

**THE MAGIC OF CLASSROOM LANGUAGE IN ONLINE TEYL:
MAKING THE TEACHER “ALIVE” (A Case Study in Cimahi)**

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Abstract

This study aims to investigate the practice of online English teaching-learning process in kindergarten and elementary school and the perceptions of teachers and students/parents regarding this. A survey conducted by UNICEF reveals 60 million students claimed to be uncomfortable studying at home during the Covid-19 pandemic since its lack of guidance from teachers. This Case Study focuses on this phenomenon since there has been shortcomings research related to this matter in Indonesia. To dig up the data, we conducted online observation and interview on 5 participants as the purposive sampling. We distributed questionnaires and interviews, the data were tabulated, analyzed, interpreted, then concluded. The findings show: most teachers used Zoom in the teaching-learnings process, used English and Indonesian interchangeably, more emphasis on giving assignments/exercises that students must do with the help of parents, but lack of communication between teachers and students. The students/parents need more intense classroom language to enhance the teachers-students' bonding. Eventually, though the students can not meet the teachers physically, but the bonding can make them “alive”.

Keywords: Online TEYL, Classroom language, Teacher-students' bonding

THE MAGIC OF CLASSROOM LANGUAGE IN ONLINE TEYL: MAKING THE TEACHER “ALIVE” (A Case Study in Cimahi)

The rapid spread of the Covid-19 pandemic has disrupted in Indonesia’s education sector as around 45 million students are unable to continue their learning activity in schools (Azzahra, 2020). The Covid-19 Pandemic phenomenon has an impact on home learning policies. Until the New Normal era, some schools still manage to learn at home. Likewise, learning English at kindergarten and elementary level in Cimahi Indonesia. However, A survey conducted by UNICEF on May 18-29, 2020, and 5-8 June 2020 in 34 provinces in Indonesia shows that as many as 66% of 60 million students at different levels of education in 34 provinces said they were unhappy studying at home during the Covid-19 pandemic due to lack of guidance from teachers (Kompas.com, 2020) Based on a preliminary study, many online learning takes place more emphasis on giving assignments/exercises that students must do with the help of parents but lack of direct communication between teachers and students/parents. This lack of emotional interaction can limit children's cognitive development, creativity, and motivation.

Learning a foreign language needs exposures directly from the teacher, the target language needs to be used as a classroom language so that children get used to and imitate it as a role model (Pinter, 2011). The difference between second language acquisition and foreign language learning lies in that the second language acquirers have opportunities to practice the target language outside the classroom, while foreign language learners only have limited opportunities to learn English in the classroom. Teaching English to young learners involves more than merely teaching the language. Both the social and cognitive development of learners, as well as the linguistic, need to be taken into account when planning for and working with the five to thirteen age groups. So far there has been no research related to this matter in the Indonesia setting. Some of the previous studies discussed more learning English for children with a focus on classroom setting whereas this study presents new research addresses this gap, that is online TEYL (Teaching English to Young Learners). The prior studies also indicated that English teachers need knowledge about theories, approaches, techniques, methods, and media for teaching English to children, as well as information on classroom management and child-friendly assessments (Cahyati, 2018; Jazuly & Indrayani, 2018; Cahyati, Parmawati & Atmawidjaja, 2019; Zein et al., 2020).

Literature Review

Characteristics of Young Learners

According to children’s intellectual development, proposed by Piaget (1964), there are four stages of intellectual development. All children go through identifiable stages of

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cognitive development: (1) Sensorimotor Period (birth to approximately two years), in which children tend to explore the world physically and grasp things; (2) Pre-operational Thought (approximately two to seven years old). This stage marks the beginning of language and vocabulary, and also the first learning of “good” and “bad”; (3) Period of Concrete Operations (approximately seven to eleven years) when children need a reference to familiar actions, objects, and observable properties; and (4) Formal Operations (approximately eleven to fifteen years) when children can reason with concepts, relationships, abstract properties, axioms, and theories.

Meanwhile, some experts (Slattery & Willis, 2001; Pinter, 2017) categorized young learners into 2 groups, they are Very Young Learners and Young Learners. The first one is children under 7 years old, usually students at Kindergarten, and the second one is children between 7-12 years old, students at elementary school. Furthermore, they describe the characteristics of them as follows.

Table 1

Characteristics of Young Learners

Very Young Learners (under 7)	Young Learners (7-12)
Acquire through hearing and experiencing lots of English, in much the same way they acquire L1.	Are learning to read and write in L1.
Learn things through playing; they are not consciously trying to learn new words or phrases – for them it’s incidental.	Are developing as thinkers.
Love playing with language sounds, imitating, and making funny noises.	Understand the difference between the real and the imaginary.
Not able to organize their learning.	Can plan and organize how best to carry out an activity.
Not able to read or write in L1; important to recycle language through talk and play.	Can work with others and learn from others.
Their grammar will develop gradually on its own when exposed to lots of English in context.	Can be reliable and take responsibility for class activities and routines.

Table 1 shows that both of them have short attention and concentration spans. Therefore, they love learning by doing. English teacher of young learner should consider using various strategies and ideas in teaching them. For example, it is suggested for a teacher to move quickly from one activity to another activity. It is wise to avoid spending more than 15 minutes on a single activity because children will tend to become bored easily. To teach students at Kindergarten (very young learners), it is suggested for the teacher to keep activities between 5 and 10 minutes long. While students at elementary school can handle activities that are 15 minutes long. In brief, when student motivation is good, the learning

achievement can be good as well. Both intrinsic and extrinsic motivation have been used to explain the success or failure to fulfill any task.

Furthermore, Scott & Ytreberg (1990) suggests a balance between the activities in the teaching young learners, such as: varied the different skills listening/speaking/reading/writing, varied the task: individual/ pairwork/ group work/ whole class activities, varied the activities: teacher-students/students-students activities. In other words, their own understanding comes through hands and eyes and ears. As the physical world is dominant at all times, so the teacher should use brightly colored visuals, toys, puppets or objects, use toys and objects, create a “Visuals and Realia Bank”, use Total Physical Response (TPR) by (Asher, 1977), use TPR Storytelling (TPRS) by Ray (2012). While referring to Vygotsky’s theory, learning is an integral activity of a learner’s self and adult guidance or collaboration with more capable peers. Therefore, the collaborative dialogue is “a knowledge of building dialogue, in which language use and language learning can co-occur. It is language use mediating language learning. It is a cognitive activity and it is a social activity”.

Teaching English to Young Learners

English is regarded as a foreign language in Indonesia, it means English is not the first language. English is taught even before the children enter the playgroup, there is a special class for children who are still around two or three years old. This is supported by the fact that the optimum age for children to learn a foreign language is when they are still in a very young age. Teaching young learners is very difficult compared with teaching teenagers or adults because young learners get distracted very fast. This phenomenon has made Teaching English to Young Learners, TEYL, become increasingly famous. The main factor in building foreign language proficiency is the amount of time spent for learning the language. So teaching English is challenging because the language used outside of the learning environment is not English. The exposure to English is limited. Cameron (2001) as cited in Bakhsh (2016) stated that there are four things teachers need to keep in mind while teaching English to young learners beside knowledge and skills. Teachers must be conscious of how their students learn and think. Also, they must be able to find out what children are interested in and utilize it for language teaching. In addition, teachers should be equipped to teach their young student literacy in English and deliver the whole lesson orally. Last, but not least, the teacher should identify problems and difficulties while teaching the language. Nevertheless, there are more and more Kindergarten and Elementary school offers English as one of the subjects taught to their students. Sulistyono, Eltris, Mafulah, Budianto, Saiful, & Heriyawati (2020) cite some statements from experts regarding the importance of teaching English to young learners (TEYL) for education and employment: more than one billion people speak English as lingua franca, many countries begin at the primary level, and students are studying the language at younger ages, and take the advantages of “critical period” of children (Lenneberg, 1975) or a “critical” or “sensitive period” in learning (Oyama, 1982).

Whereas the benefits of early language learning can be elaborated as young learners are ready to be filled (Locke's theory), to construct their knowledge from working with objects or ideas (Piaget's concept), to interact with other peers in a social context (Vygotsky's contention), the value of increased time, when language learning begins earlier, it can go on

longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness, the possibility of better pronunciation and fluency, more likely to acquire English to native levels, the possibility of greater global awareness and intercultural competence, and the value of bilingualism (mental flexibility, self-awareness).

Furthermore, Read (2003) in Sulistyono, Eltris, Mafulah, Budianto, Saiful, & Heriyawati (2020) states the way how to teach English for young learners. He claimed that younger is better when learning is: natural, contextualized and part of a real event, interesting and enjoyable learning atmosphere, relevant, has a purpose for the child, build on things the child knows but also challenges the child, supported appropriately, part of a coherent whole, multisensory, active and experiential, memorable, designed to provide for personal, divergent responses and multiple intelligences.

In line with this, Cameron (2001) explains the way how children learn. They are: 1) Children are active learners and thinkers. Children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their individual actions and exploration; 2) Children learn through social interaction. Children construct knowledge through other people, through interaction with adults. Adults/teachers work actively with children in the Zone of Proximal Development (ZPD). Zone of Proximal Development (ZPD) difference between the child's capacity to solve problems on his own and his capacity to solve them with assistance; 3) Children learn effectively through scaffolding by adults. The adult's role is very important in a child's learning process. Like Vygotsky, Bruner focused on the importance of language in a child's cognitive development. He shows how the adult uses "scaffolding" to guide a child's language learning through finely-tuned talk.

One thing that prevents children from learning a language is when they feel uncomfortable or under pressure in the language class. Also they cannot easily understand the theoretical concepts of grammar rules of a language and as a result, learning rules confuses them even more. Again, because of their short attention spans, children cannot concentrate on tedious activities for long durations. Consequently, boredom makes children disinterested in the classroom. So it can be concluded that teaching to young learners may be challenging, rewarding, and even surprising since young learners tend to have boundless physical energy, poor discipline, awareness, and short attention spans, a challenging part of teaching was copying with many unexpected events that occur in the classroom each day. Many teachers feel deflated after their lessons since it was demanding to teach and control the learners' behavior at the same time (Schneiderová in Garton & Copland, 2018). Nunan (2015) states that the difficulties in learning English may be triggered by several factors. Those could be from the English language its self, the learners themselves, and the learning process itself. Obviously, the role of the teacher also plays a crucial effect. Nunan in Crandall (2000) says that teacher and learner plays a crucial effect in the process of English language teaching and learning. So the use of appropriate approaches, strategies, and methods are very urgent to be considered by English teachers as an important aspect especially teachers of young learners.

Bonding Teacher-Students in Online Teaching English to Young Learners

In the online teaching-learning process, the students are isolated by time and locations and are struggling alone in the pursuit of knowledge. It is the teacher's responsibility to build up the online community to reduce their loneliness (Ying, 2006). Whereas the learning process is a social and individual process that requires a social context in which learning takes place and has an impact on the learning of every child. A child of three will be very different from a child of five or seven and classroom approaches that are suitable for the latter will not be so for the former (Garton, Sue, Coplan, 2019). Nations (2003) in Katrini & Farikah (2015) stated that learning English in a well balanced foreign and second language contexts is through the four strands of (1) meaning focused input (listening and reading), (2) meaning focused output (speaking and writing), (3) language focused learning (attention to language features) and (4) fluency development (working with known material). He further argued that when learners speak in the same language in class, the use of the first language can be natural easier and more communicatively effective. Teachers in their key roles must be able to motivate students to learn English in an interesting way. The online teaching-learning process should build a social context. It means communication with students is very important. Say hello, explain as if in front of the class, and make sure that the teaching-learning impacts each child. Therefore building a warm relationship with students is very important to achieve learning goals. A teacher should pay attention and ensure that every student understands in every learning activity instead of saying you should, you must, to students. It is a must for the teacher not to just ask whether the assignment has been sent by students to WhatsApp or Google classroom or the Padlet. Teacher should lead the teaching-learning process. It means that teachers in their key roles should be able to motivate students to learn English in an interesting way.

Likewise, (Ying, 2006) elaborates further that in ordinary classroom teaching, teachers can use verbal immediacy behaviors (praise, asking viewpoints, use of humor, self-disclosure, etc.) and non-verbal immediacy behavior (physical proximity, touch, eye contact, facial expressions, gestures, etc.) to reduce the psychological distance between themselves and students. But in a distance learning context, due to the separation of students and teachers by time and space, the communication between the teacher and the student has to rely on media. Different media have differing capabilities to transmit the non-verbal and vocal cues that produce feelings of immediacy in face-to-face communication. In online teaching, teachers and students are separated from each other physically and communicate mainly through information technology, so its teaching practice and learning process have to rely on interaction through technology instead of face-to-face communication.

Furthermore, Dewey and Piaget coincide in emphasizing the importance of students in education, and they both respect the initiative of students and expect them to actively participate in learning. The theory of these two masters provides the framework for the new student-teacher relationship in distance learning, which sets the tone for the teacher's new relationship with the student. As teachers, we must realize in this new learning environment the student is the center of learning activities and he acquires knowledge by his initiative through information tools and the teacher just has to provide help through various kinds of means. Dewey and Piaget coincide in emphasizing the importance of students in education, and they both respect the initiative of students and expect them to actively participate in learning. The theory of these two masters provides the framework for the new student-teacher relationship in distance learning, which sets the tone for the teacher's new relationship with the student. As teachers, we must realize in this new learning environment the student is the

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center of learning activities and he acquires knowledge by his initiative through information tools and the teacher just has to provide help through various kinds of means (Ying, 2006).

As the Covid-19 Pandemic has an impact on home learning policies, then some schools still manage to learn at home. The preliminary study also revealed that children and parents begin to get bored and burdened with the tasks given and less communication with them. Refer to this, it is suggested that children who learn from home (online) need parental support so that they don't get bored and even stressed during learning from home. She proposes some appropriate activities, such as: song which can enrich students' English vocabulary, practice pronunciation, learn reading the lyrics. The song should be not too long/too fast, using daily English. Another one is a story which can encourage their imagination, new vocabulary, character building, explore other cultures and the world. Listening to and participating in stories can develop a range of linguistics, psychological, cognitive, social and cultural skills.

The nature of children is that they like to play and have fun than studying. In line with this, Faircloth (2009) as cited in Kalantari & Hashemian (2016) stated that children are considered natural language learners; according to the natural approach, they can learn faster and with much less difficulty than adults, but they should be exposed to natural learning environments, and to special teaching practices that make learning a meaningful, enjoyable, and lifelong process. Teaching should be focused on children and on the development of their communicative skills that will enable them to communicate meanings and messages in real social contexts For students at Kindergarten who usually have an online lesson with a parental guide, the activities should be fun, involving family members, adjust the activities to the child's interest, and not monotonous.

Furthermore, regarding fluency and accuracy in language learning, Krashen's theory claims that the best way to help students develop is to expose them large amounts of comprehensible input. Musthafa (2010); Mubar (2015) also elaborates the requirements for effective teaching English to young learners, as follow:

1. English should be used all the time to ensure that children have relatively much exposure to English.
2. The print-rich environment in English should be created and around the classroom.
3. Teachers of EYL should use activity-based teaching- learning techniques such as TPR, games, & projects.
4. The teachers should use various techniques for short periods of time to maintain the interest level of the children in engaging the English lessons.
5. The teachers should focus on functional English for vocabulary development & immediate fulfillment of communicative needs of the learners.
6. The teachers should reiterate often to ensure the acquisition of English expressions/vocabulary items.
7. The teachers should provide useful, acquisition-promoting routines.
8. The teachers should have a good command of English & have the ability to act as a role model for the learners they teach.

In other words, teachers are the source of motivation for children and model imitated by children, teachers need to be provided with methods/techniques, knowledge of children psychology, as well as the ability to manage good English teaching-learning process.

Eventually, teachers could be more competent and able to develop children's abilities in English.

Method

This study investigated the teaching-learning process in TEYL which conducted online at kindergarten and elementary school in Cimahi, a city in West Java, Indonesia, and the perception of teachers and students/parents regarding the practice of online TEYL to equip teachers with more interesting learning techniques, provide quality, meaningful and effective learning experiences for students. Therefore, a Case Study was carried out. According to Cresswell & Poth (2016; McMillan, 2005; Sugiyono, 2017) some characteristics of qualitative research are: carried out in natural settings, provides rich narrative descriptions, concerns with the process, and perspectives of participants are important. The goal in qualitative research is to understand participants from their point of view.

Over a period of two months (from July to August 2020), empirical data were collected through online observation, questionnaire, interview, and document analysis in order to focus on the phenomenon. There were 5 respondents (2 teachers at Kindergarten and Elementary school, 2 parents, and 1 student) chosen as the participant based on Purposive Sampling. Purposive Sampling is a technique of determining the sample with certain considerations (Sugiyono, 2017; McMillan, 2005). In line with this, Suen, Huang, & Lee (2014) state that the purposive sampling technique also called judgment sampling, is the participant's conscious choice due to the characteristics that the participant possesses. Thus it can be inferred that it is a non-random technique that does not involve underlying hypotheses or a fixed number of participants. To put it clearly, the writers decide what needs to be known and set out to find people who can and will provide it.

The reason for selecting the 5 respondents is because of the accessible factor; the access was easier, and the atmosphere was more conducive, they represent the teacher at each level. Therefore the more comprehensive data could be obtained. Then, the participants were coded as T#1 (teacher at Kindergarten), T#2 (teacher at Elementary school), P#1 (parent of a student at Kindergarten), P#2 (parent of a student at Elementary school) to maintain participants anonymity, S#1 (student at Elementary school).

In this study, the writers conducted class observation 6 times by joining the Zoom link during the English teaching-learning process. The teachers used Zoom and WhatsApp as the platform in their online teaching. Data gathered from the observations, questionnaires, and interviews were all transcribed and analyzed inductively by employing classroom interaction analysis. Interaction has long been considered in language learning. Long's Interaction Hypothesis (1996) as cited in Wang & Castro (2010) points that interaction focuses on the 'negotiation for meaning'. In line with this, Wong-Fillmore (1982) demonstrated that interaction relies on 'significance negotiation.' In line with this, Wong-Fillmore (1982) demonstrated that L2 learning is affected by **experiences between an instructor and individual students, and between and between learners**. So it can be concluded that classroom interaction can affect L2 learning. As McMillan (2005) suggests, qualitative researchers do not formulate hypotheses and gather data to prove or disprove them. Rather, the data are gathered first and then synthesized inductively to generate generalizations.

Limitations

This case study investigated the practice of teaching English to young learners in Kindergarten and Elementary school in a city of Indonesia with 5 participants (teachers, students, and parents) within 2 months of observations. The other researcher could conduct the same topic in different settings of study, more participants, and longer observation.

Findings and Discussions

This section summarizes the findings and contributions made.. By employing the instruments above, the findings are presented below.

1. The Method and Techniques Used in the Online English Teaching-Learning Process.

Based on the observation, questionnaire, and interview the teachers used Zoom and WhatsApp as the platform in teaching English after agreed by the students' parents.

Regarding the teaching method used, the data from observation showed that both teachers used the Grammar Translation method in teaching. They translated sentence by sentence to help their students understand the content. T#1 used this method when reading a story and she employed Flashcard, mindmap, lyric training as teaching media. Eventually, this technique makes the students understand the story better. Then, she asked the students to do the exercises with the help of parents. Meanwhile, T#2 made use the Grammar Translation method in reading and this technique makes the students understand the text better.

However, some students had difficulty learning some abstract concepts, i.e. Pronoun. In line with this, Piaget as cited in Pinter (2017) claims the Period of Concrete Operations (approximately seven to eleven years) when children need a reference to familiar actions, objects, and observable properties. Teachers play a very important role because students at this level have little or no prior knowledge of English and their learning success might, to some extent, depend on teachers' creativity. Teaching children a foreign language successfully requires specific skills that differ from that of teaching adults. Therefore, it is wise for the teacher to make use of media in explaining the abstract concepts of their students. Fortunately, they always motivate the students to focus on the lesson. Refer to Gower, et al. as cited in Copland, Mann, & Garton (2020) EYL teacher should meet the following characteristics: being punctual, being well prepared, being consistent in their manners and attitudes, treating students fairly, trying not to let personal feelings about individual students influence their professionalism, not ignoring problems and work instead on addressing them, and never losing their temper. Regard this, Swan clarifies three factors are consistently and significantly associated with the success of online courses: a clear and consistent course structure, an instructor who interacts frequently and constructively with their students, and a valued and dynamic discussion (Swan, 2003). Therefore, to function well in online education, the instructor should master the online instructional design principles, and design effective online courses for the students, interact with their students actively, and involve them in discussions. (Swan, 2003 in Ying, 2006).

Furthermore, class observation elaborated on the teaching technique practiced by the teacher. T#1 make used some activities and varied media when teaching. Singing some English songs, acting out them, and using flashcards were used as the technique in teaching. Whereas T#2 was only used English compulsory books as media when teaching and more emphasis on giving assignments/exercises during the online teaching-learning process.

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Nevertheless, both teachers have provided challenging and varied learning activities and experiences to motivate students to attain high levels of achievement. They understand the characteristics of young learners, they learn very quickly but lose interest in learning very quickly as well. In line with this, Brown (2000) suggests that a variety of techniques are important because of limited language capacity. The teacher should consider that students at Kindergarten are in The Pre-Operation stage and those at Elementary school are in the Concrete Operation stage would more understand the explanations if the teacher used media in teaching. Facing student difficulties in learning, the teacher should give more exposures and create more varied activities.

Regarding the language used in the interaction between teachers and students, both of them used classroom language in English and Indonesia interchangeably. The table below shows some expressions used.

Table 2
Classroom Language Used by Teachers in Online TEYL

Opening	Conditioning	Delivering the lesson	Checking students' understanding	Concluding	Closing
<i>Assalamu 'alaikum, how are you doing?</i>	Are you ready?,	<i>Hari ini kita review yang kemarin dulu terus kita lanjut Materi yang baru</i> (Today we review the previous one, then we continue with the new material)	<i>Nah itu tadi materi kita hari ini, ada yang sulit atau belum faham?</i> (So, that was our material today, is there something difficult or don't understand?)	<i>Oke.. Jadi hari ini (nama siswa) sudah belajar apa saja ya? (lalu menanyakan beberapa pertanyaan sederhana tentang materi yang dipelajari)</i> (Okay ... So today (name of student) what have you studied? (then ask some simple questions about the material	Okay, kalau sudah faham dan tidak ada pertanyaan, saya tutup pertemuan hari ini. (Okay, if you understand and you have no questions, I will close the meeting today).

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				being studied)	
Hi...it is good to see you again	Are you all ready to study?	<i>Menyampaikan judul atau tema yg akan dipelajari, dan memberikan point2 yg harus dikerjakan. Terakhir, mengucapkan "Good luck students"</i> (Convey the title or theme that will be studied, and provide points that must be worked on. Lastly, say "Good luck students")	<i>Nah itu dia pembahasan hari ini, do you understand?</i> (So that's today's discussion, do you understand?)	What have we learned today?	Thankyou and see you on the next meeting.
<i>Assalamu alaikum,</i> Good morning student's, and how are you?	<i>Sebelum belajar berdo'a dulu dan mengisi absen. Di list kehadiran</i> (Before learning, please pray first and fill in the attendance list)	Today we're going to learn	Is it clear? Do you remember?	<i>Jadi pembelajar an Hari ini kita bahas apa sajah sih?</i> (So in today's lesson, what do we discuss?)	Okay that's enough for today. See you next time.
Good morning everyone. . how are you today?	Every body sit down.. sit down.. please	I have got something for you	<i>Ada yang kurang jelas boleh bertanya.</i> (Anyone who is not clear can ask)	<i>Kesimpulan , tugas atau homework yg diberikan sesuai dengan judul</i>	Learning English is fun...so please practise again at home
Good morning children	Ok, are you ready?	We are going to discuss our	Good. <i>Terimakasih sudah</i>	So..what do you learn today?	<i>Sampai ketemu di pertemuan</i>

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		lesson for today	<p><i>mengerjakan dan mengirimkan tugas. Tugasnya dikumpulkan satu Minggu sekali untuk bukti fisik dalam mengerjakan tugas.</i></p> <p>(Thank you for working on and submitting assignments. The assignment is collected once a week for physical evidence in doing the assignment).</p>	Today we learnt...	<p><i>n berikutny a...semoga Hari ini menyenangkan</i></p> <p>(See you at the next meeting ... have a nice day today)</p> <p>"Good Luck student's"</p>
Good morning students	Can we start?		<p>Do you understand?</p> <p>Any question?</p>	What we have learned for today?	<p>Ok... That's it for today.. I hope everybody enjoyed our activity today... see you tomorrow and have a nice day everyone.</p>

Table 2 illustrates the language used by the teachers during the teaching-learning process. It shows that the teachers used English and Indonesian interchangeably. Whereas the questionnaire and interview elaborated the activities the teacher's do before and after teaching which can be summarized that before teaching both teachers preparing the lesson materials, checking the equipment (computer/laptop, cellphone), while after teaching they had a reflection, evaluate the teaching-learning process, checking students' works, recap the score, and preparing the next lesson.

The observation also revealed that in every class there were always students who have "attention-seeking behaviors" by doing something not related to the topic of the lesson,

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making silly faces, changing the position of their laptop/cellphone, etc. To overcome this, Schneiderova as cited in Garton & Copland (2019) suggested that it can be handled by making eye contact and smiling at them, checking their progress, passing a compliment of their attitudes/work, calling on them to share their answer. But if it is in the negative sense that can be disruptive in learning, so the teacher may need to implement preventive strategies such as asking questions to draw their attention, warning them, or setting up a meeting with their parents. In this study, both teachers only smile, call their names, and ask them to focus on the lesson.

The next finding is T#1 made use of various exposures and techniques in explaining some topics better than T#2. Students at Kindergarten learned the lesson by doing many activities, like coloring them and practicing Total Physical Response. They developed their vocabulary through Total Physical Response. Then, students learned "Introducing" through Role Playing. The teacher-guided students in greeting and asking and answering questions about name and address. The students were enthusiastic and this technique likely to succeed because they can foster the language acquisition. Meanwhile, students at Elementary school were focused on writing the exercises taken from the book. In line with the characteristics of children and children's cognitive development, Scott in Jazuly & Indrayani (2018); (Musthafa, 2010) assert that children in preschool or primary settings generally learn by way of physical activities (learning by doing). This means that they learn through hands-on experiences and manipulation of objects in the environment. Harmer (2007) also states that children's understanding comes not from the explanation, but from what they see and hear, and crucially, have a chance to touch and interact with. Therefore, an EYL teacher has to pay attention to avoid grammar explanations and rules stated in abstract terms; and should repeat difficult concepts and patterns more often than that of teaching adults. Moreover, the language needs to be context-embedded. Language in abstract, isolated, unconnected sentences will be much less readily tolerated by children's mind (Brown, 2011). Another characteristic is that children need to have all five senses stimulated. The activities should strive to go well beyond the visual and auditory modes an EYL teacher has to project hands-on activities to go along toward helping children internalize the language.

2. The Perception of teachers and students/parents regarding the use of Classroom Language

The data gathered from the questionnaire and interview elaborated on the perception of teachers and students/parents. Both teachers claimed that online teaching is challenging, they must prepare everything as perfect as possible. They stated that they still have problems in making intense interactions with students. Nevertheless, they tried to do their best. They always encouraged the students because they easily lose their focus when learning. Jean Piaget, advocates that students construct their knowledge through their interaction with the outside environment. More concerned with the psychological development, Piaget believes students should be the subjects of learning activities and their initiative is the key premise. Furthermore, Piaget believes knowledge can be obtained between the interaction from the cognitive. He emphasizes the student-centered approach and uses balanced cooperation and interaction to explain the teacher-student relationship (Ying, 2006).

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During the teaching-learning process, teachers used English and Indonesian interchangeably in the interaction with the students to make the students understand better. They realized that students want to please, they want to have immediate results. These expectations are influenced by what they heard from their parents and other students. They expect to be able to speak some English after the first lesson so that they are awarded by their parents and their friends. In fact, the language exposures from the teacher were less. In fact, learning a foreign language needs exposures directly from the teachers, the target language should be used as a classroom language so that children will get used to and imitate it as a role model. However, the interview with the students and parents uncovered that no students/parents complained about the use of English and Indonesian during the teaching-learning process. Actually, the practice of using English in classroom interactions is very useful in order to improve students' English ability. Many experts claimed that the use of classroom language between teacher-students plays a key role in encouraging students' language skills, moreover for young learners. If parents have limited English skills, they can use some daily English at home, use English for simple activities, such as: Let's have breakfast, let's read a book, it's time to bed, and so forth.

Furthermore, S#1 revealed that online learning sometimes made frustrated since they have to attend the learning process without physically see the teacher. They complained that sometimes they had problems with the internet connection, an unclear explanation from the teacher. Meanwhile, the parents claimed the lack of teacher's interaction with them. Teachers at elementary school tended to always give exercises to students but less interaction with parents. We should consider that the lack of emotional interaction can limit children's cognitive development, creativity, and motivation. Whereas the teacher at Kindergarten never gave any exercises since the students did it during the teaching-learning process, and the interaction with parents also kept smoothly. In this case, the students and parents argued that the important point in online teaching is to instill a feeling in students that there is a teacher's presence and the teacher is paying attention and motivating them. This is very crucial, therefore TEYL classroom management should be facilitative and builds a comfortable, caring, embracing, affirming, and engaging atmosphere.

Finally, it is hoped that these findings can be used as a reference for English teachers at kindergarten and elementary school level in determining steps in teaching-learning English that are more interesting, can provide quality, meaningful and effective learning experiences for children. Thus, the verbal and cognitive abilities of children can develop properly.

Conclusions

This study showed that there were shortcoming research on the practice of online TEYL in the Indonesia context. Previous studies were more concerned in the offline teaching-learning process where teachers and students meet physically. Based on the observation, questionnaire, and interview, it revealed that teachers used Zoom and WhatsApp in their online teaching-learning process, used Grammar-Translation method and Audio Lingual as the teaching method. Meanwhile, the techniques practiced by the teacher shows that teacher at Kindergarten makes used some activities and varied media when teaching. Singing some English songs, acting out them, and using flashcards were used as the technique in teaching.

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Whereas the teacher at Elementary school was only used English compulsory books as media when teaching and more emphasis on giving assignments/exercises during the online teaching-learning process. Nevertheless, teachers should be aware that children at the beginning level do not have prior knowledge of English, and their learning success might, to some extent, depend on teachers' creativity. Rather than limit children's cognitive development, creativity, and motivation. Therefore, teaching young learners should provide challenging and varied learning activities and experiences to motivate students to attain high levels of achievement.

Furthermore, the data explained the perception of teachers and students/parents. Both teachers claimed that online teaching is challenging, they must prepare to teach better than the offline one. However, they stated that they still have problems in making intense interactions with students. Nevertheless, they tried to do their best, by encouraging the students as they lose their focus easily when learning. Regarding the students' boredom when having an online class, it is wise for the teachers to consider students' characteristics, i.e. short attention span. Therefore, promoting varied activities during the teaching-learning process and make use of media appropriate with the topic of the lesson is recommended.

This study also reveals that no students and parents claimed the need for more classroom language used as the exposures from the teacher. They do not realize that learning a foreign language needs exposures directly from the teachers, the target language needs to be used as a classroom language so that children will get used to and imitate it as a role model. Students and parents complained about the lack of emotional interaction between teachers and students. On the other hand, students complain that online learning sometimes made frustrated since they have to attend the learning process without physically meet the teacher, problem with the internet connection, and unclear explanation from the teacher. Meanwhile, the parents claimed the lack of teacher interaction between teacher and students/parents. The implication is that since the teaching- learning process is social and individual process, so it requires a social context in which learning takes place and has an impact on the learning of every student. The online teaching-learning process should build a social context. It means communication with students is very important. While the lack of emotional interaction can limit children's cognitive development, creativity, and motivation. Eventually, though in the online learning the students can not meet the teachers physically, but the bonding can make the teachers "alive".

With the condition of online TEYL which is still less child friendly, the researchers claim that the role of teachers and parents can never be replaced with any sophisticated technology. Eventually, they recommend teachers of EYL need to be capable of developing teaching method, technique, and media appropriate to young learners, how to attract and make the students enjoy learning as it is expected. By this, teachers could determine the effective and suitable teaching methods/techniques to their students and create a positive environment for English teaching. Overall, the qualified teachers, the students' readiness, and the adequate teaching-learning facilities are necessity. Eventually, they can teach students with a fun, more meaningful learning experience in English, so that students are prepared with English language learning material at the next level.

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APPENDIX

Online TEYL at Kindergarten



Learning accompanied by parent



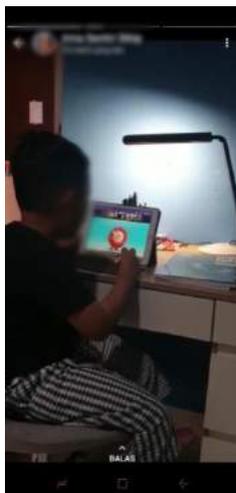
Parent involved in the teaching-learning process



Students drawing



Media in teaching



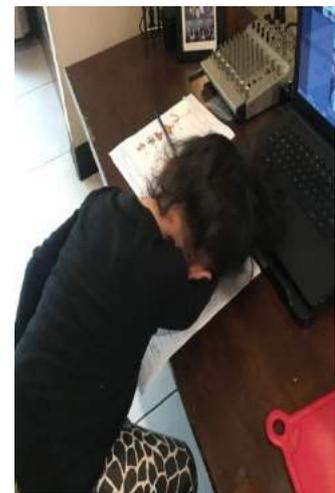
Learning using cartoon



Toys as media

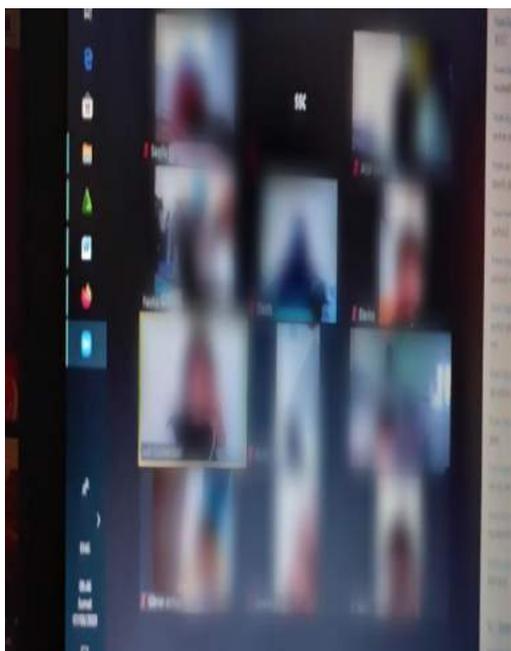


Act out song



Student fall asleep during lesson

Online TEYL at Elementary School



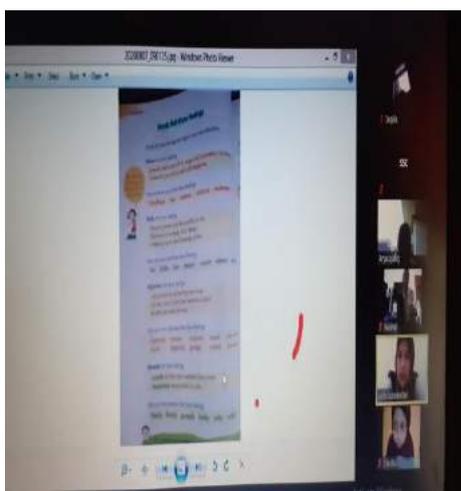
Teaching-learning process



Learning alphabet



A student with attention-seeking behaviour



Textbook as media



Students fall asleep during lesson



SSC is the researcher