or Background of Knowledge (BK)	Prediction (P) or Inference (I)
Crystals, queen ant loves taste, makes her happy	The white color and crystal shape suggest sugar. (E) Eating sweets makes people—and ants—happy. (BK)	Ants have discovered sugar. (I)
Boiling brown lake, tastes bitter	There is a spoon stirring a brown liquid. (E) Coffee is brown and bitter; people use sugar to make it sweeter. (BK)	Ants are in a cup of coffee. (I)



Cave	Nostrils and an upper lip are in the illustration. (E) A mouth is like a cave. People drink coffee. (BK)	Ants may be swallowed. (P)
Hiding place, red light, getting hotter, popped up, flying	A toaster is found in a kitchen; it's hot inside and toast pops up. (BK) Ants are being thrust out of a toaster. (E)	They will land somewhere in the kitchen. (P)
Waterfall, shiny surface, rushing water	A kitchen faucet has these features. (BK)	Ants may be swept into the sink, down the drain. (P)
Chamber, with wet food, frightening sounds, spinning	A kitchen garbage disposal has these features. (BK) The illustration shows pieces of things flying through the air. (E)	Ants could have been chopped up and were lucky to escape. (I)
Dark cells, force shot through wet ants	The illustration shows an electrical plug. (E) Water near electricity is dangerous. (BK)	Ants could have been electro- cuted. (I)
Footsteps, got in line	The illustration shows the smiling ants following a fellow ant into a hole in the ground. (E) When you have a close call, you aren't likely to do that behavior again. (BK)	The two bad ants won't risk any more adventures. (P) It's safer to travel in a group and to follow the rules. (I)

One of the simplest techniques of illustrating the words “*predict* and *infer*” by using three or four-panel cartoons would be helpful for children. Vivid images with fewer words can help readers cope with mental maps of presented thoughts and scenes, which are commonly assigned to the reading they perform during their whole lives. Teachers may present readable visuals such

as those in Figure 2 that don't have complicated sentences. The readers have the option to use the picture or the words as their evidence combining with it their prior knowledge that helps them understand the events in the next frame is the fun part of this process. Students too could be encouraged to come up with their cartoons whilst also being able to evaluate their depiction of the plot logically.

**Figure 2:** Using Picture to Make Predictions or Inferences



Resources: [graphicriver.net](http://graphicriver.net)

Pictures and cartoons can be very useful tools for guessing what a reading is because they spark imagination, stimulate questions, provide contextual clues, and combine language with visuals. When someone sees a picture or cartoon associated with the text to be read, they will naturally begin to imagine what might happen in the story or text. These images can also trigger questions in the reader's mind, helping them to more actively engage with the text to be read. In addition, drawings and cartoons often provide contextual clues about the setting, place, character,

or atmosphere in the story, allowing readers to make guesses about what they will encounter in the text. By integrating visual information with verbal information, readers can improve their understanding of the text as a whole. Therefore, drawings and cartoons become effective tools to help guess and understand the content of the reading.

## **B. Activating or Building Background Knowledge**

In a theory developed by Rosenblatt in 1978, reading is seen as a transaction between the reader, the text, and the author's intention. According to him, each reader brings their personal feelings, personality, and experiences into the text, and each reader is different every time they reread a particular text. Background knowledge is what the reader brings into the reading activity. Each reader's interpretation and every reading of the text has the potential to be unique. This theory helps explain our responses to literature, art, and music and can be applied more broadly to our common responses in all areas of learning.

In the process of learning, we shape and organize our understandings into a range of schemas after encountering the ideas and information repeatedly in our daily lives. McGee and Dickgels conceptualize schema as "a mental space in which all the information that we have about people, places, objects or events is stored." (McGee and Dickgels, 1996, p. 5). When we lack a schema for a specific subject we start not grasping any meaning and this is the kind of thing the experience shared here clearly demonstrates.

### What's a Grand Canyon?

After months of preparation and anticipation, the children waited enthusiastically for the writing prompt for their annual state-mandated writing assessment. The classroom teacher opened the booklet and read aloud to her students: "Write a story about the day you took a pack mule trip into the Grand Canyon."

In this Tucson, Arizona, elementary school 350 miles from the Grand Canyon and 60 miles from the Mexican border, twenty-eight wiggling eight-year-old arms flew into the air. "Teacher, teacher," they called out in unison. "What's a Grand Canyon?"

The third-grade students attending this elementary school had never seen a photograph of the Grand Canyon, much less visited it. Only one student said she had ridden a mule, but when the teacher translated that word to "burro," at least half the class reported having had that experience. In short, these children had no schemas to support their writing on this topic.

The students had no prior contextual background because they had never been to the Grand Canyon and they had no decontextualized book knowledge because they had not yet read nor viewed a film or television documentary about the place or the experience of riding a mule down its cliffs.

Schemas, as described by Keene and Zimmermann (1997) as "homes in the mind," play a crucial role in learning and comprehension. The metaphor of schemas being akin to homes highlights that familiarity and comfort with a topic are essential for successful meaning-making. By assessing students' schemas and activating or building background knowledge, educators can provide critical support for comprehension (Kesteren & Meeter, 2020).

Educators should not assume that students come to school with prior knowledge in various subjects. Teachers must start lessons by probing students' existing ideas and understanding

through brainstorming sessions and inquiries. Utilizing tools like K-W-L charts or similar methods helps the class and individual students evaluate their background knowledge, aiding educators in pinpointing a solid starting point for learning. When students already possess relevant schemas, they're better equipped to engage with new material. However, if they lack the necessary background, it becomes the educator's responsibility to scaffold their learning by helping them develop that foundational knowledge. Extending the use of tools like the K-W-L chart acknowledges that educators may need to assist students in building their background knowledge before identifying what they already know and what they're eager to learn;

- Build background.
- What do we already know?
- What do we wonder about?
- What did we learn?
- What are our new questions?

This B-K-W-L-Q chart, based on the work of Janet Allen (2004), also acknowledges that inquiring is a dynamic process that can generate as many questions as it answers.

Research by Kesteren & Meeter (2020) emphasizes that schemas aid in memory encoding and the consolidation of new experiences, enabling individuals to remember the past, guide behavior in the present, and predict the future. Incorporating information into schemas is crucial for the speed of memory consolidation (Kesteren & Meeter, 2020).

Moreover, prior knowledge, represented as mental schemas, significantly influences how individuals organize, interpret, and process incoming information, as highlighted by (Vogel et al., 2017). This underscores the importance of activating and building upon existing schemas to enhance learning outcomes.

Additionally, Ji et al. (2018) point out that schemas serve as frameworks for learning new information and provide an approach to problem-solving. They play a dual role in facilitating the acquisition of new knowledge and aiding in the application of that knowledge in practical scenarios. In educational settings, the application of schema theory has been shown to enhance teaching effectiveness and strengthen memory retention, reducing the degree of knowledge forgetting, as discussed by Xin-Hong et al. (2022). By leveraging schema theory, educators can optimize knowledge construction and support students in comprehending complex concepts.

In conclusion, the concept of schemas as mental frameworks that shape how individuals perceive and process information is fundamental to learning and comprehension. By understanding and leveraging schemas, educators can create an environment that fosters meaningful learning experiences and supports students in making connections between new information and existing knowledge.

### **How to Teach**

In the educational setting, the process of sharing personal stories and engaging with students' experiences plays a vital role in building relationships and fostering a sense of community. This practice aligns with the idea that memories and learning are often stored in narrative form due to the brain's natural inclination towards processing information in a storytelling manner. Children, as noted by Christie, Enz, and Vukelich (2003), frequently express their knowledge and experiences through storytelling, indicating the significance of narratives in communication and comprehension.

When educators and students participate in storytelling to activate background knowledge, they not only enhance comprehension but also establish connections that contribute to

a supportive learning environment. This strategy not only aids in understanding but also cultivates a sense of community within the classroom. Collaborative storytelling not only strengthens relationships between educators and students but also fosters a deeper understanding of one another, enriching the overall teaching and learning experience.

In this strategy, educators play a crucial role in modeling the process of making connections before, during, and after reading to support meaning-making. By encouraging students to reflect on the ideas that come to mind before delving into a text, educators set the stage for activating background knowledge and enhancing comprehension. During the reading process, educators should pause to reflect, emphasizing to students that reading is a multifaceted and nonlinear process that extends beyond the literal words on the page. This reflective practice helps students grasp the complexity of reading and encourages them to engage more deeply with the text. After reading, sharing connections and discussing how these connections contribute to comprehension are essential steps in leveraging background knowledge effectively. Educators should be specific in sharing how their background knowledge aided in understanding the text and prompt students to do the same, fostering a culture of detailed reflection and connection-making (Park & Chen, 2012).

Furthermore, the process of modeling making connections before, during, and after reading aligns with the principles of schema theory. Schema theory emphasizes the critical role of background knowledge in reading comprehension. By activating prior knowledge and encouraging students to make connections, educators facilitate the integration of new information into existing mental frameworks, enhancing understanding and retention (Carrell & Eisterhold, 1983). Incorporating storytelling and personal experiences can also be a powerful tool in activating background knowledge and building connections. Sharing stories not only aids in comprehension but also fosters a sense of

community within the classroom, creating a supportive learning environment where students feel encouraged to engage with the text on a deeper level (Sæleset & Friedrichsen, 2021).

In conclusion, by guiding students through the process of making connections before, during, and after reading, educators can effectively activate background knowledge, enhance comprehension, and promote a deeper engagement with the text. This approach, rooted in schema theory and supported by the practice of storytelling, contributes to a rich and meaningful learning experience for students.

### **Connection Types**

Keene and Zimmermann (1997) propose that readers engage in three types of connections; *text-to-self*, *text-to-text*, and *text-to-world* - to identify the origins of their prior knowledge connections. These connection frames not only assist readers in understanding and discussing books but also aid in the development of schemas. Educators can leverage questions associated with each type of connection to facilitate active reading among students. By modeling metacognition through thinking aloud and verbalizing their connections, educators can guide students in making their connections and recognizing how these connections enhance text comprehension.

It is essential for young readers to internalize these connection-related questions, using them as tools to explore their connections to what they read, hear, and see. Research indicates that making connections supports memory retention of textual information and adds value to literacy experiences. By actively building connections, readers not only improve their comprehension skills but also enrich their literate lives by imbuing their literacy encounters with deeper meaning and significance.



## **Text-to-Self Connections**

When demonstrating text-to-self connections, educators can employ verbalized questioning to articulate their cognitive processes. Utilizing questions and responses serves as an effective method to make comprehension accessible to students through the lens of background knowledge. These inquiries typically revolve around three key areas of text-to-self connection: emotions, personal experiences, and thoughts. Ultimately, young readers should internalize these questions to explore how they relate to the content they read, hear, or view. Establishing connections not only aids in understanding but also adds significance to literacy experiences, enriching individuals' engagement with written material :

- Have you ever felt like the character(s) in this story? Describe what happened and how you felt.
- Have you had a similar experience? Compare your experience to that of the character(s).
- Have you heard or read this information before? What does this information mean to you?
- How does connecting a story or information to your own life experiences help you better understand it? (Moreillon, 2009)

## **Text-to-Text Connections**

When educators establish effective links between children's home and school environments and as students develop their school-related background knowledge, they can assist learners in forming connections between various texts. In a broader context, a text can encompass any form of communication that individuals derive meaning from, including written documents, verbal exchanges, visual representations, and digital resources. This expansive view of text provides students with a diverse array of potential sources for establishing connections. As children

start recognizing similarities between texts encountered both within and outside the school setting, they may begin to perceive greater relevance in their educational experiences.

The following sample questions center on making text-to-text connections. They can be used to guide educators' and students' thinking as they model and practice this strategy:

- Have you ever read another book or seen a movie in which the characters have feelings or experiences similar to the ones in this story? Describe how they are the same.
- Have you ever read another book or seen a movie in which a story element (setting, plot, conflict, theme, or style) is similar to the one in this story? Describe how they are the same.
- Have you read another book or seen a movie in which the writer used language or text structure similar to that in this story? Describe how these texts are similar.
- How does making connections to familiar texts help you comprehend the new text?

### **Text-to-World Connections**

By making text-to-world connections, readers expand their comprehension beyond the specifics of the text to link story themes with broader real-life issues. These issues often encompass social and political challenges stemming from historical or contemporary events.

For example, before reading Malin Kundang's story, the teacher introduces students to the news about children who resist and disobey their parents.

For instance, prior to reading "Malin Kundang Story", educators might introduce a current newspaper article about an ungodly son who is hostile to his own mother, for example.

Throughout the reading, educators and students can draw comparisons between the situations and themes depicted in the story and those presented in the article, or other experiences and information concerning this social issue. Some students may also relate the story to encounters with bad boys they've had or to news reports and additional articles on the topic.

When students make such intertextual connections, they're initiating an exploration of literacy as a means of shaping opinions about social and political matters. Through this process, readers come to realize that authors and illustrators often convey messages or perspectives on global events through their work. Understanding the author's intent, as part of the reader's engagement with the text according to Rosenblatt's reading transaction, becomes a significant aspect of the meaning derived by the reader.

Here are some guiding questions for educators or students to consider while practicing the skill of making text-to-world connections:

- What do you think the author's message or purpose was in writing this story or presenting this information?
- Did the author suggest a message that connects with bigger ideas about the way things are in the world? What do you already know about these issues?
- What do you think was the author's opinion or perspective on the big ideas in this text? Do you agree? Why or why not?
- How does making connections to larger issues help you comprehend this text?

### **Making Literature Connections**

Books in a variety of genres related to students' life experiences provide fertile ground for background knowledge and strategy advice. Students quickly learn to make connections with books

based on plot elements, themes, authors or illustrators with which they are familiar. School activities are a starting point because they represent shared experiences. Characters, settings, and storylines can create particularly strong connections between readers and these texts. The transition from school stories to students' experiences at home and in the community is a natural process that requires educators to develop a comprehensive understanding of their students. As practice increases, students become more familiar with how to link texts to each other, and educators gain more information about students' schemas.

Connections to the local or regional community also facilitate effective assistance in the development of prior knowledge. Historical events and monuments, national parks and forests, museums, and landmarks can have a particularly significant association with reading, specifically if students can travel to these locations in real or virtual form before, during, or after reading about them. The first attempt at reading and assessing the background knowledge of readers is successful when they find relevance and familiarity in their reading. Students can then capitalize on these accomplishments as they progress as readers, and they are more apt to recognize the loss of their comprehension in the absence of additional knowledge.

Books that contain information on topics in students' areas of interest and expertise are very effective for building students' background knowledge. When students read books that are relevant to their interests, they not only increase their understanding of the topic but also deepen their sense of interest and motivation to learn. These books serve as a bridge that connects theoretical knowledge with practical experience, thus making the learning process more contextual and meaningful. In addition, access to materials that match students' personal interests can encourage them to develop research and critical thinking skills. For example, a student interested in biology may find inspiration from books on ecology or genetics, which can then

stimulate research projects or experiments in class. Thus, books tailored to the interests and expertise of students not only enrich their knowledge but also support the development of academic and non-academic abilities essential for future success.

Text sets developed by classroom teachers and school book writers are another powerful support for students who are learning to build background knowledge and make connections. These curated collections of books and resources are specifically designed to provide a multi-faceted understanding of a topic by presenting it from various perspectives and through different genres. For example, a text set on Indonesian Independence Day might include historical accounts, biographies, fiction novels, and primary source documents. By engaging with this diverse range of materials, students can gain a more comprehensive understanding of the era's social, political, and cultural dynamics.

Furthermore, these text sets can be tailored to align with the student's reading levels and interests, ensuring that the content is accessible and engaging. For instance, a text set for a unit on ecosystems might include an informational book on rainforests, a picture book about the water cycle, a biography of a famous environmentalist, and articles on current environmental issues. By reading across these different texts, students can build a deeper and more interconnected understanding of ecological concepts and their real-world applications. This method not only enhances their content knowledge but also helps them develop critical thinking and analytical skills as they compare and synthesize information from multiple sources. Ultimately, text sets are a versatile and effective tool for enriching the educational experience and fostering a love for learning.

## CHAPTER VIII

# Current Issues In EFL Teaching

### **A. Language Approach**

#### **1. Communicative Language Teaching (CLT):**

Issue: Balancing fluency and accuracy.

Communicative Language Teaching (CLT) is an approach that prioritizes the ability to communicate effectively and fluently in real-life situations. The primary focus is on enabling learners to convey their messages and understand others, emphasizing the practical use of language over the rote learning of grammatical rules (Richards, 2005). This approach has been highly influential and widely adopted in language education due to its emphasis on meaningful interaction and real-world applicability.

However, one of the key challenges within CLT is finding a balance between fluency and accuracy. Fluency refers to the flow and ease with which learners can produce language, often prioritizing the ability to get a message across even if it contains errors. Accuracy, on the other hand, involves the correct use of grammatical structures, vocabulary, and pronunciation (Harmer, 2019).

## Challenges:

### a. Overemphasis on Fluency:

- Risk: In a CLT-focused classroom, there is a risk that the emphasis on natural communication might lead students to develop bad habits, as they may prioritize speed and ease over correctness. This can result in fossilized errors, where incorrect language use becomes habitual.
- Example: Students might become adept at making themselves understood in casual conversation but may struggle with more formal or precise communication, where grammatical accuracy is essential.

### b. Neglect of Grammatical Instruction:

- Risk: Some educators may downplay the teaching of grammar explicitly, assuming that learners will naturally acquire correct forms through exposure and practice. However, without targeted instruction and corrective feedback, students might not fully grasp the underlying grammatical rules.
- Example: A learner might consistently use incorrect verb tenses or make frequent agreement errors (e.g., “He goes to school” instead of “He goes to school”).

### c. Balancing Activities:

- Challenge: Designing activities that promote both fluency and accuracy can be complex. Activities focused on communication (e.g., role-plays and discussions) are excellent for developing fluency but may not provide sufficient focus on accurate language use. Conversely, activities emphasizing grammar drills may enhance accuracy but do little to improve communicative competence.

- Example: A role-play activity might be engaging and effective for practicing conversational skills, but students may not realize or correct their grammatical mistakes without structured feedback.

#### Strategies for Balance:

##### a. Integrated Practice:

- Combine communicative activities with targeted grammar instruction. For example, follow a fluency-focused activity with a mini-lesson on common errors observed during the activity.
- Use tasks that require precise language use in context, such as problem-solving activities where accuracy is crucial to correctly understanding and completing the task.

##### b. Corrective Feedback:

- Provide immediate, constructive feedback during or after communicative activities to address errors without disrupting the flow of communication.
- Encourage self-correction and peer feedback to promote accuracy awareness while focusing on fluent communication.

##### c. Varied Activities:

- Balance free communication activities with a controlled practice that focuses on accuracy. This could include alternating between open-ended discussions and focused grammar exercises.
- Use activities like information-gap exercises, which require accurate information exchange and thus necessitate both fluency and accuracy.

In conclusion, achieving a balance between fluency and accuracy in Communicative Language Teaching is an ongoing



challenge that requires thoughtful instructional design and adaptive teaching strategies. By integrating focused grammatical instruction within communicative contexts and providing meaningful corrective feedback, educators can help learners develop both the fluency needed for real-world communication and the accuracy required for clear and correct language use.

## **2. Technology Integration**

Issues: Effective use of digital tools

The rise of digital tools and online resources has revolutionized language learning, offering numerous opportunities to enhance the educational experience (Wilkinson, 2016). Tools such as language learning apps, interactive websites, online dictionaries, virtual classrooms, and multimedia resources can make learning more engaging, accessible, and personalized. However, ensuring these tools are used effectively, rather than as mere add-ons or distractions, poses significant challenges. Integrating technology in a way that genuinely enhances language learning requires careful planning, ongoing evaluation, and a thoughtful approach to pedagogy.

Challenges:

a. **Over-Reliance on Technology:**

Risk: There is a risk that teachers and students may become overly reliant on digital tools, using them as a crutch rather than a complement to traditional teaching methods. This can lead to a superficial understanding of the language if not properly managed.

Example: A language learning app might provide practice in vocabulary and grammar, but without the context of meaningful communication and interaction, students might not be able to apply what they've learned in real-life situations.

b. Digital Literacy:

- Risk: Both teachers and students need a certain level of digital literacy to use these tools effectively. Lack of training or familiarity can result in underutilization or misuse of the available technology.
- Example: A teacher might struggle to effectively integrate an interactive whiteboard or language software into lessons if they are not comfortable with the technology, resulting in lost instructional time and ineffective lessons.

c. Quality and Relevance of Content:

- Risk: Not all digital tools and resources are of high quality or relevant to the specific learning objectives. There is a need to critically evaluate and select tools that genuinely contribute to language development.
- Example: An online resource might offer engaging content but be misaligned with the curriculum or not cater to the specific needs of the learners, thereby not adding real value to their learning experience.

d. Distraction Potential:

- Risk: Digital tools can sometimes distract more than they educate. Social media, games, and other online distractions can easily divert students' attention from learning tasks.
- Example: A student using a tablet for a language learning app might get distracted by notifications from social media or other apps, reducing the effectiveness of the learning session.

## Strategies for Effective Integration:

### a. Purposeful Selection of Tools:

- Strategy: Choose digital tools that align with learning objectives and enhance learning. Evaluate tools based on their educational value, user-friendliness, and ability to engage students.
- Example: Select an app that offers interactive speaking and listening exercises that mimic real-life conversations, complementing classroom speaking activities.

### b. Professional Development:

- Strategy: Provide ongoing training and support for teachers to enhance their digital literacy and ability to integrate technology effectively into their teaching practices.
- Example: Conduct workshops on virtual classroom platforms, create interactive lesson plans, and utilize multimedia resources for language instruction.

### c. Blended Learning Approaches:

- Strategy: Combine traditional teaching methods with digital tools to create a blended learning environment. This approach leverages the strengths of both to provide a more holistic learning experience.
- Example: Use an online platform for homework assignments and additional practice while maintaining face-to-face classroom interactions for speaking and listening activities.

### d. Continuous Evaluation and Feedback:

- Strategy: Regularly assess the effectiveness of the digital tools and make necessary adjustments based on feedback from students and teachers. Ensure that

the tools are meeting learning goals and contributing to student progress.

- Example: Conduct surveys and collect data on student performance and engagement to evaluate the impact of digital tools on learning outcomes. Use this information to make informed decisions about tool usage.

In summary, effectively integrating technology into language learning requires more than simply introducing digital tools into the classroom. It involves a strategic approach to selecting, implementing, and continuously evaluating these tools to ensure they genuinely enhance the learning experience. By focusing on purposeful use, providing adequate training, adopting blended learning models, and constantly assessing their impact, educators can harness the full potential of technology to improve language learning outcomes.

## **B. Book Content**

### **1. Cultural Relevance**

Issue: Ensuring Content is Culturally Appropriate and Inclusive

In language education, it is essential that the content reflects diverse cultures and is relevant to students' lives (Kramsch, 2014). This approach enhances students' engagement and interest and broadens their understanding and appreciation of different cultures. However, ensuring that language content is culturally appropriate and inclusive poses significant challenges. There is a risk of stereotyping or misrepresenting cultures, which can perpetuate misconceptions and biases. Therefore, it is crucial to develop content that respects and includes diverse cultural perspectives in a nuanced and accurate manner.

Challenges:

a. Stereotyping Cultures:

- Risk: Simplifying or generalizing cultures can lead to stereotypes, which do not accurately represent the complexity and diversity within any cultural group.
- Example: Presenting all members of a particular culture with the same customs, beliefs, or behaviors can reinforce stereotypes. For instance, all people from Java society have a uniformly soft-spoken character.

b. Accurate Representation:

- Risk: Misrepresenting cultural practices, beliefs, or values can perpetuate misinformation and foster cultural insensitivity.
- Example: Using outdated or incorrect information about a cultural practice can lead to misunderstandings. For instance, depicting indigenous cultures in a way that ignores their contemporary lifestyles and challenges can perpetuate a myth of the “unchanging native.”

c. Cultural Sensitivity:

- Risk: Not culturally sensitive content can alienate or offend students from those cultures, undermining the inclusive environment that education aims to promote.
- Example: Including materials that mock or trivialize cultural practices can be disrespectful and harmful. Teaching about religious practices in a way that seems dismissive or judgmental can offend students who follow those beliefs.

## C. Authentic Materials

Issue: Balancing Authenticity with Comprehensibility

Authentic materials, such as real-life texts, videos, audio recordings, and other resources produced for native speakers, are

highly valued in language education. They expose learners to the language as it is used in various contexts, making learning more engaging, relevant, and motivating (Tomlinson, 2012) (Joraboyev, 2021). However, these materials often present a challenge in terms of complexity and language level. Authentic materials can be too difficult for learners, especially those with lower proficiency levels, leading to frustration and decreased motivation. Therefore, teachers need to find a balance by adapting or scaffolding these materials to ensure they are accessible while maintaining their authenticity.

Challenges:

a. Complexity of Language:

- Risk: Authentic materials often include idiomatic expressions, cultural references, advanced vocabulary, and fast speech patterns that can be difficult for learners to understand.
- Example: A news article intended for native speakers might contain complex sentence structures and specialized vocabulary that are challenging for intermediate language learners.

b. Relevance to Proficiency Levels:

- Risk: If the materials are too tricky, learners may struggle to comprehend the content, hindering their learning process and leading to disengagement.
- Example: A movie clip with fast-paced dialogue and slang might overwhelm beginners, causing them to miss critical information and feel discouraged.

Strategies for Balancing Authenticity and Comprehensibility:

a. Adaptation:

- Strategy: Simplify the language or structure of authentic materials without altering the core content or meaning.

This can involve paraphrasing, glossing difficult vocabulary, or breaking down complex sentences.

- Example: Rewrite a challenging newspaper article in simpler language, highlighting key vocabulary and concepts but keeping the main ideas intact.

b. Scaffolding:

- Strategy: Provide support structures to help learners understand authentic materials. This can include pre-teaching vocabulary, providing context, and offering comprehension questions.
- Example: Before showing a video clip, teach essential vocabulary and background information. During the viewing, pause to explain difficult parts and ask guiding questions to ensure comprehension.

c. Gradual Exposure:

- Strategy: Introduce authentic materials progressively, starting with simpler texts and gradually moving to more complex ones as learners' proficiency improves.
- Example: Begin with short, simple articles or video clips with clear, slow speech, and gradually increase the length and complexity of the materials as learners become more comfortable.

d. Contextual Learning:

- Strategy: Use authentic materials within meaningful and relevant contexts to enhance comprehension and retention. This can involve integrating them into thematic units or real-life scenarios.
- Example: Use a restaurant menu to practice food vocabulary and ordering phrases, or employ a travel brochure to discuss vacation plans and related vocabulary.

#### e. Interactive Activities:

- Strategy: Engage learners in activities that involve using authentic materials interactively. This promotes active learning and helps learners process the material more deeply.
- Example: Have learners work in pairs to role-play a customer and waiter using an authentic restaurant menu or create a group project where students analyze a cultural video and present their findings.

In conclusion, using authentic materials in language education is invaluable for providing learners with real-world language exposure. However, balancing the authenticity of these materials with their comprehensibility is essential to ensure effective learning. By adapting and scaffolding materials, introducing them gradually, providing contextual support, and engaging learners in interactive activities, teachers can make authentic materials accessible and beneficial for learners at all proficiency levels. This approach helps maintain the integrity and relevance of authentic materials while supporting learners' comprehension and language development.

## **D. Technology Integration in Language Teaching**

### **1. ICT Development at a Glance**

The use of technology in language teaching has undergone a significant evolution over the past few decades. In the beginning, technology in language education began with audio devices such as radios and tape recorders in the mid-20th century. These tools allow teachers to introduce students to authentic accents and intonations and provide more varied listening exercises. In the 1960s and 1970s, language laboratories became popular in many schools and universities. The laboratory has audio and video devices that allow students to practice speaking and listening more intensively and interactively.



With advances in computer technology in the 1980s and 1990s, computers began to be used in language teaching, primarily through CD-ROM-based language learning programs that offered interactive grammar, vocabulary, and listening skills exercises. The Internet age of the late 1990s and early 2000s brought significant changes with the advent of online language courses, discussion forums, and countless digital resources. Teachers and students now have access to authentic materials from around the world, such as news articles, videos, and podcasts, that can be integrated into everyday lessons.

In the last decade, technological development has accelerated with the emergence of language learning applications, e-learning platforms, and mobile technology. Apps like Duolingo, Babbel, and Rosetta Stone have become hugely popular tools, offering gamified and personalized learning experiences. In addition, using social media, video conferencing, and online collaboration tools has opened up new opportunities for intercultural interaction and communication in the context of language learning. Overall, technology has made a tremendous contribution to improving the accessibility, flexibility, and effectiveness of language teaching, making language learning more engaging and dynamic.

## **2. The latest technological developments used in EFL.**

Recent technological developments have brought significant changes in teaching English as a Foreign Language (EFL). This technology facilitates access and flexibility and increases engagement and learning effectiveness. Here are some of the latest technological developments used in EFL:

Language Learning Apps:

- a. Duolingo, Babbel, and Rosetta Stone: These apps provide interactive exercises tailored to the student's ability level. They use gamification methods to make learning more exciting and motivate students through rewards and challenges.

- b. HelloTalk and Tandem: These apps connect language learners with native speakers worldwide, enabling live conversational practice via text, voice, or video.

#### Platform E-Learning:

- a. Coursera, EdX, and Udemy: These platforms offer online English courses created by well-known universities and institutions. They provide learning videos, interactive exercises, and discussion forums to support independent learning.
- b. Khan Academy and BBC Learning English: These resources offer free-access video and practice materials covering various topics from grammar to speaking skills.

#### Virtual Reality (VR) and Augmented Reality (AR):

- a. Mondly VR and ImmerseMe: These VR apps provide immersive learning experiences, allowing students to practice English in simulated real-life situations, such as ordering at a restaurant or checking in at the airport.
- b. Google Expeditions: An AR tool that allows teachers to take students on virtual journeys to English-speaking places, enriching learning cultural and linguistic contexts.

#### Mobile Technology:

- a. Mobile Learning (M-Learning): Using smartphones and tablets to learn languages has become popular. Apps like Quizlet and Anki make it easy for students to learn vocabulary and grammar anytime and anywhere.
- b. Chatbots: Some language learning apps now use AI-powered chatbots to simulate conversations with native speakers, providing instant feedback and improvement tips.

### Social Media and Online Collaboration Tools:

- a. Facebook, Instagram, and Twitter: Social media is used to connect learners with language learning communities, allowing them to share content, practice writing, and interact with native speakers.
- b. Google Classroom and Microsoft Teams: These collaboration tools support online teaching and learning, allowing teachers to manage classes, share materials, and communicate with students in real-time.

### Artificial Intelligence (AI) and Adaptive Learning:

- a. Linguistic AI Tools: AI technologies like Grammarly and Write & Improve by Cambridge use machine learning to provide personalized, automated feedback on student writing.
- b. Adaptive Learning: Platforms like Knewton use AI to tailor learning content based on students' individual performance and needs,

### Podcasts and Learning Videos:

- a. Podcasts such as ESL Pod and BBC 6 Minute English: This audio resource allows students to improve listening skills and understand a variety of English accents and contexts.
- b. YouTube Channels: Channels like English Addict with Mr. Duncan and Learn English with English Class101 provide videos of English lessons on a variety of topics and levels of difficulty.

In conclusion, recent technological developments have opened up many new opportunities in EFL teaching. These innovations, from language learning applications to virtual reality and AI technologies, have made language learning more flexible, engaging, and effective. By utilizing these technologies, teachers and students can achieve better learning outcomes and make the process of learning English more dynamic and enjoyable.

## **E. Addressing Global Challenges in Language Education**

Tackling global challenges in the context of English language teaching is becoming more complex with the advent of apps, digital platforms, and social media. These technological innovations are drastically changing the educational landscape, offering opportunities and barriers that educators and students must overcome (Wilkinson, 2016). On the one hand, technology provides wider access and flexibility in learning English through interactive learning applications, virtual classrooms, and engaging multimedia content. Platforms like Duolingo, Coursera, and Zoom facilitate distance learning, allowing students from different parts of the world to learn from anywhere and anytime. Social media also plays an important role in supporting communication skills and social interaction in English through hands-on practice with native speakers and online learning communities.

However, on the other hand, the challenges that arise are no less significant. Educators must adapt quickly to technological changes, develop digital skills, and create relevant and engaging learning materials on digital platforms. There are also concerns about inequality in access to technology in different regions, which could widen the education gap between developed and underdeveloped regions. In addition, using social media and digital platforms also requires close supervision to ensure that the content consumed by students is safe and appropriate. This challenge requires a holistic approach that integrates technology training for educators, adaptive curriculum development, and policies that support equitable access to educational technology. With this approach, global challenges in English language teaching can be overcome, maximizing the potential of technology to improve the quality of education in the digital age.

The development of teaching materials in the digital age must pay attention to several key aspects to ensure that classroom learning remains interesting, innovative, and fun. Here are some

strategies that can be applied:

1. *Interactive and Multimedia*: Teaching materials should use interactive elements such as video, audio, animation, and educational games. This use of multimedia not only makes learning more interesting but also helps students understand the material better through various learning styles. For example, learning videos can visualize complex concepts, while educational games can increase student engagement and motivation.
2. *Project-Based Learning*: Integrating project-based learning can make learning more relevant and applicable. Students can work in groups to complete projects related to real life, such as making video presentations, writing blogs, or developing simple applications in English. It not only improves language skills but also collaboration and problem-solving skills.
3. *Personalized Learning*: Technology allows personalization of teaching materials according to the needs and abilities of each student. The e-learning platform can be used to provide customized exercises, instant feedback, and flexible learning paths. Personalized teaching materials help students learn at their own pace and focus on areas that need improvement.
4. *Gamification*: Using game elements in learning (gamification) can increase student engagement. The implementation of a system of points, badges, challenges, and leaderboards can motivate students to learn and achieve certain goals. Gamification also makes learning more competitive and fun.
5. *Real-World Context*: Teaching materials that are associated with real-world situations and contexts make learning more relevant and engaging. Students may be invited to analyze news articles, participate in debates on global issues, or conduct interviews in English. The use of actual and relevant content helps students understand the importance of language skills in everyday life.

6. *Use of Collaborative Platforms:* Platforms such as Google Classroom, Microsoft Teams, or Slack can be used to support collaboration and communication among students. Online discussions, group work, and collaborative projects through this platform make learning more dynamic and interactive.
7. *Continuous Evaluation and Feedback:* Using technology to provide continuous evaluation and feedback is essential. Online evaluation tools can help educators track student progress and provide quick and constructive feedback. It helps students understand their strengths and weaknesses and improve continuously.

By combining these strategies, teaching materials can be effectively developed to create an engaging, innovative, and fun learning environment in the digital age. This will not only increase student motivation and engagement but also strengthen their learning outcomes.



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The ability of teachers to innovate the way to present teaching materials by considering student learning styles—such as visual, auditory, and kinesthetic learners—is crucial for creating meaningful and enjoyable classroom experiences. Teachers who recognize these differences can implement varied strategies to meet each student's needs. For instance, visual learners benefit from images, diagrams, and videos, while auditory learners gain more from verbal explanations, group discussions, and audio media like podcasts or recordings. Kinesthetic learners, on the other hand, need physical activities, simulations, and hands-on experiments to effectively grasp information. Employing this diverse approach not only boosts student engagement and motivation but also ensures every student has an equitable opportunity for success. This strategy not only fosters a more inclusive learning process but also helps students fully realize their potential, resulting in a dynamic and adaptive educational environment.

In addition, teachers' skills in utilizing digital technology are needed to respond to the development of global society. Teachers must be able to integrate technology in the learning process to make the material more interactive and interesting. The use of technology such as educational apps, e-learning platforms, and online collaboration tools can help create a more dynamic and relevant learning experience for students. Thus, teachers' ability to utilize technology not only increases the effectiveness of learning but also prepares students to face the challenges of the digital age.

Reading this book carefully will give you a new experience in the world of language teaching in the all-digital era. Some information about the language teaching approach seems to repeat the old thing, but with the combination of electronic media, the taste becomes unique.