

INDONESIAN JELT

Indonesian Journal of English Language Teaching

Paul Nation	<i>How Vocabulary is Learned</i>	1 – 14
Jack C. Richards	<i>Transmissive and transformative approaches to language teacher education</i>	15 – 38
Nugrahenny T. Zacharias	<i>A Study of Three Indonesian Teachers' Participation in a U.S. graduate program</i>	39 – 59
Subhan Zein	<i>The Pedagogy of Teaching English to Young Learners: Implications for Teacher Education</i>	61 – 77
Tamas Kiss	<i>Developing Intercultural Communicative Competence: An example of the New College English textbook series</i>	79 – 99

INDONESIAN JOURNAL OF ENGLISH LANGUAGE TEACHING

Chief Editor

Christine Manara (Universitas Katolik Indonesia Atma Jaya)

Associate Editor

Setiono Sugiharto (Universitas Katolik Indonesia Atma Jaya)

International Advisory Board

Alan Maley (United Kingdom)

Anne Burns (Macquarie University, Australia)

Jayakaran Mukundan (Universiti Putra Malaysia, Malaysia)

Nugrahenny T. Zacharias (Miami University, Ohio, U.S.A.)

Ram Giri (Monash University, Australia)

Roby Marlina, (SEAMEO-RELC, Singapore)

Sisilia Halimi (University of Indonesia, Indonesia)

Subhan Zein (The University of Queensland, Australia)

Vishnu S. Rai (Tribhuvan University, Nepal)

Willy A. Renandya (Nanyang University, Singapore)

Section Editors

Anna Marietta da Silva (Universitas Katolik Indonesia Atma Jaya)

Bambang Kaswanti Purwo (Universitas Katolik Indonesia Atma Jaya)

Lanny Hidajat (Universitas Katolik Indonesia Atma Jaya)

Contact Details

Applied English Linguistics Graduate Program

Faculty of Education

Atma Jaya Catholic University

Van Lith Building, 2nd Floor, Jalan Jenderal Sudirman 51

Jakarta 12930, Indonesia

Phone/Fax number: (62-21) 5708821

ijelt@atmajaya.ac.id

website: <http://ojs.atmajaya.ac.id/index.php/ijelt>

TABLE OF CONTENTS

How vocabulary is learned	1 - 14
<i>Paul Nation</i>	
Transmissive and transformative approaches to language teacher education	15 - 38
<i>Jack C. Richards</i>	
A study of three Indonesian teachers' participation in a US graduate program	39 - 59
<i>Nugrahenny T. Zacharias</i>	
The pedagogy of teaching English to young learners: Implications for teacher education	61 - 77
<i>Subhan Zein</i>	
Developing Intercultural Communicative Competence: An example of the <i>New College English</i> textbook series.....	79 - 99
<i>Tamas Kiss</i>	

INDONESIAN JOURNAL OF ENGLISH LANGUAGE TEACHING (INDONESIAN JELT) SUBMISSION GUIDELINES

AIMS AND SCOPE

Indonesian Journal of English Language Teaching (Indonesian JELT) is a peer-reviewed journal in which submitted articles will go through a blind review process. IJELT is published twice a year in May and in October every year. It is devoted to the teaching and learning of English. It also invites articles related to language evaluation. Committed to finding the solution to problems associated with the study of English Language Teaching (ELT), Indonesian JELT strongly encourages submission of unpublished articles on topics that are highly relevant and contribute significantly to issues in ELT. The journal particularly welcomes manuscripts that are drawn from research related to other cross-disciplines (e.g. linguistics, sociolinguistics, psycholinguistics, education, culture as well as first and second language acquisition), the application of theories, critical analysis of theories or studies.

GENERAL INFORMATION FOR SUBMISSION OF ARTICLES

General

- Articles must be written in English and should be related to the areas of English language teaching, learning or testing. Articles in the area of applied linguistics are welcome, provided that they are relevant to ELT.
- The Indonesian JELT also invites *review articles*, which provide a descriptive and evaluative comparison of the materials and discuss the relative significance of the works in the context of current theory and practice. Submissions should generally be between 700 and 1,500 words.
- Articles must be typewritten on A4-sized white paper (8.27" x 11.69"), double-spaced with 1" margins with a 12-pt Times New Roman font.
- The Editors require that articles be submitted as e-mail attachment that exactly matches the hardcopy and are formatted as a Microsoft Word document. Identify your document with your own name and affiliation, e.g. Yassir_ATMAJAYA.doc. Do not send your text in the body of e-mail.
- The Editors reserve the rights to adjust the format to certain standards of uniformity.
- Clear corresponding address of the author should be identified (also with a fax and/or contact number). In the case of multiple authorship, full postal addresses must be given for all co-authors. Names will appear in the order in which the corresponding authors give them, even if that order is not alphabetical.

Paper Length

Texts should be between 6,000 and 7,000 words in length. A word-count should be given at the end of the article. The word-count should include abstract, tables and appendices.

Abstracts

All articles should have an abstract comprising 100-250 words in length. A word-count and keywords are required at the end of the abstract.

Criteria for Acceptance

A manuscript will be accepted for publication if it meets the following requirements:

- Its topic and contents reflect the aims and scope of the Indonesian JELT.
- It is likely to arouse readers' interest and is accessible to a broad readership.
- It offers novel and original insights as well as makes significant contribution to the body of knowledge related to this journal.
- It contains a cogent and coherent theoretical basis so as to reflect sound scholarship (especially for practical articles). Theoretical articles and report research should include discussion and implications, and application for practice.
- It has clarity of presentation, is well written and organized, and conforms to the format of this journal.

Articles and a brief bio-data (max. 150 words) should be sent to:
ijelt@atmajava.ac.id

The pedagogy of teaching English to young learners: Implications for teacher education

Subhan Zein

School of Education, The University of Queensland, Australia

Abstract

EYL (English for Young Learners) is a global phenomenon, and yet research is laden with reports suggesting teachers' difficulty in developing appropriate EYL pedagogy (e.g. Butler, 2015; Copland, Garton & Burns 2014; Emery, 2012; Garton, Copland & Burns, 2011; Le & Do, 2012; Zein, 2015, 2016a, 2016b). This paper reports on a study that investigated the perspectives of twenty-six (26) teachers on the appropriate pedagogy needed to teach in the EYL classroom. Data were collected through semi-structured interviews. The findings demonstrate that in the EYL classroom larger emphasis needs to be given to *the young learners* rather than *the language*. The findings show that developing a child-friendly pedagogy in the EYL classroom is of vital importance; it is at the core of EYL pedagogy. This brings implications for TESOL teacher education at pre-service and in-service levels in the sense that TESOL teacher educators need to design courses aimed to foster child-friendly pedagogy. The paper specifically argues for TESOL teacher education to make stronger emphasis on child individual differences (IDs). This is necessary in order to equip teachers with appropriate working knowledge in second language acquisition (SLA) that is prerequisite to the development of EYL teaching expertise.

Keywords: English for Young Learners (EYL), language pedagogy, TESOL (Teaching English to Speakers of Other Languages), teacher education, Second Language Acquisition (SLA)

Introduction

Based on the assumption that early English instruction is a fundamental investment in this increasingly globalised world, the policy of introducing English into elementary school curricula has been implemented by many countries all over the world (see Garton, Copland, & Burns, 2011). The implementation of elementary English policy is, however, not without challenges. One of the greatest concerns has been the shortage of qualified teachers who can adequately carry out the policy at pedagogic level. Nunan

(2003) pointed this out approximately thirteen years ago, and yet after all these years the problem remains, appearing at the global (Copland, Garton & Burns, 2014; Emery, 2012), regional (Butler, 2015) and local levels such as South Korea (Kang, 2012), China (Wu, 2012), Indonesia (Zein, 2015, 2016a, 2016b) and Vietnam (Le & Do, 2012).

Various teacher education programs have been implemented in order to prepare EYL teachers. In South Korea, a national long-term plan indicates the government's wish to increase an annual number of prospective teachers graduating from English departments, a number that is expected to accumulate to up to 10,000 in 2015 (Kang, 2012). The Taiwanese and Chinese governments require universities and teacher training institutions to develop specialised EYL teacher education through teaching certification, undergraduate degree in teaching EYL and various in-service training programs (Chen, 2012; Wu, 2012). In Vietnam, teachers are required to meet the equivalent to Level B2 on the Common European Framework of Reference for Languages (CEFRL) but there is no direct intervention by the government to help realise this (Le & Do, 2012). In Indonesia, universities offer EYL as a two-credit point elective course to student teachers wishing to embark on elementary English teaching profession (Zein, 2015, 2016a); and there are a few in-service training programs that are conducted sporadically and theoretically based (Zein, 2016b, 2016c).

Although the proportions of teachers completing these EYL teacher education programs have increased significantly over the decade, research consistently suggests the quality of teaching is still inadequate and fails to meet the demands of EYL pedagogy (e.g. Butler, 2015; Emery, 2012; Copland, et al., 2014; Wu, 2012; Kang, 2012). Consequently, calls have been made to conduct research into the pedagogy that is appropriate to young learners in the EYL classroom (e.g. Butler, 2015; Emery, 2012; Zein, 2016a, 2016b, 2016c).

The study reported in this paper was conducted in order to respond to the calls. It explored the perspectives of participants on the most relevant pedagogy that is needed to teach in the EYL classroom. It specifically explored the views of the participants of the most important dimension in EYL pedagogy and how this can be met in TESOL teacher education. The paper is presented in the following order. First, the paper reviews literature on aspects of second language pedagogy. Second, it describes the participants of the study and the procedures for data collection and analysis. Third, it presents the findings of the study. Finally, it analyses the findings in order to draw implications for TESOL teacher education.

Second Language Pedagogy

Any approach to language teaching needs to be firmly grounded in the nature of second language learning. Every classroom activity that teachers make use of is a reflection of knowledge and assumptions about how learners learn and how the teachers utilise the knowledge and assumptions in teaching. The process of second language teaching itself, or referred to as second language pedagogy in this paper, is complex and multifaceted. It consists of grammatical aspects of language, the social aspects of language, theories, methods, approaches, techniques and strategies relevant to second language teaching and learning that would help teachers succeed in their vocation. These include topics as varied as phonetics and phonology, syntax, semantics, behavioural approach to language teaching, Grammar Translation Method, Communicative Language Teaching, Task-Based Language Teaching, language awareness, curriculum development, classroom management, learner autonomy, learning styles and strategies, etc. Nevertheless, scholars in language teaching methodology have broadly categorised three major dimensions of second language pedagogy, namely: the language, the teaching process and the learner (see Brown, 2007; Cook, 2008; Harmer, 2007; Richards, 2015).

Of the language dimension is *what* is taught in second language pedagogy, drawing significant contributions from theoretical linguistics. Teachers need good mastery of this language dimension in order to be able to teach it properly. These include the grammatical aspects of language such as phonetics and phonology, syntax, semantics, morphology. Phonetics is related to the sounds of language, whereas phonology is about the sound patterns of language. Morphology is about how words are formed, word classes and word coinage. Syntax is about the sentence patterns of the language, while semantics explains what the meanings of those sentences are. There are also the social aspects of language such as dialects, pragmatics and register. Dialect refers to a particular form of language that is distinctive to a specific region or social group. Pragmatics deals with language in use and the contexts in which it is used, whereas register refers to a variety of language determined by subject matter (Fromkin, Rodman, & Hyams, 2014).

Of the teaching process dimension is *how* the language dimension is taught, drawing relevant approaches and methods from education as they apply to language teaching. These include aspects pertinent to language teaching that support learning such as curriculum and syllabus design, lesson planning, materials development and programme evaluation. They also include aspects of teachers' knowledge and skills such as teachers' awareness, classroom management, interaction, teaching the language skills

(reading, listening, speaking, writing, grammar and vocabulary), assessing language skills and using the appropriate approaches, methodologies, techniques and strategies (Brown, 2007; Richard, 2015).

Of the learner dimension is *whom* the language dimension taught to, drawing relevant theories from second language acquisition (SLA). It has recently been recognised that successful language learning depends upon active participation and involvement by learners, and that learners have a variety of understanding, beliefs and approaches to language learning. Learners also bring with them other aspects that vary from one individual to another such as motivations, age, aptitude, personality characteristics, learning styles and strategies (Cook, 2008; Richards, 2015). These are aspects of the learner dimension that teachers need to be aware of; they need to make use of their knowledge of these aspects and optimise teaching resources in order to foster learning.

Research Methodology

There were 26 local Indonesian teachers participating in this study. They had completed a Bachelor degree in English Language Education and had undertaken a two-credit point unit called EYL (English for Young Learners) during their pre-service teacher education. They fit the criteria of novice teachers, since they had just completed their pre-service teacher education, having had professional experience ranging from 2 months to 1 year behind them. Each of the teachers was assigned a number (e.g. T1 for Teacher 1 and T2 for Teacher 2, etc.), and all information was de-identified and coded with these unique numbers in order to ensure confidentiality (King & Horrocks, 2010).

To capture the teachers' thoughts about the most important aspect of EYL pedagogy and how it can be met in TESOL teacher education, I conducted focus group interviews involving two to four teachers in one interview session. I asked teachers the following questions:

- 1) Which of the three dimensions of second language pedagogy that you think is the most important in the EYL classroom?
- 2) How can the provision of the dimension be met in TESOL teacher education?

In accordance with qualitative research procedures, the focus group interviews were semi-structured (King & Horrocks, 2010). I employed some guiding questions to initiate or guide the conversation, but I allowed participants to explore and engage in conversation around topics of interest. Bogdan & Biklen (2007) suggest that focus groups provide a venue to explore multiple perspectives; thus, I used questions or prompts to bring

those perspectives and to solicit further description, elaboration or clarification as necessary. When they heard the questions or prompts, the teachers were able to open up and provided most genuine responses while retaining freedom when expressing their opinions (King & Horrocks, 2010).

I used a tape recorder to ensure accurate rendering of the participants' responses. I then transcribed the interviews verbatim to capture the teachers' comments precisely; I also took notes during the interview sessions. NVivo9 was used as data analysis software. Initially, the interviews data were analysed separately to explore the patterns and themes; then they were reviewed, marked and coded. The data was then gathered, refined and redefined in a constant comparative manner. While this process was underway, I took notes of how the process was undertaken and of intriguing results. In order to allow identification of patterns, the coded responses were then reorganised into conceptual units. There were conceptual units drawn from the process. I then looked for relationships between these conceptual units and build linkages between them in order to highlight common patterns (Bogdan & Biklen, 2007; King & Horrocks, 2010). To enhance the validity of the interpretation, I then met with another researcher who had been following the process of my research to discuss the coding of the data and reflected on differences until consensus was reached and greater validation of the data was accomplished. The categories that emerged were discussed and combined to create themes. These themes are presented in the following section.

Findings and discussion

Of the twenty-six participants, two identified the language dimension as the most important aspect of EYL pedagogy. They stated that the spelling and pronunciation were the two central aspects of their work as an EYL teacher. This is evident in the following excerpt 1.

Interview excerpt 1

T14: Language... yes, the language dimension is important, the most important, I think. Especially, spelling, yes, I think spelling, because children [sic] still learning how to write, how to spell in Bahasa [Indonesian language], so it's more difficult for us, because we also need to teach them how to spell in English.

T 20: Pronunciation is difficult for children, and for me too. So I think pronunciation is the most important dimension. What is [sic] under?

R: Language.

T 20: Oh, yes, language. Pronunciation should be the most important [sic] EYL pedagogy

R: Why do you think pronunciation is the most important?

T 20: Because children need to learn how to pronounce English words properly. For some of them, English is the third language, because they speak a local language. So they speak Indonesian, second language, and then English, third language. So for them, learning how to pronounce English words is a lot more important.

The teachers are of the opinion that the teaching of English need to also consider their learners language development in their First Language. The teachers believe that the English pronunciation needs to be given attention since English sounds does not have a one-to-one relation between the alphabet symbol and its sounds.

The learner dimension

Twenty-four out of the twenty-six teachers agreed that the learner dimension is the most important aspect of EYL pedagogy. This is evident in the following excerpt 2.

Interview Excerpt 2

T 26: The young learners, definitely. We should fully improve our understanding about... about young learners, so that we could develop appropriate teaching approaches and help students better. I myself, did not understand young learners good enough when I came here. I have [sic] to learn a lot from the senior teachers about children, about their psychology. It's [sic] good because the senior teachers, they knew a lot, so it's [sic] good. But I wish I knew more about children, I could do [sic] it better when I started here.

T 5: Creating lesson plans and adapting materials are important so that we can arouse children's interest. But I don't think we can do them properly if we don't know children. We need to know them as learners, as language learners, and also as young learners. They are young learners, different from teenagers or adults.

So if we want to create lessons or develop materials, we need to make sure that they are interesting for children. The pedagogy is pedagogy for children.

T 6: Yes, I agree with T5.

R: Why is that?

T 6: Because we create our materials around children. We create materials, the materials that are.... what's the word...?

T 5: Appropriate?

T 6: Yes, we create materials that are appropriate for children. We develop activities according to children's characteristics. [sic] same thing with others. So it's true, the pedagogy is for children.

R: Something like child-friendly pedagogy?

T 7: Yes, true! You know, because we know children, we understand their psychology, so we can make good materials, we can make good activities, appropriate activities to children.

R: So you're saying none of these would be possible without teachers' good understanding of young learners' psychology?

T 7: Yes!

T 22: Good knowledge of learners, I think. I need it very much, so I can examine my students' needs, so I know better how to deal with their issues. I need to know their personality, their motivation and others.

Other teachers provided comments that were directly related to TESOL teacher education. These are well presented by Teacher 2 and 10 as follows:

Many teachers, those coming from English departments like myself, we don't know children. Why? Because we are not prepared to teach children. Even after we take EYL, it is still not enough. In EYL, we learn about creating materials that are good for children. But we are [sic] not taught understanding about children. (T10)

We need to bring the focus back to children. That's what we need in teacher education. Because we teach children, we don't teach adults. Children, they are different, they have their own culture, so we need to learn about children. (T2)

Several other teachers stated that a focus on children means they also need to know psychology. This is evident in the following:

Psychology of children... is very important, because I think teachers should understand children's characters, their backgrounds, and so on. I didn't do this during my undergraduate, and I really need it. (T24)

To deal with normal students is difficult already, more difficult with the naughty ones. That's why I need to learn psychology – psychology of children. I think psychology of children should be in the curriculum, so that those who want to teach EYL know the children better. (T11)

I totally agree. We did not have psychology of children when we learned at university, so I think it need [sis] to be there. In the curriculum. (T12)

We teachers also need to learn more about children's psychology. Why? Because it is useful. It is useful for us to create good decisions in the classroom. We need to know children's motivation, their characters, especially their characters or personality. If we know children's personality, it is easier, more [sic] easier to handle them. (TE4)

From their past teacher education experience, the teachers agree that pedagogical knowledge mastery should also be complemented with knowledge of young learners psychology. The teachers are of the opinion that this knowledge will help them to better understand how to approach the teaching of English to young learners.

Discussion

It is interesting to note that no teachers provided responses related to the teaching process. There were no data generated from the teachers regarding the teachers' teaching skills such as classroom management or setting up and sequencing activities. Nevertheless, teachers highlighted two important dimensions of EYL pedagogy: the language and the learner.

While only two teachers maintained the importance of the language dimension in EYL pedagogy, a great majority of the teachers (24) upheld the vital importance of the learner dimension.

These findings are not to undermine the importance of the teaching process and the language dimensions in EYL pedagogy. On the contrary, this suggests that in EYL pedagogy both the language and teaching process dimensions need to be framed within the learner dimension. Young learners are at the core of EYL pedagogy. This explains why teachers argued that two aspects that are most important in the language dimension for young learners are spelling and pronunciation.

It is unanimously acknowledged that young second language (L2) learners are in the primacy of their development of oral and literacy skills. These include aspects such as spelling, vocabulary, comprehension, phonics, phonemic awareness and oral reading fluency. Spelling, for example, constitutes basic literacy skills, which both reading and writing skills are built upon. Spelling is therefore fundamental in L2 literacy development, which correlates with L2 oral skills. L2 oral skills such as phonics and phonemic awareness are ingredients to what T20 asserted as the ability of children to “pronounce English words properly”. Furthermore, these oral skills are related to learners’ comprehension. The relationship between increased oral language capacity and improved reading comprehension is not causative, but increased oral skills are necessary in order to express comprehension. This appears to apply to both L2 and third language (L3) literacy developments (August, Shanahan, & Escamilla, 2009), meaning Indonesian EYL learners having English as their L3 could benefit in terms of comprehension from enhanced instruction focusing on their oral skills.

In doing so, teachers need to follow the process of literacy development that occurs among young learners in a developmental order; they need to be aware that learners use a similar set of strategies in a predictable sequence (Pérez, 1997). For example, young learners appear to have developed a predictable sequence of L2 literacy and oracy development. Once they hear how a word is pronounced and how it is written, they begin to see on the one hand the arbitrariness of the orthographical system (i.e. spelling) used to represent language, and on the other hand, the importance of the system in conveying or recording ideas. The task of the teachers is therefore to utilise their phonetics and phonology and morphological knowledge in order to assimilate and accommodate strategies in an L2 literacy and oracy instruction that is integrated, engaging and meaningful.

Fundamental to the way teachers integrate L2 literacy and oral instruction in EYL classroom is their understanding of the young learners. Psychological understanding would help teachers develop awareness of

child learning development as conceptualized in Zone Proximal Development (ZPD) (Vygotsky, 1978). ZPD as a psychological theory – albeit the prevalent claim of it being a sociocultural one, is needed for teachers to understand the sheer complexity of children learning. ZPD works on the premise that teachers, through interactions with learners, need to discover learners' ZPD, that is, the gap occurring in learners' development between what they can do without teachers' assistance and what they do with assistance (Vygotsky, 1978).

Learners have different developmental stages; what works with lower-grade learners may not work with higher-grade ones. Good understanding of ZPD would help teachers develop awareness of the kinds of activities and tasks that are suitable for children at different ages and different developmental stages. For example, one prominent feature of child-friendly pedagogy in EYL teaching is the use of games and songs to arouse learners' interest. But child-friendly pedagogy is not always about games and songs. It is true that games and songs may be useful in teaching lower-grade learners, but the use of the same activities in teaching higher-grade learners may not yield the same desired results (Butler, 2005). This means the provision of the same activities with similar motives may not always be perceived in the same way because learners have different developmental stages. Teachers therefore need a holistic approach of psychology that emphasises the “fundamental characteristics of the ZPD as a set of interactive processes wherein learning occurs because teaching facilitates it” (Nassaji & Cummings, 2000, p. 115). Provision of this knowledge would help teachers understand that the use of the same activities with similar motives may not always be perceived in the same way.

This robust understanding is useful for teachers to develop awareness of the kinds of activities and tasks that are suitable for young learners with different developmental stages. This corresponds to the data in this study that teachers' understanding of the learner dimension is vital in teaching processes such as creating lesson plans and adapting materials. T5, for example, stated that “I don't think we can do them properly if we don't know children. We need to know them as learners, as language learners, and also as young learners.” Thus, teachers' psychological knowledge of young learners is associated with their abilities to create enjoyable and engaging classrooms, which are manifested by their abilities to manage classroom properly, select and develop engaging materials, integrate language skills and create tasks and activities that lead to enjoyable and engaging lessons (Nunan, 2011; Pinter, 2009). This is the essence of child-friendly pedagogy in the EYL classroom.

Teachers' aspiration for psychological knowledge of children is even more relevant given its enormous potential in the EYL classroom. First of all, psychological knowledge of children personality would help teachers develop professional closeness to children. Since teacher-student interpersonal relationship is a determinant factor in student motivation (Maulana, Opdenakker, Brok, & Bosker, 2011), having such professional closeness may also assist teachers in their ways to motivate children and adjust the lessons according to children's psychological moods. Furthermore, it would help teachers build close, relaxing, and positive learning environment to sustain children's motivation. Learners' affective and cognitive outcomes are closely associated with their perceptions of teachers' interpersonal behaviours. Close teacher-learner relationship is parallel to increased motivation and higher learning (both affective and cognitive) outcomes. This is even more important when teachers have to deal with lower grade students having stronger emotional dependence. Second, psychological knowledge of children personality would help teachers develop appropriate classroom behavioural management techniques. Good psychological understanding of young learners may offer stronger support when teachers have to deal with young learners' misbehaviours. If teachers are given provision of psychological knowledge of children personality, they could learn how to develop strategies to deal with unwanted situations such as disruptions and students' misbehaviours; teachers could also learn how to handle their emotions and manage the classroom better (Poulou, 2005).

Implications for teacher education

This paper takes a further stance from Kabilan and Veratharaju (2013) and Zein (2015, 2016a, 2016b, 2016c) who called for more practical orientation in TESOL teacher education for EYL teachers. This paper argues that attempts to make TESOL teacher education for EYL teachers more practically oriented must be done by shifting the focus back to children. In developing teachers' skills to augment the teaching process in the EYL classroom, for example, TESOL teacher education needs to be geared toward providing tasks and activities that would help increase EYL teachers' creativity and versatility in designing engaging materials and well-integrated lessons that would work best for children. The provision of these tasks and activities, however, should not stand in isolation. For example, when EYL teachers receive training on how to select, adapt, and design materials, they would not only learn how to do these things; but they also need to learn to sharpen their creativity when adapting or producing

materials. The use of engaging materials will contribute to the creation of enjoyable and interesting tasks and activities, which in turn may lead to the maintenance of students' interest. Moreover, when EYL teachers are given adequate training on properly integrating language skills, they need to learn how to be creative in their approach such as when presenting lessons with more a communicative approach (Butler, 2005).

Unfortunately, this cannot be done through a pre-service preparation that is aimed for teaching English in secondary education as currently implemented by Indonesia (Zein, 2015, 2016a) and many countries in Asia (Kaplan, Baldauf, & Kamwangamalu, 2011) or one with unidentified target students like in Vietnam (Le & Do, 2012). The provision of a generic teacher education that expects specialist language teachers to have the versatility to teach at primary, secondary and even tertiary levels with an equal level of competence has been widely criticised in various teaching contexts (see Enever, 2014; Kang, 2012; Wu, 2012; Zein, 2015, 2016a).

In Indonesia in particular, it appears that sufficient provision of children differential psychology, which in second language acquisition (SLA) is also termed Individual Differences (IDs) (Dörnyei, 2006), is absent in TESOL teacher education courses preparing EYL teachers. This study suggests that TESOL teacher educators need to place emphasis on children differential psychology and to design methodological courses aimed to foster child-friendly pedagogy. Emphasis on IDs is of vital importance because greater understanding of children is the missing link in pre-service teacher education, as it also happens to occur in Europe (see Enever, 2014).

Data from this study demonstrate that teachers wished that psychological related areas such as motivation and personality were not seen as if they were separated from the larger body of teacher education. Data in this study lead to the suggestion that teacher education should aim to develop teachers' growing awareness of children differential psychology in areas such as personality and learning development, and other relevant SLA conceptions including motivation and aptitude. Thus, the need has arisen for TESOL teacher educators to reconceptualise the structure of their courses and emphasise how IDs concepts and principles can manifest in the EYL classroom. I propose that what is needed is a model for preparing teachers which includes a strong focus on expertise in diagnosing young learners' learning, motivation and development. I wish to note, to avoid misunderstanding, that we are not dismissing the importance of either pedagogical or content preparation. Such a recommendation would be pedagogically unsound. Nevertheless, turning teachers into skilled diagnosticians of learners and learning, I argue, is an essential ingredient in advancing teacher preparation and professional development. Psychology actually has some relationship with language teaching. It is in the field of

psycholinguistics that psychology can get acquainted with language teaching. A psycholinguistic approach to language teaching may provide explanations for the processes involved in child language acquisition. However, such a psycholinguistic approach to language teaching often neglects societal or cultural variables, and is therefore inadequate to offer a comprehensive view of what constitutes the complex processes of language teaching and learning (Nassaji & Cumming, 2000).

An educational psychological approach in TESOL teacher education, to use Poulou's (2005) term, on the other hand, may offer assistance to EYL teachers. In utilising an educational psychological approach in EYL teacher education, teacher educators need to reframe IDs as an inherent component within teacher preparation and teachers' professional development, and not as an additional course to be taught in teacher education courses. It may not be the best option to deliver SLA courses with emphasis on IDs in a generic manner. Allowing the current standards for certification in language teaching to assume that SLA could generate deep and generative understanding of language acquisition, IDs included, without making specific references to the learner dimension, is academic travesty at best. Thus, making room for stronger emphasis on IDs in SLA courses in the currently existing teacher education courses necessitates a specialised preparatory course in EYL teaching. Teacher educators may need to establish a minor or concentration in EYL teaching, as opposed to an elective two-credit point EYL course, to better prepare prospective teachers (Zein, 2015, 2016a, 2016b).

IDs as an integral component in SLA need to receive specific articulation in TESOL teacher education courses in ways that enable teachers to develop their pedagogy in the specific context of their teaching (Dörnyei, 2006; Ellis, 2010). In the context of the EYL classroom, the abilities of teachers to articulate the specific references of IDs in SLA into discrete pedagogical tasks, activities and materials should be the primary concern of TESOL teacher educators. TESOL teacher educators need to develop tasks, activities strategies that enable prospective teachers to transform their understanding of SLA into specific instruction appropriate to the EYL pedagogy.

When incorporating IDs into SLA, TESOL teacher educators need to become an *awareness-raiser* (Ellis, 2010), as they encourage teachers to examine their own teaching practice. Teacher educators can deliver differential psychology conceptions through a series of activities that would develop teaching expertise such as engagement in critical reflection, access to past experiences, informed lesson planning, active student involvement, and simulated teaching. The amalgamation of those conceptions running parallel at the core of EYL pedagogy through these series of activities may

contribute to the development of EYL teaching expertise. The establishment of EYL teaching expertise marks teachers' abilities to recognise patterns of classroom events and interpret them in meaningful ways. This is how they can deal with the complexities of classroom teaching that are "typified by multidimensionality, simultaneity, immediacy, and unpredictability" (Tsui, 2009, p. 192).

Overall, it is hoped that the implications drawn from this study will contribute to an enhanced practice of TESOL teacher education for EYL teachers and shed light on our limited understanding of the qualifications needed to successfully teach English to children (Butler, 2015; Copland & Garton, 2014). Furthermore, they may provide insights to teacher educators and policymakers in the development of TESOL teacher education programs and policies that will deliver meaningful training experiences to EYL teachers.

Acknowledgement

I would like to extend my gratitude to the School of Language Studies, the Australian National University (ANU) that provided financial assistance for the study reported in this paper.

The author

Subhan Zein teaches at School of Education, the University of Queensland, Australia. His articles have appeared in *Applied Linguistics Review*, *Professional Development in Education*, *Journal of Education for Teaching*, among others; while his co-edited volumes will be published by Routledge and *Multilingual Matters*.

References

- August, D., Shanahan, T., and Escamilla, K. (2009). English language learners: Developing literacy in second language learners – Report of the National Literacy Panel on Language-minority children and youth, *Journal of Literacy Research*, 41, 432-452.
- Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). New York: Pearson, Longman.
- Bogdan, R.B., and Biklen, S.K. (2007). *Qualitative research for education: An introduction to theory and methods* (5th ed.). Needham Heights, MA: Allyn & Bacon.

- Butler, Y.G. (2005). Comparative perspectives towards communicative activities among elementary school teachers in South Korea, Japan and Taiwan. *Language Teaching Research*, 9(4), 423-446.
- Butler, Y.G. (2015). English language education among young learners in East Asia: A review of current research (2004–2014). *Language Teaching*, 48, 303-342.
- Cook, V. (2008). *Second language teaching and learning* (4th ed.). New York: Routledge.
- Chen, C. (2012). Planning and implementation of elementary school English education in Taiwan. In B. Spolsky & Y-I. Moon (Eds.). *Primary school English-language education in Asia: From policy to practice* (pp. 129-144). New York: Routledge.
- Copland, F., Garton, S., and Burns, A. (2014). Challenges in teaching English to Young Learners: Global perspectives and local realities. *TESOL Quarterly*, 48(4), 738-762.
- Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA Review*, 19(1), 42-68.
- Ellis, R. (2010). Second language acquisition, teacher education and language pedagogy. *Language Teaching*, 43(2), 182-201.
- Emery, H. (2012). *A global study of primary English teachers' qualifications, training and career development*. *ELT Research Papers 12-08*. London: British Council.
- Enever, J. (2014). Primary English teacher education in Europe. *ELT Journal*, 68(3), 231-242.
- Fromkin, V., Rodman, R., and Hyams, N. (2014). *An introduction to language* (10th ed.). New York: Cengage Learning.
- Garton, S., Copland, F., and Burns, A. (2011). *Investigating global practices in Teaching English to Young Learners*. *ELT Research Papers 11-01*. London: British Council.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow: Longman.
- Kabilan, M.K., and Veratharaju, K. (2013). Professional development needs of primary school English language teachers in Malaysia. *Professional Development in Education*, 39(3), 330–351.
- Kang, D.H. (2012). Primary school English education in Korea: From policy to practice. In B. Spolsky & Y-I. Moon (Eds.). *Primary school*

- English-language education in Asia: From policy to practice* (pp. 59-82). New York: Routledge.
- Kaplan, R.B., Baldauf, R.B. Jr., and Kamwangamalu, N. (2011). Why educational language plans sometimes fail. *Current Issues in Language Planning*, 12(2), 105-124.
- King, N., and Horrocks, C. (2010). *Interviews in qualitative research*. London: SAGE Publication.
- Le, V.C, and Do, T.M.C. (2012). Teacher preparation for primary school English education: A case of Vietnam. In B. Spolsky and Y-I. Moon (Eds.). *Primary school English-language education in Asia: From policy to practice* (pp. 106-121). New York: Routledge.
- Maulana, R., Opendakker, M.C., Brok, P.D., and Bosker, R. (2011). Teacher-student interpersonal relationships in Indonesia: Profiles and importance to student motivation. *Asia Pacific Journal of Education*, 31(1), 33-49.
- Nassaji, H. and Cumming, A. (2000). What is in ZPD: A case study of a young ESL student and teacher interacting through dialogue journals. *Language Teaching Research*, 4, 95-121.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589-613.
- Nunan, D. (2011). *Teaching English to young learners*. Anaheim, CA: Anaheim University Press.
- Pérez, B. (1997). Constructs children use in developing first and second language literacy. *Early Child Development and Care*, 127(1), 157-165.
- Pinter, A. (2009). *Teaching young language learners*. Oxford: Oxford University Press.
- Poulou, M. (2005). The prevention of emotional and behavioural difficulties in schools: Teachers' suggestions. *Educational Psychology in Practice*, 21(1), 39-54.
- Richards, J.C. (2015). *Key issues in language teaching*. Cambridge: Cambridge University Press.
- Tsui, A.B. (2009). Teaching expertise: Approaches, perspectives, and characterization. In A. Burns and J.C. Richards. (Eds.), *Cambridge*

guide to second language teacher education (pp. 190-197).
Cambridge: Cambridge University Press.

- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wu, X. (2012). Primary English education in China: Review and reflection. In B. Spolsky and Y-I. Moon (Eds.). *Primary school English-language education in Asia: From policy to practice* (pp. 1-22). New York: Routledge.
- Zein, M.S. (2015). Preparing elementary English teachers: Innovations at pre-service level. *Australian Journal of Teacher Education*, 40(6), 104-120.
- Zein, M.S. (2016a). Pre-service education for primary school English teachers in Indonesia: Policy implications. *Asia Pacific Journal of Education*, 36(S1), 119-134.
- Zein, M.S. (2016b). Professional development needs of primary EFL teachers: Perspectives of teachers and teacher educators. *Professional Development in Education*.
- Zein, M.S. (2016c). Factors affecting the professional development of elementary English teachers. *Professional Development in Education*, 42(3), 423-440.