Creating a Positive English Language Teaching and Learning Environment in EYL Classroom Setting

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In the world of teaching English to young learners, it is convinced that classroom management has become one of the teaching skills that every young langationuge learners (YLLs) teacher has to possess. Brown (2001, p.192) supports the statement by saying that further step for the succession of practicalities for the language learning and teaching in the classroom is to grapple with what is called 'classroom management'. Therefore, a YLLs teacher is expected to be able to create a positive classroom environment—a learning situation which is interesting, stimulating and energizing. Although creating such environment is highly vital for the success of English language teaching and learning activity, research to know how it is created is still limited. Hence, this study is important to be conducted.

Specifically, the objectives of this study were 1) to know how YLLs teachers of English comprehend the concept "positive English language teaching and learning environment" and 2) to observe the efforts of YLLs teachers of English in establishing such environment in the classroom setting. This study mainly utilized a qualitative research design with a purposive sampling assignment in which one first grade state elementary school classroom and two different kindergarten classrooms in Bogor were purposively chosen to be observed. The respondents of the research were 1) a first grade elementary school English teacher, 2) a kindergarten teacher and 3) an early childhood education expert. To gain the data, observation and interview were used.

The findings showed that YLLs teachers of English were actually aware of the importance of the existence of a positive English language teaching and learning environment to support the succes of English learning in the EYL clasroom setting. Further, it was also found that such environment could be created by the influence of YLLs teachers' teaching style, the physical environment of the classroom and the consideration of the use of their learners' native language in class.

Key words : *TEYL, Classroom Management, Positive English Language Teaching and Learning Environment.*

Introduction

"There probably has been a time when you've gone into someone's study or workroom and thought, "This place works! No wonder she's so productive. Anyone would be up for learning and creativity in this environment."
(Gross: 1991, p.169)

The above quotation has obviously tried to show us that learning environment functions as one of the vital factors—which is really influential—for the success of learning process. As learning environment could contribute significant result on the learners' learning achievement, educators, researchers, school system administrators and parents have devoted particular focus on the study of such field. Up to the recenttime, there has been great number

of researches concerning learning environment and has produced new pieces of valuable knowledge especially for educators (Aldridge & Fraser, 2000; Burnett, 2002; Yang, 2008; Chua, Wong & Chen, 2009; Wei & Elias, 2011).

Classroom, as a part of such environment, is the place where formal learning mostly takes place. Additionally, seldom do learners spend their times to study out of the classroom, for that reason the moments where learning occurs there have to be optimally benefited. This, of course, will be much determined on how teachers are able to manage and organize the classroom.

In the world of teaching English to young learners (TEYL), it is convinced that classroom management has become one of the teaching skills that every young language learners (YLLs) teacher has to possess. Moreover Brown (2001, p.192) supports the statement by saying that further step for the succession of practicalities for the language learning and teaching in the classroom is to grapple with what is called 'classroom management'. Yi (2001) further emphasizes the importance of good classroom management since it can create both effective teaching and learning environment of English as a foreign language (EFL). These all indicate how necessary it is for YLLs teachers to be able to acquire and master the skill of managing the classroom.

Everstone and Emmer as cited in Yi (2001) explain that the concept of managing the classroom has been turned and defined as the efforts to construct a positive environment for learning. Positive classroom environment is a learning situation which is interesting, stimulating and energizing (Brown, 2001). When such environment exists in the classroom, it is believed that YLLs would feel highly motivated, much more interested in participating within the class activities, avoid the feeling of being seriously taught, and experience more fun and challenging process of learning English.

Parallel with all of the statements elaborated above, every YLLs teacher is therefore expected to be able to create a positive classroom environment for the sake of achieving success in English language teaching and learning process. By considering the need of establishing such environment, it would be interesting and beneficial to conduct a research on how YLLs teachers comprehend the concept of positive English language teaching and learning environment so that they will be able to establish it in the teaching English to Young Learners (EYL) classroom setting. In this case their efforts of constructing the environment would mainly be observed. Additionally, affecting factors of the existence of such environment would also be investigated.

Young Language Learners' (YLLs) Characteristics

Before having a discussion on what the characteristics of YLLs are, it is found to be a good idea to know how experts define YLLs. Linse (2005, p.2) and Asykari (2012) have indicated that YLLs are children between the ages of 5 up to 12.

If seen from real life educational context, children in these ages—particularly in Indonesia--are supposed to have classes in the level of kindergarten to elementary school

(what so called 'primary school'). There, they will obtain valuable opportunities to learn to adapt with new environment, make social relationship with others and get knowledge.

By the presence of Globalization era, the inclusion of English in the primary school level has been seen to become a must. It is principally aimed at preparing YLLs for the future competition they will face and encounter. For this reason, English is introduced to learners in early stages of their lives. Moreover, it is believed that learning English in early stages would give advantages since children are able to learn faster and understand things easier than adults.

After having given the above way of thinking, in order to make the teaching of English more effective, YLLs teachers are required to recognize their students' characteristics. Furthermore, Musthafa (2010) suggests that YLLs teachers need to know who their students are and how they learn language. By knowing these, YLLs teachers will have guidelines on how to best teach their students. Realizing the importance of all of these, YLLs teachers would be better equipped and of course a positive English language teaching and learning environment can possibly be created. Cited in Halliwell (1992), six characteristics of YLLs are presented as follow:

1. They are able to grasp meaning easily
   YLLs have the capacity in gaining or understanding a message without actually comprehending a language. Their understanding can be enhanced through gesture, visual aids, facial expressions, and demonstrations.

2. They can creatively use their limited language sources
   With a limited range of knowledge in a second or foreign language, YLLs would still have the competence to deliver messages with intention. This can be done through the use of various strategies such as gestures, facial expressions and if the object being discussed is present, pointing it directly would also be one of their strategies to communicate.

3. They have capacity for indirect learning
   When YLLs teachers teach their students, they do not require learning their students' native language. It is because YLLs possess the competence for indirect learning.

4. They have an instinct for play and fun
   It is already their nature for YLLs to have strong intension to play and do something fun. By taking this into account, teachers of YLLs can actually take the advantages of letting their students to play—of course within the teachers' control—while at the same time try to use English in the activity. Parallel with this idea, Paradis, Kirova & Dachyshyn (2009, p.10) also emphasize the significance of combining play with the language learning and teaching process in class. They elaborate that play has become the cornerstone for children's social, cognitive, and language development. They further suggest that early childhood professionals should promote play as the leading activity for children. YLLs—which are also considered children—could spontaneously have a really high enthusiasm and act more livelily in the classroom. However, when they are asked to do tasks which they find hard, they would lose their

learning interest more quickly and would feel unmotivated in following the lesson (Cameron, 2001). Therefore, the English language teaching and learning process in the classroom needs to be designed in an interesting way.

5. They have lively imagination
   YLLs have fantasy and are imaginative in a way that it could give the teachers a favor to benefit this characteristic of children to make children use the language they learn. Doing role-plays or thinking of a travel to other countries with the fantasy that they have can become the activities that they like most.

6. They have an instinct for interaction and talk
   YLLs have a strong intension to interact and talk with others, such as their friends and teachers. They always want to say things that they have in their mind. Of course, this can be a positive sign for the teachers to ask their students to share what they really want to say in English.

By looking at and considering those characteristics of YLLs elaborated above, the way YLLs teachers teach English to YLLs, for sure, needs to be different from that it is taught to adults. As mentioned, it is because YLLs possess special characteristics that should be treated in particular manners and be given typical attentions (Scott & Ytreberg, 2004). Once they frequently obtain sufficient exposure to the use of the language they learn, they will grow to become competent speakers or users of that language (Harmer, 2007).

Positive Classroom Environment

The existence of a positive classroom environment has been considered to be a crucial factor in assisting YLLs to achieve success in the process of English language teaching and learning activities. Positive classroom environment is described as a learning situation which is interesting, stimulating and energizing (Brown, 2001). In addition, by the presence of this environment, YLLs would feel much more comfortable, valued, accepted and secure when trying to get involved in such process. This of course would be able to eliminate the feeling that one is being seriously taught so that the English language teaching and learning in the classroom would be conducted with fun and pleasure.

Having supported by the statements of Yi (2001), the researcher of this present study agrees that the creation of a positive classroom environment in the English language teaching and learning process is strongly influenced by the capability of YLLs teachers in managing the classroom. Moreover Gebhard (2000, p. 69) also says that the ultimate objective of managing the classroom is to construct a classroom atmosphere which is conducive and or supportive to interacting in English in meaningful way as meaningful interaction could help YLLs' progress in learning English.

After being synthesized, the concepts proposed by Brewster, Ellis & Girard (2003) and Brown (2001) can be identified. The conclusion is that there are three crucial factors which would give influence on how the classroom is organized – in correlation with creating a positive English language teaching and learning environment. They are 1) the teachers' teaching style, 2) the physical environment of the classroom, and 3) the use and the role of learners' native language in the class.

The teachers' teaching style include their ability to 1) keep the learners' motivation high or generate energy to learn in class, 2) handle the problem of giving rewards and punishment, 3) establish rapport and 4) use certain teaching technique. While the physical environment of the classroom involves the seating arrangement, classroom walls and board. The use of the native language of the learners deals with the consideration on when to appropriately use and not to use it.

Method

This research employed a qualitative method where the data being observed and investigated were taken from real circumstances. In addition, the data were taken without any manipulation. It was in a real and natural setting. The main instrument of the research itself was the researcher himself as it is known that in qualitative studies the researcher is considered as the main instrument.

Site and Participants

One first grade state elementary school classroom and two different kindergarten classrooms in Bogor were purposively chosen to be observed. The respondents of the research were 1) a first grade elementary school English teacher, 2) a kindergarten teacher and 3) an early childhood education expert.

Data Collection

In order to get information and data required in carrying out the research, an observation and interviews were employed. The specific explanation about the use of both the interview and observation are presented below.
a.   Observation

The researcher's eyes and ears would have precious function when observation is conducted. These senses assist the researcher to directly experience and taste what goes on during the observation. In conclusion, It counts on what has been heard and seen by the researcher himself rather than responses from the respondents. (McMillan and Schumacher, 2005:388).

The observation was carried out in this present research with the objectives to 1) identify the English language teaching and learning process that takes place inside the classrooms. Apart from that, it would also provide an insight on knowing how the YLLs reacted or behaved, specifically responded towards certain action performed by their teachers. And 2) discover what could be the physical characteristics possessed in what so called 'the positive classroom environment for teaching and learning English'. It meant that what were there inside the classroom were observed.

The three respondents chosen for this research were observed when they were in the process of teaching English to their students in each of their school classroom. This was of course done not at the same time. In conducting the observation, a video camera was used to gain a record of the teaching and learning process. The reason why the observation was done through video camera was to avoid reactivity. Alwasilah (2009) explains that reactivity is when the participants do not behave normally because of the presence of the researcher. The camera was also used to capture the pictures of the physical environment of the classroom.

b. Interview

Alwasilah (2009, p.154) defines an interview as a set of questions directly pointed to participants to get the required information. Further, he says that through the use of interview, in-depth information is really possible to be gained. This is because when a researcher conducts an interview he would have a chance to paraphrase the questions that might be not comprehensible. Moreover, a researcher is able to propose follow-up questions. Mainly, through observations there are still several facts about the respondents that are not covered. The points which are missed in the observation are backed up through the interview. In summary, interview is purposively done to find out things which are not possible to be found through the observation.

In this research, the interview was done to collect information on 1) the considerations that the YLLs teachers took into account when deciding on doing certain tasks to be given to their students in the class, 2) the considerations that YLLs teachers carefully thought when they managed the classroom in such a way that could be seen during the researcher did the observation, 3) the YLLs teachers' perceptions about things appeared in the classroom, such as posters with English words, etc and 4) the concept of positive English language teaching and learning environment seen from the eyes of an expert on early childhood education field.

Data Analysis
Below were the stages of how the data gained from the observation and the interviews in the present research were analyzed:
1. Transcribing the data
    In this first stage of data analysis, the records from the observation and interview stored in the video camera were transcribed.
2. Analyzing the data
    After all of the data were completely transcribed, the transcript was then analyzed to find out the affecting factors of the existence of positive English language teaching and learning environment in EYL classroom setting with the assistance of related literature to help figure out the factors it refers to.
3. Reducing the data
    After analyzing the data, the transcript was then reduced. Only the data which were in line with the problem being researched would be kept and included in further stages of data analysis.
4. Categorizing the data
    After having finished with reducing the data, the reduced data were then categorized into certain categories of factors it belongs to.
5. Interpreting the data
    The next stage—which was also the last stage of the present research data analysis process--was making interpretation. This step involved the way how the researcher could create meaning of the data.

Validity
The researcher asked for feedback, critics, comments, and suggestions from his colleges, an early childhood education lecturer, a lecturer of teaching English to young

learners, and an EFL methodology lecturer from one of the private universities in Bogor. This was all done to ensure the validity of the interview questions and the interpretation made on the observation. According to Alwasilah (2009, p.176), feedback, critics, comments, and suggestions are extremely necessary to identify threats towards validity.

Findings and Discussion

The purpose of the present research was mainly to investigate the affecting factors of the existence of a positive English language teaching and learning environment in EYL classroom setting. In addition, the research also aimed to find out the YLLs teachers' efforts in establishing such environment. In order to get the ideas of how the real English language teaching and learning in EYL classroom setting naturally occurred, to identify how YLLs responded and made interaction and to discover what could be the physical characteristics of a positive classroom environment, observation was conducted. Meanwhile, to reveal the YLLs teachers' considerations in managing the classroom in such a way that they performed when observation was carried out and to know their perception on what appeared in the classroom such as poster with English words or phrases, interview was done. An early childhood education expert was also interviewed to know her view on what so called 'a positive English language teaching and learning environment'.

From the observation

From all of the observation done to get the data for this research, it was found out that the real English language teaching and learning process in the EYL classroom setting was done in really interesting, attractive, and challenging activities. Form all of the sessions observed, it could be seen that most learners had fun, though few of them found themselves tired, they seemed to still really enjoy the sessions. This of course is in line with the theory from Paradis, Kirova & Dachyshyn (2009) where they put a strong emphasis on the significance of combining play with the language learning and teaching process in class.

Below are the pictures that show the learners' classroom activities when learning English.

Picture 1

Learners' English learning activities in the classroom

Through the activities which were designed and modeled in such exciting and meaningful ways, YLLs were able to understand more on what was being taught and learned. Additionally their comprehension came much easily. This was proved by the learners' spontaneous responses when their teachers instructed them to do certain tasks. For an example, in one of the observation activities, the researcher found that the teacher intended to introduce the words of colors in English. She brought into the class some colored papers and showed objects whose colors were represented while singing together with the learners about colors. After that, she asked the learners to mention their favorite colors in English and relate it with the objects or things they are familiar with. This has been considered as learning English from direct experiences (Musthafa, 2010).

Picture 2

Learning through direct experiences

From the observations, it was also found that YLLs' classrooms were colorful and rich with posters and brochures which were stick on the walls, comics, news paper, magazines and story books which were stored in the classroom cupboard, and also in the surrounding. Even better, all of them contained English words, phrases or sentences. This was believed to support the existence of a positive English language teaching and learning environment as Musthafa (2010) recommends that print-rich environment in English should be created in and around the classroom.

Picture 3

Print-rich environment

One more thing that was obtained during the observation was that the teachers arranged the learners' seating positions for every class activities in different orders. It is in line with what has been said by Paul (2003) in which he says that learners' seating arrangement has to be set to match with the teaching and learning activities done in class.

Picture 4

Learners' seating arrangements

From the interview

The data obtained from the interview with the three different respondents provided the researcher insight on 1) how they could understand the concept of a positive English language teaching and learning environment, 2) how they could establish such environment in EYL classroom setting and 3) what factors which were influential for constructing such environment.

It was found out that from the three respondents' answers towards the question 'how do you comprehend the concept of a positive English language teaching and learning environment, they were all agreed that such environment was really important for all teachers teaching English to YLLs to create since it could assist the teachers to build effective and conducive learning atmosphere inside the class. Through this environment, YLLs would learn better and much comfortable. The evidence of the YLLs teachers' response of the previous question was displayed in the following transcript.

Q : *Sebagai guru yang mengajar bahasa Inggris, bagaimana anda memahami konsep lingkungan belajar dan mengajar bahasa inggris yang positip?*

A1 : *Itu merupakan lingkungan yang sangat mendukung dalam pembentukan situasi belajar yang kondusif di kelas biar si anak belajarnya enak, nyaman, betah.*

A2 : *Lingkungan yang nyaman yang bisa buat anak enak belajar*

A3 : *Sebagai guru, kita harus bisa menciptakan lingkungan belajar seperti itu karena nanti belajar pasti akan jauh lebih efektif.*

(Q stands for question, A1 means answer from respondent 1, A2 is answer from respondent 2, etc)

From that one part of the interview transcriptions, it could be noticed that the three respondents were actually aware of the importance of positive learning and teaching environment. They had understood it sufficiently. Therefore, for the sake of their students' success in learning English language, they continuously made efforts to maintain the existence of such environment in their daily teaching activities. It could be seen from their ways in managing the classroom, such as arranging the learners' seating position, sticking papers with English words, providing the learners with real objects being discussed if it is possible, singing a song related to the materials taught, and using different voice intonation when teaching English to their learners. These all were done to attract the learners' attention and gain their focus to learn. The data from this interpretation could be seen from the transcripts below.

Q : *Terus usaha apa saja yang anda lakukan sebagai guru untuk menciptakan suasana belajar yang positip?*

A1   : *Banyak, kaya susunan tempat duduknya di rubah. Misal kalau mau sharing si anak di suruh bikin setengah lingkaran biar enak. Ya sebisa mungkin saya mengatur kelas agar anak itu bisa mudah berinteraksi dengan temanya pake bahasa Inggris walau cuma satu kata dua kata, gak apa apa. Kadang nyanyi.*

A2   : *Saya mah mengikuti kemauan anak – anak saja, karena kalau di paksa takut nya ga bener. Jadi kalau mereka pengen nyanyi ya nyanyi barengan. Tapi bagusnya kita pilih nyanyian yang emang nyambung sama apa yang mau di ajarkan sambil bawa objek nya langsung.*

A3   : *Saya tempelin banyak poster binatang, bagian tubuh, huruf yang pake bahasa inggris di kelas biar si anak bisa liat dan langsung tau bahasa inggrisnya. Nyanyi – nyanyi juga seneng. Tapi emang bagus nya kalau ngajar anak suara kita jangan pelan, biar kedenger sama mereka.*

Eventually, it was also revealed that YLLs teachers' themselves and their English language competence possessed the most significant role in creating a positive English language teaching and learning environment in the classroom. YLLs teachers were required to be highly skillful in the language they taught. It was because they would be the example or model for the learners. They were also expected to behave as if they were children. They were recommended not to be shy when teaching YLLs English. This statement was of course gained from their answers in the interview section as displayed in the transcript below.

Q   : *Menurut anda apa karakteristik paling penting yang harus di miliki seorang guru bahasa Inggris yang mengajar anak – anak di TK atau SD?*

A1   : *Tentunya seorang guru yang mengajar bahasa Inggris di TK or SD harus mempunyai kompetensi yang baik dalam bahasa tersebut. Jangan setengah – setengah bisa nya "good morning" doang. Karena kan dia bakal jadi model buat anak didiknya. Tapi ketika anak memang ada yang benar – benar tidak mengerti, ya ga ada salahnya kita pake bahasa Indonesia, ga akan dosa.*

A2   : *Harus jago lah bahasa Inggrisnya, jangan salah nanti bisa jadi si anak niru salahnya. Bahaya tuh. Kalau ga tau ya tak apa ngomong bahasa Indonesia aja asal jangan sering – sering.*

A3   : *Mesti pinter bahasa Inggrisnya, ya walaupun ga mesti kaya orang bule. Hehe. Dan jangan maluan, bagusnya gokil lah.*

From those transcripts, it could be sum up that appropriate YLLs teachers of English are those who have mastered the language, know how to teach it to their learners and possess good personality. They are also expected to be wise in using their learners' native language only when they find that most learners cannot understand the concept discussed. This is also aimed at making a positive English language teaching and learning environment possible to establish.

Conclusion

For young language learners (YLLs), with all of their characteristics as mentioned in Halliwell (1992), a positive English language teaching and learning environment is the most crucial factor that could help them to learn more effectively and achieve success in learning English language. Because of that reason, YLLs teachers of English have to be able to do efforts to create such environment as it has been revealed that they are the key factor for the existence of it. Their teaching style was really influential. The rest two factors are the physical environment of the classroom and the use of their learners' native language.

However, this research is only an early step. Further research on creating positive English language teaching and learning environment is also important to be conducted. Apart from that, further study related to the present one should use a larger sample and conduct numerous observations to gain a wider view on more effective teaching English to young learners (TEYL) activities.
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Applying Post-Method in Teaching English
to Young Learners

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Abstract

Young learners or commonly called children are unique in nature. They are human beings that culturally learn from adults and from everything they live with. They try to understand what adults say to them and ask them to do by constructing meanings based on contexts. However, they cannot be treated as adults because they are not adults in miniature. Adults should cater them with meaningful input texts, tasks, contexts and appropriate methods when helping them to construct meanings, including when they learn a foreign language –English. In teaching English as a foreign language to young learners, therefore, the English teachers will be appropriate, effective, and efficient if they apply suitable methods for certain groups of children coming from certain socioeconomic cultural backgrounds when conveying certain English materials, post-method. To do so, in classrooms for English teaching and learning process, the English teachers should 1) find out students' socio economic, linguistic, and cultural backgrounds, 2) identify students' characteristics, 3) adopt, adapt, select, develop, or create suitable English teaching materials, 4) apply certain methods in delivering certain English materials based on students' backgrounds and characteristics, and 5) reflect what they have done to plan and to execute the next teaching.

Key words:*young learners, children, teaching, English, post-method*

A. Introduction

Life is changing. Everything is changing, so are approaches and methods in language teaching. They are continually changing from time to time because of a certain demand to fulfill. Experts in language teaching, therefore, conduct research scrutinizing components and what happens in language teaching to generate such theories from which methods of language pedagogy are set to find out the best and most effective way to meet the end of language teaching. As a result, there are a number of methods in language teaching offering excellences if they are correctly implemented in classrooms, language classes. Such popular approaches/methods are Grammar-Translation Method, Direct Method, Audio-Lingual Method, Cognitive-Code Approach, Silent Way, Desuggestipedia, Total Physical Response, Communicative Language Teaching, Natural Approaches, and Cooperative Learning.

Besides, it is true that an approach to language pedagogy itself is not just a set of static principles "set in stones". It is dynamic (Brown, 2002: 11) based on what happens during the teaching learning process. In fact, the language teachers are those who are competence with such situations in particular classrooms. They are the persons that actually deal with and really know classroom activities attended by a group of students coming from different

backgrounds. Certain procedures of language teaching, teacher-made methods, can possibly be derived from best experiences from the language classes by language teachers.

However, it is difficult to come to conclusions about which approaches and methods are best or most appropriate for certain situations (Harmer, 2001: 96). Searching for 'one best method' is elusive and ultimately proved to be futile. The teachers, including English teachers, have a wide range of practices in the ordering and prioritizing the tasks during the teaching learning process. They are the ones having opportunities and competences to develop their own classroom practices based on what works best for them in their own particular situation and circumstances they and their students have (Nunan, 2003: 10). They do not implement such a language teaching method anymore. They tend to arrange such procedures best work on the basis of learning environment –teachers, learners with their own socioeconomic linguistic and cultural backgrounds, support services, and settings. It means that they come to an era so called post-method, a method emphasizing on the process of language teaching and learning in classrooms.

In language teaching and learning, post-method pedagogy has tree parameters: particularity, practicality, and possibility. Parameter of particularity refers to sensitivity to a particular group of teachers teaching a particular group of learners in a certain situation and context based on a certain socioeconomic linguistic and cultural background. Parameter of practicality refers to two terms, broad sense –the relationship between theory and practice, and narrow sense –the teachers' skills in monitoring and controlling what happens during their teaching in the classroom. In short, there are professional theory generated by experts based on research and personal theory developed by teachers based on their experiences during conducting language teaching and learning (It can be in the form of classroom action research.). However, personal knowledge "does not simply entail behavioral knowledge of how to do particular things in the classroom; it involves a cognitive dimension that links thought with activity, centering on the context-embedded, interpretive process of knowing what to do" (Freeman in Kumaravadivelu, 2006). Parameter of possibility is linked to power and dominance and is aimed at creating and sustaining social inequalities. This parameter emphasizes on students' and teachers' individual identity, and it stresses "the need to develop theories, forms of knowledge, and social practices that work with the experiences that people bring to the pedagogical setting" (Kumaravadivelu, 2006: 171-174).

In English language teaching and learning, the English teachers should continually be open, interact, and collaborate with their colleagues about practices and research to search for and devise themselves with the most appropriate methods they can for who they are, who their students are, and the conditions and contexts of their teaching. They need to inquire into their practice based on their "real world teaching" (Larsen-Freeman, 2000: 187), not based on a certain method with its strict set of procedures. Prior to do so, the English teachers, however, should equip themselves with relevant theories –theories of language, learning, psychology, and pedagogy. Their knowledge on related to theories should be synchronized to face what happens in the class and to facilitate their students with what they need and their characteristics, applying post-method in English language and teaching.

In applying post-method, the English teachers focus their English teaching and learning on the process, emphasize their techniques on their students' needs and characteristics, and solve problems springing up in the classroom rather than describe a central role to methods as the key to successful teaching which employ a set of strict procedures. Here, English teachers,

children as learners with their socioeconomic linguistic cultural backgrounds, and setting are the key components to take into account in conducting English teaching learning process in the classroom. Therefore, the English teachers should cater their students (children) with materials suitable for their needs and characteristics and relevant to their learning environment.

To apply post-method in teaching English to young learners, children, the English teachers are suggested 1) finding out students' socio economic cultural backgrounds, 2) identifying students' characteristics, 3) adopting, adapting, selecting, developing, or creating suitable English teaching materials, 4) applying certain methods in delivering certain English materials based on students' backgrounds and characteristics, and 5) reflecting what they have done to plan and to execute the next teaching. Those five steps are mutually related to and affected with one another and sometimes they seem to be overlapping. Each of these steps will be discussed in details and mutually interrelated in the following section.

B. Suggested Steps in Apllying Post-Method

Teaching English to young learners, children, is probably more complicated than that to adults for children are human beings who are not adults in miniature. They have their own characteristics as children and as learners learning a foreign language, English. In learning language, including learning a foreign language, English, they try to understand what adults say to them and ask them to do by constructing meanings based on contexts. English teachers, therefore, should cater them with meaningful input texts, tasks, contexts and appropriate methods suitable for their students with their own socioeconomic, linguistic, and cultural backgrounds when facilitating their English learning –applying post-method. To do so, the English teachers are suggested doing the at least five steps as follows.

1. Finding out Students' Socio Economic, Linguistic, and Cultural Backgrounds

To be successful in conducting English teaching and learning process, the first step that the English teachers should do is scrutinizing who their students are. Knowing who the students are is essential in English teaching because it is related to what to teach –materials relevant to students' needs and backgrounds, and how to teach –methods in conveying the materials and ways treating the students. It is in line with McNeil and Wiles (1990: 79) stating that a good beginning for teachers is to find out some general information about their students (e.g., ethnic and family background, family status, parents' level of schooling, religious orientations, and soon). Ayers and Gray (2000: 2) also suggest that the teachers should take consideration of pupil differences with regard to their ability, attainment and also underachievement, levels of motivation, gender, ethnicity, and special educational needs. The English teachers should pay attention more to students having special educational needs. They should be well treated in order that they are able to optimally develop their linguistic competences and performances. Besides, Stevenson and Stigler (1992: 52) emphasize that families, schools, and wider cultural beliefs all play a part in children's successes or failures. Furthermore, recently, the aspects of learners' experiential language learning which acknowledges socioaffective components in the teaching learning process is well established (Nunan in Eyring, 2001: 334).

In relation to family status, students are described as experiencing severely disrupted relationships with parents, teachers and peers and as having a low level of educational

attainment or as underachieving referring to wide range agencies: police, social services, the educational social work service, the educational psychology service, and child guidance (Ayers and Gray, 2000: 54). The students coming from police family will be different from those coming from teacher family, psychologist family, and doctor family for instance. The existing differences will probably be fields of interest, toys they love, ways they behave, vocabulary and expressions they use, and soon. Those differences cause different needs in learning English.

Parents' level of schooling will affect demands of degree of materials learned in the class. Ethnicity and linguistic backgrounds will probably influence how fast the students learn English sound system, pronunciation. Sundanese, for example, find difficulties in pronouncing sounds /f/ and /v/. They usually change sounds /f/ and /v/ into /p/. Ethnicity is closely related to cultural backgrounds. Ethnicity and cultural backgrounds will affect what activities and games the students prefer to have.

Religious orientation also plays an important role in deciding types of activities the students do. For certain religious groups, for instance, male and female students are not allowed to shake hands. Vocabulary used, clothes, and food they eat will also vary from one group to others. Sex also needs to take into account. Different sex will probably also have different interests. Economic backgrounds also contribute a lot in individual differences. Students coming from the well-to-do family will differently behave compared to those coming from low economic level family. This is closely related to life styles. Age, on the other hand, does not contribute a lot of impacts. Usually, students attending a certain level of schooling have similarities in age; therefore, mostly they have the same characteristics related to age.

All differences above are factors to take into consideration in deciding mainly what to teach, materials, and also slightly affecting how to teach. If the English teachers are able to find out their students' backgrounds, they will appropriately cater them with appropriate learning English learning materials. They will also easily handle the class and make conducive learning atmosphere.

2. Identifying Students' Characteristics

Identifying students' characteristics is almost the same as what is discussed in the previous part, finding out students' socioeconomic, linguistic, and cultural backgrounds. This step, however, is closely related to learning styles and learning strategies. Knowing students' characteristics will well devise English teachers to suitably treat their students because each of the students has his/her own language learning style and strategy. Besides, different students have different strengths because they have distinct intelligences, therefore, the teachers should help them realize their full potentials (multiple intelligences: logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and verbal/linguistic (Gardner in Larsen-Freeman, 2000: 169-170).

Brown (2007: 129) classifies that students learning English language can be visual, auditory, or kinesthetic in learning styles. Visual learners are good in observing objects, therefore, they prefer to read texts, charts, or other graphic information, or even they draw objects. Facing and treating students having this type, the English teachers should provide them with enough objects or realia. The teachers can also give them tasks observing objects surrounding the class to be analyzed and described either in the written or spoken forms.

Auditory learners are good in listening. They like listening to lectures, stories, audiotapes, and others involving listening. They will enjoy the class and easily understand the materials presented in recordings. Therefore, teaching-learning activities in language laboratories will suit these type students. The English teachers should equip themselves with resource books and media that can be operated in the language laboratory, or at least can be listened to.

Kinesthetic learners like demonstrations and physical activities, body movements. They clearly seem to like playing games, outing, singing, and others involving body movement. Total Physical Response, therefore, will best suit these type students. The English teachers are insisted to be well prepared with activities for particular purposes.

Nunan (1999: 91) has different classification. Students in a class are classified into concrete learners, analytical learners, and authority-oriented learners. Concrete learners are those who prefer learning by games, pictures, films and video, talking in pairs, learning through the use of cassette and going on excursions. Analytical are those that like studying grammar, studying English books, studying alone, finding their own mistakes, having problems to work on, and learning through reading newspapers. They mainly employ their cognition in learning. Whereas communicative learners are those that like to learn by observing and listening to native speakers, talking to friends in English, watching TV in English, using English in shops etc., learning English words by hearing them and learning by conversations. They focus on language use and practice the language they are learning as a means of communication. Whereas authority-oriented learners are those that like their teachers explaining everything, writing everything in a notebook, having their own textbook, learning to read, studying grammar, and learning English words by seeing them.

Beside language learning style, each student has his/her own language learning strategies which are important in language learning because they are tools for active, self-directed involvement for developing communicative competence (Oxford, 1990: 1). Learning strategies in general are divided into two terms, direct strategies and indirect strategies. Direct strategies consist of a) memory strategies, b) cognitive strategies, and c) compensation strategies. Indirect strategies involve a) metacognitive strategies, b) affective strategies, and c) social strategies (Oxford, 1990: 16). Therefore, the English teachers should know, direct, and enhance their students' language learning strategies in order that their students can reach the optimal end of their English learning.

Another task that the English teachers to able to maximize their students' learning is that they have to identify whether there are gifted and able students or not. Gifted and able students have special educational needs. English teachers should cater them with personal support, higher order questions, challenging tasks, and supplementary study outside the lesson (Goodwyn and Branson, 2005: 124). In this case, the English teachers should have additional materials and exercise bank. To anticipate bad impacts and to help them enhance their competences, children with special needs should be identified as soon as possible after entering the school system (Goodwyn and Branson, 2005: 125).

Comprehending students' characteristics will result in different instruction, or at least different treatment for different students having particular knowledge, skills, and behaviours. Differentiating instruction means creating multiple paths so that the students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use,

develop and, present concepts as a part of the daily learning process (Theroux in Goodwyn and Branson, 2005: 131). English teachers wishing to humanize the classroom experience treat students as individuals, patiently encourage self-expression, seriously listen to learner response, provide opportunities for learning by doing, and make learning meaningful to students. Therefore, they focus on students' needs and become active coparticipants in the teaching learning process (Eyring, 2001: 335). To summarize this step that the English teachers should do, the English teachers should know their students' characteristics in order that they are able to appropriately treat them and facilitate their English learning to optimally meet the pre-determined teaching objectives.

3. Adopting, Adapting, Selecting, Developing, or Creating Suitable English Teaching Materials

The English teachers should facilitate their students' learning by providing them with suitable learning materials. The criteria of being suitable are that the learning materials are adopted, adapted, developed, or even created on the basis of students' socioeconomic linguistic cultural backgrounds, needs, and characteristics. Suitable learning materials will foster students' motivation and make them keep learning and practicing what they are learning. If it is too hard to create or develop learning materials, they can select abundant materials provided by private publishers which are suitable for the students' needs and characteristics (or possibly adapt, or even adopt, if the materials are really relevant to contexts and appropriate for the students). It is in accordance with Nunan and Lamb (2000: 116) suggesting that teachers should determine whether contents of learning materials are relevant to the students or not. It is important because such learning materials are related to determining certain patterns of interaction with new culture in the classrooms.

Good teachers always know what materials to use with a given class and have access to them. The teachers can also use coursebooks written by experts (Allwright in Crawford, 2002: 81). English teachers can use such English coursebooks relevant to the students because they can provide, attractively and economically, all or most of the materials needed. They can reduce the teachers' workload and relate the school and home (Brewster, Ellis, and Girard, 2004: 152). However, selecting learning materials or English coursebooks is also a problem itself. It occurs because the learning materials or English coursebooks that theoretically good, probably empirically not. They do not work in a certain language class. Therefore, the English teachers should be careful and meticulous in selecting materials or English oursebooks.

The teacher should cater the students with materials in the forms of hand outs, modules, or corsebooks that make it possible for the students to relate language to the social meanings that it carries and to use it as a vehicle for social interaction. In the teaching learning process, such materials should be performed in meaningful social contexts (Littlewood, 2009: 12). The materials should train the students to use the target language as a means of communication. Therefore, such meaningful expressions frequently used in real life situation should exist, be conveyed, and be trained to the students.

4. Applying Certain Methods in Delivering Certain English Materials Based on Students' Backgrounds and Characteristics

In the post-method era, the English teachers have freedom in using particular methods in delivering a certain learning material to a particular group of students attending the class.

Even the English teachers are allowed to employ their own sets of procedures which best work in the class and best match the students' socioeconomic linguistic cultural backgrounds, needs, and characteristics. They are not limited by a set of strict procedures anymore in delivering suitable teaching-learning materials for the students. When such procedures are appropriate for particular the teachers, students, and learning environment, are practical to apply in the process of teaching and learning, and are possible to apply, the procedures promote learning atmosphere to achieve the pre-determined teaching-learning objectives. They will be admitted and accepted for a certain situation and condition.

However, English teachers teaching English to young learners in elementary school should also pay attention to research on language, learning, language learning, language pedagogy, psychology, and children development concerning characteristics of young learners, especially when learning a foreign language. They need to be taken into consideration in treating students and conveying learning materials.

When conveying learning materials in the classroom, the English teachers should relate what happens in the class to student's real life situation. What is learned in the classroom can be used to interact with others in real social lives. It is in accordance with Lewis (2008: 5) stating that through games children experiment, discover, and interact with their social environment and it is a fun activity which gives the children opportunities to practice their English in relaxed and enjoyable ways (Martin in Brewster, Ellis, and Girard (2004: 172). The activities can be thematic discussing a certain topic, the content of the lessons automatically seems to be more important than the language itself because language cannot be studied in a vacuum. This means that it is easier to relate the lessons to the experiences and interests of the pupils (Scott and Ytreberg, 1993: 84).

To help the children meet the predetermined learning objectives, the English teachers can use three type activities: 1) problem solving activities (identifying, matching, sequencing, prioritizing, and classifying), 2) interactive activities (making survey and carrying out interview), and 3) creative activities (making masks, birthday cards, etc.) (Brewster, Ellis, and Girard, 2004: 45). When conducting activities, the teachers should make sure that that children really interact with one another in a class, they are pushed to produce more accurate and appropriate language that can also be used as language inputs for other children (Hedge, 2008: 12).

Activities conducted during the English teaching and learning should 1) focus on language practice, 2) are cognitively simple, 3) are not always personalized to pupils' interest, 4) are not meaningful end themselves, 5) provide a small degree of freedom and choice, 6) provide controlled and guided practice, 7) rehearse specific language items, skills, or strategies, and 8) support the linguistic and cognitive demands of tasks in a structured way (Brewster, Ellis, and Girard, 2004: 51). Such interesting activities to follow should remain focus on contents and language use. They are not merely for fun although young learners love fun and enjoyable activities.

In teaching English to young learners in elementary schools, the teachers should prepare and give various activities to the students because they quickly change their mood in following activities. The teachers can give several activities in one teaching period. It is in line with Brewster, Ellis, and Girard (2004: 27-28) stating that children are emotionally excitable, get

bored easily, are excellent mimics, can concentrate for a surprisingly long time if they are interested in, and can be easily distracted but also enthusiastic.

Activities to deliver English teaching materials can be in the forms of telling stories, role play, games, or song. Wright (2004: 3) states that stories, which rely so much on words, offer major and constant source of language experience for children. Stories are motivating, rich in language experience, and inexpensive. Learning English through stories can lay the foundations for secondary school in terms of learning basic language functions and structures, vocabulary, and skills. Stories make children involved in excitement that motivate and challenge them to practice their English by responding to the contents of the stories (Brewster, Ellis, and Girard (2004: 186-187)

In relation to the use of role play, Ladousse (2009: 6-7) states as follows.
1. A very wide variety of experience can be brought into the classroom through role play. It can be used to train children in speaking skills in any situations.
2. Role plat puts children in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships.
3. Some people are learning English to prepare for specific roles in their lives.
4. Role play helps many shy children by providing them with a mask.
5. Role play is fun. It is children's real life situations.

Children in nature love songs, rhymes, and chants. They are such ideal vehicles for language learning in elementary schools (Brewster, Ellis, and Girard, 2004: 162). English materials can well be delivered through songs. This activity is usually combined with body movement, using Total Physical Response.

Such activities like telling story, playing games, doing role play, and singing song are popular activities in conducting English teaching and learning process at elementary schools. However, those kinds of activities in classrooms are not a must. They are used when students really need and the materials are suitably presented through such activities, singing songs for instance. The use of the activity should be matched with the learning materials, students' needs, situations, and learning environment.
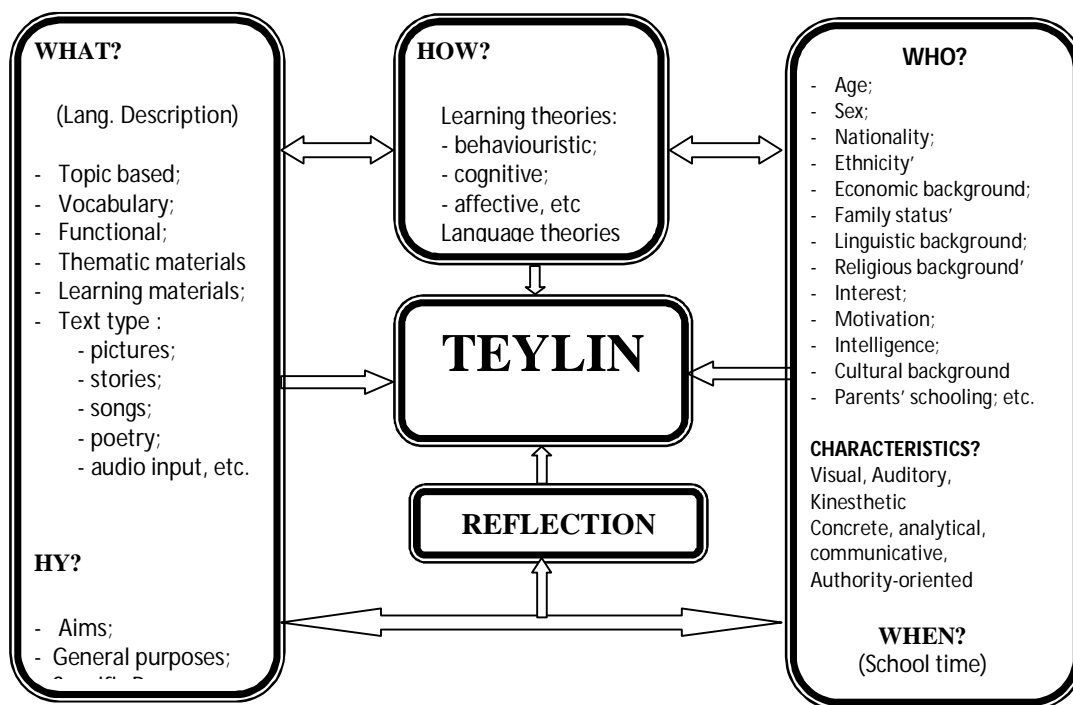
5. Reflecting What Teachers Have Done to Plan and to Execute the Next Teaching.

During the teaching and learning process, English teachers, as other subject matter teachers, do a lot of things dealing with materials and students. There are results and impacts of what has been done. To avoid doing bad things resulting bad impacts, the teachers need to reflect, analyze, and evaluate what works and what does not work in their teaching. If they find something negative, they should scrutinize its cause and solve. In solving problems related to their teaching, they should communicate, interact, and collaborate with their colleagues to discuss what they face. Furthermore, they should also be open to learning about the practices and research of others (Larsen-Freeman, 2000: 187). The results of the reflection should be taken into consideration in planning and executing the next teaching. If they can continually do so, they will be better teachers because they are such reflective teachers.

Reflective teachers, therefore, are those who can monitor, critique, and defend their actions in planning, implementing, evaluating language programs, and re-planning the next programs or

teaching. They reflect and evaluate themselves to be better in the following teaching or programs (Nunan and Lamb, 2000: 120). The teachers doing reflection of any teaching can be included as teachers applying post-method –at least one of the characteristics, because post-method pedagogy promotes the ability of teachers to know how to develop a reflective approach to their own teaching, how to analyze and evaluate their own teaching acts, how to initiate change in their classroom, and how to monitor the effects of such changes (Wallace in Kumaravadivelu, 2006: 178). In this case, mistakes can the source of learning and the trigger to be better in the future by avoiding, at least, the same mistakes.

Having been discussed, all five steps above can simply be summarized with the following chart. This chart shows that each of the steps are mutually related and affected with one another. The mutual relationship among the steps occur to facilitate students' English learning with appropriate what to teach and suitable treatment to reach the pre-determined English teaching and learning objectives.

WHAT?

(Lang. Description)

- Topic based;
- Vocabulary;
- Functional;
- Thematic materials
- Learning materials;
- Text type :
    - pictures;
    - stories;
    - songs;
    - poetry;
    - audio input, etc.

HY?

- Aims;
- General purposes;

HOW?

Learning theories:
- behaviouristic;
- cognitive;
- affective, etc
Language theories

TEYLIN

REFLECTION

WHO?

- Age;
- Sex;
- Nationality;
- Ethnicity'
- Economic background;
- Family status'
- Linguistic background;
- Religious background'
- Interest;
- Motivation;
- Intelligence;
- Cultural background
- Parents' schooling; etc.

CHARACTERISTICS?
Visual, Auditory, Kinesthetic
Concrete, analytical, communicative,
Authority-oriented

WHEN?
(School time)

C. Final Remarks

With regard to the discussions above, some conclusions are drawn. To optimally facilitate students' English learning, the English teachers should know who their students are – backgrounds, needs, and characteristics. Having known who the students are, the English teachers should be able to cater the students with suitable learning materials. The English teachers, then, should appropriately treat their students by selecting appropriate methods based on who they themselves are, who their students are, in what learning situations they are. They are not limited to use a certain method with its set of strict procedures; they can use any method appropriate for their teaching and learning process in the classroom.

The English teachers are the persons who really know what best works in the classroom. They can also use their own methods with their own teaching procedures and techniques for a particular group of students having particular needs and characteristics in a particular learning environment, generating teaching procedures based on what really happens in the classroom – applying post-method. However, they should also comprehend related theories on language, pedagogy, language pedagogy, learning, psychology, and developmental psychology focusing on young learners. Besides, they should also be open to others' research on teaching English to young learners, communicate, interact, and collaborate with their colleagues, and continually upgrade professional development.

At the end of teaching, the English teachers should reflect what they have done, why they have done such activities, and why they have used such procedures with their results and impacts in their teaching and learning. The bad things should be scrutinized their causes, minimized, and solved. The good things during the English teaching and learning process should be enhanced for better teaching. They should plan the next teaching based on their experiences at the previous one to continually increase their teaching quality.

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Webquest for Teaching English for Young Learners
(A Workshop Paper)

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The use of the Internet and Web is not only able to contribute positively to the academic activities of students but also for teachers of young learners. The Internet and Web can give some possibility to obtain vast information and knowledge for teachers. Through the use of the Internet and Web, teachers will always be prepared to teach English and maybe some current issues to their students. Teachers should always improve the ability to access Website containing materials for language teaching especially English. WebQuest, as one example of a web-based learning program (www.webquest.org) allows teachers to assign tasks to students to explore, analyze, and then present the findings in essay papers or oral demonstrations. A workshop on using WebQuest is aimed at teachers teaching English for young learners to be more creative in providing the course materials to their students.

The workshop will be conducted by guiding teachers of English for young learners in creating a WebQuest by making an account in www.zunal.com. Then, step-by-step, teachers will be guided to complete the whole parts of WebQuest starting from Title, Introduction, Task, Process, Evaluation, and Conclusion. Some advantages in using WebQuest for young learners will be presented so as to give clearer pictures to teachers in using it without any doubt. Moreover, a number of useful links for teaching children will also be given in order that teachers can find the most suitable materials for their students.

Key words: *WebQuest, children, literature*

Introduction

Inthis era of globalization, advancement in the Internet technologyhas reached aperiodwhere its usespread across theworldandcarried outby mostpeoplein theagerangefrom toddlers toseniors. In searching forinformationabout something, people will usesearchengineslikeGoogle or Yahoothatwilldeliverthemto aparticularlink, and usuallythey are namedby a Websitesponsoredbya specific addressusuallybegins withhttp://www... . Websiteis aninternetservicethat has beenusedbypeople around theworld. Websitecontainsvery largedata andinformation so that ithas the potential todothe explorationin order toproduceknowledgeof information that is usefulto society.

For teachers teaching English for young learners, to givechildrena task by visitinparticularwebsiteandthen designastudyallowschildren toexplore the latest topics, news, scientific articles, fictions, as well asa phenomenonthat occursin the society.Involvingchildren inlearningthrough the Web is reflecting a learningtheorycontainingsetofconceptualactivitiesthat involve: subject (children), object(task oractivities), andmediaingratefactssuch as the Webhaving functionstoclarifythe message deliveredby theteacher (Tahang, 2008).

The use of the Internet and Web is not only able to contribute positively to the academic activities of students but also for teachers of young learners. The Internet and Web can give some possibility to obtain vast information and knowledge for teachers. Through the use of the Internet and Web, teachers will always be prepared to teach English and maybe some current issues to their students. Teachers should always improve the ability to access Website containing materials for language teaching especially English. WebQuest, as one example of a web-based learning format (www.webquest.org) allows teachers to assign tasks to students to explore, analyze, and then present the findings in essay papers or oral demonstrations. A workshop on using WebQuest is aimed at teachers teaching English for young learners to be more creative in providing the course materials to their students.

Webquest

WebQuestwas createdbyBernieDodgeofSanDiegoStateUniversity, the UnitedStates of American 1995. Sincethen,WebQuest was continuously developedtobe usedbyteachersaround the world. Asalearningformatusing the webas a basisthen theuse of the Internetis also a requirementin makingWebQuest. Although itcanbe used offline(no Internetconnection-in the form ofMicrosoftPowerpointSlide), the Internetis still requiredinthe preparation oftheWebQuest. WebQuestis actually alesson planthatrequires childrento process,applyandpresentthe information theyget from theInternetorotheradditionaldata sources.

One of WebQuestbenefitsis that children candevelopa deeper understandingof the problemsin research throughthe acquisitionandinformation processcollected from the Web. Therefore, deeper understandingcanproducehigh level ofthinking abilities such asproblem solvingandcritical analysis. WebQuest also provides access toonlineresourceswhilescaffoldingthe learning processtoencouragehigherorderthinking. Moreover,WebQuestcombinesthe most effectivelearningpracticesinintegratedlearning activities(Dodge, 1997). Meanwhile, Chandler(2003)suggeststhat WebQuestis designed tohelpstudents tofilter the informationthrough thewebsiteand thusfocusonthe use of informationinstead of searching forit. WhiletheMarch (2003) suggeststhatWebQuestleadslearningideas implemented ineverydaypractice. Childrenalsohave benefitted immenselybyWebQuestasaccording toPeterson al.(2003),theyargue that theWebQuestframeworkcould"develop the academicliteracyby engagingstudentsto draw conclusionsthat are notonlyreported butalso explored."

Barriers To Webquest Use In The Classroom

Although there are some benefits that teachers and students can have from WebQuest, some barriers still exist especially when it is implemented in classroom where some facility is not installed such as computers and Internet access. Teacher's ability in using technology must also be adequate to work with computers and the Internet. Other barriers are teacher's willingness to spend their time in creating WebQuest and classroom management where WebQuest is implemented for teaching. Below are the descriptions of barriers that exist in implementing WebQuest:

- Access
  Ideally, classrooms would have enough online computers for each group of students to have at least one computer as they work on WebQuests. This ideal situation does not exist for most teachers. The barriers for access include: (1) no computers, (2) one computer with Internet access, (3) one computer no Internet access, and (4) few computers.
- Technology Skills
  Teachers may feel that they do not have the technology skills to provide a good "comfort level" for using online resources for instructional purposes.
- Not Enough Time
  WebQuest should not be added to the curriculum. It should take the place of traditional instruction but replace low level, teacher-centered instruction and tired old worksheets/workbooks/drill-and-kill activities.
- Classroom Management
  In implementing WebQuest for teaching, teachers must pay attention to:
  -how many student(s) will do the task.
  -how many days spend for working with WebQuest
  -how to explain and train students to use time effectively when working in group projects.
  -how the presentation will be conducted.
  -the considerations for students' age and level of ability.

Parts Of Webquest

WebQuest has several parts, which generally consists of:
1. An **introductory** set of stages providing some background information.
2. A **task** that can be carried out and interesting to be accomplished.
3. A set of resources needed to complete the task. Many (though not necessarily all) of the sources are embedded in the WebQuest document itself as links to find information on the web.
4. A description of the **processes** learners go through in accomplishing the task. This process should be broken down into steps that are clearly explained.
5. Some guidance on how to manage the obtained information. This may take the form of guiding questions, or directions to complete organizational frameworks.

In aWebQuest,childrenseektoolsto find information. In this activity, children are given a task ofmaking decision todo something. Children (with the guidance from their teachers)mustgatherinformationfrom theWeb,organizeinformation, makesome argumentandthenmakea decision. Focusing onhow theWebprovidesthe learningishowchildren canfind informationon the Webforthis activity. Specifically,the focus ison informationsearching patterns.

Making Webquest

Atthis time,the workshopparticipantsare requiredtoopen the sitetocreateaWebQuest:www.zunal.comto register.

Figure 1.www.zunal.com
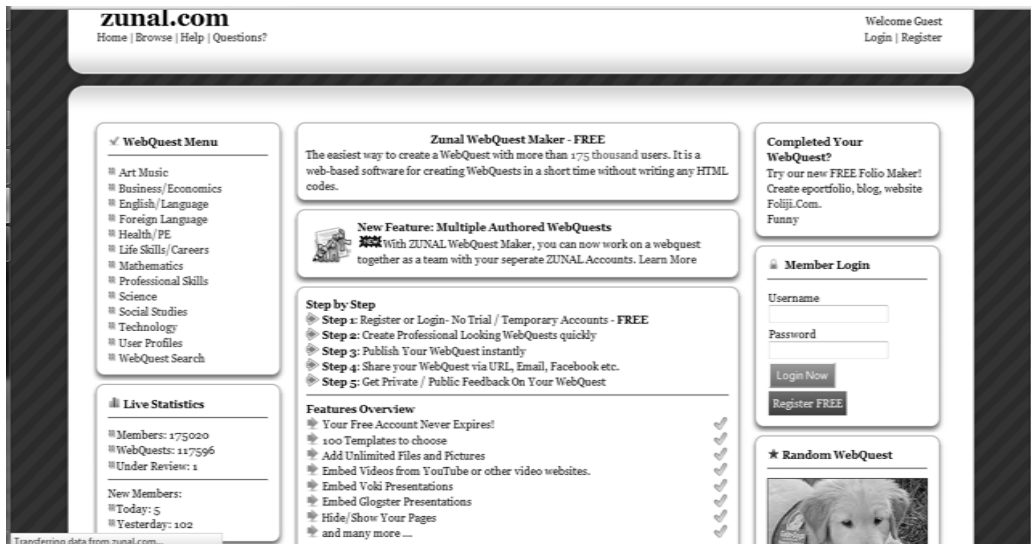
Participantsmustregister in advanceby enteringthe first nameand the last name(it is allowed tousea nick-name), sex, nationality, e-mail address thatisstill active, and finally, password (must be memorizedfor login). Figure 2 show to registerinwww.zunal.comtogetafree accountin makingWebQuest.

Figure2.Registering atwww.zunal.com
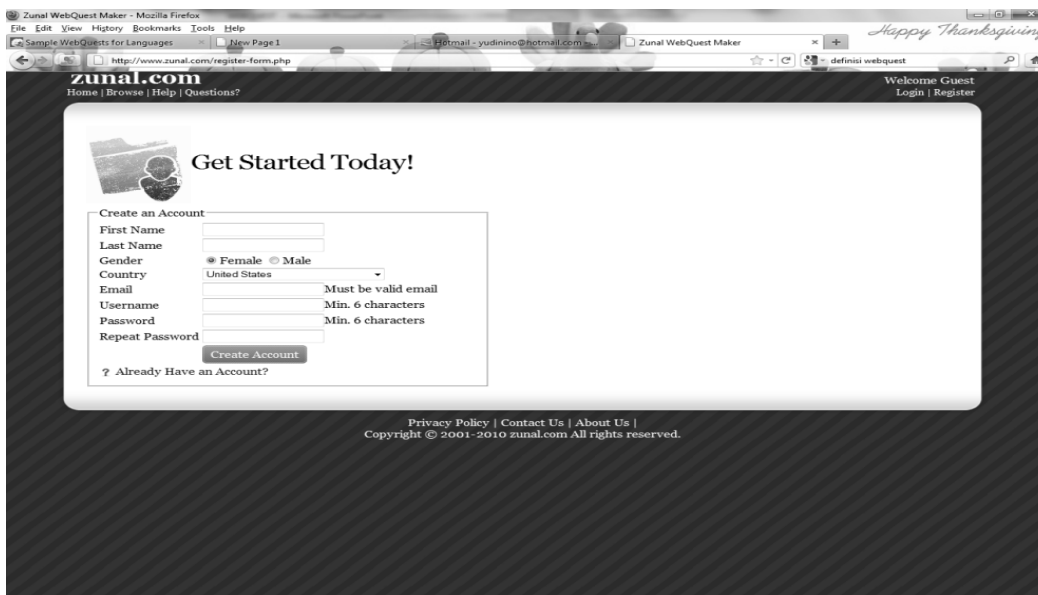
After gettingan account,participants will be invitedtomake(create) a WebQuest. WebQuestpartsinzunal.comis asfollows:

SECTION	DESCRIPTION	FUNCTION
TITLE		- lays the foundation for the topic of study. -intrigues students and raises some interest in learning about the topic of study
INTRODUCTION	a description of the topic/taskwill be given tochildren	
TASK	Containingdetails ofa given task	describes what students will accomplish
PROCESS	the stepsto accomplishthe given task	gives clearer understanding to children when doing the task
EVALUATION	-canbe arubricor scoring guides for assessing student/group performance. - teachers may use ones already on-line or may develop their own	Assesseschildrenfor thetasks performed
CONCLUSION	summary containingthe activitiesthat have been implemented in the WebQuest	- brings closure to the study. - reminds students what they have learned and possible - extends the learning by suggesting future "quests."

Conclusion

Learningusing theInternetand thewebwillfurther explore thepotential of childrenin developinga deeper understandingof theissuesinvestigatedbyobtainingandprocessing theinformation gathered. Children's deeper understanding canresult inhigher-order thinkingskillssuch as problem solvingandcritical analysis. One modelof learningusing theInternetand theWebis WebQuestcreated byBernieDodgeofSanDiegoStateUniversity inthe UnitedStatesin 1995.

WebQuest isbeneficial tochildren as, accordingto some experts, it helpschildrensiftthrough thewebsiteand thusfocus on usinginformationrather thanseekingtobuildinformationandacademicliteracyby engagingthem todraw conclusionsthat are notonlyreportedbutare explored. WebQuestpartscan generally bedisplayedin theTitle, Introduction (background), Task, Process(procedures in doingTASK), Evaluation (evaluation byteacherstochildrenafter performingthe task), and Conclusion. AdditionalsectionintheWebQuestisTeacherPagethat can beusedbyteacherstogivefeedback tootherteachersthroughthe adviceorfresh ideasandcreativethat can be usedtocreate aWebQuest.

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www.webquest.org and www.zunal.com

Functional Communication by Primary Teacher in Framing an Effective Classroom

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Abstract:

This paper proposes the importance of building functional communication in order to create an effective classroom. It reviews briefly the significance of the strategies, the features of classroom discourse and the approaches for investigating classroom discourse. Highlights are given to primary teachers because they lay the foundation of fundamental education for young generation. The knowledge of those three focuses guides teachers to create a better learning atmosphere for their students. Finally, this paper presents the description and examples to comprehend the strategies, the features and the approaches.

Key words: *functional communication, primary teacher, framing, effective classroom*

The communication patterns uncovered in language classrooms are extraordinary, different from those uncovered in content-based subjects. The communication is unique since the linguistic forms used are frequently at the same time the objective of a lesson and the means of accomplishing those objectives. In other words, meaning and message are one and the same thing. It is clear that language is both the focus of activity, the central objective of the lesson, as well as the instrument for achieving it, that is, the need of the students to use the language (Walsh, 2006: 3).

Simple utterances produced by the teacher might carry more than one meaning and function. By understanding the merits and shortcomings of the discussion in the classroom, important lesson can be obtained. It is beneficial to improve the teaching and learning of English language. By exploring classroom discourse, teachers hopefully will realize more their great impacts on the students at present and in the future. By emphasizing on functional communication in framing an effective classroom, teachers will prepare their students to enter real communication in the real world.

Knowing the huge impact on their students, teachers should always update their knowledge from a wide range of perspectives since professional understanding is multifarious. Other than, building and exploring knowledge from a variety of theoretical perspectives, teachers secure and expand what they know. They are responsible for adapting the curriculum to meet the needs of this diverse range of children. They need to understand the linguistic issues such children face and how to adapt the curriculum to promote rapid language learning (*see*: Ellis and McCartney, 2011: 1,2,6-7).

Why are primary teachers so important here? The reason is because they lay the foundation of fundamental education. Young generation has the rights to take advantage of the appropriate education as early as possible. They have the rights to get the opportunity to enjoy a conducive classroom learning atmosphere as much as possible.

Discussion

In order to frame an effective classroom, teacher needs to build functional communication. One of the strategies, for instance, is by introducing how to use certain pattern, not only the right form of the pattern in grammar teaching. Besides explaining how to make imperatives, teachers need to enlighten their students about the function, that is, imperatives are used between people who know each other well or to subordinate (see in Holmes, 1992: 293). Other examples:

Student's Expression	Teacher's Correction	Remarks
Will you help me?	Would you help me?	Instead of using 'will' in asking a request to an older/strange person, students are reminded to use 'would' to give a proper sense.
Can I go to the toilet?	May I go to the toilet?	In order to get a permission to go to toilet, 'may' is recommended. 'can' only reflects the ability.
Can you get it for me?	Can you get it for me, Please?	The students' expression is grammatically correct but it is improper if it is addressed to an older/strange person.

Larsen-Freeman (2010) confirms that it is not enough for the students only know the right form but they also need to use the form in context. She, then, explains that teaching grammar means guiding learners to use linguistic forms accurately, meaningfully, and appropriately. She proposes a balance between grammar and communication, between language form and language use.

There are, at least, two reasons why teachers ignore the function. First, it is because they have no knowledge of the function. The Second reason is because they lack sufficient understanding to improve the children's communication skills. Therefore, in the current educational climate it is particularly important that teachers have an understanding of applied linguistics. It is the time for teachers to pass a variety of applied linguistics lenses to children's work permits them to identify the wrong patterns and promote new ways of understanding, including the use of the patterns in correct situations (see Ellis and McCartney, 2011: 6).

The other strategy used by teachers is by broadening their perspective on classroom discourse. They need to know about the four features of classroom discourse. Other than, they also need to be familiar with three approaches offered to explore classroom discourse. These three approaches are important to be applied in observing their colleagues' classes or as a guideline to improve their own classroom discourse.

Exploring classroom discourse here refers essentially to the analysis of texts in classroom contexts, and especially to analysis of classroom talk. That is, the talk that

takesplace between teacher and students and between students in school (Hammond, 2011: 291). It is based on the assumption given by Cazden (1988) that what goes on in classroom is so composed by language (Hammond, 2011: 292). In addition, Chaudron (1988) notifies that teacher talk represents approximately two-thirds of classroom speech. According to Johnson (1995) this is the way how teacher control both the content and structure of classroom communication (see in Walsh, 2006: 5-7).

The four features of classroom discourse cover the control of patterns of communication, elicitation techniques, repair strategies and modifying speech to students. Teachers control most of the patterns of communication, mostly through the ways in which they limit or allow students' interaction, take control of the topic, and facilitate or deter learning opportunities. In this case, teachers should have the role to manage student contributions which will establish the success of a lesson. They are in charge not only to teach the language but also to arrange practice activities in the classroom (Walsh, 2006: 3).

Controlling the patterns of communication means that teachers control both the topic of conversation and the turn-taking. The teachers control them primarily by restricting or allowing students' interaction, taking control of the topic, and facilitating or hindering learning opportunities. The underlying structure is typically represented by sequences of discourse moves IRF, where *I* is teacher initiation, R is learner response and F is an optional evaluation or feedback by the teacher. The model is referred to as the IRF sequence, as illustrated below by Sinclair and Coulthard (1975):

(I)   T   Two things to establish for the writer at the beginning of the story. One situation.   What is the situation at the beginning of the story, anybody? What's the situation   Douglas? Have you read the story Douglas?

(R)   S   No sir.

(F)   T   Ah that won't help then will it who's read the story what is the situation at the beginning, Michael? Is it Michael?

<div align="right">(Walsh, 2006)</div>

As can be seen in above illustration, for every move made by the students, a teacher makes two. It supports what Chaudron (1988) concludes that teacher talk represents approximately two-thirds of classroom speech. According to Musumeci (1996), the teachers' and students' expectations regard question and answer routines are proper classroom behaviors. This is how conversation, in a classroom, is characterized. The feedback given by a teacher to a student is significant and needed to make the students feel good. Besides, the time constraints facing teachers confirm question and answer routines as the most effective means of progressing the discourse (Walsh, 2006: 5-7).

The second feature which most characterizes language classrooms is elicitation techniques. It deals with how a teacher asks questions to control the discourse. The importance a teacher's choice of questioning strategies can have on students' participation. A teacher's use of questions is the single most-used discourse modification to aid and maintain participation among students. Here, the teacher' questions facilitate the production of target language forms or correct content-related responses. His choice of elicitation technique or the use of appropriate questioning strategies depends on the function of a question in relation to what is being taught or the teacher's pedagogic goal. If the teacher's agenda at this stage in the lesson is to check comprehension, then his choice of elicitation technique, that is giving students the display and closed type of questions, is appropriate and in line with his pedagogic goal. If however, he aims to promote class discussion, a different type of questioning strategy

would be needed, using more open, referential questions. Open type of questions, such as why-questions, initiate longer response (Walsh, 2006: 7-9). In other words, the length and complexity of student's utterances are determined more by whether a question is closed or open than whether it is a referential or display one. It is obviously here that the length and type of student contributions are very strongly influenced by the nature of the questions being asked. Students have more interactional space and freedom in both what they say and when they say it in casual conversation and when teacher's comments are non-evaluative, relating more to the content of the message than the language used to express it (Walsh, 2006: 8).

According to Van Lier (1998), apart from questioning, the activity which most characterizes language classrooms is repair strategies or correction of errors. Correcting linguistic errors directly and overtly in the L2 formal context is not an embarrassing matter as long as the teachers are able to maintain face in the classroom. This feedback is needed since it is crucial to learning. Relating to pedagogic goals, teachers are open to many options whether to correct error directly or indirectly, overtly or covertly (Walsh, 2006: 10).

Van Liers (1996) adds that learning can only be optimized when teachers are sufficiently in control of both their teaching methodology and language use. Lynch (1996) suggests three reasons for the interest in language modification by teachers for students. First, this is important because of the link between comprehension and progress in L2. If students do not understand the input they receive, it is unlikely that they will progress. Second, is the issue of the influence of teacher language on student language. The third reason is the need for teachers to modify their speech owing to the difficulties experienced by students in understanding their teachers. Without some simplification or reduction in speed of delivery, it is highly unlikely that students would understand what was being said to them (Walsh, 2006: 12-13).

Chaudron (1988) finds that language teachers typically modify four aspects of their speech. In the first instance, vocabulary is simplified and idiomatic phrases are avoided. Second, grammar is simplified through the use of shorter, simpler utterances and increased use of present tense. Third, pronunciation is modified by the use of slower, clearer speech and by more widespread use of standard forms. Finally, teachers make increased use of gestures and facial expressions (Walsh, 2006: 12-13).

There are three approaches available for investigating classroom discourse, namelyinteraction analysis approaches, discourse analysis approaches, and conversation analysis approaches. Interaction analysis approaches comprise a series of observation instruments, or/coding systems, which are used to record what the observer deems to be happening in the L2 classroom.From these recordings and the statistical treatment, classroom profiles can be established. These kinds of observation instruments possess the following features. First, they use some system of ticking boxes, making marks and recording what the observer sees. Second, they are reliable, enabling ease of comparison between observers and generalization of results. Third, they are essentially behaviorist, assuming a stimulus/response progression to classroom discourse. Fourth, they have been used extensively in teaching training, particularly for developing competencies and raising awareness (Walsh, 2006: 39-40).

Wallace (1998) divides interaction analysis approaches into the system-based approaches and the *ad hoc* approaches. The system-based approaches have a number of fixed categories so they do not need to design one from scratch and no need for validation. The system-based observation instruments provide several discourse models of classroom interaction. Bellack and colleagues (1966) offer three-part exchange: solicit, respond, react –

or as it is now more commonly described: initiation, response, feedback. Flanders (1970), developing Flanders Interaction Analysis Categories (FIAC), provides classification as follows: Teacher talk, Pupil talk and Silence. Teacher Talk is classified into 1. Accept feelings, 2. Praises or encourages, 3. Accepts or uses ideas of pupils, 4. Ask questions, 5. Lectures, 6. Gives direction, 7. Criticizes or uses authority. Pupil Talk is classified into 1. Response and 2. Initiation. Meanwhile, Silence here focuses on the Period of silence or confusion. In 1984 Allen, Frohlich and Spada introduced their system *Communicative Orientation of Language Teaching (COLT)*. There was an attempt, in the instrument's 73 categories, to enable the observer to make a connection between teaching methodology and language use.

The instrument is directly linked to communicative methodology and considers how instructional differences impact on learning outcomes. It was formulated in two parts. Part A focuses on classroom organization, tasks, materials and levels of learner involvement. Part B analyses learner and teacher verbal interaction, considering such things as evidence of an information gap, the existence of sustained speech, the quantity of display versus referential questions. The COLT instrument is proper to be used in qualitative and quantitative modes of analysis (Walsh, 2006: 40-3). .

The *ad hoc* approaches to classroom observation involve designing an instrument to address a specific pedagogic issue. It focuses on the detail of the interaction to understand complex phenomena which cannot be handled by system-based approaches. The focus of this instrument is teacher talk. The aim is to help teachers achieve a fuller understanding of the relationship between language use, interaction and opportunities for learning. They permit a finer grained understanding of a specific feature of the discourse. An *ad hoc* approach to interaction analysis is called SETT (Self-Evaluation of Teacher Talk) (Walsh, 2006: 44).

Here is the SETT instrument:

Feature of teacher talk	Tally	Examples from your recording
(a) Scaffolding		
(b) Direct repair		
(c) Content feedback		
(d) Extended wait-time		
(e) Referential questions		
(f) Seeking clarification		
(g) Confirmation checks		
(h) Extended learner turn		
(i) Teacher echo		
(j) Teacher interruptions		
(k) Extended teacher turn		
(l) Turn completion		

(m) Display questions		
(n) Form-focused feedback		

Here is the SETT key

Feature of teacher talk	Description
(a) Scaffolding	(1) Reformulation (rephrasing a learner's contribution) (2) Extension (extending a learner's contribution) (3) Modelling (correcting a learner's contribution)
(b) Direct repair	Correcting an error quickly and directly.
(c) Content feedback	Giving feedback to the message rather than the words used.
(d) Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
(e) Referential questions	Genuine questions to which the teacher does not know the answer.
(f) Seeking clarification	(1) Teacher asks a student to clarify something the student has said. (2) Student asks teacher to clarify something the teacher has said.
(g) Confirmation checks	Making sure that teacher has correctly understood student's contribution.
(h) Extended student turn	Student turns of more than one clause.
(i) Teacher echo	(1) Teacher repeats a previous utterance. (2) Teacher repeats a student's contribution.
(j) Teacher interruptions	Interrupting a student's contribution.
(k) Extended teacher turn	Teacher turn of more than one clause.
(l) Turn completion	Completing a student's contribution for the student.
(m) Display questions	Asking questions to which teacher knows the answer.
(n) Form-focused feedback	Giving feedback on the words used, not the message.

The SETT framework is as follows:
The aim: to understand the relationship between language use, interaction and learning opportunity

(a). Research Questions:
   1. In what ways do teachers, through their choice of language, create opportunities for learning?

2. How do teachers, through their use of language, increase opportunities for learner involvement?
3. What evidence is there that teachers 'fill in the gaps' or 'gloss over' student's contributions to create a smooth flowing discourse, thereby reducing opportunities for learning?

(b). Steps:

Step 1: Look quickly through one of the lesson transcripts and make brief notes under the following headings (a) quantity and quality of teacher language; (b) quantity and quality of learner language; (c) appropriacy of teacher talk.

Step 2: Watch the video EXTRACT. Using the transcript. Identify the different classroom modes. Comment on the type and purpose of teacher talk used in each mode.

Step 3: Watch a second extract. Identify the different modes and be ready to comment on the appropriateness of teacher talk in each mode.

Step 4: Look at the SETT instrument. Working with a colleague, comment on what you understand by each of the categories. Which categories would you expect to help hinder learner contributions?

Step 5: Using the key to SETT, identify one example of each category in your own data. Make a note of the page and turn numbers. Check with a colleague if you are not sure.

Step 6: Watch the first video extract again, this time using the SETT instrument and the transcript. Identify any examples of the SETT categories as you watch. Mark on the transcript using A-N. Compare with two colleagues and make a note of any differences in the categories you chose.

Step 7: Listen to an audio-recording of part of a lesson. Using SETT, keep a tally of the different features of teacher talk. Write down one or two examples.

(Walsh, 2006: 165 – 170)

The second approach available for investigating classroom discourse is discourse analysis (hereafter DA) approaches. In 'traditional' primary school classrooms where status and power relations are demonstrated clearly, the most classroom communication is characterized by an IRF or IRE structure. Meanwhile, in the contemporary L2 classroom, where there is far more equality and partnership in the teaching-learning process, the interaction patterns are more complex. In this setting, an utterance can perform a multitude of functions. In this case, DA approaches need to be adopted (Walsh, 2006: 45-8).

Different speech communities emphasize different functions and express particular functions differently. There are a number of ways of categorizing the functions of speech. (1) Expressive utterances express the speaker's feelings. (2) Directive utterances attempt to get someone to do something. (3) Referential utterances provide information. (4) Metalinguistic utterances comment on language itself. Poetic utterances focus on aesthetic features of language. (5) Phatic utterances express solidarity and empathy with others. (see in Holmes, 1992: 285-6)

Finch (1998) proposes a set of language functions. Due to their diversity, functions of language might be divided into two categories: **micro functions** which refer to specific individual uses, and **macro functions** which serve more overall aims. There are seven functions belong to the first category, i.e. p**hysiological, phatic, recording, identifying, reasoning,**

communicating and pleasure. Physiological function serves the purpose to release physical and nervous energy. **Phatic function** is intended to link people and make the coexistence peaceful and pleasant. Recording function denotes using language to make a durable record of things that ought to be remembered. **Identifying function deals with the ability to** identify the objects and events. **Reasoning function** refers to the language as instrument of thought. **Communicating function** would probably be pointed at by most language users without major consideration. It covers requesting, apologizing, informing, ordering as well as promising and refusing. **Pleasure functions means that language** gives pleasure both to the speakers and listeners **through the use of assonance, alliteration, onomatopoeia,** syntactic rules, novelties of meanings juxtapositions and language games.

Finch (1998) appends that Macro functions include i**deational, interpersonal, poetic and textual functions.** Ideational function refers to the conceptualizing process involved in our mental activities. It makes us understand what happens around us. Interpersonal function emphasizes that language is mainly a social phenomenon. It enables to project the speaker in the desired way and to represent the speaker. **Poetic function** refers to the ability to manipulate language in a creative way. Textual function refers to the ability to create long utterances or pieces of writing which are both cohesive and coherent by using certain linguistic devices. The language functions which are related to our discussion are expressive, directive, referential, metalinguistic, p**hatic, identifying, communicating and interpersonal function. Holmes' referential function actually works for the same purpose as Finch's informing function.**

Any utterance may in fact express more than one function, and any function may be expressed by a stretch of discourse which doesn't exactly coincide with an utterance. For example, *Yes, its beautiful* could be categorized as primarily expressive or phatic function. The directive function could be expressed either in direct or indirect way. There are many direct ways, such as: *please stand up, would you mind closing the door?*, *submit the homework*. The examples of indirect forms are: *your mouth must be tired, I can't hear the teacher's voice, You must be worn out.* Theses utterances are addressed to someone who is talking all the time beside the speaker when they should pay attention to the teacher's explanation (Holmes, 1992: 286-9). The speaker's consistency of using certain form of a directive shows his ideology. Ordering students to clean the whiteboard, teachers who respect their students prefer *please clean the whiteboard* to *clean the whiteboard.*

A little different from above discussion, there is another view. The classroom data might also be analyzed according to their structural patterning and function. For instance, the interrogative structure *'what time does this lesson end?'* could be interpreted as a requestfor information, an admonishment, a prompt or cue. The sample shows that one utterance may have more than one function. In terms of form, this kind of analysis is clearer. In terms of function, there are overlapping similarities between communicating function and a request for information (Walsh, 2006: 48).

Other than investigating the function and form of the teacher's utterances, the observation might be directed to the ideology and identity displayed by the teacher. As suggested by Kumaravadivelu (1999), in order to comprehend what actually happens in the L2 classroom, the observer needs to recognize the teachers' ideologies and identities (see in Walsh, 2006: 59). Concerning ideologies, Brian Paltridge(2006: 45) informs that ideologies often tend to be 'hidden' rather than overtly stated. Oxford Advanced Learner's dictionary defines ideology as manner of thinking, ideas of a person, group, etc. It is important to know

that texts are never ideology-free. Nor can they be separated from the social realities and processes they contribute to maintaining. Spoken and written genres are not just linguistic categories but also the performance of significant process by which dominant ideologies are transmitted .

There are a number of ways in which ideology might be explored in a text. For example, by looking at textual features in the text, looking at the framing of the text, relating the text to other texts, relating the text to readers' and speakers' own experiences and beliefs. The framing of the text here means how the content of the text is presented. What concepts and issues are emphasized (Paltridge, 2006: 45). Thus, teacher's style, a simple plane of linear variation within the speech of a single person, might reflect his ideology. For example, the teacher's drive to maintain particular speech might mirror his/her ideology Following Martin Joos's classification, there are the five levels of formality in spoken and written English 'frozen', 'formal', 'consultative', 'casual' and 'intimate' (see in Coupland, 2007: 1, 10, 43, 177). Teachers usually use the first three levels of formality, i.e 'frozen', 'formal' and 'consultative'. The teachers' choice to maintain particular level indicates the ideology that they want to uphold.

From the following scene from *Sex and the City* we can see Charlotte's ideology – the principle belonging to an individual or group. Carrie had just discovered an engagement ring in her boyfriend, Aiden's, overnight bag. She then went into the kitchen and vomited. She is telling her friends about this incident:

Charlotte	: You're getting engaged!
Carrie	: I threw up. I saw the ring and I threw up. That's not normal.
Samantha	: That's my reaction to marriage.
Miranda	: What do you think you might do if he asks?
Carrie	: I don't know.
Charlotte	: Just say yessss!!!!

The concept which is foregrounded in this conversation is that if a man asks a woman to marry him she could 'just say yes' (Paltridge, 2006: 45-46).

As mentioned earlier, grasping what actually takes place in the L2 classroom also involves an attentiveness of the teachers' identities. It is important since a teacher may possess a number of identities. The way in which teachers display their identities includes the way they use language, including their choice of levels of formality, and the way they interact with their students. The information a teacher gives off his identity depends on the context, place of interaction and purpose of discourse (Paltridge, 2006: 38-39). Meanwhile to make the classroom communicative, Nunan (1989) enlightens that the teacher has at least three main identities as a facilitator of the communicative process, as a participant, and as an observer and student. The different roles of the teacher will make students feel closer to him/her and feel free to express themselves.

Holmes (1992: 245, 248) confirms thatthe speaker'sspeech style is affected by the addressees and the context. In fact, it is also influenced by the speaker's ideology and identity (*see*: in Paltridge2006:38, 45). The speech style here encompasses the choice of vocabulary, grammatical construction and pronunciation (Holmes, 1992: 248; Walsh, 2006: 12). For examples, the primary school teachers will use short, simple sentences and common words. Concerning pronunciation, they will use slower, clearer speech and standard form. In a

Christian school, greeting like *Syallom,* which means *Salam damai sejahtera,* is common used either by teachers or students. This word, certainly, is not used in non Christian schools. The use of *Syallom* reflects the speaker's identity as a Christian. The teacher's decision to make use of short, simple sentences, common words, slower, clearer speech and standard form may reflect his ideology that a proficient teacher is a teacher who always understands his students and assists his students to comprehend the lesson.

The teacher's ideology may also be recognized through his repair strategies or correction of errors. The consistency of the way teacher correcting linguistic errors whether directly or indirectly, overtly or covertly really reflects his/her manner of thinking.The teacher's effort whether to maintain students' face or not in the classroom is important to observe.

Walsh (2006, 48) mentions the limitations of DA approaches in general. They do not succeed in detecting role relations, context and sociolinguistic norms which have to be followed. In short, a DA treatment fails to adequately account for the dynamic nature of classroom interaction and the fact that it is socially constructed by its participants. By the same token, DA approaches do not adequately account for the range of contexts in operation in a lesson and for the link between pedagogic purpose and language use. To overcome these shortcomings, conversation analysis (hereafter CA) approaches need to play their roles.

CA approaches focus on the function of language as a means for social interaction by giving emphasis to context and the sequence of utterance. Their primary philosophy is that social contexts are not static but are persistently being formed by the participants through the use of language and the ways in which turn-taking, openings and closures, sequencing of acts, and so on are locally managed. Interaction is examined in relation to meaning and context; the ways in which actions are sequenced is fundamental to the process. Heritage (1997) highlights that interaction is deemed to be context-shaped and context-renewing. It means that one contribution depends on a previous one and subsequent contributions create a new context for later actions. Context here is shaped and renewed by the participating students and teacher (see in Walsh, 2006: 50).

CA approaches are suitable for interpreting and account for the multi-layered structure of classroom interaction. Here no utterance is categorized in isolation and contributions are observed in sequence. The investigation includes (1) turn-taking organization, (2) turn design, (3) sequence organization, (4) lexical choice and (5) asymmetry of roles. (see in Walsh, 2006: 53).

According to Walsh (2006) the characteristics of the three approaches mentioned above are as follows:

I A approach	DA approach	CA approach
• Clear status & power relation between teacher and learner	• Far more equality & partnership	Participants have equal status and rights
• Teacher-initiated communication	• Far more learner-initiated communication	• Far more student-initiated communication
• Teacher-fronted classroom interaction	• Less reliance on teacher-fronted classroom interaction	• Less reliance on teacher-fronted classroom

		interaction
• More quantitative	• More quantitative	• More qualitative
• Context: static	• Context: static	• Context: dynamic
• More Product-oriented Techniques	• More Product-oriented Techniques	• Process-oriented techniques
• Interpret from structural categories	• Interpret from functional categories	• Interpret from the data
• Aim: Fitting data to preconceived categories.	• Aim: Analyzing data according to their structural patterning and function.	• Aim: Analyzing the structural organization of the interaction as determined by the participants.
• There is preconceived set of descriptive categories at the outset.	• There is preconceived set of descriptive categories at the outset.	• There is no preconceived set of descriptive categories at the outset.

Conclusion

In order to frame an effective classroom, teachers need to build functional communication. It may happen by emphasizing the importance of functions, not only patterns in grammar teaching and by having more understanding on classroom discourse. By emphasizing on functional communication, teachers will prepare their students to enter real communication in the real world. By exploring classroom discourse, teachers hopefully will realize more their great impacts on the students at present and in the future. Primary school teachers also take this responsibility since they have to lay the fundamental base for the right education to the young generation. Hence, they call for highly particular and appropriate knowledge, directly arising from, and pertinent to, curriculum and real life. Such exploration is more valuable than providing extensive information of the structural patterns. Other than, teacher is linguistically more ideological compared to the students in terms of classroom communication.

In exploring classroom discourse, teachers need to know about the features of classroom discourse and approaches for analyzing classroom discourse. The knowledge concerning these areas help teachers to create effective classroom. The four features of classroom discourse cover control of patterns of communication, elicitation techniques, repair strategies and modifying speech to students. Meanwhile, there are three approaches which are suitable for investigating classroom discourse. They are interaction analysis approaches, discourse analysis approaches, and conversation analysis approaches. The characteristics of the classroom interaction determine the approaches to be employed.

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