

TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE

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KATA PENGANTAR

Puji syukur kami panjatkan ke hadirat Tuhan Yang Maha Esa atas selesainya penyusunan buku Teaching English as a Second or Foreign Language. Buku ini berisikan bahasan tentang Introduction to Language Teaching, The Nature of Language Competence, Teaching Speaking, Teaching Reading, dan Vocabulary Development.

Kami mengucapkan terima kasih kepada berbagai pihak yang telah membantu dalam proses penyelesaian Buku ini. Semoga Buku ini dapat menjadi sumber referensi dan literatur yang mudah dipahami.



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CHAPTER 1

INTRODUCTION TO LANGUAGE TEACHING

By Utami Ratna Swari

Learning English has become more and more important every year. It demonstrates how important English is in daily life. English is regarded as a powerful communication tool that can be used to link people worldwide when addressing a variety of life issues. Learning English has become much more necessary since it is now seen as a vital instrument for global connectivity and communication. Nearly all school levels teach it, particularly in nations where English is not the primary language. English is the most studied foreign language in the world (Richards, 2001) and both teachers and students suffer when it is used as a lingua franca. For students to successfully learn English, English Language Teaching (ELT) is essential. English has changed from being the primary language of nations like the United Kingdom or the United States to being a universal language of communication.

1.1 Definition of English Language Teaching

English Language Teaching (ELT) refers to the practice of teaching English to speakers of other languages. It encompasses the methods, strategies, and resources used to impart English language skills in a variety of contexts—whether it's teaching reading, writing, speaking, or listening. ELT is often employed in both formal educational systems

CHAPTER 5

VOCABULARY DEVELOPMENT

By Riki Astafi

5.1 Introduction

Imagine a seasoned traveler arriving in a foreign city. They've diligently studied a phrasebook, memorizing basic greetings and requests. They enter a bustling market, eager to try the local cuisine. Pointing at a delicious-looking pastry, they confidently utter the phrase they've practiced: "Je voudrais... ça?" (I would like... that?). The vendor, however, responds with a rapid-fire stream of French, using words like "feuilletée," "abricot," and "pâtisserie." The traveler, despite their best efforts, is lost. They don't know if the vendor is describing the ingredients, the price, or something else entirely. A simple transaction is stalled, not because of a lack of grammar, but because of a limited vocabulary. This small incident highlights a fundamental truth: without the right words, even the most basic communication can break down.

Vocabulary development refers to the gradual process of acquiring and expanding one's knowledge of words (Schmitt and Schmitt, 2020). This involves not just learning the dictionary definitions of words, but also understanding their: Various forms: How they are spelled, pronounced, and inflected (e.g., singular/plural, tense). Multiple meanings: Words can have different meanings depending on the context (e.g., "bank" as a financial institution or the side of a river). Usage: How words are used in different grammatical structures, collocations (words that commonly go together),