

A COMPARISON STUDY OF AUSTRALIAN AND INDONESIAN ENGLISH CURRICULUM FOR UPPER PRIMARY SCHOOL

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Abstract: In this article I would like to describe a short history of English curriculum in Indonesia followed by the explanation about the study which is about the curriculum and implementation of elementary schools in Indonesia to be compared to Australian curriculum. This study employs qualitative approach as the data are collected and analyzed in the form of words. The analysis of data is in the descriptive qualitative where the data are described and analyzed based on the research questions. The finding shows that there some similarities and differences in term of the teaching objectives, the learning activities, and the assessment.

Keywords: Australian English curriculum, Indonesian English curriculum, primary school

English was permitted to be taught in Indonesian Elementary schools, officially for the first time, in 1994 as one of 'local content' subjects, based on the Education Minister's decree no. 60 in 1993, the curriculum uses a communicative approach (Kasbolah, 2001). English as one of the 'local content' subjects means that the material and things related to the subject were determined by the local government in the level of the province, city or suburb, where the school is located. In implementing English as one of the subjects taught, the schools should consider the involvement of district government, experts, public figures and the provision of social, cultural and natural resources.

Some improvements of the curriculum were made and in 2004, the Indonesian government announced a new curriculum, popular as a 'try-out' curriculum, called competency-based curriculum (CBC) which was still based on a communicative approach. However, the government designed a set of basic competencies and competency standards to achieve, and most elements of the curriculum were controlled by the central government.

In 2006, the government made another change for its national curriculum, by the reason that Indonesia wants to keep up to date with teaching process and to give new guideline for its educational system. In this curriculum as well as in the previous curriculum, English is still part of the 'local content' subjects as an additional subject; therefore not all elementary school students in Indonesia learn English.

The recent curriculum is called Kurikulum Tingkat Satuan Pendidikan (KTSP) or school based curriculum, which is actually based on the previous curriculum CBC, but the difference is that schools now have more authority to create and modify their own curriculum elements such as materials, methodology, and assessment based on students' need with the guideline from the National Education Department (NED). The NED provides some competencies to achieve in the guideline. This is a decentralized curriculum where the principals, school committees and subject teachers have to be more creative and think about what the students in their school need.

The NED states that by 2009/ 2010, this curriculum must be implemented in all educational setting in Indonesia, therefore this has been started to be implemented since 2006.

This study is concerned with the English language Teaching (ELT) curriculum in Indonesia, specifically in a private elementary school in East Java. As ELT is becoming more popular nowadays in most primary schools in Indonesia, although it is considered as an optional subject, the school in my context also puts English as one of subjects taught from Year 1 to Year 6. The school develops its own curriculum based on the guideline provided by the government. The curriculum guideline is for teaching English upper primary that are Year 4 to Year 6. Since there is no curriculum for year 1 to 3, the teachers prepare the syllabuses and materials for themselves.

In this study I would like to focus on the ELT curriculum for upper primary as officially it is the years for elementary school students to learn English in Indonesia. As the first years of learning English, I find out students have many different kind of prior knowledge to English. Some of them have learned English from their kindergarten, an informal English course or by being exposed to electronic games with English instructions, English songs or movies. Some other has never learned English before. Teaching students with diverse backgrounds is one of the problems I face.

Although the students have some sources of exposure to English, others do not as English is taught as a foreign language where students actually have very limited means to practice the language. Pinter (2006, p. 32) argues that 'Children in non-English environments have limited opportunities to practice English outside the school and no immediate need or clear motivation to use and learn English' (Pinter, 2006). However, teaching and learning English in this early stage should be motivating and interesting as it is the initial step to learn the language in later years in which the language is a compulsory subject taught in secondary school and university level.

Looking at my context, where English is taught as a foreign language (EFL) I am interested in knowing more about the curriculum of elementary school in Australian, which is an English speaking country, whose citizens are multicultural and come from many parts of the world. Many Australians are second language users of English who speak other language or languages at home or with people from their country of origin. The number of students learn English as a Second Language (ESL) is significant at about 15 % of all Metropolitan schools students (Education, 2007). Australian government, in this case is Victorian government, sets a special curriculum standards to fit those

students who learn ESL. The ESL students may have the separate room for them to learn English or staying together with mainstream students but gain more attention and support from the class teacher or even from teacher aide which is called ESL teacher. Vardi (2004) points out that ESL students come to the class with many different perceptions including the perception of the English language, their own native language, the appropriate ways of using the language and the ways of learning the language (p. 215).

In this paper I want to investigate more about the characteristics of learning and teaching English in Australia, especially for upper elementary schools, based on the curriculum and the classroom practice and then compare those to Indonesian context with the same level of students in term of school level and age. Later I also want to discover characteristics which might be able to be learnt and applied in Indonesia from Australian context. The application would be not a direct adoption but with some appropriate adaptation.

STUDY RATIONALE

Studying this topic of primary school curriculum is a very important for me as a teacher for my personal and professional development. By doing this study I want to be able to design a curriculum innovation which may suit specially my own students or in general for other students with similar context.

This study will try to find out the answer of the following questions:

1. What are Australian ESL curriculum characteristics for upper primary school?
2. How is the Australian ESL curriculum different from or similar to the Indonesian EFL curriculum?
3. What are other elements based on classroom practice that might be adopted and/or adapted in my context?

TEACHING ENGLISH FOR YOUNG LEARNERS

teaching english for children or young learners becomes more popular nowadays, especially for those who believe that the earlier learning a second or foreign language the more successful it should be. christine and her colleagues summed up in the european union's recommendation in 1998 that older learners, particularly in non english environment, tend to be more successful in learning second language (sl) or foreign language (fl) because they are more mature and have more efficient and effective strategies in learning a new language (pinter, 2006, p 29). however, it still seems to be a common agreement that 'the early start' of learning a language is advantageous and children supposed to be excellent at language acquisition (bourke, 2006, p. 279; pinter, 2006, p. 29). this belief is not solely an assumption without any scientific or research evidences. neurolinguists from cornell university of new york studied through magnetic resonance imaging (mri) scan the human brain and found that children who learnt a language use a different part of broca's area, a part of brain located in the frontal part of left hemisphere which has power over fluency and grammar proficiency, in pronouncing words and speaking while adult learners use the same part of broca's area in both activities. however young and adult learners use equal part in understanding the meaning of a language (gordon, 2007, p. 54).

this research shows that young learners should have better pronunciation frame in a sl or fl than adult.

another benefit for learning a sl or fl in the early ages is the ability of strong acquisition in languages owned by young people pre-puberty, and this capability will gradually decrease afterwards. a collaboration of scientific from mc gill university and ucla did a brain mapping study and concluded that 'the optimal age to learn a second language is from 6 years to puberty'. before puberty is considered as 'the sensitive period' or 'critical period hypothesis' for learning second and foreign language or the period when the mastery of second language success is advantageous (gordon, 2007, p 53, pinter, 2006, p 29)

ENGLISH LANGUAGE CURRICULUM FOR PRIMARY SCHOOL

Talking about curriculum for primary school level means that it deals with teaching English for children, as elementary school students may not be considered as mature or adult yet. There are some important discussions including communicative approach, motivating and interesting activities as well as engaging multiple intelligences in ELT, and using multimedia and technology, which may lead to the success of young learners of English.

Communicative Approach

Using communicative approach, the function of language is emphasized more on meaning than teaching grammar and vocabulary to get the students 'accuracy' and 'appropriacy' (Harmer, 2001, p. 84). Students can learn better in the early stage if they focus on the meaning of the utterance and the function of it in the real communication. Thus, language can be defined as 'a system for the expression of meaning; elementary function- interaction and communication' (Nunan, 1989, p. 194).

The theory of language learning in communicative approach is to encourage learners involved in real communication activities, doing "meaningful tasks' and use the language to motivate learning and focus on the purpose why they use the language (Harmer, 2001; Nunan, 1989, p. 194). Therefore language teachers should be aware that students learn the language not only to know it but also to be able to use it in the real communication or to communicate with others using the language. Harmer (2001, p. 85) promotes some criteria for language teaching activities to be called communicative. A communicative activity should encourage students to have desire to communicate, have a communicative purpose of task, focus on content more than form or grammar, use more variety of language than only one language item or skill, minimize teacher power and lessen material control.

As the emphasis of communicative approach is more on form of language as a means of communication and minimize the rules of grammatical items, this should be appropriate approach for teaching elementary school students that is expected to attain basic oral communication focused on the function of language in real life, than to use traditional – grammar translation approach which may lead young learners to feel confused and bored. In addition, because of diverse context the implementation of communicative approach also should be different in each ELT classroom. Teachers may take four steps in using the approach and

methods such as selecting, adapting rejecting and complementing (Belchamber, 2007).

Motivating and Interesting Activities as well as Engaging Multiple Intelligences in ELT

Teachers should be creative in finding students interests and aware of the difference of intelligence strengths and weaknesses (Currie, 2003) of students in the form of motivating, interesting and engaging activities to keep students motivated. The activities should suit young learners, elementary school children, who enter the language classroom with their 'well-established set of instinct, skills and characteristic' that enable to facilitate them in learning new language (Halliwell, 1992, pp. 3-8; Harmer, 2001, p. 38) as follows:

Firstly, Children have capability to seize firmly and respond meaning of words spoken by others although they may not know every single meaning of the words, especially when they are interested. They grasp the understanding from what they see, hear and even touch and have close interaction with. The second is that children are capable of using limited language resources creatively as they feel more confident than adult in constructing and combining words to communicate and they have less worried in making mistakes. The third, children have competence for learning indirectly and it will be better achieved through enjoyable language use and exposure.

Children have a great instinct to play and have fun. The fourth characteristic is that children have vast curiosity of the world around them as well as enchanted in their imagination and fantasy. The last, children get the instinct for interaction and talk, particularly things related to themselves and around them.

Using Multimedia and Technology

Using technology, where the combination of text, sound and picture used, is beneficial for children or school age students such as developing physical abilities for instance 'hand-eye coordination and fine motor skills', improving students' awareness and understanding of the real life around them, students get early preparation in being familiar to technology which should be part of their daily equipment and motivating students to create positive thoughts towards language learning (Nemtchinova, 2007, pp. 179-180).

TEACHING ENGLISH AS A SECOND LANGUAGE AND A FOREIGN LANGUAGE

There are many kind of teaching and learning English, some people learn and teach English as a second language (ESL) where English is used at the language of the community (Harmer, 2007). Teaching ESL is usually happened in English speaking countries although it may also happened that some non-English speaking country may be considered English as their second language or even the only language they speak.

Some other people learn and teach English as a foreign language (EFL). In this case English is taught as a subject in school in addition to Math, history and so on. Teaching EFL happened in non-English speaking countries where students have limitation of exposure to English outside the class. The students

may not even have 'clear immediate need and motivation' in learning English (Pinter, 2006).

Harmer (2007) mentions that ESL and EFL students tend to learn English differently that ESL students learn a specific language variety of English such as Australian English and focus more on 'how to do things in the target language community'. EFL students need to learn more general English variety because they are not immersed and exposed to a certain English language in their community and they tend to learn English for travelling around the world and to communicate with people who speak English from other countries around the globe (Harmer, 2007, p. 12).

METHODOLOGY

This study employs qualitative approach as the data are collected and analyzed in the form of words. The analysis of data is in the descriptive qualitative where the data are described and analyzed based on the research questions.

Data Collection

To address the research problems of this study above, the data are collected by examining the documents of Indonesian elementary schools KTSP curriculum (school-based curriculum) and Australian curriculum the Victorian Essential Learning Standards (VELS) for ESL, teaching documents from an Indonesian elementary school and taking notes in the ESL classrooms observation from Australian elementary school.

Studying the curriculum document is the most suitable method for my study because I may have more time in comparing the two curriculums. Those other methods of data collection are also appropriate for this study as I may not be able to get the data from the primary sources such as interviews and recorded observation. Even though in the class observation I may not be able to record the data but the notes from what happened in the classroom practice as well as informal chats with the teachers might give very useful contributions to this study.

Therefore, the sources of my data will be from:

1. Curriculum documents
2. Teaching documents, and
3. Observation notes

Subject Setting and Ethical consideration

As stated above that besides reviewing documents, the data are also taken from observation and teaching documents from two schools. The teaching documents are from an elementary school in Indonesia which is a private Islamic elementary school located in East Java. The observations are utilized in an Australian elementary school which is also a private Islamic elementary school located in Victoria. From the two schools that are both private Islamic elementary schools I would like to find the answer of the research questions in this study (see page 7).

For ethical consideration I use pseudonym for those who participate in this study. For the Indonesian school I use the name JS and for the Australian school I used MN. In addition, for the teachers in MN school I also use unreal names.

FINDINGS

The findings in this study are displayed of what have been found in the elementary school curriculum documentation in Indonesian and Australian, and followed by the classroom practice found from the observations in a private Islamic Australian elementary school (MN) and written data from a private Islamic Indonesian elementary school (JS).

Characteristics of English curriculum for upper elementary schools in Indonesia

From curriculum documents of elementary school in Indonesia, some interesting points are explained as follows:

The Aims and Objectives of the Curriculum

1. to develop the basic communicative competence orally and limited to language accompanying action in the school context, and
2. to build the awareness of the essential and importance of English to enhance the nation competitive power in the global community

As part of competence-based curriculum, therefore the objectives of this subject are to enable students to achieve national education standards such as competence standards and basic competencies designed by the Education National Standard Committees (Badan Standar Nasional Pendidikan /BSNP). The competencies include in four language macro skill which are listening, speaking, reading and writing. The basic competencies to achieve for upper elementary schools (Year 4, 5 and 6) are as follows:

- Listening : to understand very simple verbal instructions, information and texts or stories in the classroom context for Year 4, school context for Year 5 and learners' environment context for Year 6.
- Speaking : to express the understanding verbally of very simple interpersonal and transactional discourses in the form of instruction and information in the classroom context for Year 4, school context for Year 5 and learners' environment context for Year 6.
- Reading : to read aloud and understanding the meaning of very simple written instructions, information, and short functional and descriptive picture texts in the classroom context for Year 4, school context for Year 5 and learners' environment context for Year 6.
- Writing : to write words, expressions and very simple short functional texts with correct spelling and punctuation (BSNP, 2007).

Teaching and Learning Activities

In this curriculum, the main teaching method is to create active, creative, effective and joyful learning, which is well known in Indonesia as PAKEM (Pengajaran Aktif, Kreatif, Efektif dan Menyenangkan). Activities of teaching

and learning include: student centered, contextual learning, provide variety of and flexibility of learning experience, learning by doing, and cooperative learning (Puskur, 2007).

The Assessment Tool

There are two considerations in making assessment namely: first, the assessment is done by the teacher to determine students' proficiency from the competency standard known from the indicators done by the students in the classroom, and as part of the learning process as well as the one factor to improve the quality of outcomes. Second, the assessment is oriented to the competencies to achieve, comprehensive learning and taken from some assessment tools.

The assessment of teaching and learning process in this curriculum has the following characteristics:

- *Mastery learning* that students have to be able to complete their task before moving to another.
- *Authentic assessment* means holistic assessment reflected the students' knowledge, skills and attitude toward the learning.
- *Ongoing Assessment* that the students progresses are always monitored by giving regular exercises, midterm test, final semester test and moving class test.
- *Based on some criteria and standards* that there are some criteria students have to achieve as indicator of their successful learning.
- Using some *assessment tools* as follows: portfolio, performance (in class performance), study (assignment), product (students work), paper and pen test (written test), attitude, and self assessment (Puskur, 2007).

Characteristics of English curriculum for upper elementary schools in Australia

From the ESL curriculum for elementary school in Australia, some points are discussed as follows:

The goals of the ESL learning program

As to make progress and to achieve the same level of educational success as other students, ESL students must develop literacy in English by:

- Learning to speak English
- Learning to read and write English
- Continuing their learning in all learning areas through English, at the same time as they are learning English
- Learning about the Australian school system.

Students will also need to learn new cultural understandings, in both the educational context and in the wider community (Education, 2007).

The goal of ESL in primary school is seen from the different stages of ESL learning that are:

- Lower primary for prep to Year 2 has two stages such as A1 and A2; and

- Middle/upper primary for Year 3 to 6 has three stages namely B1, B2 and B3.

There is also one additional stage for students with little or no prior literacy learning called BL.

The ESL curriculum sets a learning focus and standards to attain. The learning focus statements outline what students need to focus on and the suggestion of appropriate learning experiences for teacher to develop teaching and learning activities. The standards, where students are expected to achieve, are organised into three interrelated observable dimensions (skills), they are: speaking and listening, reading and writing. This study focuses on stages of middle/upper primary (B1, B2, and B3).

The learning focus of stage B1 is that students start to learn the Basic English essential in the context of classroom routine and learning through a variety of structured activities. For B2, students continue to develop the oral English language skills needed to participate effectively in the classroom. For B3, students communicate in the full range of classroom contexts, clarifying and sharing ideas.

The standards (VCAA, 2005) to attain, one example (see appendix II), for B1 stage are as follows:

Speaking and listening	: to communicate verbally and nonverbally in routine social and classroom context using basic communication strategies such as asking for clarification and repetition; and understanding controlled English
Reading	: to understand short, well known texts based on simple language structures and features, well known vocabulary and familiar context.
Writing	: to present simple text for a variety of basic classroom and personal purposes (VCAA, 2005).

Teaching and learning activities

The curriculum does not define the syllabus or prescribe specific teaching methods but suggest appropriate learning experiences which can be obtain in the learning focus part (VCAA, 2005).

Assessments

For the assessment, VELs website provides some sample of assessment for students, ESL and mainstream students. However, ESL students should be assessed differently from mainstream students. ESL students should follow the ESL developmental continuum where the students may move from beginning level to progress towards level then standard level differently from one to another. For example in B1 stage it can be said as B1 beginning, B1 progress towards, then B1 standard. When students have reached the standard level, they may then come to the English standard of VELs.

English Classroom practice for upper elementary in Indonesia

From the syllabuses and lesson plans made by the JS teacher, it is found that the English lessons are in the sequence of topic therefore the type is topic

syllabus (see appendix VI). Students learn different topic for each class. The examples of the following topics are for Year 4:

Semester 1: introduction, numbers, things around us (classroom, school yard, home), part of the body, part of the house, family, expression of gratitude and apologize.

Semester 2: food, drink, vegetables, and meal time; animal (pet and wild animal); clothes and colors; days, months and weather; condition of people and things at school; preposition and expressions are using words: thank you, please and excuse me.

The activities and methodology of teaching and learning English in the classroom based on the syllabus and lesson plan are question and answer; class discussion; group and individual works; lecturing; drill; song (but only as class entertainment); role play; and game.

For the assessments, teacher mentions two kind of test such as paper and pencil tests and performance tests.

The materials used in the class relate more on the textbook although sometimes teacher use cards and pictures but the textbook seems to be the major material used.

English classroom practice for upper elementary in Australia

The class observations were done in five classes (Year 4B, 4C, 5A, 6A and 6B). From the observations notes conducted in gathering data for this study (see appendix), there are some following interesting characteristics of classroom practice:

- ESL students' participation in the mainstream classroom

ESL students are part of the mainstream class as they also can participate in the same tasks done by other students in the class, except in the some difficult tasks, the ESL teachers give different tasks to them. However, they are under the support from an ESL teacher for each class who help them with the difficulties in doing the tasks.

The number of ESL students in each class is varied. In the classes being observed there are two to eight ESL students in each class.

The school actually has a special room for called ESL classroom which is located inside the school library, but the room is only used when the students are new arrivals or when it is not possible for them to do then tasks in the mainstream classroom.

- Teaching and learning activities

In four out of five classes being observed, teachers gave individual tasks for students, while in one class teacher divided the task into two, one is doing a research in internet and the second is making a poem. Students might choose the task to do but it was still the teacher who decided what task to do.

- Class size (the size of classroom and the number of students)

The size of the classroom is medium and likely to move the furniture inside. While the numbers of the students are not too big that each class being observed are around 22 to 26 students with a variety number of gender differences. Each class has a near the same number of boys and girls, except for one class that has 8 boys and 14 girls.

- Teacher's and ESL teacher's roles

The roles of the English teachers (class teachers) in MN school are as facilitators, language models, error correctors, instructors, explainers, cultural informants (class 6A and 6B), and director of feedbacks. Teachers gave both positive and negative feedback for example by saying 'very good and excellent' and 'no' then give the correct answer.

The ESL teachers or they called them teacher aide are also have the role as above; however their focus are more for those ESL students by sitting near them. The ESL students' seat usually close to each other or they may move to other part of the class.

- Class interaction

Most classes have the interaction between T to S or Ss and S or Ss to T, and only one class (class 5A) that happened to have S –S interaction as the T allow them to have group work discussion.

- Class atmosphere and seat arrangement

Each class have similar furniture such as Air conditioner, fan, heater, rubbish bin, T desk, Ss folders' selves, some cupboards, white boards (one big in front of the class and one small for some classes in front or back of the class), a clock, computers and a big notice board where there are many Ss' works are displayed. There are also many posters that motivate Ss and some of them also rules in large font so that Ss can see them easily.

For the seat arrangement, I found every observed class had different kind of seat arrangement. Three out of five classes put Ss in a table with 2 to 8 students each table, while two other classes (5A and 6B) have different seat arrangement and the teachers told me that those seating seems to be effective in their class (see appendix). In classes where students' seats are around the table, each table include mix gender; however for two other class teachers put students in the same gender arrangement.

- Assessment

The assessment of the classes seemed to be based on the students work corrected by the teachers, students' performance and in one class (6A) I noticed students were given chance to have a self assessment checklist.

- Material, teaching aid and resources

The materials used by the teachers in class including handouts, and textbook. In one class (5A) the teacher asked students to use computer and internet for doing a research and the teacher also informed me that they usually do some research from magazines.

REFLECTIVE DISCUSSION / ANALYSIS

This discussion is based on the research questions of the study:

- What are Australian ESL curriculum characteristics for upper primary school?
- How is the Australian ESL curriculum different from or similar to the Indonesian EFL curriculum?
- What are other elements based on classroom practice that might be adopted and/or adapted in my context?

The special characteristics of ESL curriculum in Australia

The special characteristics are that in ESL curriculum:

- Students are divided into some special stages and they may move stages differently from one another. This characteristic may motivate and encourage students to learn English in their style to success and to learn in their own pace.
- Teachers are given a suggestion of activities to do base on the learning focus stated in the curriculum. Here the teachers have more freedom to choose the activities relevant and suitable to their students.
- ESL students are assessed differently from non-ESL students by giving them some stages and level to achieve before moving to the English VESL standards. It is a fair assessment for those who have different background of life and education.

The similarities and differences for upper elementary curriculum in Indonesia and Australia

Characteristics	Australian curriculum	Indonesian curriculum
Broad goal of learning English	<ul style="list-style-type: none"> • to speak English • to read and write English • to continue their learning in all learning areas through English, at the same time as they are learning English • To learn about the Australian school system 	<ul style="list-style-type: none"> • to develop the basic communicative competence orally and limited to language accompanying action in the school context, and • to build the awareness of the essential and importance of English to enhance the nation competitive power in the global community
Standards to achieve	<p>Divided into three dimension: speaking and listening, reading, and writing</p> <p>The standards are based on the classroom context</p>	<p>Divided into four skills: speaking, listening, reading and writing.</p> <p>The standards are based on the classroom, school and learners' environment contexts</p>
Teaching and learning activities	<p>The teacher draw their own activities based on what have been stated in the students learning focus</p>	<p>Student-centered, contextual learning, provide variety of and flexibility of learning experience, learning by doing, and cooperative learning.</p>

Based on the table above the differences of ESL and EFL curriculum in two government documents seems clearer than the similarity. In setting the goal, Indonesian curriculum seems to have broader goal such as to involve in the global community competition. These goals represent what Harmer (2007) states that EFL students tend to learn to communicate with people from other countries who also speak English. EFL students have limitation to exposure to

English in compare to ESL students who live in an English environment. That might also the reason that the standards of language to achieve for Indonesian elementary school are more complicated than ESL one. Both standards have similarity in learning the four skills and learning about classroom context; however, the division of skill taught is different. In addition Indonesian students learn not only in the classroom context but also in the school and their surrounding environment contexts.

In discussing teaching and learning activities, Australian teachers seems to have more freedom in choosing the activities for their class; however Indonesian teachers are also have their freedom to choose the activities as long as it is still in the communicative approach.

Classroom practice of ESL in relation to the appropriateness to be applied in Indonesia

There are many interesting practices in the classroom that might be able to be adapted in my context.

Seat arrangement:

It is very interesting to know the different seat arrangement in every classroom being observed. The teacher may plan the seat based on the gender or the students' achievement. It is likely for these classes to have a variety of the seat arrangement since the numbers of the students in the class are not as big as in my own context. In addition, the classroom size also affects the possibility of this. However, this idea of thinking about the seat arrangement which suit students and may affect the students' motivation should be one of the considerations for my teaching and learning context.

Class decoration

The class decorations in Australian context are merrier than in my context. Students' works are on display and there are many posters containing words that motivate students or even rules that students should remember in large fonts. This is good that students may feel being appreciated and they also may see the rules they have to obey easily anytime.

Class furniture

The furniture in the class attracts my interest. One of them is the presence of bookcase with many books and magazine in class. I usually ask students to go to the library to find some book or magazines but having some relevant book and magazines inside the class may help the learning English. In addition to the bookcase, the folders contain students' belongings are also likely to be applied in my class that students may leave their stuff at school except for homework. Besides the computer with internet connection seems useful and helpful; however this usage of technology may still difficult for my context.

CONCLUSION

From the discussion above, it can be concluded as the following:

- The special characteristics of ESL curriculum in Australia

The special characteristics include students' division into some special, the teacher's freedom in choosing the activities and material for the student, and ESL students' assessment that is different to the mainstream students.

- The similarities and differences for upper elementary curriculum in Indonesia and Australia.

The Australian ESL and Indonesian EFL curriculums seem to have more differences than the similarity. They differ in terms of goal, standards of learning, teaching and learning activities; however they have in common in teaching four language skills, although in different division, and learning about classroom context.

- Classroom practice of ESL in relation to the appropriateness to be applied in Indonesia

Some interesting classroom practices that might be adapted in my context are the seat arrangement, furniture and class decoration.

LIMITATIONS AND RECOMMENDATION

Limitation of the study

This study has many limitations that it may not be able to be a representative of the similarities and differences of Indonesian and Australian elementary school curriculum. This study only investigates two schools and in two countries and within the school I only observed some classes.

Another limitation is that this study report may only contain a limited number of words that I find it difficult to explain the too broad research question within this word limitation.

Recommendation for further researcher

It is recommended for the future researchers to do the study which is focused on more specific element of the curriculum or classroom practice, and then the results may not be too broad and more valuable.

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