

II. LITERATURE REVIEW

In this chapter, a number of relevant literatures are reviewed as the basis of this research. The points included are the concept of English as foreign language for young learners, children learning a foreign language, materials development for EFL young learners, teaching EFL young learners, language learning skills, syllabus design, learners' roles in learning English as foreign language context, teacher's roles in teaching EFL young learners, the theoretical assumption.

2.1 English as Foreign Language For Young Learners

English has already been international language for all over the world. For the same role both the countries using English as second language and foreign language, English has the ultimate main to communicate each others. For those which has been learning English as second language have never found more difficulty and trouble. On the contrary, the countries which have been learning English as Foreign Language have more chances in facing the difficulty and trouble since the people are not the actually native speakers like English Second Language learners.

The EFL learners comes sometimes through a huge number of spirit to learn English. Knowing that English is not merely their mother language, they are

already ready with the risk of some difficulty in learning the pronunciation makes them should pronounce like native speakers, vocabulary which seems more to remember, complex and complicated grammatical rules, and moreover. At the end, beside they are ready, they should accept this statue to learn English as EFL learners along time.

There have been many catagories of EFL learners classifying at the level of age. For the EFL young learners, this can be divided into three catagories at the age level. The three main catagories are the four to six-years old, the seven to nine-years old, and the ten to twelve-years old within the consideration that all children do not fit all into this categories and their developments depend on the previous learning expereince, personality and their own maturity in various environment. Young learners which we usually called them as children have their phases in learning language. Jaine Moon (2005) believes that for some characteristic of young learners as children in learning language are

- activity-based
- based on the here and now/use of concrete materials
- contextualised
- focused on communication (meaning) rather than form
- multi-sensory
- play and fun-oriented
- socially oriented
- content/topic-based or cross-curricular
- with a strong oral emphasis initially, especially with younger learners

- plenty of teacher support and scaffolding
- content chosen on the basis of children's cognitive level
- some age-appropriate language awareness/ 'noticing' activities.

Young learners in learning English in EFL context learn probably English the best if people involved in the teaching learning process facilitate the learning and take into account the way they learn into the teaching practices. Piaget (1967 cited in McCloskey, 2002), suggests that children develop through specific stages, they are:

1. *Sensori-Motor Stage (from 0 – 2 years)* in which children seemed to learn through physical interaction with the world around them.
2. *Pre-operational stage (from 2 - 7 years)* when children need concrete situations to process ideas.
3. *Concrete Operational Stage (from 7 - 11 years)* in which children begin to conceptualize and do some abstract problem solving, though they still learn best by doing.
4. *Formal Operational Stage (from 1-15)* in which children are able to use abstract thinking.

According to the children developing stages above, Young learners can be included into those aged 7-11 years or within concrete operational stage, where they learn best from concrete things around them. Piaget believes that children go through the stages above and that they could only move onto the next stage when they have completed the stage before and are ready to do so.

2.2 Children Learning a Foreign Language

Teaching children are different with teaching adult or adolescents while Cameron (2001) says that children are often more enthusiastic, less embarrassed to talk than adults, lose their interest quickly, less able to keep themselves motivated on tasks, go at an activity even they don't understand, and so on. By knowing those generalizations, there will be more possibility toward the more details of each different children. Those differences stand from linguistic, psychological, and social development of the learners that usually bring people to the way to think the language they teach and classroom activities they use.

For the case the child as active learner, Piaget (1970) concerns with how young children function in the world that surrounds them and how this influences their mental development. Piagetian psychology differentiates two ways in which development can take place as a result of activity: assimilation and accommodation. Assimilation occurs when action takes place without changes to the child and accommodation has the child adjusting to features of the environment in some ways. The way child think basically is develop as gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking. At the end, Piaget points that the child is on his or her own in the world that concerns rather than social interaction while the child can interact with adults or other children.

Differently, the child as social, underlying Vygotsky theory is that the central observation that development and learning take place in a social context. By saying that, Vygotsky (1962) points the child as the active learner with full of

people in his surrounding without neglecting the individual or individual cognitive development. The idea of ZPD (zone of proximal development) from Vygotsky is to give a new meaning of intelligence that it is better measured by what a child can do with skilled help or from adult. The internalization that Vygotsky proposes is that the child firstly doing something within the adult's help later on shifting away from reliance on others to independent action and thinking or talking inside the head through what is just done.

Another idea comes from Bruner (1983) who he says that language is the most important tool for the cognitive growth and how adult use it to mediate the world for the children and help to solve their problem. The related idea with Bruner Abover, Wood et al (1976) labels scaffolding in supporting children to carry them out an activity. Bruner has provided a further useful idea for language teaching in his notions of format and routines. In the classroom process, the languages used and classroom management can conduct them to the opportunity to predict the meaning and intention. As the result, routines allow children to have a space for language growth and developing language skills.

2.3 Material Development for EFL Young learners

Teaching English to children really does bring the teacher to a big burden while at the end of teaching process children feel bored and are not interested to learn English anymore. That condition however will bring harm terribly to the EFL young learners which they may always assume English will not be fun, interesting and easy to master anymore in the future life. The most problem that is actually

seen and sometimes without realizing is on the learning materials. The EFL teacher definitely should pay more attention to the materials they are going to teach. However, in teaching of EFL young learners contexts there are some crucial reasons why the material designs is being more important time by time. Saraceni (2003), who advocates providing the learners with an important role in adapting the materials they are using. In order to involve learners in the process, she proposes that materials should actually be written with learner adaptation in mind, aiming to be learner-centered, flexible, open-ended, relevant, universal and authentic, and giving choices to learners. She also stresses that offering provocative topics and aesthetic experience can facilitate learner adaptation. She criticizes published materials for being, for example, trivial, stereotypical and un-motivating, and provides an example of materials designed so that they can be adapted by the learners using them (as does Wajnryb1996). A similar line is taken by Jolly and Bolitho (2011), who propose a dynamic approach to materials writing and adaptation which involves teachers as materials writers trialing their materials with their classes and then modifying them to take account of student feedback and suggestions.

In addition, beside some crucial reasons above there possible principles better to be looked closely as Tomlinson (2008a) provides critical reviews of ELT materials currently being used around the world and most of its chapters make reference to the principles and procedures of materials development. It also contains an introductory chapter on 'Language acquisition and language-learning materials' (Tomlinson 2008b), which proposes ways of applying commonly

agreed theories of language acquisition to materials development. The principles proposed include:

- the language experience needs to be contextualised and comprehensible
- the learner needs to be motivated, relaxed, positive and engaged
- the language and discourse features available for potential acquisition need to be salient, meaningful and frequently encountered
- the learner needs to achieve deep and multi-dimensional processing of the language (Tomlinson 2008b: 4).

Cunningsworth in Hutchinson and Waters (1995: 7) summarizes the role of materials in language teaching as:

- a) A resource for presentation of materials (spoken and written)
- b) A source of activities for learners practice and communicative interaction
- c) A reference source for learners on grammar, vocabulary, pronunciation, etc.
- d) A source of stimulation and ideas for classroom activities
- e) A syllabus (where they reflect learning objectives that have already been determined)
- f) A support for less experienced teachers who have yet to gain confidence.

Some important points above are going to consider in the material designing process. It has been told that the materials have crucial role. They basically are seen by principle and approach in materials writing and adopting.

2.4 Teaching EFL Young Learners

In teaching learning process, the achievement of students can be one of the indicators of successful teaching for the teachers. To make students achieve the goal of teaching is however the main duty of the teachers. The process in the classroom is totally on the teacher hand to create the most effective and succesful process.

In the condition where young learners are being the main object of teaching actually will bring more benefits for the teacher.

2.4.1 Basic Principles of Teaching Young Learners

Joan Kang Shin says that there are some basic principals of teaching young learners in term of how children learn, characteristics of young learners, language learning environment, and ten helpful teaching English to young learners.

2.4.1.1 How Children Learn

Piaget (1970) says that the children are active learners and thinkers. Children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration. Vygotsky (1962) says also that children learn through social interaction. Children construct knowledge through other people, through interaction with adults. Adults or teachers work actively with children in the Zone of Proximal Development (ZPD). Zone of Proximal Development (ZPD) = difference between the child's capacity to solve problems on his own and his

capacity to solve them with assistance. Bruner says that (1983) children learn effectively through scaffolding by adults. The adult's role is very important in a child's learning process. Like Vygotsky, Bruner focused on the importance of language in a child's cognitive development. He shows how the adult uses "scaffolding" to guide a child's language learning through finely-tuned talk. (Cameron, 2001)

2.4.1.2 Language Learning environment

Although children may use similar processes for acquiring L1 and L2, the environment for L1 and L2 acquisition can be quite different (Brewster, Ellis and Girard, 2004). For the L1 environment, three common environment are

- the language is highly contextualized
- in the real world the language used is authentic
- learner highly motivated

The different environment can be found in L2, where

- language more decontextualized
- in the classroom the language used tends to be artificial
- learners may not be highly motivated

Therefore, it is important to remember that an early start alone will not necessarily improve children's ability to learn English. It is also very important that L2 instruction include language structures that are presented within a context that is meaningful and communicative.

2.4.1.3 Helpful Ideas for Teaching English to Young Learners

Teaching English to Young Learners (TEYL) is a rapidly growing field around the world, and English education is increasingly found at the primary levels. However, starting earlier is not necessarily the solution for producing better English speakers. Therefore, what EFL teachers of young learners can do to take advantage of the flexibility of young minds and the malleability of young tongues to grow better speakers of English are following:

1. Supplement activities with visuals, realia, and movement.

Young learners tend to have short attention spans and a lot of physical energy. In addition, children are very much linked to their surroundings and are more interested in the physical and the tangible. As Scott and Ytreberg (1990) describe, “Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.” Therefore, some crucial points following are important to consider:

- Using brightly colored visuals, toys, puppets or objects
- Community donations for toys and objects
- Creating a “Visuals and Realia Bank”
- Using Total Physical Response (TPR) by James Asher (1977)
- Using TPR Storytelling

2. Involving students in making visuals and re alia.

Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Students are more

likely to feel interested and invested in the lesson and will probably take better care of the materials (Moon 2000).

- Students draw different characters for a story or make puppets, masks, play-do sculptures
- Collaborating with the art teacher to make the visuals you need for you activities
- Students contribute their own toys for the lesson (“Show and tell”)

3. Moving from activity to activity

Young learners have short attention spans. For ages 5–7, they keep activities around 5 and 10 minutes long. For ages 8–10, they keep activities 10 to 15 minutes long. Scott and Ytreberg (1990) suggest creating a balance between the activities in the column on the right side.

- Quite/noisy exercises
- Different skills: listening, talking, reading, writing
- Individual, pair work, group, whole class activity
- Teachers-pupils, pupil-pupil activities

4. Teaching in themes

A thematic unit, a series of lessons on the same topic or subject, can create broader contexts in which to teach language, recycle language from lesson to lesson, and allow students to focus more on content and communication than on language structure.

- Common themes for YLs: animals, friends, family, environment, citizenship, shopping, or units revolving around a storybooks, websites celebrity, or movies students like
- Themes based on curricula from students' other subjects are also effective (Haas 2000)

In order to have a good learning material, the nature of children or EFL young learners in learning language should be known first. They, who are in the young age to learn English, have the possibility to give various risk and those will always be coming. By knowing the helpful ideas in teaching them, we at the end can be able to realize and consider it.

2.4.2 Teaching Vocabulary to Young Learners

2.4.2.1 Vocabulary

Vocabulary has been always seen as main resource for language use. The chance for the young learners to build a core of words for further learning started from learning language especially learning vocabulary. Learning vocabulary is about learning words. The essential part of the language learning is the lexicon or vocabulary of the language (Finnochiaro, 1967). This theory emphasizes that there is no language learning without vocabulary learning. According to Wallace (1987) vocabulary is the stock of word used by the people, a particular class of people or even person which means that the lack of words or vocabulary affects the learners to convey the message in the target language. Vocabulary is the total number of words that with the rules of combining them make up the language (Hornby, 1986:959)

Cameron (2001) divides the vocabulary into two categories, function and content words. He states that the content words form an 'open set' in that new content words can be invented and they refer to those that carry a lexical meaning which are nouns (e.g. house). They can be taught in more planned and explicit ways. One of content words represents nouns which is the name of subject or things. According to Frank(1972:6) based on the meaning, noun can be classified into five types, proper noun(*Mr. Harry, Paris, Indonesian, Mother's Day*), concrete noun(*table, pencil*), abstract noun(*clever, mind*), countable noun (*apple, chairs*), uncountable noun (*salt, meat*),and collective noun (*committee, class, crew*).

2.4.2.2 Vocabulary Teaching

Nation (1974:68) states that there are three things that the teacher should know when teaching vocabulary which are teaching the shape or the forms of the words, the meaning of the words and the forms of the word together. Nations (1990:18) adds that there are three things to be taught in teaching vocabulary:

1. Teaching the words form, they are spelling and pronunciation

The teacher can conduct this through teaching students on how to pronounce the words. It can be applied by giving model first and letting students to practice the correct pronunciation.

2. Teaching the meaning of the words

For teaching the meaning of words, the teacher can start to introduce the new vocabulary to students under the certain topic or using context.

3. Teaching the use of words

The teacher provide the sentences that using the target words and the students can identify the function or the uses of the word based on its position or domain in the sentences.

According to the explanation above, it can be marked that teaching vocabulary is about teaching the meaning of words, besides teaching the kind of words and function of the words in order to enable students in comprehending vocabulary in the target language.

2.4.2.3 Young Learners

Young learners can be categorized into two those who are under seven years old called very young learners and those who are seven till twelve years old. The following are the characteristic of young learners

Very Young Learners

Those very young learners are the students within the age under seven years old.

- 1) They acquire through hearing and experiencing lots of English, in much the same way they acquire L1
- 2) Learning things through playing; they are not consciously trying to learn new words or phrases – for them it's incidental

- 3) They love playing with language sounds, imitating, and making funny noises
- 4) They are not able to organize their learning
- 5) They are not able to read or write in L1; important to recycle language through talk and play
- 6) their grammar will develop gradually on its own when exposed to lots of English in context .

Young Learners

The very young learners are different with the young learners in term of the age as they are being classified with each characteristic. They are around 7 until 12 years old within some following characteristics such as

- 1) they are learning to read and write in L1
- 2) the young learners are developing as thinkers
- 3) they understand the difference between the real and the imaginary
- 4) they can plan and organize how best to carry out an activity
- 5) they can work with others and learn from others
- 6) they can be reliable and take responsibility for class activities and routines

2.5 Language Learning Skills

2.5.1 Oral Skills for Young Learners

The importance of the meaning has been the main issue in oral skills. Young learners probably can follow the process in the classroom and activities even if they do not understand what they actually do. However, it can be meant that they

cannot let themselves learning as well. Young learners need support from the teacher to find the meaning in language in learning language. Vygotsky (1962) says that when we interact we use words to try to capture our own and other people's 'sense', our own particular contextualized understanding and connotations for events and ideas. The role of the meaning here basically is needed where the children can find it simply through the vocabulary. For the children learning vocabulary of a foreign language, this case has related to the vocabulary development which is about learning words. Cameron (2001) says that learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language.

2.5.2 Literacy Skills for EFL Young Learners

Literacy skills are both being able to read and write with each different purpose. The important point is that the literacy itself cannot be separated from the everyday life of children and adult. Likely, children can find the written text everywhere such in television, at the store, library, and so on. They sometimes are involved to do writing and reading such as having the birthday invitation, write a short message to friend or they look for the book at the bookstore. Barton (1994) in Cameron (2001) says that the literacy event is an activity such as story-book reading or sending birthday cards in which reading and writing are involved. Cameron (2001) says that learning detail of how texts are written and can be understood is crucial to children's educational and personal development and can be helped by good teaching.

The knowledge and skills that are used to extract information at the various text levels however will be counted on the process of constructing meaning from written language. The information levels start from the letters, syllables, morphemes, words, sentences or clause, paragraph and text. The young learners in this case will start on the word and sentence level. At the word level, children's early reading often begin by recognition the whole words which is meaning-driven and links words to the concepts. Cameron (2001) says that word recognition knowledge is a good starting to read and skills need to be developed upwards to sentences and downwards to smaller, intra-word, units. At the sentence level, Cameron (2001) says that skilled readers draw on their 'close-up' grammatical knowledge of how words are connected to produce the meaning and group of words with a sentence that belong together are automatically recognised as units and processed together, e.g. *once upon a time*.

There are several factors that can affect learning to read in EFL. They are, based on Cameron (2001), the nature of written forms of the first language, the learners' previous experience in L1 literacy, the learners' knowledge of the FL and the learners' age.

Each language is structured differently and it offers users different cues to meaning. At the result, when learners meet a new language, the brain automatically tries to apply the first language experience. In the other word, learning a foreign language is about developing new understanding the specific cues to the meaning of new language gives.

Social aspects of first language literacy impact the learning process to read in a foreign language. It has the possibility for the learners to mix knowledge, skills and strategies between their languages with foreign language.

The learners' knowledge of foreign language, according to Cameron (2001), has the factors such phonological awareness in the FL, the ability to hear the individual sounds and syllables that make up words will develop from oral language activities such as saying rhymes or chants and singing songs.

Another factor is the age. Cameron (2001) says that by the time children reach 10 years of age or thereabouts, their first language oracy and literacy are probably quite firmly established; they understand about how written text works' they are in control of the fine motor skills needed for writing; they are able to talk and think about differences between languages. So reading and writing can be part of foreign language at this age.

Language experience approach

Cameron (2001) says that this approach starts children reading and writing at the sentence level and its key feature is the child's use of his or her own experience as the topic of texts. Starting from the child's experience in order to produce text can be conducted in a foreign language classroom. Constructing sentences linked to current topics and vocabulary can be seen like children drawing a picture that is then written about or by illustrating a sentence they dictate to the teacher to 'scribe' for them.

2.6 Syllabus Design

The important thing that should be paid attention before designing material is that syllabus design. Syllabus design itself is the process of developing a syllabus. A syllabus is a document, which says what will (or at least what should) be learnt (Hutchinson and Waters, 1986: 80). It provides a set of criteria for materials selection and writing. It is a specification of the content of a course of instruction and lists what will be taught and tested. A syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content (Richards, 2001:152).

According to The Educational Resources Information Center, ERIC, there are six kind of language teaching syllabus. Almost all-actual language teaching syllabus are combination of two or more of the type defined. They are :

1) A structural (formal) syllabus

The content of language teaching is a collection for the forms and structures, usually grammatical of the language being taught.

2) A notional or functional syllabus

The content of language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express.

3) A situational syllabus

The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves

several participants who are engaged in some activity in a specific setting.

4) A skill-based syllabus

The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur.

5) A content-based syllabus

The primary purpose of instruction is to teach some content of information using the language that the students are also learning. Topical or content-based syllabus is composed around the theme, topic or other units of the contents. Through a topical syllabus, content is the starting point in syllabus design. The example of syllabus designed within these following themes such as sports, healthy, television and many others.

6) A task-based syllabus

The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. The tasks are defined as activities with a purpose other than language learning.

For the practical benefits, a syllabus helps and makes the language-learning task appear manageable for the teachers and learners. That is how necessary is having a syllabus in language teaching for each teacher. In deciding which syllabus is going to be used is that depend on the learners' need in language learning.

However, the researcher is going to apply a content-based syllabus in designing the materials considering that syllabus is going to be composed around the theme, topic or other units of the contents. Through a topical syllabus, content is the starting point in this syllabus design.

2.7 Theoretical Assumption

Based on the literature reviews that have explained before, the researcher assumes that materials design is a good learning material for EFL young learners. There are some main reason why it is said so. In developing the learning materials, the R & D cycle is going to be used while the planning and analysis will be conducted first within the aim is to find out the problem and what basically students need. In the developing process, the researcher uses some data from the steps before and considers the nature of EFL young learners in learning English . In implementing the materials design, the young learners are as the centre of learning process. Young learners are expected to cooperate better with the materials design in the implementing step so that the researcher then will be able to evaluate and revise the materials design as well.

The researcher assumes that if the materials design can work well in the learning process, the material design will be useful at the end to improve the learning process for EFL young learners in learning English.

In this chapter, we have discussed the concept of English as foreign language for young learners, children learning a foreign language, material development for EFL young learners, teaching EFL young learners, language learning skills,

syllabus design, learners' roles in learning English as foreign language, teacher's roles in teaching EFL young learners, the theoretical assumption.