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Pedagogical Values Obtained from a Language Class in an EFL Context – A Case Study from Indonesia

A. Dzo'ul Milal, Dr., M.Pd.

This study was conducted in an English classroom consisting of mixed-ability adult learners in the context of English as a foreign language. The teacher and the learners are Indonesians. The data were collected by observation and recording to record the class proceeding, and documentation to obtain teacher's lesson plan and post-teaching reflections.

The study is focused on three aspects of the language class, namely, the lesson, the classroom interaction, and the teacher-learner power relations.

Description of the Language Lesson

The lesson is basically intended to improve learners' knowledge of and ability to use multi-word or phrasal verbs (verbs which consist of more than one word, such as bring up, look after, put up with, etc.). This vocabulary focus is related to the context of life stages, so that the words taught are those which are related to that context. In addition to that main aim, the teacher also writes the subsidiary aims, and his personal aims. They are quoted from teacher's lesson plan as follows:

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The main aim is “to help the learners understand and use multi-word verbs to do with life stages. e.g. (1) *I want to settle down, get married and have children.* (2) *I am really looking forward to seeing her again.*”

The subsidiary aims are: (1) to introduce and practise vocabulary related to life stages, (2) to give the learners opportunities to develop fluency using English in receptive and productive skills, and (3) to mediate with the topic of the second teaching session: using multi-word verbs to describe future events.

The personal aims are: (1) to do more communicative activities to reduce TTT [Teacher Talking Time], (2) to create a friendly and relaxed learning atmosphere, (3) to grade my language to suit the learners’ level, and (4) to use slower pace to foster the learners’ understanding. The expected learner outcome is that “By the end of the lesson, the learners will be better able to use multi-word verbs to describe life stages” (Masduqi, 2007a).

Presentation of Core Teaching Materials to Learners

The main aim dictates the core teaching materials to be presented to the learners, the subsidiary aims determine the skills to be practiced by the learners and manifested in the forms of learning activities, whereas the personal aims give rise to the teacher’s strategies and ways of classroom management. In order to achieve those aims, the lesson is conducted with the following procedures.

After greeting the learners, the teacher starts the lesson by establishing rapport. That is done by telling the learners that he is wearing a new *batik* which is bought the day before. That is as a gesture of respect. Then, he announces the first stage of the lesson, i.e. a guessing game to warm up.

In the first stage, the teacher presents the rules of the game. When he is sure that the learners know how to do it, he nominates volunteers one by one. The game is called a guessing game. A learner is sitting on a hot seat in front of the class, and the teacher shows a picture to all other learners in order to describe it to the volunteer. The learner sitting in the front has to guess what the picture is. Since this is intended to lead them into the topic of the lesson, the pictures are about “life stages.”

In the second stage, learners perform a classifying competition. The class is divided into two groups. The teacher gives instructions. Each group is given several cards of two types: some cards contain “life stages,” e.g. babies, children, teenagers, married couple, retired; some others contain features related to them,

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e.g. wearing nappies, flirting with the opposite sex, grey-haired, etc. Learners are to classify those characteristics in relation to the life stages.

In the following stage, learners work in pairs to tell each other the most important event in their lives. After that, some of them are asked to tell the class what their partners have told them. It is then continued by learners' task of matching phrases with sentences. Before doing the task, however, learners are pre-taught some vocabulary. To check the answers, some learners are asked to read them aloud.

In the reading stage, the teacher first activates learners' knowledge by showing a picture of whom the text is about, i.e. Rowan Atkinson (Mr. Bean). Before reading, learners are asked to make a prediction of ten words that might appear in the text. They do it in pairs. Then, they read the text to see if their prediction is correct. The following activity is learners' filling the gaps with the underlined words in the text. To check the answers, learners read them aloud. The last activity is teacher's explaining the meanings of some words by putting them in sentences.

The summary of those stages and activities is in the following table.

Table 1 Lesson Stages and Activities

No.	Stages	Activities
1.	Warmer and lead-in: Guessing game (speaking activity)	<ol style="list-style-type: none"> 1. T (teacher) establishing rapport 2. T announcing the lesson stage 3. T giving instructions 4. Ls (learners) performing the guessing game 5. T announcing the topic of the lesson
2.	Group-work: classifying competition (Focus on vocabulary)	<ol style="list-style-type: none"> 1. T dividing the class into groups 2. T giving instructions 3. Ls performing the task 4. T checking Ss' answers
3.	Pair-work: Describing the most important event in life (Speaking activity)	<ol style="list-style-type: none"> 1. T giving instructions 2. Ls performing the task in pairs 3. Ls reporting
4.	Pair-work: Matching words with gaps in sentences	<ol style="list-style-type: none"> 1. T pre-teaching vocabulary 2. T drilling 3. T giving instructions 4. Ls performing the task in pairs

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		5. Ls reading answers aloud
5.	Pair-work: Reading activity	<ol style="list-style-type: none"> 1. T showing a picture 2. Ls guessing the picture 3. T announcing the topic of the text 4. Ls making prediction of the words in the text 5. Ls reading the text to check their prediction 6. T asking about the text content
6.	Pair-work: Gap filling	<ol style="list-style-type: none"> 1. T giving instructions 2. Ls doing the gap filling 3. Ls reading the answers
7.	Highlighting the form	<ol style="list-style-type: none"> 1. T explaining the meanings of words by giving examples
8.	Closing	<ol style="list-style-type: none"> 1. Closing 2. Greeting

The following part presents the pedagogical values that can be inferred from the lesson described above. The presentation starts with enumerating the notable, relevant points, then followed by discussions in the framework of pedagogical thinking.

Pedagogical Values of the Lesson (Pre-, Whilst-, and Post-Teaching)

As is mentioned in the lesson plan, the main aim is, "To help the learners understand and use multi-word verbs to do with life stages". To clarify this aim further, the teacher provides the examples of the teaching points, i.e. multi-word verbs related to life stages, such as, "*I want to settle down, **get married** and have children. I am really **looking forward to** seeing her again*" (Masduqi, 2007a).

Although the plan is to be used by the teacher himself, the inclusion of examples in the form of complete sentences is reasonable to give a clearer idea of the focus of the lesson not only to the teacher himself, who is supposed to teach it, but also to other teachers who possibly intend to use the plan in another occasion. Knowing exactly the core point of the lesson is compulsory for the teacher in order to preserve relevance, continuity, and achievement of the teaching aim within the lesson. Otherwise, the lesson might not be efficient and effective.

The Focus: Vocabulary

Considering the above mentioned aim, the lesson basically focuses on vocabulary. However, to make the learning process more meaningful, the

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vocabulary is put in a context, i.e. "to do with life stages," by which the meanings are made clearer. With that focus and context, the teacher develops the lesson in the forms of integrated activities and materials. It is integrated because it deals with more than one skill. The lesson stages contain warm-up and lead-in in term of speaking activity. Then, it is followed by the activity of group-work where learners are involved in classifying competition focusing on vocabulary. After that, learners performed another oral activity in a pair-work to describe the most important event in one's life, continued by matching words with gaps in sentences. Learners are then engaged in a reading activity and gap filling. Finally, the teacher ends the lesson by highlighting the form in which he explains the meanings of the phrases and gives examples.

Viewing those stages, it is obvious that the teacher attempts to conduct various integrated activities by which learners have sufficient opportunities to be actively involved in the lesson and to practice using the target language in order to establish maximum achievement of the teaching aim. That is supposed to be a typical style of a language lesson. Despite the fact the focus is on vocabulary, whereby learners are normally expected to process a cognitive improvement, the lesson is designed in such a way that learners would be maximally involved in all of the three cognitive, affective, and psycho-motor aspects.

Goals of Teaching and Learning Vocabulary

The main goals of teaching and learning vocabulary are learners' understanding of its meaning, its preservation in their memory system, and their ability to recall or use it when operating language (receiving or producing it). In order to serve those purposes, the teacher conducts activities in the classroom. The provision of context, e.g. "life stages" is intended to clarify the meanings. By putting the target language, i.e. multi-word verbs, in the context of talking about life stages, it is expected that learners would get clearer idea about their meanings. In addition, when highlighting the forms, the teacher explains the meanings exerting various ways, e.g. putting the words in context sentences, rephrasing the words, and giving examples and their definitions. All these are intended to make the meanings clear.

To facilitate retention in memory, furthermore, some other tasks are given, such as drilling, matching the words with the blanks, reading, and filling up the missing words. In the teaching and learning process, the teacher prefers eliciting and prompting the words from the learners to giving them. By asking questions, the teacher manages to activate learners' involvement in the thinking process. In

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that way, it is deemed that their memory would be scratched; thus strengthening retention.

Knowing the meanings and long retention in the mind are not enough. Vocabulary is said to have been mastered if it becomes active acquisition, meaning that it is ready at the tip of the tongue and the acquirer is capable of using it whenever needed, for productive uses, when s/he is speaking or writing, for example. In order to serve that purpose, the teacher conducts activities by which learners use the vocabulary productively, such as filling up the blanks. However, as is admitted by the teacher in his post-teaching reflections, such an active production activity could have been maximized. He says,

Apart from those strong points, I feel that I still have some teaching aspects that I need to work on to improve my future teaching practice. Most teaching activities I performed in the taught lesson are focused heavily on form and vocabulary and lacked communicative activities. As a result, the class is not as lively as I expected (Masduqi, 2007b).

Techniques and Interactional Strategies

Viewing the lesson as a whole, there are two significant points worth noting: techniques and interactional strategies. In view of the teaching techniques, it is clear that the teacher implements various ways in order to achieve his teaching aim. This is reflected by the variety of activities conducted in the lesson, a guessing game as a warmer, classifying competition, describing, matching, reading, gap-filling, and highlighting forms. Those tasks are oriented to improving learners' mastery of vocabulary. Considering those facts: before, during, and after teaching, there are some pedagogical values that could be cited:

- (1) In a language lesson, there should be a language focus. In this case, the focus is multi-word verbs. With this focus stated explicitly in the statement of the aim, the teacher knows exactly what linguistic point is to be presented to the learners. To make it more learner-centered, in other words, what target language is to be learned by them. Being familiar with the core content of the lesson, the teacher is capable of developing activities relevant with the focal content.
- (2) In order to make the language point more meaningful and useful, furthermore, it is normally put in a certain context. In this case, the context is life stages. The statement of the context is important so that learners know the relevance of the learning points with their surrounding experiences. By knowing the

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context of the language teaching points it is easier for the learners to understand the meanings of the learned expressions.

- (3) The lesson is oriented to improving learners' skill or use of the target language. In this line, the aim is learners' understanding and using the learned vocabulary. Those points (1), (2), and (3) are explicitly written in the statement of the teaching aims, which is further developed into stages and activities. In short, the statement of language teaching objectives should ideally include three points: the language item as the focus of teaching, which learners are expected to learn, the skill in which learners are required to be able to practice the target language, and the context by which the use of the target language becomes more meaningful.
- (4) To serve that purpose, the lesson is designed to consist of various activities, for examples: guessing, classifying, describing, matching, reading, gap-filling, and highlighting forms. The variety of activities is intended not only to minimize boredom and increase the learners' motivation, but also to enhance the effectiveness of the learning process. By carrying out varied activities of using the language, learners get direct experiences in practice. Such experiences theoretically construct a body of knowledge and skills. This goes in line with the idea of constructivism in learning theory. Quoting Vygotsky's idea of constructivism, Kaufman (2004:305) cites, "Learners benefit from multiplicity of approaches and learning experiences as they extract salient information in acquiring new knowledge".
- (5) The lesson involves integrated skills. In this lesson, they are speaking and reading. Integrated skills represent authenticity and communicativeness because in real communication, language is normally used integratively rather than discretely. By integrating some skills, language learning communication becomes more authentic and not only accommodating divergent learning styles of the learners, but also stimulating more senses. The more senses are involved, the more effective language learning will be.
- (6) To conduct the activities, there is a variety of interaction patterns performed by learners. In this lesson, there are whole-class, group-work, pair-work, and individual work. As has been cited by Harmer (2001:114) and Spratt, Pulverness, and Williams (2005:148), the diversity of interaction patterns gives some benefits to learners. Those with social learning style prefer to work in groups or in pairs, whereas those having individual style like to work on their own. With such a multiplicity of strategies, both the dominant and the quiet get equal chance to be actively involved in classroom activities.
- (7) To evaluate the achievement of the aim, it is possible to conduct a continuous assessment. In this lesson, the teacher monitors learners' doing the tasks. By observing and monitoring learners' activities, the teacher could evaluate if the

learners make some improvement, whether any of them need help, or if they call for individual coaching.

- (8) Monitoring has twofold functions. On the one hand, it is used for classroom management, i.e. to see if the learners are doing the tasks properly, hence the teacher could provide immediate helps when necessary. On the other hand, it could be used to evaluate learners' achievement of the aims. Informal assessment such as continuous observation and monitoring throughout the lesson could be useful to complement information about the competence, attitude, and behavior of the learners. So, the assessment is more holistic and comprehensive.
- (9) By conducting a variety of activities, learners get a lot of chance to practice using the language; thus, promoting language acquisition. Dulay, Burt, Krashen (1980) claim that frequency of practice is one of the key factors in promoting language acquisition. The more frequently learners practice using the target language, the better their acquisition will be. In the context of the lesson where this study is carried out, in order to maximize the acquisition of multi-word verbs, the target vocabulary, the lesson contains an array of activities.
- (10) With a range of tasks, a variety of learners' learning styles can be accommodated. For example, kinesthetic learners are benefited with the game, visual with reading and picture exposures, auditory with lecturing, social with group work, individual with personal tasks, impulsive with guessing game. That the lesson comprises diverse tasks implies that it complies with one of the principles of learner-centered approach, i.e. accommodating variety of learners' characteristics; thus, compliant with the principle of strategic investment (Brown, 2000).
- (11) In that lesson, where an array of strategies is implemented, teacher and learner roles vary. The teacher is not only as an informer and the learners as recorders of information. The teacher plays several roles, as a manager of the game, an involver of the discussion, a monitor of the group and pair works, a facilitator of the form focus, an assessor of the aim achievement. The learners, on the other hand, also perform some roles, e.g. as participants of the game and other activities, such as matching, classifying, and discussions, and as recorders of information in the form focus stage. Playing variety of roles, the teacher manages to minimize students' boredom and increases their motivation. This conforms one of Brown's (2000) principle of motivation.
- (12) One of the activities is that learners are required to talk to their partners about the most important event in their lives. This is a personalization stage in which the teacher tries to relate the topic with the learners' life experience. The value of this stage is that the lesson topic is made relevant with learners' lives; thus, internalized more easily as it becomes a part of their live

- experiences. This goes in line with Brown's (2000) principle of strategic investment in language learning.
- (13) After carrying out the teaching tasks, the teacher writes reflections on his teaching in which he tries to identify the strong and weak points of his lesson. This requires the teacher to be always aware of what he is doing during the lesson. Knowing his strength and weakness, it is easier for the teacher to make self-improvement for future tasks. So, making reflections after teaching is one way of teacher's professional development.

Pedagogical Values of Classroom Interaction

In addition to the benefits gained from the pre-, whilst-, and post-lesson performance, there are some other educational contributions that might be learned from the interactional strategies manifested in terms of classroom discourse produced during the performance of the lesson activities. Those values can be enumerated as follows.

At the beginning of the lesson, after greeting and before going further into the lesson, the teacher tries to create good rapport or closer relationship with the learners by showing that he pays respect to them and that the event is so special that he bought and is wearing a batik dress special for them.

- (1) The pedagogical value is that establishing rapport at the initial stage of the lesson is significant in the sense that by having good relationship, the learners feel secure and are not put at the defensive; thus, lowering their affective filter, the condition of which is conducive to facilitate acquisition of language input (Krashen, 1985).
- (2) Another point is that the teacher has laid a foundation since early at the beginning to make learners have psychological preparedness so that learning is to happen more effectively. He has put a basis for effective classroom management by means of which classroom participants, teacher and learners, may be able to interact whole-heartedly; thus making the lesson enjoyable. When teacher and learners have closer psychological relationship, it is easier for the teacher not only to put effect on the learners but also to manage the activities and to be obeyed. In short, with good rapport, there is no psychological barrier between learners and teacher, hence increasing the effectiveness of the lesson.

In conducting activities, there is a typical structure of discourse produced along the instructional interaction. The structure is as follows: (a) announcing the task or the activity to do, (b) giving instructions consisting of the

explanation of detailed procedures of how to do the task, (c) giving examples or modeling, (d) checking learners' comprehension, and (e) commanding to start the activity or nominating. Considering those discursal phenomena, some values could be taken.

- (3) A lesson consists of logically ordered stages of activities that should be understood clearly by learners. Logical order refers to the fact that the activities conducted in the lesson are related, sequential, and graded. Learners need to be made aware of these sequentially related activities. Otherwise, they would be confused and could not see the relevance of what they are doing; thus, learning would hardly happen. This is consistent with Ausubel's theory (Brown, 2000) which says learning will happen only when it is meaningful and it also goes in line with Vygotsky's idea of constructivism which states that learning is a matter of constructing social experiences (Brown, 2000). Therefore, learners should be informed what and how the activity is to be conducted before they really do it.
- (4) A lesson consists of well-controlled activities, all of which are oriented towards the achievement of the teaching aims. The teacher creates the condition in such a way that learners do not violate the process. To serve that purpose, it is important that the teacher explain the rules of the game or give instructions as clearly as possible so that learners are assured to be able to do the tasks as expected.
- (5) A class comprises learners with variety of abilities, learning styles, and personality traits. Some learn best through listening, while others through seeing. In order to accommodate such divergences on the one hand and to increase the clarity of instructions on the other, the teacher needs to give not only verbal instructions but also examples or modeling, use pictures, realia, and objects.
- (6) Giving instructions and modeling is good, but it may sometimes be not enough. The teacher should make sure that learners really understand, know, and are able to do the task. Therefore, it is sometimes important to check learners' comprehension of the instructions, as to whether they really know what to do. This is particularly necessary when learners have low level of language ability. In order to establish and maintain the flow of communication, comprehensibility should be pursued. To assure this requirement, teacher needs to check learners' comprehension.
- (7) Being sure that learners understand and really know what to do, the teacher commands or nominates a name. That is to mark the time when learners start doing the task. Nominating is done only when there is no volunteer, to ensure the smooth flow of the lesson proceedings, and not to waste time.

- (8) Offering is usually given prior to nominating. That is to provide equal chance to everybody to take active participation in the classroom process, to promote learners' personal internal drive to be volunteers, to provide them with the feelings of freedom and responsibility, and to give learners courage to give response. This may satisfy learners' ego and increase their self-esteem (Brown, 2000).

When learners are able to do the task well, the teacher often gives positive feedback in the form of praise. When they hesitate or are unable to perform well, the teacher often encourages them to try harder and keep going, or may even give clues to help them until they are capable of discovering the answer by themselves.

Regarding this finding, the pedagogical values are as follows.

- (9) Praise has some psychological effects. It is a manifestation of positive feedback which may be used to reinforce the acquisition of a positive habit. Praise may also promote self-confidence because it brings about the feeling of pride in the person being praised. In the context of teaching and learning, praise helps the learners to know that what s/he does is correct and being appreciated; hence, increasing her/his motivation. Martin (2009) asserts, "specific praise increases motivation and helps learners build a positive self-image." This endeavor fulfils learners' anticipation of reward, one of the language learning principles suggested by Brown (2000).
- (10) When the learners seem to have difficulty in doing the task, the teacher patiently encourages them to try harder. Sometimes, he even gives some clues so that learners can find the right answer by themselves. The value is that when learners manage to get the right answer by themselves, they will feel that they are successful; thus, increasing their self-confidence and motivation. In addition, self-discovery prolongs retention and memory more than being given. Therefore, it is important that the teacher always encourage the learners to make self-discovery, rather than feed them.

The teacher does a lot of questioning and learners a lot of answering or responding. The teacher uses question forms to perform a range of acts, namely: to elicit words or phrases, to check comprehension, to offer a chance, to give an order, to control topic, to nominate, to give confirmation, to stimulate speech, to give prompt, to ask for repetition, to give guidance, to give feedback, to check knowledge, to ask for information, and to ask for confirmation. Most of the teacher's utterances are in the forms of questions. The value of teacher's use of questions is as follows.

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- (11) Questions are stimulating, mentally as well as verbally. By asking questions the teacher wants to get the learners to be involved in the thinking process. When he says, "What's the answer to number one?" addressed to the whole class for example, what s/he wants actually is that everybody, all learners, or as many learners as possible in the class are thinking about the answer. Actually, the teacher has already known the answer, and s/he could tell it to the learners. But, why does s/he ask about it? When the learners are involved in thinking, learning is likely to take place. As Graesser and Person (2009) state, "learning process is contained in the process of participating in classroom discourse. As learners engage in the discourse they acquire ways of talking and thinking that characterize a particular curriculum area."
- (12) Another mental stimulation is conveyed by reflective questions. This kind of question requires the hearer to make reflections on what s/he has just done or said. For example, after a student gives an answer, the teacher probes further by asking, "Why did you say that?" This requires the answerer to think deeper about what s/he has just said. That makes her/him more aware; hence, promoting the learning process. Teacher should be encouraged to use this type of reflective questions as frequently as possible so that learners are accustomed to always building self-awareness and responsibility.
- (13) In addition to mental stimulation, questions also normally require verbal responses. This is relevant with the language teaching and learning purposes, in which learners are required to have maximum chance to practice using or producing the target language. Being asked questions, learners would feel demanded to give verbal responses. The more frequently the learners produce the target language, the more effective the language acquisition will be. This is in line with Variable Competence Model proposed by Ellis (1986) which states that language develops "as a result of acquisition of L2 rules through participation in various types of discourse ... and activation of L2 rules." This implies that language competence improves through not only reception of input but also production of linguistic output.

In performing verbal communication, interlocutors also simultaneously use non-verbal behaviors as is found in data, such as smiling, pointing, writing on the board, approaching and facing, and other hand gestures. The use of those body language forms is important in the following ways.

- (14) Lots of smiles make the classroom situation relaxed, not tensed, and not anxious. Interaction flows freely and smoothly without much inhibition. T appears unthreatening and Ls feel worriless. Such a situation is conducive for learning, especially for language skill practice, because in such a condition, Ls have low affective filter (Krashen, 1985), hence they are courageous to

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- voluntarily practice using the target language and not afraid of making errors. Pease and Pease (2004:84) state that “smiles and laughter are a way of bonding” meaning that the more smiles and laughter people make during interaction, the more sociable the relationship is indicated.
- (15) Pointing contributes to increasing the clarity of verbal utterances. Ls know exactly what T means when s/he points to something while using certain deictic pronouns. Saying “Look at this” while pointing to a picture, for instance, T helps Ls to know that what s/he means by “this” is the picture. Pease and Pease (2004: 127) assert “Using hand gestures grabs attention, increases the impact of communication and helps individuals retain more of the information they are hearing.”
- (16) T’s writing on the board is also beneficial not only to support the effectiveness of getting the meaning across but also to increase the efficiency of lesson proceedings. Ls may be able to remember the target language better because they perceive it through not only audio but also visual senses. This means more learners, both auditory and visual styles, are satisfied.
- (17) When T approaches and faces to Ls, they feel being talked to in a personalized way. Thus, interaction becomes more intensive and communication is effective. Pease and Pease (2004:175) claim “it is only when you see 'eye to eye' with another person that a real basis for communication can be established.”

Pedagogical Values of Teacher-Learner Power Relations

As learners-teacher interactional relationships go, the findings clearly indicate that power relations are manifested in the forms of both the practice of power and that of solidarity. The wield of power is manifested in terms of the amount of speech, the frequency of directive acts, the initiative of interaction, the control of topic, the teacher being questioner, the use of closed questions, the teacher’s use of modeled extraction, and teacher’s answering own questions. Such a practice of power is beneficial in the following extents.

- (1) The classroom process is under full control of the teacher; hence, enabling her/him to achieve the lesson aims as is planned. In so far as the teacher is the general of the proceedings, in whose hand lie the plan, implementation, and evaluation, it is likely that s/he is capable of carrying out her/his responsibility in line with the curriculum area s/he is working out. In sum, with the practice of power, the implementation of the plans is assured. Such implementation of the plans entails several points, such as: the achievement of the aims within the allocated time, the performance of the activities based on the ordered stages, and the relevance of the materials based on the

predetermined syllabi. In short, the practice of power warrants teaching efficiency.

- (2) The teacher's production of relatively large amount of speech is beneficial especially to comply with the requirement of effective linguistic input as suggested by Krashen (1985). He states that input will be effective to promote acquisition when it is comprehensible and produced in sufficient quantity. Teacher's language functions not only as input to perceive, a model to imitate, informative knowledge to transfer, and stimuli to activate verbal responses, but also a means to regulate or manage the classroom and to initiate active interaction.
- (3) The teacher's control of the topic is particularly advantageous in leading the learners to attain systematic presentation of the issues. When the topics of classroom interaction are controlled well, participants will gain several benefits. In teacher's point of view, s/he can get the ideas across effectively and efficiently in the sense that s/he can control the issues so as not to stray from the course of the teaching contents. Hence, the interacted topics can be kept relevant and lead towards the achievement of the aims. In learners' point of view, moreover, they can benefit from the logic of the presentation. When the topics are controlled in a logical sequence, learners would understand the points more effectively because they are organized systematically.
- (4) Teacher's wielding of power ensures trust from learners. When the teacher practices power, s/he builds self-confidence and reliance by which s/he is able to hold full control over the class and the lesson. That brings about some impact on the learners in the sense that they become dependent on the teacher and obedient to her/him. In that way, classroom formal interaction is under control; hence making the class maximally conducive for learning. Learning, in this sense, refers to the learning which is distinguished from acquisition by Krashen (1985). As learning is classroom-based and form-oriented, rigid control is the key word to its success. That is achievable through the practice of power.

The practice of solidarity, moreover, is realized in the forms of the following phenomena: showing respect, using inclusive pronouns, using "please", using affirmative for directives, giving praises, asking for opinions, using permission head acts, apologizing, accepting criticism, thanking, and offering free choice. The main purpose of exercising solidarity is that the teacher, inherently possessing greater power, tries to put him/herself in the shoes of the learners, to show empathy, to give learners impression that they are equal, that they have egalitarian relationship, and that the class is open and democratic and not authoritarian. That is to give them the feeling of being secure, not putting them in the defensive, to provide them with freedom, autonomy, and responsibility, and to

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lower their anxiety. The pedagogical insights that could be inferred from the practice of solidarity are as follows.

- (5) When the teacher is empathetic, learners feel that they have close and good relationship with the teacher; thus, giving them the feeling of security and lessening that of anxiety. That creates a conducive learning condition. Learners would feel free to talk to, consult the teacher, and express themselves; therefore, it is easier for the teacher to be more familiar with them and to know their strength and weakness. In that way, s/he could give the best and most effective help.
- (6) When learners feel secure, they would also feel free to be creative, experimenting things that have never been done before. Hence, they become creative and innovative, and not pressed by the feeling of threats. In the context of language teaching and learning, the benefit is more obvious. Learners would feel courageous to practice using the language and not worried of making mistakes. The consequence is that they would practice more and develop more quickly.
- (7) The feelings of autonomy and responsibility would make learners more confident and have greater motivation. In his speech at the RELC Conference in Singapore in 2006, under the topic of "Motivating the Unmotivated," Harmer (2006) said that one way to make learners motivated is by giving them autonomy and responsibility (Harmer, 2006 in his audiovisual speech). That is because everyone has an ego and keenness on being acknowledged. When one is given autonomy and responsibility, one would try hard to do one's best in order for one's existence to be admitted and praised.
- (8) When the teacher exercises solidarity and manages to establish good rapport with the learners, learners feel secure and have lower anxiety. This results in the promotion of language acquisition. As Krashen (1985) claims that one of the requirements of effective acquisition is learners' lower affective filter.

When there is a fair and balanced practice of power and solidarity in the classroom, learning and acquisition are maximized; hence increasing the effectiveness of language teaching and learning process.

Final Remark

Each of the three aspects of a language class, i.e. the lesson, the classroom interaction, and the power relations has implied some pedagogical values that can be taken into account by language teaching practitioners in order to be implemented in their classes as much as conditions permit. That is expected to contribute insights in the effort of increasing the effectiveness and efficiency of a

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