

# CONSTRUCTIONS AND OBSTRUCTIONS OF TEACHER EXPLANATION TO STUDENTS' LEAR- NING: PERSPECTIVES OF STIBA SATYA WACANA STUDENTS

**Debora Tri Ragawanti**

*STIBA Satya Wacana, Salatiga*

**Abstract:** This study investigated learners' perspectives on how a teacher explanation can facilitate or hinder their learning. The results suggested that teacher's use of mixed L1 and L2 in an explanation is preferred by most student-respondents since it can expedite their learning. Using only L2 is also preferred because students believe that it gives them more exposure to English and as English department students, they have to use English. It, however, can impede learning when teachers use difficult words or complicated grammar. In this condition, using simple language helps students understand an explanation. Despite teacher's use of language, learners' perspectives on teacher's behaviors when explaining showed that rapid speaking rate can hinder the process of internalizing an explanation. Conversely, slowing down speech rate can promote a comprehensible input. Toward the use of examples, using examples from daily life is more preferred than the ones presented in the text book since such examples are easy to remember and understand. Lastly, teacher's use of humor is perceived to motivate student's learning through relaxed and enjoyable atmospheres. It also helps remember language chunks through which it will be an intake. However, humor can obstruct learning if students focus more on the humor than the lesson.

**Key words:** teacher talk, teacher explanation

Teachers generally devote a large amount of their talk in the classroom to explain the subject content of a lesson. In explaining the subject matter, they might identify or describe the meaning of a concept or term, give reasons underlying certain actions or beliefs, and make clear the causes of events (Hall, 2003: 87).

To facilitate learners' understanding of teacher explanation, a teacher involves language as a medium to encode their message to the students and more significantly to make them comprehend the message being delivered. In addition to lan-

guage, teachers characteristically also use verbal behaviors intended to scaffold learners' comprehension of their explanation.

## **TEACHER'S USE OF LANGUAGE**

The discussion highlights issues on teacher's use of L1 or L2, teacher's use of both L1 and L2 and teacher's use of grammar and vocabulary during explanation.

### **Teacher's use of L1 or L2**

The use of L1, according to Larsen-Freeman (2000:18) and Richards & Rodgers (2001:6), is used to explain new items and to formulate comparisons between learners' L2 and their L1 and accordingly to make the meaning of the target language clear. In addition, Chambers (1991), Halliwell & Jones (1991), and Macdonald (1993) as quoted in Macaro (2001:531) argue that teaching completely through L2 makes the language real and develops learners' own innate language system to acquire the L2. Furthermore, Nunan & Clarice (1996:99-100) believe that the sensible use of learners' L1 to give brief explanations of grammar and words, as well as to explain teaching procedures and routines, can significantly facilitate the organization of the learning process.

Apart from the benefits of L2 for learning, Guthrie (1984) in Macaro (2001:531) questions whether the lesson run totally in the L2 will provide greater chances for the learners to internalize the target language. In addition, Skinner (1985) argues that the exclusive use of the L2 can obstruct learners in connecting with thoughts and ideas already built up in the L1. The obstruction in turn can be disadvantageous to the process of concept development.

### **Teacher's use of L1 and L2**

Looking at both merits and drawbacks of using either L1 or L2, several alternative methods incorporating the L1 and L2 emerged, including the use of code switching. Code-switching, according to Brice (2001:10), stands for "language alternation or language exchange between two languages". In using this method, teachers who share the same language with learners use the learner's L1 and then exchange it into their L2 or the other way around for giving explanation. Furthermore, Brice divides language alternation into two: an exchange from one language

to the other between sentences and an exchange from one language to the other within a sentence (10 & 12).

### **Teachers' use of grammar and vocabulary**

The next important issue of teacher's use of language when giving explanation is their use of grammar and vocabulary. Richards & Lockhart (1995:183) say that to make teacher instruction, in this case teacher explanation, comprehensible to the learners, teachers can modify their use of grammar and vocabulary. This opinion coincides with Long's (1983) opinion in Ellis (1985:157) which argues that using structure and vocabulary that students are familiar with can make an input understandable.

In modifying grammar, teachers may use simple tenses and not many dependent clauses as in many other contexts so that the sentences tend to be simple. In modifying vocabulary, teachers may use more frequently used words instead of the rarely used ones so that learners have more chances to be familiar with the words.

## **TEACHERS' BEHAVIORS IN GIVING EXPLANATION**

Apart from using language, teachers normally perform certain behaviors or techniques which are not about using language. Some of the behaviors are summarized below:

### **Teachers' rate of speech**

Some investigations into features of understandable input found that the rate of speech is included in the facet of intelligibility (Hall, 2002: 91). For that purpose, many teachers slow down their rate of speech during explaining more than when they speak in other situations. Slowing down the speech rate in attempts to scaffold student's understanding of teacher talk is also perceived to be essential by Long (2002:117) since rapid speech rate can be an obstruction to understanding teacher talk.

### **Teachers' use of examples**

During teacher explanation, there are times when the explanation may not come to the learners easily. It might come to the learners in an abstract way. In such a circumstance, using examples, as argued by Ur (1996:17) may help the

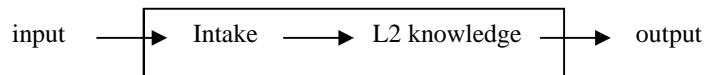
theoretical explanation be more real and may come to the learners in a more concrete way. The efficacy of using examples is confirmed by Borich (2000:9) & Woldkowski (1986) in Dorney (2001:26). They characterize the use of examples into one of the gauges of clarity. Besides clarity, the use of examples is considered effective due to its efficacy in facilitating students to comprehend ideas being taught.

### Teacher's use of humor

The last aspect of teacher explanation is teacher's use of humor. Humor might imply the quality of making something laughable or amusing (Edward & Gibboney, 1992 as cited by Steele, 1998). This aspect is crucial to see due to some justifications promoted for it in language teaching. Medgeyes (2002:5), for instance, supplies several good reasons for using humor in language teaching such as to get students closer with one another, to release tension, to provide memorable chunks of language, to enhance motivation, and to give something fresh from language learning routine.

### TEACHER EXPLANATION AND LEARNING OPPORTUNITY

As argued by Ellis (1994), teacher explanation as part of teacher talk can have a potential result on learners' comprehension and affects language produced by the students (Tsui, 1995:7). Referring to the theory of second language acquisition, those arguments can be drawn through the schema below:



**Figure 1.** A computational model of L2 acquisition as presented in Ellis (1997:35)

In the first stage, learners are provided with input (i.e. teacher explanation). They then process the input and take it either into short-term memory or long term memory as L2 knowledge. When they internalize the input either into their long term memory or long term memory, the input becomes intake. These internalizing processes of input will then construct learners' interlanguage (i.e. the systematic knowledge of an L2 that is independent of both the target language and the learner's L1) through which L2 knowledge occurs. Finally, L2 knowledge is used to produce spoken or written output (i.e. what we have called learner language).

Through such a process of learning, such a teacher talk (i.e. teacher explanation) is distinguished as a potentially vital basis of comprehensible input for the learner (Cullen, 1998:179). As stated by Krashen, L2 acquisition takes place when a learner understands language/input that contains 'i + 1', language that is a little beyond learners' current level of competence (Ellis, 1997:47).

This paper attempts to investigate students' perspectives on how an explanation is preferred and most importantly how an explanation can facilitate or impede their learning. The results of this study are expected to offer some insights about how a teacher explanation affects students' learning process. Moreover, the results are expected to offer some explanation strategies that can be used to scaffold students' comprehension of a teacher's talk.

## **METHOD**

This study involved 117 students of the English Department, Satya Wacana School of Foreign Languages, *Jawa Tengah*, Indonesia. They were randomly selected from different academic year levels (2<sup>nd</sup> to 5<sup>th</sup> year level).

Instruments used to obtain the data were questionnaire and interviews. The use of questionnaire in this study aimed at gathering statistical data and open responses about what students think and feel about the way teachers' use of language and teachers' behaviors when giving explanation. Teachers' use of language addresses issues on teachers' use of L1, teachers' use of L2, teachers' use of L1 and L2, and teachers' use of simple grammar and vocabulary. Teachers' behaviors address issues such as teachers' slowing down rate of speech, teachers' use of examples, and teachers' use of humor.

The questions in the questionnaire consist of closed-ended and open-ended questions. The closed-ended questions are for the student respondents to choose 1 of the 4 statements of preferences. The four statements are designed using a four-point of Likert scale which is ranged from "I do not like it at all," "I do not like it very much," "I like it," and "I like it very much." As for open-ended questions, the student respondents were asked to state their reasons of their choices in the closed-ended questions.

The interviews involved 30 students and was administered in the student respondents' L1 (*Bahasa Indonesia*). This interviews were conducted to pursue more detailed opinions and issues on students' thoughts and feelings about particular ways of teacher explanation.

## FINDINGS

This section addresses the findings on learners' perspectives on the use of language and teachers' behaviors in giving explanation.

### Learners' perspectives on teachers' use of language

**Table 1: Learners' perspectives on teachers' use of language**

How do you like the way your teachers give explanation in the classroom?	I do not Like it at all	I do not like it very much	I like it	I like it very much	Mean
Use only English	5	37	53	21	2.78
(Percentage)	4.3%	31.9%	45.7%	18.1%	
Use only <i>Bahasa Indonesia</i>	18	50	39	5	2.28
(Percentage)	16.1%	44.6%	34.8%	4.5%	
Use mixed English and <i>Bahasa Indonesia</i>	3	13	53	48	3.25
(Percentage)	2.6%	11.1%	45.3%	41.0%	

The results on learners' perspectives on teachers' use of language is presented in Tables 1 and 2. Table 1 is the descriptive analysis of learners' perspectives on teachers' use of only students' L1 (English), only L2 (*Bahasa Indonesia*), mixed L1 and L2. Students' responses demonstrate that the majority of the students prefer the use of mixed L1 and L2. The next preference is devoted to the use of L2 and lastly to the use of L1.

**Table 2: Learners' perspectives on teachers' use of simple grammar and vocabulary**

How do you like the way your teachers give explanation in the classroom?	I do not Like it at all	I do not like it very much	I like it	I like it very much	Mean
Use simple grammar	0	8	82	27	3.16
(Percentage)	0%	6.8%	70.1%	23.1%	
Use simple vocabulary	2	14	80	21	3.03
(Percentage)	1.7%	12.0%	68.4%	17.9%	

Table 2 is the descriptive analysis of learners' perspectives on teachers' use of simple language.

### **Learners' Perspective on Teachers' Behaviors in Giving Explanation**

Having discussed the three aspects of language, it is then important to look at another aspect of teacher's explanation which is not related to the language being used but does scaffold learners' comprehension of teachers' explanation. The aspect is teacher's behaviors in making his/her explanation intelligible for the learners.

**Table 3: Learners' perspectives on teacher's slowing down their rate of speech during explanation**

<b>How do you like the way your teachers give explanation in the classroom?</b>	<b>I do not Like it at all</b>	<b>I do not like it very much</b>	<b>I like it</b>	<b>I like it very much</b>	<b>Mean</b>
Slow down the rate of Speech when explaining	0	4	74	38	3.29
<i>(Percentage)</i>	0%	3.4%	63.8%	32.8%	

**Table 4: Learners' perspectives on teachers' use of example**

<b>How do you like the way your teachers give explanation in the classroom?</b>	<b>I do not Like it at all</b>	<b>I do not like it very much</b>	<b>I like it</b>	<b>I like it very much</b>	<b>Mean</b>
Explain with examples which are taken from the text book	7	50	50	10	2.54
<i>(percentage)</i>	6.0%	42.7%	42.7%	8.5%	
Explain with examples which are taken from daily life	1	9	53	54	3.37
<i>(percentage)</i>	.9%	7.7%	45.3%	46.2%	

The finding of teachers' behaviors in giving explanation is presented in Tables 3, 4 and 5. Learners' perspectives on teachers' slowing down their rate of speech during explanation, as showed in Table 3, indicate that the majority of the

student-respondents prefer the idea. Toward teacher’s use of examples (Table 4), student-respondents prefer examples taken from daily life to the ones taken from the text book. Regarding teacher’s use of humor, as indicated in Table 5, almost all students like it.

**Table 5: Learners’ perspective on teachers’ use of humor**

How do you like the way your teachers give explanation in the classroom?	I do not Like it at all	I do not like it very much	I like it	I like it very much	Mean
Explain with humors or humor	0	3	52	61	3.50
(Percentage)	0%	2.6%	44.8%	52.6%	

**DISCUSSION**

The foregoing presentation has been focused on the statistical data of the findings. In what follows, I will present the discussion of the findings by presenting some data of the interviews.

**Learners’ perspectives on teachers’ use of language**

*Learners’ perspectives on teachers’ of mixed students’ L1 (Bahasa Indonesia) and L2 (English).*

According to the interview data, the student respondents believe that the use of language alternation is advantageous to pave the way for their learning in terms of the following points:

For tough/hard courses like English for hospitality industry, teacher explanation should be delivered in both English and *Bahasa Indonesia*. By so doing, we know what how certain points mean in *Bahasa Indonesia* and we know how certain points are conveyed in English.

(Source of data: interview with student 11)

...however, for some difficult courses like structure, English drama and English prose, teachers should use *Bahasa Indonesia* too so we can understand the lesson/ material clearly and more quickly.

(Source of data: interview with student 17&18)



According to these students, teachers' use of mixed L1 and L2 gives them a greater chance to crosscheck their understanding of particular words or points in English into their meaning in their L2 (*Bahasa Indonesia*). The crosschecking process accordingly will speed up their ability to absorb the explanation.

This finding seems to correspond to the studies on the use of code-switching presented by Brice (2001) saying that code switching can expedite student's learning since it provides chances for checking vocabulary understanding and for translating teachers' utterances.

***Learners' perspectives on teachers' use of only students' L2 (English).***

Despite the fact that using mixed L1 and L2 is students' favorite, it is important not to ignore students' responses to the use of L2 only. Several noteworthy motives obtained from the interview data reveal why and how they put a great value on this idea as can be seen below:

When a teacher uses English only, it really helps us understand how to hear things in English and how to pronounce in English.

(Source of data: interview with student 2)

Because we are English Department students who are learning English, teachers should use English. Thus we can improve our English.

(Source of data: interview with student 17)

In my opinion, it would be better if teachers use English whatever difficult the material that is being explained.

(Source of data: interview with student 5)

The first reason underlying their belief to use L2 only is that as students of an English Department they should use English. Secondly, they believe that teacher's use of English provides them with a greater exposure to English which accordingly can promote a considerable level of improvement of their English.

These students' opinions probably come close to some scholars' beliefs about the use of learners' L2 in the classroom as cited by Macaro (2001:531). They believe that the use of L2 allows a space for learners to develop their innate language system to acquire L2. As stated by the students, by getting used to hearing things in English and pronouncing words in English, their ability in English will improved. In such a condition, teacher's use of L2 may become a source of comprehensible

input—that contains language beyond their current level of competence— which accordingly helps them acquire L2 (Ellis, 1997:47).

Besides the learning opportunity that the students can obtain from teachers' use of only L2, there are some circumstances where teachers' use of only L2 can impede students' learning. Student' experiences below illustrate the circumstances:

Most teachers here use English when teaching. Sometimes we do not understand some vocabularies that they are using. As a result, we also can not understand what they are talking about. In my opinion, teachers would better explain in English and then restate it in *Bahasa Indonesia*.

(Source of data: interview with students 26)

I have an experience when I was in the first semester. One of my teachers always used English but I felt not to get improved. I had to think the meaning of words being used by the teacher, “what is the meaning of this word, what is the meaning of that word?” Moreover if I did not bring my dictionary, I got more confusion to think the meaning of some unfamiliar words. As a result, I was not improved but got bored.

(Source of data: interview with student 21)

These students experienced times when their teachers used only English in the classroom. Immediate problems occurred when they had to “run after” the teacher's words in order to understand what he/she was saying. That situation led them into the state of getting confused and bored. In addition, they missed some ideas of what their teachers were talking and therefore missed the content of the explanation. Such problems above are necessary for teachers to be aware of since using the use of only L2 can impede learners' process of internalizing the target language, internalizing what the teacher is explaining.

### **Learners' perspectives on the use of simple grammar and vocabulary**

The main reasons for students to lean toward teachers' use of simple language can be seen below:

What make me difficult to understand teacher explanation is when the language used by the teacher is difficult. Both vocabulary and grammar are difficult for me to understand. The vocabulary is “sophisticated.”

(Source of data: interview with student 28)

The use of English that can make students' learning easier and faster is the use of simple language not "high level" English.  
(Source of data: interview with student 12)

Students have different capacity in absorbing teacher explanation. Some can understand teachers' explanation more easily but some not. Because some teachers prefer using "high level" English, they would be better use simple language.  
(Source of data: interview with student 20)

Student 28 says that language which is complicated can be one factor causing students not to be able to comprehend teacher's explanation. The language meant is the use of both grammar and vocabulary. Similarly, student 12 argues that the use of simple language can help students speed up their learning process in an easier way. Besides, the use of simple language is helpful to scaffold students who possess different aptitudes. In this case, simple language can become the source of comprehensible input to facilitate student learning in the way it can help accelerate their learning and facilitate them to understand. In other words, difficult language can become an incomprehensible input that can obstruct student learning to understand teacher' language.

Apart from facilitating students' learning, the idea of employing simple language is worth examining more closely. There are several strong counter arguments putting that idea into a weak position as argued by several students during the interview:

For me, giving new or difficult words and pronunciation is necessary. It can enrich students' knowledge.  
(Source of data: interview with student 22)

The use of simple language is necessary but not always simple otherwise our English will not improved.  
(Source of data: interview with student 20)

The use of simple English too often, according to these students, may not improve students' English. They, additionally, also need their teachers to use more new and difficult English to help them improve their English. These opinions seem to come close to Long's (1983) argument in Ellis (1985:157) that simple vocabulary and grammar can not advance language development since they do not provide new linguistic material. In such a situation, those students suggest that simple language

may not promote a comprehensible input that can make them understand the input that is a little beyond the students' current level of competence.

### **Learners' Perspective on Teachers' Behaviors in Giving Explanation**

#### ***Learners' perspective on teacher's slowing down their rate of speech during explanation.***

Students' responses are based on their understanding that slowing down the rate of speech means to speak not too fast and not too slowly (as quoted from the interview with students (S 6 & 11). Students' responses to this issue are as follows:

Too fast in explaining often makes me confused  
(Source of data: students' answers in the open-ended question in the Questionnaire)

Reducing speed of delivery is effective to help students to be able to catch words easily, to minimize misinformation and to help understand the explanation clearly.  
(Source of data: students' answers in the open-ended question in the questionnaire)

As for my learning process, I am a sort of a student who needs to follow everything explained by the teacher and needs a longer time to process it. By so doing, I can absorb the explanation well. If the explanation, especially for the difficult subjects, is too fast, it is difficult for me to follow and to get the explanation to be processed in my mind. As a result, I will get nothing. In this way, I find it annoying.  
(Source of data: interview with student 28)

As evidenced by the students, the rapid speed of explanation can cause confusion, difficulty to follow teachers' explanation, and in turn can slow down the process of understanding the explanation. In other words, the rapid speech rate hardly helps students to internalize the input. However, teachers' slowing down the rate of speech makes the students easy to catch their words. Additionally, the students also can gain more points from the explanation as well as to understand the explanation more clearly. In such circumstances, the student respondents agree that this can provide them more opportunity to learn.

***Learners' perspective on teacher's use of examples***

There are 2 kinds of examples provided for the student respondents. The first ones were examples stated in the text book and the second ones were examples taken from daily life. The student respondents define examples which are taken from daily life as something which is within their context but the one outside their context (e.g. snow). Some other definitions are about things close to our daily life or things that we can find or experience in our daily life. Lastly, it refers to something concrete in the universe (Source of data: interview with students 7, 8, 10, 14, 15, 16 and 29).

The students' definitions seem to be consistent with Ur's (1996:17) ideas of using examples. She said that to help learners understand theoretical concepts in a more concrete way, teachers can use examples that are closely related to learners' lives and experiences. Below are the results from the questionnaire about learners' perspectives on the use of example.

Almost all students (107) like the idea of using examples from daily life. By contrast, almost half of the number of the students (57) shows their dislike to examples taken from the text book.

The main reason of their preference to this kind of example is due to its efficacy in helping the students understand teacher explanation more easily. Furthermore, data obtained from the questionnaire reveals that such examples are simple, understandable and help students remember teacher explanations for a longer time. These reasons seem to bear a striking resemblance to the effectiveness of using examples in helping students to comprehend concepts being explained.

As for the reasons why students have less preference for the use of examples stated in the book, the following extract from students' interview may be used as the basis of drawing a conjecture:

Examples stated in text books are sometimes difficult to understand. If teachers use it to explain, they had better explain it again in a more detailed way or if possible, they can give a comparison to a related idea closer to our daily life.  
(Source of data: interview with student 10)

It is possible to assume that using examples stated in text books is sometimes unlikely to reach either student's comprehension or students' background knowledge and experience about the idea implied by the example.

***Learners' perspectives on teacher's use of humor***

The following are students' responses and thorough thoughts and feelings about the use of humors in teacher's explanation. From the survey data, students like humor because humor is effective to help them learn. Psychologically, students feel that humors can work in the following ways:

Humor can release me from being tense and does not make me bored.  
(Source of data: interview with student 6)

Humor helps me learn not under pressure  
Humor makes me comfortable because I can not study in a tense atmosphere.  
My heart is always beating and consequently I will lose my concentration.  
Humor makes learning enjoyable.  
Humor usually makes students become more attracted to the lesson and make them feel comfortable. In turn it will help them understand.  
(Source of data: open-ended questions in the questionnaire)

Students' arguments above address some psychological barriers when learning English such as heart beating, anxiety, and under pressure. They believe that humor can release them from those barriers. Students, the same as Medgeyes's (2002:5) arguments, feel that humor can release them from dullness and tension. Additionally, they experience that humor can provide them with a relaxed environment so that they can learn through enjoyment. This kind of condition makes them attracted to the teacher talk and helps them understand the talk.

Aside from the affect side, students perceive that the use of humor helps them cognitively in such following ways:

When a teacher gives an explanation referring to the handout all the time, we gradually get bored because naturally we have certain limit to pay attention to an explanation. Giving humor, therefore, can refresh our mind from our tiredness in listening to the teacher talk.  
(Source of data: interview with student 10)

Humors can work like what Mr. A (name of a teacher) did in his reading class. In introducing a new word "eye catching" he did not give the definition from the dictionary instead giving us a humor related to eye catching. He said "if you want to be eye catching, you can highlight or dye you hair colorfully and go to

campus so everyone will pay attention to you.” From the time being, the point of “eye catching” directly came into my mind and I come to remember the definition by associating the word with having colorful died hair to grab people’s attention. Such a technique can help me understand teacher explanation in an easier way.”

(Source of data: interview with student 11)

It is interesting to see that humor can help students maintain their attention to a teacher explanation since every student has a limit of concentration. Humor also can make students awake to keep paying attention to the teacher’s explanation. Another response that is also worth noting is how humor can help a learner remember the language input given by the teacher, as experienced by student 11. The effectiveness of humor to help learners remember language input may coincide with one of the justifications promoted by Medgeyes (2002:5) in which humor can provide memorable chunks of language. In this way, humor not only becomes a source of comprehensible input but also helps learners internalize the input into their memory as an intake before later on be built into their L2 knowledge.

Despite the advantages of humor in language learning, consideration needs to be taken into account when using humor as stated by two students below:

It is good to give humor but not too much. Moreover, it should be effective, meaning that it should be related to the material being explained. Otherwise, it will confuse the students.

(Source of data: interview with student 22)

Too much humor could give bad effects. Students would not concentrate on the lesson but focus more on the humors.

(Source of data: interview with student 19)

These students are concerned with the negative effect of too much use of humor. The possibilities of being ineffective can happen if the humor is irrelevantly used and if the student focuses more on the humor than the lesson.

## **CONCLUSION**

Learners’ perspectives on teachers’ use of language suggest that teacher’s use of language alternation (mixed L1 and L2) is preferred by most student-respondents. It can help students process the language input since students can

crosscheck their understanding of particular words or points with their L1 (*Bahasa Indonesia*). Using L2 is also preferred because they believe that students of English Department they have to use English. Besides, using only L2 gives them more exposure to English. However using L2 can obstruct learning when the vocabulary used is too difficult and the grammar is too complex. Such conditions possibly slow down the process of internalizing the input and cause students not to be able to understand all points presented. Teacher's use of simple language is then considered helpful to understand teacher's explanation in English although it is likely not to improve their English.

Learners' perspectives on teachers' behaviors when explaining suggested that slowing down speech rate is preferred by students since it helps students to easily catch teacher's words, to prevent them from misunderstanding and to comprehend the explanation more easily. Teachers' use of examples from daily life is preferred more than the ones stated in the text book since such examples are easy to remember and understand. This condition, in turn, makes them comprehend a teacher's explanation easily. Examples stated in the textbook, however, are sometimes hard to understand because they are not close to students' life and experience. The last behavior—teacher's use of humor is cognitively effective for internalizing the input because it can help students remember language chunks and internalize them to be an intake. Psychologically, Humor can motivate students to learn through relaxed and enjoyable atmospheres. Apart from the merits, humor can obstruct students' learning when they focus more on the humor than on the lesson.

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