

**ENHANCING STUDENTS – PRE SERVICE TEACHER
INTERACTION USING FIRST LANGUAGE (L1) IN ENGLISH
FOR YOUNG LEARNERS (EYL) CLASSES**

Rina Wahyu Setyaningrum

rina@umm.ac.id

Muhammadiyah University of Malang, Indonesia

Kharisma Naidi Warnanda S.

kharisma.naidi@umm.ac.id

Muhammadiyah University of Malang, Indonesia

Slamet Setiawan

slametsetiawan@unesa.ac.id

State University of Surabaya

Article History:

Received: 28th April 2020

Accepted: 26th June 2020

Corresponding Author:

Tel.:

kharisma.naidi@umm.ac.id

Keywords:

L1 instruction; students; pre-
service teacher; interaction;
EYL

For any different objectives of teaching EYL at primary schools in Indonesia, qualified EYL teachers are urgently needed. Pre-service teaching program is expected to provide the experience of using the proper English language in the classroom setting. This case study aimed at describing the first language (L1) instruction used by the pre-service teachers of English for Young Learners (EYL) at the Universitas Muhammadiyah Malang (UMM). The findings depicted that L1 was used as a language of instruction to explain the materials and to clarify the instruction given in L2. It is recommended for the pre-service teachers of EYL to use L2 with demonstration, L2 Context Clues, and L1 translation. Ultimately, the use of L1 in L2 teaching is mandatory to communicate the topic and enhance the students - pre-service teacher interactions. As for meeting the purpose of the interaction, the use of L1 should involve actional, conversational, and non-verbal competences. In the long run, the impact of L1 in L2 learning at earlier levels can be recognized from good interpersonal communication in English.

INTRODUCTION

Globalization conveys challenges such as people's movement, environmental changes, as well as languages and cultural differences, might have consequences for EYL (Garton & Copland, 2019). Additionally, the introduction of English in primary schools is urgent because of the common belief of a better start of learning language, the future workforce competition, and parents' demands on their children's English skills in global communication (Copland, Garton, & Burns 2013; Rich 2014).

Since English was introduced to primary school students of Indonesia in the 1990s, English had been a favorite subject and included in teaching and learning process in earlier levels – grade 1 to 3 – although the government had stipulated a Ministry of Education and Culture No. 060/U1993 that the introduction of English can be started by grade 4. Following the situation, the Decree of Minister of National Education No. 22/2006 was formally stipulating English as a local content subject to students from Years One to Six (S. Zein, 2015). Recently, English subject has been transformed into extracurricular for primary school students according to the 2013 curriculum but some schools still put them as either local content subject or compulsory subject (Meisani & Musthafa, 2019). These situations occur because of the importance of English language skills for students to get better opportunities in their future education and career.

After more than two decades of including English in the primary level of education, the schools still have a quite serious problem related to the availability of teachers who have English language background, particularly EYL. Zein (2016) synthesizes that EYL teachers' professional development received insufficient attention from the government. The shortage of qualified EYL teachers in Indonesia as well as in some Asian countries evidenced adequate professional development both during pre- and in-service training programs (Copland et al., 2013).

The situations manifest the importance of a pre-service teaching program that should meet the pre-service teachers' needs of knowledge about young learners' language learning (Othman & Kiely, 2016). This is in line with the theory proposed by Harmer (2007) that EYL teachers should understand the way their

students think and operate, be able to pick up their students interest to make them motivated in learning, and have good oral skills in English because the students will consider their teachers as models of their language learning. Accordingly, professional EYL teachers should have the ability to use their English language proficiency, to develop functional approaches to deal with children and to demonstrate strong performance in language-related pedagogy (Zein, 2016; Garton & Copland, 2019).

English language proficiency along with the knowledge of understanding the characteristics of young learners to demonstrate meaningful and fun activities is crucial for EYL teachers. They should be able to set the environment similar to the first language acquisition, provide meaningful exposure and practice, create activities after explicit grammatical explanation, to get the young learners to engage in the learning process (Harmer 2007; Shin & Crandall 2014; Garton & Copland 2019). This ability should be taken into serious attention because subsequently, the young learners enhance their communication skills by experiencing appropriate exposure of English – especially as a foreign or additional language (Rich, 2014).

Shin and Crandall (2014) summarize the experience of EYL teachers across the globe, mostly from non – English speaking countries, and portray the use of L1 in teaching. Translations to L1 cannot be avoided especially for beginners while the exposure to use English is introduced by classroom language such as greetings, farewell, simple instruction. Nation (2003) remarks that learners of English who share the same L1 in class will tend to use L1 to prepare their performance in the target language. Butler & Zeng (2015) perceive that young learners engaged in tasks in L1 than in a foreign language. Not to mention, the teacher whose students speak in L1 tend to use L1 in L2 classroom.

Commonly, both teacher and students switch the language for confirming the topic of discussion or interaction (Iyitoglu, 2016). The rationale for using L1 in L2 learning deal with the use of L1 is more natural among those who use the same L1, the effectiveness of communication, the shyness of using L2, and the low interest on L2 learning (Nation, 2003). Furthermore, to provide exposure in L2, he proposes the use of L2 with demonstration, L2 Context Clues, and L1

translation. The teacher can switch to L1 with beginners more than to the more proficient learners (Macaro, 2013).

In the meantime, Mahboob and Lin (2016) conceptualize the use of local language instead of L1 in English classrooms because local language is considered a language of literacy in local contexts; this may or may not be the same as the mother tongue of the learners. They agree that the local language is used in the English language class because it can be a strong communicative resource easily drawn by the class participants.

Hence, they present the advantages of using local language, including L1 in teaching English, namely:

Ideational functions

providing a means for students to move to a local language for academic text that is written in an unfamiliar language.

Text functions

Identifying variations in the theme, identifying discrepancies between different learning types, or particular focus areas (e.g. focusing on technical meanings of terms vs. exemplification of terms in students' everyday lives).

Interpersonal functions

Communicating and negotiating shifts in contexts and bases, role-relationships and personalities, changes in social distance/closeness (e.g. in-group cohesion negotiations) and drawing on specific cultural values or institutional norms.

In some parts of the world, like Iran and New Zealand, more than half of the total number of teachers used L1 in the L2 classroom. In Iran out of the 110 teachers of EFL, 75% of them used L1 – Persian – to interact with young learners in English classes (Aminifard & Mehrpour, 2019). They suggested, notwithstanding, the use of pictures and realia can be granted to minimize the use of L1 in EYL class. They recommended further research related to the use of L1 in EYL class to focus on the teachers' age and experience influence their reliance on the students' mother tongue. The importance of those two variables plays important role in the teachers'

confidence in teaching. Macaro (2013) states that findings from some researches evidenced the majority of teachers who can speak in their students' L1 will use that language in teaching L2. Further, he lists that more than 60% of secondary teachers in New Zealand used L1 for teaching L2.

In Turkey, the pre-service teachers were anxious about teaching very young learners because of their lack of experience but they committed to trying their best in teaching practice (Bekleyen, 2011). The pre-service teachers believed that they need to have language pedagogy and skill in teaching EYL so that the young learners get the opportunity to use the language. To help understand the use of English, they used various materials as teaching media. Similar to Asian countries, therefore, EYL teachers should have a sophisticated educational background that English Language Education Department should provide experience for them before their real teaching. This is to compromise the fact that English is taught to younger students in primary schools not only because of linguistic consideration but also economic, social, and political considerations (Sulistiyo, Haryanto, Widodo, & Elyas, 2019).

Subsequently, using L1 in L2 classrooms should encourage both teachers-students' better interaction. According to Butler and Zeng (2015), the interaction should run well by considering Celce-Murcia's interactional competence, namely; actional, conversational, and non-verbal competences. Actional competence deals with the way how to carry out communicative purposes in interaction - speech acts and communicative functions. Conversational competence points out the basic conversational agreement in turn-taking system. Non-verbal competence covers body language, conversational space, and other related non-linguistic features in interaction. Therefore, in young learners class, teachers use different discourse acts through the lesson (Iyitoglu, 2016). As an example, if younger learners interact more in L1 while older learners in primary schools in China, do better in L2 (Butler & Zeng, 2015), there should be appropriate treatment on students' general proficiency to enhance mutual interaction.

The consistent use of term L1 in this article is related to the situation that every student uses *Bahasa Indonesia* as the medium of instruction in all primary school classes. Besides, only a few students have Javanese and other local

languages as their L1. Meanwhile, the use of term L2 is related to the target language, English and the local language used in this article is related to the Javanese language with *Malangan* dialect, the most local language spoken by the people in the setting of the research.

Based on the preceding shreds of evidence, the pre-service teachers need to learn that they cannot avoid the situation that L1 cannot be avoided in their teaching practice as well as in their real teaching in the future. J.-Y. Shin, Dixon, and Choi, (2019) summarize that out of 55 papers on the use of L1 in FL classrooms and found that all selected papers were grouped into the following four areas: (1) the degree and impact of the use of L1, (2) factors influencing the use of L1 and L2, (3) perceptions and attitudes towards the use of L1 and L2, and (4) the efficacy of the use of L1 in the use of L2. This present study highlights the L1 used by the pre-service teachers in teaching young learners in classes. This is essential to provide in-depth information to answer the research question: How do the pre-service teachers enhance their interaction with the young learners by using L1? Therefore, this study should contribute to the EYL research in Indonesia, particularly the pre-service teaching program. In addition, the pre-service teacher program at the designated university should present professional care of qualifying EYL prospective teachers who can handle the EYL program to provide young learners who are proficient in linguistic and pedagogy.

METHOD

This research is qualitatively designed because it is expected to give an insight into the existing situation (Yin, 2016), focuses on explaining the real condition of the subject in the real situation, especially the L1 instruction in EYL classes. As for obtaining the data of L1 used by pre-service teachers of EYL in their teaching practice, this research is a case study - a study of a social phenomenon with the empirical inquiry of real-life context (Merriam & Tisdell, 2016; Schwandt, Gates, Denzin & Lincoln Eds., 2018). Furthermore, multiple sources of information (Yin, 2016) like class observation, document analysis and interview to the pre-service teachers were employed.

The individuals who participated in this study were 30 pre-service teachers of EYL who enrolled in EYL 1 and EYL 2 elective courses. They were in the third

year of their bachelor program in English Language Education whose English language proficiency was considered advance because they had passed their 4 language skills courses. In terms of pedagogy, they had completed their Teaching English as a Foreign Language (TEFL) and Curriculum and Materials Development classes, particularly for secondary levels. So, they had got foundations for teaching which furthermore become their knowledge for teaching younger students in primary schools.

The observation was conducted during the pre-service teaching program held at the university in which the primary school students enrolled themselves to join grade 1- 6 EYL classes on Sundays for ten meetings. The observation checklist was employed and field notes were made. They were employed to get information about the way how the pre-service teachers used L1 in teaching EYL. Field note is essential for gaining descriptive comprehensive data to report what has been recorded during the observation (Taylor, Bodgan, & DeVault, 2016). To see the interaction between pre-service teachers – students, random meetings from grade 1 – 6 were videotaped. The transcriptions of the pre-service teachers-students interaction were as the data of L1 use to teach young learners English. In addition, the lesson plans were the data to complete the interview (Yin, 2016) to grade 1- 6 pre-service teacher representatives. The Lesson Plan was used as the researcher's guideline during the class observations and the interview was conducted to complete the data gathered using the aforementioned instruments.

FINDINGS AND DISCUSSIONS

As English is a foreign language in Indonesia and an extra-curricular activity in primary school levels, there has been an absence of using English in daily activities. The students get their experience of using the English language when they are at school or at a private language school.

Based on the observation during ten meetings of EYL pre-service teaching, it was found that pre-service teachers and students used English, *Bahasa Indonesia*, and the local language. From the document – lesson plan – and the interview, the data about the commitment of using English were clearly stated and the pre-service teachers explained the reasons why L1 and local language should be used.

By following the themes provided by the 2013 curriculum for regular thematic lessons amended by the Ministry of Education and Culture of Indonesia, the lesson plans were developed as guidelines for teaching EYL. The lesson plans were written in English, consisting of (1) skill to be emphasized, (2) target structure, (3) target vocabulary, (4) objectives, by mentioning Students Will Be Able To (SWBAT) and relate them to the target language (L2) learning using the theme, (5) materials, (6) characters, as suggested by the 2013 curriculum, and (7) intercultural competence.

English was used in the teaching and learning process as agreed by all pre-service teachers based on the belief that children can imitate adults in using the language naturally without any anxiety in making mistakes. Therefore, in preparing the lesson plan for each meeting, the pre-service teachers had paid attention to the language focus, including four language skills, namely Listening, Speaking, Reading, and Writing. However, in doing some activities, *Bahasa Indonesia* as the first language (L1), was also used by the pre-service teachers. From all meetings at every level, it was found that all pre-service teachers used L1 for explaining the materials or clarifying the instructions.

Meanwhile, the local language was used by the pre-service teachers and students in some situations like clarifying the instructions, giving further explanation, and asking important questions. Furthermore, the use of local language was commonly mixed with English and *Bahasa Indonesia*.

L1 Instruction in EYL Classes

From the observations and interviews, the pre-service teachers explained the materials in L1 and clarify the instructions given in L2.

Explaining Materials

The following are examples of how the pre-service teachers used the L1 in teaching EYL.

Pre-Service Teacher 4, Grade 4, Meeting 4

The theme of meeting 4 for grade 4 was Alternative Energy. According to the pre-service teacher who taught meeting 4, the theme required creativity because

she had to integrate background knowledge with language learning. The following is the sample of interaction.

Excerpt 1:

T: “Okay everyone, before I show you several alternative energy, can you mention them?”

S: (No one said any words, they looked at one another and spoke unclearly with a low voice)

T: “*Energy apa saja ya yang ada dalam gambar? Coba kita baca bersama-sama. Repeat after me –heat, nuclear, light*”

Ss: “Heat, nuclear, light.”

T: “Great.”

The pre-service teacher switched to use L1 because the students did not respond to the explanation and the questions. The pre-service teacher mentioned that the students got only a few backgrounds about the energy. She did not translate the Energy-related vocabulary because she assumed that students could connect vocabulary that she had mentioned to the pictures. She added that it was quite difficult for the students to recall the unfamiliar vocabulary only in a meeting. According to Macaro (2013), young learners are still working on the basic level of their communicative repertoire and vocabulary for the everyday use of English and for them to understand the traditions and cultures of other countries through learning English.

An interesting activity for making the students get an easier concept related to the theme and practice the English language, a craft activity was selected. It was making a model of different alternative energy using play dough. As a group work, the students involved in a situation where they had to interact with friends and teacher. When the teacher came to the group, she asked questions to check the students' practice.

Excerpt 2:

T: “Hi, group one. What are you assembling?”

Ss: (smiling)

T: “What is it?”

S: “Solar cell.”

T: "Wonderful. This is one of the alternative energy. Look at the panel that you have made. When the sunlight hits the panel the process of making an alternative energy starts."

Ss: (all students looked pay attention to the pre-service teacher and did not say any comment.)

T: “Which one is the panel? *Mana panelnya?*”

S: “Ini.” (pointing at the model)

T: “Yes, *bener banget. Nah, dari sinilah proses pembentukan energy alternative dimulai. What is the source? Asalnya dari mana?*”

S: “Sun.”

T: "Right, from the sunlight."

For some terminologies related to the theme, the pre-service teacher affirmed that they should explain it in English and in L1.

"For certain situations, the students cannot get any words meaning in English. That is why giving further information in L1 is needed. But, when the students had more vocabulary with them like in “Pet and Animals at Home” as a theme that they learned previously, they could perform well in English.” (*PST 4, IN*)

Media like games or ICT- interactive games can help the students to recognize and remember the vocabulary and put it their long-term memory (Ratminingsih, Putu, Mahadewi, Gede, & Divayana, 2018).

Pre-Service Teacher 5, Grade 5, Meeting 3

Meeting 3 for grade 5 was Leisure Times. The pre-service teacher showed a video about things to do for leisure times. One of them was playing marbles. As the activity was how to do things in leisure times, she explained how to play it integrating L1.

Excerpt 3:

S: “*Kelereng*”

T: “That’s right. Boys like to play marbles or *kelereng*. I used to play marbles in my childhood. Now, let’s check the procedures on how to play them.”

S: “Miss, itu ***neker a? Biasane aku nekeran ambek temen-temen di rumah Miss***”

T: “Wow, good. Playing with friends at home. Okay, to play it you need a marble as a shooter. *Hayo siapa yang tau apa itu shooter? Yang harus dibawa oleh pemain,*”

S: “***Gaco a?***”

T: “Yaaaa.”

For interaction, instead of using L1 (Bahasa Indonesia), one student was saying words in the Javanese language with Malangan (regional) dialect (see words in bold in excerpt 3). Cross-checked from the Lesson Plan, the pre-service teacher should not translate the language into L1 because it was stated how to introduce the vocabulary by using video and gestures or movements. The student’s response in the local language was attracted by the situation that the pre-service teacher used

the word *kelereng* instead of marbles. It is common in L2 learning that the students use the language that they use at home, like the local language.

Following the use of the word *kelereng* the pre-service teacher instructed the students to pay attention to the procedures and let them practice to play marbles. The register used in playing marbles, like the shooter was used with the explanation in L1. Furthermore, L1 was used by students to interact when they played marbles. When the pre-service teacher was asked the reason why of using the L1, she explained;

“It is difficult to use some specific vocabulary in English as we do not have any experience in using it naturally, in our daily life. In spending leisure time by playing local plays or games, the students rarely use English words. To get them to understand the concept I used L1. I understand that the students keep playing using L1, but I encourage them to use English by interacting with them in English like asking questions in English. In the previous meeting when the students played Rangka Alu traditional game from East Nusa Tenggara, the teachers used more L1 than English. To discuss the game, L2 was used.” (*PST 5, IN*)

Media are the key success of teaching English especially to young learners, ranging from traditional to technology-based ones (Ratminingsih et al., 2018). Likewise, using L1 in explaining the content is needed to make a comparison between the target language and the students' own language when putting across information about the language (Macaro, 2013).

Pre-Service Teacher 4, Meeting 7

The other example of using L1 in explaining the materials was when the grade 4 pre-service teacher explained the “Living Things” in meeting 7. It was stated by the Lesson Plan that the activities of the day would be supported by the use of flashcards, story-telling, and outdoor activities. In fact, L1 was dominantly used by the pre-service teacher to interact with the students.

Excerpt 4:

T: “*Tadi ketemu apa saja di luar kelas. Ada pohon, batu, kursi, pot bunga, tanaman hias, jembatan, tempat sampah. Nah, mana diantara benda-benda itu mana yang termasuk Living Things?*”

S1: “*Tanaman hias. Kita ketemu cats juga lho Miss.*”

S2: “*Ada ta cacing Miss? Itu sama dengan snake ya Miss?*”

S3: “*Heh, ga ada ta. Snake itu ular, bukan cacing.*”

T: “Yes, cats and worms, not snakes.

Okay, everyone, I have cards about Living Things. Ssssss...this is a snake. We might find snake between the plants. *Jadi yang tadi kita liat itu cacing, worms, bukan snakes.*”

The pre-service teacher clarified the reason why she did not use English as some students pointed out the objects and named them in L1. She considered the important use of L1 in asking an important question like in excerpt 4. Asking questions during materials explanation is common and using L1 one could attract the students' responses. This is similar to the Iranian teachers who use Persian if they can not find clear meaning in English in explaining the content (Aminifard & Mehrpour, 2019). In the Indonesian context, the students who rarely use English in their daily lives tend to use *Bahasa Indonesia* because they expect the translation to their own language to motivate them to improve their English (Astuti, Nurhayati, Santosa, & Wiratno, 2018). As the students knew that almost everyone speaks the local language, they insert some expressions in conversation. In fact, children like to mix the language they know with their parents and peers daily.

“I planned to use English in explaining the materials in class after the outdoor activities by using the media that I have prepared. It aimed at giving my students the opportunity to get the information in their L1 as background knowledge before

they come to the lesson in class. Teaching media do help the teacher to use L2 in explaining the materials.” (*PST 4, IN*)

Based on the displayed data, it can be inferred that the pre-service teacher tended to switch or to mix the language when the students did not give any or little responses to the language they used. Further, she used the English language when students were familiar with the context they discussed. Strong evidence can be seen from the pre-service teacher-students’ conversational interaction that conversation agreement and turn-taking system work well. Including some activities and using, media will enhance the students-pre-service teachers' interaction in EYL class.

Clarifying the Instructions Given in L2

Some pre-service teachers used L1 in clarifying the instructions, by code-mixing or code-switching. Smith (2012) draws our attention to the distinctive situation that learning English as an L2 revealed that the L1 transition was an important aspect of their L2 interlanguage, not just at the beginning of the learning cycle, but during the study period, which lasted many years.

Pre-Service Teacher 6, Meeting 7

Learning the Superhero theme in meeting 7 for grade 6 attracted the students’ attention. The pre-service teacher believed that playing games based on the theme were fun. However, although it was planned carefully in the Lesson Plan on how to play the game, the pre-service teacher switched the language to clarify the instructions given in L2.

Excerpt 5:

T: “Everyone, attention, please. I will divide you into three groups. Each group will be given a drawing book for drawing and coloring your favourite Superhero. After you finish drawing and coloring, please describe your superhero to your friends. Is that clear?”

Ss: “Yes.”

T: “Okay, please one person from each group, come forward.”

Ss: (Every group representative came forward.)

T: “This is for you. *Nah, ini nanti area gambarnya, trus ini pensil warnanya, jangan lupa beri nama superheronya dan nama anggota kelompok kalian. Okay?*”

S: “Yes.”

It can be deduced from the data that the pre-service teacher clarified her English instructions using L1 in order to get the students to do the activities based on the direction. In addition to the primary reason, the pre-service teacher forgot to give example how to do the activity.

“I think I should give the example how to do the activity before I gave the students instructions. By giving real example, I can both give the students experience to use the language and to follow the instructions.” (*PST 6, IN*)

As children are good at imitating, they commonly condition themselves to be a self-directed learner. They depend on the language exposure provided by the teacher. An example is very important in L2 class because the students will repeat their teacher's utterance in various ways (Banks & Bernhardt, 2013).

Pre-Service Teacher 5, Meeting 8

The other example of using L1 in clarifying the instructions was when the pre-service teacher explained the Healthy Eating theme for meeting 8 in the grade 5 classroom. It was confirmed by the Lesson Plan that the pre-service teacher should use teaching media like pictures and baskets. In the whilst-teaching phase, the teacher instructed the students to group Healthy Foods into four different baskets; Vegetables, Fruits, Milk, Proteins. When the students got ready to do the activity, the pre-service teacher instructed the students to step backward for queuing.

Excerpt 6:

T: “Ayo mundur lagi, berjajar yang rapi dan tunggu aba-aba dari saya. Group one, group two, group three, group four, okay every group is ready. Go get the pictures and group them into four baskets and go!”

S1: “*Vas, sini sini kamu sama aku ya.*”

S2: “*Ayo, sini baris. Kita group two yaa. Rissa sama kita aja. Ambil picture yang bagus ya.*”

After being confirmed to the pre-service teacher, the reason why she used L1 to instruct the students was her hesitation in using English as she was not sure how to instruct the students using English.

From the students’ responses, they might know what the pre-service teacher was saying. They can use some words the pre-service used and they continued to use *Bahasa Indonesia* with friends. Actional competence as the communicative purpose of interaction worked smoothly. Students responded to the pre-service teacher's instruction by doing something and communicate with their peers accordingly.

The situations imply that pre-service teacher’s confidence in using vocabulary in L2, of course, will affect the students’ confidence in learning new vocabulary (Curriculum Development Institute Education Bureau & The Hong Kong Special Administrative Region, 2009) that might never be heard previously. Accordingly, to train the teachers' confidence in teaching young learners English, vocabulary particularly, the teachers are equipped with vocabulary teaching strategies to develop pupil's vocabulary-building skills. Further, the students are given ample opportunities to use vocabulary for communicating.

“Like in Army, I think instructing the students *Ayo mundur lagi, berjajar yang rapi dan tunggu aba-aba dari saya*, should use frozen language, and I am afraid of making mistakes in using English.” (PST 5, IN)

The experience in using English language instructions will make the pre-service teacher more confident in using the English language in general. When she can instruct the students successfully, she will feel that her language is understandable and the students like her way of using English instructions for the particular activity. Although it has been confirmed by the Lesson Plan that the pre-service teacher has prepared all activities well, it was proved that the use of L1 cannot be avoided.

Furthermore, the other finding portrayed that by using songs in teaching younger learners, the pre-service teacher could get the students attention by singing a song without any translation. The students tried to connect what they sang with the media that the teacher had prepared.

Pre- Service Teacher 2, Meeting 8

In teaching the Discovery Time theme for grade 2 in meeting 8, the pre-service teacher asked the students to memorize the Colors song.

Excerpt 7:

T: *“This is a song about colors
Do you see them all around?
There is red on the sunshine
Green on the tree
Blue in the sky and sea
Red stand up, blue stand up, yellow and green
stand up
Red sit down, blue sit down, yellow and green
sit down”*

Ss: (everyone paid attention to the pre-service teacher and tried to sing)

T: "C'mon, sing it together. When I say yellow, you put yellow pom-pom up. Yellow group, are you ready?"

Ss: "Ready."

T: "Don't forget to dance, like this. To make our song and dance better, *biar baguss*, yellow to this side, red to the opposite, *depannya* yellow, green here and blue there" (gestures were used to direct the students.)

Without any translation, the students answered "Ready" for the pre-service teacher's question. This exhibits the non-verbal competence, that by singing the song without knowing its meaning each word, the pre-service teacher – students interaction ran well. In contrast, because of her reason to clarify the instruction and reduce the anxiety of the students' misunderstanding, the pre-service teacher continued to mix English with *Bahasa Indonesia*.

Bekleyen (2011) suggests to include familiar songs, a new language, crafts, songs, rhymes, or chants that relate to new language, games, and stories into EYL classes. Songs, chants, and rhymes in English can directly become exposure for students in learning English. Additionally, while doing the craft, the pre-service teacher – students interaction can be enhanced by mentioning colors, shapes, patterns, and express feelings in English.

Teaching young learners should be more complicated than teaching adults. The situation varies as the little ones only have a very short attention span (J. Shin & Crandall, 2014). If the EYL activities are interesting to them, they will give their attention and participate well, not to mention the activities are put into smaller or manageable units (Shin, 2006; Scott, 2009). It is crystal clear that the EYL teachers should focus not only on language learning but also on class activities. Thus, Shin (2006) recommends the EYL class with supplement activities using visuals, realia, and movement that involve the students in making realia for a series of activities based on themes. Besides, the teachers should use stories, establish classroom routines in English, use L1 resources based on its necessities, bring helpers from

the community, collaborate with other subject teachers, and communicate with the other EYL teachers.

Macaro (2013) perceives that the teacher candidates have different attitudes on their teaching practice and most of them were less confident in teaching English without any prior experience with young children. Some of them get their confidence after they finish their teaching practice. In the class of young learners who shares the same national language as L1, there will be a tendency of using L1 in the teaching and learning process (Nation, 2003). From all teaching activities, all pre-service teachers still used L1 in various ways. Some of them wanted to get the students' understanding and attention, and some of them were anxious as they were afraid of making mistakes in using English.

To convey meanings of some unknown words, the pre-service teachers used media and demonstrations like what is argued by Nation (2003) besides definition in the second language, a demonstration, a picture or a diagram, a real object, L2 context clues, and L1 translation. The pre-service teachers had been aware of using L1 for particular situations and prepared some interesting activities as (Nikolov, 2009) found that in modern language lesson, the students enjoyed learning a language using Wordgames, Raps/songs, Language awareness activities, Action games/sports and Drama other than previous common technique in new language lesson – repetition. Moreover, Shin (2006) argues that L1 can be used to get the students' comprehension quickly as not all of them ready with the English only policy in class.

As for the pre-service teachers' endeavor in using L1 instruction got the students' attention in some early meetings, the quality of interaction betterment can be gained by the time both the students and the pre-service teachers get along in classroom activities more. High-quality classroom interaction depends on the teacher's role in mediating L2 learning because it enhances the students' interaction and better their learning outcomes (Chen & Wang, Rich Ed., 2014).

CONCLUSIONS AND SUGGESTIONS

To sum up, providing the pre-service teachers experience in real teaching is urgent. The English Language Education Department has to play important role in preparing prospective teachers of EYL well for the sake of expanding numbers of

Rina Wahyu Setyaningrum

qualified teachers of EYL in Indonesia. The pre-service teachers' language proficiency should be one of the attentions. This is to get them aware of whenever they have to use L1 or L2 in the EYL class without any hesitation.

Using L1 in EFL learning especially in TEYL should be considered. The role of L1 in enhancing the pre-service teachers – student's instruction can be seen from code-mixing and code-switching to explain materials and clarify the instructions although students' responses might vary like responding in English, mixing the languages, and using the local language. The teacher can maintain the use of L2 by demonstration, context clues, and L1 translation. Whenever the pre-service teacher and students interact, the interaction should meet its purposes by performing actional, conversational, and non-verbal competences. In the future, the advantageous impacts of using L1 in L2 learning will be seen from the ability to shift the use of L1 to L2 both in written and spoken forms to strengthen interpersonal communication.

As it has been clear that the use of L1 helps the students comprehend the instructions given by the pre-service teachers, it is suggested that the further researcher investigates to what extend the L1 is used in the pre-service teaching program. Also, it is interesting to portray the pre-service teachers' perspective on their language and pedagogical readiness so that the government can design a supportive teacher's professional development program.

REFERENCES

- Aminifard, Y., & Mehrpour, S. (2019). Mother Tongue Use in Young Iranian EFL Learners' Classroom : Helpful Scaffold or Debilitating Crutch ? *The Reading Matrix: An International Journal*, 19(2), 77–85.
- Astuti, D., Nurhayati, W., Santosa, R., & Wiratno, T. (2018). Exploring Indonesian Interference on Morpho- Syntactic Properties by Javanese Speakers : A Case Study of English Lecturers and Students' Interaction in Two Colleges in East Java , Indonesia. *Pertanika Journals Social Sciences & Humanities*, 26, 257–282.
- Banks, J., & Bernhardt, E. B. (2013). Sociocultural Theory and Second Language Learning. In *Encyclopedia of Diversity in Education* (pp. 197–221). <https://doi.org/10.4135/9781452218533.n608>
- Bekleyen, N. (2011). Can I Teach English to Children ? Turkish Preservice Teacher Candidates. *Journal of Early Childhood Education*, 32(3), 256–265. <https://doi.org/10.1080/10901027.2011.594700>

Rina Wahyu Setyaningrum

LET: Linguistics, Literature and Language Teaching Journal Vol. 9 No. 2 2020

- Butler, Y. G., & Zeng, W. (2015). Young learners' interactional development in task-based paired-assessment in their first and foreign languages: a case of English learners in China. *Education 3-13 International Journal of Primary, Elementary and Early Years Education*, 43(February), 292–321. <https://doi.org/10.1080/03004279.2013.813955>
- Copland, F., Garton, S. U. E., & Burns, A. (2013). Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities. *Tesol Quarterly*, 0(0), 1–25. <https://doi.org/10.1002/tesq.148>
- Curriculum Development Institute Education Bureau, & The Hong Kong Special Administrative Region. (2009). *Enhancing English Vocabulary Learning*.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE Handbook of Qualitative Research* (Fifth). <https://doi.org/10.1007/s11229-017-1319-x>
- Garton, S., & Copland, F. (2019). *The Routledge Handbook of Teaching English to Young Learners* (first; S. Garton & F. Copland, Eds.). Oxon, New York: Routledge.
- Harmer, J. (2007). *The Practice of English Language Teaching* (fourth). London: Pearson Longman ELT.
- Iyitoglu, O. (2016). Code-Switching from L2 to L1 in EFL Classrooms. *Croatian Journal of Education*, 18(1), 257–275. <https://doi.org/10.15516/cje.v18i1.1314>
- Macaro, E. (2013). Instruction: Does Age Make a Difference to Learners' Attitudes? *Tesol Quarterly*, 47(4), 717–742. <https://doi.org/10.1002/tesq.74>
- Mahboob, A., & Lin, A. M. Y. (2016). Using Local Languages in English Classrooms. In W. A. Renandya & H. P. Widodo (Eds.), *English Language Teaching Today: Linking Theory and Practice* (pp. 25–40). <https://doi.org/10.18823/asiatefl.2017.14.2.14.373>
- Meisani, D. R., & Musthafa, B. (2019). Responses towards Policy on TEYL in Elementary Schools: *Elevent Conference on Applied Linguistics (CONAPLIN 2018)*, 254(060), 140–144.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation*. San Francisco: John Wiley & Sons., Inc.
- Nation, P. (2003). The role of the first language in foreign language learning. *Asian EFL Journal*, 5(3), 1–8.
- Nikolov, M. (2009). *Early Learning of Modern Foreign Languages* (M. Nikolov, Ed.). Bristol, Buffalo, Toronto: Multilingual Matters.
- Othman, J., & Kiely, R. (2016). Preservice teachers' beliefs and practices in teaching English to young learners. *Indonesian Journal of Applied Linguistics*, 6(1), 50–59. <https://doi.org/10.17509/ijal.v6i1.2661>
- Ratminingsih, N. M., Putu, L., Mahadewi, P., Gede, D., & Divayana, H. (2018). ICT-Based Interactive Game in TEYL: Teachers' Perception, Students' Motivation, and Achievement. *IJET*, 13(9), 190–204.
- Rich, S. (2014). *International Perspectives on Teaching English to Young Learners* (S. Rich, Ed.). <https://doi.org/101057/9781137023230>

- Scott, C. (2009). *Teaching Children English as an Additional Language*. Oxon: Routledge.
- Shin, J.-Y., Dixon, L. Q., & Choi, Y. (2019). An updated review on use of L1 in foreign language classrooms. *Journal of Multilingual and Multicultural Development*, 0(0), 1–14. <https://doi.org/10.1080/01434632.2019.1684928>
- Shin, J. (2006). Ten helpful ideas for teaching english to young learners. *English Teaching Forum*, 2, 7. <https://doi.org/10.1007/s11427-009-0055-y>
- Shin, J., & Crandall, J. (2014). *Teaching Young Learners English: From Theory to Practice*. Singapore: Heinle Cengage Learning.
- Smith, S. (2012). Children Learning Second Languages. *ELT Journal*, 66(2), 261–263. <https://doi.org/10.1093/elt/ccs009>
- Sulistiyo, U., Haryanto, E., Widodo, H. P., & Elyas, T. (2019). The Portrait of Primary School English in Indonesia : Policy Recommendations. *Education 3-13*, 0(0), 1–15. <https://doi.org/10.1080/03004279.2019.1680721>
- Taylor, S. J., Bodgan, R., & DeVault, M. L. (2016). *Introduction to Qualitative Reasearch Methods: A Guidebook and Resourse*. New Jersey: John Wiley & Sons., Inc.
- Yin, R. K. (2016). *Qualitative Research from Start to Finish* (second). New York: The Guilford Press.
- Zein, M. S. (2016). Professional Development Needs of Primary EFL Teachers : Perspectives of Teachers and Teacher Educators. *Professional Development in Education*, 5257(March), 1–21. <https://doi.org/10.1080/19415257.2016.1156013>
- Zein, S. (2015). Factors Affecting the Professional Development of Elementary English Teachers. *Professional Development in Education*, (April), 37–41. <https://doi.org/10.1080/19415257.2015.1005243>