A Profile of Exemplary Teachers of English for Young Learners at The Elementary School

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Abstract: This study portrayed a profile of exemplary EYL teachers' competence indicators of pedagogical and professional implementation and personal and social manifestation. The research involved seven subjects. The data were collected through interviews, observations, field-notes and documentary studies and they were analyzed by a snow-balling procedure. The study found out that the subjects performed professional competences which classified them as exemplary EYL teachers at the elementary school. The findings also revealed that professional development along with personal and social competences contributed much to the teachers' pedagogical competences.

Key Words: competence, teacher's competences, english for young learners (EYL), EYL teacher, elementary school

Abstrak: Penelitian ini menggambarkan indikator kompetensi contoh profil guru EYL dalam implementasi pedagogis dan profesional dan perwujudan secara pribadi dan sosial. Penelitian ini melibatkan tujuh subjek. Data dikumpulkan melalui wawancara, observasi, catatan lapangan dan studi dokumentasi. Data kemudian dianalisis dengan metode *snow-balling*. Studi ini menemukan bahwa subjek melakukan kompetensi profesional yang diklasifikasikan sebagai guru EYL di sekolah dasar yang perlu dicontoh. Temuan juga mengungkapkan bahwa pengembangan profesional bersama dengan kompetensi pribadi dan sosial menyumbang banyak untuk kompetensi pedagogis guru.

Kata kunci: kompetensi, kompetensi guru, bahasa Inggris untuk pemula (EYL), guru EYL, SD

The Indonesian government has exerted to improve the academic qualification and competence of teachers and lecturers. The exertion is the development of the Act No. 20/2003 about the System of National Education, Act No. 14/2005 about Teacher and Lecturer, and Government Decree No. 19/2005 about Standard of National Education. Moreover, on the basis of the Acts and Decree, the Ministry of National Education (MoNE) issued Standard of Academic Qualification and Teacher Competence (SAQTC) or *Standar Kualifikasi Akademik dan Kompetensi Guru,* No. 16/2007, 4 May 2007.

The SAQTC document covers two standard requirements for teacher of Kindergarten up to Senior High School and lecturer applicable all over Indonesia. The first requirement states that a teacher must hold at least a Diploma-IV or an S1 degree certificate from a formal education institution. The second requirement consists of four main competences: pedagogy, personality, social-interaction and academy (professional).

Teacher's qualification is also legitimate to teachers of all local content subjects including English at the Elementary School (ES). Officially English instruction has been offered as a local content subject in the ES curriculum since 1993 by Indonesian government. This policy was officially issued by the Decree of the Ministry of Education and Culture No. 060/U/1993, 25 February 1993. The policy of English instruction at the ES is followed by some provinces in Java such as East Java, Yogyakarta, Central Java and West Java (Suyanto, 2007). In the following year, the Department of Education and Culture Office of East Java province issued the decree No. 1702/105/1994, 30 March 1994, stating that English as an alternative local content subject became a compulsory local content subject at elementary schools.

In this case, the launch of the 1993 decree on the teaching of English to young learners (TEYL) at the ES, which was officially recommended by the Ministry of Education and Culture, might mainly be introduced by schools starting from grade 4 by considering appropriate preparation of teacher readiness, facilities, textbooks, instructional media and syllabus. Nowadays, in relation to teacher standard, it is not only a matter of the availability of teacher of English at ES but the teacher should also have relevant English education background for young learners.

Regarding English teachers, the standards are developed to fulfill the competences. The requirement (Menteri Pendidikan Nasional, 2007) describes that the teacher of English should: a) master the knowledge about various aspects of English (linguistics, discourse, sociolinguistics, and strategies) and b) master both oral and written English, receptive and productive in all communicative aspects (linguistics, discourse, sociolinguistics, and strategies). However, there are no specific manuals of 'What' and 'How' to teach EYL.

Moreover, teaching young learners is very different from teaching adults. Even young learners aged 5 to 10 (Scott and Ytreberg, 1990) or in Indonesia ranging from 6 to 12 years old (Suyanto, 2007) may have their own ways in learning and can do differently from one to another. Indeed, young learners tend to expose their special characteristics of learning a foreign language. The problem is whether the teachers of English at ES have the knowledge of the characteristics. Otherwise, the teaching practice of English as a foreign language (EFL) will not work.

Some research showed limited numbers about EYL teachers' qualification at ES in Indonesia. They have not held the required certificate of S1 or D-IV English academic qualification (Santoso, 2011, Baedhowi, 2009; Sujanto & Chodijah, 2002). Santoso (2011) found that only 25% of the teachers held English education certificate in Situbondo. Suyanto (2004) reported that about 80% of the EYL teachers did not have English education background. Suyanto and Sulistiyo (2001) discovered that EYL teachers' English education background at ESs in Malang and Malang District was 46%, and more than 50% of them did not have EYL background. Suyanto and Chodijah (2002) found that only 20% of ES teachers teaching English held English education diploma.

Suherdi and Kurniawan (2005) revealed that an English teacher at an urban Public ES in Cirawuga, West Java, was taught by an incompetent teacher for the basic reason of having no teacher having English education background. Then, a three-year research conducted by Suyanto et al. (Suyanto, Sulistyo & Widayati, 2001; Suyanto, Rachmajanti & Lestari, 2002, 2003) has shown that most EYL teachers teaching in the primary schools are not qualified to teach English to young learners because of their education background. They are assigned to teach English by their principals because their schools have English programs as a local content subject.

Accordingly, a teacher teaching English at the ES should also acquire the knowledge of EYL teaching and learning principles that he/she will apply in the classroom practice. Teaching young learners is inimitable, very different from teaching adults. Besides, English is still a Foreign Language (EFL) subject in Indonesia. However, it can be assumed that the result will be different if the ES English teacher has got EYL education background or knowledge.

Related to teacher preparation at education institutions, since 1994 some of the English Departments, such as IKIP Malang (now State University of Malang), have offered EYL course as an elective subject, not a compulsory one yet. In fact, most English Departments train the pre-service students to become teachers of English for secondary schools not specifically prepared for EYL teachers. Although some of the teachers at ES have English education background, problem comes up because they do not teach English based on the EYL teaching and learning principles.

Another dilemma of TEYL at the ES relates to the EYL teachers' expertise. Grassick (2007) reported that there was a shortage of skilled ES English teachers, particularly in more remote areas in Indonesia. In Bandung, Gunawan and Suharno (2008) found teacher's lack of understanding concerning EYL teaching and learning principles. In Palangkaraya, Karani (2006) discovered that only 30% of the EYL teachers were very proficient and proficient in English, and only 10% performed joyful learning using songs, stories, games, and media.

The other problem faced by the EYL teachers deals with the linguistics aspects. The study of Suyanto and Rachmajanti (2008) showed some common linguistic mistakes and expressions made by the primary school teachers teaching EYL, covering inappropriate pronunciation, structural items concerning plurality, pronouns, tenses and the use of "be" and the use of classroom language.

Not knowing the theories and teaching and learning principles of EYL, EYL teachers will not apply appropriate techniques of teaching in accordance

with those theories and principles; instead they focus their teaching on grammar. Grassick (2007) states that they teach children based on their previous learning experience dominated by grammar translation method, emphasis on grammatical accuracy, low student involvement, teacher-centered and little meaningful communication.

Considering theory of EYL psychology, Piaget (1964) perceives that child's language learning is much influenced by environment. The child learns actively through environment, and the child's cognitive development will partly determine how they use language through direct interaction with real objects in the environment surrounding him/her. The child adjusts to the environment in some way (adapting) and an action takes place with some changing to the child (joining). As children progress through the stages of cognitive development, it is important to maintain a balance between applying previous knowledge (assimilation) and changing behaviour to account for new knowledge (accommodation).

Unlike Piaget, Vygotsky's ideas (1962) reflect that adults and peers have important roles in the child's language learning. The phase at which a child can master a task if given appropriate help and support is called zone of proximal development, where the child cannot solve a problem alone, can be successful under the adult or more capable people or peer's collaboration or guidance. Inner speech leads to social speech: private speech and verbalizing. Language provides the child with a tool to open up new opportunities for doing things and for organizing information through the use of words as symbols. Language development and learning take place in a social context. With the help of adults, children can do and understand much more than they can on their own.

Bruner (1978) states that adult assistance plays an important role in child's language development. This assistance, which he terms scaffolding, will be very potential to promote the child' language acquisition to grow automatically as a learner. Therefore, an EYL teacher should understand child's language learning development so that English instruction will be meaningful to young learners. The scaffolds provided by the teacher allow the student to successfully complete the exercises given to them. The teacher offers assistance with only those skills that are beyond the student's capability. For example, a student's errors are expected, but, with teacher feedback and prompting, the student is able to achieve the task or goal. When the student takes responsibility for or masters the task, the teacher gradually removes the scaffolding, which allows the student to work independently.

Moreover, the application of the TEYL process should consider the characteristics of young learners. Therefore, an EYL teacher should comprehensively perceive the principles of EYL teaching and learning so that the teaching and learning process (TLP) will be executed properly. The TEYL principles (Scott and Ytreberg, 1990; Moon, 2000; Brown, 2001; Harmer, 2007; Suyanto, 2007) highlight that young learners: (1) learn the language skills and language components in integration; (2) should be instructed with simple instructions; (3) are shown some grammatical concepts with certain patterns; (4) learn from repetition; (5) learn structure in connection with oral exercise which practices their written works or when the works are corrected; (6) learn through activities which capture their immediate interest; (7) learn through lessons with a variety of activities to keep interest and attention alive; (8) should be presented by teacher's animated, lively, and enthusiastic performance about the topics; (9) learn in a sense of humor; (10) should be attracted with a lot of creative activities; (11) should be managed in physical activity, such as role-play, play games, or TPR; (12) should be involved in projects and hand-on activities to help them to internalize language for learning words and structures and to practice meaningful language; (13) need help to internalize concepts with sensory aids; (14) should be attracted with teacher's non-verbal language because of their very sensitive attention to teacher's facial features, gestures, and touching; (15) need to learn language through song and hand manipulation activities; (16) should be patiently supported to build their self-esteem; (17) should be drawn as much oral participation as possible to give them plenty of opportunities for trying things out; (18) need individual attention and approval from the teacher; (19) are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom; (20) prefer to learn on their own ways; and (21) learn through a lot of language exposure.

The development of standards for language teachers at any level is a complex and a long process. Any attempt at defining the competences of a foreign language teacher presents a contribution to the development of standards in general and standards in teacher education in particular. Smith (2007) states that as primary teachers, they have responsibilities for a range of subjects and more generally for a class of children, and the program prepared them for the

whole curriculum with some limited specialization in one subject. So the teaching of any one subject may form only a small part of their work and professional identities. Kaplan and Owings (2002) differentiate teacher quality from teaching quality. The former is what teachers know and bring to the classroom, such as aptitudes, professional preparations, licensure and certification and prior professional experience. The latter, on the other hand, is what teachers do with techniques and strategies they select to promote student learning.

In Indonesian context, the professional development is implicitly reflected in the decree of National Education Bill stating that a teacher should be always recharging his/her professional development. Therefore, an exemplary teacher should continuously upgrade his/her professional competence through self-development; for instance by attending relevant professional seminar, reading the references in the books or journals or browsing the internet.

The study of Elizabeth, May, and Chee (2008) in Hong Kong to several primary and secondary school teachers reveal thirteen personal qualities and a number of professional qualities. Most of these are skills or abilities, whereas some are attitudes or knowledge. Meanwhile, interaction of these factors is seen with students, colleagues, parents, and resources.

Anugerahwati (2009) showed that personal competence is the priority an exemplary English teacher for junior and senior high schools in Indonesia should have. This competence leads the pedagogical, social and proficient competences which will go hand in hand and complement each other.

In summary, indicators of outstanding EYL teacher at the ES (Sahertian, 1994; Kaplan and Owings, 2002; Tableman, 2004; Thompson, Greer and Greer, 2004; Haskvitz, 2005; Smith, 2007; Suyanto, 2007; Wang, Gibson and Slate, 2007; Hollie, Maiers, Poole and Rosen, 2008; Elizabeth, May and Chee, 2008; Anugerahwati, 2009) at least: (1) having creative pedagogical competence by applying various and appropriate English teaching techniques, song or game and media for young learners; (2) performing moderate personal competence; such as: being patient, caring, respectful, fair, enthusiastic and humorous; (3) performing moderate social competence by interacting and communicating with school communities; and (4) having good language competence and developing or updating professional competence through workshop, seminar, training, or journal/referential reading.

Concerning the various problems on TEYL covering English academic qualification, competence, EYL background and linguistics matter it is necessary to conduct a study about exemplary EYL teachers' performances. Therefore, this research is designed to fill up the gap by investigating exemplary EYL teachers at ESs through in and out of classroom observations. The purpose can expectedly depict a clear picture of exemplary EYL teachers' competences at ESs and support the TEYL theory.

On the basis of the background, in general this study identifies the characteristics and describes a profile of how exemplary EYL teachers at the ES perform their professionalism. Specifically, it aims at exposing: (1) how exemplary EYL teachers design their teaching preparation, (2) how exemplary EYL teachers apply their teaching skills in their teaching practices, (3) how exemplary EYL teachers implement the TEYL principles in their teaching practices, (4) how exemplary EYL teachers' personalities show up in their profession, (5) how exemplary EYL teachers interact and communicate with their school community members, (6) how exemplary EYL teachers use their English both spoken and written in their teaching practices, and (7) how exemplary EYL teachers improve their professional development.

METHOD

The study was conducted in two stages. The first stage was searching for exemplary teachers of English at some Elementary Schools (ESs) focusing on selecting the subjects. The second stage, the main study, an ethnographic research approach was applied. In this stage, both inside and outside classroom performances of non-participatory observations to the exemplary EYL teachers, field notes and in-depth interviews were carried out. Spradley's ethnographic research cycle (1980) was adapted in this study.

Qualitative descriptive was used to analyze the data and it applied snow-balling procedure (Latief, 2010:72) data collection → data analysis → modification or restructuring by verification or addition → proposition → data saturation → recommendation. In the first phase, the data were collected, reduced and simultaneously analyzed and proposition was made.

Seven exemplary EYL teachers from seven schools in three areas (Malang, Medan and Deli Serdang–North Sumatera) were selected as the subjects. The data of the main study were obtained through: 1) interview, 2) observation, and 3) document

study. The interview was carried out during the break time using interview guide with each exemplary teacher prior to classroom observation. Non-participation classroom observation was conducted using observation sheet and field-notes to collect the data of the subjects' four competences implementation and demonstration throughout the TLP. Moreover, each subject's TLP was observed based on the schedule. The observation was carried out for several times (3-7 observations) due to the school program: monthly examination and participation in competition. Finally, an in-depth interview was made when needed after each observation. To obtain the main data, some supporting instruments, interview guide, tape-recorder, observation checklist, field-notes and handy-camera were used.

The subjects' lesson plans, grading books, classroom administration and professional development files and portfolio were examined. Their conferences participation certificates were selected from 2006 to 2010. The choice of the last five years was considered current information. They were collected after the interviews. Then, they were studied and analyzed to see the connection of the forum topics with the importance of their professional development.

The result of each analysis was cross-checked for triangulation with the information obtained from the informants (subjects' principals, colleagues, students and students' parents), observation and literature review. The data obtained from the principals (seven) were about the subjects' pedagogical, personal and social performances. The data obtained from the subject's colleagues (six colleagues each) were about the subjects' personal and social performances. The data obtained from the subjects' students (one class each) were about the subjects teaching skills and personal performances.

The trustworthiness of the data in this study was attained by triangulating the data through data sources and data methods. The data sources triangulation included various informants (subjects' principals, colleagues, students and students' parents). Meanwhile, the data method triangulation covered the interviews, observations and document study.

RESULTS

The findings comprise the observations of the teachers' TLP and other activities at school, and the result from the analyses of the interviews with the exemplary English teachers, principals, colleagues, students and students' parents, and document study. The findings on how exemplary EYL teachers at the elementary school perform their professionalism are summarized in the Table 1.

Table 1. Summarized of Exemplary EYL Teachers at The Elementary School Perform Their Professionalism

No	Competences	Indicators

1	Pedagogical	1.1 Designing systematic and comprehensive teaching preparation of which lesson plan is:
		  a. Developed from syllabus
		  b. Orderly organized covering identity, competences, indicators, teaching objectives, teaching material, teaching method and techniques, TLP, references, media and evaluation
		1.2 Applying rich and various teaching skills with at least three relevant techniques with significant media for different topics
		1.3 Implementing developmental TEYL principles through individual, pair or group work with at least a theme song, physical/game(s), handcraft and/or oral performance activities, reflecting contextual and joyful learning

2	Personal	Inspiring, true love and sincerity with positive characteristics (kind, friendly, patient, caring, enthusiastic, attractive, humorous, fair, polite, motivating, helpful, firm, creative, honest, responsible, communicative, disciplined) are shown
3	Social	Flexibly interacting and communicating with school communities

4	Academic	4.1 Using a lot of English exposure in teaching and instructing with:
		  a. simple words at students' speed and understanding level
		  b. at least 70% English exposure (Ordinary Class)
		  c. at least 95% English exposure (Special Class Program)
		4.2 Continuously improving professional development through:
		  a. Self-studying by reading printed and/or electronic references
		  b. Cooperating/collaborating with qualified people in EYL
		  c. Attending or participating in conferences at least once a year about: TEYL, English language, teaching, media, assessment, education, classroom management and ICT
		  d. Generating EYL supporting media or materials
		  e. Conducting solo or collaborative simple experiment and benefitting the result into action in teaching practices (in the classroom or outdoor at school)

The result also indicated that professional development of exemplary EYL teachers along with personal and social competences contributed much to the improvement of their pedagogical competences in designing teaching preparations, applying teaching skills and implementing TEYL principles.

Exemplary Teachers' Pedagogical Competence

The exemplary teachers' pedagogical competences covered three aspects: (1) teaching preparation, (2) teaching skills application, and (3) TEYL principles implementation. First, the finding indicated that the EYL teachers commonly organized their teaching preparations based on the syllabus which was developed into a LP. Then, the lesson plan was generally arranged in two parts: identity and teaching components. Meanwhile, one subject adopted and adapted the syllabus from foreign ES curriculum.

Second, the finding showed that the exemplary teachers applied their teaching skills in four phases: pre-activities, opening, main activities and closing. There are some ways how the exemplary EYL teachers applied their teaching skills. In fact, they applied their teaching skills through various teaching techniques, songs, physical activities, handcraft and games to involve the students in participating and following their instructions throughout the TLP. They applied the techniques in several ways: mixture of three techniques, teaching techniques and song, or teaching techniques and game for different topics. Evidently, they were appropriate to the students' age and ability, and distinctively applied for different topics.

Third, the finding revealed that the exemplary EYL teachers implemented the TEYL principles appropriately. They implemented the TLP in five main principles: (1) intellectual development, (2) attention span, (3) sensory input, (4) affective factors, and (5) authentically meaningful language. Evidently, the subjects attempted to involve the young learners in learning cooperatively in different topics with various activities, significant techniques, thematic songs, challenging games, attracting handcrafts and significant media. They organized the classes in the young learners' world contextually with full enjoyment. They taught the young learners with a lot of English exposure throughout the TLP mainly during questioning and answering, brainstorming, instructing, modeling and demonstrating, and illustrating or exemplifying.

Exemplary Teachers' Personal Competence

The finding showed that some common personal attributes were labeled by the informants to each subject. The colleagues characterized the exemplary EYL teachers with a common attribute (kind) and the students label them with three common attributes (kind, attractive and patient). Then, although not all subjects' attribute, two common attributes (kind and friendly) typified the exemplary teachers in all sites.

Exemplary Teachers' Social Competence

The finding discovered that all exemplary EYL teachers' social competences were excellent for they interacted flexibly and communicated well with the school communities. It was also reflected throughout both inside and outside the classroom observations that they got in touch very pleasingly with the students, colleagues, principal, office staff and students' parents.

Exemplary Teachers' Academic Competence

The academic competence of the exemplary EYL teachers reflected in their performances using English during the TLP and interview and their professional development. First, the finding indicated that all subjects taught and instructed with simple words and structures at the students' speed and understanding level. Besides, there are four types of teaching and instructing: (1) almost totally in English, (2) typically in English, (3) generally in English, and (4) frequently in English.

Second, the finding depicted that exemplary EYL teachers' professional development varied in terms of the themes conferences and other self-improvement activities. There were ten themes (from 2006 to 2010) shared at least by two subjects in the conferences participation. Pedagogical and teacher professionalism themes were the ones that they participated in. Meanwhile, material development, ICT, CAR and classroom management were attended the least by only two different subjects. Reading references and speaking English with adults were two most other activities which the subjects self-improved. Some other activities they did to improve their profession related to presenting paper, watching TV, using facebook/e-mail, discussing and downloading materials.

DISCUSSION

Exemplary Teachers' Pedagogical Competence

The realization of pedagogy of the subjects is reflected in their teaching preparations and teaching skills application and TEYL principles implementation. First, the lesson plan was well prepared before the academic year commences and was approved by the principal. It is developed by themselves because of no curriculum about English at the ES. It generally shows that the knowledge of pedagogy related to the teaching preparations is realized into the syllabus and lesson plan. It clearly represents that the lesson plan they prepare is purposefully organized to encompass the teaching and learning execution.

Although there is no fixed format of an EYL lesson plan, the subjects include in their lesson plans these important components: a) set the objectives; b) be selective in preparing and developing the teaching materials; c) organize a well-managed lesson plan with clear teacher and students' activities including time distribution; d) support the activities with communicative and interesting teaching media; and e) administer process and or product assessment (Suyanto, 2007; Moon, 2000; Scott and Ytreberg, 1990).

Second, the findings have exposed that throughout the learner-centered TLP the subjects' teaching skills are applied by various teaching techniques together with songs, physical activities, handcrafts and games have been applied by the subjects. The manipulation of the combination of significant techniques, which they execute, has provided the young learners for enjoyment. This also regards to the children's short span which is wisely anticipated by the subjects.

Scot and Ytreberg (1990) advise EYL teachers to vary the activity, tempo, organization, and voice because young children are very enthusiasm and cannot concentrate for long on one activity, and they will find other things to do if their concentration goes. Brown (2001) also highlights that EYL teachers should make the children interesting, lively, and fun by designing activities to capture their immediate interest; creating lessons with a variety of activities to keep their interest and attention alive; and being animated, lively, and enthusiastic about the subject matter. Similarly, Harmer (2007:82) states that children have a limited attention span; therefore an EYL teacher should unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so.

Third, the implementation of TEYL principles and the application of teaching skills by teaching techniques, songs, and games executions like a two sided coins. One side, TEYL principle is the theory underlying the teaching implementation. The other side, teaching skill is the practice to apply the significant techniques for the TEYL principle realization. Considering the essential interrelationship between the two concepts, an EYL teacher should be able to put them into real practice.

All subjects have proved it from their understanding of the theory to their application of it into practice. The teaching techniques application which they have executed during the TLP mostly reflects the implementations of the twenty-one TEYL principles (Scott and Ytreberg, 1990; Moon, 2000; Brown, 2001; Harmer, 2007; Suyanto, 2007). The implementation of the principles can be carried out in various joyful and meaningful activities. These, of course, need numerous significant teaching techniques, games, songs and fun as well as media (Moon, 2000; Suyanto, 2007) which can foster and attract young learners to have a go in their learning.

Exemplary Teachers' Personal Competence

The personalities of the subjects are mostly reflected from the informants' opinions and during the observation both inside and outside the classroom. As it has been exposed in the previous chapter all subjects' personalities show excellent performances. Evidently, there are fifteen characteristics altogether shared by the informants who concur with the other students' opinions conducted in Malang and poll of EYL teachers conducted in Situbondo, East Java. They are friendly, kind, humorous, enthusiastic, patient, caring, fair, and having positive attitude (joyful, attractive, motivating, polite, firm, helpful, creative, smart, responsible, communicative, and disciplined). Most of these agree with the indicators (being humorous, patient, caring, respectful, fair, enthusiastic and having positive attitude) of exemplary teacher of TEYL (Hollie, Maiers, Poole and Rosen, 2008; Wang, Gibson and Slate, 2007; Haskvitz, 2005; Tableman, 2004; Thompson, Greer and Greer, 2004; Sahertian, 1994).

Exemplary Teachers' Social Competence

The socialization of the subjects are mostly generated from the informants' opinions too and observa-

tion both inside and outside the classroom as well as direct communication with them. Interaction plays crucial role in human daily life. In the classroom context, interaction and communication between a teacher and the students go on directly using spoken language. Every now and then, a teacher moves her/his hand signaling the class to participate, to invite them to come closer, or to calm down. Some other sign languages a teacher may often use are nodding, shaking head or putting index finger on the lips. Above all, a teacher should interact flexibly and communicate well with the students. In fact, from the multi-methods and informants of data collection, the findings show that all subjects interact and communicate well with all school communities. Observably, referring to the items of teacher–student interaction listed by Brown (2001:433), the subjects and students interactions captured during the TLP show excellent performance.

Exemplary Teachers' Academic Competence

The academic competence of the subjects are represented in their language use all through the teaching performances and their development through gradual participation in English language, teaching, education and general themes concerning teacher, teaching and education events.

First, in the classroom, their spoken English is recognized from the language they teach and instruct the young learners during the TLP. They use English at the level of the students' speed and understanding. They speak English very fluently and effectively. They expose it a lot to the young learners although to some extent they mix with or switch to Indonesian. As Moon (2000) comments, a teacher may use her/his first language if the student looks confused or demands the use of L1, or when the teacher wants to give rather complicated instructions.

Certainly, using English to teach English (EYL) is debatable. Somewhat it provides the young learners with a lot of exposure. However, if an EYL teacher wants to use English to teach the learners, Moon (2000) argues that the teacher should consider three things: 1) the teacher's own confidence, 2) the learners' age, and 3) the learners' motivation and previous experience with English.

Second, the developing qualifications of the subjects are depicted from their certificates ranging from 2005 to 2010. All of them preserve to improve their professionalism by self-study. They read references and browse internet dealing with TEYL, and continu-

ously attend conferences organized locally, regionally, nationally and/or internationally. They communicate and share with colleagues, acquaintances and or lecturer concerning TEYL. Some of them also benefit from technology by watching TV, VCD, or browse internet to develop their TEYL skills.

Hassel (1999) states that to be effective teachers must make a clear professional development plan which includes clear objectives or goals. Suyanto (2007) highlights an EYL teacher should keep improving her/his professionalism either formally or formally. Erzeel (2009) highlights that no teacher can afford to ignore the evolution of pedagogical principles. Maybe the best example is the unstoppable technological revolution that has swept through the education scene in recent times.

Underhill (2009) states that it seems crucial that teachers should be actively involved in a process of continuous professional development for several reasons: 1) It helps us to remain fresh, alert, up to date, and confident in ourselves and in the topic we teach; 2) It enables us to participate in and contribute to the development of our schools as 'learning organizations' and our profession as a 'learning profession'; and 3) Perhaps most importantly it benefits our learners to be taught by teachers who are engaged in these first two activities, teachers who are themselves showing learning and teachers who are in some way on the same side of the learning fence as their students.

In Indonesian context, the professional development is implicitly reflected in the decree of National Education Bill No. 16/2007, 4 May 2007. In fact, all exemplary teachers have continually been recharging their professional development through various relevant conferences participating and printed and/or technological references reading, and other professional activities.

CONCLUSIONS AND SUGGESTIONS

Conclusion

In general, the result of the current study depicts that systematic design of teaching preparation, appropriateness of teaching skills application and TEYL principles implementation, performance of natural personality, flexible interaction and communication, and continuous improvement of professional development lead to a teacher to become exemplary.

The suitable decision of teaching techniques for different topics is clearly executed in the teaching

and learning activities based on the allotted time. This results in the teacher's confidence to apply the techniques which are appropriate to the young learners' mental and intellectual period, and distinctively executed for different topics. Moreover, the TEYL principles are properly implemented through various individual, pair or group work and performances, physical and hand-manipulation activities, singing and/or playing game. Therefore, the young learners are involved in learning English cooperatively, contextually, and joyfully.

Another point is that the preparation of challenging manual, commercial, and/or technological media for the activities attracts and engages the students in the live learning setting. Through students' involvement in manipulating the media, the young learners feel confident and encouraged to learn and perform because they are brought into their world to study English. Indeed, pedagogical competences are completely manifested by doing the best to foster the students to learn English and to have them practice it.

The natural personality appears in the teachers' ways of behaving both inside and outside the classroom. The teachers' fairness is also shared to the students. Those positive characteristics make young learners feel secure to stay and study with the teachers. Therefore, teachers' pleasurable behavior reflecting in their profession can be replicated by someone through her or his performance.

Teachers' warm, pleasant and comfortable interaction and communication with the school community members result in the respect of each other at school during the social relationship. Teachers' efficient response to their students' statements or expressions either inside or outside the classroom brings the young learners' safe feeling to speak or express their opinions. Also, teachers' ways of polite and clear speaking at the students' speed and understanding level to the students makes them to follow their teachers' instructions and explanation properly.

A lot of English exposure at the young learners' language development during the teaching and instruction becomes the model for the young learners to practice their English. Also, the writing on the whiteboard for clarifying the explanation, giving examples, exercise, and repetition by looking and saying demonstrates that the young learners are given clear model so that they can understand, do and or perform what the teachers really want from them.

Constant improvement of professional development contributes a lot to teachers' competences in preparing their lesson plans, applying their teaching skills and implementing the TEYL. Teachers can do it through attending English language teaching, education and teacher professionalism conferences, reading EYL references, discussing with competent senior colleagues or friends and browsing internet.

In conclusion, the subjects perform professional competences. Mainly, they are really EYL exemplary teachers who possess and demonstrate comprehensive pedagogical capabilities, inspiring personal attributes, flexibly social relationship, and continuous professional improvement.

Suggestions

Teaching English to young learners is challenging for their specific uniqueness, in particular psychological and intellectual maturity. They need to play and sing, their normal planet, which should be provided during their learning. Hence, it requires a teacher who has a wide range of competences so that she/he creatively deploys the teaching skills with attractive teaching media in her/his classroom activities. Throughout observations the exemplary EYL teachers have empirically put into practice and proved their pedagogical, personal, social and professional competences efficiently.

As a matter of fact, these current research conclusions imply some suggestions to be manifested by those involved in EYL teaching and learning programs. Accordingly, this study offers some contributions to the body of knowledge about teacher's competences, particularly the implementation of TEYL at the Elementary School.

An English teacher at the elementary school is a real EYL teacher when she/he can internalize her/his four competences into practice. Becoming an EYL teacher, she/he should design and develop the teaching preparations properly by considering the appropriate lesson plan components. S/he should apply his/her TEYL skills appropriately related to the topic connecting to time distribution for the pre-activities, opening, main and closing activities.

EYL teachers should recognize the EYL principles properly so that they will flexibly organize and execute the TEYL application. They should provide the class with significantly diverse hands-on activities so that the young learners will perform physically, manipulate the hand job, sing thematic songs and play games enthusiastically. They should attract the class with considerably relevant media and set up in the TLP cooperatively in context and with enjoyment.

They should integrate the language skills and simultaneously drill the language components.

EYL teachers should demonstrate impressive performance so that the young learners love and enjoy learning English with them. They should build flexible interaction and communication with the school communities.

EYL teachers should teach sufficient English because they become the language model for the learners to experiment using the language patterns they experience. Then, the young learners are able to realize the patterns in their communication. The more English the EYL teacher expose in the classroom the more potential the young learners succeed in learning English. An EYL teacher may also actively cooperate and/or collaborate with qualified people in TEYL or ELT. She/he maintains and improves her/his English proficiency by communicating constantly at least with the students during the instruction. It can be also done by listening to English programs in tapes, CDs, VCDs, DVDs or on TV. She/he should also perform nicely and interact flexibly.

EYL teachers should also keep improving their professional development. They should actively participate in English teaching forums, any significant professional activities and discuss with proficient EYL people.

Last but not least, the study implies that professional development along with well-prepared lesson plan, inspiring personality, flexible social interaction and communication, and a lot of English exposure contributes a lot in teachers' TLP improvement. Therefore, whoever pursues to be a competently ideal English teacher she/he should devote herself/himself to her/his career with continuous professional improvement, sincerity and true love, flexibly social relationship, and proficient English.

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