Teaching English for cadets at People's police college II, Viet Nam

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ABSTRACT
This study explored the EFL teachers' beliefs, perceived practice and actual classroom practice in relation to Traditional (teacher-centered) and Constructivist (learner-centered) teaching in People's police college II context. For this purpose, the interviews and observations were employed with purposively selected participants to gain in-depth understanding about the teachers' beliefs, their perceived practice and actual classroom practice. The teachers were interviewed to elicit their subjective views about their beliefs and perceived practice regarding the themes, teacher-centered and learner-centered teaching in the context of their instructional practice. The observations were carried sometime after the interviews had been completed. The teachers were observed for the purpose of exploring to what extent their beliefs were reflected in their classroom practice. An equal number of experienced teachers who were similar in terms of length of experience were selected for the in-depth interviews and observations on voluntary basis. Findings of the study revealed that learner-centered teaching, teachers showed some variations in their stated beliefs. The interview data indicated that although the teachers expressed their beliefs in Constructivist learning and teaching, and both Constructivist and Traditional, their perceived practice was Traditional (except one teacher for whom it was both). However, the findings based on the observational data showed that Traditional practice was more frequent than communicative potentially Constructivist practice.
KEYWORDS: teaching English, cadets, People's police college II.

I. INTRODUCTION

Without a doubt knowledge of a foreign language is nowadays necessary. The ability to speak foreign languages not only increases the chance to get a decent job but it is also convenient for personal use to make oneself understood. As today's international language for communication is consider to be English, the demand for English speaking people has rapidly increased.

Due to its great importance, the English language has become an obligatory school subject at all schools in Viet Nam. This means that the pupils are obliged to learning this foreign language. It is very important that teachers familiarize themselves with characteristics and mental development of young learners so that they are able to choose adequate teaching methods and classroom activities and don't make learning a foreign language stressful or boring. Thus, this article is written to explore teaching methods for young learners and find out the positive ways. The article also points out opportunities and challenges, which Vietnamese teachers need to overcome to develop pupils' English skills. Therefore, some solutions for these problems are recommended in this paper.

In order to know how teachers teach as well as how young leaner study, we observe some classes at People's police college II to find out the effectiveness of teaching and learning in the current situation with the hope that we will discover a right way to teaching English for seniors.

II. LITERATURE REVIEW

We review the theoretical background of the research topic comprising English language teaching ways and learning ways.
1.Teaching ways:
1.1.The grammar-translation method

In the Western world, "foreign" language learning in schools was synonymous with the learning of Latin or Greek. Latin was taught by means of what has been called the Classical Method: focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations translation of texts, doing written exercises. (Brown, H.D., 1994). As other languages began to be taught in educational institutions in the eighteenth and nineteenth centuries, the Classical Method was adopted as the chief means for teaching foreign

languages. In the nineteenth century, the Classical Method came to be known as the Grammar Translation Method which began in Germany.

The related researches are as follows:

• Stern, H. H. (1992) in his book "Issues and Options in Language Teaching" indicates "a contrastive analysis, just as the comparative linguistics studies, is indeed very important for the second language learner. Therefore translation in one form or another can play a certain part in language learning".

• Brown H.D. (1994), in his Principles of Language Learning and Teaching, states "It does virtually nothing to enhance a student's communicative ability in the language."

• Cunningham, C. (2000) in the paper "Translation in the Classroom- a Useful Tool for Second Language Acquisition" indicates "while there may indeed be some negative effects from using translation, there is a place in the learning environment for translation. Translation can contribute to the students' acquisition of the target language, at all levels".

• Austin J Damiani (2003) in his paper "The Grammar Translation Method of Language Teaching" states "As a teacher, I liked using the grammar translation method because I could assume the intelligence of my students; I could talk to them like the intelligent people that they are, and we could talk about the grammar and vocabulary that I was teaching. In another method, I would have had to use simple language and familiar phrases to communicate in the target language, and even then, I could not be sure that my students knew and understood what it was that they were saying."

1.2.The PPP method

There are many descriptions of PPP in the FLT literature (Brumfit, 1979; Byrne, 1986; Gibbons, 1989; Harmer, 1996, 2007; Hedge, 2000; Read, 1985; Sánchez, 2004; Scrivener, 1994; Skehan 1998; Tomlinson, 201la; D. Willis, 1996a; J. Willis, 1996; Woodward, 1993, 2001; Wu, 1998, etc.). In what follows, I have tried to summarise the main points purported in all these accounts. PPP, then, consists of the three following phases:

• An initial presentation phase (P1) in which the teacher highly controls the teaching/learning process. The materials in this phase contain all the targeted linguistic items and structures in the unit. This presentation can deductive or an inductive mode. In the former, the teacher/textbook models the target structure or lexical items and offers the explanation behind the construction of such structures or the meaning of the words. In the latter, also called "discovery learning", students themselves are provided by the teacher/materials with sample structures and/or vocabulary contextualised in aural or written texts. Students have to induce the underlying rules and meanings.

• A practice phase (P2), which still reflects a high level of teacher control in the sense that he/she checks his/her students' correct understanding of the items presented in the first stage. These activities are aimed at achieving accuracy of forms so that fluency can be later achieved in production activities. The activities are aimed at achieving the linguistic targets presented in the initial phase (P1), following the models to which the learners must adjust. "Drills" (whose origins are to be found in the Audiolingual Method) embody the most common type of practice activities -but by no means the only one.

• A production stage (P3), which aims at increasing fluency in linguistic use, precisely through "autonomous and more creative activities". The strategies for achieving such a goal are based on a freer use of the targeted structures. The kind of activities in the production stage may imply discussions, debates, role-plays, problem-solving activities, opinion and information gaps, etc.

1.3.Teaching styles:

Teaching styles have many ways: "Some instructors lecture, others demonstrate or discuss; some focus on principles and others on applications; some emphasize memory and others understanding" (Felder & Silverman, 1988). We hardly find the same teaching style between two teachers since each teacher has his/her own ways of teaching based on his /her own characteristics.

A teaching style is defined as "the collection of many attitudes and behaviors he [a teacher] employs to create the best possible conditions under which learning can take place ... Teaching style is a complex amalgam of belief, attitude, strategy, technique, motivation, personality and control" (Wright, 1987, cited in Nguyen, 2008); with a similar conception, teaching style is defined by Dixon & Woolhouse (1996) as: "a system of conscious or unconscious characteristic behaviors, attitudes and activities provided by that teacher with the intention to induce learning, by the deliberate and systematic creation and control of those conditions in which learning can occur".

Felder (2004, cited in Visser, McChlery & Vreken, 2006) referred to teaching style as "a combination of teaching methods and techniques that a lecturer/teacher prefers in his/her. Some lecturers lecture, others demonstrate or lead learners to self- discovery; some focus on principles and others on applications; some emphasize memory and others understanding".

Hayes (1989, cited in Nguyen, 2008) divided teaching styles into two modes: the responsive, collaborative, learner-centered mode and the controlling, teacher- centered mode. Traditional method tends to be

mentioned to infer teacher-centered mode in which teachers plays the dominant roles which determine teaching and learning in class. Dunn & Dunn (1978) introduced six types of teaching as follows:

• The task-oriented: these teachers prescribe the materials to be learned. Learning to be accomplished may be specified on an individual basis.

• The cooperative planner: these teachers are still "in charge of" the learning process, but with their adult experience and professional background, they guide the learners' learning. They listen to learners' opinions and respect them. They encourage and support learners' participation at all levels.

• The learner-centered: these teachers provide a structure to pursue whatever learners want to do or whatever interests them.

• The subject-centered: these teachers focus on organized content to the near exclusion of the learners. By "covering the subject", they satisfy their consciences even if little learning takes place.

• The learning-centered: these teachers have equal concern for the learners and for the curricular objectives, the materials to be learned. They develop learners' autonomy in learning.

• The emotionally exciting and its counterpart: These teachers show their own intensive emotional involvement in teaching. They enter the teaching, learning process with zeal and usually produce a classroom atmosphere of excitement and high emotion (Dunn, & Dunn, 1978, cited in Nguyen, 2008).

It is crucial to say that whenever teachers try to dominate the class with their power, they inhibit learning process and learners in the class are not allowed to take active roles or show and share their own opinions and, therefore, learners have to become information receivers.

2. Learning ways:
2.1. Definition

Learning styles relate to the way in which different individuals learn. As researchers have focused on different aspects of this, a wide range of interpretations and definitions have been produced. Della-Dora and Blanchard, for example, (1979, p22) refer to "a personally preferred way of dealing with information and experiences for learning that crosses content areas", thereby putting emphasis on information processing.

In contrast, Claxton and Rolston's definition of learning style as "the student's consistent way of responding and using stimuli in the context of learning" (1978, p1) focuses more on sensory perception.

David Kolb defines 'Learning Style' as: "a result of hereditary equipment, past experience, and the demands of the present environment combining to produce individual orientations that give differential emphasis to the four basic learning modes postulated in experiential learning theory" (Kolb, 1984).

This definition has relevance for multilingual learners whose learning style is likely to be influenced by their past experience of education and learning, whether informal learning in their home and community or more formal learning either in a religious setting or in a school in their country of origin.

The type of teaching they have experienced is likely to influence the way they approach language learning. Was their experience of the classroom more teacher-centered or more learner-centered? Were they encouraged to raise their hands when they knew the answer to a question? Were they encouraged to engage in independent, small group work? Learners who are used to a more traditional whole class-based approach might initially show reluctance to participate in games and pair work activities but will gradually become engaged if an unthreatening and supportive environment is established.

Some researchers (e.g. Dunn, 1997; Cox & Ramirez, 1981; Irvine & York, 1995) have associated predominant learning styles with learners from different cultural groups and it seems reasonable to accept that culture has some influence on learning styles. However, it is important to avoid stereotyping and to recognize that many studies support the view that there is no single or specific learning style typical for the members of a cultural, national, racial or religious group. All groups comprise individuals with their own preferences and their own profile of intelligences.

David Kolb (1984) and others (e.g. Kiersey, 2000; Fleming, 2001; Honey, 2002) have considered other possible influences on a person's learning style and have suggested that these include personality, cognitive styles, temperaments, sensory processes and age.

Learners' different learning styles will affect the way they learn all subjects, including languages. Some learners like listening and talking, others prefer to analyze text, or study with the help of visual support. Most learners, however, have a mixed learning style.

It is generally accepted that dyslexic learners benefit most from a multisensory approach where information is simultaneously presented through several channels. This approach enables weaker modalities to be supported by stronger ones and means that learning is more likely to be effective.

2.2.Main characteristics

Learning style is not a single concept, but consists of related elements, that we call characteristics of the learning style. Teachers can build up a picture of their students' learning styles by asking them to complete a learning styles questionnaire and/or by observing them engaging in a range of activities in different settings. Rita and

Kenneth Dunn (1993, p2) define learning styles as "the way in which each learner begins to concentrate, process and retain new and difficult information. That interaction occurs differently for everyone." According to their model, strengths and preferences of each individual could be defined across five categories:

a.   Environmental

These include light, sound, temperature and design. While some people like to study in silence, others prefer quiet background music; some might prefer to sit on a straight back chair, while others might prefer to sit on the floor or lie on a sofa. Some people like to work in bright light whereas others prefer low or natural lighting.

It may be quite difficult to envisage a classroom environment that suits everyone but Dunn and Dunn (1978) suggest that a classroom can be partitioned into separate areas, each with a different environmental climate. In terms of dyslexic learners, consideration must be given to lighting, as inappropriate lighting (for example fluorescent lighting) can make it very difficult for a learner to read, listen or focus. Similarly, dyslexic learners may find it difficult to filter out background noise and will therefore need the environment to be very quiet when trying to concentrate on challenging tasks.

b.   Emotional

These include motivation, persistence, responsibility and organizational skills. Dyslexics often find it difficult to be persistent in their learning. They have difficulty organizing their time and completing tasks on time. They often know what they need to do but have trouble defining the steps they need to take in order to complete a task.

Lack of motivation can be a problem for dyslexic learners. It is the teacher's responsibility to find a way to present educational materials in an interesting and accessible way.

c.   Sociological

Some students prefer to study by themselves while others achieve better results when they learn with a friend or colleague. Some students require a lot more guidance than others.

Most dyslexics find it easier to learn when they can do it together with someone else. This gives them confidence and they start to believe that they will manage the new information. Having a fellow student, a teacher or a family member to discuss the topic with, will help them to better understand, perceive and remember the information.

Language learning lends itself naturally to pair work and group work. As well as practicing the target language, learners may also talk to each other about what they have learned or take turns at discussing the meaning of certain items of vocabulary.

Many of the activities are small group activities likely to appeal to dyslexic learners. For example, web quests offer learners the chance to work in groups and engage in scaffold learning which leads to the production of an end product. Teachers are able to allocate roles based on learners' strengths and weaknesses. Similarly, cooperative learning is likely to appeal to dyslexic learners with its focus on physical movement and listening and speaking in small groups.

Bilingual dyslexic learners should be provided with an opportunity to work together with somebody who has good language skills in the language of education so that they are not excluded from explanations in that language. It might also be a good idea for the language teacher to use visual and kinesthetic approaches to accompany verbal explanations so that there is less reliance on the auditory channel.

d.   Physical

These include the time of the day when one's learning is likely to be more effective; some individuals prefer to move around while learning and to have frequent "breaks", while others can sit and work for a long time without breaks.

Dyslexic individuals learn more effectively if learning occurs in small manageable chunks interspersed with regular breaks. This may also apply to newly arrived multilingual learners who are having to put a lot of effort into learning the language of the classroom as well as having to start learning an additional language.

According to Dunn and Dunn (1992), only 28% of primary school students are active early in the morning. For the majority of primary school students, the best time for learning and working is between 10.30 am and 2 pm. As students get older, the percentage of so called "larks" rises to about 40%, but the majority of students still work/learn more effectively in the afternoon/evening. Only 13% can be classed as "owls". Dunn and Dunn also found that student energy is highest after lunch.

What can language teachers do with this information? To activate their students in the morning, they can start with warm-up activities involving physical movement. They could read out a series of statements in French (for example, describing what different students are wearing) and ask the students to sit down if the statement is true and stand up if it is false.

They could organize board races in which teams are told a word in English and have to rush to the board and circle the word in French.

Games/activities involving movement can be very useful for re-energising students throughout the day and ensuring that they remain focused. These can be brief activities in which children have to follow instructions in

the target language (for example, 'Simon Says') or where they have to move in a certain way (for example, like a particular animal or demonstrating a particular emotion). In its online training demonstration, CILT suggests the game 'Get up when you hear' in which students are allocated a particular number or word. This could be a colour, item of clothing or whatever particular language area the teacher was working on at that time. The teacher calls out a number or word at random and the student(s) allocated that number or word stand up. This process continues until all the students are standing up. The process is repeated but this time the students sit down when they hear their number/word.

e.   Psychological

These include personal characteristics such as abilities, motivation, temperament, and thinking.

Some people, including many dyslexic individuals, think globally. They start from the whole and then look at the details. Other people think analytically and need to know the details in order to be able to assemble the big picture. (There is further information about global and analytical learners on page 11.)

In order for learning to be effective, it is essential that there is a positive, respectful relationship between learners and that the learning atmosphere is tolerant and supportive.

2.3. Preferable channels of perception

Much work on learning styles focuses on students' preferred channel of perception. Although it is clear that learners may use different channels at different times depending on the nature of the task to be performed, it is possible to allocate learners to one of the following groups based on their (generally) preferred channel of perception.

a.   Visual learners

Visual learners tend to think in pictures. So while reading they usually create a mental picture of what is described in the text. They don't pay much attention to the dialogue, and may miss the meaning of some phrases if they contain words that are difficult to visualize. That is why it is very important for a visual learner to have the educational material presented using maps, diagrams, charts, pictures, etc.

Visual learners comprise about 65% of all students.

b.   Auditory learners

Auditory learners learn best by hearing information. They may have difficulties understanding a text if they read it, but if they listen to it they will be able to capture more of the detail. That is why their results on listening comprehension tests are usually higher than the results they show on reading comprehension tests. Auditory learners are very sensitive to the speech quality, tone and timbre of the voice, intonation, etc. They are often talkative, needing to think aloud; they usually enjoy music, and remember song lyrics and conversations.

About 30% of all students are auditory learners.

c.   Kinesthetic (tactile) learners

Kinesthetic learners learn best through touch, movement, imitation, and other physical activities. They remember best by writing or physically manipulating the information. Kinesthetic learners don't usually like to read instructions, and it is difficult for them to sit still for a long time. Many dyslexic learners favor a kinesthetic approach.

❖   *Characteristics of different learners*

Visual Learner	Auditory Learner	Kinesthetic Learner
• Mind sometimes strays during verbal activities • Observes rather than talks or acts • Organised in approach to tasks • Likes to read • Usually a good speller • Memorises by seeing graphics and pictures • Not too distractable • Finds verbal instructions difficult • Has good handwriting • Remembers faces • Uses advanced planning • Doodles • Quiet by nature • Meticulous, neat in appearance • Notices details	• Talks to self aloud • Enjoys talking • Easily distracted • Has more difficulty with written directions • Likes to be read to • Memorises by steps in a sequence • Enjoys music • Whispers to self while reading • Remembers faces • Easily distracted by noises • Hums or sings • Outgoing by nature • Enjoys listening activities	• Likes physical rewards • In motion most of the time • Likes to touch people when talking to them • Taps pencil or foot while studying • Enjoys doing activities • Reading is not a priority • Poor speller • Likes to solve problems by physically working through them • Will try new things • Outgoing by nature • Expresses emotions through physical means • Uses hands while talking • Dresses for comfort • Enjoys handling objects

Fig. 1: Learning styles of Cohen (1987)

Cohen (1987) conducted research which showed that the majority of very young children are tactile and kinesthetic. In primary school only 12% of students are predominantly auditory learners and about 40% are visual. The older the students, the larger the number of predominantly visual and auditory learners.

Susan Thompson (2003) discusses the idea of dividing the classroom into different learning stations for different senses. She suggests that a tactile/kinesthetic station could include a barrel of sand, a fur or suede board and squeeze balls for relaxation. There could also be an area where highly active learners could move around or pace. Auditory learners could benefit from a station with recordings of authors reading their works or music recordings for learners to listen to while reading or writing. Learners who find it beneficial to sub-vocalize could have access to cups (to muffle their voices) which they could speak into so that they could read passages to themselves without disturbing other learners. A visual station would ideally enable learners to be videoed while reading or acting. Seeing themselves successfully completing a task would act as a big confidence-boost. Thompson also recommends the inclusion of candles, scent strips and potpourri pots in learning stations as scents can trigger memories, help link learning to real life experiences and assist with the recall of new concepts.

2.4.Learning style models

There are a large number of Learning Style Models based on a wide range of factors and personal characteristics which may influence an individual's capacity to learn.

Some of the most popular learning style models are those of Kolb and Gardner:

• Kolb's experiential learning style model

According to David Kolb (1994), the learning cycle (Fig. 1) involves four stages (concrete experience, reflective observation, abstract conceptualization and active experimentation) that must be present for learning to take place. Kolb identified 4 learning styles which correspond to these stages and categorized learners into assimilators, converters, accommodators and diverges.

Kolb says that ideally (but not always) this process represents a learning cycle or spiral where the learner "touches all the bases". Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated into abstract concepts with implications for action, which the person can actively test and experiment with, in turn enabling the creation of new experiences.
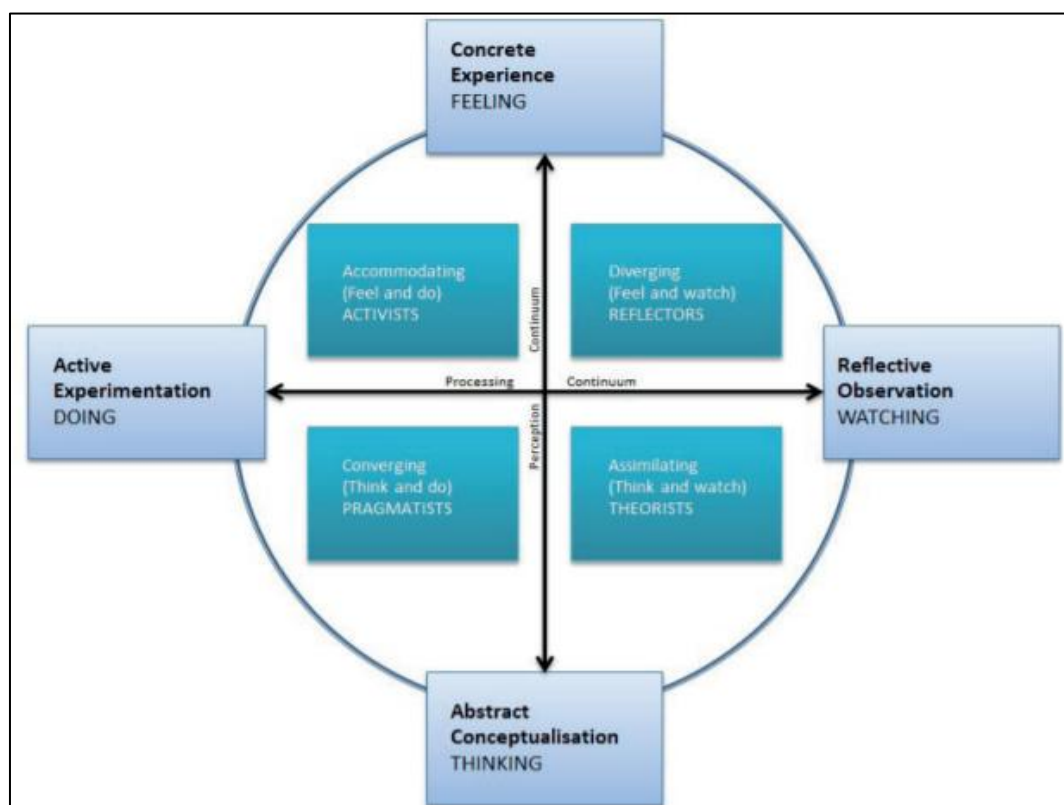

Fig 3. Kolb's Experiential Model

The Kolb categories also match the visual, auditory and kinesthetic learning preferences mentioned in section 8.1.3. with the kinesthetic learning style corresponding to the learning by doing (the accommodators and

convergers) and the visual and auditory learning styles corresponding to the learning by looking and listening (the divergers and assimilators).

- Gardner's Multiple Intelligences learning style model

Howard Gardner is best known for his 'Multiple Intelligences Theory' which he developed in 1983. He initially identified seven distinct intelligences but subsequently added two more.

According to Gardner (1991, p12), "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves".

Each type of intelligence comprises numerous skills, and is a system with its own functions that are different for each individual. These types of intelligence are independent from each other so assessing a person's musical intelligence will not provide us with information about their linguistic intelligence. Nevertheless, there is interaction between different intelligences when it comes to solving certain problems. For example, carrying out a mathematical operation will require our linguistic and logical intelligences to cooperate.

Gardner continues (1991, p12): "Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences - and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

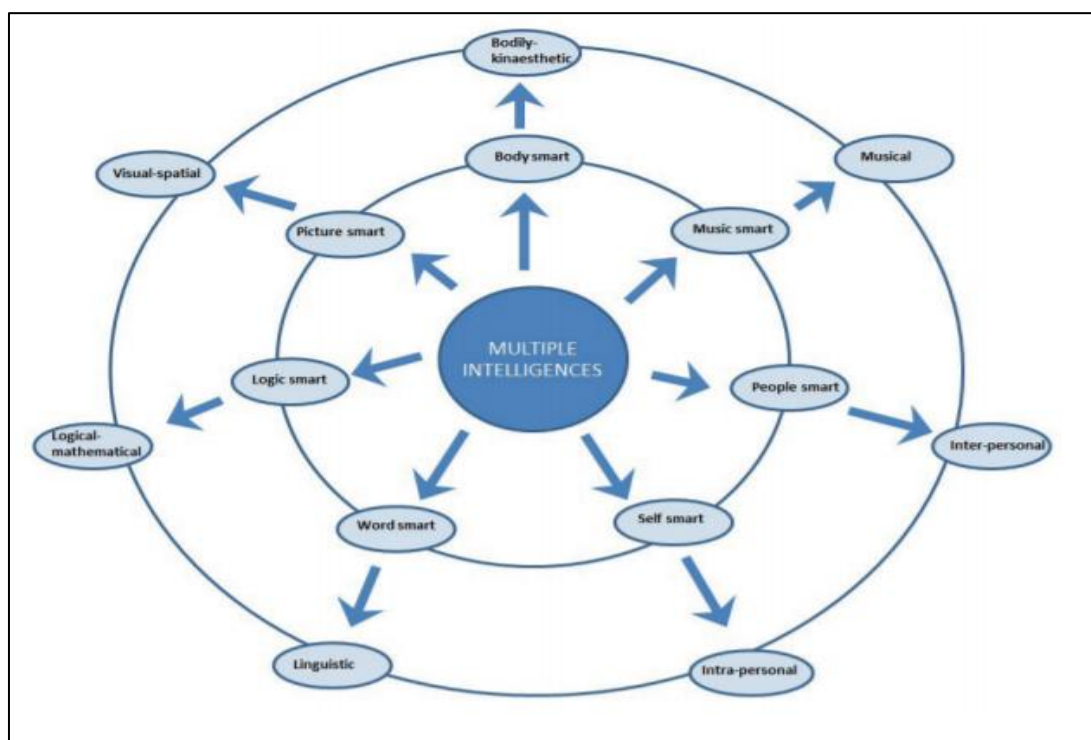Based on this theory, Gardner's original intelligences comprised:

Fig 4. Gardner's Multiple Intelligences Model with respective learning styles

It is important that language teachers incorporate the concept of multiple intelligences into their teaching. A dyslexic student might have difficulties with language processing but might have a more well-developed bodily/kinesthetic intelligence. Activities involving drama or role play would access this learning strength and would result in effective learning. They would also give the student the opportunity to display their natural abilities to their classmates.

The use of drama can be very effective in language teaching as it appeals to various learning styles. It will also engage children who are more comfortable with speaking and listening than with reading and writing. Even children who have a low level of language knowledge can participate by using gesture, facial expression and other means of nonverbal communication.

Drama can be very motivating as it is used for real communication in the classroom and it appeals to children's emotions. Children who are usually shy often gain in confidence because they adopt a new persona and can distance themselves from their 'normal' self.

III. METHODOLOGY

1.The aim of the study

This paper focuses on finding what methods used to cadets who are studying at People's police college II so that we can evaluate whether these methods suitable or not for the subjects. And we can suggest an other methods better to improve English for young learners at People's police college II in particular. Also, the results of the study can be used for other cadets in Viet Nam.

2.Questionnaire

A descriptive study with questionnaires was used. Questionnaires were used to explore what ways teachers teach and what ways students learn in classrooms. The research was carried out at People's police college II. Following is the description of the participants, the instruments used, and the data collection procedure. We have the following answer scale:

1: Completely disagree
2: Partly disagree
3: Partly agree
4: Agree
5: Completely agree

Questions	Answers	1	2	3	4	5
What teaching methods used?	1.You are taught grammar carefully.	0%	0%	7%	73%	20%
	2.You are taught pronunciation carefully.	58%	25%	0%	17%	0%
	3.You are taught speaking skill carefully.	22%	61%	6%	11%	0%
	4.You are taught listening skill carefully.	25%	66%	5%	7%	0%
	5.You are taught reading skill carefully.	0%	47%	19%	26%	6%
	6.You are taught writing skill carefully.	28%	52%	5%	15%	0%
	7.The teacher helps you get clear information about the topic.	0%	27%	24%	49%	0%
	8.The teacher helps you interact with other students.	19%	54%	9%	18%	0%
How are methods used?	9.The teacher gives more extra materials to you to learn at home.	45%	25%	0%	30%	0%
	10.The teacher organizes gaming activities during the lesson.	22%	70%	0%	8%	0%
	11.You are taught English by Vietnamese language.	0%	10%	47%	24%	19%
	12.You always translate the texts/ sentences into Vietnamese to do the tasks.	8%	19%	15%	37%	21%
	13.You are learned many single words in one lesson.	0%	20%	25%	41%	14%
	14.You like your teacher's teaching styles.	5%	0%	35%	60%	0%
	15.You like the activities that teacher organizes during the lesson.	0%	35%	35%	30%	0%
How is the effectiveness of these methods?	16.You study English happily in classroom.	0%	0%	15%	64%	21%
	17.The teacher helps you like English more.	0%	56%	0%	44%	0%
	18.You can use 4 skills (reading, speaking, listening, writing) very well after each lesson.	18%	59%	4%	13%	6%
	19.You can remember all the new words in classroom.	0%	63%	0%	47%	0%
	20.You are interested in English.	37%	18%	20%	25%	0%

Table 1: The Questionaire of the paper

IV. RESULTS

In questionnaire, we can see in question 1 all of students choose partly agree to completely agree and from question 2 to question 6 most of them choose completely disagree to disagree. It shows the methods teachers usually use to teach English at People's police college II is grammar translation method. Students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Beside that with question 7,8 show the PPP method but it not usually used in class.

With this method we can see a bored class because students don't have any gaming activities organized during their lesson. Most of the students can be seen almost completely agreeing when the teacher uses the grammar translation method during class time because it easier for teacher to explain and for students to understand the lesson, rightly most of the English language is replaced by Vietnamese language during the lesson. It is essential for students to get used to learning English, and to learn many new words, both Vietnamese and English, in the lesson. Survey forms show that students are very supportive of teachers when applying this method.

From the 16th to 17th questions, the grammar translation method is used to help students feel happier when learning English in class, but besides, the 18th to 20th questions this method has not helped yet. Students can't improve their skills (listening, speaking, reading, and writing) in English. Students only feel happier in the

classroom when learning English using this method and not feel interested in real English. Students cannot remember all the new words learned that day in the classroom by using the grammar translation method. Thus in this method, students will be bored and not interested in learning English.

V.   DISCUSSION

The results show that the most commonly used method at the school is grammar translation which accounted for more than 90% totally agreed. It means that this method has many advantages and is the most suitable method for cadets at People's police college II because translation from one language to another plays a certain part in language learning. In the Grammar-Translation Method, comparison between two languages helps students to have a better understanding of the meaning of abstract words and complicated sentences. This method is often used throughout lessons from pre-teaching to post-teaching. The second most effective method used in People's police college II is PPP (present-practice-produce) which accounts for 43%. This method was lower than Grammar Translation because in addition to advantages such as it's easy to learn for new teachers, flexible, it works for most types of class, including larger classes. Besides, it also has some disadvantages. First of all, research shows that it may not be the best way to teach/ learn a language. Secondly, weaker learners may overuse the target language from the practice session, so it sounds unnatural. The last disadvantage is learners may not be sure how to use target language in different contexts. This method is often used in all 3 phases of a lesson. Generally, each method has different advantages and disadvantages, so to use it most effectively, we need to understand each method and use a combination of them. Taking advantage of the strengths and overcoming the disadvantages are the best choice at People's police college II.

VI.   CONCLUSION

This study concluded that the method of teaching English at school using grammar translation and PPP are not be the best way to teach/ learn a lesson, respectively. Researchers interested in teaching young learners have proposed various ideas and principles that can guide language teachers in how to teach young learners, what skills they should introduce first, how to choose and establish effective activities, and what kind of support young learners need at each stage. Teachers of young learners should have clear idea about the process of acquiring the first language as well as the psychological development of the child. In addition, they should know how and when learners need to be supported in the classroom. For instance, teachers should explain to the children the task, encourage them to carry out it by themselves, encourage learners to ask and answer questions, encourage pair and group work, praise success, and intervene if the group is clearly stuck. However, principles of learning could vary according to the theory or method of teaching being used. For instance, audio lingual methods view language learning as a habit formation, whereas the communicative approach views language learning as an interactive and cognitive process. Therefore teachers of young learners should be aware of the different theories and methods of teaching as well as the principles of learning. They also need to match their educational practices to the ways children think and learn, by understanding the whole child and the nature of the language learning process.

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