

L.I.B-11

PHILOSOPHY OF TEACHING ENGLISH

L.I.B-11

AS FOREIGN LANGUAGE

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## PREFACE

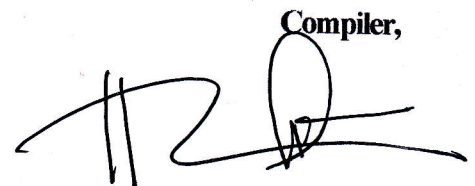
Praise and Majesty are given to the Almighty God, for His Blessing and Love to writer. He has given the healthy to writer to complete this teaching material which will be supporting the Philosophy of Teaching English as Foreign Language subject.

The aimed of preparing this teaching material to provide advance students of English as foreign language. This teaching material contains of nine chapters. Each chapters provide the information about teaching English foreign language. After studying of this subject, the students interested to study of teaching English and able to applied the material in their profession as the teacher.

The writer would like to say thanks to students of training teaching English Departments who have given the attention, suggestion and support which have been rendered to her by many people. The writer would like to express the appreciation to her colleague Ms. Febrika Dwi Lestari M.Hum who have given the suggestion, commenting to complete this teaching material.

The writer realize that this compilation still needs the revision. Critique and commenting welcomed to complete this material from the readers. Finally, the writer hope this book can give useful to readers especially to students of English Department.

Compiler,



Nenni Triana Sinaga, S.S., M.Pd.



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## Language Teaching

Bambang Setiyadi

INTRODUCTION

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

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

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

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

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



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

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

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



## UNIT 1

## The History of Language Teaching

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

### A. BEFORE THE NINETEENTH CENTURY

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

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



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

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

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

## **B. AFTER THE NINETEENTH CENTURY**

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



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

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

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

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

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



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

### C. THE NEW ERA

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

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



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



### ACTIVITY

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

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

#### *Key to Activity*

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



## UNIT 2

## Approach, Method, and Technique

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

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



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

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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



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

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



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

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

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

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



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

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

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



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

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

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



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

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

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



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

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



#### ACTIVITY

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

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

#### *Key to Activity*

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



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



## SUMMARY

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



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



## FORMATIVE TEST 2

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

- 1) The teaching material "expressing happiness" may be found in a book which has been developed based on ...
  - A. structural syllabus
  - B. notional syllabus
  - C. situational syllabus
  - C student task syllabus
  
- 2) Which technique may have been derived from the assumption that the skills of speaking, listening, reading and writing reinforce one another?
  - A. Language teacher is supposed to deal with all four skills when working on each linguistic objective.
  - B. Writing should be presented after the students master a reading text.
  - C. Oral mastery of language competence should be the first priority.
  - D. Language is what native speakers say.
  
- 3) Assumptions about language and language learning are discussed at the level....
  - A. approach
  - B. technique
  - C. method
  - D. design
  
- 4) The overall plan of language teaching is called....
  - A. approach
  - B. technique
  - C. method
  - D. procedure
  
- 5) Preparation of teaching materials can be seen from....
  - A. assumptions
  - B. methods



## UNIT 3

## English as a Foreign Language and English as a Second Language

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

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

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

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



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

#### A. LINGUISTIC

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

##### 1. Differences

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

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

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



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

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

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

## 2. Interference

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

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



## B. SOCIAL

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

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

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



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

### C. PSYCHOLOGICAL

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

#### 1. Motivation

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



## 2. Attitude

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



### ACTIVITY

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

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

#### *Key to Activity*

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



or the UK. As a result, learners may get a great deal of exposure to the language since English is used in every aspect of the society's life: education, daily conversation, trading, business, law, politics, etc. The majority of the English learners, nevertheless, study this in non-English speaking countries. In countries like Malaysia, India, Mexico, Singapore and so on, people use English as a second language. Some schools (or particular levels in some schools) use English as the language of instruction. In some countries, such as Nigeria, people of different ethnic groups may use English to communicate with each other.

In some countries like Indonesia, Vietnam and China, English is regarded as a foreign language; therefore, it is common to consider the context of English learning in these places as EFL (English as a Foreign Language) context. People do not use it as lingua franca or the means of communication in several formal situations such as educational activity, governmental activity and law. In the study of English learning, ESL and EFL are regarded as similar in contexts, since, to some extent, they share similar situation. In Indonesia English has become one of compulsory subjects taught in Junior and Senior High Schools in Indonesia. English is considered as one important foreign language that should be acquired by Indonesians for many reasons, such as for education and economic development. However, despite having learnt English for about 6 years, most of Indonesian students are still unsatisfactory in their English skills.

### **Teaching English as a Foreign Language (TEFL)**

The Instruction of English as a foreign language may occur in any country, whether English speaking or not. Learners of EFL study English for different purposes: passing the examination, career development, pursuing their education, etc. In most countries, English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior



high schools. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject (*muatan lokal*).

Teaching and learning has a very close relationship and one into another cannot be defined apart. Brown (1987: p.6) identifies the components of definition of learning as follow:

1. learning is acquisition or getting
2. learning is retention of information or skill
3. retention implies storage systems, memory, cognitive organization
4. learning involves active, conscious focus on and acting upon even outside or inside the organism
5. learning is relatively permanent, but subject to forgetting
6. learning involves some forms of practice, perhaps reinforced practice
7. learning is part of changes in behavior.

Furthermore, Brown defines teaching as "guiding and facilitating learning, enabling learner to learn, and setting the condition for learning."

### **Competence and Performance**

One of the famous issues in second language learning is Chomsky's concept of competence and performance (1966). Competence refers to the abstract and unseen representation of language knowledge inside our mind, with its probability to make and comprehend original utterances in a given language. On the other hand, performance deals with the data of real utterances which people have produced (Mitchel and Myles, 2001: 15). Hence, competence is truly unobservable, while performance is observable. Possibly, students' knowledge of English is far greater than their ability to perform their language knowledge. In many cases, students do very well in writing but do not perform satisfactorily in speaking. Or,



**Chapter 4**  
**Factors Affecting Foreign Language Learning:**  
**Individual Differences**

**Objectives:**

At the end of this chapter, you should be able to:

1. identify factors affecting English as Foreign Language learning.
2. explain the effect of individual differences to SLA.
3. discuss some research findings of individual differences that influence ELT.

The idea that individual differences of second language (L2) learners may influence their second language acquisition is generally accepted. In actual life, particularly in formal learning setting, learners may show different levels of proficiency even though they get similar treatment from their teacher. Factors which may influence Second Language Acquisition (SLA) are age, motivation, and intelligence, and also learning style, personality, learner belief, attitude and aptitude. The fact that some adult learners are more successful at acquiring English as L2 than others has led to investigations of individual characteristics as predictors of successful L2 acquisition.

**A. Age**

People want to know precisely when second language education should be started particularly in formal school context. This is one reason of why age becomes one important topic in the study of SLA. Some researchers, for example Altman, Larsen-Freeman and Long, show that one factor contributing to the individual differences that should be considered in L2 learning is age. There have been lines of research in the area of age that lead to significant implication to the educational policy and programs. Mostly, the age studies focus on four topics, i.e., critical period for



language learning (CPH or Critical Period Hypothesis), ultimate attainment and rate of acquisition.

### 1. CPH

It can be argued that CPH significantly supports the common belief saying that children are better L2 learner than adults. Several studies examining CPH led to open ended topics of discussion. Below are some experts' arguments about CPH.

- Lenneberg (1967): "normal language development might process within a limited age range period prior to puberty with the establishment of "cerebral lateralization of function" ( Snow and Hoefnagel-Hohle, 1978:114)
- Mclaughlin (1992):" it was a myth that adults, as the late learners are unable to attain better proficiency."
- Marinova-Todd, Marshal and Snow (2000): "the existence of CPH was still debatable and there has been biased in some research supporting it."

The focus of CPH studies recently is comparing the native speakers to the learners of L2 (native-like, near native or slight native).It is believed that phonology, including pronunciation, is the area that adults find most difficult to acquire. Thomson (1991) implied that starting L2 learning early would not directly make learners acquire native-speaker proficiencies straight away eventhough they had the best learning circumstance.

### 2. Ultimate attainment

Ultimate attainment has occasionally and erroneously been used as a synonym for native- like proficiency; however, it accurately describes the final state of the SLA (Birdsong, 2000:11).Some studies in naturalistic context generally prove that early starters outperform the late starters, e.g. Oyama (1976), Patkowski (1980). Some studies in



classroom contexts revealed that the late beginners are better than the early beginners, e.g. Burstall (1975) (esp. in reading, writing and speaking), Oller and Nagato (1974).

### 3. Rate of Acquisition

There are some short-term studies ranging from a few minutes to few months that focus on the rate of acquisition; for example Asher and Price (1967), Olsen and Samuels (1973). Krashen *et al.* conclude that "adults are superior to children in the rate of acquisition" and "older children learn more rapidly than younger children" (Ellis, 1994: 485). Support for them comes from Larsen-Freeman and Long (1991, 155) who stated that older learners were faster than children, and older children were faster than younger children. Furthermore, they added that the rate benefit is limited to certain aspects i.e., early morphology and syntax. Moreover, those aspects also occur just in short term as those disappear after a few months.

Studies of the effect of age on the rate of L2 acquisition in general show that to some extent adults perform better than children in a formal instructional context. This situation may bring significant information to the L2 education. Children, teenagers and adults learn differently. Therefore, it is important for the teacher to consider the influence of age and maturity to the English classroom. The following are the characteristics of 3 groups of learners based on age/maturity:

Children	Teenagers	Adults
Need to move	Start to keep still for longer periods but still need to move	Able to keep still for longer periods
Can concentrate for shorter	Concentration developing	Can concentrate for longer



periods		periods
Learn through experience	Begin to learn in abstract ways, i.e. through thinking as well as experiencing	Learn in more abstract ways
Have low ability to control and plan their own behavior	Begin to control and plan their own behavior	Usually able to control and plan their own behaviour
Are not afraid of making mistakes or taking risks	May worry about what others think of them	Not so willing to make mistakes or take risks
Are not aware of themselves and/or their actions	Sometimes uncomfortably aware of themselves and/or their actions	Aware of themselves and/or their actions
Pay attention to meaning in language	Pay attention to meaning and increasingly to form	Pay attention to form and meaning in language
Have limited experience of life	Begin to increase their experience of life	Have experience o life

Sprat et.al. (2005: 53)

### B. Intelligence

Traditionally, intelligence is the term that refers to "performance on certain kinds of tests" (Lightbow and Spada, 2001: 31). Moreover they states that these tests are often allied with success in school. For long time people use IQ test as a means to predict how successful a language learners will be. Considering this, Lighbow and Spada (*ibid*) believe that "intelligence is complex and that individuals have many kind of abilities and strengths, not all of which are measured by traditional IQ test."

Howard Gardner developed a set of criteria that he used to determine "what constitutes an intelligence" (Boggeman, 1996). He used these



criteria to identify some intelligence. Initially there are 7 criteria until at last he include naturalist. This theory is called Multiple Intelligence.

**Figure 1. Gardner's Multiple Intelligence Theory:**

a. Linguistics	Sensitivity to the meaning and order of words
b. Logical-Mathematical	The ability to handle chains of reasoning and to recognize pattern and order.
c. Musical	Sensitivity to pitch, melody and rhythm.
d. Bodily-Kinesthetic	The ability to use the body skillfully and handle objects adroitly.
e. Visual/Spatial	The ability to perceive the world accurately and to re-create or transform aspects of that world.
f. Interpersonal	The ability to understand people and relationship
g. Intrapersonal	Access to one's emotional life as a means to understand oneself and others.
h. Naturalist	The ability to recognize flora and fauna, to make other consequential distinctions in the natural world and to use this ability productively ( in hunting, farming, biological science).

(Boggeman, 1996: xxii-xxiii)

Recently **Existential Intelligence** – sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why we die, and how we get here are also counted as part of the MI.

Persons who are linguistically intelligent able to use words effectively both orally and in writing. They are able to use language effectively using



various ways, such as to convince others to do something, to memorize information, and to talk about language itself (Christisson, 1996). Gardner proposes that everyone has the capacity to develop all intelligences to a reasonably high level. This information is encouraging for language teachers. It may mean that teachers can help the second language learners to develop their intelligences—including linguistic intelligence. It is widely believed that the combination of the right environmental influences and quality instruction takes a significant role in the language learning success; and teachers may take part on both of these.

### **C. Motivation**

It is widely agreed that motivation is a key factor in second language (L2) or foreign language (FL) learning success. People may start learning L2 or FL because of various reasons that may come intrinsically or extrinsically. Many people nowadays enjoy learning L2/FL and try hard to get high level proficiency. Some others learn these not because they want it but merely because they should do it that way, for example some students in ESL/EFL context learn L2/FL because the educational policies in their countries ask them to do so. It seems that for some people, learning second or foreign languages, to some extent, may be just a matter of choice rather than a necessity, but for some others it becomes an essential action, as there are a lot of benefits that go with that. As the response of people toward language learning is varied, it is interesting to find out the reasons behind that, which then bring to the discussion about motivation.

Motivation, in broad-spectrum, refers to the effort in which learners put learning into practice as a result of their need or desire to do it. Ellis (1994: 237) stated that motivation, which was viewed as independent of language aptitude, had a major impact on learning in informal as well as formal learning contexts. William and Burden (1997: 111) stated that learning



was possible to occur when people want to do it. The term *want* may indicate that there is an active process within someone that drive him/her to act something. Dornyei (2005:66) explained that motivation concerns with the primary question of "why people think and behave as they do." It is assumed that the use of the word "and" indicates that thinking and behaving are the continuing process that cannot be separated.

Numbers of hypothesis rise in the literature regarding motivation, and many times, these hypotheses have been offered based on results obtained in research in very different contexts and different measurements (Masgoret and Gardner, 2003). Various scholars, such as Gardner and Lambert (1972), Ryan and Deci (2000), Noels *et al.* (2000), and Dornyei (2005) have offered frameworks in viewing motivation. "Gardner and Lambert (1972) viewed second languages as mediating factors between different ethnolinguistic communities and thus regarded the motivation to learn languages of the community as a primary force responsible for enhancing or hindering intercultural communication and affiliation" (Dornyei, 2005: 67). Gardner and Lambert (1972) distinguished 'instrumental motivation,' as one that arises because of the existence of the functional goals, such as job, and 'integrative motivation' as one that occurs when the individual is expected to identify with the second or foreign language group's cultures (as cited in Ellis, 1994, p. 715). However, according to Dornyei (2005), their claim indicated that a foreign language is not a socioculturally neutral field but is affected by a range of socio-cultural factors such as language attitudes, cultural stereotypes and even geopolitical considerations.

Ryan and Deci's (1985, 2000) *self-determination theory*, divides motivation into two general types: intrinsic and extrinsic. This theory has become the most influencing approach (Dornyei, 2005). The self-determination theory determined that intrinsic motivation (IM) is based on



the intrinsic interest in activity, while extrinsic motivation (EM) is based on rewards extrinsic to activity itself (Ryan and Deci, 2000). According to Noels *et al.* (2003: 34-34), intrinsic motivation (IM) is motivation "to engage in activity because that activity is enjoyable and satisfying to do," while EM is "actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment." Vallerand and his colleagues as cited in Noels *et al.* (2003) offered three-part taxonomy of intrinsic motivation: *IM-knowledge*, *IM-accomplishment* and *IM-stimulation*. They explained that *IM-knowledge* referred to the motivation to do an action for "the feeling associated with exploring new ideas and developing knowledge" while *IM-Accomplishment* refers to the "sensations related to attempting to master a task or achieve a goal", whereas *IM-Stimulation*, relates to motivation "based simply on the sensations stimulated by performing the task," like aesthetic appreciation or fun and excitement.

Ryan and Deci (2000) put the *external*, *introjected*, *identified* and *integrated regulations*, as parts of EM. However, in relation to education, there are three types of EM which is based on "to extent to which the self motivation is self-determined" (Vallerand , 1997; Valerand *et al.*, 1992, 1993 as cited in Noels *et al.*, 2003). The first is called *external regulation*, i.e., those activities that are determined by sources external to the person, such as tangible benefits or costs. The next is *introjected regulation* which refers to reasons that pertain to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity", moreover, eventhough the cause of the pressure is internal, it is not self determined as the individuals were responding to a pressure, "not acting on the basis of personal choice." The third is *identified regulation*, in which persons invest energy in an activity as they have chosen to do so for personally relevant reasons. *Integrated regulation* occurs when *identified regulations* are fully assimilated to the self (Ryan and Deci, 2000: 73)



#### **D. Self Esteem**

Self esteem is "a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself" (Coopersmith in Brown, 1987: 101-102). It "refers to the degree to which individuals feel confident and believe themselves to be significant people. It is manifested at different levels (global, situational and task)" (Ellis, 1994: 518). Brown (1987: 102) argues that global self esteem is relatively stable in a mature adult, and is resistant to change except by active and extended therapy. Situational/ specific self esteem refers to one's appraisals of oneself in certain life situation, such as social interaction, work, education, home or on certain relatively discretely defined traits-intelligence, communicative ability, athletic ability, or personality traits like gregariousness, empathy and flexibility. Task of self esteem relates to particular tasks within specific situation. Heyde (1979) found that self esteem correlated positively with oral production; But, Gardner and Lambert (1972) failed to find their significant relationship.

#### **E. Inhibition**

Inhibition refers to the extent to which individuals build defenses to protect their egos. People vary in how adaptive their language egos are, i.e. how well they are to deal with the identity conflict involved in L2 learning. Guiora et al. (1972 and 1980) in Brown (1987) used alcohol and valium administered in differing quantities to reduce inhibition as measuring instrument. His study showed that subjects given alcohol showed better pronunciation while valium had no effect.

#### **F. Risk Taking**

Ehrman and Oxford (1995) specifically linked it to risk taking because those who can tolerate ambiguity are more likely to take risks in language



learning, an essential factor for making progress in the language (Beebee, 1983; Brown, 1987; Ely, 1986; Stevick, 1976).

There are five levels of risk-taking behavior:

1. the uninhibited risk-taker
2. the analytical risk-taker
3. the cautious risk-taker
4. the inhibited risk-taker
5. the non risk-taker

### **G. Learning Style**

Learning style is used to describe an individual natural, habitual, and preferred way of absorbing, processing and retaining new information and skills (Reid, 1995 in Lighbow and Spada, 1996). Some learners may be categorized as 'aural', 'visual' or, 'kinesthetic.' Considerable research that focus on cognitive learning style categorize learners into field independent and field independent learners. If you are field independent, you will concentrate on the compulsory and relevant details and you will not be 'distracted by surrounding but irrelevant details' (Brown, 1997: 84). People whose field independent are dominant are usually more independent, competitive, and self confident. 'Field-dependent persons tend to be more socialized, tend to derive their self identity from people around them, and usually more emphatic and perceptive of feelings and thoughts of others. (Brown, 1997: 86).

Richard M. Felder and Barbara A. Soloman give suggestions how the following four types of learners can help themselves:

1. Active and Reflective Learners - will retain information better when they use it.
2. Sensing and Intuitive Learners - need to see how information connects to the real world



3. Visual and Verbal Learners - need summaries or outlines in their own words.
4. Sequential and Global Learners - need to get the big picture and understand how information connects to other topics before they can master the details.

**Kolb's Learning Styles** (Source: 537 Course Contents on Kolb and Hartman, 1995)

1. Accommodators (Concrete experience/Active experimenter) are motivated by the question, "what would happen if I did this?" They consider what they can do, as well as what others have done previously. They are able to see relationships among aspects of a system. Encouraging independent discovery, accommodators like to be active participants in their learning and to offer laboratories, field work, observations or trigger films.
2. Assimilators (Abstract conceptualization/Reflective observer) are motivated to answer the question, "what is there to know?" They like accurate, organized delivery of information and respect the knowledge of the expert. They are not comfortable randomly exploring a system. They like to get the 'right' answer to the problem, use the lecture method, video or audio presentation, followed by a demonstration, explore a subject in a lab followed by a tutorial, and use logs, journals, or brainstorming.
3. Convergors (abstract conceptualization/active experimenter) are motivated to discover the relevancy or the "how" of a situation. Application and usefulness of information is increased by understanding detailed information about a system's operation. By means of lectures, papers, analogies, simulations, case studies, and homework, students prefer interactive instruction, computer assisted instruction, and problem sets or workbooks.
4. Divergers (concrete/reflexive learners) are motivated to discover the relevancy or "why" of a situation. They reason from concrete specific information and like to explore



what a system has to offer. They prefer to have information presented in a detailed, systematic, reasoned manner, and enjoy using the lecture method that focuses on specifics for example the strengths, weaknesses and uses of a system, and use hands-on exploration of a system. Teachers should answer questions, make suggestions, and provide reference guides to the students.

[http://www.stemnet.nf.ca/~dsulliva/EP/learning\\_styles.htm](http://www.stemnet.nf.ca/~dsulliva/EP/learning_styles.htm)

Other research categorizes learning style based on the individual's personality/temperament: extroversion-introversion, sensing – intuition, thinking-feeling, judging-perceiving.

#### Myers-Briggs Type Indicator

##### 1. Extroversion—Introversion (Attitudes)

Whether to direct perception and judgment mainly on the outer world (E) or mainly on the world of ideas (I); a person's basic orientation, attitude toward life. Extroverts tend to focus their perception and judgment on people and objects. Introverts tend to focus their perception and judgment on concepts and ideas.

##### 2. Sensing Perception—Intuitive Perception (Process of Perception)

Which kinds of perception are preferred when one needs or wishes to perceive; one may rely primarily on the process of sensing (S), which reports observable facts or happenings through one or more of the five senses; or one may rely more on the less obvious process of intuition (N), which reports meanings, relationships and/ or possibilities that have been worked out beyond the reach of the conscious mind.

##### 3. Thinking Judgment—Feeling Judgment (Process of Judgment)

Which kind of judgment to trust when one needs or wishes to make a decision; a person may rely primarily on thinking (T) to decide impersonally on the basis of logical



consequences, or a person may rely primarily on feeling (F) to decide primarily on the basis of personal or social values.

#### 4. Judging—Perceiving (Style of Dealing with the Outside World)

Whether to deal with the outer world in the judging (J) attitude (using Thinking judgment or Feeling judgment), or in the perceptive (P) attitude (using Sensing perception or Intuitive perception). A person who prefers judgment (J) has reported a preference for using a judgment process (either T or F) for dealing with the outside world. A person who prefers perception (P) has reported a preference for using a perceptive process (either S or N) for dealing with the outside world.

*Note.* Taken from Myers-Briggs and McCaulley (1985, p. 2).

### H. Tolerance of Ambiguity

Frenkel-Brunswick (1949: 115) states that intolerance for ambiguity was "a tendency to resort to black-and-white solutions, to arrive at premature closure, often at the neglect of reality." Budner (1962) believed that intolerance for ambiguous situation is usually perceived as sources of threats. Jonassen and Grabowski (1993) think that 'tolerant individuals should perform well in new and complex learning situations'. On the other hand, intolerant learners have a tendency to avoid or give up when encountering ambiguous situations.

In his summary of research by Naiman et al. (1975) and Chapelle and Roberts (1986), Ellis described tolerance of ambiguity as a dimension of second language learning which "entails an ability to deal with ambiguous new stimuli without frustration and without appeals to authority [e.g., the first language]. It allows for indeterminate rather than rigid categorization" (p. 518).