**2. Principles of EFL/ESL Teaching**

**2.1     Teaching Language as Interaction among People**

This sub-chapter explains teaching language as interaction among people. It includes the two types of “pre-communicative activities”, ways a teacher can do to create an interactive classroom; roles of teacher to create an interactive class; and the problems occur in teaching EFL/ESL.

The main function of language is to ease human to communicate. Therefore in teaching language a teacher should help the students to communicate and interact among themselves. Littlewood (cited in Gebhard, 2001:49) states that interactive classroom is initiated by “pre-communicative activities”. The activities are performed to separate specific elements of knowledge or skill that involve communicative aptitude, and to provide the students opportunities to practice the skill without having to fully engage in communicating meaning.

There are two types of precommunicative activities: structural and quasi-communicative. Structural activity deals with grammatical and vocabularies aspects. Whereas quasi-communicative is activity that sees language as communication, for example dialogues, etc. As an illustration, a teacher expects her students to master how to ask about food likes and dislikes. First, the teacher explains the grammatical item *do* to ask a yes-no question. Afterward, she provides some examples of asking a yes-no question. As a quasi-communicative activity, the students are instructed to practice asking a yes-no question about food likes and dislikes among them.

Moreover, there are five ways a teacher can do to create an interactive classroom. *First*, reduce the centrality of the teacher. As English should be taught as a communication skill, the focus of the teaching-learning process is the students to practice their skills. Therefore teacher-center method is considered not to be appropriate in an interactive classroom. *Second*, appreciate the uniqueness of individuals. Each student brings her/his own experiences and characteristics to the English class. The difference between EFL and ESL students is that EFL students’ characteristics generally vary since they come from different countries; while EFL students mostly homogenous who share similar culture and value. However, both EFL and ESL students have different enthusiast and different learning styles. The teacher should accept the students as the way they are with their own uniqueness. By appreciating their uniqueness, the class will be conducive to learn English. *Third*, give opportunity for the students to express themselves in meaningful ways. Students need chance to listen to each other's opinion and to express themselves in meaningful ways. Giving them the opportunity to express themselves contributes to create an interactive class. *Fourth*, give opportunity for the students to negotiate meaning among themselves and with the teacher. The students need to negotiate meaning not only with the teacher but also among themselves. They should give chances to ask and receive clarification, confirm their understanding, ask and respond a question, and react to responses. These opportunities provide the students to understand one’s intention and express their own intention. It will increase the interaction and respect each other as well. *Fifth*, give the students choices of what they want to say and how they say it. Negotiating meaning also provides the students of what they want to say and how they say it since they are given opportunity to interact with each other.

In addition, to create an interactive classroom, a teacher plays an important role. The role of an EFL/ESL teacher mainly divided into two sets. *First*, roles related to English language abilities. This role deals with the language use. The teacher should be able to teach the students the *language authority,* for example describing the grammatical rules or emphasizing the pronunciation. Sometimes the students ask about the culture of where the native English live. Teacher should be able to be the *cultural informant* although she/he ever been there. Moreover, the teacher should play as a *model of English speaker* in order to give the students understanding how the language can be used to express meaning. *Second*, roles related to creating meaningful interaction. This role deals with technical matter in the class. Besides teaching the language, the teacher should play as *needs assessor* who investigate the students’ interests, learning styles, goals, in order to set their needs and create appropriate method and materials of teaching. The teacher should also play as *classroom manager* who has major authority of the classroom activities in order to make the classroom interactive. As a *text adaptor*, the teacher should decide whether a certain text usable and beneficial for the students. Last but not least, the teacher should play as an *entertainer* who can decrease the anxiety level of the students.

On the other hand, sometimes some problems occur when teaching EFL/ESL. Gebhard (2000) testifies three problems that may occur.  First, the *bandwagon* problem, the teacher is over enthusiastic to a new exciting method. Second, the *overly anxious* problem, the teacher meets high-level anxious students who cannot take the advantages of the language learning. Third, the *engagement* problem, the teacher is not fully committed to the teaching process thus she/he will not do the best to help the students use the language to communicate.

This chapter has explained about the two types of “pre- communicative activities”, the five ways a teacher can do to create an interactive classroom; the two roles of teacher to create an interactive class; and the three problems occur in teaching EFL/ESL. The next discussion is about classroom management.

**2.2     Classroom Management**

To create a conducive atmosphere for the students to interact in English, a teacher should have ability to organize activities in the classroom. This skill is called classroom management. This sub-chapter discusses six abilities of classroom management: 1) teacher talk, 2) teacher’s question, 3) setting up classroom activities, 4) giving instructions, 5) keeping students on task, and 6) making language comprehensible. This sub-chapter also portrays some problems occur in managing classroom interaction. A further explanation follows.

**2.2.1 Teacher talk**

Sometimes teacher talk performs how the teacher thinks (think aloud) in order the students can imitate the way of thinking. However, it might appear that the teacher dominates the classroom interaction. Moreover, if it is done too much, the students might stop listening and comes up with assumption that English is a subject in which the teacher lectures. To keep away from teacher domination, a teacher should consider using English selectively and purposively to answer students’ questions, give instructions and participated in daily interpersonal communication.

**2.2.2 Teacher’s question**

Teacher’s question play important role as well. In United States, a research discovered that teachers ask between 45 and 150 questions every half hour. The purpose of asking question depends on what the teacher wants to acquire from the students. There are five types of questions based on the purpose, i) *display question*, when the teacher has already known the answer but wants the students to show their knowledge (“*What color is your shirt?*”); ii) *referential question*, when the teacher does not know the answer (“*What is your favorite color?*”); iii) *comprehension check*, to find out whether the students understand (“*Do you understand?*”), iv) *confirmation question*, to verify what was said (“*You said you got up at 6:00?*”), and v) *clarification check*, to further define or clarify (“*Did you say you got up at 5:00 or 6:00?*”). However, the main purpose of teacher’s question is to elucidate students’ ability in practicing their English; whether it is display question, referential, comprehension check, confirmation, or clarification check.

Additionally, the teacher’s question is also determined by the content of the question. The content of the question set into five: i) *procedure*, question that asks students about procedural matters (“*Did you do the homework?*”); ii) *study of language*, question that asks students about aspects of language (“*What does the word* acculturation *mean?*”); iii) *study of subjects*, question that asks students about content of the subject (“*How big is the Little Prince?*”); iv) *life-general*, question that asks students about the lives of group of people (“*Do Japanese women like hot tea in the summer?*”); v) *life-personal* question that asks students about the lives of the individuals (“*Do you like to drink hot tea in the summer?*”). In brief, the teacher must have ability to ask the students an appropriate question.

Furthermore, it is suggested to the teacher to wait for the students to answer the question a little longer; about three to five seconds. It is discovered that the students’ involvement increases when the teacher extends the wait-time after asking question. It is found that the students ask more questions and they react to each other's comments, the average length of the students’ responses and the number of correct responses increases, they make more inferences as well.

**2.2.3 Setting up classroom activities**

In order to have an interactive classroom, knowledge of setting up classroom activities is also important. The teacher can set the students to work alone, in pair, in group, or as a whole class. The grouping can also play as an icebreaking since it can be done in many ways. For example, teacher groups the students based on their characteristics (hair length, hair color, height, sex, age, favorite artist, etc); ability and experience (accurate/non accurate, fluent/not fluent, etc); personality factors (shy/outgoing, front sitter/back sitter, stone faced/smilers, etc); or by lottery (same flavor candy, same colored dots, same numbers, same piece of pictures, etc). The grouping activity is believed can make the students attracted to the materials given as well as the seating arrangements. The students can be seated into semicircle, face to face, pairs side by side, pairs back to back, etc. The main goal of classroom activities is to make the students comfortable and ready to learn English in the classroom. However, the teacher should select appropriate activities or even let the students be free to choose their seating or learning style as long they do not disrupt the learning process.

**2.2.4 Giving instruction**

The way the teacher gives instruction is another factor of classroom managements. The teacher should provide the opportunity for the students to interact while giving instruction. Teacher can give instructions in several ways:

1. write the instruction on the board and deliver it verbally;
2. give the instruction verbally then give example by role playing;
3. select one or two students to read the instruction and paraphrase it to the class;
4. write the instruction, tell the students to read it silently, and ask them what they are expected to do;
5. dictate the instruction to the class, tell the student to check each other's dictation;
6. mime the instruction, make the students guess what the instruction is;
7. Whisper the instruction to a student and make her/him to whisper it back to other students, so on so forth.

**2.2.5 Keeping students on task**

Sometimes teacher has difficulty in keeping the students to do the task given. For example, when they are in small group they chat with each other using their native language; yet when they are approached by the teacher, they pretend to do the task. Furthermore, if the teacher gives a way too difficult task to do, they will lose the interest to do the task since it is impossible to be done on time. Some suggestions to keep the students on task are:

1. give clear instruction;
2. let the students know that the teacher expect them to stay on task;
3. have the students work on task that interests them;
4. give the students a reasonable time to do the task;
5. give tasks that have product;
6. appoint the students to take on roles (leader, secretary, time keeper, etc);
7. Avoid interrupting their work unless they ask.

**2.2.6 Making language comprehensible to students**

It is implied that if the teacher talk, question, instruction and materials are not comprehensible, the students will easily lose their interest in learning English. The condition of the class is boring and there is no interaction happens in the class. To make the language comprehensible to the student, there are three ways a teacher can do. First, the teacher should simplify the speech. Simplifying speech can be conducted by exaggerating pronunciation and facial expression, decreasing speech rate, frequent uses of pauses, gestures, and sentence expansion, and completing students’ sentences. Second, the teacher can add mediums. To help the students comprehend the language, the teacher may bring some additional instruments for example pictures, realia, food, etc. Third, the teacher should negotiate meaning with the students. The negotiation of meaning can be performed through confirmation and clarification. The more teacher and students confirm and clarify the more English becomes comprehensible.

However, there are some problems might occur in managing classroom interaction. Gebhard (2000) portrays three of them. First, the “*I never have enough time!*” problem, the teacher feels there is a lot of things to do but the teacher and the students can not find enough time. Second, the “*How do I get students to use English in class?*” problem, the students do not use English as much as the teacher expected. Third, the “*name remembering*” problem, the teacher has difficulty in remembering the students’ names.

In conclusion, there are six abilities that a teacher should master in managing classroom; they are teacher talk, teacher’s question, setting up classroom activities, giving instructions, keeping students on task, and making language comprehensible. Some problems occur in managing classroom interaction deals with time management, students’ lack of English use, and name remembering problem. The last discussion is about culture and the language teacher.

**2.3     Culture and the Language Teacher**

Culture in this discussion defined as the common values and beliefs of a people and the behaviors that reflect them. It is crucial for a language teacher to study the culture where the language used in order to comprehend what the native speaker expects through her verbal and non-verbal communication. This sub-chapter elucidates four discussions: the cultural adjustment, the benefits of adapting to another culture, cultural concepts that can be taught to EFL/ESL students, and some problems occur in culture and language teaching and learning.

An ESL teacher should be aware that the students might have some difficulties in adjusting new culture. Levine and Adelman (1993) illustrate a person who lives in a new culture as *a fish out of water*. They describe the five stages of the adjustment process in a new culture as a ride on a roller coaster since the process deals with elation and depression in a very short period. First, *honeymoon period*, when the sojourner feels the excitement of the differences; it usually happens in the first time of arrival. Second, *culture shock*, when the sojourner is immersed in new problems (housing, transportation, shopping, etc). Third, *initial adjustment*, when everyday activities such as housing and shopping are no longer a major problem. Fourth, *mental isolation*, when the feeling of missing family and relatives sometimes results into frustration and a loss of self-confidence. Fifth, *acceptance and integration*, when the sojourner has been accustomed to the habits, customs, foods, and characteristics of the people.

The symptoms of cultural adjustment that might occur are homesickness, inability to work well, too much eating, drinking, or sleeping, anger toward the members o the new culture, glorifying the native culture and emphasizing the negative in the new culture, withdrawal and avoidance of contact  with people from culture, and the lack of ability to deal with even small problems. To overcome this problems it is suggested to develop social relationships with people from own country, with other newcomers, and with members of the new culture.

In other hand, when a sojourner succeeds passing cultural adjustment some benefits can be obtained. The benefits include a fuller sense of security, the possibility of more success in the workplace, the possibility of establishing meaningful relationships with people from the culture, the possibility of gaining fluency in the language of the host country, a deeper understanding of own culture, and a deeper understanding of oneself. Thus, besides the improvement of self-understanding, an understanding of others also developed as well as the language understanding.

Furthermore, an EFL/ESL teacher can develop cultural issues as materials in the class. There are four concepts of cross-cultural communication that a teacher can bring into the class. *First*, cross-cultural communication includes adapting behavior. The behaviors that should be learned to communicate with people from other culture are nonverbal behavior and discourse behavior. Nonverbal behavior includes kinesics differences (walking, shaking hands, touching). Discourse behavior includes the rules of speaking while interacting in social settings (greeting, making promises, requesting, complaining, offering, thanking, etc.). *Second*, cross-cultural communication involves problem solving. The teacher can bring the differences of the cultures as a problem to solve by the students. For example, there are three people from different countries who will meet in a country to discuss something. They speak English fluently, however their nonverbal communication are different based on their countries. The problem to discuss is what nonverbal communication they will use. *Third*, to understand a culture, get to know individuals. Sometimes we generalize someone’s behavior as the culture of a country. It sometimes true but it can be wrong. Not all Americans are competitive, not all Indonesians are friendly. However, by getting know the individuals we can portrait their culture. *Fourth,* to understand another culture, study your own. To teach the students culture, a teacher can raise questions about their own culture. The students can compare their culture with the culture studied.

Nevertheless, an EFL/ESL teacher might face some problems in teaching language related to culture. First, the “*I can’t seem to adjust*” problem; the ESL students and even the teacher might feel that they are not able to adjust the host culture. Second, the “*learning the language of the host country*” problem; the language of the country challenges the teacher. Third, the “*cheating*” problem; the different perspectives of the teacher’s and the students’ in constitute cheating.

As promised in the first paragraph of this sub-chapter, it has been discussed the cultural adjustment, the benefits of adapting to another culture, cultural concepts that can be taught to EFL/ESL students, and some problems occur in culture and language teaching and learning.

In conclusion, the principles of EFL/ESL teaching emphasizes on the teacher’s ability to create an interactive classroom, manage the classroom, and relate the culture as a material for the students to learn English. It is also described how the teacher can create such interactive classroom; one of them is by avoiding teacher-center learning. Teacher also should play two roles; related to English language abilities and related to meaningful learning.

Additionally, the skill of managing the classroom includes teacher talk, teacher’s question, and setting up classroom activities, giving instructions, keeping students on task, and making language comprehensible. Furthermore, teacher can use cultural values as materials to bring into the class.

**III. Synthesis/Comments**

The book has clearly stated that teaching English must be interactive and emphasized on the language use or English as communication. It is undoubtedly correct; however the grammatical features cannot be left. The use of tenses and pronunciation play a very important role as well. When the students speak to a native speaker, she might not understand what the students mean due to the incorrect language structure, choice of words, or the pronunciation. Thus, before an interactive class can be created, the students should be emphasized on the importance of the correct use of the language structure and pronunciation. However, one of the teaching methods that can be used to correct the students’ language structure and pronunciation is Direct Method thus it is appropriate to be employed in an interactive class. Hence, the classroom is interactive and meaningful as well.

Additionally, the book only divided teacher`s role into two: related to English language abilities and related to creating meaningful interaction. Both roles do not include teacher as participant in the class, in fact the teacher needs to be a participant to create interpersonal relationship with the students in order to decrease students` anxiety level.

Nevertheless, the sub-chapter 2.2 Classroom Management has clearly explained the skills that an EFL/ESL teacher must have, such as teacher talk, teacher`s questions, setting up classroom activities, giving instructions, keeping students on task, and making language comprehensible. Those aspects enlighten us as EFL/ESL teachers that we must master those skills in order to have an interactive classroom.

Moreover, culture as a material to bring in the class challenges us to study our own culture and others (especially where the native English live); thus, we can prepare ourselves when unexpected questions come from the students. Overall, the three chapters of the book enlighten us about the principles in teaching EFL/ESL.