

AN ANALYSIS OF TEACHING LEARNING PROCESS

Salwa Chaira¹

Abstract

This article is about an analysis of teaching and learning process in an English classroom. It also gives an explanation of the presence of Input-Interaction-Output (IIO). In the article, there are details of the type of input and role applied by the teacher, the type and role of interaction built, and the type of output and its lead. Besides, other elements such as English talk and lesson explanation, the feedback given by the teacher, language view, materials, and activity in the classroom, etc will include in the essay. The method applied in the article is document analysis. The result is that the way the teacher teaches, the method she applies, and the approach she implements can offer and encourage them to obtain the knowledge in a good way. These factors seem agreeable as the students can perceive her teaching style well. However, the material or the subject provided by the teacher seems much lower for the students' capacity. Thus, the writer suggests that Monique offer a little bit higher input.

Key words: *English Teaching, Input-Interaction-Output (IIO), Language Acquisition*

¹ Salwa Chaira, Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena, Email: shallyfa_leaira@yahoo.com

A. INTRODUCTION

This essay contains an analysis of a lesson given in an English classroom at a pre-intermediate level. The institution is a language institute in Universal Institute Technology and located in the city of Melbourne, Australia. The classroom consists of a variety of students who are from Korea, Peru, Brazil, and Italy. The number of the students in the lesson is eight adult learners who possess different mother tongues and are non-native speakers of English. However, they look like to have a proficient ability in English language and persist in a certain level of English expertise. As a result, the language range that is used by Monique in her teaching should fit the lesson and explanation. This lesson is given by a native speaker of English, Monique Sheldon-Stemm, who has a five-month experience of teaching English to the students. Monique herself was born in Wales, Great Britain, but then she moved to Australia and has been residing in there since 1975.

The analysis includes Input-Interaction-Output (IIO) as a basic process of the lesson. The type of input and role applied by Monique in the classroom, the type and role of interaction which are built, and the type of output and its lead will be described in the following discussion. Besides, other elements such as Monique's English talk and lesson explanation, the feedback given by Monique, language view, materials, and activity in the classroom, etc will include in the essay.

B. DISCUSSION

In the lesson, the language is viewed as something that is structural and

communicative. It is structural since it requires certain formulas to construct the language, and communicative as the language is applied to build a communication among others. In Monique's lesson, the structural view is obviously seen from her requirement of constructing sentences in Simple Past and Past Continuous forms. She requires it without giving any details of the formula of Simple Past and Past Continuous tenses because she considers that they have a prior knowledge of the material that she is teaching. Afterward, it is proved that they have the knowledge as they can write the required sentences correctly. However, there is a session showed that a student makes a slight mistake of the sentence which is then corrected by Monique.

The communicative view is seen from Monique's requirement to the students to share their stories in Simple Past and Past Continuous tenses with the sentences that they previously write as a support for them to construct the ideas within the stories. In order not to waste the time by having each student presenting the story in the classroom, she divides them into groups which consist of two students in each group. Thus, they can talk to their partners and tell their stories efficiently. The kind of language applied by Monique in the lesson is a foreigner talk. This is a simplified language as proposed by Ferguson in 1971 (cited in Wesch, 1994). This simplified language is especially used to teach non-native speakers of English who learn English at beginner or middle levels. Therefore, in the lesson, Monique explains much slowly and with special manners to face

the non-native English learners to have them understand the message of the input transferred by her. Besides, this manner assists them to acquire and pick up the language in accurate and formal ways unlike most native speakers do when they communicate with other native speakers. Moreover, it is believed that most people communicate differently based on its register which this level sometimes is not accepted yet by early learners.

There are three main points of how language theorists conceptualize language acquisition. Some theorists notice language is as a behaviorist method. In this term, language is just to be imitated and replicated by its learners. They believe that it is a way to pick up a language naturally. Some others believe that a language is obtained by a special device in human's brain, language acquisition device (LAD). This theory is proposed by Chomsky in sixties. They believe that children are born with an innate competence in their brains to acquire a language. From the brains, the language is received then produced by the users. Others perceive language as a cognitive process in human's brain. This theory, which is proposed by Piaget, demands learners to construct language or words with the knowledge that they already own.

Regarding Monique's concept of language, it can be seen that she holds cognitive theory since she requires her students to develop their sentences, expand their own vocabulary, and build up their dialogues under the prior knowledge that they obtain before attending the class. Monique

perceives that the students possess language knowledge so that she does not need to teach her students from the beginning, especially the language formula of tenses that is used in her teaching. Indeed, she still corrects when the students make a mistake in the learning to assist them with correct English.

At the beginning, Long and Swain confirm their personal thoughts into SLA concept. Long produces *interaction* and Swain does *output*. Starting in 1988, Gass draws the two theories into IIO model with an addition of *input* as a termination (cited in Block, 2003). The input itself derives from Krashen's theory which is famous as *comprehensible input*, which means a message from a language producer that can be seized by an interlocutor. In relation to the lesson, it is a comprehended message that is delivered by the teacher, Monique, to the students. Later, beyond this message, the students commence to what is stated by Monique.

The IIO is a teaching and learning model in second language acquisition (SLA) which is developed by Gass and Selinker (cited in Block, 2003) in a compilation between universal grammar (UG) and cognitive psychology. It includes those three elements that construct a teaching concept and functions as a base of teaching. Although the language elements in term of IIO that Monique uses are merely some of the whole language elements, she can cover the students' need beneath the elements. These elements may seem separate to each other but they assist the learners to gain the knowledge of what they are learning.

Monique includes the three elements in IIO model into her teaching to transfer the knowledge through input, interaction, and output. The role of input in her lesson is the IIO model that she comprises comprehensible input which is understood by the students as they know what is commanded by her. Here, Krashen's theory of input plays a huge part in transferring the knowledge. Monique tries to give a clear explanation that can be comprehended by the students. Thus, the students will easily gain the knowledge.

This role can be advantageous to the students when they can receive the message conveyed by the teacher. As Krashen (cited in Boulima, 1999) believes that a message which is understood as a comprehensible input has to be obtained since it is one of the essential factors in learning languages. The input should be as clear as possible to the students to receive. Therefore, in further discussion, stated that it is useful to build a foreigner talk in a classroom which consists of students who are non-native speakers. It is believed that an input may turn comprehensible through a speech modification.

Block (2003) concludes the move from linguistic competence to communicative competence proposed by Yule.

Two of them are in relation Monique's teaching; to focus on meaning and pragmatic function instead of linguistic form and interest in situational rules instead of grammatical rules. In the lesson, she does not concentrate merely on the linguistic form of the tenses. On the other hand, she directs the students to have more practice through a communicative

activity. She even says at the beginning of the lesson that they will practice speaking, not to learn a grammar aspect without a real implementation. As a result, she gives a longer time about ten minutes to run the speaking activity. Besides, the students are required to inform the authentic activity happens in their life rather than to create sentences or do textbook exercises.

The forms of input in her lesson are grammar/structure primarily tenses, speaking practice, and writing short sentences. These tenses are not only to support the speaking practice which is about their past experiences, but also be as a main understanding that they have to learn. Besides, other forms of input given by Monique are brainstorming, editing, and peer work. The brainstorming offers the whole comprehensive picture of a chosen topic that they are going to tell their partners in the classroom. The next step that Monique directs them to write two sentences as an implementation of their ability to construct sentences in a particular tense form. The input is given within a medium, yet it is advantageous to the students. The teacher talks dominantly without showing any other media to support her explanation. Instead, she only utilizes the sample taken from the students' deed in the classroom when they are doing the required task.

Elements of language are basic substances that learners should recognize in learning a new language. Some authors may relate these elements to linguistics discipline, such as phonemes, morphemes, phonology, syntax, semantics etc. However, this is

definitely correct to classify the language elements into those disciplines. Others correlate to other simple basic elements as seen in the lesson; grammar, pronunciation, writing, and speaking. Monique applies only these elements to the students regarding the purpose that she builds within her teaching.

Correcting the produced sentences of the students can be done not only by a teacher, but also learners. Hence, Monique has them edit their partners' work. This activity is called peer editing to prove that the students encompass language competences and are capable to find other students' errors and revise them. However, this does not mean that the teacher can neglect her responsibility to correct the students' work. Speaking practise is the main activity in the lesson. It functions as a tool that the learners apply the written knowledge into a speaking skill. By giving such input, it is expected that the learners draw a benefit that later can be utilized in their needs.

Teacher's noticing of students reasoning is necessary to develop teacher's expertise in teaching. When Monique notices teaching and learning process as a cognitive manner, it is obvious that the appropriate input for it is a simplified language that is used by Monique to transfer her input. The input has to be mastered since it is a material of tenses which have been learned by the students. Batstone (cited in Noonan, 2004) clarifies noticing as an attention into forms and meaning of particular language structures in the input provided by a teacher. Here, it should explain how and what Monique does to attract

them to pay attention to the knowledge given by her. On one hand, she does not make any language comparisons within the tenses that she is explaining. Actually, it is good to do so as they are non native speakers whose languages own certain structures especially in term of tenses. Ellis (cited in Noonan, 2004) offers that the teacher is expected to build students' awareness to assist them to comprehend the input by not offering accurate use of (some) language forms.

Cross (cited in Noonan, 2004) concludes some factors that are implemented to attract students' attention in order to comprehend the input. They are *explicit instruction, frequency, perceptual salience, and task demands*. All the factors are undertaken by Monique to transfer the knowledge. Monique gives a small amount of instruction explaining the tenses. It is used to draw their attention. Instead, she doesn't explain it in a great detail as Ellis suggests (cited in Noonan, 2004). In frequency, she sometimes repeats the explanation a few times. Thus, the learners will perfectly receive the knowledge and maintain it in their minds.

One of the perpetual salience that Monique applies is highlighting the tense sample which is taken from the real and direct occurrence which happens in the classroom. Taking an example trough this way makes them easily comprehend the language structure explained. Besides, she also highlights special punctuation (a coma) which is used in creating the required sentences in the lesson. It means that the students will take it into account when the teacher acts in particular way and consider

that it as one of the important structure to remember. Finally, Monique requires them to do a task as an input and to ensure whether they understand what is explained by the teacher.

Another element of IIO model is interaction. As proposed by Block (2003) about IIO model in term of interaction, it indicates a negotiation for meaning which means a process to run a communicative activity, comprehension, message content, etc. All the elements are applied by Monique in her teaching. The interaction involves between the teacher to the students and the students to the students.

The final element of IIO model is output. The output in the lesson is considered both as process and product. A process since it is a pace to another level of the learning. Both the teacher and the students apply the output as knowledge to correlate it to another step of the teaching materials provided in the lesson. The process that occurs in the lesson is brainstorming, producing written sentences, editing, a short dialogue, and speaking practice. All the process is used as a base for the students to reach the intended product. A product is something that the students produce regarding what they are learning at the end of the lesson. The teacher may prove whether she performs a good teaching through the product which is produced by the students. In the lesson, the product can be the sentences that they create, the ideas within brainstorming activity, and the talks or stories that they share to each other. This product supports them in a further learning of other material or lesson.

Every learner has distinct abilities and levels of expertise to obtain a target language. These differences affect their competences in learning and gaining the language. Age, is one of differences including the students in the lesson, gives distinct influence toward the learners. Some theories say that immature learners who are prior to puberty period are capable to be natively like especially in speaking skill in term of pronunciation, fluency, spontaneous response and the like. Since neurobiological process in human bodies at that period is excessively crucial to acquire language into natively like style (Marinova-Todd, Marshall, Snow, 2000).

On the other hand, mature learners may learn language as good as they are able to do, yet they will not be completely similar to native speakers. Lamendalla (cited in Marinova-Todd, et al 2000) argues that within the period which is named with sensitive period, immature learners are more effective to acquire language, yet mature learners are not impossible to reach English competencies as the immature ones. The students' personalities are apparently seen since they perform the lesson. Some of the students are incredibly attractive to participating the learning comparing others who are less attractive. Nevertheless, these differences do not give a huge influence toward their language competencies. This could be observed from their ability in undertaking the task since the students are able to do it incredibly correct.

Assumptions of individual features both by the teacher and the students may represent in the lesson due to their differences.

The differences such as background of origin, former education, language competencies, and personalities encourage them in the teaching and learning process. Monique may see that the students coming from Europe continent whose languages derive from Latin root or as a Romance language have a higher level of English expertise above Asian students. It can be seen from their participation into teacher's talk and explanation. Almost all the students who do so are Brazilian, Italian, and probably Peru. This will give Monique an assumption that they have high intensity toward her participation to engage them to learn.

Teaching elements such as teaching strategies, learning activities, students' activity, and materials are other components that the teacher takes into account. In teaching and learning process, it is expected that the teacher can provide varied methods implementing them in the classrooms. The more varied of these components, the better to engage the students to involve into teacher's teaching plan and activity. Besides, these components should associate with each other to achieve the intended goal. In the lesson, the teaching strategy that Monique applies is proficient since she ameliorate.

Every Monique's action that occurs in the classroom can be considered as a feedback since it influences learners' learning. In one circumstance, the way that she teaches, the method which she applies, and the approach that she implements, can offer and encourage

them to obtain the knowledge in a good way, yet these factors may not be inappropriate to other learners. However, these factors seem to be agreeable as the students can perceive her teaching style well. None of them complains Monique's teaching style. As a result, the students will draw a positive feedback from her which assists them in further learning.

Giving a feedback is advantageous to the students as it restructures their language competence when they have a prior knowledge. An example is found in the lesson when Monique commands them to produce two sentences of Simple past and Past Continues. One of the students writes faulty tense and the teacher corrects the mistake by stating the right form of Simple Past. This means that the prior knowledge which the students possess definitely enhance their present learning. However, they might make mistakes while the teacher is responsible to reconstruct the knowledge to be correct.

C. CONCLUSION

The material or the subject provided seems much lower for their capacity since regarded as university students. However, it is suggested that Monique offer a little bit higher input. However, Monique's teaching method is appropriate to the students as she realizes her students' capacity and competence in English language learning. She knows well how to teach and treat her students who have distinct capacity and personalities between one student to another.

REFERENCES

- Block, D. (2003). *The social turn in second language acquisition*. Washington: Georgetown University Press.
- Boulima, J. (1999). On the role of comprehensibility in SLA. *Negotiated interaction in target language classroom discourse* 20-53.
- Diamond, J. (2011). *Developing teachers' noticing: moving from attending to students' procedures to attending students' thinking*. Retrieved from <http://edserver.ucsd.edu/courses/eds297/sp11/netlogo/Urban%20Suite%20-%20Noticing%20Students'%20Thinking.html>.
- Marinova-Todd, S. H., Marshall, D. B., & Snow, C. E. (2000). Three misconception about age and L2 learning. *TESOL quarterly*, 34, 9-34.
- Noonan, F. J. (2004). Teaching ESL students to “notice” grammar. Retrieved September, 24, 2012, from <http://iteslj.org/Techniques/Noonan-Noticing.html>
- Wesche, M. B. (1994). Input and interaction in second language acquisition. In C. Gallaway, & B. J. Richards (Eds.), *Input and interaction in second language acquisition* (pp. 219-49). Cambridge; New York: Cambridge University Press.