

Stimulated Recall Interview (SRI): Teacher's Self Reflection

Yetti Zainil
Universitas Negeri Padang
yz2009@ymail.com

ABSTRACT

Many researchers have preferred to use questionnaire and interview only in their investigation, however Golato (2002) reports that the data from teachers' perception and interview may or may not be accurate, as there is often a considerable gap between what people think they do and what they actually do (Tian & Hennebry, 2016). This paper presents the investigation on teacher code-switching from the point of view of teachers' understandings and beliefs about effective language teaching and learning. The study was carried out in an EFL classroom in four junior high schools in Padang, West Sumatra, Indonesia where the teacher and the students share Bahasa Minang (L1) and Bahasa Indonesia (L2). Conversation analysis was used as a tool to investigate the function teachers' code-switching and stimulated recall interviews with five teachers which focused on instances of code-switching. The analysis showed that although code-switching clearly helped teachers and students in the teaching and learning process, it was often done on an ad hoc basis. The use of stimulated recall interview provides a powerful insight into the way teachers code-switch in the classroom. The findings suggest the incongruence between what the teacher thinks and they do in practice and resulted in stimulated self-reflection which may help teachers to develop pedagogical self-reflexivity.

Key words: Stimulated recall, self-reflection, EFL classrooms

Functions from Conversation Analysis

This study has identified the learning environment in terms of teachers' code-switching by using conversation analysis to locate the pedagogical and affective functions of code-switching and then relating these observed functions to teachers' perceptions of these through stimulated recall interviews. Various themes were demonstrated as a result of analyzing lesson transcripts. They are the pedagogical: to teach grammar, to explain new vocabulary (translation), to help students to focus, to maintain the flow of the lesson, checking comprehension, confirmation check, and concept checking. Affective functions included: to accommodate the limited English proficiency of their students, to motivate students, to build good rapport with students.

The functions: pedagogic and affective

The pedagogic functions of code-switching

Code-switching is a widespread phenomenon among teachers and students in foreign language contexts. It accompanies a variety of functions, which have been grouped into two main categories, pedagogical and affective, although there may be overlap. I explore these broad groupings here in the light of the data collected.

The pedagogic functions of code-switching: introducing vocabulary

Especially at primary level, one of the goals of learning English is to learn vocabulary to be used for every day conversation in school (Depdiknas, 2006). Typical vocabulary work with the teachers in this study involves a switch to Bahasa Indonesia to give a brief translation. If a teacher relies too much on translation in introducing a new vocabulary, students will be discouraged and they will fail to realise the importance of target language. They will rather express their thoughts in Bahasa Indonesia. Students might benefit more from deducing meaning in context rather than from translation.

Teaching the meaning from context when introducing vocabulary may link a new TL word with both linguistic structure and related or linked TL terms, which can help the students retain the new vocabulary longer. Translating can seem to be a quick solution, but 'pushing' students to work out the meaning from context may lead to longer retention in the memory. Teacher A seemed not to be aware of this when she stated that she used translation 'to save time' in teaching new vocabulary. Teachers need to be provided with professional training on how to 'push' students to work out the meaning from context. Lin (2013) supports this finding and suggests that vocabulary learning can also be facilitated by code-switching as well as grammar learning (Kumar & Narendra, 2012).

Providing translation equivalents is an easy and effective way of depicting the core meaning of a word. However, any use should be designed in a careful, explicit and systematic way to avoid the overuse of L1; Teachers should be made aware of the guidelines for the use of mother tongue. Certain words with more abstract meanings that are hard to contextualize might be effectively taught through translation.

Explaining grammar rules

Teaching grammar explicitly is not the main goal of teaching English to primary school level students according to the National Curriculum for primary school (KTSP, 2006), but rather to

help the students to acquire not only linguistic but also communicative competence (KTSP, 2006). However, Teacher B and C did tend to teach grammar explicitly. This illustrates to a great extent, the practices of EFL teaching in Indonesia which are characterized by heavy emphasis on teaching grammar (Alwasilah, 2000; Dardjowidjojo, 2003; Gustine, 2014; Yulia, 2014). Explicit teaching of grammar may explain rules, but knowing a rule does not mean that a learner is automatically able to apply it.

In line with other researchers such as Antón and Dicamilla (1999), Auerbach (1993), Cook (2001), Crawford (2004), Franklin (1990), Ferrer (2005), Levine (2003, 2011), Lin (1990), Macaro (2001), Peng & Zhang (2009), Turnbull (2001) and Wardford (2007) on the use of L1 to teach grammar. Arnett (2001 cited in Turnbull & Arnett (2002), Franklin (1990), Jakobsson & Rydén (2010), Polio & Duff (1994) these studies also reveal that grammar teaching is one of the main reasons for using the L1 for some teachers. The majority of these researchers agree that it is easier to explain grammar using L1, and it could be considered justifiable because difficulties would arise if TL was used instead (Butzkamm, 2003). Two main difficulties have been identified in relation to the use of TL in this study as mentioned by teachers in stimulated recall interview:

1) If grammar is taught explicitly and exclusively in TL, there is a danger that students will not understand. It can be explained by the fact that this is only the students' second year of studying English, thus their vocabulary is not very wide yet to understand grammar delivered in English exclusively. Moreover, the students' proficiency in English varies. This would create a gap among students. If they compare themselves with other competent students in class and find that others have done better, they would feel anxious. Anxiety is one of key factors that contribute to poor performance for students in learning a language (Krashen, 1985).

It will be clear from the data that the communicative approach in language teaching is barely applied in this context. In the communicative approach, grammar is not always taught explicitly. It is often taught inductively by presenting contexts in which the rules are made salient and therefore 'noticed'. The issue here seems that teachers in this study do not know how to do this. Thus, this could be highlighted in language teacher education particularly in preparing teachers of English for beginners.

2) Teachers are not always themselves capable of using the appropriate TL to provide longer explanation as expressed by Teacher C during the stimulated recall interview. Even experienced native speakers find it hard to explain or teach grammar rules without experience. They are not always aware of the grammatical metalanguage themselves, so expecting the primary students to understand it puts great demands on them. The important point to consider is the fact that secondary teachers are being put in primary schools where they seemed unaware of how to deal with young learners learning a foreign language.

Explaining grammar rules is less appropriate for primary students; it is much more effective to present grammar in a variety of contexts and train students to 'notice' the rule. This could be one of the implications for teacher education in Indonesia, that is, to provide student teachers with a more inductive approach which they can apply when they come to class to teach. This is one of the major areas mentioned in the literature about teaching grammar to young learners; for example Celce-Murcia & Hilles (1988), Nedomová (2007), Rinvolucri (1990) and Yolageldili & Arikan (2011) propose using games as one of the strategies because "young learners tend to have short attention spans" and "one way to capture their attention

and keep it is to engage them in activities” (Shin, 2006: 3). This could be done by involving them in games or more ‘contextualising’ tasks. This technique is taught in basic TEFL courses in the United Kingdom, Australia, and the United States, where trainees not only learn some metalanguage but they also learn to teach grammar without ‘explanation’, but by presenting clear contexts in which the grammar can be noticed, and which encourage the students to formulate the rules for themselves. Some of these techniques may need a stronger presence in language teacher education in Indonesia.

However, Wardford (2009) tends to concur with Butzkamm (2003), Macaro (2001) and Turnbull (2001), who indicated a preference for the use of the L1 in grammar teaching (Ferrer, 2005; Crawford, 2004; Peng & Zhang, 2009). L1 use is important to build the knowledge of the students as well as to explain the meaning accurately. Again teachers need to be careful how much L1 they use.

Giving instructions

Todd (1997: 32) defines instructions as “a series of directives, possibly mixed with explanations, questions and so on, which as a whole aim to get the students to do something”. The goal of instructions in classroom discourse is to direct students to do an activity in the near future. Atkinson argues that giving instructions constitutes a source of “genuine communication” in the TL (Atkinson, 1987: 243), which can enhance language acquisition and therefore should be given in the target language.

In any school environment the students are expected to obey instructions from the teacher (Watkins & Biggs, 1996). In Asian school contexts their attitude to learning tends to be passive, and the teacher tends to ‘front’ the lesson. Teacher A and Teacher B in this study usually used TL initially in giving instructions. If students do not understand teachers’ instructions for a task, teachers tend to explain it in students’ mother tongue (Cook, 2008; Ling & Brain, 2007), and this is what these teachers tended to do.

However, giving instructions in mother tongue (L1) is a debatable issue. The three teachers show differences in terms of the language use in giving instructions for tasks. Whereas Teachers A and B mostly used English, Teacher C mostly used Bahasa Indonesia even for simple instructions. Actually, the kinds of classroom instructions observed were fixed routines that could easily be taught formulaically in the target language, but in this study teachers tended to use Bahasa Indonesia instead such as “lihat teksnya” [“look at the text”] and “salin ini dulu”. [“firstly, copy this”].

In contrast to Teacher C, Teacher B used English more often for giving task instructions; however these instructions often became overly complex. In one example she wanted the students to find what she called the ‘characteristic’ of a season or weather and then write a paragraph using that characteristic. She gave a long and complicated instruction involving a series of directives and mixed with explanation. For this kind of instruction, it might be better in Bahasa Indonesia instead of English as it is commonly agreed in the literature that L1 should be used only for giving complex instructions to early learners (Aurbach, 1993; Cameron, 2001; Harbord, 1992; Schweers, 1999). It would be difficult for the primary school students to understand her, thus she needs to learn how to give concise instructions in the TL. Thus, it is important to understand the pedagogic functions of code-switching. The use of L1 as a pedagogical tool helps students conquer the fear of participating in classroom activities

especially among young learners and those who are at the beginning stages of learning a language. Timor (2012: 9) also proposes three psycholinguistic arguments on the use of mother tongue in second language learning:

1. Teachers who use the MT cannot present a threat to FL acquisition because learners already have a language basis from their MT.
2. The belief in the 20th century was that the MT and the FL make distinct systems in the brain. However, evidence shows that languages are interwoven in the brain in vocabulary, syntax, phonology, and pragmatics.
3. The process of foreign language acquisition involves cognitive, social, and emotional factors that are inseparable and equally related to the MT and the FL.

As Krashen (1985) claims, if students are going to learn another language, the first step is reducing their affective filter so that they can approach the TL without much apprehension. The following section will therefore discuss the affective function of code-switching.

The affective functions of code-switching

It seems clear from the observations that one positive use of code-switching was as a contributor to maintaining the students' interest in learning the target language. Positive emotions can facilitate the language learning process. The influence of negative emotional factors include anxiety, low self-esteem, insecure classroom atmosphere, and lack of rapport between teachers and students, all of which produce barriers to language learning. According to Krashen (1982) affective factors which he termed "affective filters" can act as a mental block and prevent comprehensible input from being absorbed. The issue of perceived lack of comprehension caused teachers in this study to use Bahasa Indonesia to aid students' understanding. Teacher A for example, believed that English should consistently be the medium of instruction; however, she herself code-switched in some instances and she allowed the students to do so under certain conditions. It seemed that the intention was to provide a secure learning environment for her students as she expressed during the stimulated recall interview.

Auerbach (1993) proposes that "starting with the L1 provides a sense of security and validates the learner's lived experiences, allowing them to express themselves. The learner is then willing to experiment and takes risks with English". This finding also echoes Lin (1990) who demonstrates that L1 can be used to establish a friendly relationship with the students. Thus, in short, teachers' code-switching is important in providing an affective conducive learning environment for the students (Jamshidi & Navehebrahim, 2013; Schweers, 1999). The presence of affective support makes the students feel more relaxed when learning the language. When they feel they can follow the lesson, they may look forward to learning more target language. Specific affective functions are discussed below.

Giving Feedback

In providing positive feedback, teachers mostly used English terms such as 'good, well done, excellent'; for providing negative feedback, it seemed that teachers preferred Bahasa Indonesia, possibly because the teachers wanted to explain the error the students made which they could not do in English due to the students' proficiency level (Cameron, 2001). Cahyani et al. (2016: 8) explain that "Bahasa Indonesia does not lend itself to giving praise".

Teachers in this study often repeated the correct learner response to reinforce and display for the whole class and encourage or praise the student. Many language learners feel anxious when they are asked to answer questions before the whole class, because of the pressure in many subject environments to be accurate. Students need to learn and live with mistakes, to take risks and accept imperfection (Amara, Deborah, & Ayse, 2015). It is a significant demand. Success in school is too often defined as high marks on tests, which tends to place a burden of anxiety and insecurity on the students.

Reducing anxiety and insecurity

Anxiety may be considered an important and common affective factor in learning English. It is related to the feeling of worry, doubt and frustration. Krashen (1982) in his Affective Filter Hypothesis argues that students with low anxiety, high motivation and self-confidence, and therefore with a low affective filter, are likely to take more risks, and achieve more in language learning.

Teachers' code-switching in the observed classrooms functions as a means of promoting a conducive learning environment for the students (Schweer, 1999), providing a strong foundation for students' affective satisfaction. The comprehensible input allows the students to feel less stressful and to become more comfortable with the environment without any unnecessary anxiety (Schweer, 1999). The presence of affective support makes the students feel more relaxed when learning the target language. Once they are comfortable with the environment, the students are able to focus and participate in classroom activities.

Therefore the teachers' willingness to code-switch to be able to maintain exchanges with students who may not have the level of proficiency for more sophisticated discussion in the target language is an essential part of classroom discourse. This kind of switching can be even more powerful in the study context when the mother tongue is occasionally used, as described in the next section.

The use of Bahasa Minang for affective functions

Limited Bahasa Minang use was observed in this study by the teachers; however, that small amount is worth noting since the code-switching is affective in the sense that one teacher showed her anger by using the mother tongue (Bahasa Minang). In this way, it is also stressed that the utterance is seriously meant and expected to be obeyed. The mother tongue has sometimes more power in the foreign language classroom, but also mitigates to an extent because it is a shared 'out of school' language, so it may also 'soften the blow'. This finding is in line with Lin's study (1990) that one of the functions of code-switching is to signal a shift from teaching to disciplining.

Using Bahasa Minang in disciplining may obtain better results as when the teacher uses Bahasa Indonesia they probably sound more serious and their students will understand that their teacher was not joking around or pretending. When the mother tongue is used the students know that they cannot make an excuse by appearing not to understand the teacher, as the language is an informal, shared one. So, the use of Bahasa Minang (BM) when scolding the students may be an effective strategy.

In summary, the findings of this study regarding the pedagogical and affective functions mentioned have attempted to address Macaro's (2009: 48) statement that "observation studies

which have described the function to which first language use is put, or have measured the amount of target language used, have failed to control for the type of learning environment that the teacher was trying to create”.

Teacher perceptions and self-reflexivity

Not all the observed data are consistent with the teachers' perceptions as expressed in interviews. The chief functions of codeswitching as expressed by the teachers were: to save time, to teach grammar, to explain new vocabulary (translation), and to maintain lesson flow (pedagogical reasons) and: to avoid misunderstanding, and to motivate students (affective reasons). The three teachers all claimed that they applied code-switching to save time, and it may certainly be true that, as Macaro (2001) and Tang (2002) state, using L1 is less time consuming than using the target language exclusively. They mentioned that they had very limited EFL classroom time and this affected the practice time available. They thought that incorporating L1 in EFL classrooms was essential because it was more efficient and time saving.

Another interesting finding involves the use of code-switching to maintain the lesson flow. Teacher C used the utterance “paham anak mam” to check whether her students understand her explanation so this is for her a pedagogical choice. But the analysis of the lesson transcript as described in Chapter 4 showed that students answered her with “yes”, which might not an honest answer. In other words, the utterance “paham anak mam” was used for the affective reason of helping the teacher to be confident.

The interviews revealed that the teachers liked to use Bahasa Indonesia in order to construct a comfortable learning environment in which the students enjoy learning English. To do this, Teacher C stated that she used Bahasa Indonesia to put students at ease and maintain relationships with the students. Teacher B also maintained that Bahasa Indonesia helped build the student-teacher relationships in class.

Teacher C reported that she used Bahasa Indonesia to motivate her students to participate in class interaction; the use of Bahasa Indonesia might facilitate the learners' understanding, but they had less exposure to TL especially in the context of EFL learning where the opportunities to listen and to use the TL is limited (Musumeci, 1996). The over reliance on L1 will not help the students in achieving their goal in learning a foreign language. Moreover, in the context of this study, the teachers had no clear guidelines on how much L1 can be used in the class; the curriculum recommendation is simply to expose the students to the target language. The debate about whether or not L1/L2 can be useful in the classroom is irrelevant if the teachers are unable to select the appropriate occasions to use it. Consequently, a teacher's ability to control her/his use of language is considered to be as important as her/his ability to select appropriate methodologies (Walsh, 2002).

Implications and recommendations

Managing code-switching in the EFL classroom could be incorporated into language teacher education as a component of classroom interactional competence (Walsh, 2006), according to

the principle: “Use English where possible and L1 where necessary” (Weschler, 1997: 5). As I believe I have established that it is important to know why teachers code-switch, I recommend that English teachers should be cautious not to overuse their L1, as “it may substitute for, rather than support, second language learning” (Swain & Lapkin, 2000: 268). A raised awareness of code-switching practice and the role of the L1 are therefore helpful. In this study, I have shown that the practice of stimulated recall interviews may help teachers to become consciously aware of their code-switching, and of other pedagogical practices. Accordingly, stimulated recall interview may be a useful tool for self-reflection, and could be incorporated as a fixture of language teacher education and in-service teacher professional learning. The in-service training I discussed in the first chapter initially appeared helpful for teachers, but in reality this program did not achieve its aims. There has been funding from the government towards the improvement of teacher learning, however, it has often appeared that teacher learning programs have been project oriented rather than quality oriented (Sudrajat, 2010). It can therefore be seen that it is difficult to bring about changes at the official level; however change at the grass roots level, through teacher communities of practice (COPs) may have an effect. Such COPs may be informed and guided by research initiatives such as the present study. For example, teachers may get together and share their awareness on how to code-switch, and at the same time they might use the opportunity to improve their English proficiency.

Teachers’ perceptions of their underlying reasons for code-switching

The table below presents the key motivations for code-switching as stated by the three teachers during the stimulated recall interviews.

		<i>Reasons</i>	<i>Teacher A</i>	<i>Teacher B</i>	<i>Teacher C</i>
<i>DATA</i>	<i>Pedagogical reasons</i>	<i>To save time</i>	V	V	
		<i>To introduce new vocabulary</i>	V	V	
		<i>To present grammatical rules</i>		V	V
		<i>Device to maintain lesson flow</i>			V
	<i>Affective factors</i>	<i>To accommodate the limited English proficiency of their students</i>	V		V
		<i>To motivate students</i>			V
		<i>For a reason of emphasis</i>	V	V	

		<i>the lack of awareness</i>	V	V	V
--	--	------------------------------	---	---	---

Table 1 Teacher's functions and reasons for code-switching

The sections below elaborate the table above or the reasons given by the teachers for their code-switching.

Pedagogical reasons

This section describes the teachers' pedagogical reasons for their code-switching, however there may be overlap with the affective reasons, as in Teacher B's example below.

To 'save time'

The three teachers mentioned that they had very limited EFL classroom time, just 70 minutes a week for English. According to them, incorporating Bahasa Indonesia in English lessons was essential because it was more efficient and time saving. However, the three teachers gave different reasons for why they needed to code-switch to save time.

Teacher A stopped the video when she was teaching the words around 'government'. She gave comments about why, in this certain part, she used Bahasa Indonesia. She mentioned that

Sometimes it took time to explain something in English and I had to use Bahasa Indonesia in order to save time. (A 24-02, 13)

When teaching and explaining new words, Teacher A avoided giving long and tedious word explanations in English. She believed that as class time was limited it could not be spent on providing excessive descriptions for a single word so she translated.

Overall, Teacher B gave longer explanations in the TL. However, she frequently resorted to speaking Bahasa Indonesia (BI). Often she translated her TL utterances directly into BI immediately afterwards. She seemed to recognise the need for the TL use in her interaction; but when she was asked why she switched code in explaining the words 'many' and 'much' she reported that she needed to use Bahasa Indonesia to save time, thus giving an apparently pedagogical reason. In Teacher B's stimulated recall interview transcripts it is evident that Teacher B used Bahasa Indonesia to explain complicated grammatical concepts, and she herself expressed the belief that they would be more comprehensible if BI was used to save time.

As she mentioned in the stimulated recall interview, the time factor exerted certain pressures as she worried she would not be able to deliver all the curriculum topics in the required timeframe. So it appeared that the reasons for switching were also affective on her part, to reduce her own anxiety. Teacher B argued that it was hard for her to follow the curriculum strictly, but knew that this was required in Indonesian classrooms.

Explaining grammar rules

The primary reason for Teacher B to code-switch, she said, was to enable students' comprehension and to help them complete tasks successfully. When Teacher B watched a

section of the video in which she used some Bahasa Indonesia to explain grammar she said that

I use Bahasa Indonesia to explain English grammar because it was difficult for the students to understand grammar if explained in English. (B, 24-02, 13)

Teacher B explained further that she wanted the students to understand the lesson on grammar because there would be an English test coming, and such tests usually have a grammatical focus.

First of all, I need to think about the topics I teach, if the students seemed not to understand the lesson, If I use English exclusively, So, why I used Bahasa Indonesia, while actually they learned English.....If I used English all the time, I'm worried that the learning objective would not be achieved by the students, and I'm worried next week there will be a test, they cannot answer the test, therefore I used both English and Bahasa Indonesia. (B 25-02, 13)

In summary, Teacher B tended to teach grammar using Bahasa Indonesia because, according to her, even though the skill to be taught in primary school was listening and speaking, the teaching aim was also to help students gain good grades at the end of the school year and in the national examination.

Teacher C reported that it was already a difficult thing for her students to understand her speaking in English. Moreover, learning English grammar from explanations in English is difficult.

Moreover, if I taught grammar Bu. English alone is difficult- it adds more to teach the grammar in English. (C, 03-03, 13)

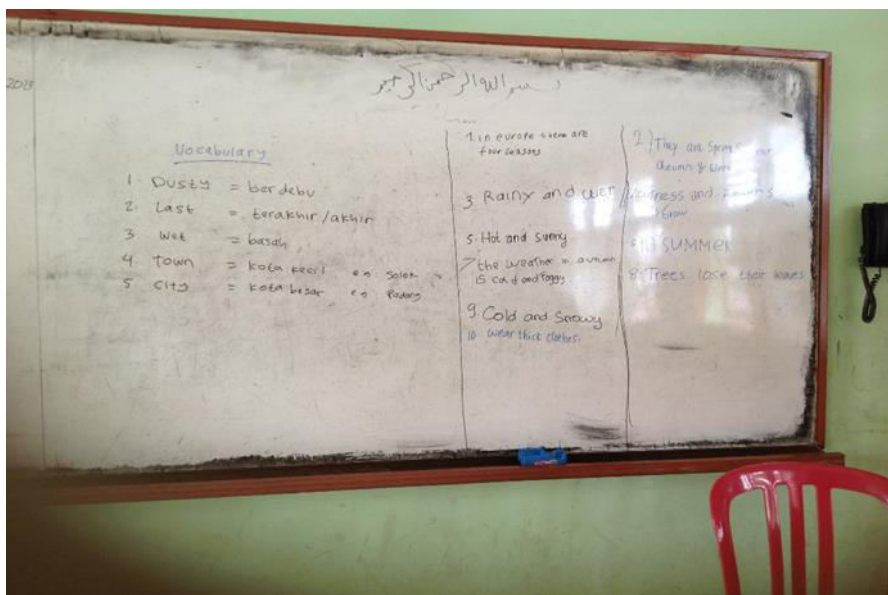
Teacher B gave grammar explanations in the target language (English), and in contrast Teacher C used Bahasa Indonesia for the same function. She depended more on Bahasa Indonesia in fear that her TL use might lead to students' lack of comprehension which would result in them not being able to perform the task successfully.

To introduce/explain new vocabulary

In general, Teacher A mentioned that she usually switched to Bahasa Indonesia to teach new vocabulary. Rather than explain it in TL, which took time, she translated the vocabulary directly into Bahasa Indonesia. When she saw herself translating the word in the video during the stimulated recall interview she said that Bahasa Indonesia could be used instead to provide a quick translation of an English word. She commented that:

I will explain the difficult word or new word using Bahasa Indonesia, but first I will explain it using simple English which can be understood by the students easily. But if they still don't understand I will use Bahasa Indonesia. (A, 24-02, 13)

The following picture taken as part of my field notes during observation shows the translation written on the whiteboard. In this way she formalized the translation process, but also did not 'push' the students to use memorization.



Picture Fehler! Kein Text mit angegebener Formatvorlage im Dokument..1

Teacher B mentioned that sometimes she was not aware that even for simple vocabulary she used Bahasa Indonesia, but then after watching the video of her teaching she realised that that she needed to use more English.

For example, in teaching simple words recently, I should have used English, for example, when I asked one of the students to come forward before, I used Indonesian, hurry e..e .. but when I realised it I quickly switch to English hopefully no students pay attention to me. There may be students who think that I should use English, so I should have used English at that time. (B 25-02, 13)

She stopped the video and commented that she sometimes used Bahasa Indonesia for simple instructions for example when she asked the student to come to the whiteboard and said “come on hurry up” in Bahasa Indonesia, but then she realized that she should have used English, which in turn made her switch to English. She was afraid that the students would realise that she did not use English. It appeared that she wanted to be a model for the target language use for her students.

Affective reasons

The teacher participants also expressed an awareness of affective reasons behind their code-switching, reasons that at times overlapped with the pedagogical. They all felt that use of Bahasa Indonesia would help students feel solidarity and overcome the stressful situation that may arise when prompted to use English in the classroom. The teachers’ way of building rapport illustrates this. As an example, Teacher B addressed students using Bahasa Indonesia “sayang” [honey]; and Teacher C used “anak-anak mam” [my children]. (It is not common to call someone “sayang” [honey] in an Indonesian classroom context).

1. To accommodate the limited English proficiency of their students

Teacher A taught the majority of her lesson in the TL, including for instructions and classroom management. She clearly saw that her role as a primary school teacher of English was to provide exposure to the TL for her students. Therefore, she should demonstrate her proficiency as well as encouraging students to speak English (TL). Overall, when asked why she sometimes alternated languages in class, she stated that she used Bahasa Indonesia spontaneously. She explained that this would allow the students to participate more in the activity. She admitted that sometimes she was not aware that she used Bahasa Indonesia.

Only occasionally did she switch to Bahasa Indonesia, when there was lack of comprehension or when she judged the students would not understand her English.

Because we learn English, yes, we should use English as much as possible. So, if they don't understand me, then I use Bahasa Indonesia. (A, 05-03, 13)

However, she clearly recognised the need for the TL use in her interaction. According to Krashen, (1982), learning opportunities can be created by providing the students with comprehensible and relevant input which meet students' immediate interests; Teacher A attempted to follow this principle, the natural input hypothesis, which emphasizes the importance of comprehensible input for second/foreign language learners (Krashen 1982). However she was quick to code-switch rather than paraphrase when the students seemed not to understand her, so perhaps her understanding of appropriate comprehensible input was limited.

Like Teacher A, Teacher B also mentioned in the interview section that students' lack of comprehension was the most serious problem in terms of teachers' use of the TL in class.

Teacher B's and Teacher C's lessons seemed to be mainly conducted by using grammar translation methods, in which the teacher explained the grammar as well as asked questions and the students answered or repeated certain aspects of the language.

To accommodate the perceived limited English proficiency of her students, Teacher C used Bahasa Indonesia as in her explanation below. When she saw herself teaching in the video recording explaining the topic 'to refuse or accept an invitation' she said that she gave grammar explanation in English first but then automatically translated it to Bahasa Indonesia because she was not sure whether the students understood her. She explained:

Yes, perhaps indirectly we did not realize that we were translating. I don't feel comfortable, maybe they do not understand yet, so I repeat it in Bahasa Indonesia with the hope that they understand. (C, 03-03, 13)

She seemed to express her belief that by doing so she helped the students in their language learning process.

Affective functions, as illustrated above, suggest the teachers' desire to create a respectful classroom community where students can produce language without fear of being mocked (Moeller & Roberts, 2013).

To motivate students

As expressed above, Teacher C believed that most of her students with limited English proficiency would not be able to understand the lesson if she used English exclusively. She was concerned that if the teacher used TL exclusively it might make her less able students lose interest in learning English. She also claimed that her class was a large mixed ability class. All three teachers in fact taught large mixed ability classes.

It happened because students in my class have different capability that is why sometimes I use Bahasa Indonesia and sometimes English. (C, 03-03, 13)

She further explained that students in her class all had different levels of English competence. Therefore, using Bahasa Indonesia was useful for her to accommodate all the students' needs.

Teacher C indicated that she wanted the students to understand her and participate in class and she believed that motivation is one of important factors affecting students' achievement in learning a language. She therefore consciously used Bahasa Indonesia in giving encouragement to the students. She emphasized that if she used English not all her students would understand her, only the more capable students would, and she wanted all the students to actively participate in class.

Device to maintain lesson flow

There were certain utterances from Teacher C which only function so as to maintain lesson flow, for example "sudah mengerti anak-anak?" [Do you understand students?]. It is interesting to note that this function was absent in Teacher A's lessons, while Teacher B tended to use more TL to keep things moving.

Teacher C claimed that one of the reasons she used Bahasa Indonesia was to check students' understanding by asking a question in Bahasa Indonesia, "sudah mengerti?" [Do you understand?]. However, the observation data suggested it was merely in order to maintain lesson flow. It has little value as a question to check understanding; if there was an answer from the students, it was usually "sudah mam" which means ["yes mam"] which in itself does not guarantee that they have understood. This question was given to the whole class, but often only two or three students answered.

Another use of Bahasa Indonesia which was often uttered by Teacher C was "kita lanjut" [we continue]. When asked the reason she claimed that using this utterance would save time. Such utterances then appear to be 'phatic', in that the meaning is less important than their function in maintaining flow.

You can see mam, 'Do you understand?', 'sudah mengerti?', 'kita lanjut', 'we continue?' they are sometimes to save time mam. (C, 03-03, 13)

Teacher C used such phatic devices the most among the three teachers. In her case it seemed to be related to her lack of self-confidence regarding her English proficiency. In her case the use of phatic communication can be seen to be more affective than pedagogical.

For emphasis

When Teacher A was asked why she responded to students in Bahasa Minang in the part of the lesson we watched, she claimed that she used LI at particular times especially to

emphasise that word. She viewed the part of the lesson where the students could not answer her question about vocabulary they have learned previously. When she was asked why she used Bahasa Minang rather than Bahasa Indonesia or English in her utterance “ndak tau” [you don’t know?], she explained that she felt it would have more impact if she used Bahasa Minang. She felt the students would feel the deeper meaning of the words than if the word were uttered in Bahasa Indonesia or English. It is true that Bahasa Indonesia is a language of instruction in the Indonesian context, however, Bahasa Minang is still widely used in class at the primary school level in Padang, Indonesia. This might explain Teacher A’s reason for her use of Bahasa Minang in this case. As mentioned, the use of Bahasa Minang was very limited.

Then she continued her utterance in Bahasa Indonesia after her saying “Ndak tau” [you don’t know?]; she tried to maintain rapport with the students by saying “Itukan sudah kita pelajari. masak tidak tahu ananda” [we have learned it, how come you do not know my dear child]. The word ‘ananda’ which mean my dear child, softens her previous utterance.

Teacher B used BI for reasons of emphasis when one of her students did not pay attention when she was giving instruction about a task. She said “Kemana aja kamu Sari”. I stopped this part of the recording and asked why she used Bahasa Indonesia. Her reason was similar to Teacher A, that it would be more impactful to say it in Bahasa Indonesia than the target language. Her utterance was aimed at one particular student in this case.