CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the writer discusses the review of related studies, implementation, teaching learning process, teaching of English as a foreign language (TEFL), listening, teaching listening, listening problems, Whole language approach, and teaching listening by using Whole language approach.

A. Previous Studies

Related to the study, the writer reviews some related previous studies. In this case, the writer gives a view about the issues that are discussed in relation to this study. There are some related studies about Whole language approach. First, Rahmat Astriandi had conducted a study entitled *The Implementation of Whole Language Approach in Teaching English at the Tenth Grade Students of SMAN 1 of Lahei in Academic Year 2010/2011.*[11]

In his study, he wanted to know whether the implementation Whole language approach give significant effect in teaching English at the tenth grade students of *SMAN* 1 Lahei. The result of the study was concluded that the implementation of Whole language approach in teaching English at the tenth grade students of *SMAN* 1 of Lahei in the academic year 2010/2011 gave the significant effect to students' English mastery. It was proved by the result of the study proving the calculation of t-test, the t-test value was **6.51** and t-table of significance 5% to 1% at the degree of freedom (df) = N - 1 was $23 - 1 = 22$

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[11]Rahmat Astriandi, "*The Implementation of Whole Language Approach in Teaching English at the Tenth Grade Students of SMAN 1 of Lahei in Academic Year 2010/2011*", Thesis, Palangka Raya: STAIN Palangka Raya, 2010. p. 70, t.d.

was **5% = 2.07** to **1%= 2.82**. Thus, the t-test calculation was found higher than t-test score in the t-test table as well in the level of 5% or 1%, which can be written by **2.07 < 6.51 > 2.82**.

To say that this study is different with Rahmat's study is that this study focuses on the implementation of Whole language approach in teaching listening at the third semester students of English education program of *STAIN* Palangka Raya, while Rahmat's did not specify any skill of English in his study.

The second study of the Whole language is investigated by Amanda Le Doux entitled *Investigating the Implementation of WL: Strengths and Weaknesses*.[12] The study was done in the elementary education; grade 1. The result of her study indicated that professionals in teaching early literacy skills felt the approach was strong with regard to the use of high quality literature and the way in which children were motivated to read. They all felt that the approach did not include sufficient explicit phonics instruction.

Amanda Le Doux's study was emphasized on investigating the strengths and weaknesses of whole language from its implementation in the classroom. Meanwhile, this study only wanted to know the implementation of Whole language approach in teaching listening at the third semester students of English education program of *STAIN* Palangka Raya.

Related to the explanation above, the writer explored a different case of the study. The writer interested to take listening skill as the material of

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[12]Amanda Le Doux, "*The Implementation of WL: Strengths and Weaknesses* ", Thesis, Dominican University of California, 2007. P. 75, t.d.

research, the difference study with the previous study above in the subject and the object of the study. The subjects of this study were English lecturer and the third semester students of English education program of *STAIN* Palangka Raya. The object of this study was the implementation of Whole language approach in teaching listening. Then the purpose of this study was to know how the lecturer activities to implement the Whole language approach in teaching listening, the problems faced by the students in learning listening using Whole language approach.

B. Implementation

Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy.

> According to Anthony in Fauziati states implementation is technique which actually takes place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immidiate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.[13]

In the teaching learning process, surely the teachers use the implementation of their teaching. They take implementation to refer to their wises in teaching strategy. One of them is the implementation in evaluating the subject. It is imposible without implementing in learning process. In implementation action, teacher have many ways and criteria to determine something. Listening is one of the most important subjects in learning english language, so the teachers need to take the implementation in evaluting the

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[13]Anthony in Endang Fauziati, *Teaching of English as A Foreign Language (TEFL),* Surakarta: Muhammadiyah University Press, 2002, p. 6.

students so that the lecturers can give the score to the students" in mastering listening.

From definitions above can be concluded that, implementation refers more to value and how the lecturer applies a technique in teaching learning process. Related to the study the writer wanted to know the implementation of Whole language approach made by lecturer in teaching listening at the third semester students of English education program of *STAIN* Palangka Raya and also the problems faced by the students in listening using Whole language approach.

C. Teaching Learning Process

Teaching-learning process is the heart of education. It depends on the fulfillment of the aims & objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching learning are related terms. In teaching-learning process, the teacher, the learner, the curriculum & other variables are organized in a systematic way to attain some pre-determined goal. Teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.[14] "Teaching-learning process is a planned interaction

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[14]Tushti Sharma, 2013, *Teaching Learning Process Characteristic and Limitation of Behaviourist, Cognitivist and Humanistic Approach to Learning* http;//www.scribd.com/doc/5769721 Teaching-Learning-Process- (on line 03 October 2013).

that promotes behavioral change that is not a result of maturation or coincidence".[15]

From the statement above, the writer concluded that this activity done by teacher and the students from fulfillment of the aims & objectives of education, planned interaction, evaluate, and document. All teaching learning is proposed to be more self-directed and independent in their learning.

D. Teaching of English as a Foreign Language (TEFL)

1. Introduction

    A number of ways conceptualizing approaches and method in language teaching have been made. Various attempts have also been made to explore more systematically the relationship between theory and practice within method. In the fifties and sixties, for examples, language teaching represented a unified body of theory and practice. It was really link in the theoretically foundation to linguistic and psychology. Language teacher in eighties however, had considerable array of the theories and method to choose from. Contemporary language teaching draws on number of field which are unknown by the linguistic and psycholinguistic of the fifties and sixties. Methodologies unheard of in the sixties are now familiar, such as, silent way, TPR, CLL, counseling learning, and sugesstopedia.

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[15]Teressa Banks, "*Teaching-Learning Process* ," Nort Carolina Department of Health & Human Service, 2000, p. 1.

"The practitior in those confronted with somewhat bewildering set of opinion at the levels of theory and practice. He might as well confuse the term approach, method and techniques."[16]

2. Approach

The first level of trio terms is approach. Anthony views approach as a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith-something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it". The following illustration is worth considering for better understanding of what is meant by approach. Let us consider a set of linguistic assumptions:

a. Language is human, aural-oral, and symbolically meaningful.

b. Any given language is structured uniquely or no two languages are structured alike.

c. The structure of a language can be discovered, and systematically described, although such descriptions may differ at various levels and for various purposes.[17]

3. Method

The second term is method. Anthony defines method as "an overall plan for the orderly presentation of language material, no part of which

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[16]Endang Fauziati. *Teaching English as Foreign Language* (TEFL), Surakarta: Muhammadiyah University press, 2002, p. 3.
[17]*Ibid.*, p. 03-04.

contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural". Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Thus, method is theoretically related to an approach and is organizationally determined by a design.[18]

4. Technique

The third level is technique. It is "implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.[19]

E. Listening

1. Introduction

Listening is one of skills that is very important in learning English. Listening is not a passive skill. Rather, it places a demand on us because when we are participating in the face-to-face or the telephone exchange, we need to be receptive to others, which include pay attention to explanation, questions, and opinion.[20] Therefore, we have to understand the nature of listening.

> Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar, and his vocabulary, and grasping his

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[18]*Ibid.*, p. 05.
[19]*Ibid.*, p. 06.
[20]Jerry G. Gebhard, *Teaching English* ., p. 143.

meaning. An able of capable of doing these four things is simultaneously. [21]

Listening is the way we process what we hear. This knowledge is emphasized on transfer information and it is useful for the listener to comprehend the content of the speaker's message.

> Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that it is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.[22]

From several definitions above, the writer concluded that listening is the ability to understand what others people are saying. Its aim is to receive the message from others in communication. This knowledge is emphasized on transfer information and it is useful for the listener to comprehend the content of the speaker's message.

As already indicates, listening is assuming greater and greater importance in foreign language classrooms. Rost in Nunan points out, listening is vital in language classroom because it provides input for the learner. Without understanding input at the right level, learning cannot begin. Based on his assumption, there are three other important reasons for

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[21]Thomas Kral, *Teacher Development Making Right Moves,* Washington, DC: English Language Program Division, 1993, p. 189.

[22]Brown, H. Douglas, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, New York: A Pearson Education Company, 2001, p. 249.

emphasizing listening, and these demonstrate the importance of listening to the development of spoken language proficiency:[23]

a. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

b. Authentic spoken language presents a challenge for the learner to attempt to understand language as native speakers actually use it.

c. Listening exercises provide teachers with the means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns), in the language.

Wills in Kral listed a series of micro-skills of listening, which she called *enabling skills,* they are:[24]

1) Predicting what people are going to talk about.

2) Guessing at unknown words or phrases without panicking.

3) Using one's own knowledge of the subject to help one understand.

4) Identifying relevant points; rejecting irrelevant information.

5) Retaining relevant points (note-taking, summarizing.

6) Recognizing discourse markers, examples: well; oh, another thing is; now, finally; etc.

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[23]David Nunan, *Second Language Teaching and Learning*, Massachusetts U.S.A.: An International Thomson Publishing Company, 1999, p. 200.
[24]Thomas Kral, *Teacher Development..,*p. 189.

7) Recognizing cohesive devices, e. g., such as and which, including link words, pronouns, references, etc.

8) Understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting.

9) Understanding inferred information, e. g., speakers' attitude or intentions.

2. The advantages of listening are as follows:[25]

a. When listening, the students are reviewing a lot of English usage such as vocabulary, grammatical structures, intonation, accent and our own interpretation.

b. The students can learn new words and expressions by hearing them frequently.

c. They can imitate what they hear and apply it with great confidence.

d. Listening can be a good "hobby" while they do other things such as cooking, ironing, exercising, relaxing etc. In other words, they have no wasted time at all.

e. Listening is also a great way to train our attention.

F. Listening Problems

The problems that shows why listening is difficult to be learned by students come mainly from four sources, they are:[26]

1. The message

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[25]Kanadapon Weena. *Listening: A good way to learn English*. http://www.englishclub.com/esl-articles/2004.htm, (on line September 11, 2012).
[26]Thomas Kral, *Teacher Development*, p. 190.

The problems which came from the message are divided into two parts, such as:

a. Content.

Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listener passage comes into the ear in the twinkling of an eye, where as reading material can be read as long as the reader likes.

The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situation unfamiliar to the students. Also, in a spontaneous conversation speakers frequently change topics.

The content is usually not well organized. In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, and interviewer's questions, an everyday conversation, etc.

Message on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

b. Linguistic Features.

Liaison (the linking of words in speech when the second word begins with a vowel, e. g., *an orange / ənærɪndz/* and *elision* (leaving out of sound or sounds, e. g., *suppose* may be pronounced /spəuz/ in rapid speech) are common phenomena that make it difficult for students to

distinguish or recognize individual words in the stream of speech. They are used to seeing words written as discrete entities in their textbooks.

If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as *stuff* for *material*, *guy* for *man*, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions.

In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.

2. The speaker

In the conversation, speakers actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as *"I mean or you know"*. This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the students' level. It may take it more difficult for beginners to understand what the speaker is saying; on the other hand, it may give advanced students more time to "tune in" to the speaker's voice and speech style.

Learners tend to be used to their teacher's accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents.

Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

3. The Listener

Students cannot predict a missing word or phrase they listened. This is the major problem for students. Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture.

Foreign-language learners usually devote more time to reading than to listening. It can be their lack because the students usually majoring in English have no more than four hours' regular training per week.

Both Psychological and Physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

4. Physical Setting

Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage.

Listening materials on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning. Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.

G. Whole Language Approach

1. Introduction

The concept of the Whole language had been introduced by Jerome Harste and Carolyn Burke, and then it was followed by Dorothy Waston with the term"*Teacher Whole Languge*" (TAWL). Then Ken Goodman introduced his principle with the name "*Whole Language Comperhension Centered Reading Program*".[27]

Initially the term came from reading research and was used to emphasize (a) the "wholeness" of language as opposed to views that fragmented language into its bits pieces of phonemes, graphemes, morphemes, and words (b) the interaction and interconnection between oral language (listening and speaking) and written language (reading and

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[27]Teguh, *Whole Language dan Model Pembelajaran,* http://teguhsatu.blogspot.com/2009/12/whole-language-dan-model-pembelajaran.html (on line August 20, 2013)

writing) and (c) the importance, in literate societies, of the written code as natural and developmental, just as the oral code is.[28]

Branner in Masitoh states that "Whole Language is a way teaching pre reading, reading and other language skill through all the process that invalue language, writing, talking, listening to stories, creating stories, art work, and dramatic play as well as trough more traditional path ways".[29]

According to Brown, the Whole language integrates the four skills of speaking, listening, reading, and writing.[30]

Based on the statements above, Whole language is way of teaching-learning language in a whole. In language teaching, the teacher should teach contextually and meaningful to the students. In the Whole language, there is an interactive relation among listening, speaking, reading, and writing.

According to Norland and Pruett, they explain that the Whole language philosophies or approaches focus on the use of authentic language that is meaningful to students, proceeding from whole to part and integrating development of language modes and domains. Listening, speaking, reading, and writing-the four language modes or skills-are taught as an integrated whole, with written and oral language developed simultaneously. Lessons are learner centered and meaningful to students' live inside and outside school. Language lessons engage students in social interaction and collaborative learning. The focus is on the social

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[28]H.Doughlas Brown, *Teaching by Principle: and interactive approach to Language Pedagogy*, p. 48.
[29]Hilda Karli and Oditha R. Hutabarat, *Implementasi KTSP*, p. 51.
[30]H.Doughlas Brown, *Teaching by Principle: and interactive approach to Language Pedagogy,* p. 3.

construction of meaning and understanding through the process of reading and writing. Whole language avoids the practices of teaching skills in isolation (sounds, letters, grammar rules, and words) or in a strict sequence, using books with controlled vocabulary, or using worksheets and drills.[31]

Based on the explanation above, it can be inferred that the language cannot be apart as a communication tool. The Whole language as the concept for teaching English will give the meaningful to the students in English lesson in order to reach the goal of education.

Related to the study, the writer wanted to describe the lecturer activities in teaching listening by using Whole language approach and the problems faced by the students in listening using Whole language approach in the classroom.

2. The Theoretical Basis and Principles of the Whole Languaga Approach

a. Theoretical Basis

According to educational psychologists, in order to let the students get perceptual knowledge and clear ideas, the teacher should guide the students to conduct a careful study of the passage that they are going to learn; and then the teacher should guide the students to study every part of the passage and the relationships among the parts. Finally the students will

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[31]Deborah L.Norland and Terry Pruett, *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*, Westport: Libraries Unlimited/Teacher Ideas Press. (2006). p. 35.

have a clear idea about the object of study concerned. This process is the theoretical basis of the "whole language" theory.[32]

b. Principle

It is very difficult to define the "whole language" theory in one or two sentences. But one point the writer should pay attention to is that the "whole language" theory is not merely a kind of teaching method or a kind of teaching skill, but a whole theory about language teaching, a set of principles directing classroom teaching.[33]

1) The Directing Principle

This theory puts the overall understanding of the whole text in the first place and regards the students as the center of classroom teaching. The basic pattern of teaching is "whole (the understanding of the whole text on the surface) — parts (the study of language points) — whole (the deep understanding of the text as a whole)". The final aim of teaching is the comprehension of the whole passage. Giving various exercises, the teacher tries to combine pronunciation, vocabulary and grammar into an organic whole.[34]

2) The Basic Principles

Language is a whole. Here the "whole" is not merely the sum of all the parts, but is greater than this sum. The parts of language (pronunciation, grammar and vocabulary, etc.) have no meanings when they are isolated

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[32]Pan Ling, *The"Whole Language" Theory and its Application to the Teaching of English Reading,* Binhai Middle Road, Yantai, China: p. 149.
[33]*Ibid*, p. 149.
[34]Spruman, Candyn V, *Whole language question: what teachers are asking*, *Contemporary Education*, Vol 64, p. 19.

from each other[35]. Language should not be separated into pronunciation, grammar and vocabulary. Goodman, one of the chief advocates of the "whole language" theory, points out that though speaking occupies a very important place in children's language ability, it is untrue that the comprehension ability and reading and writing ability are not developed until the speaking ability is fully developed. In fact, these abilities develop side by side with the speaking ability.[36] Therefore, language teaching should begin with dealing with the whole and then transit to the parts gradually. It is unwise to develop listening, reading, speaking and writing abilities separately.

Language teaching should take the students as its core. Language is the tool of communication and is the medium of thinking. Language learning is not a passive, mechanical process in which the students imitate language behavior, but a process in which the students communicate with each other and exchange ideas in the language they learn, and discover and generalize language rules. In this language learning process, the students master a new language on the basis of the comprehension of the known one. They put the emphasis on the whole understanding, but not merely on the understanding of the parts. Therefore, the teacher should take the students' needs, aims, and interests of learning into consideration when they teach and try to arouse the students' interest. What is more, the teacher should direct

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[35]Freeman, Tvonnes and David E, Freeman, *Whole language for second language learners*, Portsmount. NH: Heineman, p. 215.

[36]Goodman, Kenneth, *What's whole in whole language*, Nassachusetts: Basic Blackwell Ltd, p. 123.

the students to use the language with positive aims and to direct the students to transfer the emphasis from studying the whole to studying the parts after they get the whole understanding.

Language knowledge and abilities should be cultivated in natural language environment. Traditional language teaching mainly cultivates language knowledge (pronunciation, grammar and vocabulary) and basic language abilities (listening, speaking, reading and writing) separately. It insists that language knowledge and language skills should be taught from the easy ones to the difficult ones. This violates the natural law that the students follow in learning a language. This is not an effective way of learning language. The famous psychologist Piaget points out that people's language ability is developed gradually during the course of probing the world actively[37]. The famous Russian psychologist found that people obtain language ability through communicating and exchanging ideas in language with other people. Therefore, the "whole language" theory insists that only by putting language knowledge and language abilities into rich, real, natural language environments can the students gradually and actively master the language, including language knowledge and language abilities.

The teacher should have confidence in the students and spur the students to fully bring out their latent potentials. The "whole language" theory holds the view that in language teaching, the teacher should not only be a knowledge-passer, but also be a planner, an encourager and an

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[37]Tan Lixing, The Theory and Application of The "Whole Language", *The English Teaching and Researching in Junior Middle School*, Journal, Vol, 10,P. 1- 2.

enlightener. By doing this, the teacher can arouse the students' motive power and interest to the optimum condition. Vygetsky points out that in communicative activities, the students should use language actively and naturally through which they can improve their language ability. Therefore, having full confidence in the students, creating rich, natural and easy environments, providing them with enough demonstrations of the whole language are some very important aspects in "whole language" teaching.

3. The Application of the "Whole Language" Theory to the Teaching of English Listening.

Being a teaching theory, the "whole language" theory can of course be used in language teaching. The writer will discuss its application to the teaching of English listening below. There are seven teaching skills and methods derived from this theory.[38]

a. Teaching the Language as a Whole

In traditional language teaching, the teacher always teaches pronunciation, grammar and vocabulary separately. But in the "whole language" classroom, the teacher does not do so. The teaching emphasis lies on the meaningful whole language activities, for example, listening to the text, comprehending the content of the whole text, discussing the main idea of the text, etc. In this process, the students not only cultivate the comprehending and thinking ability, but also cultivate their overall language abilities. The grammar rules, usage of words are not going to be taught

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[38]Pan Ling, *The"Whole Language" Theory and its Application to the Teaching of English Reading,*Binhai Middle Road, Yantai, China: p. 150.

systematically, the teacher can teach them at any point of time in the teaching process. For example, when there is a pronunciation problem in the text, the teacher can add some knowledge about phonetics; when passive voice appears several times successively in the text, the teacher can grasp this chance to ask the students to discuss this grammatical point, and provide more examples to illustrate it. In short, in the teaching of English Listening, the teacher should lay the emphasis on the comprehension of the whole passage, and at the same time, give consideration to the study of grammar, vocabulary and pronunciation.

b. Student-centeredness

The "whole language" teacher analyses the need and interest of the students and take the analysis as the basis of setting teaching aims, choosing listening materials and making teaching plans.

Though the teacher provides the students with a lot of demonstrations of the language points, he tries to play a new role in organizing and leading in group activities, discussing, reading and writing together with the students. In the process of teaching of English listening, the teacher can ask the students to discuss the text in groups and he just plays a directing role. He can encourage and guide the students to comprehend the text, study the new language points, including grammar and the usage of the words. Thus an important characteristic of "whole language" teaching is student-centeredness, which means that the teacher gives the students the chance to search, to get to know, and to summarize.

Student-centeredness also means giving the students more choice for study, for example, selecting the books they like to read, writing about the subject they want to write about, etc.

c. Teaching Language in Context

The "whole language" teacher thinks that the teacher should make full use of contexts to cultivate the students' language ability. In the "whole language" teaching classroom, mechanical practice of sentence patterns will not be found. The understanding of the text in its context can help the students to understand it as a whole

d. Literature-basedness

In the "whole language" teaching, the broad-sense of "literature" includes stories, novels, poems, plays, allegories, letters; argumentations and the articles about mathematics, physics and chemistry, etc. The simplified graded basic readers used in the traditional language teaching are regarded as inappropriate because they lack the authenticity and taste that they have originally. This is caused by the fact that vocabulary and language structure are under the artificially imposed control, which leads to another bad influence that language itself becomes stiff and incomplete.

e. Focus on Talk

The "whole language" teaching emphasizes the ability of oral expression, the ability of communication, the ability of thinking and the

ability of analysing[39]. Therefore, in the teaching of listening, retelling the story, discussing the context and characters of the story, performing a play are all the frequently-used techniques by the "whole language" teacher. Through these activities, the students not only improve the ability of oral expression, but also deepen their comprehension of the text.

f. Integration with Writing

In the teaching of listening, the "whole language" teacher encourages the students to write frequently on the text that they learn. Through rich writing, the students can set up close relationship between the pronunciation and the spelling of English as well as the relationship between oral English and written English. By this means, writing can help the students to deepen the comprehension of English language and texts, and the students can accumulate language knowledge. The subject matter and the type of writing are various. They can be stories, diaries, poems, letters and essays. The teacher lays stress not only on the writing content and the result, but also on the process. The writing can be done both in class and after class. Through writing, the students learn and use English to communicate with others and express their ideas. At the same time, writing can cultivate the students' enthusiasm and desire.[40]

g. Informal Assessment

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[39]Goodman, Kenneth, *What's whole in whole language*, Nassachusetts: Basic Blackwell Ltd, p. 123.

[40]Tang, Lixing, The Theory and Application of the "Whole Language"*, The English Teaching and Researching in Junior Middle School,* Journal, Vol, 10, p. 1-2.

In the "whole language" teaching classroom, the assessment of improvement is meaning-centered and student-centered. The assessment and examination of the "whole language" teaching are viewed in the light of the whole. The "whole language" teacher thinks that the students can not be assessed by the traditional way of examination, which is regarded as the only criteria to measure the students' study. They are inclined to use informal assessment. For example, they observe the behavior of the students in class and evaluate the quality and quantity of their homework, or they gather the writings of the students in a portfolio, or give evaluation on the students' reading activity. Finally, they give the students a synthetical evaluation on their study, not only a score from examinations.

4. The Design of Whole Language Approach

In applying the Whole Language Approach the teacher should keep in mind that is the students who need to learn language, need practice to become fluent in the target language, and develop competence to use the language.

Therefore, it is the teacher's duty to make the students aware of this point and know the importance of practicing and making use of what they learn to develop their linguistic competence.

Shuzen Zhou with the title *The Application of Whole Language Teaching Approach in College English Teaching and Learning* state:

The teacher should always manage to push the students into the center of learning and make them know they are the persons who need to

learn and should learn hard. The teacher therefore, should play multiple roles in the teaching. He can be a designer, organizer, facilitator and supervisor of the class as well:[41]

a. As a designer, the teacher should design the class activities in which the students are in the center and play important role besides having a full preparation of the teaching content.

b. As an organizer, he should know how to inspire and keep students' interest in the class activities.

c. As a facilitator, he should know what difficulty the students have and how to help students have a full comprehension of the target text.

d. As a supervisor, he should have the ability to understand the teaching material between lines, and help students have a full comprehension beyond its literal meaning and give students proper advise on how to learn English effectively.

5. Advantages of Whole Language Approach

According to Norland and Pruett, the strength of the Whole Language allows interactions with a variety of texts, experiences, and activities in a classroom atmosphere that supports literacy development[42].

a. Whole language approach also reflects the principle of using whole "texts" for teaching and learning-stories, articles, signs, labels,

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[41]Shuzen Zhou, *The Application of the Whole Language Teaching Approach in College English Teaching and Learning,* volume 3, No. 09 (serial NO.33) Mianyang Normal University http://www.linguist.org.cn/su200609/su20060909.pdf (on line, June 1st 2012)

[42]*Ibid*, p. 40.

conversations, debates, and plays and so on. This does not mean that the parts-words, letters and sounds, grammar are not dealt with

b. Settings reflects another belief, namely that language is learned best by using oral language, reading and writing for real, meaningful purposes: *you're dealing with things that are real world, real life, realistic.* Purposes and texts emerge from people's experiences, needs, goals and interests and provide contexts for language and literacy development.

c. The belief that you learn to write by writing, and learn to read by reading, is common among whole language educators. This means that students are engaged in real reading and writing activities.

d. Whole language education is learner-centered. Students are viewed as capable people with experience and knowledge. Differences in culture, language, value systems, interests and learning style are expected and respected. As already described, themes for learning are drawn from these experiences and interests.

e. Whole language work requires educators to be knowledgeable about language. It requires educators and students to trust in people's abilities to learn, and to trust that people can share responsibility for learning.[43]

6. Disadvantage of Whole Language Approach

Carolyn Scheidies stated in her journal that the advantages of whole language approach as follow:

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[43]Joyce White Mary Norton, *Whole Language a Framework for Thinking About Literacy Work with Adult* Related Studies, Canada: Published by the National Literacy Secretariat Ottawa, Ontario 1991, p. 7.

The whole language approach scraps the phonics method of learning individual sounds to encourage students to figure out a word through context. Disadvantages of the whole language approach include students misinterpreting words, never learning how to sound out unknown words and not comprehending the basics of the English language.

a. Lack of Phonics

The whole language approach to learning how to read is the opposite the phonics method that taught generations of children the basics of the English language. With phonics, children learn the sound and inflections of each letter and how to sound out words with which they may not be familiar. In the whole language approach, children have no clues what a word or letter should sound like. They are supposed to see a word and repeat it until they have it memorized and can recognize it among other words. With each word, their pool of words grows, but with this approach each word is an individual and separate item to be remembered. This is unlike the phonics approach where language is built brick-by-brick, and the child learns different sounds and letters with the ability to reconstruct these into a variety of words. Children with limited ability to memorize a sequence of words are at a disadvantage with a whole language approach.

b. Assumption That a Child is Visual

The Whole language approach assumes a child assimilates key information through the eyes. But not all children are visual learners. Asking children who are primarily auditory or kinesthetic learners to figure

out words in context to other words impedes their ability to learn the language and to read. Whole language does ask children to write, assisting kinesthetic learners, but writing comes only after a basic understanding of language as other than a series of memorized words with meanings. Visual children pick up clues and may figure out words and their meanings from context. Even so, learning solely on visual clues still leaves students without a basic understanding of how to sound out and pronounce a word they don't know, not just how to figure out a meaning. Many times meaning may not be deciphered through context.

c. Dyslexia

The Whole language approach places a heavy burden on students with other problems such as dyslexia. These students already have problems making sense of what they're seeing on the page. Yet with the Whole language approach they're asked, without a basic understanding of how words are made, to figure out words in context. For these students words aren't in the correct order, and they jump around on the page. This makes it difficult for them to figure out meaning from context.

d. Lack of Decipher Tools

The Whole language approach used alone doesn't provide the basic tools students need to obtain higher levels of comprehension. They learn how to decipher meaning from context, but that context is contemporary American English. When faced with writings from Thomas Aquinas, Aristotle or the King James Bible, students have no basis on which to

understand words that are archaic and used in centuries-old sentence structures.[44]

e. The pace of reading and journal writing, and then dynamic of small group. It will be a problem because this is allowed only once to skip the current writing and reading.

f. A few slow students may fall behind in their reading and journal writing. The late journal writing gets reduces credit.[45]

g. When the teacher tries to separate the material into bits and piece the material of learning is not interesting anymore.[46]

H. Teaching Listening by Using Whole language approach

Teaching listening by implementing Whole language approach means to conduct four skills in classroom teaching learning. That makes clear distinction characteristics of Whole language approach than others. We do not have to choose one skill only. Here is the example of classroom activities of teaching listening using Whole language approach based on the specimen of lesson plan of listening.

1. Lesson Plan of Listening

Description of the class: Learners between the ages of 20 ~ 23 and consist of 15 women and 8 men.

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[44]Carolyn Scheides. *The Disadvantages of the Whole Language Approach.* http://www.ehow.com/info_8633339_disadvantages-whole-language-approach.html. (on line 01 October 2013).
[45]Shuzhen Zho, p. 7.
[46]Welma Odendaal, *Whole Language in the Foundation phase*l, p. 43.

The class takes place from 7:00 ~ 9:20 a.m. on Tuesdays. Learners have completed one semester of the listening course which lasts for twelve weeks.

Context: Saying what's best

Aims:
1. To introduce the superlative forms of adjectives and their matching with nouns;

2. To familiarize learners with how to describe products using superlatives;

3. To train learners to know how to make a series of offers for products using superlatives.

Procedure:
1. The teacher gives the printed handouts to the learners. Elicit and write on the board with learners' "help" the superlative forms of the adjectives from A. (the teacher makes sure learners understand when to use the –est/the most + adjective. The teacher point out the spelling rules.)   (5 minutes)

2. The teacher play recording 1 for the first time for the learners to know what it is about. The teacher play the recording second time and ask them to match the adjective on the left with the nouns on the right from A. The teacher play the recording third time and get them to check their answers. (If there is any difficulties, replay or pause and ask them to use the listening skills to listen attentively such as repeating, focusing on the important details and ideas, guessing, anticipating, etc.)   (10 minutes)

3. The teacher asks learners to first read through B briefly and establish what type of text it is. Then play recording 2 for three times as above and ask them to fill in the gaps with appropriate superlatives according to what they hear.   (10 minutes)

4. The teacher asks learners to look at the note C for the telephone conversation (Recording 3) between a caller and Office Supply and elicit the kind of questions the caller will ask, e.g., How much is the Easyprint II? Has it got a warranty? Is there a service contract? etc. Then

play the recording for three times as above and get learners to note-take the details. (If the class needs more practice in asking and answering questions before going on to the next activity, let them practice using the information on the complete note.) (15 minutes)

5. The teacher divide the class into four groups and give out the files to them. The teacher gives them time to look at the files and ask them to role-play them as on a telephone call. When they have finished, The teacher check their answers by collating the details on the blackboard with one learner reading and another writing. (15 minutes)

6. The teacher asks learners to look at the notes on the three different suppliers on the board and then write some sentence about them on their own paper using superlative, e.g., Office Supply has the cheapest price. (5 minutes)

Follow-up activity: With the different features of the three offers, the teacher asks learners to discuss and make suggestions on which supply really does offer the best deal, which will be the main point for the next period of Making suggestions about products.[47]

Based on lesson plan for listening above, the reading, speaking and writing skills are integrated into listening skill. The reading parts support the listening, thinking and speaking activities. Similarly, the writing parts help crystallized learners' thinking and aid their speaking and in turn listening. Gap-filling and note-taking are important skills themselves and help ensure that dependency on full-scale reading and writing does not occur. Learners gain practice with the speaking and listening skills by listening and responding to materials on tapes or by interacting with other learners. The

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[47]Peters, EFL Tutoring, *A Whole Language Approach to Listening Teaching*, /call.suda.edu.cn/pet/writings/listening.htm. (on line September 12, 2013).

tapes and the role-plays are natural or conversational in nature, involving authentic voices presenting messages.

Related to the study, implementing of the Whole language approach to teach listening means to conduct four skills in classroom activities, reading, speaking and writing are integrated into listening skill.