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# Teachers' Reflection; A Critical Classroom Discourse Analysis

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Reaching out to parents is challenging, especially for teachers. However, dominance, oppression, control or negligence is the issue in the home-school connection activity. Through a two hour reflective practice, five English as a foreign language (EFL) teachers share the personal experiences they have encountered during a home-school connection activity. The framework of classroom critical discourse analysis (CCDA) and multimodal discourse analysis (MDA) are carried out to reveal: what EFL home-school connection looks like; the biggest challenge the teacher encounters; and how meaning is made around EFL home-school connection across semiotic modes of teachers' reflection. This study found that: 1) every participant indicates a different way of reaching out to parents; 2) the biggest challenge for each participant is different from one another, meaning that it is personal and context-based; and 3) verbal and non-verbal text such as semiotic devices indicate how participants make meaning of the home-school connection activity, particularly when dealing with parents.

**Key words:** *Classroom critical discourse analysis, Teacher's reflection, Semiotic mode.*

## Introduction

Reaching out to parents is full of challenges for teachers. Both are people in power exclusively within the school or home setting. Parents' dominance, as it used to be in the home, is confronted during the teacher and parent partnership. They are equally in charge of the students' achievement within the partnership.

However, teachers' discomfort and incapability of communicating with parents hinders the partnership. Most of the time, parents' dominance is overtly expressed, thus degraded the involvement. There are also types of parents who detract their involvement and give all the responsibility to teachers. These are the challenges that arise in a home-school connection.



At school, students rely most on the teacher instruction to cope with the activities. In the home, children are under the control of their parents. Those two setting are ultimately important for student achievements. The support and experiences they encounter at school and home will have a positive effect on their learning process. The need of such connection will boost students' achievement and participation (Beers, Beers, & Smith, 2010; Epstein, 2011a; Povey et al., 2016).

Including in EFL settings, such connection help students to perform better (Dewi, 2018; Lee, 2010; Midraj, 2015; Torres & Castañeda-Pena, 2016). The connection between home and school is helpful for students to learn a foreign language. Since English is not used as the daily communication, the support from both parents and teachers is undeniable. The connection gives a benchmark for language learning in an immediate friendly environment.

Barza & Suchodoletz (2016) found that shared reading as a EFL home literacy practice is a cultural transmission for the Arabian parents. Parents select a book that is close to their culture and home values. Among all, nonfiction books such as earth and space science, Arabian folklore such as Tales of Juha and The Arabian Nights are mostly picked up for book reading at home. Those selected readings convey messages and family values. Therefore, the connection between home and school is ultimately needed. A good collaboration (Feiler, 2010; Gao, 2012) or partnership (Beers et al., 2010) between both means there is an equal portion of shared responsibility and neither is more dominant than the other.

However, the unbalance of power between teachers and parents is the issue. The psychological and cultural differences are one of the barriers (Morris, Taylor, Knight, & Wasson, 1996). Parents have their own perspective on sharing responsibility. Especially, for the elites who feel their financial support is enough and find it is a burden. There are also types of parents who overlap the dominance.

Therefore, this research reveals the issue through teacher's reflection. Teacher's beliefs and values are critical in order to set a good collaboration with parents. Their perspective and experience during the connection can be a navigation map for a better connection. Larrivee (2000) stated that through teacher's reflection, they can internalise skill, knowledge and experience into a specific context. Thus, self-efficacy can be developed. Reflection is all about emotion, passion and open-mindedness of anything that happens during a process (Stanley, 1998).

Unfortunately, the research on the issue of parent-teacher dominance in the EFL setting is still scarcely found. Pakzadian & Tootkaboni (2018) did research on the conversational dominance in Iranian EFL classroom through the lens of gender role. The study revealed that female students tend to be more accepting and male students try to maintain dominance over



some topics. The male students were more assertive during the conversation. To keep their dominance they interrupted female students, asking questions, criticising and engaging in conflict.

The research of teacher's reflection is mostly focused on the teacher's awareness of her own teaching performance/practices. The reflection on their engagement with parents is limited. Moradkhani & Shirazizadeh (2017) investigated contextual differences of EFL teachers' reflection and explored context-related factors that obstruct/aid the reflection process. It was found that some of the factors that affect teacher's reflection involvement are: resources accessibility, reflection knowledge, institutional strains, collegial care, and teachers' attitude toward teaching.

Therefore in this research, the way teachers reflect their perception, attitude, and feelings about collaboration with parents will be investigated. Through their semiotic modes, the reflection will be critically viewed (Jalilifar, Khazaie & Kasgari, 2014). The research will discuss these questions: 1) What does EFL home-school connection look like in the class? 2) What is the biggest challenge the teachers encounter during EFL home-school connection activities? 3) How is meaning made around EFL home-school connection across semiotic modes of teachers' reflection?

The purpose of this research is to reveal teachers' reflection through the lens of critical classroom discourse analysis using verbal and semiotic modes. Attitude, perception and experience shape the reflection. From the reflection, teachers can better connect to the respective parents.

More specifically, the first objective of the study is to reveal the forms of EFL home-school connection in the class. The description will ease the analysis as it provides clearer insight on the context. The second objective is to understand the biggest challenge the teachers encounter during EFL home-school connection activities. It reveals teacher's reflection on their apprenticeship and the challenges including what may help/hinder them in home-school connection activities. The third objective is to investigate meaning made around EFL home-school connection across semiotic modes of teachers' reflection.

## Literature Review

### *Who is in Power?*

People are not free to speak their mind verbally or in a written form. It depends on whom, when and where they meet. Different social construction affects this phenomenon. For example, an Asian child is not allowed to rebut parents' advice. It is against the values of



politeness and obedience. American families are more flexible and open to discussion with their children.

Consider the following vignette. Wuri (pseudo name) is a Javanese child in a conservative family. She shared her experience of a discussion about a holiday plan. All names in this article are pseudo names.

*It was the first day of school holiday. Everyone is on vacation. Anya, my best friend sent me a picture when she was in Jatim Park with her mom and dad.  
I was so jealous. I want to be somewhere in town with my parents. So, I told my mum. She said no. She had to work.  
I only asked for a day, not more. I said, "You can work the days after, Mum. And you..."  
She cut the conversation by saying, "You are only a child. You don't argue with older people, including parent. Just shut it."  
It hurts me. But, I will never told things like this anymore to her. I am happy for Anya. anyway.*

Wuri is under the control of her mother. She did not continue the discussion when her mother said to stop it. That means her mother is more dominant. This social construction indicates that Javanese parents play a dominant role in their children's life, even in a parent-child conversation.

The dominance or control of older people to younger people is one example of power abuse. The abuse in this term means any verbal or non-verbal action from the controller that allows or prohibits people's actions under their control. Within the existence of the people with power, something can or cannot be uttered. That is how discourse and power are related to each other (T. A. Van Dijk, 2008; Widdowson, 2004; Wodak, 1989; Young & Harrison, 2004).

The way linguists analyse any form of verbal practice in a context of who is speaking and who is the listener cannot be neglected (Bourdieu, 1991; Green & Chatterjee, 2008). It encompasses the way, length, attitude and attributes of the verbal action (Kusumaningputri & Widodo, 2018). The time and place of the discursive setting may have an effect as well.

The way discourse orders are structured and the ideology within them are determined by the connection of power in a certain social institutions (Fairclough, 1989). The ideological power projects one's practices and is accepted as 'common sense'. It shapes the political power among the social institution. It is exercised within discourse.



### ***The Need for Reflection***

A good way to investigate classroom practice is through reflection. Teacher's reflection depicts the questions arisen such as what is going on within the class, has it achieved what it should achieve, or what to do for a better performance. It is related to awareness and consciousness of the classroom practice (Zulfikar & Mujiburrahman, 2018).

Motallebzadeh, Ahmadi & Hosseinnia (2018) mentioned that reflection helps teachers to find strengths and weaknesses so that they can improve at the next time. Observation, discussion, journals, diary, recording and essay are of some example of reflective tools.

Research has been done involving 181 Iranian teachers. In the research Akbari, Khany, & Adibpour (2019) concluded that there is a strong relationship between job contentment, teacher autonomy and reflective practice. Time pressure, student demotivation and student discipline problems strongly and negatively correlated with reflective teaching. It indicates that reflective practice benefits both the teachers and students. It helps teachers to encompass the effective way of learning within the classroom environment. It can also be a tool for self-therapy to decrease anxiety and worries (Harland & Myhill, 1997).

There are three types of reflection seen in the literature. Firstly reflection in action. This is the type of reflection which involves teacher's reflection on teaching-related problems within a teaching session. Secondly reflection on action, which refers to a reflection after the teaching session and they participate in a set up reflective practice. Thirdly, reflection for action indicates reflective tasks before conducting a lesson. The goal is to predict potential problems and devise solutions.

### ***Critical Classroom Discourse Analysis***

Van Dijk (1995) and Fairclough (1995) refer to discourse as spoken and written language use. Fairclough also includes semiotic practice and social practice. Language use is social practice as it is a mode of action and socially situated/shaped. It is also constitutive, which means it is socially-shaping.

The term Critical Discourse Analysis (CDA) is analysis on language, text, context, society and language use. Linguistic and intertextual analysis within discourse has raised attention of linguists (Fairclough, 1995).

Wodak and Fairclough (2001) propose these principles on CDA. This foundation is then used by linguists to expand CDA.

- 1) Discourse creates society and culture.



- 2) Power relations are discursive.
- 3) Discourse is historically situated.
- 4) CDA addresses social issues.
- 5) CDA is a socially committed scientific paradigm.
- 6) To understand how relations between texts and society are mediated, a socio-cognitive approach is needed.
- 7) Discourse analysis is interpretive and explanatory. It uses a systematic methodology.
- 8) Discourse does ideological work.

The criticality in CDA lies in the power relation (Benade, 2015). The dominance of one group over the other depicts an unbalance of power. It reveals the social constructions that undermine the discourse. Another definition of 'critical' in CDA lies in the description, interpretation and relation of the form and function of language (Wodak, Ruth & Meyer, 2001).

This social phenomenon is also relatable to an education setting. Learning encompasses the shifts in identity and changes in participation. Such changes construct and are constructed by social change or social transformation (Rogers, 2004). In this case, learning is seen as a form of social transformation. Educational research gains so much benefit using CDA because it starts with contradiction.

In the classroom, context range from the discussion during a lesson, student's social trajectory and history of the institution of schooling. Discourse analysis in the classroom becomes Critical Classroom Discourse Analysis (CCDA) when classroom researchers take the effects of such variable contexts into consideration in their analysis (Rymes, 2008).

The context for CCDA also extends beyond the classroom and within different components of classroom discussion. It includes any context that affects what is said and how it is interpreted in the classroom. CCDA addresses language-in-use in a classroom context with the understanding that this context is influenced also by multiple social contexts beyond and within the classroom (Rymes, 2008).

## Method

The participants of this research were five classroom teachers with no more than 15 years teaching experience. They were three Indonesian female and two male teachers who are currently teaching English as a foreign language. Table 1 indicates the details about the participants. Three of them teach at private schools and the rest at public schools.



**Table 1:** Participant's Information

Teachers	Gender	Years of teaching	Public or private school	Grade they taught
T1	Female	2	Private	1
T2	Female	10	Private	6
T3	Female	13	Public	8
T4	Male	10	Public	6
T5	Male	4	Private	1

The participants are varied in terms of years of teaching, institution and grade they taught. Three female teachers and two males were involved. Their teaching experiences varied from 2 to 13 years. Three out of five of them teach in a private school, two in a public school. They teach different stage from grade 1 to 8.

The source of the data is teachers' information/explanation. In order to conduct the study, the instrument used was interview guideline, video recording and observation notes. The participants sat down altogether in a friendly and relaxed conversation.

A CCDA is both the framework and the methodology in this research. The language form and use will be described, explained and interpreted (Borg, Cardona & Caruana, 2013).

Here is the procedure used in the reflection session.

1. All participants sat in a friendly and relaxed situation.
2. The participants were welcomed as they did not know each other. The participants were given 5 minutes to introduce themselves as a way to get to know each other and relax the situation.
3. The participants were given questions. The first question was about home-school connections they have experienced in their classroom. The second question was the challenges the teachers encounter during their teaching practices in accordance with home-school connection.
4. Participants started the conversation about personal encounters they had with parents when it comes to home-school connection activities they have to carry out. Each participant spoke about their feelings and mind from these experiences. They were allowed to agree/disagree, give rebuttal, ask questions, or any other responses.
5. Without being judgmental, the participants were asked for confirmation each time to validate the perception.

The data is not only in the form of verbal text, but also as non-verbal text. Gestures, facial expressions, seating positions, head and arms movements, and eye gazes indicate the semiotic modes which are important for interpretation.



This study employed the tools of CDA (Fairclough, 1995; Wodak & Meyer, 2001) and Multimodal Discourse Analysis (MDA) (Norris, 2004). CDA addresses how texts are constructed, how they relate to other broader issues, impose ideology and enact social structure. CDA attempts to find the patterns of a wide range of modes focusing on power relationships, control, dominance and/or discrimination in a specific context.

Norris (2004) mentioned that MDA attempts to provide intersection of semiotics and textual analysis as in CDA and CCDA. It encompasses how people decide on addressing a specific issue and how they use actions to position themselves and others. MDA employs any sort of facilitative tool to create social practices as social action (Rogers & Mosley, 2008). Similar to CDA, MDA investigates how inter-textual connection draws meaning. However, MDA expands the attention to include other non-verbal tools such as gestures, objects, head movement, posture, eye gaze, tone voice, speed, intonation, and so on. It also comprises action that is taken as a form of social practice and agency of identity. The non-verbal practices are written in italics after each comment (if needed).

This study works in a bigger picture under the framework of CCDA. It belongs to what happen in the classroom and how teachers reflect. CCDA addresses language in use in a classroom context considering that this context is affected by ideology and social construction within and beyond the classroom (Rymes, 2008).

## Findings

Prior to the reflection practice, each participant looked uncomfortable as they did not know each other beforehand. Teacher 1 and 4 came early to the agreed café. They shook hands and smiled. While waiting for the other participant to come, the two participants took out their gadget and started operating it. There was no conversation started between them until the *chit-chat* to make it more relaxed. After waiting for about 10 minutes, the next participants arrived, Teacher 2 and 3. We waited for another 10 minutes until the last participant (Teacher 5) arrived. All participants shook hands, smiled and greeted each other.

The main data of this research is either verbal or non-verbal actions of the participants. The mediational tools of semiotic devices such as gesture, seating position, eye gaze, facial expression or leaning posture refer to specific meanings. The voicing is also investigated, including volume, speed, intonation or pauses. These multimodal assets are of importance to reveal the teachers' reflection on the issue of home-school connection activities in the classroom.

During the conversation the participants used English. Once in a while, some participants switched to the Indonesian language. It was not be a big deal as it creates a natural friendly



conversation. However, the participants got feedback (confirming/asking/rebutting) in English.

The teacher's reflection session was done outside teaching hours. The meeting was held in the evening for about two hours. The participants agreed to meet at a café where it felt less-threatening for the participants. To make it more relaxed, the participants were allowed to order food and beverages in the café. They were talking about their teaching reflection in connection with parents and students. It was challenging to involve them in a discussion about such issues. Therefore, convenience is essential to bring them to the reflection session.

The participants sat on a round chair facing one another at a rectangular wooden table. Teacher 1 and 2 sat facing Teacher 3 and 4. Teacher 5 sat just across Teacher 1. In this formation, everyone could look at and be more intimate to one another. It was to create bounds and safety among the participants.

The session started with personal introductions. Each participant was given 5 minutes to greet and give their personal information they would like to share such as name, institution, years of teaching, grade they taught, and so on. This built safety and comfort for the participants.

The next step was each participant was given the questions. The first question was about the home-school connections they have experienced in their classroom. All participants have different backgrounds. Their experiences to involve parents to students' work were varied. The following are quotes from each participant.

### **Teacher 1**

“Well, hi everyone, I am teaching in a private elementary school in this city. The school is good. Mostly, the students come from high class family in town (*eyebrow raised, head moved, right arm lifted up*). Our activity in class has always been in connection to home basis, such as doing projects that students need to bring it home. They ask parents to help them. I write the project description in a daily journal in which parents can refer to (*smile with mouth closed, eyes gaze, fingers tight together, sit straight leaning to the chair*).”

After Teacher 1 finished talking, Teacher 1 was asked to confirm that she was satisfied or not with what she did. The way she explains her experience shows confidence and satisfaction.

R: “How do you feel about that? Are you satisfied with your experience? Tell us your feelings.”

T1: “Sure. It's fun. Kids like it (*intonation raised, smiled, hands opened on the table*).”



The response of Teacher 1 indicated that she was feeling secure and confident about the activity with parents. Smiles indicate that she is happy and comfortable. Her hands are open and she puts them on the table. It indicated that she is ready and open for discussion.

### Teacher 2

“I also have that kind of activities (*fingers pointing at Teacher 1, sit straight leaning forward, lower chest touched table*). Sometimes, I asked them to bring along their favourite bedtime stories to the class. I asked them to read aloud in front of the class. Kids love it (*tone raised, hand on the table, eyes gazing everyone*).”

Teacher 2 reacts to the previous explanation. She was directly referring to previous experience, making sure that she was not ‘left behind’.

R: “They must enjoy the activity, don’t they?”

T2: “Yeah, of course (*sit leaning on the chair, tone rose*).”

She confirmed that what she did was well accepted by the students and that she feels so proud of. The tone rose indicated that she was confidence.

### Teacher 3

“I’m not sure if I *get* it right. I mean, hmmm... (*lips tightly closed*). I do give homework for students, but I’m not expecting parents to help them. **They** are teenagers already. They should have been able to solve their own matter. Besides, **I don’t think it’s** gonna work with **the** parents (*shoulders up, head moves side way, flat intonation*).”

R: “What does that mean? Parents do not support you?”

T3: “Hmmm maybe only some help kids (*forefinger tapping on the table*). You know, I teach in public school. Just don’t expect them too much (*eyes gaze, body move to find better seating position*).”

Teacher 3 found the seating position uncomfortable. She moved her body and held the chair to find a better place. After getting a better position, she smiled lightly.



#### Teacher 4

“Is it my turn? Okay. (*big laugh, head up*). I do give homework but not every day. They are the sixth grade. They will face national exam. That would be so stressful for them. (*Volume high, speed a bit fast*).”

R: “That’s true. So, what do you do to make home and school connected for students?”

T4: “I text the parents (*intonation rise, shoulder up, smile*). I make online chat group. I make them do what they supposed to do. Although public school, I’m still the teacher. If they want something good for their kids, they should do something. Hehehe... (*giggling, eyes closed, face approaching table*).”

#### Teacher 5

“Yeah, that’s right (*nodding head, smile lightly*). It’s supposed to be parents’ responsibility too. Not only us as teacher. That’s why I have at least twice in a month parents meeting. Actually, it’s not only about taking task from school to home, but also, taking students’ home value to the classroom. So, I ask students their daily activity at home, what their parents taught them to do, or simply ask them what they like most when spending time at home. That would make home-school more connected, I think (*smile, teeth seen, head move seeing all participants*).

The second question is the challenges the teachers have encountered so far during their teaching practices in accordance with home-school connection. In this session, participants shared their experiences. Other participant may ask questions, interrupt and confirm one another.

T1: “So far, I don’t have any serious problem connecting to parents. They are all very supportive. I don’t need to remind and tell them what to do every time. I mean, they know what to do. And...(giggling) they are very competitive.”

T5: “So, they know what to do?”

T1: “Yeah, absolutely.”

T3: “Really? (*eyes pitching*). There must be something that is challenging you, right? (*look deeply to Teacher 1*).”



This indicated that Teacher 3 was in doubt when Teacher 1 tried to express the condition of her work with parents. It was shown when Teacher 3 was pitching her eyes and looking deeply at Teacher 1. She needed clarification. Then, Teacher 1 responded to the striking question.

T1: “Well, I do. The biggest challenge is they are too dominant. You know, they want their kids to be the best (*lean closer to table, body move on seating position*). So, they sometimes, mmmm... most of the time, tell me what to do. That is so ....(*long pause, empty gaze at the table*) annoying.”

This depicted a shift from confidence to desperation. Teacher 1 agreed that parents’ dominance marginalised their position, as Teacher 1 did not have enough power to have reconciliation in bargaining of power. The long pause and the empty gaze indicated her less-power status.

T2: “Oh, yeah. I know how it feels. That’s crazy. You know, as a classroom teacher, I can’t lose my students. There’s a time when a pencil is lost. One parent called me and have a harass blame like I left the students in a tiger’s cage, you know (*giggle*). It was only a pencil that I can never find it. Gosh, that was just one tiny da\*n pencil, like I lost diamond ( *banging the table once, intonation up, volume up*).”

T4: “Oh wow. I will eat that kind of parents (*laugh out loud*). They think we are a baby-sitter? No way (*giggling, bent loosely to chair*). That’s not how the way it is. That’s insane. That never happens to me (*intonation up, head move*).

T2: “Maybe that because you teach at public school. Teacher is more dominant. For us, private school teachers, parents take control. They pay high, need high attention, too.”

T5: “I don’t think so, I teach in private school, as well. But, we have no domination over the others. We collaborate. They respect me as the teacher. We always have a good communication. I will discuss any single thing with them (*took a sip of his drink*) I think that’s the answer. Good communication (*smile, swept the sight to all participant*).

That part of the conversation indicated the various ways of home school connection activities they carry out. It was not only based on the institution, whether it is public or private school, but also based on how schools and teachers build the communication with parents (Feiler, 2010; Morris et al., 1996). That triggered difference thoughts and feelings of each participant about the challenges they encounter during connection with parents. Teacher 1 and 2 look frustrated as their gesture, volume up and seating position movement, even more Teacher 2 by banging the table once. Teacher 2 also got emotional when she recalled her experience of



the lost pencil tragedy. She used analogy in her speech. She compared a pencil with a diamond in an uncomfortable way of speaking. Volume, intonation, gesture and body movement imply beyond what is said (Norris, 2004).

### **Discussion**

CDA addresses the relationship between text and power, dominance, discrimination and control (Fairclough, 1989; Wodak, 1989; Wodak & Meyer, 2001). Language gains its power not by its own. It is powerful only when people with power use it on the sufferer (Wodak & Meyer, 2001). CDA provides a deep investigation of the inequality that occurs within a certain context.

### ***Home-School Connection in the Eyes of Teachers***

Home-school connection helps students gain their best performance in education (Beers et al., 2010). These two main environments for children should be inclusively relatable. The segregation of those parts separates them one from another. That hinders the unification of learning performance.

For teachers, it is always challenging to involve parents in students' activity (Epstein, 2011c; Feiler, 2010). There are types of parents who feel the responsibility of their children's success is with the school. However, supportive parents want to collaborate with the school for their student's achievement. The connection between parents and schools is often categorised by intrinsic tensions and mutual feelings of doubt and resentment (Feiler, 2010).

In this study, 4 out of 5 participants agreed that home-school connection activities are important. It helps them, as a teacher, to prepare the students in a specific task. Good collaboration with parents is all they needed.

Teachers need parental involvement to make sure that what happens in the classroom is facilitated at home. That benefits the teacher as they feel they are not alone in raising good children.

Teacher 5 gave an answer that sounds more academic than the other participants. Understanding shared-responsibility is a good start for collaboration (Epstein, 2011b). He mentions that connections respectively have a good impact not only for students, but also for teachers and parents.

The way Teacher 5 shared his argument is interesting. He chose academic diction and mentioned a renowned name in the field. It revealed his thoughtfulness on this topic by



giving a theory-based argument. His gesture of sitting straight not bent on the chair embraces his confidence and readiness. He also used hand movements to point out and justify his argument. Since he is ready with his argument, he convinced other people to accept his thought by looking at all participants and looking at them in the eyes. That is a strong convincing way of saying something (Norris, 2004).

Teacher 3 showed her disinterest in this topic. The flat semiotic modes she expressed indicated that she does not think that parental involvement is beneficial for the learning process and children's experience. She argued that the activity is a burden for parents. That makes her dismiss the idea of parental involvement in her teaching practice.

### ***Addressing the Challenge***

Children's learning and development are affected by resources of cultural and social capital that all families have (Bourdieu, 1991; Feiler, 2010). Students bring what they inherited at home to school. It comprises value, identity, social structure and family attitudes. At home, parents are the ones who have power to control their child. They facilitate, give instruction and other support for assisting their child's education. The shared-responsibility in children education lies with the parents and teachers. A good collaboration is necessary.

Participants in this study found different challenges as they encounter different type of parents. It deals with the institution, whether it is public or private. Teacher 1 found that the social class in her school and parents' dominance are relatable.

Teacher 1 explicitly stated that parents in her school are dominant. She did not choose other words that may sound neutral. Delivering her feelings, she was not comfortable and secure. It is portrayed in how she moved her body to find a better seating position and leaned on to the table. She also paused with an empty gaze at the table when approaching her judgmental feeling about her experience. That gave a clearer picture of what happen and how she felt about it. She said 'sometimes' and shifted it to 'most of the time'.

Teacher 2 was also emotional when she shared her experience. The incident she encountered left a deep impression on her as she banged the table. The words she chose were also emotional and judgmental.

She used a cursing word in the middle of speaking. The tension was high. She also used intonation and an increase in volume which indicated that she is being emotional. Unlike her, Teacher 3 does not take it emotionally.



It showed that she gave up with the parents. She found that parents in her school do not involve well. No solution has been made by Teacher 3. Her shoulders were raised and her intonation was flat. It indicated that she could not provide a possible way on how to reach out to parents.

### Conclusion

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This study was carried out under the framework of CCDA. The setting is an education setting in an EFL context. To specify, the main issue of this study is on home-school connection through teachers' reflection practices. Teachers' reflection conveys self-awareness and mindful attention on teaching practices (Harland & Myhill, 1997).

Research question 1 has been explained by each participant. They described how EFL home-school connection activities are carried in their classroom. Every participants indicated different ways of reaching out to parents or simply how to bring about family's resources and fund of knowledge (Pahl & Rowsell, 2005) in to the classroom practice.

Research question 2 revealed personal feelings and thoughts. Each participant engaged in an intimate discussion on experiences and thoughtfulness. Teacher 1 and 2 depicted anger and disappointment. They found that working with parents is full of challenges. Meanwhile, Teacher 5 believed that involving parents was the best way to achieve better performance for students. He was not emotional and tended to find solutions on challenges that they all faced.

Research question 3 referred to a meaning making process about home-school connections by the participants. Any text, verbal action/practice and non-verbal text indicated the meaning making process. The choices of words, how participants speak and why they speak out confirmed the meaning of such connections for them individually.

Norris (2004) mentioned that MDA attempts to provide an intersection of semiotics and textual analysis as in CDA or CCDA. It encompasses how people decide on addressing specific issues and how they use action to position themselves and others (Roldan, 2005). MDA employs any sort of facilitative tool to create social practices as social action (Rogers & Mosley, 2008).



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