Implementing Brown's Teaching Principles on the Training of English for General Speaking Purpose for School Teachers and Staff

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Abstract: This community service aims to help secondary school teachers to learn and improve their English, speaking skill in particular, The community service team will collaborate to conduct 20 class meetings at the respective school. The participants are all school teachers, headmaster, and appointed school staff. This paper informs the result of Brown's Teaching Principles in improving speaking skill of school teachers and staff. There were 10 teachers involved, 7 males and 3 females. Their ages range between 24 to 30 years. The community service team employed observation to record participants' progress. The result shows that before commencing the training, participants were mostly unable to make self-introduction, tell daily activities, show directions, and make general exchange. At the end of the program, the participants were able to speak in English in the area of making self-introduction, telling about their daily activities, and making general daily exchange. They were also capable of showing people direction and ask and answer Yes/No question. The speaking zone also developed from "in-classroom only area" to teachers' room and was planned to expand into the whole area of the school. This policy will be made for teachers first. Students will be advised to use English at school at the initial stage. The school plan to implement English speaking policy for students soon in the right time in the near future.

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Introduction

Having sufficient proficiency in English equates to capability of adaptation in this globalized world. English now has been the dominant global language of communication, business, aviation, entertainment, diplomacy, and internet (Guo & Beckett, 2007). Moreover, the demand for English has expanded to small business located in villages to support more massive marketing of their products (Miswaty, Syamsurrijal, Hadi, & Ulfa, 2020). To increase competitiveness at work and life in general, people or community group need to pay particular attention to this global language. As well to improve teachers quality and competitiveness nationally and globally, they must be equipped with English. Such a demand has been a strong trigger for many schools nationwide to encourage their teachers and staff to learn English. One of such schools is Islamic Integrated Junior High school (SMPIT) Tunas Cendekia Mataram. Through the Community service (Pengabdian Masyarakat) we, as lecturers, initiated to help teachers and school staff. This activity is one of the three pillars of higher education (Tridharma Perguruan tinggi). As English lecturers, our primary duties are certainly to teach English, and to help people improve career and opportunity through English mastery.

One of the Integrated Islamic Junior High Schools called SMPIT Tuans Cendekia aims to help their teachers and school staff to improve their English. This program was sparked by the fact that majority of the teachers in the school were unable to speak in English, very few did but was insufficient to carry daily conversation. The school used to employ its English teacher to give English training for the rest of the teachers but were unsuccessful. Various efforts had been put forward by the school management to encourage the teachers to improve their English but the result suggested no improvement. Accordingly, the school management with the support from the school foundation proposed English intensive trainings to be conducted by professional teachers or lecturers off the school. There were some goals intended to be achieved related to English learning by the school. Firstly, to help teachers learn and improve their English, especially speaking skill. Secondly, the schools want to implement English speaking zone in the school area. Thirdly, to improve English skills of the teachers so they later can increase their TOEFL or IELTS score. The sufficient score of the two proficiency test would be used to support their further study especially through scholarship. The last, to enable the teachers access sources in English and be adept with modern technology. In the future, this Islamic based school is projected to be a multi-lingual school in the West Nusa Tenggara province.

This community service, however, mainly aims to equip the teachers with foundational knowledge and skill in spoken English. At the end of the program, the teachers and school staff are expected to be able to convey exchange in English in their daily communication including in the classroom for teaching and learning needs.

Method

The participants of this English training were teachers, exclude English teachers, of the Islamic Integrated Junior High school (SMPIT) Tunas Cedekia Mataram. Three of them were females, seven were males, ten teachers in total. Their age range 24 – 30 years old. They are from different regencies in Lombok but now live in Mataram and West Lombok regency. They are all full-time teachers, they come to school every day, except holiday following the school policy, regardless they are scheduled for teaching or not. Some of teacher involved helping students during extracurricular activities.

The teaching and learning will be carried out by basing on the 7 out of 12 principles proposed by Brown (2007). This compression is meant for the shake of efficiency and simplicity. The 7 principles include Meaningful Learning, The Anticipation of Rewards, Intrinsic Motivation, Strategic Investment, Autonomy, Language Ego, and Communicative Competence. The 12 principles by Brown fall under three main principles as can be seen below:

Cognitive Principles:
1) Automaticity (Excluded)
2) Meaningful Learning
3) The anticipation of Rewards
4) Intrinsic Motivation
5) Strategic Investment
6) Autonomy

Socioaffective Principles
1) Language Ego
2) Willingness to Communicate(Excluded)
3) The language-Culture Connection (excluded)

Lingusitic Principles
1) The Native Language Effect (Excluded)
2) Interlanguage (excluded)
3) Communicative competence

The exclusion of some sub-principles does not mean the totally denial on its presence in classroom but it would be put as periphery attention. Apart from the reason mentioned previously, it is also done to give sufficient attention to the principles needed the most for the purpose of learning.

According to Brown (2007), the categorization of Cognitive Principles is made because the sub-principles relate chiefly to the functions of mental and intellectual. Socio Affective categorization was meant to delineate the present of emotional involvement which may spring from learners' themselves or between learners and the others socially. Whereas, the categorization of Linguistics Principles due to learners' direct link to the language itself. The implementation of this principles appears to equip teaching intellectually, mentally, emotionally, and linguistically. So, the teaching conducted is not merely about how knowledge of language transfer is facilitated to learners but also consideration of other crucial aspects on the achievement of learning goals. There has been myriad research proving significant benefits of the teaching by involving Brown's principle. Latypova et.al., (2016), for example, conducted research and the result showed that meaningful learning is an efficient tool to achieve learning goals. Hakim & Muntaha (2018), found that teaching by rewards made students enthusiastic, fun, happy, exited, more motivated and diligent in learning English. Sansone & Harackiewicz (2000), states that "intrinsic motivation reflect the primary propensity of organism to engage in activities that interest them and, in so doing, to learn, develop, and expand their capacities". According to Lee & Oxford (2008), students who involved learning strategies in their English learning valued English as important, had high proficiency, and employed various strategies in their learning. Several studies reveal the usefulness of Communicative competence in English teaching. Communicative competence (CC) is the underlying support, both theoretical and empirical, for the 21st century Foreign/second language learning (Savignon, 2018), very important to world Englishes (Berns, 2019). Light Bown & Spada in Larsari (2011) define Communicative competence as learners' capability to convey their message efficiently in the target language and to successfully carry out real-life communication.

In brief, the implementation of the 7 Principles of Language Learning and Teaching (henceforth PLLT) principles is summarized as follow. Learning will be conducted by providing material relevant to learners' needs, correspond to their interest, academic needs, learning and careers goals. The learning is provided with rewards, both short and long terms. Students are advised about their possibly preferred learning strategies and initiate their learning in class and beyond. Regarding their shyness, defensiveness, or sense of fragility in classroom, a loving and tender care approach will be implemented by the teacher to cater students' needs. There will not be so much correction relate to language rules and the teacher will encourage students to speak and help them build their self-efficacy. The native language interference will be corrected with care and in a way that do not demotivate learners. Students will be acquainted with the native language cause of the errors and encouraged to think in the target language. The last, the teaching of English will focus on enabling learners to use the language for the classroom needs and in the real world. Fluency is stressed and accuracy is placed in periphery.

The detail description of these principles will be covered on the observation rubric (see Table 1). It is used to ensure the full implementation of the selected Brown' principles in teaching English for general speaking purpose at STIKES Kusuma Bangsa.

Table 1. Observation Rubric

No	Class Activities	Activities Fulfilment
Cognitive Principles		
1	Teaching material and strategies are adjusted based on learners' needs, academic and career goals, and what they want in learning (meaningful learning).	
2	New topic links to learners' existing knowledge (meaningful learning)	
3	There is not too much grammar explanation, too many abstract principles and theories, or memorization and drilling (meaningful learning).	
4	Students are given reward, both short and long terms (anticipation of rewards)	
5	The teacher equips learner to find and develop their best learning strategies and communication (strategic investment).	
6	The teacher gives feedback that foster learners' responsibility in their learning (autonomy)	
Socioaffective Principle		
1	The teacher shows positive attitude to students especially those who are shy, unconference, and who feel themselves incompetent.	
2	Sequence of techniques implemented in classroom is cognitively challenging but not overwhelming at the affective level.	
3	The teacher has appropriate choice of who to call on, ask for volunteer, when to correct errors, amount of things explained, who to place in pairs, small, and big groups.	
Linguistic Principles		
1	Grammatical explanations and drills are put in periphery but are not neglected	
2	Subtlety in language are taught	
3	Language is used in classroom and beyond for the needs to communicate ideas	

Instructional Language

In conveying teaching process, the teacher would adopt the kind of strategy proposed by Littlewood & Yu (2011) in which both Native Language (henceforth L1) and Target Language (TL) are used simultaneously in the teaching with more emphasis is given to the use of TL. According to Littlewood and Yu (2011) L1 is only used at the presentation, Practice, and production stage. At the presentation stage L1 is used to clarify meaning of words, structure or utterances. Nevertheless, L1 will not be used to inform students about the words meaning of the TL unless it is too difficult for them to understand. This is to avoid what Richards (2014) name as teacher performing verbal Gymnastic to refer to teachers trying to inform meaning using target language while translation works better. At practice stage, the L1 is used to drill the TL structure which students need to understand the meaning in the target language. At production stage, the teacher will start by introducing a certain

situation in L1 and make this as stimuli for the target language. For example, students are asked to write personal information using their native language and later translate this into target language. This kind of language classroom design was chosen to facilitate learners who learn English from very basic level. Once they progress, the use of L1 will be minimized, TL is maximized, depending on the degree of progress. The teaching material included, in order, describing things, place, and people; daily activities; showing direction; past, future, and completed activities; wide variety use of auxiliary verbs to ask "apakah questions". The first five meeting was focused on enabling participants to introduce themselves, introduce their classmates and family members. The second five meeting targeted their ability to describe places such as classrooms, library, and other rooms in the school. In addition, they were also taught about describing people and things in which the most of the language used were adjectives. The third 5 meeting focused on explantion of tenses, present tense, past tense, and perfect tense, along with exercises and practice. The last 5 meeting was to give more practice and review the previous material which participants might forgot or need reinforcement.

The meeting was divided into 3 phases of learning. Phase one comprised of the first five class meetings. In this phase of learning, the teachers facilitated learners to be able to make introduction for themselves and other people. Learners were also enabled to describe people and things in English, and introduced to numbers. The second phase consisted of 10 meetings. During this period teachers introduced the use of present simple, present continuous tense, present perfect tense, past tense, and future tense in order. The teacher spent three class meetings to provide practice, exercise, and explanation on present tense, one meeting for present continuous tense along with practice and exercise, two meetings for present perfect tense, three for past tense and one meeting was allocated to deal with future tense. In the last phase there are 5 class meetings where the teacher emphasised on extra practice and practice review. The teacher used video to give listening practice, and retelling activities. There were filling gap activities, telling past happening (e.g. memorable moment etc.), mingling activities to practice present perfect tense, and expressing opinion about situation on cards.

The training was conducted twice a week, Thursday afternoon and Saturday morning, for 20 days. Each meeting lasted between an hour and a half up to two hours. Afternoon class started at 04.30 to 06.00 or past, morning schedule was between 09.00 to 11.00 am. This program was conducted for 20 meetings and the training location was made in the school meeting room. To evaluate the progress of the training, the teacher employed observation. Observation checklist was provided as facilitative tool. Four criteria were evaluated before and after treatment including learners' ability to make self-introduction, telling daily activities, showing direction, and general English conversation.

Result and Discussion

Figure 1. Learners' Initial English Level

Figure 1. depicts the English level of the training participants before commencing the English training. It can be seen that there were only two participants, MZ & MR, who achieved level 2 in making self-introduction. However, only MR was at level 2 for the whole criteria. Five of the participants (RS, Si, RMa, So, RMu) were at level 1 for making self-introduction, the other three (Mi, IW, SR) were only at level 0 for this criterion, meaning that they were unable to make self-introduction. Meanwhile, there were also five of them who were at level 1 for Telling Daily Activities namely, MZ, RMa, So, IW, and RMu. The same number was indicated to be at level 1 for General Daily Exchange including, RS, MZ, RMa, So, and RMu. Two of the participants (Mi & SR) were at level 0 for the whole four criteria. Three of them were at level 1 in the ability to show direction. Averagely, the whole participants were categorized at level 1 in their skill to make self-introduction, telling daily activities, showing direction, and making general daily exchange.

This result was obtained during class observation. Most of the participants were completely beginners. Only two of them show ability to make very simple exchange around introduction and routine. They all showed good motivation and enthusiasm at the first day of English training. During the process only 7 participants remained active, the other others often missed the class. This condition might be the cause of better progress gained by the seven learners.

Symbol Interpretation
Self-Introduction
0. Unable to make self-introduction
1. Make effort to do self-introduction in English with very limited use of words
2. Have ability to make self-introduction but with noticeable errors both in grammar and pronunciation
3. Have clear utterance, mostly use appropriate diction, and indicated by fairly good fluency.
4. Have intelligible utterance, appropriate use of diction, indicated by good fluency especially when making self-introduction.

Telling Daily Activities
0. Unable to produce words related to daily activities
1. Make effort when asked to tell daily activities with very limited vocabulary
2. Make effort when asked to tell their daily activities with mostly correct use of words
3. Have clear utterance, appropriate use of diction, indicated by fairly good fluency
4. Have intelligible utterance, appropriate use of diction, indicated by good fluency especially when telling daily activities

Showing Direction
0. Unable to produce words related to showing direction
1. Make effort when asked to show direction with very limited vocabulary
2. Make effort when asked to show direction with mostly correct use of words
3. Have clear utterance, appropriate use of diction, indicated by fairly good fluency
4. Have intelligible utterance, appropriate use of diction, indicated by good fluency especially when telling direction

Making General Daily Exchange
0. Unable to involve in unrehearsed exchange
1. Make effort when answering impromptu free topic questions with very limited vocabulary

2. Make effort when answering impromptu free topic questions with mostly correct use of words
3. Have clear utterance, appropriate use of diction, indicated by fairly good fluency
4. Have intelligible utterance, appropriate use of diction, indicated by good fluency especially when answering impromptu free topic questions

After two months training, three meetings every week, one and a half hour duration for every class, marked improvement was obtained. The result can be observed in the bar chart below:
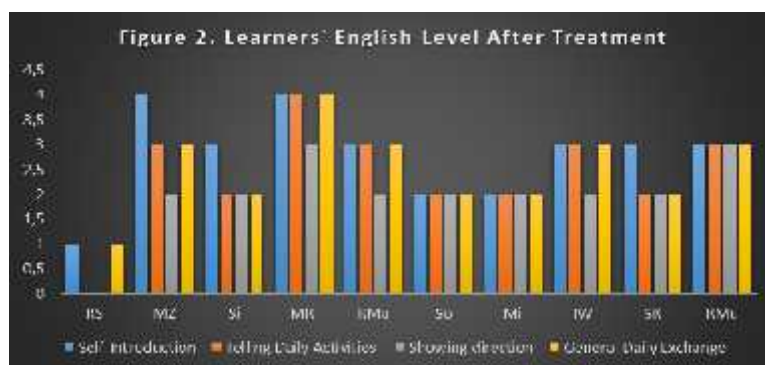
Figure 2. Learners' English Level after Treatment

Figure 2 illustrates the learners' improvement in their level of English measured from four criteria namely ability to make self-introduction, talk about daily routine, show direction, and to conduct general conversation. Two participants, MZ and MR, surprisingly shows a substantial increase, at level 4, in their ability to make self-introduction. Moreover, MR gained similar level on the other two criteria, telling daily activities and making general daily exchange. Half of the participants (Si, RMa, IW, SR, RMu) achieved level 3 in making self-introduction which means they have clear utterance, mostly use appropriate diction, and indicated by fairly good fluency when introducing themselves in English. Similarly, four of them (Ms, RMa, IW, RMu) attained level 3 in their ability to tell daily activities. Seven participants achieved level 2 in the category of showing direction, meaning that they have the ability to explain people (foreigner) about where to go in English. Only MR and RMu got level 3 on this criteria. Regarding ability to perform general daily exchange, four of them (MZ,RMa,IW, and RMu) successfully increased to level three, while the other four got slightly lower, at level 2. Only MR who made significant increase in this category, reaching level 4. There was only 1 participant stayed at level in the category of self-introduction and making general daily exchange.

Based on the result at Figure 2. There is one participants who did not show any increase, remained in the same level as before training was given. This condition was possibly caused by her frequent absenteeism and lack-confident. It could be a personal issue, detached from the teaching strategies or classroom interaction.

As the follow up program, the school planned to implement English Speaking Zone in the school area. This program is particularly compulsory for teachers and staff. Students are encouraged to speak in English as good as they can. In stages, all the students would be given adequate English training necessary to support that program. In addition, another program was also arranged for the teachers to improve their English into the next level. The introduction to TOEFL program for teachers was proposed and soon be implemented.

Conclusion

The implementation of Brown's teaching principles has been proven effective to improve learners' English proficiency. Needless to say, learners who were initially in the level of novice low now progressed into pre-intermediate low and few of them even reached pre-intermediate high. This improvement was measured using four criteria, ability to make self-introduction, perform daily exchange, tell daily activities, and to show directions.

Some factors are worth considering which support this success including the fact that it was quite small class comprising only 10 participants. Most of the participants appeared to have good learning motivation. There was good support from the school management. Apart from providing material using strategies prescribed by brown, the teacher often gave motivation and illustration on the importance of mastering English in this globalization too. EFL teachers nationwide are highly recommended to examine this Brown's Teaching Principles. Teachers need to truly understand the concept before execution.

Suggestion

Teachers of English as a foreign language entire the nation are advised to implement Brown's teaching principle in the English class, especially, for teaching beginning learners. The strategies employed, not the material, however, can be adapted to English class beyond this level.

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