



MODEL OF FOREIGN LANGUAGE EXPLORATORY (FLEX) PROGRAM FOR ELEMENTARY LEVEL

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Abstrak

Pembelajaran Bahasa Inggris tingkat dasar sudah dilaksanakan sejak tahun 1994. Namun kualitas pembelajaran yang dilaksanakan belum menunjukkan hasil yang memuaskan. Oleh karena itu pembelajaran Bahasa Inggris di tingkat dasar seharusnya dikembangkan secara bermakna dengan memperhatikan konteks pembelajaran yang efektif karena hal ini memberikan pengaruh secara langsung terhadap kompetensi berbahasa siswa serta sikap mereka terhadap bahasa Inggris di tingkat selanjutnya. Ini adalah penelitian kajian pustaka dengan tujuan merancang sebuah model program pembelajaran bahasa yang dilakukan dengan menganalisis 10 artikel yang relevan dan pencarian dilakukan dengan menggunakan *library research tools*. Instrumen yang digunakan adalah lembar observasi untuk mendokumentasikan data-data yang diperoleh dan analisis dokumentari digunakan untuk memproses data yang didapat. *Language Exploratory Program (FLEX)* adalah salah satu model program pembelajaran bahasa yang dapat memberikan fasilitas kepada pembelajar pemula agar memiliki pemahaman bahasa sesuai dengan dunia mereka. Oleh karena itu pertanyaan yang ingin dijawab dalam penelitian ini adalah "Bagaimanakah model FLEX Program yang sesuai untuk pembelajar tingkat dasar?" Pembahasan ini penting dilakukan untuk menghasilkan sebuah model pembelajaran yang menarik sesuai dengan kebutuhan siswa sebagai pembelajar bahasa asing pemula karena mereka adalah bagian dari masyarakat global yang hidup di masa mendatang.

Kata Kunci: pembelajaran bahasa Inggris, program bahasa, sekolah dasar

Abstract

Teaching English for elementary schools in Indonesia has been taught since 1994, however, the quality of the learning is still far from satisfactory results. Therefore, teaching English on this level should be developed meaningfully by promoting the learning contexts effectively because it directly influences the students' competence and attitudes toward the target language on the next levels. This is a library research article with the aim to design a model of a language program conducted by analyzing 10 relevant articles through library research tools. The instruments of this research were observation sheets to organize the data from the articles and documentary analysis was applied to analyze the data. Foreign Language Exploratory Program (FLEX) is a form of alternative language program used to facilitate the students to have a better understanding of world languages on their ages. Therefore, the question to be addressed in this paper is "How is the appropriate model of a FLEX Program to boost motivation in learning English for elementary level?" The discussion of such a question is worthy to do to produce an interesting model that is relevant with the young foreign language learners since the young learners are parts of global citizen in the future life.

Keywords: teaching English, elementary level, language program

A. INTRODUCTION

The globalization era leads all countries in the world to teach English from elementary schools. Ignoring teaching English at the elementary level refers to stepping away from the globalization period in Indonesia, however, it is found that the quality of teaching and learning English for this level principally requiring more concern to meet the expected learning outcomes.

Historically, teaching English at the elementary level in Indonesia has been implemented for 28 years ago supported by some regulations, namely: (1) legislation published by Education and Culture Department Number 0487/4/1992 Chapter VIII. It states that elementary schools are allowed to teach a new subject to support the objective of national education, (2) Instruction from Education and Culture Minister Number 060/U/1993 published on 25 February 1993 states that English in the elementary school is taught as local content. It is given to 4-6 grade students of the elementary schools, (3) Instruction from the Head of Education and Culture Department for East Java states that English is taught as one of the local content subjects. In 2013, the position of English teaching in the 2013 curriculum is lower than in the previous curriculum because English in the 2013 curriculum is considered an additional subject or an extracurricular subject.¹ In the following development of English teaching based on 2013 curriculum, English is considered as the additional subject or extracurricular subject. Based on the 2022 curriculum, Instruction from Education and Culture Minister Number 371/M/2021 published on 15 November 2021, English teaching for elementary level has the different position, it is categorized as an optional subject.

Some countries in the world give serious concerned with teaching English to young learners reflected in some points: 1. English is considered a compulsory subject in the early primary grades in many countries.² In a recent survey, it is found that more than 50 percent of the countries in the world introduced English as a compulsory language course by third grade; 2. In the USA, the government carefully designs the curriculum for the elementary levels and makes it by the curriculum for the secondary schools. Teaching and learning English at a younger age can be effective as long as the process of learning is designed appropriately based on the young learner characteristics.

Quality of teaching English at the elementary level is possible improved with the government's support as in Filipina, the government gives more attention to increase and upgrade English teachers' competency; China, the government facilitates English teaching by giving support on materials, equipment, human resources. From April 2011 up to now, all public elementary schools in Japan include teaching English as their prescribed curriculum for 5th and 6th grade students, a subject entitled 'Foreign Language Activities' with the main aim is to "help the students actively engaged in communication.³ Even, some researches in abroad indicate that English teaching is a real phenomenon to provide the English learners more chances in learning English from the young ages. In many countries, English is a compulsory subject in the early primary grades.⁴

¹ The Association of Teaching English as a foreign language in Indonesia (TEFLIN), *Pokok Pikiran Dan Rekomendasi Tentang Kurikulum Mata Pelajaran Bahasa Inggris Tahun 2013*, 2013.

² H Curtain and C. A. B Pesola, *Languages and Children: Making the Match. Foreign Language Instruction for an Early Start, Grades K-8 (2nd Ed.)* (Inggris: Longman, 1994).

³ S. Luo, "English Language Education in Chinese Schools."

⁴ Marianne Nikolov and Helena Curtain, *An Early Start: Young Learners and Modern Languages in Europe and Beyond* (Council of Europe, 2000).ma

Each child has been provided with a set of the language acquisition device. So, children may learn a new language based on their capabilities. Thus, the main point is how to make English appropriate for the children as the young learners. Teaching EYL in Indonesia does not have a based standard and the appropriate preparation in managing the elementary English teacher's competence and qualification. In Indonesia, English recently is treated as an additional course, however, the government should organize, and give guidance to hold it.⁵ Teaching EYL should be easy, simple, and fun to give happiness and awareness to the young learners that they can communicate each other in the wider context.

Teaching English in Indonesia recently are as the following: 1. the goal of teaching English is not relevant to young learners' growth, 2. the main goal of teaching English is to introduce young learners to the existence of a language variety in their social life, 3. Teaching English does not promote young learners' world, 4. teaching English is designed inappropriately. Therefore, the foreign language exploratory or FLEX program can be an alternative language program for the elementary level.

The FLEX program is a language learning program held to enrich the students' language learning experiences in using English as a means of instruction through meaningful and appropriate activities in the learning atmosphere. Building intercultural awareness is one of the points emphasized in this program to accommodate the learners' needs as global citizens which may trigger the students' curiosity in learning it. Moreover, language learning cannot be separated from cultural learning.^{6,7} Understanding English culture provides the students as foreign language learners with intercultural generations that build their intercultural awareness.⁸ Cultural aspects of a language include knowledge, clothing, and habits of people living in a particular society in which the language is spoken.⁹ Therefore, the FLEX program is an appropriate model applied in teaching English to elementary students since it promotes the concept of language and cultures as a means of communication. Promoting the cultures in the real classroom communication context is considered urgency applied to increase the students' interest and to enhance the students' ability in speaking English.¹⁰

This paper is mainly exposed to explore an appropriate model of teaching English based on the world's perspective that refers to diversity is as a strength through meaningful interactions and communications. This paper is aimed to promote an appropriate language program to the elementary students to meet their needs as the global citizens which are classified in some statements of the problem: (1) What points should be promoted in teaching English at the elementary level? (2) What principles should be emphasized in teaching English planning? (3) What factors influence the effectiveness of teaching English planning? (4) What makes the FLEX program appropriate for teaching English at the elementary level?

⁵ Ester Lince Napitupulu, "Pelajaran Bahasa Inggris Di SD Perlu Perbaikan," Kompas, 2012.

⁶ D Atkinson, "ESOL and Culture," *TESOL Quarterly* Vol 33 No (1999).

⁷ L Diaz and L.H Boynton, "Multiple Intelligences, Multiculturalism, and The Teaching of Culture," *Journal of Educational Research* Vol 23 No (1995).

⁸ C Zhan, "C. Zhan, "The Importance of Culture Factor in Foreign Language Teaching," *Theory and Practice in Language Studies* Vol 6 No 3 (2016).

⁹ A.A Aldawood, "A.A. Aldawood, "Effects of Learning Culture on English-Language Learning for Saudi EFL Students," *Arab World English Journal* Vol 10 No (2019).

¹⁰ Curtain and Pesola, *Languages and Children: Making the Match. Foreign Language Instruction for an Early Start, Grades K-8 (2nd Ed.)*.

B. RESEARCH METHOD

This is a literature review article with the aim to describe the model of the FLEX program of language learning for the elementary level. The FLEX program is designed to introduce the students to one or more foreign languages and cultures and to motivate them to pursue further language study.¹¹ The model was designed based on the results of analyzing the relevant articles in line with teaching English at the elementary level. The steps in composing the articles were through the following steps: (1) searching the articles on teaching English for young learners and English language programs; (2) reading the articles; (3) organizing the information from the articles; (4) formulating the FLEX program; (5) developing the article based on the research statements. The articles were derived from library research tools such as article data-based and google scholar. The instruments were observation sheets to write the research focuses as stated in the research questions. The documentary analysis was used to analyze the data.

C. FINDINGS AND DISCUSSIONS

The Main Points of the FLEX Program for Teaching English in the Elementary Level

Learning is meaningful when it is designed appropriately by considering the learners' characteristics. Teachers should be aware that young learners are different from other level learners in terms of the learning process. English teachers for the elementary level should not teach them the same as they teach the adult learners. The young learners should be taught differently by considering their psychological matters. Therefore, the relevant knowledge and experiences are required in designing teaching English classes otherwise the teachers fail to create the a meaningful and interesting learning atmosphere for them. There are some unique characteristics of the young learners:

1. *Natural*, it is easier for young learners to learn in a natural atmosphere. They can be fast learners when the learning process occurs in a natural setting or it takes place unintentionally.
2. *Contextualized and a part of a real event*, young learners are not appropriately taught the abstract things. They need real and closed media and learning materials. The younger learners need more concrete materials.
3. *Interesting and enjoyable activities*, it is better to provide a learning process to young learners with fun learning experiences. They enjoy and love to learn a new language in friendly and fun learning.
4. *Building on things that the child knows and giving challenges*, it may stir students' motivation in the process of learning.
5. *Multisensory learning*, the learning is designed by involving cognitive, affective, and psych motoric aspects. Students are guided to feel, think, and do something.
6. *Active and experiential*, the students are motivated to be active learners and they are stimulated to experience various kinds of interesting activities like drawing pictures, singing songs, listening to stories, playing games, and watching videos.
7. *Memorable learning experiences*, memorizing simple expressions and events from songs through nursery rhyme can be an effective way of learning English for young learners.
8. *Designed to provide for personal attraction*, the young learner English teacher should design the class for the divergent responses and multiple intelligences. English teachers at the elementary level should be able to design creative and innovative learning so that EYL class members can enjoy the learning process actively.

¹¹ Curtain and Pesola.

9. Offered in a relaxed and warm atmosphere, learning atmosphere, it is suggested for the teachers to create a comfortable learning zone.¹²

All the points above indicate that young learners' growth becomes prior points to be considered in designing EYL classes. Because of it, English teachers should have better knowledge of it if they want to get succeed in teaching EYL. The competency of EYL teachers must be explored and managed well through the various kinds of teachers' empowerment. With the appropriate knowledge, the teachers have wider chances to teach English to the elementary level appropriately. Teaching EYL is conducted because of some reasons.

The following reasons are underlying the teaching English to young learners:

1. The value of increased time; adolescents are considered more efficient language learners. However, learning English at a young age is worthy for a particular reason because younger learners simply have more time to learn the language, and time is an important factor in overall attainment.¹³ When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness".¹⁴ The possibility of better pronunciation and fluency; young learners are more likely to attain native-like pronunciation.¹⁵ If children begin learning another language before age 11 or 12, and they are given appropriate instruction and input, they are more likely to acquire English to native levels without an accent".¹⁶ "Appropriate instruction" requires well-trained teachers with good English proficiency who can foster the creativity and imagination of young learners, taking advantage of children's willingness to imitate or mimic what they hear and to repeat the language, especially if the teachers can design fun and meaningful activities.
2. The possibility of greater global awareness and intercultural competence; young learners have the opportunity to become the global citizens. Through learning another language, the young learners can gain an appreciation for other languages and cultures. The experience can also make them to have more awareness and reflection of their language and culture.
3. The value of bilingualism; the ability to use different languages, even to a modest extent, can have a positive impact on the youngster's thinking processes. Being able to see the same phenomenon from different angles, as though looking through different language 'spectacles'.¹⁷

Thus, there are some positive reasons for conducting teaching English at the elementary level when the process of learning is administrated appropriately. Even, they can be better and faster English learners because they have more chances to interact with a target language like English directly in their daily life. The appropriate EYL teaching and the reasons for doing EYL teaching can be used.

¹² Bouchaib Benzehaf, "Expanding Teacher Comfort Zones: Developing Professionalism," *Journal of English Language Teaching and Linguistics* Vol 1 No 3 (2016).

¹³ J.B Carrol, *The Teaching of French as a Foreign Language in Eight Countries* (New York: John Wiley, 1975).

¹⁴ H Curtain and C.A Dahlberg, *Languages and Children Making the Match: New for Young Learners* (New York: Pearson, 2010), 428.

¹⁵ T Scovel, *A Time to Speak: A Psycholinguistic Inquiry Into The Critical Period for Human Speech* (Rowley, MA: Newbury House, 1988).

¹⁶ A. Pinter, *Teaching Young Language Learners* (Oxford, UK: Oxford University Press, 2006), 29.

¹⁷ D Marsh, *Using Languages to Learn and Learning to Use Languages: An Introduction to CLIL for Parents and Young People*, 2002, <http://archive.ecml.at/mtp2/clilmatrix/pdf/1uk.pdf>.

The Principles of Teaching English Planning

English is an international language that is used by global citizens in the world. In Indonesia, English is called a foreign language that should be given in a particular way. Young learners are flexible in learning a new language based on their capacity. The appropriate teaching of English at the elementary level may build the young learners' cognitive competence. Therefore, teaching English to elementary learners should be designed thoroughly. When a skilled teacher is introducing a new language, there are some features of speech that should be focused on as the main points:

1. *A somewhat slower rate of speech*, expressions are produced with the normal rate of speech and at the end of expressions expressed in the lower range.
2. *More distinct pronunciation*, words are expressed clearly that the pronunciation of the words or spelling of letters is easily distinguished.
3. *Shorter expressions, less complex sentences*; young learners are introduced with simple sentences.
4. *More rephrasing and repetition*, authentic materials used appropriately supported by rephrasing the materials and repeat the samples.
5. *More frequent meaning checks with the listener to make sure that he or she understands*, English teachers should monitor students' process and progress whole the time.
6. *Use of gesture and visual reinforcement*, EYL learning will be meaningful if the teachers support the process of learning using facial expressions, and movement. Visual media is suggested to do to facilitate students to have better comprehension.
7. *Greater use of concrete referents*, realia is effectively used to show students the concrete things.
8. *Scaffolding*; English teachers guide the students to learn the given model, and finally lead the students to practice by themselves.

Language learning criteria for elementary level should be deeply considered by the English teachers to gain fun and meaningful language learning experiences. Knowing the required criteria, the English teachers will be able to organize language materials and language learning experiences during the proses of learning.

Effectiveness of Teaching English for Elementary Level

English teaching programs for the elementary level need to be "carefully planned, adequately supported, resourced, closely monitored and evaluated".¹⁸ Teaching English programs can also take many forms, with different goals or objectives, depending on national and local educational policy, available resources, cultural preferences, attitudes toward English and the role of various languages in the country, and the language spoken by the young learners at home. English teaching for elementary level in each country is treated differently in terms of the length of teaching for each week and the ways of how to teach it. English which is used as a medium of instruction for some school subjects will attain much deeper proficiency¹⁹ identified the following characteristics of effective EYL programs from 20 countries. This include:

1. *Focused on meaning*, meaning is important in building students' comprehension; therefore, English teachers for young learners should not repress students to memorize a list of vocabulary without knowing it.
2. *Integrated language instruction with mainstream curriculum*; integrated learning is more focused than discrete learning. Integrative learning makes language learning effective and

¹⁸ D.C Nunan, "President's Message," *TESOL Matters* Vol 9 No 3 (1999).

¹⁹ Nikolov and Curtain, *An Early Start: Young Learners and Modern Languages in Europe and Beyond*.

meaningful for young learners because learners are stimulated to use language communicatively in the process of learning.

3. *Providing fun in the classroom*, building a positive atmosphere is important in designing a language program for elementary students. English teachers for the elementary level should have more ability in teaching that they can design English classes properly.
4. *Set up children for success*, students are guided to have successful by joining a language program. They are motivated to be involved totally during the process of learning. English teachers should have the ability to build students' self-actualization that they have strong inner motivation in the process of language learning.
5. *Fostered learner autonomy*, students are motivated to be self-regulated learners that they have the bravery and ability to perform their capability.
6. *Set realistic expectations and assessment*, teachers formulate the objective of learning and design the appropriate assessment. English teachers define the objective of learning so that they know how to measure students' achievement and language learning quality.
7. *Provided continuity between primary and secondary school language programs*, continuity of curriculum from primary to secondary is a core point for EYL teaching.

What students have learned become the basis for their learning in the next language learning experience.

Additionally, effective young learner programs are provided by these points:

1. *Use technology appropriately*, technology is required to design innovative learning. In this program, language learning should be supported by ICT that makes the process of learning sophisticated and attractive enough.
2. *Have adequate funding*, the allocated funding should be considered in designing a language program because without financially supporting the program will not run effectively. Financial supporting contributes to managing and developing a program.
3. *Provide professional development*, EYL teachers should develop their competence. Continue which can be developed through the various kinds of training and workshop.
4. *Advocate for the program*; the program is developed, monitored, and evaluated thoroughly. It is done to get input and review of the program whether the program is successful or failed.
5. *Use a standards-based curriculum*, a language program is developed based on the standard-based curriculum.

A language program pursues the objective of English language learning for the elementary level. The program is designed effectively that everything should be well organized to maintain the model quality through well-prepared language learning through systemic stages.

FLEX Program for Teaching EYL in the Elementary Level

Planning a language program for young learners needs more attention to achieve the main goal of the program. The established preparation is required to stimulate satisfactory achievement. A set of teaching components such as learning objective, materials, learning process, and assessment. These components should be explored thoroughly so that the program is meaningful for EYL learning, see the following figure.

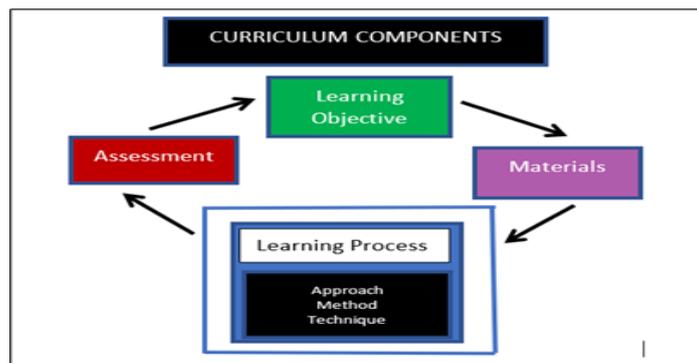


Figure 1. Curriculum Components

Teaching components in curriculum commonly called curriculum components are the fundamental aspects of developing the FLEX Program for learning English at the elementary level. Foreign learning exploratory program is designed to introduce “world languages to young learners”. English is one of the communications means in an international context. It refers that having active and communicative English proficiency is necessary to live this global life. The students as future citizens who live in a global atmosphere should be actively take a part in the world as a global village only when they have this competency.

The students in the elementary level are in the golden period in learning language. They are great language learners since they are great imitators on this level. The young learners love English sounds for its unique and oddness Besides their brain’s capacity and flexibility give tremendous effects to learn a new language. With the capacity of their Language Acquisition device, the students may learn a new language. However, the learning process should be well prepared to meet with their prior need as young language learners. It means the young learners need the different treatment in learning English as a foreign language.

The FLEX program is designed to introduce English to young learners meaningfully by giving more concerned-on curriculum components. The students are motivated to interact with this language and its culture. Introducing cross-culture materials and experiences, English and Indonesian, become the prior points that are arranged communicatively during the process of learning. Young learners are supported to be actively involved in the contextual matter. Learners’ achievement is derived wholly the time through the ongoing assessment. Teaching components in curriculum commonly called curriculum components are the fundamental aspects of developing the FLEX Program for learning English at the elementary level. Foreign learning exploratory program is designed to introduce “world languages to young learners”. English is one of the communication means in an international context. It refers that having active and communicative English proficiency is necessary to live this global life. The students as the next generations who may actively take a part in the world as a global village only when they have this competency. The students at the elementary level are in the golden period of learning language. They are great language learners since they are great imitators on this level. The young learners love English sounds for their uniqueness and oddness Besides their brain’s capacity and flexibility give tremendous effects to learn a new language. With the capacity of their Language Acquisition device, the students may learn a new language. However, the learning process should be well prepared to meet their prior need as young language learners. It means the young learners need different treatment in learning English as a foreign language.

The FLEX program is designed to introduce English to young learners meaningfully. The students are motivated to interact with this language and its culture. Introducing cross-cultural materials and experiences, English and Indonesian, become the prior points that are arranged

communicatively during the process of learning. Young learners are supported to be actively involved in the contextual matter. Learners' achievement is derived wholly the time through the ongoing assessment.

Concept, Design, Activities, and Model of the FLEX Program for MI/SD Level

The FLEX program is an introduction to one or more foreign languages, with few language skills expected. There may be limited development of fluency with a once- or twice a week program over several years that emphasizes limited language acquisition and cultural awareness. The students learn English through music, songs, stories, numbers, colors, and greetings in a foreign language, culture and thus of their own. The FLEX program is focused on exploring or languages, rather than develop proficiency in these languages.²⁰ This program is appropriate to create a high level of interest and motivate children to want to study a language.

This program provides the students to produce the effective and comprehensive expressions. Curriculum components in teaching English are the fundamental aspects of developing the FLEX Program for learning English at the elementary level since this program is designed to introduce "the world languages of young learners. It refers that having active and communicative English proficiency is necessary to live this global life. The students as future citizens who live in a global atmosphere should be actively take a part in the world as a global village only when they have this competency.

The students at the elementary level are in the golden period including in learning a new language. They are great language learners since they are great imitators on this level. The young learners love English sounds for their uniqueness and oddness. Besides their brain's capacity and flexibility give tremendous effects to learn a new language. With the capacity of their Language Acquisition Devices, the students may learn a new language. However, the learning process should be well prepared to meet their prior need as the beginner language learners. It means the young learners need different treatments in learning English as a foreign language.

The FLEX program is designed to introduce English to young learners meaningfully. The students are motivated to interact with this language and its culture. Introducing cross-cultural materials and experiences, English and Indonesian, become the prior points that are arranged communicatively during the process of learning. The young learners are supported to be actively involved in the contextual matter. Learners' achievement is derived wholly the time through the ongoing assessment target language like greetings, partings, counting, colors, animals, foods, fruits, and weather. They are also guided to recognize the language when it is seen and heard, trained in imitating writing contexts, depending on the nature of the target language (alphabetic or non-alphabetic). Therefore, it requires the basic knowledge of the culture, and listens to folktales or legends of the culture.

1. The Concept of the FLEX Program

The concept of the FLEX program describes the scope of English learning at the elementary level. It covers the basic principles in designing the course that should be deeply considered in applying to this program. This program emphasizes on students- center with the aim of giving a meaningful English learning by activating the students' actions in the class and their efforts in completing the course assignments. it is seen in Figure 2.

²⁰ M Met, *Critical Issues in Foreign Language Instruction,* in *Elementary School Foreign Languages: What Research Can and Cannot Tell Us* (New York: Garland Publishing, 1991), 63–79.

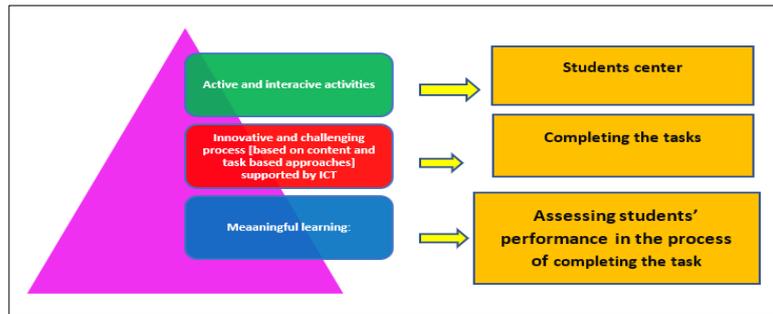


Figure 2. Concept of FLEX Program for Elementary Level

FLEX Program for learning English at the elementary level can be an alternative to teach English at younger ages. This program promotes meaningful learning that the students are put in a comfortable zone when they learn a new language. The biggest result is possibly achieved by the students when they can accept their learning experiences as exciting and challenging journeys that they will be capable to learn them more. The teacher’s ability in designing a good place for learning English triggers the students to experience in-depth learning whole the time that the students have more motivation to enhance their competency in learning English.

2. The Design of the FLEX Program

English course is designed as an exciting and challenging language program. Language is exposed as a means of instruction in the class; therefore, the activities direct the students to use English effectively, cognitively, and constructively. Language is used in real activities, so that, it is not merely a means of learning English knowledge. The teacher designs the class as a mini context of language learning. The design of FLEX Program is seen in Table. 1.

Table 1. The Design of FLEX Program

The Design of FLEX Program		
No.	Component	Description
1.	Goal	covers integrated course for listening, speaking, reading, and writing learning builds students’ awareness of using the other language in the global village
2.	Approach	contextual learning
3.	Method	communicative method
4.	Materials	diversity of peoples, cultures and lifestyles
5.	Media	podcast, magazine, book, realia
6.	Assessment	integrated performance test
7.	Activities	the teacher and the students are actively involved in the learning process. Language is used as a means of instructions that the teacher gives instructions and the students directly do the teacher’s instructions by doing activities (involving the affective, cognitive, and psychomotor process).

Therefore, the course promotes mingling activities during the learning process that the students are indirectly required to use expressions during the process of doing activities. Learning by playing is probably appropriate used to enhance their proficiency in using English actively and communicatively. It is tightly related to young learners’ characteristics that they love to move wholly the time, see on Figure 3.

3. The Activities of the FLEX Program

The use of mingle activities is promoted to conduct a meaningful learning since the mingle activities inspire the teacher to design a class as a context for young learners to learn English as a foreign language.



Figure 3. Mingle Activities

A mingle refers to a short activity where learners walk around the classroom and talk to each other in the process of learning. The mingle activities in this article refers to the teacher and the student's role in the learning context responsively. The class context belongs to all classroom members; therefore, the teacher & the students actively contribute their roles cooperatively in the language learning class. The mingle activities refer to the students' efforts to stand up together at social events in the class by doing some activities like.²¹ For example, a mingle activity can be used in an ice-breaker section, where the students get to know each other, or they prepare a question each other, then, they mingle to ask the other students in the class interactively.

4. Model of the FLEX Program

This model is developed by considering the learning objective deeply. Therefore, the learning process and assessment are thoroughly arranged to produce the expected learning outcome.

The FLEX program for learning English in the elementary level is aimed at building the students' ability in speaking English communicatively in the real context and building the students' intercultural awareness. The logic of formulating these objectives are the students are expected to have mastery in using English communicatively and they can be intercultural leaders in the future, who are capable to perceive differences, and complexity, and becoming problem solvers in their future life.

The components of this model are described as the following:

- a. *Syntax of learning*, it consists of pre-teaching stage that is used to build the students' schemata, whilst-teaching to train the students with explorative language learning, and post-teaching to enhance the students' language ability.
- b. *Social system*, the teacher designs interactive language learning context that refers two learning directions conducted.
- c. *Reactional/(management) principles*, the teacher provides the course with the challenging activities and the students are actively involved and directed to use English expressions while doing an action.
- d. *Supporting system*, it is required the media like video to see the lifestyle and the culture of the young learners from the other country, PPT is also involved to explain the expressions

²¹ Darmayenti and Nofri, "Mingle Model for Teaching English Speaking Skill for College Students," *Al Ta'lim Journal* Vol 22 No (2015).

that commonly used in a particular context, teaching equipment likes realia to help the students in comprehending the materials.

- e. *Instructional impact*, the students are trained to be able to deliver ideas in English actively through integrated learning.

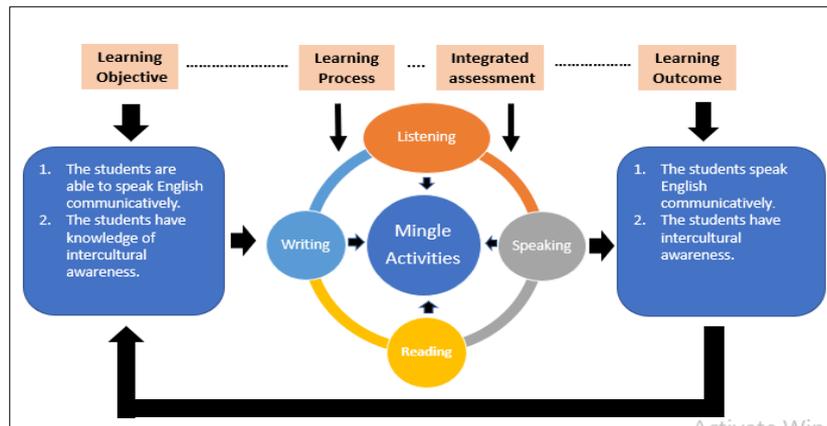


Figure 4. The Model of FLEX Program

Figure.4 shows that there are four components in the learning process consists of (1) learning objective; (2) learning process; (3) assessment, and (4) learning outcome. The course is expected to provide the students to have mastery of using English and experience intercultural awareness. The objectives can be realized through integrated learning of English (listening, speaking, reading, and writing that are involved one after the other simultaneously by involving mingle activities. It means the interconnection of language skills is directly used in the process of teaching and learning. To measure the students' comprehension in the learning process, the integrated performance assessment is applied to get information about the students' achievements during the learning process. The use of an appropriate language program and the application of the model thoroughly contribute to achieving the expected learning outcome.

Trained of English Teacher for Elementary Level

The competence of English teachers should be developed to overcome the empirical problem in the class. Their competence must be explored continually because many cases indicate that the competence of English teachers is less than the standard goal required. Trained English teachers are a great expectation to empower their competencies in teaching English. Qualified English teacher are classified as follows:

1. The English teachers with limited knowledge of teaching English young learners (very few). English teachers who commonly teach adults with limited knowledge of teaching English to children shift from teaching adults to young learners.
2. The young learner's teachers with quite good knowledge of English but they have limited experiences in teaching English to young learners.
3. The experienced young learner teachers with a low level of English teaching experiences.
4. The native speaker teachers. Effective English programs are provided by well-trained teachers with adequate proficiency in English. It is important to help their children to learn English. Effective EYL teachers should get the appropriate training in teaching young learners. In general, English teachers should get sufficient training so that they can be culturally responsive teachers, see the following figure.



Figure 5. Trained EYL Teachers

Language training is prepared to facilitate the English teachers in teaching English. English teachers should be improved their competence in developing models for cross-cultural projects with an emphasis on cross-curricular projects. They are also supported to design modern and challenging class activities provided by technology. Teachers’ ability in assessing the process of learning is also managed because it helps them to have a critical viewpoint which leads them to improve the quality of learning.



Figure 6. EYL Training Program

EYL training program offers some principle points which are delivered to its subject such as; (1). introduction of young learners of world language, (2). using chant and action songs in teaching, (3). using games and crafts, (4). organizing the activities and class events, (6). Dealing with parents. The competence of English teachers should be developed to overcome the empirical problem in the class. Their competence must be explored continually because many cases indicate that the competence of English teachers is less than the standard required. Trained English teachers are a great expectation to empower their competencies in teaching English. Chodijah classifies English teachers of EYL as follows²². Effective EYL teachers should get the appropriate training in teaching young learners. In general, English teachers should get sufficient training so that they can be culturally responsive teachers.

Interculturally-Based Materials

Teaching English to young learners is not expect them to speak American or British English. It is designed to ensure that they are to be understood by other speakers of English as an international language. English is an international and intercultural language, materials

²² Napitupulu, “Pelajaran Bahasa Inggris Di SD Perlu Perbaikan.”

from many cultures around the world should also be used. The children are exposed to learning the language and they are introduced to appreciate the different cultures and also their own culture home culture. It helps the students to talk about their own culture in English²³. Interculturally-based materials are promoted in this course by giving comparative studies of two or more countries' cultural differences in line with people's differences, customs, and social culture, see in Figure 7.



Figure. 7 Example of Interculturally-Based Curriculum

Intercultural competencies are abilities to adeptly navigate complex environments marked by a growing diversity of peoples, cultures, and lifestyles, in other terms, abilities to perform “effectively and appropriately when interacting with others who are linguistically and culturally different from oneself”.²⁴

Continuity Curriculum

Curricula need to be aligned to promote a smooth transition for the students and to help teachers to meet the young learners’ needs on their next level. Continuity means the repetition of important concepts within the curriculum vertical or over time. This process enables learners to strengthen the permanency of learning and development of skills. These have to be developed in a spiral fashion in increasing depth and breadth as the learner advances. Continuity allows for the recurrence of knowledge, skills, or processes, with increased depth, breadth, competence. It is called spiral fashion according to Jerome Bruner.²⁵ Children who have participated in EYL programs need higher-level English classes in secondary school than those who begin at the secondary school level.²⁶

²³ S.L McKay, “Teaching English as an International Language: Implications for Cultural Materials in The Classroom,” *TESOL Journal* Vol 9 No 4 (2002).

²⁴ Alvino Fantini and Aqeel Tirmizi, “Exploring and Assessing Intercultural Competence,” *Learning Publications*, 2006.

²⁵ P.B Bilbao, “P.B. Bilbao, “Dimension and Principles of Curriculum Design,” Slideshare, 2014.

²⁶ K.B Hasegawa, “Curriculum Design and Organization,” *K.B. Hasegawa, Curriculum Design and Organization (MA-ELLT Graduate School of Education Holy Angel University, 2014.*

D. CONCLUSION

Conclusion

Teaching English program for elementary level should be done thoroughly by giving more attention on the elementary school students' characteristics, atmosphere of English learning for elementary level, nature of elementary level in learning English. Therefore, the planning program should be prepared well. The planning of the program includes the effectiveness of language learning program, the choice of an appropriate model, teachers' experiences, material development, are required to maximize the effectiveness of the program. A FLEX program is an appropriate choice of learning English for the elementary level because it exposes instructions based experiences that build their positive attitudes in learning English, improve their language ability communicatively, and construct their intercultural awareness of the differences in the various contexts.

Suggestions

It is necessary to give more time in studying English during a week. A foreign language learning program should be administrated differently from the other subjects; teaching English is not merely transferring knowledge but it is a means of instructions in the real context. EYL teachers should empower themselves in the various kind of personal development, (a) English proficiency; (b) intercultural background; (c) teaching designer in the class; and (d) using ICT in the class.

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