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EDITORS’ NOTE

This international seminar on Language Maintenance and Shift IV (LAMAS IV for short) is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University on 18 November 2014.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar: The first four papers are those presented by invited keynote speakers. They are Dr. Sugiyono (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Dr. Zane Goebel (La Trobe University, Melbourne, Australia), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, Illinois, USA), Dr. Deli Nirmala, M.Hum (Diponegoro University, Semarang, Indonesia).

In terms of the topic areas, there are 21 papers in applied linguistics, 20 papers in sociolinguistics, 14 papers in theoretical linguistics, 18 papers in discourse/pragmatics, and 13 papers (miscellaneous).

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TEACHERS' COMPETENCES IN TEACHING ENGLISH TO YOUNG LEARNERS IN ELEMENTARY SCHOOL

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Abstract

Teaching English to young learners in elementary schools has been conducted for years as a local content in Indonesia. English can be interpreted as the introduction of foreign language in elementary school and as the preparation of facing English in junior high school, therefore it is recommended. Unfortunately the instruction has not shown promising pictures. This research aimed to explore the teachers' competences in the classroom in order to gather detailed and relatively complete information about the instruction and to describe the problems of teaching English. This is a case study which involved four English teachers in three elementary schools in regency in West Java. The data are taken from interviews, observations, and documents. Based on the result of the analysis of data from multiple sources, it can be concluded that English teachers did not have sufficient technical, pedagogical skills, interpersonal and personal qualities. Two reasons seem to have caused the problems. First is majority of the teachers do not come from an English education academic background and second is minimum opportunities for the teachers to upgrade their knowledge and skills after graduating. What makes situation even worse these teachers are never supervised and they are given only very limited time for teaching. These problems hinder the teacher professionalism and students' proficiency. Therefore, it can be concluded that the teaching English to young learners in this particular regency is not yet satisfactory. Finally, all these indicate that the English teachers need teacher development to improve their knowledge and skills.

Keywords: Teachers' competences, Young Learners, Teaching English to Young Learners

1. Introduction

Indonesian government needs to establish the international school in order to develop, to innovate and to experiment the students in broadening their knowledge. However intensifying teaching English in some primary schools in West Java in few years show the fact that some English teachers are unqualified because they did not graduate from English department. Richard (2001:99) states that inadequately trained teacher may not be able to make effective use of teaching materials no matter how well they are designed. It can be interpreted that the teachers need to cope with language teacher competences. In other words, teacher competences include mastery of language, skill in lesson planning, skill in lesson presentation and skill in evaluation (Calvin and Chumba, 2011:1100). Meanwhile Bhat, Chaudhary, & Dash (2008:7) as cited in Kızılaslan (2011) mention that teacher competence is explaining knowledge, application and skills to students. Therefore the teachers must have these three important points which are applied in the classroom during the teaching and learning process.

2. Literary Review

In general, the aim of teaching English to young learners in Indonesia as revealed by the Ministry of Education in Indonesia – cited in Brewster and Ellis (2002:6) – is to motivate children to learn English in interesting and fun ways. In addition Brewster and Ellis (2002:5) contend that there are some aims

to be reached out in teaching English for young learners, they are: Psychology preparation is to grow the learners' appetite to learn and developing awareness of language, Linguistic preparation is to make young learners having communicative competence, getting used to the sound, rhythm and intonation of English, and Cultural preparation is to introduce information about the target culture and to encourage and develop children interest and positive attitude toward foreign language and its people.

2.1 Teachers Competences

According to Cooper (1990:2) teachers in formal educative process of schooling are social agents which hired by society to help facilitate the intellectual, personal and social development of learners in the school. It can be assumed that being a teacher does not only deal with knowledge but also the attitudes because a teacher should educate the students to have sufficient skills and to be well mannered in real life.

These concepts bring the students to one condition that they need highly skillful and dedicated teachers having good competences of the target language. The competencies according to Katane (2006) as cited in Selvi (2010:168) are "the set of knowledge, skills, and experience necessary for future, which manifests in activities". The teachers' language competence is needed because it is one of the key factors of effective English teaching which can result in students' behavior development in learning (Aydogdu, 2007:ii).

However, in some primary schools, English teachers seem to be unqualified in teaching English because they do not have specific training and facilities to teach (see Huda, 1999; Rieger and McGrail, 2006; Enever, Moon, and Raman, 2009, Karim 2011). Additionally Karim (2011:4) states that there are no specific training opportunities or facilities for EFL teachers of YLs. Therefore, teachers are unprepared, unskilled and untrained in teaching English to young learners. The inappropriateness of teachers might be caused by several problems such as lack of knowledge in the process of teaching, lack of the development of the teachers in teaching, and lack of motivation of the teachers in teaching especially to primary students (Huda, 1999:138). These conditions may cause the teachers to teach ineffectively because they do not have adequate competences and the students may have wrong model from the teachers. Brown (2001:430) formulates four skills that should be owned and developed by good language teachers; they are technical skills, Pedagogical skills, Interpersonal skills and Personal qualities. Smith as cited in Cooper (1997:9) believes that professional teachers are educated and trained to make and implement decisions in terms of curriculum realization.

2.2 Young Learners

Young learners in this study are students in primary school of six to twelve year old children (see Brown, 2001; Hughes, 2003; Cameron, 2001). The children have their own characteristics which are different from adults. Lobo (2003) as cited in Karim (2011:41) mentions that children are physically active and "learn by doing". Additionally Brewster and Ellis (2002:27) mention several children characteristics; they are emotionally excitable, they also learn more slowly and forget things quickly, they tend to be self-oriented and preoccupied with their own world, get bored easily. But they are excellent mimic and they can concentrate for a surprisingly long time if they are interested and also can be easily distracted but also very enthusiastic. These characteristics cover their ways of thinking, their attitude, their aptitude etc.

2.3 Teaching English to Young Learners

The instructional activities concern with facilitating students to achieve educational objectives. To facilitate students, the English teachers concern with lesson plan, presenting the materials, and evaluation of student's outcome. In other hand, classroom management deals maintaining and creating condition in the classroom which teaching and learning can take place effectively.

Lesson plan as one of teachers' preparation before teaching in the classroom can be seen as important elements of effective teaching. The lesson plan is applied in the teaching and learning process which presents the materials, techniques and media which are going to be applied in the classroom. Moreover Brewster and Ellis (2002:41) contend two ways of presenting materials, they are

teaching center and learning center. In teaching center the teacher is like a conductor which controls the actions in the classroom, gives directions and asks some questions and the students answer it. Meanwhile learning center is the opposite of the first model. In this model the teacher is expected to be creative in creating learning activities for the students (Brewster and Ellis, 2002:43) and it is better than teaching center oriented (Can,2007; Potvin,2010).

In terms of students' assessment, test is often assumed as the important assessment. The test result gives information what students know and do not know how the process of teaching learning is going and how the programs run. As Carol (2005:138) mentions "assessment is the gathering of information for a specific purpose". Assessment can determine how well an individual or group of children are doing and how the teachers take the students to learn.

Another challenge in teaching English to young learners is classroom management. Classroom management is ways chosen by teachers to work with and manage students' behavior in the classroom. In public primary school in Indonesia, teachers face forty to fifty students in one class. The English teachers should have well classroom management because it is not easy to have these two conditions especially for new English teacher (Carol, 2005:187). In addition Oyinloye (2010:307) mentions that classroom management is communication styles which influence students' achievement. The definitions can be assumed that it is teachers' efforts to manage the classroom during the instruction to involve students in learning process. In this position, the role of teacher is to establish and maintain order in the classroom.

3. Research Methodology

3.1 Research Design

The aims of this study are to explore teacher's competences in classroom teaching activities, and to find problems faced by the teachers of EYL. This study used qualitative research which is "multi methods in focus, involving an interpretive, naturalistic approach to its subject matter" (Thomas, 2003:1). It means that qualitative research study the phenomenon with their natural setting, attempting to interpret phenomena in term of the meanings people brings to them. This study also involved teachers' attitudes, teachers' behavior and teachers' experiments through observation and interview (see Dawson, 2009; Mack et al, 2005, Berg, 2001).

Furthermore, this research is also attributed as a case study. This is considering the fact that the research examined specific phenomenon such as "a program, an event, a person, a process, an institution or a social group" (Merriam, 1991:9). In this study, the research only dealt with teaching English to young learners as a local content in primary school in Cianjur in terms of teacher's competences. Then the results are not to be generalized as general conditions of the whole teaching English to young learners as a local content in Indonesia.

Participants for this study consisted of four English teachers in three primary schools in regency in west java. They were coded as T for teacher, T1, T2 T3, and T4. T1 and T2 teach English in accredited A school, T3 teach English in accredited B school and T4 teach in accredited C school. Their participations are voluntary based.

3.2 Data Collection

The data were collected through observations, interviews and document analyses. The data from observations were transcribed, categorized and interpreted by relating them to the relevant theories. The interview of this study consists of questions formulated in order to gather the data for answering research question number one. The type of interview applied semi structured interview which was guided by a list of questions to be explored but neither the exact wording nor the order of questions is determined ahead of time (Merriam, 1991:74). In order to complete the data, the researcher copied some lesson plans, students' tasks and took some pictures when they were teaching in the classroom. These documents also helped the researcher to develop understanding and to discover insights relevant to the research questions.

3.3 Data Analysis

The qualitative data analysis was conducted over the research was going on at three primary schools and after the data collection finished. The classroom observations as the main data in this study were recorded by videotape. In analyzing the classroom observation, it was used grid technique in transcribing and coding which had heading "teacher say and does" and "students say and do". The time notation was used also in the observations which was recorded the length of time of each activity or step to get a sense of the pacing of the lesson. After transcribing and coding, the observation data were categorized by theories related to the teacher competences (lesson plan, presenting the materials, student's assessment, teaching strategies, and classroom management). Then the observation data were interpreted and drawn conclusions in order to answer the research questions. Next it was categorized and interpreted based on theories on chapter two.

The interview data were conducted after the classroom observation to verify the data. It was transcribed "into textual form and it was coded to reduce or simplify while the data go to broader topic" (Dorney, 2007:246). Next they were categorized and interpreted based on theories on Chapter Two. In addition, the documentations were identified several times for obtaining the sharp understanding. The documentations captured lesson plans, teachers' photograph in the classroom and students' tasks.

4. Finding and Discussion

This study is attempted to explore the teacher's competences in classroom teaching activities and to problems in teaching English to young learners. Unfortunately the competences are needed to be improved by the English teachers in the primary schools thus these lead to some problems in the classroom, as it is presented below.

4.1 Teacher' Competences in the Classroom Teaching Activities

In technical knowledge, the teachers used English limitedly in the classroom. They greeted the students only at the beginning and closing of the instruction, meanwhile in explaining the materials they spoke Indonesian. Additionally the teachers made some errors in pronouncing and writing some vocabularies. Meanwhile in pedagogy skill, teaching centered way was used very often in classroom. This method forced the teachers controlled the classroom and provided limited space for students to give their opinion. Therefore the classroom was full of noises and it became chaotic. This chaotic situation was caused also by incorrectly classroom management. This confusion instruction was cause by English teachers' misunderstanding of young learners' characteristics. They need particular and specific techniques in learning process. The children have their own characteristics which are different from adults. They are emotionally excitable, they also learn more slowly and forget things quickly, they tend to be self-oriented and preoccupied with their own world, get bored easily (Brewster and Ellis, 2002:27).

In interpersonal skill is the teachers show limited enthusiasm, warmth, rapport and appropriate humor. Another issue is that the teachers gave limited response to students' opinion and ability. The students tried answering or reacted to teachers' utterances but the teachers responded them limitedly. In fact, the teachers did not react for students efforts in learning even though some students did it well. Giving opinions can be a motivation for the students in learning English because they like to be responded. These attitudes can be interpreted that the English teachers have to encourage their attitude toward students since the teachers' responses also influence on students' desire to learn English and effect on students' language skills. As it is discussed in classroom management that teacher's feedback can be used to develop students' abilities (see Seville and Troike, 2006).

In personal skills, the teachers were not flexible when things go awry. The dynamic classroom could not be anticipated by the teachers' i.e. teachers hit the table or whiteboard to calm down the students when they were playing in the classroom or chatting with their peers. As the decision makers in the classroom, they should have rules or power to manage this chaotic condition. It might be due to their limited understanding of human behaviors (Cooper, 1997; Liao, 2007) and young learner characteristics. One of solution for this issue is taking formal or informal training as the preparation in

teaching English to Young Learners (Johnston, 2008; *National Council of Educational Research and Training*, 2006) and they may indeed need to continue professional development to teach EYLs (Browett and Spencer, 2006; Karim 2011; Richard and Rodgers, 1986; Linse, 2004; Fillmore and Snow, 2000; Jimbo et al, 2009). Andrews (2004) states that knowledge is not static, it is constantly changing, developing, renewing itself". It can be assumed that teachers should keep to upgrade and develop the competences and knowledge because everything changes and information keeps moving.

4.2 Problem in Teaching English to Young Learners

As a model in the classroom, when the English Teachers have limited linguistic mastery and it is possible to give inappropriate example for the students because they learn how to speak, to read, to write from the teachers (see Sinagatullin, 2009; Juan and Flor, 2006; Alonso, 2011; Fillmore and Snow, 2000). The errors in pronunciation and arranging sentences lead the students to have misunderstanding of the concept of language or meaning of the words, because one of the purposes of teaching English to young learners is "to give them communicative competence, getting used to the sound, rhythm and intonation of English" (Brewster and Ellis, 2002). In addition some errors in writing may cause students' writing skills move slowly and inaccurate (see Anderson, 2004). These errors can obstruct the students in learning meaning across from the teachers (see Doughty and Williams (1998a) as cited in Shak and Gardner, 2008:388). The second problem is limited teaching methods. The data showed that the situation in the classroom and the students could not be managed well and it might be due to inappropriate teaching strategies and classroom management. For that reason the teachers should use various and creative activities to get students' enthusiasm and aware of English (Brewster and Ellis, 2002). English should be taught in fun ways (The Ministry of Education in Indonesia as cited in Brewster and Ellis, 2002) because they can concentrate long time and they can be enthusiastic if they are interested (see Brewster and Ellis, 2002).

The third problem of teacher of EYLs is that they lack of opportunities of upgrading knowledge and skills. The professional development is needed to help them in improving their skills and competences to be better teachers (see Browett and Spencer, 2006; Karim 2011; Richard and Ridgers, 1986; Linse, 2004). Therefore the fourth problem is about lacking supervision for the English teachers in the primary schools. The expected supervision was not conducted because the principals have not adequate competences to supervise the English teacher. The last problem which is faced in the classroom is limited time for English instruction. This issue relates to English as a local content in primary school where English is taught only fifty to seventy minutes in a week for each grade. The teachers need more time to expose the English skills in order to enhance the students' skills.

5. Conclusion and Suggestion

The findings indicate that the teachers have low quality teaching performances in the classroom. This can be identified through the frequent errors in pronunciation and written skills they performed, limited teaching method in presenting the materials and managing the students, and unpleasant attitude toward students. These phenomena were caused by two conditions. The first, they are not native English teachers which have strong local dialect in pronouncing vocabularies. The second, knowledge and language skills are not well improved through teacher development programs despite the fact that they have been teaching English in primary school for quite long time. From the descriptions above, it can be concluded that the English teachers' performances have to be improved through short or long term teacher development programs.

There are two implications that can be taken into considerations dealing with the implementations of teaching English to young learners in the primary school. First, the English teachers' competences should be enhanced in order to reach out the expected teachers' professionalism and the targeted students' proficiency. Second, an appropriate supervisor should supervise the English teacher even though it is just a local content in Elementary School.

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