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An Investigation on the Features of Teacher Talk: The Case of License Oral Expression Teachers at the Department of English Language University of Mohammed Seddik Ben Yahia, Jijel

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DEDICATION

In the Name of Allah, the Most Compassionate, the Most Merciful

I dedicate this work to Allah who gave me patience and hope;

to my dearest parents "Khelifa and Naima" who tried hard to help me and always prayed to reach my goal;

my husband "Nabil" Who has supported me along the way of my work;

to my dearest brother and sister who always wished the best for me;

to all my dearest friends, to all people who love me and help me to make this dream comes true.

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In the Name of Allah, the Most Compassionate, the Most Merciful

I dedicate this modest dissertation to;

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Abstract

Many scholars like Cullen (1998) has pointed out that teacher talk could be effective and contributive to the learning as it can be less effective. This study has been conducted to investigate the features of teacher talk and its effectiveness with 12 License oral expression teachers at Mohammed Seddik Ben Yahia University, Jijel. Specifically, it has attempted to explore the formal and functional features that can characterize teacher talk. It is based on the assumption that an effective teacher talk can be at least characterized by the following features; slow rate of speech, frequent use of pauses and self-repetition, linguistic modifications, an average amount of teacher talk, use of open-ended and referential questions, content-focused feedback, and interactional adjustments. The 12 oral teachers have been asked to fill out a questionnaire and a classroom observation has been conducted with 4 of these teachers to find out the features of their talk. The features of teacher talk of this target sample have been compared to the checklist of effective teacher talk derived from the literature review. The findings show that the majority of oral expression teachers' talk is effective, in general, since their speech contains the following features; the frequent use of pauses and self-repetition, use of different linguistic modification for more comprehensible input, focus on open-ended and referential questions, and use of interactional modifications for more flexible communication through using different strategies (clarification checks, paraphrasing). This study suggests for oral expression teachers to minimize their talk in class, focus on content feedback rather than form feedback, and use slow rate of speech so as to improve their talk and make it more effective.

Key words: teacher talk, formal and functional features of teacher talk, teacher talk effectiveness.

List of Abbreviations

CLT: Communicative Language Teaching

FL: Foreign Language

IRF: Initiation- Response- Feedback

MKO: More Knowledgeable Other

N: Number

NNS: Non-native Speaker

NS: Native Speaker

P /PP : Page (s)

Q : Question

SL: Second Language

SLA: Second Language Acquisition

STT: Students Talking Time

TTT: Teacher Talking Time

WPM: Word Per Minutes

ZPD: Zone of Proximal Development

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Section One: Research Methodology

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General Introduction

Introduction

In relation to learning a language inside classes, it cannot be denied that teachers have vital role in providing language input and different language models for the language learners. Teacher talk as a variety used by language teachers in order to mediate between teaching and learning, it is said to have the most powerful aspect among the different interactions happening inside classrooms. For instance, teachers carry out several communication acts such as lecturing, explaining, giving directions and instructions and so on. Besides to this, teacher talk existence as a special variety to perform the richest source of knowledge for language learners should be appropriate as it should possess particular features which none of other talks share, for instance; teacher talk should be clear and intelligible for the sake of providing clear and more understood input for the benefits of learners.

In this research, the investigation is about the features which can apparently characterize teacher talk and its effectiveness in English language classes. These features can be categorized into two main categories; the first one is the formal features which refer to the form of teacher talk such as the speed, pause, and repetition. While, the second type is the functional features which are the language that teachers use to control and organize classroom activities. This latter can include the questions used by teachers and teachers' feedback.

1. Background of the Study

Once individuals tend to learn foreign languages, classrooms are most suitable common places in which the process of acquisition can be much better. For learners inside classes, teacher input seems the most beneficial source for their learning. This kind of input in known as teacher talk, which is the language used by tutors to convey information and to create interaction during the process of teaching and learning for a more effective process of learning.

Teacher talk has been the focus of many researchers and investigators. For instance, teacher talk in relation to classroom interaction has been investigated by Sitti Nurpahmi (2017); this study has followed an observational method and has tackled the different possible types of teacher talk in classes that can lead to interaction among students and teacher. This research has shown that teacher talk types which are performed by the lecturers during classroom interaction are greeting students, reviewing the previous materials, introducing the new materials, and encouraging and motivating.

Moreover, a study carried out by Wicaksono (2016) has undertaken the relationship between teacher talk and teaching speaking. The study has been intended to investigate if teacher talk exists in teaching and learning speaking and whether it has a role in stimulating the language students to be more active to speak and to interact. This work has been of great contribution to the scope of teacher talk since it has resulted in ensuring the tremendous role teacher talk has in creating chances for classroom participants to talk and interact through using many language forms such as communicative games.

Teacher talk effectiveness, on the other hand, has been probed by several researchers. Chaudron (1988) has conducted a study that has been related to the modifications done by

language teachers in the level of their speech to improve the comprehensibility of their input for the students. In fact, Chaudron (1988) has acknowledged the importance of those features including types of questions asked by teachers, linguistic and interactional modifications, feedback, pace of speech and other characteristics. The results have revealed that those features are of great significance in making the speech of teachers effective for language learners.

Furthermore Xiao-yan (2006) has investigated teacher talk features and English language in university classes. As far as the findings of this investigation are concerned, first; it has been found that teacher talk functions as the main valuable source of input for language learners. Second, it has been shown that teacher talk is the dominant voice in the classroom with its different features. Teachers' questions asked in the class are display questions rather than other types of questions. Concerning teachers' feedback and correction, most of the teachers prefer to use positive feedback rather than negative one through praising their students. Consequently, Xiao-yan (2006) has confirmed that teachers can reflect their behaviors embodied in their talk. However, Xiao-yan (2006) has relied only on the data collected from the students' responses to his questionnaire, though the study has been mainly related to teachers' talk. Hence, the results obtained might not be adequate and might lack enough insights.

Unlike the previously mentioned study, the present study might be different since both teachers' questionnaire and a classroom observation are to be used in order to investigate the features of teacher talk and its effectiveness. The use of these instruments may allow for gathering more adequate data. Moreover, very few research and descriptions have been done on features of teacher talk and its effectiveness in the Algerian setting. Hence, this study might make worthy contributions to this field of research.

2. Statement of the problem

Based on what has been stated in the background of the study above, this research will attempt to investigate the features of teacher talk and its effectiveness with License teachers of oral expression at Mohammed Seddik Ben Yahiya University. This investigation will attempt to unveil what characterizes teacher talk of English language at Mohammed Seddik Ben Yahia University, and to see whether oral expression teachers of English language use them effectively or not.

3. Research Questions

Since the features of teacher talk seem different because each language teacher is said to be unique in having special style of talking, it is not merely easy to determine such characteristics and group them into particular categories or types. For this reason, the researchers have been asked two research questions that distinguish between two types of teacher talk widely cited in the literature review. Subsequently, another question has been asked on its effectiveness. They are as follows:

  a- What are the formal features that can characterize teacher talk?

  b- What are the functional features that teacher talk can have?

  c- To what extent is the talk of oral expression teachers effective at the English department?

4. Assumption

The present study is primarily based on the following assumption:

An effective teacher talk can be at least characterized by the following features: slow rate of speech, frequent use of pauses, frequent use of self-repetition, linguistic modifications of teacher talk, average amount of teacher talk, open-ended and referential questions, feedback on content, and the interactional adjustments.

5. The Aim of Study

This study aims at investigating the features of teacher talk and its effectiveness. It seeks to determine what are the formal and functional features that can mark License oral expression teachers' talk at Mohammed Seddik Ben Yahia University, and to see if they are using them effectively in their talk or not.

6. The Significance of the Study

The present study might be significant because it emphasizes the features of oral expression teachers' talk and its effectiveness. This study could be a help for teachers to improve their talk since it seeks to identify the formal and functional features of teacher talk and to see whether they are using them effectively or not. For instance, teachers who have a fast speed in talking when presenting lessons could be careful of that by slowing down their talk in order to fit their teaching goals.

7. Research Methodology

In order to test the assumption and reach the aims of the study, a quantitative method will be implemented as it may be adequate. To answer the research questions, three research tools will be used: a questionnaire, a classroom observation, and checklist. The questionnaire will be answered by 12 License teachers of oral expression at the English department to explore the feature of their talk and its effectiveness. On the other hand, the participants of classroom observation are selected randomly from the sample of the teachers who answered the questionnaire; it seeks to measure the use of the formal and functional features in their talk. The checklist of effective teacher talk derived from the review of literature is used to see if the features resulted from teacher talk of oral expression teachers are effective or not.

8. Structure of the study

This dissertation consists of two parts; the theoretical part and the practical part. First, the theoretical part will contain the literature review of the study and includes three sections. The first section deals with teacher talk and its effectiveness as it shows its importance. The second section is concerned with the formal and functional features of teacher talk; the following topics are to be tackled; the rate, pause, repetition, linguistic modifications of teacher talk, amount of teacher talk, teachers' questions, teachers' feedback, and interactional modification. The third section deals with the theories which are related to teacher talk; Krashen input theory, Vygotsky socio-constructivism theory, Long's interactional hypothesis, and the role of teacher talk in classroom interaction. The second chapter is divided into three sections. The first is concerned with the research methodology used; it includes the research paradigm, setting, sample of the study, data collection tools, data collection procedures, data analysis, and the limitations of the

study. The second section deals with the analysis of the data gathered from both teachers' questionnaire and classroom observation. Finally, section three is devoted to discuss the findings of the data analyzed, as well as to propose the pedagogical recommendations and suggestions for further research.

Chapter One: Features of Teacher Talk and its Effectiveness

Introduction

Section One: Features of an Effective Teacher Talk

Introduction

1.1.1. Teacher Talk

1.1.2. The Importance of Teacher Talk

1.1.3. Features of Teacher Talk

1.1.4. Features of Effective Teacher Talk

Conclusion

Chapter One: Features of Teacher Talk and its Effectiveness

Introduction

In this chapter, insights about one important aspect of language classes which is *teacher talk* are to be provided. This chapter will attempt to shed light on teacher talk and it effectiveness; notably, its related features which are specifically produced by English language teachers of oral expression. It will be mainly entitled "the features of teacher talk and its effectiveness", in which more details and definitions supported by relevant evidences about teacher talk and its related items will be provided. The chapter will be divided into three sections.

The first section presents comprehensive information about the features of effective teacher talk; it includes the definition of teacher talk and its characteristics, importance of teacher talk and features of an effective teacher talk. The second section deals with the formal and functional features of teacher talk; including rate, pause, repetition, linguistic modifications, the amount of teacher talk, teachers' questions, teachers' feedback, and interactional adjustments. The third section contains a number of theories which are related to teacher talk (such as Krashen's (1981) and Vygotsky's (1978)), as it shows the relationship between teacher talk and interaction in classes, that is, the role of teacher talk in promoting negotiation among different classroom participants of English language.

Section One: Features of an Effective Teacher Talk

Introduction

This section deals with features of an effective teacher talk. It includes definition of teacher talk and its importance, definition of features of teacher talk, and features of an effective teacher talk.

1.1.1. Teacher talk

Teacher talk refers to the speech produced by teachers inside classes in order to give instructions for language learners. Richard (1992) has defined the term teacher talk as follows:" That variety of language sometimes used by teachers when they are in the process of teaching" (p. 543). That is, teacher talk is the language that teachers often use when they are delivering the input to their students.

Ellis (1985), in his turn, has defined teacher talk as: "the special language that teachers use when addressing L2 learners in classroom" (p.145). Therefore, teacher talk is the language produced by teachers which is addressed to students in the classroom.

Moreover, Walsh (2002) has believed that teacher speech is the way in which teachers, through their choice of language, construct or obstruct learners participation and learning in classroom communication. Consequently, teacher talk seems as the choice of language used by teachers to mediate between learners, and participation and communication inside classes.

Another definition is given by Sinclair and Brazil (1982), they have stated that teacher talk is the language used in the classroom that takes up a major portion of class time employed to give directions, explain activities, and check students' understanding. Besides to this, Frey (1988) has pointed out that teacher talk is anything that teacher says spontaneously, without a script, and the actual content of which is created to suit a particular need. Therefore, teacher talk is the special language chosen by teachers rather than the predetermined activities or dialogues that are supposed to be presented during the process of teaching, the point that makes it different in terms of its features. Furthermore, Osborne (1999) has mentioned that teacher talk is the speech used by teachers that characteristically modified in four areas: Phonology, lexis, syntax, and discourse.

1.1. 2. The Importance of Teacher Talk

Being an indispensible part of language teaching, teacher talk can bring significant instructional benefits for language learners inside classes. It can potentially cause success or failure in meeting students 'needs. In this respect Nunan (1991) said:

Teacher talk is of crucial importance, not only for the organization of the classroom but also for the process of acquisition. It is important for the organization and the management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learners likely to receive. (Nunan, 1991, p. 189)

In addition, teacher talk and its importance have been probed by Stern (1983) who has stated that the language teachers' capability of teaching is determined by language background and

previous language teaching experiences. The point which shows that teacher talk is seen as the major medium of instruction in language teaching.

Cook (2002) has affirmed that" The language used by teachers in classrooms determines to a large degree whether a class will succeed or not" (p. 144). Many scholars have found that teacher talk makes up around 70% of classroom language (Chaudron, 1988 & Cook, 2002) .Consequently, the language of teachers is the main voice in classroom interaction, through which knowledge and different skills can be presented as instructions and activities can be organized for the learners to be active and vivid participants.

Rasyid (1997) has mentioned that talking is one of the most outstanding behaviors revealed by teachers in the classroom which may become the most difficult thing for teachers to avoid. The reason behind this point is quite obvious; it is because if an language classroom teacher is asked, for example, what he does in his class, such responses like the ones below are likely to be heard:

- ➢ I greet my students
- ➢ I review precedent lessons
- ➢ I prepare them through warm up
- ➢ I introduce new concepts and materials
- ➢ I provide my students by explanations, description, and illustrations
- ➢ I give them chances to express their understanding
- ➢ I give them tasks and activities
- ➢ I provide them with feedback. (Rasyid, 1997, pp. 7- 8)

The actions or the doings mentioned above cannot occur unless teachers speak since teacher talk is the dominant voice in the language classes. This greatly shows the importance of teacher talk in leading the classes by providing enough information and useful instructions.

1.1. 3. Characteristics of Teacher Talk

As a vital aspect of foreign language teaching, teacher talk has its own features because it serves as the source of input of language knowledge, and also to instruct language communication and organize classroom activities. The features of teacher talk are those aspects which make the speech of language teachers appropriate and more comprehensible.

As has been argued by Ellis (2003), teacher talk involves modifications at all linguistic levels, phonological, lexical, and grammatical. It is performed as a skill below the level of consciousness which means that teachers are not always aware that they are engaged in the adaptation of the way they speak and this of course, for the sake of clarity and intelligibility.

Prabhu (1987) has stated that in classes, the language used by teachers controls the complexity of their language in the same way as adults do when speaking to children; refraining from or rephrasing what the teachers assume to be difficult, repeating statements, and speaking slowly when things seem to be vague to understand. This concept clearly shows the nature or the form of teacher talk inside language classes in being different in terms of its characteristics.

Moreover, Kumaravadivelu (2008) has argued that according to learning-centered pedagogy, regulating input and teacher speech to provide comprehensible input is different from systematized and predetermined input. That is, the language used by language teachers when it is needed is quite different and characterized by certain features for the favor of making the language learners understand the input. Kumaravadivelu (2008) has reported that" we just speak

to our students if they understand ,we are not giving a language lesson; we may be giving the best possible language lesson since we will be supplying input for language acquisition"(Krashen & Terrell, 1983, as cited in Kumaravadivelu, 2008, p. 149).

1.1.4. Features of Effective Teacher Talk

Teacher talk is undeniably an essential aspect of language classes since it is one of the significant ways teachers use to deliver information and control the learning of students. Many studies have tackled the impact of various features of teachers speech on their students' language comprehension, that is, aspects like teachers' questioning, teachers' feedback, linguistic and interactional modification have been described by Chaudron (1988), Cullen (1998), Darn (2007), Lightbown and Spada (2000), Nunan (1987), and Thornbury (1996) as crucial features that can make teacher talk more effective.

As far as timing is concerned, Chaudron (1988) has mentioned that the rate of speech of teachers can be measured in words by minutes (wpm). He has posited that slow pace of speech is assumed to enhance the comprehensibility of language learners, that is, by giving them more time to process their teacher input (Chaudron, 1988). Hence, reduced rate of speech produced by teachers can highly make their talk effective which affects the learners' language acquisition positively.

According to Chaudron (1988), frequent pauses that are performed by teachers when uttering different language items can affect cognitive and attentive load as well; it means giving the target input provided by teachers more time and more attention in order to facilitate the

process of learning for learners. Consequently, recurrent use of pauses in teacher talk can make teacher speech more effective, and therefore, beneficial for language learners.

Chaudron (1988) also has acknowledged the importance of self-repetition performed by language teachers in making their utterances more effective for their students. It is assumed that self-repetition gives clearer segmentation of structure, that is, students may have more opportunities to catch words they did not understand the first time, as it gives more time to process new information.

Concerning linguistic modifications, Chaudron (1988) has emphasized the importance of the use of basic vocabulary items instead of more advanced language types such as idioms since it can enhance the process of learning by reducing the degree of difficulty of input to which students are supposed to attend. In addition, shorter and simple sentences seem easier for students to understand rather than long and subordinate ones (Chaudron, 1988); this, obviously, makes the speech of teachers comprehensible and easy to understand. Moreover, the use of simplified pronunciation supported by considerable use of stress and intonation can help the learners to understand the teacher input easily and process the information successfully (Chaudron, 1988). Hence, these preferences of using such linguistic forms can avoid ambiguous teacher talk and, therefore, provide an effective input for the students to process.

Cullen (1998), in his turn, has claimed that teacher talk has a crucial impact on learners' comprehension; saying that one important feature that can influence the effectiveness of teacher talk is the amount of teacher talk. Cullen (1998) has said that"a good teacher talk meant a little talk" (p. 179). It means that high amount of teacher talk prevents learners from understanding the target language and deprives their opportunities to speak.

Concerning the type of teachers' questions which make their talk effective are referential and open-ended questions. According to Cullen (1998), referential questions asked by teachers in class mean questions that teachers do not know their answers. This kind of questions can make teacher talk effective in the sense that they lead to more communication in classes through giving the students chances to speak and practice the language. Darn (2007) has revealed that the balanced use of referential questions and open-ended questions can make teacher talk effective through encouraging negotiation of opinions between the participants of classroom and create an open atmosphere for learners to think and share different views without answers' constraints.

Another feature that characterizes effective teacher talk is content-focused feedback. Cullen (1998) has distinguished feedback into two types; feedback on form and feedback on content. The first one focuses on the form of learners' responses, while the second involves responding to the content of what learners are saying. Cullen (1998) has advocated the view which suggests that teachers should direct their feedback into errors committed in relation to content, rather than forms since, according to Cullen (1998), feedback on content is more beneficial for learners than that on form. That is, feedback on content offers the students chances to exchange new vocabulary through making them negotiating meanings.

Lightbown and Spada (2000), Nunan (1987), and Thornbury (1996) have stated that the use of different interactional modifications strategies is another feature of an effective teacher talk, which can lead to build on the ideas that students convey and to create a meaningful dialogue between participants of the classroom. For instance, comprehension checks, clarification checks, paraphrasing are some of the interactional modification strategies teachers can better use in order to get both students and teachers to modify their oral production and to encourage especially students to adjust their output in a more correct way.

Conclusion

Consequently, and from the literature review on teacher talk provided above, teacher talk is purposefully differentiated from other kinds of talks. The needs of learners for more effective acquisition of language oblige their teachers to adjust their speech and to control it through, for instance, slowing down their rate of speech when talking to their students and using pauses and self-repetition frequently when delivering the target language input for the learners.

Section Two: The Formal and Functional Features of Teacher Talk

Introduction

1.2.1. The Formal Features of Teacher Talk

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Section Two: The Formal and Functional Features of Teacher Talk

Introduction

According to Xiao-yan (2006), teacher talk is regarded as a specific simplified code with double features; formal and functional features. The first one refers to the form of teacher talk and the shape of it such as speed, pause, and repetition. The functional features of teacher talk refer to the functions of the language that teachers used in order to control their classes. It includes the amount of teacher talk, teachers' questions, teachers' feedback, and interactional modification of teacher talk (Xiao-yan, 2006).

1.2. 1. The Formal Features

The formal features of teacher talk that characterize teacher speech are the rate, pause, self-repetition, and linguistic modifications (syntax, lexis, and phonology).

1.2. 1.1. Rate

One of the formal features of teacher talk is the rate. As defined in Oxford Dictionary (2019), rate is the speed with which something moves or happens. As far as teacher talk is concerned, the rate of teacher talk refers to the speed with which language teachers speak.

Concerning the way the rate of talk is calculated, the term "rate of talk" is agreed upon to refer to the number of words per minute (wpm), and it can be found by recording the speech when talking for few minute, then dividing the total number of words by the number of minutes the speech has taken (the rate of speech (wpm) = total words/ number of minute of speech). This process can be done so as to know if a speaker has a slow or fast talk; it is slow if the rate of

speech is less than 110 wpm and it is fast when it is 160 to 200 wpm, and between 110 wpm and 160 it is average ("What Is Your Speech Rate", 2019).

The rate of speakers talk can vary hugely depending on the talker and his situation; in case of language teachers, their rate of speech is likely to be slower than other speakers in other particular situations.

For Larsen-Freeman and Long (1991), the rate of delivery of teachers talk is slower. That is, teachers present the language knowledge for learners in a suitable speed with which the input delivered can be more understood. According to Chaudron (1988) who has investigated teacher talk for a long time, he has shown that one feature of teacher talk is the rate of speech; it appears to be slower. Likewise for Xiao-yan (2006) who has observed teachers' behaviors in colleague English classrooms where he has come up with some conclusions which have been quite similar to those of Chaudron (1988); ensuring that the rate of teacher talk speed is obviously slower than the natural talk speed.

Consequently and from already obtained review of literature, teacher talk is clearly characterized by a slow rate of delivery since teacher talk considered as the first responsible source of input inside language classes. Then, the rate at which information is presented should be matched with the cognition processing abilities of students for more understandable and clear input. Because it is greatly assumed that the slow rate is generally all the time easier for language learners to comprehend than fast speech rate, as it gives the students enough time to process the pieces of information given by their tutors more comfortably.

1.2. 1. 2. Pause

Pause or wait time is another important feature of teacher talk. It refers to the duration of pauses that separate utterances during verbal interaction. For language teachers, if they want to be beneficial for their learners, it is quite important that sufficient time is provided, for more successful cognitive processing. The teachers of language then should consciously manage the duration of pauses after talking and should provide regular intervenes of silence during the explanation.

Rowe (1986) has defined wait time as the duration of pauses after the teacher speech, which is an average of between three and five seconds. That is, the short time provided by teachers after giving information, or asking a question, or when it is needed. However, Lake (1973) has offered that the definition of wait time or pause should be as the period of silence that precedes teacher talk.

Concerning pausing in teacher talk, making short instances of silence during lecturing or presenting lessons is one main feature of teacher talk. Many scholars like Chaudron (1988), Larsen-Freeman and Long (1991), and Xiao-yan (2006) have supported the idea of breaking the speech during the process of teaching into brief pauses. They have put that during the observation of language classes frequent and long pauses between utterances occur. This fact suggests that pausing between speech by teachers increases students' attention and learning opportunities.

It is important that the pauses performed by teachers are to be divided into "pedagogical pauses" which are intentionally made by the teachers and "non-pedagogical pauses" which are unwillingly produced by teachers. Pedagogical pauses normally occur at crucial moments of

utterances development to favor comprehension. They usually exist in the middle of utterance not at the end. Chaudron (1982) has reported some studies that are related to pauses analysis. These studies suggested that frequent and long pauses are performed with non- native speakers rather than with native speakers of language. According to Chaudron (1982), pauses show the language teachers' readiness to help learners to understand while the absence of pauses in a lesson can reveal impatience from the teacher; and impatient teachers do not always make good education.

1.2.1. 3. Repetition

Repeating pieces of utterances is one feature that is said to characterize teacher talk. It is the re-saying of previous string of speeches produced by language teachers and it can be either partial or full repetition. Sawir (2004) has held that despite the old view which considers repetition an indication of disfluency of speaking skill, it is in fact a source that language learners can utilize to enable them to engage in a conversation despite their language constraints. That is to say, the repetitions done by teachers which are manifested in re-saying particular utterance can be of great assistance for language learners to engage in discussions.

A view shared by Merrit (1994) has stated that" repetition facilitates rhythm and provides "catch up" time, allowing longer periods of time for information to be processed" (p. 28). In this respect, Cook (2000) has added the implications of this feature; according to him, in addition to allowing greater time for processing, repetitions are more predictable and create a more relaxed atmosphere, and are, therefore, a central feature in language play. Consequently, repetition done

by language teachers when presenting their lectures is an endeavor in facilitating the process of understanding and storing language items for learners.

Lyster (2002) and O'Connor (1988) have approached repetition as a means of fostering conceptual understanding. The same to Duff (2011) who has provided empirical and theoretical support towards the claim that repetition has an impact on both socialization and knowledge construction for second language learners by fostering social cohesiveness and communities of learning. What is more about repetition, it can serve several purposes, according to Johnson (1996), repetition can preface something and call attention to the prior; it may help memory as it is used to forestall silence and avoid ambiguity. Furthermore, Johnstone (1996) has argued that the function of repetition in general is to direct the learners' attention which, according to them, accounts for the cognitive utility of repetition to learners.

According to Chaudron (1988), Language teachers generally repeat phrases or vocabulary which seems new or difficult for their students for the purpose of making the learners remember the new items and store them then retrieve them when needed. Also, teachers repeat intentionally some grammar rules or structures for the learners to make emphasis on them as important language items. Or, they may use repetition in order to manage a dialogue for their students to be more understandable.

Chaudron (1988) and Xiao-yan (2006) have found that in language classes repetitions happen frequently. That is, language teachers are said to use repetition or self repetition when speaking to their students for the favor of reinforcing their understanding as they can use it as a tool of awakening so as to make the language learners more active and noticing.

1.2.1.4. Linguistic Modification of Teacher Talk

In English language teaching, teachers manage their classes with their talk. When delivering the input and the content to their learners, they use some modifications in order to make their talk easier and comprehensible for their students, that is, to make sure that they are able to learn their target language. Nunan (1991) has claimed that the role of teachers in classroom is to familiarize learners with the foreign language. Ellis (1985) has defined the modification of teacher talk as the adjustments made by teachers in order to facilitate their talk and made it easy to understand it by learners. The purpose that makes teachers modify their talk is to create a good context to facilitate the process of teaching and learning. Walsh (2013) has pointed that:

> An understanding of the ways in which second language teachers modify their speech
> to learners is clearly important to gain greater insight into the interactional organization
> of the second language classroom and help teachers to make better use of the strategies
> open to them. (Walsh, 2013, p. 31)

There are many reasons for teachers' modification of their talk. Lynch (1996) has stated that there are three reasons for teachers' modifications of their language when addressing learners. Firstly, there is a relation between comprehension and second language learning; the more you understand the speech, the more acquisition occurs. Secondly, teachers talk influences the way that learners used in order to acquire a language. Another cause stated by Walsh (2011) is that learners should understand what is being said by their teachers in order to progress and learn the language easily.

According to Chaudron (1988), the aim of teacher talk modifications is to make teacher talk comprehensible for learners and all that occur in classes. Nunan (1991) has claimed that the focus on teacher talk modification in language classroom is highly depend on the idea that these adjustments make language more comprehensible and leads learners to acquire the foreign language easily. According to Chaudron and Parker (1987), teachers modify their speech at different levels which are surface syntax, lexis and phonology, which are called linguistic modification.

In a research done by Chaudron (1988) on teacher talk when addressing non-native speaker learners, he has found that teachers make different adjustments such as syntactic modifications like in the length of utterances. Besides, teachers use shorter utterances and they rarely use long ones. Furthermore, teachers use fewer subordinate clauses with the aim of avoiding the use of complex sentences. However, in lexis modifications, he has found that teachers tend to use less variety of content and function words; they use more concrete and proper nouns, and more basic vocabulary. Another modification is phonological adjustment; he found that teachers speak slowly with the use of more long pauses, and less vowels (Chaudron, 1988).

Chaudron (1988) has summarized his research on teacher talk in language classroom which has shown that the following modifications occur:

1. Pronunciation tends to be exaggerated and simplified

2. Vocabulary use is more basic

3. Degree of subordination is lower

4. More declarative sentences and statements are used than questions

5. Teachers may self-repeat more frequently (Chaudron, 1988, p. 85).

There are a number of investigations on the effect of speech modification on comprehension. Parker and Chaudron (1988) have concluded that the studies seem to indicate that, "linguistic simplification such as simpler syntax and simpler vocabulary do not have as significant effect on second language comprehension" (p. 6).

1.2. 2. The Functional Features

The amount of teacher talk, teachers' questions, teachers' feedback, and interactional modifications are the functional features that can characterize teacher speech.

1.2. 2. 1. The Amount of Teacher Talk

In the process of teaching and learning, both teachers and learners interact with each other in a meaningful context. Teachers have a crucial role in foreign language learning in which they transmit the content to the learners, and they give the opportunity to the learners to acquire this information. The amount of teacher talk generally refers to the teacher talking time which is the time that teachers spend talking in classes, rather than learners (Chaudron, 1988).

The amount of teacher talk impact on the learners of second language acquisition has been the focus of many researchers. They have found that most of talk in the classroom is done by teachers, teacher talk makes up over 70% of the total talk (Chaudron, 1988; Cook, 2000; &Legarreta, 1977). It is obvious that if teacher talk takes most of the time for explaining, giving instructions, or asking questions, or managing the classroom, students' time will be restricted.

Long (1983) has claimed that in order to avoid the over use of the teacher talk in the classroom, he has suggested the solution of maximizing students' talk time (STT) and minimizing teacher talk' time (TTT) to make learners speak, interact and learn from the talk of

their teacher. Harmer (2007) has pointed out that there is a debate about how much teachers should spend talking in class. Harmer (2007) has said that "getting students to speak – to use the language they are learning- is vital part of teachers' job. Students are the people who need the practice. In general terms, a good teacher maximizes STT and minimizes TTT" (Harmer, 2007, p. 4). Hence, the prior goal of teachers is to make language learners use, practice, negotiate by means of the target language.

Nunan (1991) has claimed that in all kinds of classes, not only those devoted to the teaching and learning of languages, it is the teacher who does most of the talking. Of course, knowing that the greater amount of teacher talk is considered as good or bad, will depend on the objectives of a lesson. Nunan (1991) has argued that in many foreign language classes, teacher talk is important in providing learners with input they are likely to receive. When determining the appropriateness of the quantity of teacher talk, we need to take into account a variety of factors including:

a. The point in the lesson in which the talking occur.

b. What prompts the teacher talk; whether it is planned or spontaneous, and if spontaneous; whether the ensuring digression is helpful or not.

c. The value of the talk as potentially useful input for acquisition. (Nunan, 1991, p. 190)

This means that the amount of teacher talk in classes depends on different factors such as the importance of the targeted idea that the teacher want convey.

1.2. 2. 2 Teacher 'Questions

In the SL/FL classroom, teachers ask many questions in which questioning is one of the most common techniques and strategies used by teachers (Richard &Lockhart, 1994). According to Gorey (1940), teachers' questioning is a fundamental and essential means of classroom interaction. It is regarded as one of the teachers' initiating activities, and a means for facilitating learners' language acquisition through exchanging questions and answers. In some classrooms, over half of class time is taken up by questions and answers exchanges (as cited in Hargie et al, 1994, p. 66).

1.2. 2. 2. 1. Types of Teachers' Questions

Barnes (1976) has classified the questions into four types. The first type is questions related to factual matters; which are questions starting with "what". The second type is questions of inference beginning with "how" and "why". The third type is open questions which do not demand any inference. And the last type is questions for communication, which could affect and control the habit of learners.

Another classification for teachers' questions was presented by Wajnryb (1992) as follows:

1. Yes/no questions, for example "here is a picture of woman. Have you seen her face before?"

2. Open-ended questions, for example "whom could he have telephoned?"

3. Close-ended questions, for instance" what is your age?"

4. Display questions (questions requesting new information already known to the questioner), for example "what color is this pen?"

5. Referential questions (question requesting new information), for instance "what did you study at university". (Wanjryb, 1992, p. 47)

1.2. 2. 3. Teachers' Feedback

Feedback on content involves responding to the content of what learners are saying rather than commenting only on the form (Lei, 2009). Providing feedback to learners on their performance is another important aspect of teaching. Feedback is teachers' evaluation of the students' response (Cook, 2000). Feedback can be either positive or negative and may serve not only to let learners know how well they have performed, but also to increase motivation and build a supportive classroom climate (Richard & Lockhart, 1994). In other words, feedback is the reaction to learners' answers in the classroom; which includes error correction. Gass and Mackey (2013) have said that feedback occurs inevitably in classroom, it is used frequently in language classroom but this is not the case and it was not always used, sometimes there is no feedback on the learners' answers. In the language classroom, feedback on students' answer may be a response either to the content of the student talk or to the structure of an utterance (Richard & Lockhart, 1994).

Senge (1990) has said that "in system thinking, feedback is broader concept. It means any reciprocal flow of influence. In systems thinking it is an axiom that every influence is both cause and effect, nothing is ever influenced in just one direction" (Senge, 1990, p. 75). It means that

feedback is not used randomly, but according to its context. It has two sides; the reason behind making it and its impact on the learners.

Therefore, teachers' feedback has a crucial influence on the motivation of the individuals through the use of positive feedback like praises. Ur (1996) has claimed that feedback has two components: correction and assessment.

1.2. 2. 3. 1. Teachers' Correction

It is obvious that learners will make mistakes in the process of learning. "A learner errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language" (Brown, 2000, p. 17). Teachers' correction is used to identify errors and provide corrective feedback in SLA.

Therefore, in the correction of students' errors, teachers should include information on what the learners did well or wrong. In general, both teachers and students understand correction of mistakes in the same way; teachers' correction is usually used to correct errors and mistakes (Ur, 1996).

Teachers' correction of students' errors has different ways to express it. It is better if teachers use tactual correction in order to motivate their students to participate in the classroom. In some situations, teachers' correction hinders learners from answering especially when teachers correct rudely. "At least as important as what the correction consists of is how it is

expressed gently or assertively, supportively or as a condemnation, tactfully or rudely" (Ur, 1996, p. 115).

According to Ur (1996), the teachers always adopt the following techniques to correct students' errors.

1. Does not react at all.

2. Indicates there is a mistake, but does not provide any further information about what is wrong.

3. Says what wrong and provides a model of the acceptable version.

4. Indicates something was wrong, elicits acceptable version from the learners who made the mistake.

5. Indicates something was wrong, elicits acceptable version from another member of the class. (Ur, 1996, p. 144)

To clarify more, there are several ways teachers can implement in order to treat the errors committed by their students. Teachers can indicate the errors without giving the correction to give the learners opportunity to deal with their own mistakes.

1.2. 2. 3. 2. Teachers' Assessment

Assessment is an ongoing process which occurs in each lesson. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance (Brown, 2000). In addition, teachers' assessment refers to the views of teachers on students' answers; if their answers are good or bad. Ur (1996) has stated what follows:

In assessment, the learner is simply informed how well or badly he/she has performed. A percentage grade on an exam would be one example; or the response "no" to an attempted answer to a question in class; or a comment such as "fair" at the end of the written assignment.(Ur, 1996, p. 110)

In other words, assessment refers to the tools, techniques and procedures that teachers use in order to comment or interpret information about what learners can and cannot do (Nunan, 2001). When the teachers make assessment on the students, their aim is to help and promote language learning. Therefore, teachers' assessment can be used to confirm an answer or to motivate and encourage learners to participate more in classes.

1.2. 2. 4. Interactional modifications

Interactional modification is another feature of teacher talk. It refers to the teachers' simplification of the discourse in order to avoid   problems. According to Long (1983), modified interaction involves modifications of the conversational structures in order to make their talk comprehensible to learners. Long (1983) has done a comparison between native speaker (NS) and non-native speakers (NNS) talk. He has found that NS modified their talk through the use of conversational modifications which are confirmation checks, clarification checks, and comprehension checks to make the input clear (Long, 1983). As has been restated by Allwright et al. (1991), comprehension checks are when the teacher asks his students if they have understood what he/she taught them, for example; "do you understand that now?", "is that point clear?". Clarification checks are when a teacher asks for more clarification and information of a student previous talk, such as; "i do not get what do you mean by this?", "what do you mean?". Confirmation checks are the teachers' repetitions of what a student said in order to confirm that

he/she understands his meaning correctly, such as; "Oh, so you are saying that….?"(Allwright et al., 1991).

The source of comprehensible input in second language acquisition is interactional modification of input which related to both native speakers (NS) and non-native speakers (NNS) in which both of them have to modify, simplify the interaction in order to understand each other (Park, 2007).

Most of studies focus on the modification of input of teacher talk rather than focusing on interactional modification of teacher talk. Hatch (1977) has claimed in the following quote:

It is not enough to look at input and look at frequency; the important thing is to look

at the corpus as a whole and examine the interaction that takes place within

conversation to see how that interaction, itself, determines frequency of forms and

how it shows language functions evolving. (Hatch, 1977, p. 403)

Ellis et al (1994) have investigated the effects of modified interaction on comprehension and vocabulary acquisition. They have chosen 79 third year high school students at a public high school for his study. The results have shown that the students who were given the chance to negotiate their problems in comprehension where more successful in carrying out the direction (as cited in Maleki, 2012). Thus, interactional modification of teacher talk is an important step in making the foreign language more comprehensible to learners since it facilitates the process of language teaching and learning.

Conclusion

To sum up, teacher talk is said to be different from other kinds of talk; that is, it has certain features that make it special in term of clarity and intelligibility. Teacher talk, then, can be characterized by formal features such as rate of speech, pauses and self-repetition, and functional features like teachers' feedback and teachers' questions.

Section Three: Theories Related to Teacher Talk and its Role in Classroom Interaction

Introduction

1.3.1. Krashen Input Theory (1981)

  1.3.1.1. Teacher Comprehensible Input

1.3.2. Vygotsky' Socio-constructivism (1978)

1.3.3. Long's Interactional Hypothesis (1983, 1996)

1.3. 4. Teacher Talk Role in Classes Interaction

  1.3.4.1 Definition of Classroom Interaction

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Conclusion

Section Three: Theories Related to Teacher Talk and its Role in Classroom Interaction

Introduction

A theory may offer clearer insights about certain areas or topics which may be of great deal in particular fields**. "**Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions" (Gabriel, 2008, pp, 173-199). As far as the targeted scope (teacher talk) is concerned, it was probed by a number of theorists as a result of having inevitable role in the field of EFL. These theories are Krashen's Input Theory (1981), Vygotsky's Socio- constructivism (1978), and Long's Interactional Theory (1983, 1996).

1.3.1. Krashen Input Theory (1981)

According to Krashen input hypothesis (1981), a language can be acquired once its learners are exposed to sufficient comprehensible input, either by linking it to immediate context surrounding it or as an outcome of simplifying it (Johnson, 1995). What is more, Krashen (1985) has mentioned that language acquisition can be done when learners are confronted by language input, where its form is beyond their current level of language competence. This idea is known as "i+1" hypothesis. The "I" refers to the actual proficiency or level that learners possess, while the "1" indicates the language items and structures that are a bit far from their current level. That is, if "I" is the language of learner's current level of competence in the foreign language, then "i + 1" is the next immediate step along the development continuum. Therefore, if the goal is to assist

the language learner progress in their task, it is essential to provide the student/learner with comprehensible input [i +1]. As shown in this example; if the learner is at stage "1", then maximum acquisition takes place when s/he belongs to level "i+1" (Krashen, 1985).

1.3.1.1. Teacher Comprehensible Input

Generally the input which seems more suitable and a bit above the language learners level or beyond their actual level, can be provided by teacher talk since it is the most rich and the most reliable source of comprehensible input. For Krashen input theory (1985), the speech provided by teachers that might be a source of the input for language learners must be appropriate to the learners' level in language proficiency, and later they will attempt to provide a more slightly complex input so that the students can understand and comprehend that input. To do so, teachers are supposed to create opportunities for their learners to interact verbally and to communicate more to get and assimilate the input they are exposed to.

Krashen (1981) has explained the link between comprehensible input and classroom interaction in which teacher talk has considerable dynamic role. In this respect, Richard and Renandya (2002) have contended that Krashen (1981) has argued that the exposure to comprehensible teacher input is in itself sufficient to trigger acquisition. That is to say, Krashen (1981) has given a prime value to interaction in the process of language acquisition, and it is surely important to assure again the tremendous role that teacher talk plays in this context.

To sum up, the following example might clarify the idea of "teacher comprehensible input". A language teacher selects a text for reading for upper-intermediate level learners that is from a lower advanced level course book. Based on what this teacher knows about the learners, he has decided whether this will give them comprehensible input to help them to acquire more

language structures. This of course will happen with the aid of that teacher who is supposed to modify the resource provided by means of his speech which is marked by certain features in order to make the input clear and comprehensible; for instance, he may re-say some expressions whose level seem much higher than that of his students. The features of teacher talk, then, indicate obviously that teacher speech is likely to change into a kind of simplified code with the aim of providing maximum "comprehensible input" for language learners, which is according to Krashen (1985) the largest and the most reliable source of input for language learners.

1.3. 2. Vygotsky' Socio-constructivism (1978)

Teacher talk is considered as a source of knowledge for the learners, so learners are influenced by their teachers. In Vygotsky's (1978) view of socio-constructivism, knowledge is constructed through social interaction and it is shared rather than an individual experience (Vygotsky, 1978). Generally "Socio-constructivism" underpins our understanding of how individuals learn in social context and extends to the learning organization, which by the nature of its individuals members learning together; improve its activities through collective reflection and sharing of experiences (Holmes & Gardner, 2006).

More clearly, learning occurs when interacting with environment or with people. Vygotsky (1978) has agreed that knowledge is constructed with the help of someone who is called "The more knowledgeable other" (MKO).That is to say, learners need an adult to assist them to construct knowledge .Besides, that knowledge should be in the zone of the learners proximal development .According to Vygotsky (1978), the zone of proximal development is, "the distance between the actual development as determined through problem solving under adult guidance or collaboration with more capable peers"(p, 86); or, it is the range between what

a person can achieve independently and what he can achieve with the guidance and support of a teacher or a MKO.

Teacher talk in the language classroom has a great value in helping the learners to construct their knowledge. Dewey (1916) has said that education is not an affair of telling and being told, but an active constructive process. It needs a MKO to get information and knowledge from him. It means that when learners use ideas and schema of other people, they should modify and assess those ideas before using them rather than taking them as they are talked by others. Flippo (2014) has claimed that the teacher talk to children about their opinion and about what they are thinking and about their readings moves children forward and help them to involve more in the process of learning.

For Vygotsky's (1978) socio-constructivism, teacher talk has an important role in helping the language learners to construct their knowledge. One way that can support that process is "scaffolding". Scaffolding is a method used by teachers to help learners in acquiring new information; it refers to the support that leads the child to accomplish a task independently. In other words, learners can depend on the speech produced by their teacher as a tool to develop their learning and their skill in order to produce new utterances.

Consequently, teachers' speech has an essential goal during the process of learning a language. This talk should lead students to produce, modify, and interact through the target language.

1.3. 3. Long's Interactional Hypothesis (1983, 1996)

Another hypothesis which is mainly related to teacher talk is Long's Interactional Hypothesis (1983). Long (1983) has claimed that interaction is beneficial for language

acquisition, and learning occurs better when students interact with their teachers. Long has used the idea of comprehensible input, but he has claimed that it is more effective when it is modified through negotiation of meaning (Ellis, 1991).

According to Long (1983), interaction has a role in facilitating the second language acquisition through the use of both discourse and linguistic modifications that occur in the talk to provide learners with the input they need (Mackey, 2007). The interaction hypothesis has two (02) major claims about the role of interaction in second language acquisition (Ellis, 1991).

1. Comprehensible input is necessary for second language acquisition.

2. Modification to the interactional structure of conversation which takes place in the process of negotiation in communication problem helps to make in put comprehensible to a second language learner (Ellis, 1991, p. 4) .

In the classroom, learners react to what their teachers said through interaction. "Many pupils learn to participate in form of interaction in which authority and knowledge are linked and that is as a result of the nature of teachers' authority" (Downy & Kelly, 1986, p. 79). Consequently, teacher talk as a crucial part of classroom interaction has a great impact on the learning of the students. Moreover, teacher talk is seen as an initiator and leader of interaction and negotiation among the classroom participants; this gives him the responsibility of helping the students to interact in order to acquire the target language through interaction and negotiation.

1.3. 4. The Role of Teacher Talk in Interaction in Classes

Learning a language is not just a matter of memorizing rules and words, rather, it is the ability to use, produce, and interact through using the target language by means of interaction. In teaching a language, the main role of teachers is to develop the communicative abilities of their learners. In relation to classroom interaction, teacher talk plays an important role as a source of language input for learners in classes and a support for students to practice the language.

1.3.4.1. Definition of Classroom Interaction

According to Cambridge Advanced Learners' Dictionary (2008): "to interact" means" to communicate with or react to" (p. 654). Classroom interaction was considered as an important issue in the field of second language acquisition, which involves at least the involvement of two persons who negotiate in face to face interaction when using a language in real communication.

Interaction is defined as "reciprocal events that requires at least two objects and two actions, it occurs when these objects and events naturally influence one another" (Wagner, 1994, p. 8). In other words, interaction cannot work with just one person, it needs to have two or more individuals in order to interact successfully and each one influences the other one through giving and receiving information. Besides, the term "interaction" is defined according to Hadfield and Hadfield (2008) as follows:

> Interaction involves more than just putting a message together, it involves
> responding to other people. This means choosing language that is appropriate for
> the person you are talking to. It means responding to what they say, taking terms
> in a conversation encouraging them to speak, expressing interest, changing the

topic, asking them to repeat or explain what they are saying, and so on. (Hadfield

& Hadfield, 2008, p. 105)

Interaction is a key item in language teaching and learning which plays an important role in different settings in learning. In another definition of interaction, Allwright (1984) has defined it as "fundamental fact of pedagogy "and that" successful pedagogy involves the successful management of classroom interaction" (p. 156). From the definition, we can notice that classroom interaction is one way through which learners can acquire a FL.

1.3.4.2. The Role of Teacher Talk in Classroom Interaction

In classroom interaction, it is argued that in class teacher talk is seen to dominate the classroom interaction (Flander, 1970; Iramullah, 2008 & Nurmasitah, 2010). Moreover, teacher talk has the role of input for students especially in classes. As it has a considerable role in creating interaction among language learners.

As far as the role of teacher talk in classroom interaction is concerned, it has been posited by Celce-murcia (1989) that teacher talk can be distinguished into indirect and direct teacher speech. Indirect teacher talk then covers four areas that can create interaction. They are: (1) accepting students' feeling, (2) stimulating students' motivation and interest, (3) using students' perception, and (4) offering questions. The other category of teacher talk put by Celce-murcia (1989) is direct speech. It is more likely to perform as (1) informing something, (2) giving direction, and (3) justifying students' authority (Celce-murcia, 1989, as cited in Nurpahmi, 2017).

What is more, it has been assumed by Cook (1991) that teachers provide more speech than students concerning classroom interaction. And since teacher talk functions as the tool of guidance in the process of teaching which takes obviously 70% of the utterances inside classroom.

The interaction among classroom participants is greatly seen to be conducted by teacher talk. The following three main parts of exchange of turns during a classroom interaction might clearly illustrate the role of teacher talk in promoting interaction. Cook (1991) has proposed the following turns:

1. Initiation: this phase is apparently taken by the teacher, in which the teacher can initiate the interaction by requiring something from the students through asking questions. The teacher in here acts a leader.

2. Response: The questions asked by the teacher will be answered by the students as reaction to their teacher talk. They function as follower.

3. Feedback: This turn is taken again by the teachers where feedback and correction will be provided to the students' responses as accepted or not. (Cook, 1991, p. 52)

Consequently, the teacher talk as the dominant voice in the classroom can undoubtedly considered as the first powerful guide of interaction inside classes.

Moreover, with regard to the notion of "communicative teacher talk" within the approach of communicative language teaching(CLT) which emphasizes the communication in the classroom, pairs and groups activities, and students involvement in the learning process, teacher talk presence in classroom can be problematic if much of it deprive students from the opportunities for interaction and communication. Then, the quality of teacher talk should be emphasized rather than the quantity. As a result, teacher talk should be accounted for as "good" and "effective" in

how it can successfully facilitate learning and promote interaction in classroom among the language learners (Lei, 2009). The teacher talk that can guarantee for more chances for interaction then called as "communicative". To be precise, teacher talk role in providing such significant need inside classes (interaction) is extremely obvious and apparent, for example, in the kind of questions the teachers ask, the modifications they make when they address their students, and the way they react to students' errors.

Furthermore, it has been found by Mehan (1979) that the general subject lesson consists of three components; (1) an opening phase where the teacher informs the other participants about what they are going to accomplish, (2) business phase where information is to be exchanged between teachers and students in a kind of interaction, and (3) a closing phase in which the learners are to be reminded of what went on during the lesson. In business phase, Sinclair and Brazil (1982) have stated that teachers usually tell things to students, getting students to do and say things, and evaluating the things said by the students.

Creating a good environment for classroom interaction is one of the responsibilities of the teachers. Teacher talk is a crucial tool that language teachers can implement to initiate and guide interaction among the different participants of a classroom. That is, the role of teacher talk in promoting interaction and communication in classes cannot be denied.

Conclusion

Through this chapter, the concept of "teacher talk" has been emphasized in relation to various language aspects. Teacher talk as a special code used by language teachers to provide comprehensible target input has been firstly defined and discussed in terms of its importance. Besides, teacher talk fact of being characterized by certain features has been tackled where it has

been described in terms of his different features that are said to make it effective in an educational setting. Furthermore, the targeted area of "teacher talk" was discussed in relation to many theories that consider teacher talk as powerful aspect in language classes. Finally, a discussion on the role of teacher talk in creating interaction in classes was carried out by showing how teacher talk is successful in promoting negotiation between the participants of classrooms.

Chapter Two: Research Methodology, Data Analysis, and Data Interpretation

Introduction

Section One: Research Methodology

Introduction

2.1.1. Research Paradigm

2.1.2. Research Design

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Chapter Two: Research Methodology, Data Analysis, and Data Interpretation

Introduction

The previous chapter has dealt with the theoretical aspects of language teacher talk; more specifically, it focused on the characteristics of teacher talk. The present chapter is devoted to the practical part which aims at investigating teacher talk features. This chapter involves three main sections. The first section is devoted to show the methodology used to probe into the current issue (features of teacher talk its effectiveness), beginning with the research paradigm, setting, sample of the study, research tools, data collection procedures, and the limitations of the study. The second section presents the results obtained from teachers' questionnaire, the classroom observation, and the checklist. The final section from this chapter reveals the findings obtained from the data collected.

2.1. Section One: Research Methodology

Introduction

The methodology section discusses the research paradigm, setting, sample of the study research instruments, data collection procedures, and finally the limitations of the study.

2.1.1. Research Paradigm

The present study investigates the features that can characterize the language used by oral expression teachers and its effectiveness. To inquire about this issue, a quantitative research method is followed. O' Leary (2004) has defined quantitative research as the process of collecting quantitative data which can be illustrated through numbers and which can be analyzed through using statistics. In line with this, De Voes (2002) has described quantitative research as: " an inquiry into social or human problems, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures" (p. 79). The quantitative methods are used to answer the research questions of the present study through devising and administering a questionnaire for teachers, and observing English language teachers in their oral sessions at Mohammed Seddik Ben Yahia University, Jijel.

In this study, the researchers rely on quantitative research paradigm since it seems more adequate to investigate the features of teacher talk and its effectiveness in English language classes at the University of Mohemmed Seddik Ben Yahiya. The paradigm followed might help novice researchers to deal with their topics in different fields easily.

2.1.2. Research Design

The aim of this part is to present the design of the current research. It includes the setting, the participants of the study, the research tools as well as the procedures proposed to gather data in order to investigate the targeted issue.

2.1.2.1. Setting

The current study takes place at the University of Mohammed Seddik Ben Yahia, jijel. Teachers' questionnaire has been administrated in the department of English language for oral expression teachers from 21th to the 25th April 2019. Classroom observation has also taken place within English classes of oral expression over four sessions from 5th to the 9th May 2019.

2.1.2.2. Sample of the Study

The study is related to teacher talk features, that is why the whole population is made up of oral expression teachers of English language. Concerning the questionnaire, the sample is a total of twelve teachers of oral expression (04 males and 08 females) from Mohammed Seddik Ben Yahiya University, Jijel. Besides, four teachers have been chosen from the questionnaire sample to be the subjects of the classroom observation; one lesson with each teacher. As far as the selection of the sample is concerned, the population is taken as it is because the number of oral expression teachers at the English department is limited.

The rationale for choosing oral expression teachers of English language at university as the sample of the study is that they are more likely to speak or talk using the target language than other teachers in other institutions like those who teach in secondary and middle school. Besides, the reason behind choosing the license teachers of oral expression to be the sample of the

classroom observation is that they focus more on the oral form of language rather than the written one. Furthermore, the speech produced by teachers in oral sessions is not pre-determined or related to a specific language aspect; rather, it is likely to occur spontaneously.

2.1.2.3. Data Collection Instruments

In order to answer the research questions, the researchers have opted for the use of two quantitative tools: a questionnaire and a classroom observation.

2.1.2.3.1. Questionnaire

As has been pointed previously, a questionnaire has been used as a research instrument so as to gather quantitative data from the participants in order either to confirm or reject the research assumption. Questionnaire generally is most used by researchers since it helps in gathering information in a short period of time from a large population. Singh (2006) has stated that" the questionnaire consists of sequences of questions or statements to which individuals are asked to respond the questions frequently" (p. 192). The reason behind using questionnaire rather than other tools like interviews and diaries is that questionnaire seems more adequate for gathering data. That is to say, it takes less efforts and less time. Besides, it is relatively easy to analyze and to interpret its data. Thus, sufficient information is likely to be collected in short periods of time.

1.2.3.1.1. Description of Teachers' Questionnaire

The questionnaire consists of multiple questions in which the participants have to tick in the box the answers that correspond to their views. The questions are either close questions,

requiring from the teachers to choose yes/no answers, or open questions asking the teachers to give their own views and justify them. This questionnaire is composed of fifteen questions grouped in three sections.

The first part contains basic personal demographic information; including gender, and the number of year of teaching English language at university (Q1, Q2). The second part is made up of nine open and close questions (Q3, Q4, Q5, Q6 Q7, Q8, Q9, Q10, and Q11) emphasizing the formal features of teacher talk. The third part entitled" The Functional Features of Teacher Talk" consists of four close questions (Q12, Q13, Q14, and Q15).

2.1.2.3.2. Classroom Observation

Classroom observation has been carried out to identify directly the features of teacher talk. More specifically, it has been intentionally implemented to see whether teacher talk can be at least characterized by the following features: the rate, pause, repetition, linguistic modifications, the amount of teacher talk, teachers' questions, teachers' feedback, and the interactional modification.

Classroom observation as a research instrument demands training in both what to do and how to record the observation (Marguerite et al, 2006). Hence, observing classes is a tool that illustrates and gives information about researched phenomenon. For more precise data, recording tool is used in order to record the speech of the target sample during the process of teaching, since it assists the researchers in identifying the features that are likely to characterize teacher talk.

The rationale behind implementing the classroom observation is that it might allow for more objectivity which may not be found in interviews and diaries. Moreover, the results obtained

from observing classes are tied directly to the present events and behaviors rather than with past behaviors and future attitudes.

2.1.2.3.3. Checklist

A checklist has been used to see whether the findings obtained from teachers' questionnaire and classroom observation meet the criteria of effective teacher talk mentioned in the review of literature. That is, the checklist aims at evaluating the features of teacher talk being under investigation as being effective or not.

"Checklist is designed to provide general guidelines for conducting education research. It can be used as a planning guide before research study begins, as a review procedure for a research study in progress, or as the criterion for evaluating competed research" (Freed, Ryan, & Hess, 1991, p. 134). Hence, a checklist is a simple tool that contains a prepared list of expected items of performance or features, which are tested by the researcher for their presence or absence.

The rationale behind implementing a checklist is that it is easy to use and efficient in the sense that it minimizes the possibility of omitting relevant information; also, it simplifies and organizes the flow of information.

The following checklist states features of an effective teacher talk that will be used to see whether the features of teacher talk obtained from the tools used (teachers' questionnaire and classroom observation) are effective or not.

- ✓ Reduced/ slow rate of speech.
- ✓ Frequent use of pauses.
- ✓ Frequent use of self-repetition.
- ✓ The use of linguistic modifications.

➢ The use of basic vocabulary.

➢ Short and simple clauses.

➢ Frequent use of stress and intonation.

➢ Simplified pronunciation.

✓ Average amount of teacher talk.

✓ Frequent use of open-ended and referential questions.

✓ Feedback on errors of content.

✓ The use of different interactional modification strategies

➢ Comprehension checks.

➢ Confirmation checks.

➢ Clarification checks.

➢ Paraphrasing.

➢ Repetition of students' talk.

2.1.2.3.3. Data Collection Procedures

In order to gather data to explore teacher talk features and its effectiveness, certain steps have been followed. Teachers' questionnaire has been pilot tested by a small number of English language teachers before distributing it to the participants in order to see if it is adequate as well as to fix problems if they are found.

The teachers' questionnaire has been distributed to English language teachers of oral expression at Mohemmed Seddik Ben Yahia University where they are requested to read the statements carefully and respond to them honestly. The classroom observation has taken place according to the schedules of four teachers who have taught oral expression for license students;

one session to each teacher in order to reach the aim of the study which is mainly about observing the teacher talk features and its effectiveness. As far as the checklist, it has taken place after collecting data from both teachers' questionnaire and classroom observation in order to compare the results obtained to the criteria of an effective teacher talk derived from the review of literature.

2.1.3. Data Analysis Procedures

After collecting the data by means of the questionnaire and the classroom observation, researchers have came to another important stage in which the obtained information has been analyzed using statistics and numbers.

The data gathered from the participants' responses on the questionnaire have been described in form of tables. The tables include the percentage of each response; accompanied by commentaries to indicate the important patterns. For the classroom observation, the data have been analyzed in form of table, as the features of teacher talk have been counted in terms of their frequencies, followed by summary of what is described. Concerning the checklist, a comparison between the proposed features included in checklist and those that have been obtained from teachers' questionnaire and classroom observation is presented in table joined by comments.

2.1.4. Limitations of the Study

During the process of conducting this research project, a number of difficulties have appeared to hinder the accomplishment of the study. Hence, the following constraints should be taken into consideration:

- One major limitation is the lack of relevant resources which are related to the current topic (features of teacher talk and its effectiveness) especially in the library of university. Also, online resources were not totally available.

- The time constraint is another obstacle which hindered the researchers from dealing with the topic proposed deeply. That is, the researchers were not given enough time to collect enough data about the targeted topic.

- Another constraint is the absences of students because of the strike which prevented the teachers from attending their sessions. Accordingly, the data collection process (classroom observation) was delayed and, then, affected the accomplishment of the study negatively.

Conclusion

To sum up, the first section has aimed at giving a description for the methodology followed in this study to gather data, analyze it, and to give results from it. It has included insights about the research paradigm followed; which was the quantitative paradigm, setting; where the study took place at Mohammed Seddik Ben Yahia University at the English department, sample of the study; including oral expression teachers of English language, and limitations found when accomplishing this study.

Section Two: Data Analysis

 Introduction

2.2.1. Analysis of Teacher Questionnaire

   2.2.1.1. General Information

   2.2.1.2. The Formal Features of Teacher Talk

   2.2.1.3. The Functional Features of Teacher Talk

2.2.2. Analysis of Classroom Observation

2.2.3. Analysis of Checklist

Conclusion

Section Two: Data Analysis

Introduction

The first section of this chapter has been devoted to describe the research design and methodology used for data collection. This section is concerned with data analysis of the results collected by different research tools which are teachers' questionnaire and classroom observation. It begins firstly with the data gathered from the teachers' questionnaire, and then deals with the results obtained from the checklist of the classroom observation carried out with teachers of oral expression.

2.2.1. Analysis of Teachers' Questionnaire

This sub-section presents the analysis and the interpretation of the results generated by the use of teachers' questionnaire. The results obtained are analyzed and reported in tables, and presented through percentages.

2.2.1.1. Section One: General Information

Answers to Q1 (Indicate your gender?)

Table 1

Teachers' Gender

Options	%
Male	33.33
Female	66.67
Total	100

As shown in table 1, the majority of the sampled population is females (66.67%), accordingly, the reason behind this is attributed to the fact that females are more interested in studying foreign languages more than males who prefer studying other streams like scientific ones.

Answers to Q2 (How many years have you been teaching English at university?)

Table 2

Teachers' Experience in Teaching English at University

Options	%
1-5	25
6-10	58.33
More than 11	16.67
Total	100

As demonstrated in table 2, the majority of teachers (58.33%) experienced teaching English at university for about 6-10 years. The fact of having such experience in teaching, can promote more familiarity with the targeted topic "teacher talk features".

2.2.1.2. Section Two: The formal features of Teacher Talk

Answers to Q3 (What do you think about your pace of speech in classroom?)

Table 3

Teachers' Pace of Speech

Options	%
Slow	25
Average	66.67
Fast	8.33
Total	100

As the above table shows, 66.67% of teachers think that they have an average pace of speech, as opposed to fast pace with 8.33% and slow pace with 25%. This supports the fact that teachers of English language tend to talk with an average rate of speech; which may allow for clearer and comprehensible input.

Answers to Q4 (How often do you make pauses during the presentation of your lesson?)

Table 4

Teachers' Use of Pauses

Options	%
Usually	25
Often	66.67
Sometimes	8.33
Rarely	00
Total	100

The result presented from table 4 indicates that all of the teachers make pauses when presenting their lesson, but with different frequencies. 66.67% of them make pauses so often when addressing their students, while 25% of them usually use pauses in their talk.

Answers to Q5 (Please explain when do you often use pauses during the lesson?)

Table 5

The Cases of Using Pauses by Teachers

Answers	Number
A. When the flow of presentation is burdening the learners.	01
B. When waiting the students to reach the answers or the next part of a task	01
C. To check whether students have questions or to direct questions to them.	04
D. When thinking of examples or when asking questions that should be answered by students.	01
E. When going fast.	02
F. When the lesson is complicated and the students are not well concentrated.	01
G. Before the practical activities and when presenting new ideas and giving important information	02

As shown in table 05, half of teachers make pauses when they feel that they are going fast in the presentation of their lessons, and when they want to check if students have questions or to direct questions to them.

Answers to Q6 (How often do you use self-repetition during the process of teaching, justify?)

Table 6

Teachers' Use of Self-repetition

Options	%
Usually	75
Often	25
Sometimes	00
Rarely	00
Total	100

The results displayed in table 6 show that all of teachers use self-repetition in their talk, but they differ in terms of frequency. The great majority of them usually use repetition, while only 25% of them often use self-repetition.

Table 7

Explanations for the Use of Self-repetition

Answers	Number
A. To give prominence to the ideas discussed.	01
B. To check the students' understanding.	01
C. To help them memorize important elements of the lesson.	03
D. To draw students' attention to specific concepts in order to conclude its meaning by themselves.	01
E. To promote more communication between students.	04
F. To enable students to link previous information with new one.	02

Table 7 indicates that most teachers repeat their talks in order to promote more communication between students, and to help them to memorize important elements of the lesson.

Answers to Q7 (According to you, how often do you use?)

Table 8

Teachers' Use of Different Types of Sentences

How often do you use…?	Usually	Often	Sometimes	Rarely	Total
Simple sentences	50%	33.33%	16.67%	00%	100%
Average length sentences	25%	50%	16.67%	8.33%	100%
Complex sentences	00%	8.33%	25%	66.67%	100%

As indicated in table 8, half of the participants usually use simple sentences (50%), as half of them often use average length sentences (50%), in addition to a rare use of complex sentences (66.67), this makes their talk easy for the students to understand.

Answers to Q8 (Is your pronunciation in the classroom?)

Table 9

Teachers' Pronunciation

Options	%
Simplified	91.67

Native-like	8.33
Over-exaggeratedly slow	00
Total	100

The table 9 reveals that most of the teachers (91.67%) have a simplified pronunciation when addressing their students inside classes.

Answers to Q9 (Do you modify your way of talking when addressing your students to make your input comprehensible?)

Table 10

Teachers' Modification of their Talk

Options	%
Yes	83.33
No	16.67
Total	100

This table shows that most of the teachers (83.33%) modify their talk when speaking with the learners in order to make the input comprehensible.

Answers to Q10 (Which aspects of language do you think are necessary to modify?)

Table11

Teachers' Modifications in Language Aspects

Options	%
a. Syntax	00
b. Lexis	8.33
c. Phonology	00
d. All of them	50
e. None	8.33
a+ b	8.33
a+ b+ c	16.67
b+ c	8.33
Total	100

Note. A= Syntax; B= Lexis; C= Phonology

As it is plainly shown in table 11, half of teachers (50%) choose all language levels as necessary to modify when addressing the language learners, while only 8.33% of them opted for none modifications are necessary to occur.

Answers to Q11 (How often do your students understand you when addressing them personally?)

Table12

Teachers' View about Their Students Understanding of their Talk

Options	%
Usually	83.33
Often	16.67
Sometimes	00
Rarely	100
Total	100

As displayed in table 12, most of teachers (83.33%) think that their talk is usually understood by their students as a result of the linguistic modifications they made in their speech.

2.2.1.3. Section Three: The functional features of Teacher Talk

Answers to Q12 (According to you, how much do you estimate you talk in one oral expression session?)

Table13

The Amount of Teacher Talk in One Oral Expression Session

Options	%
Less than 10 min	8.33
10-20 min	8.33

21-30 min	25
31-40 min	50
More than 40	8.33
Total	100

As shown in table 13, half of teachers (50%) speak from 31-40 minutes in one oral expression session. This may limit the potential time for students to practice the language.

Answers to Q13 (How could you generally rate the amount of questions in your lesson?)

Table14

The Amount of Teachers' Questions in One Session

Options	%
10-20%	16.67
21-30%	50
31-40%	16.67
41-50%	8.33
More than 50%	8.33
Total	100

The results obtained from table 14 indicate that half of teachers (50%) choose 21-30% as an approximate percentage for asking questions in their lessons.

Answers to Q14 (According to you, what types of questions do you often use?)

Table15

The Types of Teachers'Questions in Oral Expression Session

Options	%
a. Yes /no questions	00
b. Open-ended questions	25
c. Close-ended questions	00
d. Referential questions	16.67
e. Display questions	00
a+ b+ c	25
a+ c+ d	8.33
a+ b	8.33
b+ c+ d	8.33
b+ d+ e	8.33
Total	100

Note. A= Yes/no questions; B= Open-ended questions; C= Close-ended questions, D= Referential questions; E= Display questions.

As revealed in table 15, open–ended questions constitute the most used type of questions by teachers, with 75% opting for them [b=9: (b: 3 + (a+ b+ c: 3) + (a+ b: 1) + (b+ c+ d: 1) + (b+ d+ e: 1); 75%], then referential questions with 41.67% opting for them[d=5: (d: 2 + (a+ c+ d: 1) + (b+ c+ d: 1) +(b+ d+ e: 1); 41.67%]; this can lead to more interaction in classroom.

Answers to Q15 (How do you usually treat errors that are made by your students?)

Table16

Teachers' Treatment for Students' Errors

Options	%
A	16.67
B	8.33
C	16.67
a+ c	50
b+ c	8.33
Total	100

Note. A= Indicate where the error is and correct it; B= Indicate where the error is and just give your comment; C= Let the students discover the error and correct it

As table 16 displays, the choice" indicating where error is and correct it" is the most used way by teachers in order to deal with the errors committed by their students, with 66.67% opting for them [a=8: (a: 2) + (a+ c: 6); 66.67%].

Table 17

Other Ways for Dealing with Errors Indicated by Teachers

Answers	Number
A. Repeating the sentence with the same error and arising the pitch of voice when reaching the error to signal that there is something wrong.	02
B. Letting the students to discover the errors of each other and then correcting them.	04

C. Discussing errors at the end of the class time with the students   01

concerned.

Table 17 displays that 07 teachers only gave other ways for dealing with errors committed by students. Most of those teachers prefer to let the students to discover the errors of each other and then to correct them; this might be beneficial for the learners to correct their mistakes autonomously.

2.2.2. Analysis of Classroom Observation

This sub-section presents mainly the analysis of the results generated by means of classroom observation of oral expression teachers. The results obtained are analyzed and reported in tables, and presented through numbers as they seem convenient.

2.2.2.1. Observation Checklists № 1, 2, 3, and 4

Table 18

Teacher Talk Features Frequency

Features of Teacher Talk	Session 1	Session 2	Session 3	Session 4
Rate	102 wpm	124 wpm	119 wpm	115 wpm
Pause	08	10	11	13
Repetition (self-repetition)	10	12	07	13

Linguistic Modifications	Syntax	-Short utterances	38	29	34	30
		-Long utterances	09	12	10	07
		-The use of simple clauses	36	25	26	28
		- The use of complex clauses	06	09	07	05
	Lexis	- The use of basic vocabulary	41	37	35	33
	Phono-logy	- The use of stress	25	17	23	19
		-The use of intonation	14	09	13	11
The Amount of Teachers and Students Talk	TTT in the classroom		31 min	26 min	29 min	27 min
	STT in the classroom		24 min	20 min	17 min	13 min
Teacher's Questions	-How much teachers ask questions? -The use of:					
	1.Yes/no Question		06	04	03	03
	2.Open-ended Questions		07	05	08	05
	3.Close-ended Questions		03	01	01	01
	4. Display Questions		04	02	02	02
	5. Referential Questions		03	07	06	04
Teacher's Feedback	Feedback on Form		05	08	06	04
	Feedback on Content		01	00	02	00
Interactional Modifications	Comprehension Checks		06	11	07	05
	Confirmation Checks		04	07	03	07
	Clarification Checks		05	06	01	03
	Paraphrasing		07	08	10	06
	Teacher's repetition of students' utterances		10	10	11	03

Note. WPM= Words per minute.

As table 19 plainly shows, most of the teachers who have been under observation seem to have an average pace of speech (124 wpm, 119 wpm, and 115 wpm). Next, frequent uses of pauses and self-repetition have been marked in their speech. Then; with regard to syntax, short utterances and simple clauses such as "our topic is about superstitions" have been used more than long and complex ones; in respect to lexis, a frequent use of basic vocabulary has been shown in their speech such as, understand, repeat; in relation to phonology, teachers' talk has been marked by recurrent use of stress and intonation in order to emphasize the important items. As far as the amount of teacher and student talk in one session (1 hour and 10 minutes) is concerned, teacher talk has appeared to take more time than students talk (approximately, for about 26 to 31 minutes in all observed sessions (04)). Furthermore, the majority of the teachers being observed have used open-ended and referential questions more than other kinds of questions (yes/no questions, close-ended, and display questions). Moreover, with respect to feedback, most of teachers have focused on errors of forms rather than errors of content. Finally, paraphrasing and teachers' repetition of students' utterances have been the most used strategies by the four teachers in order to modify or adjust interactions in class for the sake of facilitating the process of negotiation.

2.2.3. Analysis of Checklist

This sub-section compares the features of teacher talk obtained from both teachers' questionnaire and classroom observation to the checklist of features of an effective teacher talk which have been derived from the literature review.

Table 19

Features of an Effective Teacher Talk

Features of Effective Teacher Talk Derived from the Literature Review	Availability	Features Generated from Tools
-Reduced/slow rate of speech.	/	-Average rate of speech
-Frequent use of pauses.	✓	-Frequent use of pauses.
-Frequent use of self-repetition.	✓	-Frequent use of self-repetition.
-The use of linguistic modifications: ✓ Use of basic vocabulary. ✓ Short and simple clauses. ✓ Frequent use of stress, intonation ✓ Simplified pronunciation.	✓ ✓ ✓ ✓	-The use of linguistic modifications: ✓ Use of basic vocabulary. ✓ Short and simple clauses. ✓ Frequent use of stress and intonation ✓ Simplified pronunciation.
-Average amount of teacher talk.	/	-High amount of teacher talk
-Frequent use of open-ended and referential questions.	✓	-Frequent use of open-ended and referential questions.
-Feedback on errors of content.	/	-Feedback on errors of form
-The use of different interactional modifications strategies ✓ Comprehension checks ✓ Confirmation checks ✓ Clarification checks ✓ Paraphrasing ✓ Repetition of students talk	✓ ✓ ✓ ✓ ✓ ✓	-The use of different interactional modifications strategies ✓ Comprehension checks ✓ Confirmation checks ✓ Clarification checks ✓ Paraphrasing ✓ Repetition of students talk

Table 20 presents a comparison between features of teacher talk that are mentioned in the review of literature and features of teacher talk displayed by English language teachers of oral expression at Mohammed Seddik Ben Yahia University, Jijel. The indicators of effective teacher talk of oral expression teachers of English language that have been revealed through the checklist above are as follows. Frequent use of pauses and self' repetitions have been marked in their speech, use of linguistic modifications, including; short and simple clauses, basic vocabulary, frequent use of stress and intonation, and the use of simplified pronunciation. Besides, considerable use of open-ended and referential questions has been marked in their classes for the sake of promoting more communication through making the students think and express their opinions. Another indicator of teacher talk effectiveness can appear in the use of different interactional modifications strategies that can facilitate negotiation of meaning including; paraphrasing, confirmation checks, clarification checks, comprehension checks, and teachers' repetition of their students' talk. Consequently, the talk of License oral expression teachers at Mohammed Seddik Ben Yahia University is effective.

Conclusion

All in all, the current section analyzed the features of teacher talk and its effectiveness obtained from teachers' questionnaire, classroom observation, and checklist. The questionnaire has been analyzed and presented in tables using percentages and joined by brief commentaries. Also, classroom observation has been analyzed in terms of the frequency of teacher talk features. Furthermore, checklist items have been analyzed in terms of features of effective teacher talk as being available or not in the speech of License teachers of oral expression at Mohammed Seddik

Ben Yahia University. To sum up, the analysis of these tools shows that the talk of oral expression teachers has been characterized by different formal and functional features such as frequent use of pauses and self-repetition and use of linguistic modifications.

Section Three: Data Interpretation

 Introduction

 2.3.1. The Use of Formal Features of Teacher Talk

 2.3.2. The Use of Functional Features of Teacher Talk

 2.3.3. The Effectiveness of Teacher Talk

 2.3.4. Pedagogical Recommendations

 2.3.5. Suggestions for Further Research

Conclusion

Section Three: Data Interpretation

Introduction

This section is devoted to discuss and interpret the overall results generated by teachers' questionnaire and classroom observation. More specifically, it aims at answering the research questions put forward in this study using the results obtained from the tools used (teachers' questionnaire, classroom observation, and checklist). The research questions are:

1. What are the formal features that can characterize teacher talk?

2. What are the functional features that teacher talk can have?

3. To what extent is teacher talk of oral expression teachers effective at the English department?

2.3.1. The Formal Features of Teacher Talk

The formal features that will be discussed and interpreted are the rate, pause, repetition, and linguistic modifications of teacher talk. As it has been indicated in both teachers questionnaire and classroom observation, the findings presented indicate that the rate of speech of oral expression teachers appears to be average in most of teachers talk; besides, few of them have slow pace of speech when addressing their students. With regard to pauses, the results show that the great majority of teachers make pauses during their speech in classes. As far as self-repetition is concerned, the large majority of the participants tend to use self-repetition in their talk more frequently for the sake of fostering the students' understanding and memorization of important elements of the lesson, as well as to promote more communication between the classroom participants. In connection to linguistic modifications of teacher talk, most teachers of oral

expression modify their speech in terms of linguistic aspects in order to make the input comprehensible for the learners. In syntax, teachers tend to use simple and short sentences rather than complex and long ones. In lexis, teachers mostly prefer to use basic vocabulary. In phonology, the great majority of the participants show a high use of stress and intonation in their talk. In line with this, Long (1983) has discussed deeply how input can be made comprehensible to learners; two important ways being through linguistic modifications and interactional modifications. The first refers to input that is adapted in some way to the level of the recipient, for example; using shorter utterances, modifying vocabulary.

2.3.2. The Functional Features of Teacher Talk

The functional features that will be discussed are the amount of teacher talk, teachers' questions, teachers' feedback, and interactional modifications of teacher talk. The results yielded from teachers' questionnaire and classroom observation show that teacher talk inside classes appears to be the dominant voice over that of students talk. That is, the amount of teacher talk in classes has overwhelmed the amount of students talk, though, in oral sessions the dominant voice should be that of students. Darn (2007) has considered teacher talking time (TTT) as an obstacle that hinders students' learning and restricts students' opportunities to use the target language, that causes boredom and monotony, and that prevents students from taking initiative and learning in a responsible and autonomous way. Concerning teachers' questions, the findings show that most of the teachers tend to ask open-ended and referential questions more frequently in order to elicit information from learners, such as giving an opinion, explaining or clarifying. Cullen (1998) has mentioned that" the use of 'referential' questions, where the teacher asks the class something […] to which he or she does not know the answer, and which therefore has a genuine

communicative purpose" (p. 181). As far as teachers' feedback is concerned, the results obtained from classroom observation reveals that the majority of oral expression teachers tend to focus on errors of form (the correctness of grammar and pronunciation) rather than errors of content; which may results in hindering the students from taking their chances to think and express their thoughts freely, since they may feel afraid of committing errors of pronunciation and grammar. Therefore, the students' participation in interacting and negotiating time using the target language will be limited or restricted as a negative result of form-focused feedback. In respect to interactional modifications of teacher talk, all teachers of oral expression use different techniques to modify interaction with their students for the sake of facilitating the process of communication and making the negotiation of meaning flexible. The most used strategies by teachers are repeating students' talk and paraphrasing both teacher and student speech. In this respect, Long (1983) has advocated that interactional modifications is thought to be important in SLA because learners are presented with input that is just beyond their level of comprehension, (by such means as clarification requests, demands for repetition or reformulation).

2.3.3. The Effectiveness of Teacher Talk

Generally speaking, teacher's language has been effective on many occasions, but there have been also other aspects that could be modified for a better use of the teaching time. First of all, teacher talk of oral expression of English language can be marked as effective since it shows frequent use of pauses and self-repetition when presenting the lesson for their students; this can assist the language learners in taking enough time to process the input and formulate answers for questions asked by their tutors, as it can reduce the volume of input to which students must gain, as well as the efforts required by the learners to understand input (Nunan, 1991). Another

indicator that can clearly show the effectiveness of teacher talk of oral expression teachers is the linguistic modifications which are done by teachers through using basic vocabulary, short and simple clauses, frequent use of stress and intonation, and of simplified pronunciation for the sake of making the input easier to understand for students, for instance, saying: "tomorrow is a holiday. What will you do tomorrow?" rather than "tomorrow's holiday. What you gonna do tomorrow?" Ellis (1985) has stated the modification of teacher talk as the adjustments made by teachers in order to facilitate their talk and make it easy to understand by learners. The aim that made teachers modify their talk is to create a good context to facilitate the process of teaching and learning.

Regarding the questions that teachers ask their students, it can be said that there is a balance use between open-ended and referential questions; this indicates that their talk can be effective and beneficial for the language learners since it can offer the students more open opportunities to think freely, explain, and clarify their views more comfortably by means of the target language. In this concern, Darn (2008) has indicated that effective questioning involves asking more open questions; ensuring that using a balance of open-ended and referential questions encourages opinion, elaborating ,and discussing. The last aspect that can highlight the effectiveness of oral expression teachers' talk is the use of different interactional modifications strategies that support the negotiation of meaning between classroom participants, that is, through comprehension and confirmation checks (such as, "Is it clear?") clarification checks such as, ("What do you mean?") paraphrasing, and repetition of students' talk. Nunan (1987) has suggested that "genuine communication is characterized by uneven distribution of information, the negotiation of meaning (through, for example, clarification requests and confirmation checks)" (p. 137).

However, although teacher talk of oral expression has many features that make their talk effective, there are some aspects that make their talk less effective. Their pace of speech has been average while it should be slower in order to be more comprehensible for the learners. In connection to this, Hatch (1983) has maintained that slow rate of speech is thought to enhance comprehensibility by reducing cognitive load; offering learners more time to comprehend the teacher input. It has been also suggested that it gives clearer segmentation of structures. In addition, high amount of teacher talk has been displayed in classes although it should be average in order to give chances for the learners to practice the target language. In this respect, Cullen (1998) has said that"good teacher talk meant 'little' teacher talk, since it was thought that too much teacher talking time (TTT) deprived students of opportunities to speak" (p. 179). Furthermore, teachers seem to emphasize their feedback on errors of forms, though it ought to be on content. Thornbury (1996) has argued that the focus of feedback should be on what is said, rather on how it is said; that is, focusing on content errors may assist the language learners in encouraging them to think using the target language, where they find themselves far from grammatical and pronunciation restrictions. To sum up, it can be said that the talk of oral expression teachers of English language at Mohammed Seddik Ben Yahia University is effective to some extent due to their use of certain features effectively like the frequent use of pauses and self-repetition, however; there have been a couple of features that can be improved in the future so as to make their speech more effective.

2.3.4. Pedagogical Recommendations

In the light of the information gathered from different research tools, it is very important to highlight some significant points to be taken into account in the future by oral expression

teachers for the sake of improving the effectiveness of their talk; the following recommendations should be taken into account.

- **Use of Slow Rate of Speech**

Despite the importance of the effect of speech pace of teachers on their students learning, some teachers seem to be careless of this interesting point; through talking with a fast pace of speech when addressing their students, teachers may affect negatively the comprehension of their students. Instead, teachers ought to follow a slow pace of talk in classes so as to allow the learners to process their teachers' input easily. In this respect, Chaudron and parker (1987) have found that comprehensibility may increase due to slow rate of speech since it allows more processing time and clearer segmentation of the input structure.

- **Reduce Teacher Talk Time**

Concerning the teacher talk time during the class, it is obvious that much of teacher talk means fewer opportunities for learners to speak and communicate using the target language. Hence, teachers should try to minimize their talking time as much as possible in order to maximize their students talking time through using pair or group work; this leads to set up an interactive environment inside the class. Besides, keeping directions simple and avoiding complex explanations may increase students talk chances through using simple sentences and averting advanced language types like idioms and collocations.

- **Focus on Content Feedback Rather than Form Feedback**

Effective feedback is an essential tool for teachers all over the world, especially for teachers of foreign languages in order to motivate and help the learners in acquiring the target language. This is why teachers' feedback should focus more on content rather than form errors in order not

to hinder the learners from talking freely. Providing oral constructive criticism for the students and giving feedback on specific knowledge through supplying students with very specific information about their performance can be too beneficial ways teachers can use to provide an effective feedback on content for learners.

2.3.5. Suggestions for Further Research

This work is an investigation on the features that can characterize teacher talk at Mohammed Seddik Ben Yahia University. With reference to the findings of the present research, some ideas have emerged to be the focus of the coming studies, they are as follows:

- ➢ Saying that this study was limited because of time constraints and sources, future researchers can deal empirically with this topic in relation to one important aspect of teacher talk which is linguistic modifications (syntax, lexis, and phonology) so as to bring new insights and improvements in order to make the teacher input more comprehensible.
- ➢ Future researchers are also recommended to investigate the effect of the teacher talk on students' comprehension.
- ➢ Further research is suggested to investigate the ways to minimize the amount of teacher talk and maximize the amount of student talk in English language classes.

Conclusion

This chapter has been concerned with the practical part, it has contained three sections. The first one has tackled the methodology used to investigate this issue; it has included research

paradigm, setting, sample of the study, data collection instruments (teachers' questionnaire and classroom observation), data collection procedures, data analysis procedures, and limitations of the study. The second section has revealed the analysis of the data gathered by means of teachers' questionnaire and classroom observation followed by a comparison between what has been found in the two tools and what has been mentioned in the review through using a checklist to test the efficiency of teacher talk. The third section has been devoted to discuss and interpret the findings obtained from the tools used for this investigation. The results of this study have revealed that the speech of oral expression teachers is effective to some extent since it has been marked by the following characteristics; frequent use of pauses and self-repetition, the use of linguistic modifications, the use of open-ended and referential questions, and the implementation of different interactional adjustments techniques in order to make the input comprehensible. However, there have been some features used ineffectively by oral teachers. Hence, some recommendations have been suggested for oral teachers in order to be taken in their account to make their input more effective.

General Conclusion

Teacher talk is considered as the most valuable source of comprehensible input for language learners. Noticeably, it was importantly suggested to be effective by several researchers. In the current research, the aim is to determine the different features of teacher talk and its effectiveness. To investigate the targeted issue, the following assumption is raised; an effective teacher talk can be at least characterized by the following features: slow rate, frequent use of pauses and self-repetition, linguistic modifications of teacher talk, average amount of teacher talk, open-ended and referential questions, feedback on content, and interactional adjustments.

In order to investigate this topic, 12 teachers of oral expression have been selected as participants to answer the questionnaire. In addition, 4 teachers from the sample have been selected randomly to be the participants of classroom observation (one session for each teacher). Furthermore, a checklist has been used to compare the results obtained from teachers' questionnaire and classroom observation to the features of effective teacher talk that are reviewed in the literature to confirm or reject the effectiveness of License oral expression teachers' talk at Mohammed Seddik Ben Yahia University, Jijel.

This thesis consists of two chapters. The first chapter is the theoretical part of the study; it contains four sections entitled; features of effective teacher talk; the formal features of teacher talk; the functional features of teacher talk and theories related to teacher talk and the role of teacher talk in classroom interaction, respectively. The second chapter is concerned with the practical part of the study. It includes three sections; the first one is related to the methodology followed in order to collect the data (teachers' questionnaire and classroom observation), the

second section is devoted to the analysis of the data collected, and the final section is left to discuss and interpret the data obtained by means of the instruments used to gather the research data.

The results obtained from both teachers' questionnaire and classroom observation have revealed that the great majority of teachers of oral expression use a number of features in their talk for the sake of making their speech more comprehensible for their students. Moreover, the comparison between what has been revealed through the two instruments and what has been mentioned in the checklist indicates that the majority of teachers' talk of oral expression is, in general, effective since their speech contains the following features such as frequent use of pauses and self-repetition, use of different linguistic modification for more comprehensible input, focus on open-ended and referential questions, and use of interactional modification for more flexible communication through using different strategies (clarification checks, paraphrasing). However; there are some features found in teachers' talk of oral expression which need improvements; the teachers' pace of speech should be slower for more clarity. Besides, the amount of teacher talk in class should be average in order not to overwhelm the chances of students to speak. Finally, teachers' feedback should be on content rather than on form so as to establish a free context of negotiation of meaning and acquiring new vocabulary; without restrictions of grammar and pronunciation errors. All in all, the findings of this study confirm the assumption that most of the talk of License oral expression teachers at Mohammed Seddik Ben Yahia University is effective.

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Appendices

Appendix A

Teachers' Questionnaire

Dear Teachers,

You are kindly asked to answer the following questions which are related to the Features that Characterize Teacher Talk. Your contribution will be of great help for our study.

Thank you in advance

Please, put a tick in the answer that best corresponds to your response and answer in the blank space when required to do so.

Section One: Teachers' Information

1. Indicate your gender

a. Male ☐   **b.** Female ☐

2. How many years have you been teaching English at university?

a. 1-5 ☐   **b.** 6-10 ☐   **c.** More than 11 ☐

Section Two: the Formal features of Teacher Talk

3. What do you think about your pace of speech in the classroom?

a. Slow ☐   **b.** Average ☐   **c.** Fast ☐

4. How often do you make pauses (making short periods of silence, 3 to 5 seconds, between

utterances) during the presentation of your lessons?

a. Usually ☐   **b.** Sometimes ☐   **c.** Rarely ☐   **d.** Never ☐

5. Please explain when do you often use pauses during the lesson?...

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

6. How often do you use self-repetition (repeating some phrases and key words) during the

process of teaching?

a. Usually ☐   **b.** Often ☐   **c.** Sometimes ☐   **d.** Rarely ☐

***Please explain**

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

7. According to you:

How often do you use…?	Usually	Often	Sometimes	Rarely
Simple sentences				
Average length sentences				
Complex sentences				

8. In the classroom, your pronunciation is:

  a. Simplified ☐

  b. Native-like ☐

  c. Over-exaggeratedly slow ☐

9. Do you modify your way of talking when addressing your students to make your input

comprehensible?

  a. Yes ☐   **b.** No ☐

10. Which aspects of the language do you think are necessary to modify?

  a. Syntax ☐
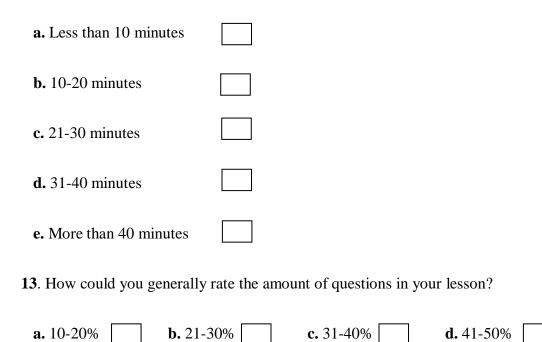
  b. Lexis ☐

  c. Phonology ☐

  d. All of them ☐

  e. None ☐

11. How often do your students understand you when you addressing them personally?

  a. Usually ☐   **b.** Often ☐   **c.** Sometimes ☐   **d.** Rarely ☐

Section Three: Functional Features of Teacher Talk

 12. According to you, how much do you estimate your talk in oral expression sessions?

a. Less than 10 minutes ☐

b. 10-20 minutes ☐

c. 21-30 minutes ☐

d. 31-40 minutes ☐

e. More than 40 minutes ☐

13. How could you generally rate the amount of questions in your lesson?

a. 10-20% ☐   **b.** 21-30% ☐   **c.** 31-40% ☐   **d.** 41-50% ☐

e. More than 50% ☐

14. According to you, what types of questions do you often use in oral expression sessions?

a. Yes/no questions ☐

b. Open-ended questions ☐

c. Close-ended questions ☐

f. Referential questions ☐

e. Display questions ☐

15. How do you usually treat the errors that are made by your students?

  a. Indicate where the error is and correct it

  b. Indicate where the error is and just give your comment

  c. Let the students discover the error and correct it

Others…………………………………………………………………………………..

…………………………………………………………………………….……………

………………………………………………………………………………………….

Appendix B

Classroom Observation Check-list

Teacher's Name: …………………...   Date of Observation: …................

Institution: ……………………………   Session time: ………....................

Topic of the Lesson: ………………………

Observation №: ……………………

The features of Teacher Talk			Frequency
The formal features	Rate		
	Pause		
	Repetition (self-repetition)		
	Other Modifications (linguistic forms)	Syntax	-Short utterances -Long utterances -The use of simple clauses - The use of complex clauses	
		Lexis	- The use of basic vocabulary	
		Phono-logy	- The use of stress -The use of intonation	
The functional Features	The Amount of Teacher and Student Talk	-TTT in the classroom -STT in the classroom	
	Teacher's Questions	-How much teachers ask questions? -The use of:	

		1.Yes/no question	
		2.Open-ended questions	
		3.Close-ended questions	
		4. Display questions	
		5. Referential questions	
	Teacher's Feedback	-Feedback on form -Feedback on content	
	Interactional Modifications	Comprehension Checks Confirmation Checks Clarification Checks Paraphrasing Teacher's repetition of students' utterances	

Appendix C

Checklist of Features of Effective Teacher Talk

Features of Effective Teacher Talk	Availability
-Reduced/slow rate of speech.	
-Frequent use of pauses.	
-Frequent use of self-repetition.	
-The use of linguistic modifications: ✓ Use of basic vocabulary. ✓ Short and simple clauses. ✓ Frequent use of stress, intonation ✓ Simplified pronunciation.	
-Average amount of teacher talk.	
-Frequent use of open-ended and referential questions.	
-Feedback on errors of content.	
-The use of different interactional modifications strategies ✓ Comprehension checks ✓ Confirmation checks ✓ Clarification checks ✓ Paraphrasing ✓ Repetition of students talk	

Résumé

De nombreux chercheurs tels que Cullen (1998), ont souligné que le discours d'enseignant pourrait être efficace et contribuer à l'apprentissage comme il pourrait être moins efficace. Cette étude a été réalisée dans le but d'examiner les caractéristiques de discours d'enseignant et son efficacité auprès de 12 enseignants d'expression orale du niveau licence à l'Université Mohammed Seddik Ben Yahia, Jijel. Plus précisément, elle a tenté d'explorer les caractéristiques formelles et fonctionnelles pouvant caractériser les discours des enseignants. L'etude est fondée sur l'hypothèse qu'un discours efficace peut être caractérisé au moins par les fonctionnalités suivantes: prononciation du discours aussi lentement que possible, recours fréquent aux pauses et à l'autorépétition, reformulations linguistiques, longueur modéré du discours d'enseignant, l'utilisation des questions ouvertes et référentielles, feedback focalisé sur le contenu, et les ajustements interactionnels. Les 12 professeurs d'oral ont été invités à remplir un questionnaire, et une observation en classe a été menée avec 4 de ces professeurs pour connaître les caractéristiques de leur discours. Les fonctionnalités de discours d'enseignants de cet échantillon ont été comparées à la liste référentielle des caractéristiques de discours d'enseignant efficace extraite de l'analyse des revues littéraires. Les résultats montrent que la majorité des discours des professeurs d'expression orale sont efficaces; en général, puisque leur discours contient les caractéristiques suivantes; l'utilisation fréquente de pauses et d'autorépétition, les reformulation linguistiques pour une meilleure compréhension et acquisition, l'accent mis sur les questions ouvertes et référentielles et l'utilisation de les modifications interactionnelles pour une communication plus souple grâce aux différentes stratégies (vérifications de clarification, paraphrase). Cette étude suggère aux enseignants d'expression orale de minimiser leur discours en classe, de se focaliser sur le feedback du contenu plutôt que sur le feedback de la forme, et d'utiliser une cadence lente de la parole afin de l'améliorer et de la rendre plus efficace.

Mots clés: discours d'enseignant, caractéristiques formelles et fonctionnelles de discours d'enseignant, efficacité de discours d'enseignant.

ملخص

أشار العديد من الباحثين من أمثال كولان (1998) إلى أن خطاب المعلم يمكن أن يكون فعالا و يساهم في التعلم كما يمكن أن يكون أقل فاعلية. و لقد تم إجراء هذه الدراسة بهدف التعرف على خصائص خطاب المعلم و مدى فاعليته من خلال عينة مكونة من اثنا عشر مدرسا لمادة التعبير الشفهي بجامعة محمد الصديق بن يحي. بتعبير أدق، حاولت البحث عن المميزات الشكلية و الوظيفية التي يمكن أن يتصف بها خطاب المعلم. تنطلق الدراسة من فرضية أن خطابا فعالا يمكن أن يتصف على الأقل بإحدى الخصائص التالية : الخطاب المتمهل، اللجوء المتكرر للاستراحات أثناء الحديث و التكرار الذاتي، التعديلات اللغوية، التوسط في طول الخطاب، استخدام الأسئلة المفتوحة والمرجعية ، التغذية الاسترجاعية المرتكزة على المحتوى ، والتعديلات التفاعلية. طُلب من هؤلاء الأساتذة ملء استبيان كما تم إجراء مراقبة الفصول الدراسية مع أربعة من هؤلاء الأساتذة للتعرف على مميزات خطابهم. تمت مقارنة خصائص خطاب المعلم لهذه العينة مع اللائحة المرجعية لخصائص خطاب المعلم الفعال المستوحاة من المراجع الأدبية. بينت النتائج بأن أغلبية خطابات أساتذة التعبير الشفهي هي فعالة على العموم، لأنها تتوفر على الخصائص التالية : الاستعمال المتكرر للاستراحات أثناء الحديث و التكرار الذاتي، استعمال مختلف التغييرات اللغوية من أجل قابلية أكبر لاستيعاب المكتسبات ، التركيز على الأسئلة المفتوحة و المرجعية، و استعمال التعديل التفاعلي من أجل تواصل أكثر مرونة عبر استخدام مختلف الاستراتيجيات(اختبارات الوضوح وإعادة الصياغة). تقترح هذه الدراسة على معلمي التعبير الشفهي تقليل حديثهم في الفصل إلى أدنى حد، والتركيز على التغذية الاسترجاعية المرتكزة على المحتوى بدلاً من التركيز على تلك المتعلقة بالشكل، واعتماد إيقاع بطيء في الحديث لتحسين جودته وجعله أكثر فاعلية.

الكلمات المفتاحية : خطاب المعلم، الخصائص الشكلية و والوظيفية لخطاب المعلم، فاعلية خطاب المعلم.