TEACHERS' UNDERSTANDING OF EYL PRINCIPLES AND THEIR ABILITY TO APPLY THE PRINCIPLES IN TEACHING PRACTICES:

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Abstract

The study reported here concerned EYL teachers' understanding of EYL teaching and learning principles and their ability to apply those principles in classroom practices. Closely related to teachers' understanding and ability, methods and techniques of teaching were elaborated. The reseacher involved participants from state Elementary Schools. Teachers' understanding of EYL principles, teachers' ability in applying those principles, and methods and techniques of teaching were the three main questions addressed in this study. The data were collected through class observations, interviews, questionnaires, and field notes. Analysis on corpus data revealed that (1) the participants posed various degrees of understanding of EYL principles and ability in applying the principles; some of which shared by all participants, some by a number of participants, and some by none. (2), The findings also discovered that educational background and the length of teaching experience did not say much to make a participant's performance better than the others', but professional development. Those who actively developed themselves professionally performed better than those who did not. The study recomends that all aspects relatable to EYL instruction provides rooms for EYL teachers' professional development. EYL instruction calls for careful anticipation and execution, otherwise it may spoil the innitially intended objective of early English instruction in elementary school.

INTRODUCTION

English instruction, which is a compulsory subject in Junior High School to university, has failed to equip Indonesian people with decent communication skill using the language. This failure is also voiced by noted scholars like Alwasilah (2000.p20), Dardjowidjodjo (2000,p.27), and the government that uses the term "lack of success" to indicate the failure (Kemdikbud, 2013) This failure has led to a shift in the people's attention to elementary school. It is believed that if the teaching of English starts earlier, the result may be better. In this context, Liando (2000: 1) asserts that it is needed to consider the implementation of teaching English from the early level of education, i.e. in primary school, in order to attain better results in the students' English proficiency in higher level of education.

Realizing the growing power of English, parents, particularly in big cities in Indonesia demand earlier instruction of English. They are worried that their children cannot prevail in the stiff competition in finding a job in later years since they are not equipped with this foreign language ability. In the last ten years, English for Young Learners has been a highly demanded subject by parents. Often times, parents ask an elementary school to assure that English is taught there before sending their children to the school. Not

wanting to lose the existing students and attracting more, elementary schools, especially in big cities, teach English despite unreadiness in all aspects of its instruction.

In response to this great demand of English instruction in elementary school, the government, through a ministerial decree, has officially included the language as a local content subject in elementary school curriculum since 1994. However, after years of instruction, the result is still far from being satisfactory. This undesirable result is accounted for lack of sufficient professionalism in the field that cannot be addressed only to teachers but also other aspects that are interrelated. Regarding this, Alwasilah (2000) blames decision maker bureaucrats who are short of professional anticipation. When elementary school was allowed to teach English as a local content, very inadequate professional EYL teachers were available. As a result, EYL was, and has been taught by amateur teachers who teach English because they like the language, or are assigned by headmaster, not because of professionalism. This failure in bureaucrats' professional anticipation has brought about domino effects in other important aspects of EYL instructions such as schools, teachers, materials and other aspects in support to this instruction, making the situation worse.

Lacking of professional EYL teachers in elementary school has resulted in EYL instruction that is not based supposedly on sound theories and principles of EFL teaching for young learners. Not knowing those theories and principles, EYL teachers do not apply methods, approaches, and techniques of teaching in accordance with those theories and principles. They teach children based on their previous learning experience dominated by grammar and vocabulary.

Mostly due to lack of professionalism, teachers in elementary schools teach English in a similar way as teaching foreign languages in secondary schools, whose teaching aims are quite different. While in elementary school, teachers employ teaching methods that are fun for students as well as being educational, secondary school classrooms tend to have more formal setting, which can be stressful. One tendency is for these teachers to fall into the formal teaching of grammar and vocabulary as well as doing a lot of translation between English and Indonesian.

Besides lacking knowledge in theories and principles of EFL learning for young learners, EYL teachers are also short of understanding in EFL curriculum, textbooks, teaching and learning strategies, and evaluation, that are essential for the success in EFL learning. First, as EYL teachers do not have knowledge in EFL curriculum for children; they do not understand how materials are sequenced. They sequence the materials as prescribed in the textbooks. Second, they cannot choose EFL textbooks that are appropriate for teaching children. Third, teachers' limited knowledge in teaching and learning strategies makes the teaching and learning process not optimal. Finally, short understanding in teaching evaluation will result in inability to measure students' achievement after they have completed the lessons.

Concerning with this, Alwasilah (2002) assumes that the fact that EYL teachers are not professional is actually understandable for several reasons. First, they are not prepared to teach EYL. They are not equipped with knowledge of child psychology, EYL teaching and learning theories, and most importantly, they do not have any experiences. Second, EYL teachers are adults, therefore; they tend to employ adults' framework in their instruction. Third, there is no obvious requirement of qualification for EYL teachers.

Finally, non-formal private educational institutions conducting English course seem to be much more ready and professional than EYL teachers in general (Alwasilah, 2002).

The six elementary schools where we carried out this study are among many elementary schools in Bandung that offer English in all grades. The instruction here is basically to accommodate parents' demand for this foreign language. However, the problems (as mentioned above) that exist in other elementary schools exist here. Four schools are handled by six teachers in which none of them are real English teachers.

To ensure a success in foreign language learning, the characteristics of how children learn have to be profoundly taken into account in teaching and learning processes. Besides, the teaching and learning processes should also be appropriated with cognitive development of the children. Abe (1991) mentions that from around the age of two, children have an advantage over adults in acquiring languages. In relation to this, Brown(2001:87) adds that children are effortless second language learners and are far superior to adults in their eventual success as long as the characteristics and intellectual development of children are taken into account in teaching. Therefore, to successfully teach children a second language requires specific skills and intuitions that differ from those appropriate for teaching adults. Regarding this, some experts in second/foreign language teaching have illustrated the characteristics of children and children's cognitive development as follows:

Scott (1990), Hudelson (1991), and Musthafa (2002) assert that children in primary or elementary setting generally learn by way of physical activities (learning by doing). This means that they learn through hands-on experiences and through manipulation of objects in the environment. Harmer(2001) states that children's understanding comes not from explanation, but from what they see and hear, and crucially, have chance to touch and interact with. This fact pedagogically implicates that children in language classes need to be active; they have to be engaged in activities of which language is a part; they need to be working on meaningful tasks and use language to accomplish these tasks. Furthermore, Children are fond of playing and moving (Brown, 2001); they cannot be expected to sit still and do certain activities for a long time (Sugeng, 1999).

The other characteristic is that children have relatively limited attention and concentration span (Brown, 2001; Harmer, 2001; Alwasilah,2000; and Sinaga 1996). Unless activities are extremely engaging, they get bored easily, losing interest after ten minutes or so (Harmer, 2001). Therefore, activities should be short and varied to allow a change of mood on the part of the children (Sinaga, 1996 and Alwasilah, 2000: 96). Sinaga(1996) suggests to limit the activities to ten minutes at the most.

Regarding short attention and concentration span of children, Sinaga (1996) suggests some items to consider when teaching children. First, one thing has to be taught at a time. Children are able to deal with one thing at a time without difficulty. Teaching a lot of things to them at once may cause frustration and failure, not only on the part of the students but also of the teacher. For that reason, the syllabus should be arranged in such a way that every lesson does not have so many things in it. If it does, they should be done separately and step by step.

Brown(2001) further adds that short attention span comes into play when children have to deal with material that to them is boring, useless, and difficult. Since language lessons can at times be difficult for

children, teachers' job is to make them interesting, lively and fun. There are several things teachers can do to make the lessons interesting, lively, and fun. First, because children are focused on immediate *here* and *now* (Musthafa, 2002 and Brown, 2001), activities should be designed to capture their immediate interest. Second, lessons need a variety of activities to keep interest and attention alive. Third, a teacher needs to be animated, lively and enthusiastic about the subject matter. Then, a sense of humor will go along way to keep children laughing and learning. Finally, children have a lot of natural curiosity; therefore, a teacher has to make sure that he taps into that curiosity whenever possible, and he will thereby help maintain attention and focus.

Musthafa (2002) suggests several activities relevant to the nature of EFL learning for children which have elements of fun. Those activities are story-telling, games, TPR (Total Physical Response), using songs, rhymes, finger plays, repeated shared reading, LEA (Language Experience Activities), sociodramatic play/role play, and small group or pair work. These activities should be impressed upon children that they are not learning a subject but are having fun with foreign language. In this way, realization of language skills should be by-product of these fun activities.

Sugeng (1999) claims that Fun English comes out of two basic assumptions in modern language education—communicative teaching and active learning. In communicative classes, the students are conscious about what they are actually doing by using the foreign language. When saying "How are you doing", for example, they have to know exactly what they are saying, to whom, and why they are doing so. In other words, the students say the sentence not simply out of rote learning, but the situation makes it essential to do so. Brown (2001:57) assures that meaningful learning will lead toward better long-term retention than rote learning. They are not parrots that utter words without knowing what they are actually mean, aren't they?

Children have their own world which is far different from that of adults (Musthafa, 2002; Abe ,1991; Sugeng, 1999; Sinaga, 1996; and Brown, 2001). The difference lies primarily in the contrast between the child's spontaneous, peripheral attention to language forms and the adult's overt, focal awareness of and attention to those forms (Brown, 2001). Regarding this, therefore, an EYL teacher has to pay attention to; first of all, he has to avoid grammar explanation and rules stated in abstract terms; and he has to repeat difficult concepts and pattern more often than that of teaching adults. Moreover, language needs to be context-embedded. Language in abstract, isolated, unconnected sentences will be much less readily tolerated by children mind (Brown, 2001).

Another characteristic/principle is that children learn best as a community of learners in non-competitive environment (Musthafa, 2002). This principle implicates that individual competition should be avoided. Scott (1990) adds that children also learn in social contexts, in groups where some group members more than others. Therefore, instead of individual competition, an EYL teacher has to encourage collaborative activities.

Next characteristic is that children learn best when learning is kept whole, meaningful, interesting, and functional (Musthafa, 2002). Children tend to learn holistically in the forms of scripts such as "eating in a restaurant, going to school, take a bath," etc.. Brown (2001) says that a whole language approach is essential. If language is broken into many bits and pieces (words, phrases, paragraphs as analytical units),

students will not see any relationships to the whole. Children will find things meaningful, interesting and functional when they can relate these things with their needs and personal experiences (Musthafa, 2002). Concerning meaningfulness, children should be given opportunities to make their own choices. They will relate these choices with their personal wants and needs then it becomes meaningful for them.

Another characteristic is that children need to have all five senses stimulated. The activities should strive to go well beyond the visual and auditory modes (Brown, 2001) An EYL teacher has to project hands-on activities to go a long toward helping children internalize language. Additionally, children should have a great deal of exposure to, engagement in, and suport for the language they are learning (Musthafa, 2002) This means that children should be given ample opportunities to hear and see the language being used for communicative purposes particularly in context of learning a foreign language.

Moreover, Scott (1990) and Hudelson (1991) posits that language acquisition occurs through learners figuring out how the language works, through learners making and testing out hypotheses about the language. It means that children need opportunities to use and experiment with the new language. Mistakes are human and inevitable part of language learning. Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to becomes "gamblers" in the game of language, to attempt to produce and interpret language that is a bit beyond their absolute certainty (Brown, 2001). As for children learning a language, they should be allowed to make many trials and many errors in the learning process, instead of expecting them to say prescribed sentences. For example, a student saying "I not know" while shaking his head, showing it has meaning for him, is initially more important for him than being told by the teacher that correct one is "I do not know." To encourage risk-taking, a language teacher should be able to create an atmosphere in the classroom that encourages the students to try out language. In communicative classes, where students are not overly criticized for their ungrammatical expression and sentences, children learn the language more easily and pleasantly.

With reference to children intellectual development, Jean Piaget, a Swiss psychologist, states that there are stages of intellectual development. All children go through identifiable stages of cognitive development: 1) *Sensorimotor Period* (birth to approximately two years), in which children tend to explore the world physically and grasp things; 2) *Pre-operational Thought* (approximately two to seven years old). This stage marks the beginning of language and vocabulary, and also the first learning of "good" and "bad"; 3) *Period of Concrete Operations* (approximately seven to eleven years) when children need reference to familiar actions, objects, and observable properties; and 4) *Formal Operations* (approximately eleven to fifteen years) when children can reason with concepts, relationships, abstract properties, axioms, and theories (Reilly & Lewis, 1983).

However, it should be noted that the Peagetian cognitive development is not a monolithic concept and should not be seen as a set of limitations. The ages represent averages and cannot be considered as static. Dahar citing Philip (1996) asserts that there are some factors that influence their intellectual development, among others are maturation, physical experience, logical-mathematical experience, social transmission, and equilibration or self-regulation. Therefore, it is possible, then, for a nine-year-old child to be in the

pre-operational stages of development, while six years old may have advanced to concrete operations (Fisher and Terry, 1977).

Students at the three schools investigated are mostly categorized as the period of Concrete operation in which, according to Fisher and Terry (1977), are able to reason and no longer dominated by their perceptions. They have the ability to concrete experiences, the development of social awareness and interaction. They learn best when they are actively involved in their own learning, but they still have difficulty in understanding many verbal and symbolic abstractions (Fisher & Terry, 1977).

The pedagogical implication of the intellectual periods above is that English should be presented developmentally appropriate with the students' intellectual development. The material should be various, plentiful, and concrete. The students should be given direct experiences and concrete objects that can be seen, handled, touched, and talked about (Alwasilah, 2000:96).

Another characteristic is that children are often innovative in language forms but still have a great inhibitions; thus, an EYL teacher should be patient and supportive to build students' self-esteem, also elicit as much oral participation as possible from students.

Finally, in communicative language learning, active learning is essentially required. The two concepts, communicative teaching and active learning, are like two sides of the same coin. In active learning, the students themselves assume a more central role in classroom activities. In modern education systems, in which active learning is a characteristic, the student is responsible for learning, not the teacher. In classes where active learning is a major factor, the teaching process becomes democratic, enabling students to be active and creative, giving them more motivation to learn.

In short, the principles of EYL teaching and learning elaborated above can be summarized into 21 principles as follows:

1. Children have their own world that is far different from that of adults. The different lies primarily in the contrast between child spontaneous, peripheral to language forms and adult's overt, focal awareness of and attention to those forms. To successfully teach children a second language requires specific skills and intuitions that differ from those appropriate to adults.

2. Children have their own culture and learning preferences.

3. Children learn by way of physical activities(learning through hands-on experiences, learning by doing). They believe that physical activities can help the students internalize the language they are learning.

4. Children have relatively short attention and concentration span; unless activities are extremely engaging, they can easily get bored, losing interest after ten minutes or so.

5. Children learn with the motive of meeting immediate goals (here and now principles), therefore activities should be designed to capture their immediate interest.

6. Children should have a great deal of exposure to, engagement in, and support for the language they are learning.

7. Children learn naturally. As part of their development, children are always active exploring their environment and accumulating knowledge and experiences. From this exploration children

construct their understanding of how things work, including the language they use both as a system as well as a tool for communication.

8. Children know a lot literacy before schooling.

9. Every child can learn in his or own pace provided that they have exposure to, engagement in, and support for the things they learn from the culture they are a part.

10. Children learn best when learning is kept whole, meaningful, interesting and functional. Children will find things meaningful, interesting, and functional when they can relate these things with their needs and personal experiences.

11. Children tend to learn holistically, in the forms of scripts; children find it difficult when the language is broken down into pieces (e.g. words, phrases, sentences, and paragraphs as analytical units).

12. Children learn best when they make their own choices. They will relate these choices with their personal wants and needs and it becomes meaningful for them.

13. Children learn best as a community of learners in non-competitive environment.

14. Children learn best by talking and doing in social contexts.

15. Rules stated in abstract terms should be avoided.

16. A teacher should be a language model for the students, therefore overuse of native language and translation should be avoided.

17. Children need to have all five senses stimulated.

18. Non-verbal language is important because children will indeed attend very sensitively to the teacher's facial features, gestures and touching.

19. Children are often innovative in language form but still have great inhibitions. They are extremely sensitive, especially to peers. Teachers need to help them overcome such potential barriers to learning.

20. Children have a need for individual attention and approval from the teacher.

21. Children often learn indirectly rather than directly—that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.

However**,** in this research, only ten principles out of twenty-one principles mentioned above were investigated. They were principles numbers 1, 3, 4, 6, 10, 11, 13, 16, 19, and 21.

RESEARCH METHOD

Qualitative research method was employed. The data were collected through class observations, interviews, questionnaires, and field notes. The class obeservations were conducted four times for each participant. The interviews were held five times following each class observation. Field notes were taken to record interesting teaching events uncovered in class observation checklist. Those were then followed up in the interview after class observation. Besides, lesson plans, teaching materials, supplementary exercises, games, pictures and realia were also collected as data.

In this research, data analysis was immediately carried out after class observation checklist and interview transcriptions were available. The less data, the easier to deal with (Alwasilah, 2002) so that data analysis was soon completed after each class observation and interview. Second class observation and interview were conducted after he had completed data analysis and write a report of the first class observation and interview. The third class observation and interview were conducted after data analysis of the second class observation and interview, and so on and so forth. Data gathered through questionnaires was also immediately analyzed to see the patterns of the participants' answer.

Questionnaire part one was to find out teachers' understanding of teaching English in general. The participants were presented with statements to which the participants had to respond whether they always, often, seldom or never do the activities listed in the questionnaire in their teaching and learning process as English teachers in general. The statements/questions in the questionnaire encompassed: preparation, greetings in English, how to begin the lesson, the use of teaching aids and realia, review, questions to begin a lesson, non-verbal language, how to contextualize language form, function, and vocabulary, grouping students, giving feedback, motivating students, etc. The data were analyzed based on the tendency of participants answers. High score would mean positive understanding, while low score would mean negative understanding.

Questionnaire part two was to find out participants' understanding of EYL principles in particular. The participants had to respond to the statements seeking agreements or disagreements with the principles. Similar to questionnaire part one, the data were analyzed based on the tendency of participants' responses to the statements.

The data from questionnaires and class observations were also analyzed using Likert scale (Oppenheim, 1982: 133-141) to find comprehensive information concerning participants' level of understanding of certain principles or the whole principles in general and their ability in classroom applications.

RESULT AND DISCUSSION

The findings on participants' understanding and ability can be summarized in the following table:

No	Principles	Findings	
		T U	T A
1	Children' spontaneous, peripheral to language form.	VX	VX
2	Learn by way of physical activities		VX
3	Short attention and concentration span	VV	VX
4	Exposure, engagement , support	VV	VX
5	Learning is kept whole, interesting and functional.	VV	VX
6	Learn holistically in the form of scripts.	XX	XX
7	Learn best in non-competitive environment	VX	VX
8	Teacher should be language model.	VX	VX
9	Help students to overcome potential barrier in learning.	VV	VV
10	Learn indirectly rather than directly.	VX	VX

Note: VV = shared by all participants VX=by some of the participants and

XX = shared by none. TU=teachers' understanding, TA= teachers' ability

The research had also revealed some other findings that were appealing to discuss: First, Educational background did not say much in the teachers' understanding of EYL teaching and learning principles and their ability in classroom applications. P5 who did not have English and teaching background, was evidently better than P1, who had teaching background, and P2 and 3 with English literature background. Second, teaching experience was neither the determining factor to make ones' performance better then the others'. P4,5, and 6, who had two to five years of EYL teaching experience, had observably better performance than P3 who had 9 years of EYL teaching experience. Third, other factors were apparently more influential to determine that teachers had better ability than the others. The factors were whether or not the teachers actively developed themselves to be professional ones by, for instance, attending trainings, seminars, workshops, and reading EYL-related books. The teachers who were active in their professional development were evidently better than those who weren't. From the interviews and questionnaire, it was revealed that P1,2,3 had never attended trainings, seminars, workshops, nor enriching their knowledge by reading EYL-related books. And finally, class size, facilities, and teachers' creativeness, were potentially the factors that, to some extends, hinder the teachers to optimally perform in their classroom practices.

These research findings implicates that all aspects relatable to EYL instruction—teachers, headmasters, educational institutions, *LPTK,* Local government, and the Department of National Education--should appropriately reciprocate these findings by carrying out necessary measures to improve the quality of the instruction in the future.

CONCLUSION AND SUGGESTION

Conclusion

First of all, participants display different degree of understanding of English for Young Learners teaching and learning principles. This understanding falls into three categories: first, understanding of the EYL principles that are shared by all participants; second, those shared simply by some of the participants; and the third, those shared by none.

With different degree of understanding, four principles of EYL teaching and learning principles are shared by all participants. Those principles are: Children have their own culture and learning preferences; learn by way of physical activities, have relatively short attention and concentration span, should have a great deal of exposure to, engagement in, and support for the language they are learning, learn naturally, know a lot of literacy before schooling, can learn in his own pace, are often innovative in language form but still have great inhibition, and have a need and approval from the teacher.

Ten principles of EYL teaching and learning are shared by three participants but are not shared by the other three participants. Those principles are: Children have their world which ia far different from that of adults; learn with the motive of meeting immediate goals; learn indirectly; learn best when learning is kept whole, meaningful, interesting and functional, as a community of learners in non-competitive environment, by

talking and doing in social contexts; and need to have all five senses stimulated. Moreover, teacher should avoid explaining abstract concepts, be a language model, pay attention non-verbal language.

All participants do not have sufficient understanding of the two principles. They are: children, first, learn holistically, in the form of scripts; and second, learn best when they make their own choices.

Secondly, teaching methods employed by some participants meet the characteristics of Grammar Translation Methods meanwhile some others, on the other hand, employ various methods that can fall into four categories: The Direct Method, Communicative Language Teaching, The Natural Approach, and Total Physical Response(with limited used).

Thirdly, some participants employ teaching techniques which are unvarious and monotonous falling into controlled techniques category. Some other participants, on the other hand, employ various techniques falling into all categories as proposed by Crookes & Chai (1991:52-54) in Brown (2001):, controlled, semicontrolled, and free.

Last but not least, teachers' understanding of EYL principles as presented previously are not transferable to their ability in classroom practices. Some participants can not apply most of the principles even if they share understanding of nine out of twenty one principles under investigation. They can relatively apply only three of those principles. They are: first, non-verbal language is important; second, children are often innovative in language form but still have inhibition; and the third, children need for individual attention. Some other participants, on the other hand, can apply most of the principles investigated in their classroom practices, eight of which with relative ability and ten with a very good ability. These participants can not apply only two principles investigated.

Recommendations

From the conclusion presented above, there are some general items to recommend regarding the teaching of English at elementary school and private educational institutions conducting Teaching English for Young Learners. These recommendations are addressed particularly to EYL teachers, headmasters, *Dinas Pendidikan Kota/Provinsi (Municipal and Provincial Chapters of Education Affairs), LPTK(teacher's colleges),* and The Department of National Education.

To yield a good result, Teaching English for Young Learners(TEYL) needs to be professionally managed and executed, otherwise, it will be counterproductive to the initial objectives of this instruction. TEYL, therefore, calls for careful anticipations on the parts of all aspects related to it.

First, EYL teachers should realize of their professional development. It is essential that they keep improving themselves by reading books related to TEYL such as TEYL principles, methods and techniques of TEYL, child psychology, class management, assessment, etc.; attending seminars, workshops, and trainings to keep abreast with the latest development of TEYL; developing their creativity in, for example, making use of teaching aids and realia to help their students learn better.

Second, headmasters or school managements should carefully select English teachers in the sense that they have to select those who meet the qualification to be English teachers for children: those who have good proficiency in English and TEYL. Additionally, they have to encourage and facilitate the teachers to develop their professionalism as EYL teachers.

Third, in compliance with the spirit of local autonomy, some educational aspects are now under control of local government. This circumstance gives local government opportunity to improve the quality of education in each respective region. In accordance with this, it is urgent that local government recruit qualified EYL teachers to be posted in elementary schools. Moreover, it should facilitate EYL teachers for their professional development by conducting programs necessary for it.

Fourth, *LPTK* should proactively respond to the demand of professional EYL teachers by carrying out seminars, workshops, and trainings so that it can facilitate EYL teachers' professional development. Furthermore, it is essential that *LPTK* open a program to produce professional EYL teachers.

Finally, The Department of National Education should have professional anticipation before issuing a policy concerning education. It should, for example, prepare qualified teachers, curriculum, facilities, textbooks, etc. so that problems can be anticipated and the objective of early English instruction can be reached.

This study has investigated only six teachers, so the findings cannot thoroughly reflect the real picture of EYL teachers' understanding and ability in applying EYL teaching and learning principles in general. Therefore, more studies with more and various samples are encouraged to further reveal the real picture of EYL teachers' understanding and ability in their field, thus giving opportunity for accurate anticipation to enhance the quality of this English instruction.

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