Exploring the Impact of Teacher Talk in English Grammar Explanation: Using a Conversation Analysis Perspective

دراسه استكشاف تأثير كلام المدرس في شرح قواعد اللغه الانكليزيه من منظور تحليل المحادثه

by

ASMAA MHWAFAQ ALKHAZRAJI

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ABSTRACT

Although many studies have concentrated on grammar teaching, most of them has investigated how teachers verbally teach grammar and how their talk impacts on the learning process; thus this study fills the gap in this area. This dissertation aims to explore the impact of teacher talk on learning and acquiring English grammar in a natural interaction. Together with a qualitative realistic approach, the required data were collected. Fourteen EFL teachers of both genders were recorded conversing during teaching in two schools and one institution in Dubai. During the conversation analysis method, 16 out of 22 English lessons which focus on grammar explanation were transcribed and analyzed. Students from diverse stages and with different language proficiency participated. The outcomes reveal that teacher talk enhances students' command of English grammar learning. Besides this, they show that full-repetition and pauses are the most frequent techniques that are used in teacher talk. Wh-questions, yes/no questions and elaboration are the most-used strategies in teachers talk. These techniques and strategies help language learners to acquire the grammatical rules. When teachers engage in small talk with students, the students acquire the rules of grammar through 'turn-management' and the 'next speaker selection' procedures. It should be emphasized that these results cannot be generalized. The recommendation of this dissertation is that teachers should take into consideration the impact of their talk on improving learning. Proceeding from these results, opportunities for further research are underlined.

Keywords: teacher talk, techniques, strategies, language learning (or acquisition), grammatical rules.

الخلاصه

بالرغم من ان عده دراسات سلطت الضوء على تدريس قواعد اللغه الانكليزيه, لا توجد أيا" منها بحثت في كيفيه التدريس الشفوي لقواعد اللغه وتأثيرها على العمليه التعليميه. لذلك جاءت هذه الدراسه لتسد الفجوه في هذا المجال. تهدف هذه الدراسه استكشاف تأثير كلام المدرس في التعليم وفي استيعاب قواعد اللغه الانكليزيه في تفاعل الواقعي. وقد اختير المنهج النوعي الواقعي في جمع البيانات المطلوبه.

اربعه عشر من مدرسي اللغه الاجنبيه من كلا الجنسين قد سجل كلامهم خلال تدريسهم في المناطق التعليميه في دبي. حيث تم املاء وتحليل سته عشر من اثنان وعشرون حصه من حصص اللغه الانكليزيه التي انصبت على شرح قواعد اللغه الانكليزيه. وشارك طلاب من مختلف المراحل الدراسيه ومن ذوي الكفاءات مختلفه.

وكشفت النتائج عن التأثير الناجح لكلام المدرسين في تحسين تعلم قواعد اللغه الانكليزيه. واظهرت النتائج ايضا ان التكرار الكامل والتوقفات من التقنيات الاكثر استخداما" في كلام المدرسين. الاسئله المعلوماتيه والاسئله بنعم او لا والترضيح كلها استراتيجيات استخدمت في المقام الاول في كلام المدرسين. وقد ساعد هذه التقنيات والاستراتيجيات على تعلم واكتساب قواعد اللغه.

عندما يشارك المدرسين في الكلام مع الطلاب في مجموعات صغيره,فان ذلك يزيد من قابليه الطلاب على اكتساب قواعد اللغه من خلال دور المدرس في قياده المحادثه وفي اختيار المتكلم الثاني. وتؤكد هذه الدراسه على ان هذه النتائج لايمكن ان تعمم. وكما توصي على ان المدرسين يجب ان يأخذوا بعين الاعتبار تأثير كلامهم في تطوير العمليه العمليه . وانطلاقا" من هذه النتائج تبقى فرصه اجراء المزيد من البحوث قائمه.

الكلمات والعبارات الرئيسية: كلام المدرس, التقنيات, الاستراتيجات, تعلم واكتساب اللغه, قواعد اللغه.

This dissertation is lovingly dedicated to my parents
For supporting me to take this leap forward

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SYMBOLES USED IN TRANSCRIPTIONS

As proposed by Richards and Seedhouse (2005).

[	A left bracket indicates the point of overlap onset.
=	Equals signs indicate no break or gap.
,	Indicates no strong movement in the local intonation. Comma-intonation heard as unfinished.
e:r the:::	Indicates lengthening of the preceding sound.
(0.0)	Numbers in parentheses indicate elapsed time by tenths of seconds.
(.)	A dot in parentheses indicates a micro-pause.
(( ))	Contains transcriber's comments.
(word)	A stretch of unclear or unintelligible speech.
WORD	(all caps) indicate loud speech.
Word	(underlining) indicates stress.
↑word	(upward arrow) indicate raised pitch
> <	Indicates faster speech.
< >	Indicates slower speech.
.hh	Speaker in-breath.
.....	Indicates an untimed pause.

ABBREVIATIONS

APP   Adjacency pair parts

CA   Conversation analysis

CLT   Communicative Language Teaching

EFL   English as a first language

FoF   Focus on Form

IB   International Baccalaureate

IRF   Initiation, Response and Feedback

TEFL   Teaching English as a foreign language

TESL   Teaching English as a second language

TESOL   Teaching English to speakers of other languages

TRP   Transition relevance place

Chapter One

Introduction

1.1 Introduction

This study focuses on grammar or rules that explain how to put words together to form a sentence. Grammar is the rules that govern the systematic relationship between words and sentences. It is also system of rules that describe the sentence structure in a language. In other words, it elucidates how the English language has to be organized or formed. Besides, the rule that combines words and phrases together and determines the word order in a sentence sequence is called syntax. Grammar and syntax are the foundation of linguistics. This means, they are the structural basis of peoples' capacity to express themselves. Grammar also adds unity and meaning to the sentences in the language. This enables people to produce original sentences.

If learners do not understand and practice grammar, they cannot understand language. The importance of grammar lies in enabling people to understand each other in a better way. They can express their ideas or their experience in an effective and understandable style. Thus, grammar can be described as promoting the language usage. Grammar also enables individuals to produce sequences of words correctly and to extend these sequences in both their writing and speaking. This means, it provides people with knowledge about how to put sentences together appropriately and accurately. With a firmer grasp of grammar, speakers can produce longer spoken and written turns with fewer mistakes in conversations and in written communication.

Because grammar is important, as I explained above, then we need to teach it in the English as a Foreign Language classroom. This study specially highlights this area. Grammar instruction is a technique that teachers use to bring students' attention to a particular grammatical form. It guides them to know how to build sentences word by word with suitable form or structure. This leads learners to internalize the language's rules or structure. This technique also provides learners opportunities to understand and produce the English language correctly. If learners can master English grammar, then

they can master the language. Grammar teaching can change students' lives for the better in the area of language learning through guiding them to communicate with each other efficiently. Therefore, grammar instruction is embodied in language teaching.

There are a number of reasons why the teaching of grammar is important. Firstly, it aids learners to learn new patterns of grammar. The first job of a teacher is to introduce syntax or give many examples to identify the new pattern. As a result, the students know what the pattern is, what it means and how to use it. With practice then, they can realize the pattern and memorize it better. Therefore, teaching of syntax raises learners' awareness of the rules of grammar, and allows them to use these rules in a more acceptable way.

Secondly, syntax teaching assists students to correct their own written work or their own speech. When they have knowledge of grammar, they can identify errors when they go back to re-read it. In other words, grammar instruction allows learners to build a clear and understandable discourse, and to identify and correct the mistakes in a sentence structure. Thirdly, it aids them to acquire and use language naturally. Since grammar instruction enables students to know how grammar is used, it makes them learn the language naturally. This provides learners with an opportunity to have potentially limitless creativity in language.

Additionally, grammar instruction enables and directs learners to express their own ideas easily and avoid misconception of an idea. It is the tutor's duty to make the four syntactic skills easy for learners with the most effectiveness. To illustrate, the teacher's job is to illustrate to the learners how the English language runs. The final reason is to make learners avoid any breakdowns in their conversations and communications, because the teaching of grammar assists them to use language which is as suitable as possible communicatively in real situations.

The question that still needs to be answered is, if grammar instruction is effective, when and how should it be used? Since syntax teaching helps students to improve their language structure, the process of teaching should occur when the students have or face a problem relating to syntactic rules in their discourse production. In such away, this explanation does not mean just providing the rules to the students, but also drawing their

attention to a particular form or structure in which the problem occurs. Further, this instruction can be successful if it occurs in a communicative context. Interaction includes content more than just syntax.

This study focuses on the teaching of grammar in Dubai. It seems to be a very stimulating and interesting area to center on because in this region, people are from different backgrounds. They also come with their own practices and beliefs that may impact on how they teach and run classroom activities. For this reason, the researcher finds that it is really challenging to instruct syntax in efficient ways in the UAE schools. This influences how English, as a second language, ought to be taught.

From the researcher's own experience as an English language tutor, she agrees that since grammar is a part of language acquisition, teachers should learn how to teach grammar. Grammar teaching is an integral part of mastering how to teach the English language. It provides a good opportunity for learners to understand how language can be used correctly and how they can develop their performance and communication with others. In other words, grammar teaching allows students to communicate correctly and meaningfully. Also, syntax instruction as a portion of linguistic teaching aids students to improve their English language skills, which are indispensable for their accomplishment in different surroundings where English is utilized. In addition, it concentrates on consciousness-raising form, which mainly presents at the level of understanding a topic.

1.2 Background of the Research

According to Nassaji and Fotos (2011) it was thought that grammar rules were the main component in the language, and awareness of these rules would be adequate for students to learn the language. To illustrate, Savage et al. (2010) explain traditional teaching of grammar in depth by mentioning that two opposing ways of grammar teaching were used. Grammar instruction shifted between analyzing the rules of grammar in a sentence, and enabling learners to use these rules in drills. Although learners knew more about grammar, they could not utilize these rules in a meaningful communication as it was unnecessary.

Celce-Murcia and Hilles (1988) are two of many academics who believed that grammar teaching cannot be disregarded in acquiring a new language. Although this opinion is

widespread, linguists such as Richards (1985) and Smith (1993) over the years have put forward the opinion that learning a second language should be the same as acquiring the first one. They have assumed that grammar instruction was not very significant to take into consideration in language teaching. Richards encourages learners to acquire grammar through "comprehensible input" (p. 1). Similarly, Willis (2009) finds that grammar can be learnt but not taught. To clarify, although teachers make many efforts to define and explain some errors that learners make or where their sentences are grammatically wrong, students are not much concerned with these explanations. From my personal survey with some students, they show that they are not interested in grammar or they think that they cannot perform successfully in relation to grammar.

Since grammar instruction is important, it should receive more attention. This leads to discussion of how grammar should be taught in the classroom. There have been many language teaching approaches some of them pay attention to the grammar, while others do not. It is recently proved that these methods are lacking or have limitations which make them inadequate to provide what learners need. For example, the Grammar-translation approach focuses more on the grammar forms. In other words, grammar is taught explicitly. This method is very different from the Direct approach which emphasizes on grammar inductively; whereas the Cognitive approach concentrates on teaching grammar implicitly or explicitly; which is not the same as the Natural approach that does not center on the teaching of grammar. Grammar in this method can be acquired naturally without teaching it. While the Audiolingual approach interests more in the grammatical rules with little attention to meaning, the Communicative Language Teaching (CLT) approach in differs in that teachers can ignore grammar and concentrate more on the communication (Savage et al., 2010).

The previous approaches started around the beginning of the twentieth century, but some of them disappeared and the others continue until today, such as the (CLT). Since the 1970's when CLT began, grammar teaching had been ignored because it was measured as undesirable. Instructors were encouraged to consider that teaching of grammar was best avoided, outdated, uninteresting, and old-fashioned. Therefore, grammar instruction had been rejected and eliminated from second language classrooms. Then, investigators

alleged that grammar instruction had a slight influence on students' grammatical improvement, and communicative competence did not develop as a result (Nassaji & Fotos, 2011).

Additionally, teaching of English grammar in a typical classroom focused on the paradigmatic performance of syntactic forms. Then, mechanical practice of these forms followed such as drills, which was followed by a sequence of communicative and meaningful drills. With the coming of the (CLT) approach, simplified and comprehensible input has been measured as the main element for language acquisition. According to this approach, the teaching of grammar should be concentrated on both form and meaning then connected to communication or input. When students try to produce a sentence, it should be meaningful. Therefore, many activities are used to enable learners to apply the rules. These activities also comprise negotiation and the communication of meaning (Benati & Lee, 2008).

Today most professionals in applied linguistics such as Mart (2013) and Wang (2010) agree that more light should be shed on grammar instruction in the classroom. Nassaji and Fotos (2011) are two researchers who assert that the teaching of grammar ought not to be disregarded in ESL classrooms. This is because it is a helpful way which facilitates language learning effectively. The role that syntax instruction plays is considered to be fundamental in language learning and teaching. Thus, linguists believe that grammar is in the foreground of language teaching and learning.

1.3 Statement of the Problem

There are many studies look at what teachers believe about grammar instruction. Sharifalnasab and Fotovatnia (2013) looked at the impact of the three various tasks in the task-based approach of syntax teaching. These three tasks are dictation, the individual reconstruction, and the collaborative reconstruction tasks. Thier study was conducted on 100 Iranian students (male and female). They found that teachers can use these tasks to develop grammatical knowledge among learners. These tasks have a potential impact on improving structure acquisition.

Yolageldili and Arikan (2011) focused on investigating teachers' opinions on the effective impacts of games on grammar teaching to young students. This study was

carried out by 15 Turkish tutors aged from 24-45 years and from both sexes. The result was that grammar acquisition and teaching can be more enjoyable if games are used. At the same time, games focus learners' attention on a particular grammatical structure.

Deng and Lin's (2016) study investigated EFL teachers' and students' beliefs at a high school of English grammar teaching in China. This study was carried out because grammar is considered a frame of language learning, according to the teachers' opinion. Therefore, teachers' beliefs impacted on their practical teaching in the classroom. The findings revealed that English teachers believe in communicative grammar teaching, whereas the learners' beliefs had a tendency toward both traditional and communicative grammar teaching. Thus, the behavior of grammar teachers could be involved with their beliefs of grammar instruction.

Cakır (2011) looked at the problem in instructing grammar tenses. This study tried to explore on the reasons behind the confusion about teaching the tenses, for example Present Perfect and Past Simple tenses. It was carried out on Turkish students who made many errors in writing their essays. He discovered that the main reason behind this problem comes from their first language interference in using their second language. There was also a deficiency of sufficient linguistic background.

Ilin et al. (2013) examined the impact of using video in grammar teaching explicitly in the ESL classroom. The study conducted on four students studying English in a private school. It was found that using video in grammar instruction not only encourages learners to participate in the session, but also makes an environment in which students can share information to acquire syntax as well. Thus, it is a powerful tool to improve grammar teaching and learning.

Because none of these studies investigate how teachers explain grammar verbally, this study fills the gap. It sheds more light on the teaching of grammar in a classroom of Dubai's schools. This study does not only help us to understand teachers' talk during grammar instruction, but also how their talk can affect grammar learning as well. It also looks at the quality of teachers' voice that can impact on learning language.

1.4 Purpose of the Study

 The current study aims to explore the central performance of teachers talk in grammar instruction in the classroom. In other words, how instructors handle grammar instruction in their classroom is the main purpose of this study. It will focus on the manner, quality and characteristic of teachers' talk that not only has a direct effect on learners' acquisition of English grammar, but also enables them to master syntax, which is the main objective of grammar teaching. The study will investigate the path that teachers utilize in their work. For accomplishing this aim, three questions are addressed which are:

Q1. How does teacher talk influence the manner in which EFL learners learn grammar?
Q2. Which are the oral techniques and strategies that are most used in teacher talk to enhance the learning process?
Q3. How do the social interaction procedures of EFL teachers impact on the learning of grammar?

1.5 Scope of the Work

The current study highlights the language teachers use in the English language classroom, aims to explore the impact of teacher talk on the second language learning process. In particular, the speech that occurs naturally through grammar explanations between the teachers and their learners is analyzed. Grammar explanation is the only part of the lesson that is focused on the data analysis. This study will be conducted in several schools in Dubai. The next chapter reviews the literature which consists mainly of studies of classroom discourse concentrated on grammar teaching and explanation.

Chapter Two

Literature Review

This chapter reviews the diverse issues related to the grammar, grammar teaching, and teacher talk. It is necessary in producing a clear and complete picture of these areas which are intended to be explored and analyzed in this dissertation.

This chapter is divided into five sections. The first section presents grammar definition and discusses the value of grammar, then relates it to first- language acquisition of grammar. The second section discusses the significance of teaching syntax and highlights teaching methods, such as focus on form and meaning. The third section presents the controversial issues in grammar teaching. It discusses grammar instruction approaches which are the explicit and the implicit approaches. The fourth section concentrates on the impact of teachers' talk on their students' language learning. The last section is the conclusion of the chapter.

2.1 Grammar

2.1.1 Definitions of Grammar

Grammar can be defined in different ways. Grammar is as a group of rules which dominate the formations that the syntax and morphology of a language consider. This definition highlights the relationship among word components and words in a sentence (Celce-Murcia & Hilles, 1988). According to Richards and Reppen (2014), grammar means "multidimensional aspects of language knowledge and ability" (p. 23). This interprets that grammar acts to combine both the suitable rule chosen for a particular sentence, which concentrates on the sentence unity, and the ability to utilize this rule as a resource of communication. Carter and McCarthy (2006) relate grammar with how utterances and sentences are formed by referring to the two principles of grammar basic which are syntax (sentence arrangement) and morphology (word structure). This description shows the impacts of forms on the word and sentence.

In my present study, I would define English grammar as a rule that governs the language structure. It is also a group of rules that form words, and combine and arrange words

together to form meaningful and communicative sentences which is found to have a direct effect on changing the meaning of a sentence.

2.1.2 The Importance of Grammar

Grammar's value is to dominate the form of language's sentences. It describes where, how, and when the action happens. This means grammar does not only provide a shape to a sentence, but also provides meaning (Thornbury, 1999). Since grammar can improve learners' understanding of the language syntactic facts (Uysal & Bardakci, 2014), grammar concentrates on the sentence's unity (Richards & Reppen, 2014).

The importance of grammar also lies in working as a process which provides communication meaningfully, appropriately, and accurately. Grammar plays a major role when it combines with a communicative context. It facilitates the language usage, because it adds meaning to the sentences that are used for a communicative purpose. That's why effective communication always comes up with correct grammar (Nassaji & Fotos, 2011). Zhang (2009) confirms that grammatical competence is a part of communicative competence that includes awareness on how grammar utilizes for attaining communicative aims in a social manner.

Furthermore, the significance of knowing grammar rules is to avoid misconstruction and to empower people to comprehend the speaker easily. Language with grammatical mistakes can reduce the quality of conversations and communication. Thus, emphasis on the concepts of grammar is indispensable for an unambiguous communication in meaning (Savage et al., 2010).

2.1.3 Roles of Talk in Child First Language Acquisition of Grammar

Bochner and Jones (2003) emphasize the language acquisition procedure through two main aspects, which are the innate capacity and the environment of the child. Biological factors help to develop the language, while the social environment assists language to be gained. Thus, the first aspect completes the second one. In other words, innate capacity is not enough to acquire language unless speech input exists.

Chomsky (1986) finds that talking is part of a natural procedure which has an innate ability of language acquisition. With this innate ability, children can be competent in the

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basics of grammar, or the way of combining words to create simple and meaningful sentences. They also start to gain morphemes which improve the meaning of other words. Besides, innate language form existence allows children to acquire a system of a particular language which is utilized around them. Consequently, children of three or four years of age have the ability to acquire skills of complex language rapidly.

When children gain competence naturally from communication, the program of language learning begins. Their natural environment is the basis of a child's learning of talking and acquiring language. Particularly, children can acquire language through being involved in recurring events and daily routines with their parents, tutors, and others (Bochner & Jones, 2003).

 Further, mother tongue acquisition is achieved before a child starts school. The improvement of this acquisition does not usually need conscious efforts. Before age five they control the fundamental grammatical patterns of their own mother tongue; even though the development of complex syntactic forms is continuing during the school stages (Saville-Troike, 2006). These developments in grammatical rules do not necessarily correspond to the adults' language rules (Gass & Selinker, 2008). The dissimilarity between a child's grammar usage and the adult's usage is not considered a failure on the child's part. It can be viewed as the natural output of the child at a particular level of improvement (Saville-Troike, 2006).

This section focuses on the role of grammar in language learning and how it can be acquired naturally. The next section goes on to talk about grammar teaching.

2.2. The Importance of Grammar Instruction
Grammar instruction is a fundamental component in language acquisition (Ellis, 2006).The value of syntax teaching lies in improving the quality of language. This means, grammar teaching improves students' accuracy and proficiency, and simplifies the internalization of the grammatical system (Zhang, 2009). It aids students to enhance their essential skills in order to succeed in different areas where English language is utilized (Hinkel & Fotos, 2002). In detail, teaching grammatical knowledge empowers students to

build a strong, understandable, and meaningful sentence that increases their performance ability in applying it with the language skills (Mart, 2013).

Effective grammar instruction also provides knowledge which guides learners to achieve their purpose of language learning in a correct and effective way. Besides this, it enables students to communicate and develop their abilities in using grammar suitably (Richards & Reppen, 2014). Syntax teaching enables learners to utilize the language eventually. It helps to correct vagueness towards English (Al-Mekhlafi & Nagaratnam, 2011). Additionally, it assists students to know more about a rule and how they can observe it in later encounters (Hinkel & Fotos, 2002).

Due to the primacy of grammar instruction to help students to internalize the forms of English language, a particular style of teaching enables learners to use language for communication in both speaking and writing (Ellis, 2002; Richards & Reppen, 2014).

2.2.1 Focus on Form and Meaning

Focus on form (henceforth FoF) is a teaching approach which provides students a knowledge pertaining to target features and helps them to observe these features, either through "highlighting it (enhanced input) or requiring a response that draws conscious attention to it (structured input)" (Ellis, 2006, p. 31). Doughty and Williams (1998) describe FoF as an instruction which is used by the teachers to bring students' attention to a rule in a meaningful communicative context.

On the other hand, focus on meaning is another approach that teachers follow in their classrooms. This approach pulls learners' attention to focus on the meaning. It is strongly crystallized as a form of the communicative process. Also, it tends to improve learners' ability to acquire language through the natural process. This approach concentrates on context in the classroom through providing students abundant understandable input that offers them opportunities to communicate with each other naturally (Krashen & Terrell, 1983).

It is possible to combine the dual approaches of instruction, which are focus on form and meaning, in the classroom. Both of these approaches provide learners fluency and accuracy. Students can get accuracy through focusing on form and fluency through

focusing on meaning. Thus, this combination is effective in acquiring and using the language (Seedhouse, 1997). Uysal and Bardakci (2014) agree on this combination for enabling learners to achieve genuine communication through concentrating on grammatical rules.

Nevertheless, Nassaji and Fotos (2011) agree that FoF instruction is a more effective approach than focus on meaning. FoF is an optimal approach for language learning, because it highlights form of the sentence. It also involves second language input, instruction, output, and practice. Focus on meaning, however, is described as problematic since grammatical features do not develop with it. Further, it does not provide students what they need of syntactic rules. FoF enables learners to acquire language faster with higher levels of accurate language production and longer maintenance of form than focus on meaning (Uysal & Bardakci, 2014). Therefore, with only meaning-focused instruction, students' language production remains far from grammatical competence (Ellis, 2006; Nassaji & Fotos, 2004). The next section shows how we teach grammar and the approaches used in syntax teaching.

2.3 Types of Grammar Instruction

The most conversational issue in grammar instruction is how we teach grammar. There are two grammar teaching approaches, which are classified as the explicit approach and the implicit approach.

2.3.1 Explicit Instruction

Nazari (2013), Ellis et al. (2009) and Ellis (2001) define explicit instruction as a rule-driven process which derives from the idea of deductive reasoning from general rules to specific examples. This means rules, forms, theories are presented first, then the examples and practice are second.

The value of the explicit approach lies in aiding the input process and improving grammatical competence for learners. This approach develops the students' noticing of grammar rules as a part of language input. It increases the levels of grammatical comprehension and communicative efficiency for students. Thus, the possibility of

increasing the input process of a form results from increasing comprehensibility (Scheffler and Cinciała, 2010).

People who believe in explicit instruction use a top-down approach as a model. This approach shows the general view of a rule before specifying it. In other words, it is a process in which teachers give examples, and then explains a rule explicitly (Harmer, 2007). Cook (2008) emphasizes that this process works as dividing the entire sentence into small bits. This process attempts to discover the whole form of a sentence; such as the verb phrase and noun phrase in the sentence. Therefore, it can be described as "going from the top of the tree to the bottom" (p. 127).

Although explicit instruction allows learners to describe the grammatical rules, it does not allow them to apply these rules through communication (Ellis, 2001). Thus, this approach promotes the confirmation that language learning is purely a case of recognizing the rules (Thornbury, 1999).

2.3.2 Implicit Instruction

Thornbury (1999) defines implicit knowledge as presenting the examples then extracting the rules. According to Ellis et al. (2009), implicit instruction allows students to deduce structures without awareness. It is a rule-discovery process which derives from a specific example to general rules.

The importance of implicit instruction lies in enabling learners to involve themselves in the class with more energy and enthusiasm. It encourages students to depend on their cleverness and mental efforts; thus, it improves long and short-term memory. It also allows students to apply the rules of grammar through communication or language usage (Ezzi, 2012; Brown, 2000). This approach helps learners to acquire the second language naturally as they gained their mother tongue. In addition, it assists students to use the second language spontaneously and fluently (Scheffler & Cinciała, 2010).

Individuals who believe in implicit instruction are inspired by the bottom-up process. This process gathers words and phrases together to generate an understandable sentence. It is the approach that enables learners to understand the content or detail of the whole sentence (Harmer, 2007). Similarly, Cook (2008) supports this opinion by showing that

this process attempts to build up the structure of the sentence step-by-step. Words are put together to create phrases, and then these phrases go to build the entire sentence. Therefore, this process means "working from the bottom to the top of the tree" (p. 127). One recent example of this bottom-up approach is the use of concordance in which the students look at the concordance of word and phrase, and then work out the rules by themselves.

There are some weaknesses in the implicit instruction approach. It may not be sufficient for high school students, because it does not provide them an opportunity to know more about grammar rules (Savage et al., 2010). Teaching implicitly also focuses on the positive evidence and disregards the negative. This means, learners acquire only positive evidence, but do not notice that the structure they produce is incorrect until they are rectified (Ellis & Sheen, 2006).

2.4. Classroom Talk

When adults talk with children, the way of their talking and the language they use are different from those they use with other adults. For example, they do not use technical terms, which means the words, sentences, and turns they use are very short. Likewise, the talk of an adult to a child is similar as that of teachers to students. Teachers, parents, know how to simplify language, how a person understands and hopefully learns (Ferguson, 1977).

2.4.1 Definition of Teacher Talk

Different researchers define teacher talk differently. According to Harmer (2007), teacher talk is as a crucial skill that teachers use in their classes to interact with their students effectively. It is the way that a teacher improves both learning and interaction in the class.

Teacher talk in the classroom provides directions to learners and impacts on their understanding of the second language (Sinclair & Brazil, 1982). Cook (2008) states that the speech of teachers is designed for students with full proficiency or mastery in a language.

2.4.2 The Important role of Teacher Talk

The significance of teacher talk is to help the students to understand language features, see the difference between their second and first language, and understand the rules (Ferguson, 1977). It also helps to bring students' attention explicitly to grammatical rules. These rules help their second language knowledge to grow gradually and utilize these rules easily (Verplaetse & Hall, 2000). Therefore, teacher talk is a technique that enables learners to be productive (Harmer, 2007).

Incecay (2010) adds that teacher talk is of "crucial importance not only for the organization of the classroom but also for the processes of the acquisition." (p. 277). This means that teacher talk facilitates language learning, and develops communicative interaction (Cullen, 1998). Similarly, Sert (2015) argues that teacher talk provides students opportunities to participate and keeps the interactional space. That's why Chaudron (1988) describes teacher talk as "a distinct sociolinguistic register" (p.54).

2.4.3 Techniques of Teacher Talk

There are many techniques used in teacher talk in the second language classroom. Firstly, there is the *pause technique* which allows students to follow their teacher's instruction and complete it (Sharpe, 2008). It may provide students additional time to process knowledge that has been recently heard. Teacher may also use pause for planning more: this could be longer and frequent (Chen, 2016).

Secondly, there is the *stress technique* that brings learners' attention to a word or sentence. This technique supports teachers to deliver the meaning of a topic through a long explanation. Then, learners can comprehend the meaning easily (Kelly, 2001). Additionally, this technique, according to Chaudron (1988), acts as a correction of a student's mistakes.

Thirdly, is the *speech rate technique* in which the tutor speaks quietly or slowly to bring learners' attention to an interesting or important issue (Harmer, 2007). Chaudron (1988) shows teachers' speech in the second language classes should be slower than other conditions and contexts. This means the rate of speech among teachers is much faster

compared with talking with students. Also, talking to advanced students is faster compared with beginners.

Fourthly, the *repetition technique* is divided into two types; firstly, full repetition in which the teacher repeats the learner's entire previous utterance. This type can be used to indicate the acceptance of the teacher of the learner's answer (Sharpe, 2008), enable learners to disagree or agree with the teacher when he/she reports back their answers (Verplaetse & Hall, 2000), or for correction, through altering of the teachers' intonation in order to focus on the error (Shrum & Glisan, 2009). Secondly, there is partial repetition in which the teacher repeats part of the student's previous speech. This type may reinforce the grammatical form of a particular part of a student's utterance, or may strengthen new terminology (Freed, 1881; Inan, 2014; Saville-Troike, 2006), or may enable the students to correct their own mistakes. Both of these types are utilized to extend learners' contribution, ensure that learners understand the instructional speech (Verplaetse & Hall, 2000), and confirm that the student's utterance is harmonious with the educational stream (Inan, 2014; Saville-Troike, 2006). They also act as a clarification of the misunderstood speech of the learner (Freed, 1881; Verplaetse & Hall, 2000; Inan, 2014; Saville-Troike, 2006).

Fifthly, the *intonation technique* enables the teacher's meaning to be reached or understood. Falling and rising of the teacher's voice may mean ask a question, agree or disagree with learners' answers, or praise them (Harmer, 2007). It also provides students with a good idea about the teacher's attitude from their explanation (Kelly, 2001).

Sixthly, the *length of utterance technique* works as a way of correcting errors of learners. This technique increases usage with the beginner students and decreases gradually with more advanced ones (Chaudron, 1988). It also facilitates the understanding of the topic to the students. This means this technique attracts the learners' attention to comprehend a particular meaning or situation in the linguistic form (Gass & Selinker, 2008).

Seventhly, the *exaggeration technique* in teacher talk occurs in the pronunciation of the teacher. The rising intonation, length of utterance, and stress tend to be exaggerated in teacher talk. This technique works as facilitating the comprehensible grammatical input

among students (Chaudron, 1988). This means that this technique does not only make the teacher talk more understandable, but also simplifies the grammatical structure teaching to the student as well (Carter & Nunan, 2001).

Lastly, the *paraphrasing technique* enables learners to know the sentence's meaning or to clarify the meaning for them, but in other words. Since it constructs the language without ambiguity and restriction, it is a useful technique for students whose level is under advanced (Chaudron, 1988). Additionally, this technique works as extending or summarizing information. Therefore, the paraphrasing technique moves the discourse onwards (Jarvis & Robinson, 1997).

2.4.4 Strategies: How Teachers Talk

There are strategies related to how teachers talk in the ESL classroom. Firstly, the *explicit correction strategy* is a naturally and directly corrected form to a student by the tutor. It brings the student's attention to the target form without providing the hint to correct it by themselves (Sicola, 2009). Hence, this strategy improves the accuracy of students' language production and the comprehensible language input (Verplaetse & Hall, 2000).

Secondly, there is the *recast strategy* which provides both implicit and expansion correction (Verplaetse & Hall, 2000). This strategy is divided into two parts: full recast which reformulates the whole incorrect speech, and partial recast which reformulates a single erroneous portion of the student's utterance (Benati et al., 2013). The teacher uses these two parts in order to improve the learners' linguistic learning (Elhami & Roshan, 2016).

Thirdly, there is the *elicitation strategy* which is provided by the tutor to "elicit a verbal response" (p.101) through posing a question. This strategy is divided into six parts: firstly, elicit inform asks the students to provide missing information. This type works as a checking of the students' knowledge. Secondly, elicit confirm asks the students to confirm the teacher's assumption. Thirdly, elicit agree requires the students to agree on the teacher's assumption. In this case, the suggestion is "self-evidently true" (p. 107). Fourthly, elicit repeat asks the student to repeat his/her previous utterance. The repetition can be the entire utterance or a specific part of it. Fifthly, elicit clarify asks the student to

elucidate his/her uncertain or confusing answer that emanates from his/her previous utterance. Sixthly, elicit commit does not only aim to get a verbal response from the students, but also asks commitment for an additional exchange or action (Tsui, 1992).

Fourthly, the *question strategy,* which takes a prominent place in teacher talk (Sharpe, 2008). There are four major types of the question strategy: firstly, yes/no question aims to elicit a confirmation or negation answer of the teacher's assumption through answering with yes or no. Secondly, wh- question seeks for supplying missing information. Thirdly, alternative question, that provides the students with two choices or more and invites them to give the answer that they choose. Finally, exclamatory question expresses the teacher's pleasure, disapproval, or surprise about the student's preceding utterance (Tsui, 1992). These types bring students' attention, assess their progress, guide them to attain specific information, and develop verbal responses. They also work as a facilitation of the students' language production, correct content which is related to learners' responses, and simplify instructions through establishing a topic clearly (Verplaetse & Hall, 2000).

Lastly, the *elaboration strategy* provides the students with what they need from language information (Blum-Kulka & Snow, 2002). According to Marczak and Hinton (2015), this strategy is used "when a teacher decides to expand on a statement made by a learner or to explain its significance to the rest of the class" (p. 73). Elaboration strategy also works as improvement of the learners' comprehension through providing them with knowledge which enables them to recognize and use the grammatical structure (Chaudron, 1982).

2.4.5 Classroom Interaction

Classroom interaction follows the IRF pattern which is initiation, response, and feedback. The teacher usually takes his/her place in initiation and feedback. In the initiation, s/he acts as a leader. In the response move, students are followers. In the feedback, the instructor acts as evaluator of students' answers (Cook, 2008; Sharpe, 2008). Feedback, which informs students of the accuracy of the formal production of language target, divides into two parts. The positive one includes praise or repeats the correct responses of the students; whereas, negative feedback depends on the explanations of syntax and models the correct answer to the learners (Chaudron, 1988).

Perhaps the most useful model for analyzing this dimension of classroom language is the earlier model devised by Sinclair and Coulthard (1975) which clearly identified the IRF exchanges as being the most typical discourse pattern in most classrooms. A theory which can build on this model is Conversation Analysis (henceforth CA). The central focus of CA is adjacency pairs, in which the first pair and the second pair are mutually constrained. The utterances in adjacency pairs are mutually dependent so that, for example, a question expects a response, and the response expects either another question or acknowledgement (Schegloff & Sacks, 1973). More discussion about CA can be found in Chapter Three (pp. 27-28).

The most significant of IRF moves is to facilitate language learning and classroom talk interaction. It assists teachers and students to talk and achieve turn exchange successfully (Schegloff, 1982). It also empowers the teacher to control the topic flow and reach to a suitable answer (Sharpe, 2008). Teachers in this pattern can extend learning space by practicing (Sert, 2015). The IRF sequence also provides sociolinguistic competence. Then, this sequence works on learners' utterances and supplies confirmation of engagement and thinking (Verplaetse & Hall, 2000).

In order to extend the IRF sequences exchange, teachers in their initiation roles use 'the next speaker selection' procedure in their interaction with the students. This procedure means the teachers choose the next student to talk to or answer their question in order to continue the sequential conversation (Seedhouse, 2004). Mortensen (2008) describes this procedure allocating turns of the learners which access their participation in the class interaction. It ensures all the students in the class participate in the interaction.

Another procedure used in the classroom is 'turn-management'. This allows the teachers control, not only over the talk's direction which means the teacher decides to continue the talk or not, but also over the form of questions that the learners should be replied to (Seedhouse, 2004; Walsh, 2011). The role of teachers' management is to guarantee the learners the opportunity of participation in the interaction. This role contributes to improve the language learning process (Mortensen, 2008). Sacks et al. (1974) add that the power of teachers manages all the parts of the classroom talk which is characterized differently from ordinary talk.

2.4.6 Teacher Talk as Input

The talk of the instructor is the main and essential input for second language learners (Chen, 2016) because it aids and facilitates acquisition of the second language (Nunan, 1991). This means that rephrasing, repetition, pause, recast, and slower speech techniques, used by teacher, help to improve students' understanding or acquisition of the second language (Chaudron, 1988; Verplaetse & Hall, 2000).

The function of teacher talk utilizes as an interaction process that makes the understanding of a topic easy (Ellis, 1985). The interactive condition in classroom is the primary element of language input and acquisition (Verplaetse & Hall, 2000). Chaudron (1988) clarifies that through interaction, the teacher's language structure can be deconstructed by students and they can acquire meaning from the events of the classroom. Also, interaction enables students to combine their own talking with the teacher talk. This leads to extended speech communication between the instructor and students. Zhang (2012) adds that teacher talk through classroom communication makes certain changes in the speech of their class; this includes alteration in students' speech, syntax, and lexicon.

The quality of teacher talk is indispensable for success of the process of language teaching (Stern, 1983). It is measured by how appropriate and useful his/her language is to their students. How much time also that they offer to their learners to talk and engage in classroom interaction (Harmer, 2007).

Regarding metalanguage, Jaworski et al. (2004) define this as "language about language" (p.4). This means that metalanguage is an unparalleled system of communication in which it is utilized to represent and describe itself. According to Chaudron (1988), metalanguage means speech about grammar and language. Borg (1999) confirms that metalanguage plays a vital role in providing a precise and economic style of discussing special purposes and functions of language. It also provides fast communication between teacher and learners which facilitates talking in the class about the second language.

Metalanguage refers to grammatical form and grammatical function. Grammatical form means how the grammatical item looks. This means e.g. the existence of -ness and -ful in

carefulness and careful refers to the words' nature, which is noun and adjective (Celce-Murcia & Larsen-Freeman, 1999). Moreover, Jaworski et al. (2004) elucidate that in the sentence "Bill said he was hungry" (p. 85), the verb "said" is used and assumes the honesty of Bill, while the verb "saying" is not used that refers to the linguistic act. However, Celce-Murcia & Larsen-Freeman (1999) explain grammatical function as a form of grammar which is accomplished in a formational or structural context. A grammatical form often extends further than a syntactic function, relying on the form in which structure or context is utilized.

2.5 Conclusion

This chapter has reviewed the relevant literature behind this study. The studies reviewed; deal mainly with English grammar teaching and teacher talk. The next chapter discusses the methodology of this study. It provides information about data collection, participants, setting and other relevant matters.

Chapter Three

Methodology

This chapter presents the research methodology. It is divided into six sections; the first section shows the research questions and how these questions serve to achieve the aim of the study. The second section describes the natural talk between the tutor and the learners which constitutes the data in this study. This section also discusses how the data was collected. The third section provides a full description of the students, teachers, the schools, and the textbooks which were used. The fourth section presents the procedure of data collection, transcription and then analysis. The method that outlines this dissertation is discussed in section five. The sixth section represents the validity and reliability of the findings and also discusses the ethical considerations of the research. The seventh section is the conclusion of the chapter.

3.1 Research questions

This study aims to answer the following three questions:

Q1. How does teacher talk influence the manner in which EFL learners learn grammar?
Q2. Which are the oral techniques and strategies that are most used in teacher talk to enhance the learning process?
Q3. How do the social interaction procedures of EFL teachers impact on the learning of grammar?

3.2 Data Collected

The current study focuses on teacher talk. The talk occurs between the teacher and the students during grammatical explanation. In the classroom, the researcher recorded the whole session. During the analysis, she focused only on grammar when the teacher was explaining it. Thus, the recorded spoken data was used as the center of this paper.

The researcher recorded around 22 hours of classroom discourse. This data was collected through audio-digital recording of English language classroom in several Dubai schools. The recorder was put on the teacher's table and on the students' tables when the teacher divided them into groups.

School	Number of Visits	Number of Hours
A	1	1 Hour
	1	1 Hour
	1	1 Hour
	2 (1 hour each)	2 Hours
	1	1 Hour
	1	1 Hour
	1	1 Hour
	1	1 Hour
B	1	1 Hour
	1	1 Hour
C	2 (1 hour each)	2 Hours
	1	3 Hours
	1	2 Hours
	1	2 Hours
	1	2 Hours

3.3 Participants and Setting

3.3.1 Teachers

There were 14 teachers participated from both genders who; five teaching in school C, eight in school A, and only one in school B. Those teachers teach English language classes. All of them are native English speakers, most of them have British nationality, and several have American, Australian, or Canadian nationality. Their teaching experience ranges between 2 and 40 years in English language teaching.

School	Teacher	Grade
A	Mr. Clive	9th
	Mr. Oliver	8th
	Ms. Alice	KG 2
	Mr. Buck	12th

School	Teacher	Grade
	Mr. Harry	5th
	Ms. Arabella	3rd
	Ms. Bronwen	1st
	Ms. Eva	1st
B	Mr. Leo	7th
	Mr. Leo	7th
C	Ms. Grace	Beginner
	Mr. Max	Pre-intermediate
	Mr. Adam	Elementary -2-
	Ms. Lara	Elementary-1-
	Ms. Sarah	Upper-intermediate -2-

Note: The teachers' names are pseudonyms.

3.3.2 Students

 In this study, most of the students in A and B schools are Emiratis and the rest are Arab, Iranian and Chinese students. In school C, the students' nationality is different from the other two schools: most of them are Arab, while the rest are Emiratis, Indian, and Iranian. This means that most of the students in the schools use Arabic as a first language. The students are separated according to gender in the secondary stage in A and B schools except grade 12, while in school C they are seated mixed in each class.

School	Class	Grade	Number of Students	Language Proficiency
A	2(Boys)	9th	18	Very Good
	4(Boys)	8th	28	Mixed
	3(Mixed)	KG 2	24	Weak
	1(Mixed)	12th	16	Advanced
	1(Boys)	5th	20	Good
	2(Mixed)	3rd	25	Medium
	2(Mixed)	1st	26	Medium

School	Class	Grade	Number of Students	Language Proficiency
	1(Mixed)	1st	27	Medium
B	1 (Boys)	7th	24	Mixed
	2(Girls)	7th	23	Mixed
C	1	Beginner	7	Very Weak
	1	Pre-intermediate	7	Medium
	1	Elementary -2-	5	Weak
	1	Elementary-1-	9	Weak
	1	Upper-intermediate -2-	11	Very Good

Note: The evaluation of the language proficiency comes from the teachers.

3.3.3 Teaching material and Setting

Three private schools in Dubai participated in this study. In order to protect the privacy of those schools, the researcher would say school A, B, and C. Schools A and C followed the British curriculum. While school B followed the International Baccalaureate (IB) curriculum, which means teachers depend on internet resources to provide learners with information about the topic and to help them do their research papers by themselves.

Schools	Textbooks	Chapter's Number	Chapter's Name	Grammatical Focus
A	No Text Used	_	novel: Of Mice and Men	Complex/ Compound Sentences
	No Text Used	_	novel: Holes	Apostrophes (error correction)
	No Text	_	story: Super	Tenses

Schools	Textbooks	Chapter's Number	Chapter's Name	Grammatical Focus
	Used		Duck	
	No Text Used	_	_	Sentence Structure (Compound and Simple sentences)
	No Text Used	_	_	Feature of Instructions
	No Text Used	_	story: Earth Shaker	Structure of Paragraphs (Structure of Language)
	No Text Used	_	_	Rhyming words
	No Text Used	_	story: Sharing a Shell	Adjectives
B	No Text Used	_	_	Verb Tenses such as (Past, Present, and Future)
	No Text Used	_	_	Apostrophes and Punctuation
C	New English File	2	Personal Information	Noun and Adjective (revision)
	New English File	2	Personal Information	Present Simple Tense
	Speak out	11	Keeping in touch	Present Prefect with words (just, yet, already)
	New English	7B	Chelsea Girls	Past Simple Tense

Schools	Textbooks	Chapter's Number	Chapter's Name	Grammatical Focus
	File			
	New English File	3	Working Play	Simple Present
	Speak out	10	Culture	Relative Clauses

3.4 Data Analysis Procedures

Bottom-up analysis is the main approach followed in this study. In qualitative research, data analysis is linked to the data collection, according to Creswell (2013). Collecting data was launched from recording teachers' talk in their classrooms. The researcher listened to this data many times, replaying many times before transcribing painstakingly. Sixteen extracts were selected, which took more time than expected for analyzing. These extracts were divided into three themes which are: the verbal properties, the verbal techniques, and the interaction among the teacher and students during grammar teaching. The data was interpreted mainly from the perspective of the contribution the teacher talk made to the improvement of the learning process.

3.5 Conversation Analysis

Conversation Analysis (CA) is a theoretical tool that is used to understand the process of second language teaching and acquisition. It is a highly practical and dynamic perspective that is used in a particular context (Seedhouse, 2005). Wong and Waring (2010) add that CA is a method of language analysis in a natural social interaction. Hutchby and Wooffitt (1998) clarify that CA is a study of talk which "is based on transcribed tape-recordings of actual interactions" (p. 14).

 CA shows that the participation shapes the context of a conversation's structural organization as an existing action which is formed by the previous one, which interlocutors need to consider as producing the existing action and making sense. Besides, the existing action can be seen as context-renewing, meaning that it shapes the context and relates to the next action. Therefore, every turn always produces a further

action, creating a knit design which continues the intersubjective understanding in a talk. Actions not only operate in a context-free way in which they perhaps generate a turn that involves different issues wherein interlocutors interact, but they also operate in a context-sensitive style where the actions are used in an interaction between the interlocutor in the existing turn and the interlocutor in the following turn. This situation lays the emic perspective (Seedhouse, 2005).

Hutchby and Wooffitt (1998) indicate that, "The aim of conversation analysis … is to explicate the structural organization of talk in interaction at this interface between context-free resources and their context-sensitive applications" (p.36). Richards (2005) distinguishes between etic and emic perspectives. The etic view links with the language conversations in the interaction of speakers who do not arrange their locutions in advance. The emic standpoint relates to the social activities from the viewpoint of the participants and the interactional sequential context. Thus, etic is a viewpoint that focuses on the outside behavior of a specific system, while emic is a perspective which studies the inside behavior of a system.

The participants arrange these behaviors as a sequence of turns concerning the turn allocation and turn construction constituents. Also, turns are built of the talks' units, while turn transfer happens in the units' completion. This is why the completion's point is called the transition relevance place (TRP). The next speaker selection and self-selected are the cases where the turn transfer happens. Moreover, a previous turn restricts a turn's content; this occurs in the adjacency pair parts (APP), according to Schegloff and Sack (1973). APP are a pair of actions which happen, for example, question-answer.

Additionally, CA relates to the language structure beside the social organization for growing its stages of interaction (Seedhouse, 2005). In such a case, Hutchby and Wooffitt (1998) add that a rule of grammar is used in terms of production of the language as an activity that is negotiated through talking, but not as a study of syntax units. Therefore, since CA is interested in the grammatical details in a social interaction (Schegloff et. al, 2002), this theory is used in Chapter Four for analyzing the data.

3.6 The reliability and validity of this study

The reliability of the current study concentrates on the main important factors which are, "the selection of what is recorded, the technical quality of recordings and the adequacy of transcripts" (Seedhouse, 2005, p.254). Because the recording of this study meets all of these factors, the reliability is considered to be high. This allows other researchers to follow the same procedure in the analysis of their new studies.

On the other hand, the validity of this qualitative study is divided into four categories: internal, external, construct, and ecological validity. The internal validity of the current paper is measured to be high. This category of internal validity is interested in the credibility, soundness, and integrity of results. In detail, the procedure of Conversation Analysis usually improves an emic perspective that reveals the partakers' perspective instead of the researcher's or analyst's perspective. To shed more light on the partakers' perspective, since social actions are documented by the participants, the researcher can enter the emic perspective in the interaction's details. The emic analysis displays which of the external aspects such as personal or social identity and culture as a talk-in-interaction are pertinent to those participants. However, in terms of external validity, this study cannot be generalized because what happens or occurs in it may not occur in other classrooms. Therefore, this kind of validity is considered low, because this qualitative study is context-bound.

The construct validity in this study is very high, because the interaction is oriented by the participants themselves. The knowledge produces or creates a social phenomenon, social world, and classifications in which the participants talk in a sequential environment. Thus, this study has the interaction's reality. In relation to ecological validity, however, the approach of this study is considered to be remarkably high compared with other research approaches. The reason for that is because this study focuses on recording the talk which occurs naturally in an authentic social situation, trying to produce a holistic, emic perspective, and to describe how the social actions are performed by the participants' interaction through their talk.

The ethical considerations

This study begins with taking an authorization letter from the university as a first step to enter classes and record the whole session. Then, the approval is conveyed to the principals or administrator of schools before conducting the tape recording. Accordingly, the data is gathered from the classrooms. A consent form is provided to all participants. Through this, the participants are aware of most of the information concerning the study, such as the purpose and a brief description of it. This means that the aim and value of this study are clear for all participants. In addition, the privacy of the participants, the educational districts, and the recorded data are kept strictly confidential; anonymity is reinforced in this dissertation.

3.7 Conclusion

This chapter provides full information about the methodology of the study. It also presents how the data is collected and the method that is used in analyzing the data. The next chapter provides an analysis of the data. This analysis concentrates on the grammar section of each lesson.

Chapter Four

Results

This study aims to explore the influence of teacher talk on grammar learning through the three research questions stated in Chapter One:

Q1. How does teacher talk influence the manner in which EFL learners learn grammar?

Q2. Which are the oral techniques and strategies that are most used in teacher talk to enhance the learning process?

Q3. How do the social interaction procedures of EFL teachers impact on the learning of grammar?

In relation to this, this chapter represents analysis of the data that was collected by a digital recorder. This chapter, which contains 16 extracts, is divided into three main sections: the verbal techniques, the verbal strategies, and the interaction among the teacher and students during grammar teaching.

4.1 The Verbal Techniques

All the English language teachers in this study use the teaching techniques which were defined in Chapter Two (pp. 15-17), through their talking with their students. These techniques work as facilitate the teacher talk to the learners. In addition, these techniques support the language of the teachers. This means that the techniques contribute to enhance the language learning process in the second language classroom. The seven following extracts display how the teachers use these techniques in their talk to develop the language learning.

Extract 1: School C (Sunday, October16, 2016)

In Extract 1, the teacher explains the present simple tense. In line 6, she stresses the word 'drinks' to bring the student's attention to his grammatical mistake in the main verb (see in line 5, 'does she drinks'). The stress is a helpful technique because it enables the student to notice his mistake and correct it immediately such as in line 7 'no drink'. The teacher also uses the raising intonation technique on the word 'does' in line 8. It is

utilized to enable the students focus on the function of 'does' and clarify the reason for omitting 's'. This technique aids the students to use 'does' through their answer in line 12 'yes'. In addition, the full repetition technique is found in lines 15 'yes she does' and 17 'no she doesn't', to display that the learners' answers are grammatically correct. This technique encourages the students to use the language precisely such as in line 16 'no she doesn't'. This evidence means that the first teacher's repetition in line 15 encourages the students to produce the correct expression in line 16. Other different techniques such as rising intonation, pause, and paraphrasing can be found in Extract 2.

Extract 2: School B (Thursday, October 20, 2016)

 In Extract 2, the teacher explains the future tense. In lines 2, 4, 9, and 14, the teacher pauses shortly to enable the students understand his talk and process their knowledge. The effectiveness of this technique can be shown in the students' response in lines 7 'to be more perfect', 12 'it will rain is definitely happen but it is going to rain is not certain or sure like might happen', and 17 'you will do your homework'. The paraphrasing is another technique used in this extract. In lines 6 'why do we use these different forms', and 11 'what do I feel more confident about what will happen', the teacher paraphrases or rewords his questions in lines 5 'what is the difference', and 10 'what is more certain', in order to make his questions understandable in a way that facilitates answering them. The impact of this technique is successful on the learning process through the students' responses in lines 7 'to be more perfect', and 12 'it will rain is definitely happen but it is going to rain is not certain or sure like might happen'. In lines 14, 16 and 18, the teacher also exaggerates in his talk through stressing the word 'will' with rising intonation to enable learners notice how and when this auxiliary verb is used. This means that the exaggeration in teacher talk helps the students to understand the use of the verb 'will'. The students' answer is the best evidence in line 17 'you will do your homework'. Rising intonation, full repetition, speaking quickly, and lengthening techniques is also found in the next extract.

Extract 3: School C (Tuesday, October 11, 2016)

In Extract 3, the teacher practices the simple present tense through talking. In line 3 'where are you live', she repeats the whole of the student's ungrammatical form of question, with stressing on the auxiliary verb ' are' to show her surprise about using the inappropriate auxiliary verb 'are'. Although the full repetition with rising intonation techniques help the student to realize his mistake, these techniques unable him to know the correct auxiliary verb that should be used as in line 4 'where you'. Also, the exaggeration of lengthening the auxiliary verb 'do' in line 5 means that the teacher brings the student's attention on using this auxiliary verb and correcting his mistakes as well. This technique works in an effective way on the learning process; the evidence of this is in line 13 'where do you live'. In addition, the teacher asks quickly in lines 7 and 10 'where do you live' to give the students practice on asking a correct question quickly like a native speaker, without hesitating. This technique is more useful through allowing the students to ask and answer quickly and fluently such as in lines 8 'where do you live' and 11 'I live in Business Bay'. In Extract 4, the teacher uses full and partial repetition, stress, and pause techniques.

Extract 4: School C (Tuesday, October 11, 2016)

In Extract 4, the teacher practices the simple past tense with his students. He repeats the exact turn of the students in lines 3 'I work yesterday' and 30 'two hour ago', with stress on the verb 'work' and the noun 'hour', to show his surprise about the errors in the structure form and enable the students correct their mistakes. These techniques succeed in assisting the students to correct their errors in lines 4 'I worked yesterday' and 31 'two hours ago'. However, the teacher uses partial repetition in lines 5 'I leave work', and 16 'before I come'; he stresses the verbs 'leave' and 'come' to catch the students' attention to the grammatical mistakes in these parts of their sentences. This technique works as a hint to show the students their mistake. Both the stress and the partial repetition techniques enable the student in line 6 'I leaved work' know his error in the verb form but he does not know the irregular form of the verb until the teacher corrects it in line 7 'I left work at 6:00'. In contrast, these techniques do not work with the student in line 17 'I had a coffee before I come to English class'. Teacher pauses in line 10 to give the student an opportunity to complete the teacher's utterance with a suitable phrase that has already

heard. The impact of this technique is in line 11 'five minutes ago' in which the student able to complete the teacher's statement. Also through interaction with the students, the stress technique is used in lines 34 'did', 'got', 35 'was', 37 'watched', 38 'went up', 42 'paid', and 43 'got', as an exaggeration in the teacher talk to provide learners an opportunity to notice how the verbs in the past tense are used. In other words, the teacher stresses the verbs to show the learners the regular and irregular verbs in the past tense. This technique develops the students' learning as shown in their response in line 44 'last October I flipped'. The pause technique can be located in Extract 5.

Extract 5: School C (Monday, October 10, 2016)

In Extract 5, the present perfect, together with the adverbs 'just', 'yet', and 'already', is presented by the teacher. The teacher pauses in different turns and each has a different meaning. In line1, the purpose of the teacher's pause is to plan information about presenting the tense. Similarly in line 8, the teacher's pause for a long time for thinking and organizing examples for each word 'just', 'yet', and 'already'. Also, in line 15, the purpose of the pause is to arrange a suitable example of using the word 'just' in the present perfect tense; while in line 10, the teacher pauses a shorter time compared with his pausing in lines 1 and 9, to provide the students an opportunity to process their knowledge of the example 'I haven't been to Oman yet'. The evidence of the positive influence of this technique is provided by the student's response in line 11, 'I haven't eaten dinner yet'. In such a case, the student tries to provide an example to show his understanding of the topic. However, in line 16, the teacher pauses for a very short time which means that the answer of the second person in the example is coming. In Extract 6, other techniques can be noticed, such as rising intonation, stress, full repetition, and pause.

Extract 6: School A (Thursday, October 13, 2016)

In Extract 6, the teacher explains compound and complex sentences. In lines13 and 47, the teacher pauses for a short time to enable the students to complete his utterance. This means that he provides them a chance to construct their response to complete his speech. The effect of this technique is clear on the students through their answer in lines 14

'adjective' and 48 'conjunctions'. The full repetition technique is used many times by the teacher, such as in lines 17 'was' with rising intonation, 15 the word 'adjective', 44 the phrase 'main clause', and 49 the word 'conjunction', to indicate that the student catches the right answer. This technique helps the learners to know that their speech is corresponding with the topic. Rising intonation, pause, length, and full repetition techniques can be located in Extract 7 below.

Extract 7: School B (Wednesday, October 19, 2016)

In Extract 7, the apostrophe is the topic of that day's class. The teacher pauses in lines 9 because he spends time writing on the board the words 'possession' and 'ownership'. However, the purpose of the teacher's pause in line 12 is to arrange an appropriate example about using the apostrophe in a plural situation. Further, the teacher repeats the exact turns of the students in lines 5 'there is so many', 22 'one', and 26 'plural', to confirm the students' correct answer. In this case, the full repetition technique provides the student indication that his utterance is acceptable. The teacher also raises his voice in line 18 'Norah' to bring the student's attention to the rules and answer the question. This technique works usefully through catching the student's attention to answer the question correctly in line 21 'one'. Besides, in line 23 the teacher also exaggerates pronouncing the word 'dogs' through lighting the letter's' to show the 's' is for one dog and it possesses the bowl. In other words, he clarifies that the students have to put the apostrophe before the 's' because he talks about one dog and its possession of the bowl. This technique adds clarification on the student's answer in line 21 'one'.

4.2 The Verbal Strategies

The data displays that teachers also use the strategies in their talking in terms of increasing language comprehension among the students. The next six extracts show how the teachers use these techniques through their speech.

Extract 8: School C (Sunday, October 16, 2016)

In Extract 8, the teacher reviews the simple present tense that was explained quickly in the previous session. The exclamatory question strategy is used in line 7 'is this the correct way to ask a question' to express the teacher's surprise about this unacceptable

form of question in line 5 'I work in an office'. This strategy works in an effective way through enabling the students produce the required answer in line 8 'no'. The wh-question strategy is also used in this extract. The purpose of using this strategy is to seek information. This means that the teacher guides the students to supply particular information about the tense, such as in lines 15 'what is it', 23 'how I say yes or no', 35 'what's wrong', 38'why do we have to put 's' here', and 41 'how do we make a question'. This strategy is helpful for the students through enabling them provide the piece of missing information in lines 16 'do', 24 'yes I do', 36 's', 39 'when we have he, she, it', and 42 'does she work'. Further, the teacher uses the elaboration strategy in line 30, 'we have to put 's' or 'es' at the end of the verb when we have he, she, and it', to extend the students' knowledge about the tense and facilitate using the tense correctly. The impact of this strategy in improving the students' comprehension is clear on their answer in lines 34 'no', 36 's', 39 'when we have he, she, it'. In Extract 9, the explicit correction and the full and partial recast strategies can be located.

Extract 9: School A (Monday, October 10, 2016)

In Extract 9, the teacher discusses a story with her students in the classroom. She uses the simple past tense through talking about the story events. The teacher uses explicit correction strategy in line 5 'can you say on the ground', to bring the student's attention to his error on using the preposition, line 2 'in the grass'. This strategy impacts positively on the student's learning through enabling him notice his error and process the correct form in his mind, line 6 'on the ground'.

In addition, full recast strategy is provided by the teacher in line 13 'there was no any wind, so the kite could not flight' and line 14 'so the kite could not flight', to improve the grammatical structure in the learners' speech. This strategy works positively in clarifying the meaning of the student's utterance in terms of the grammatical structure. The student realizes the understandable forming of his sentence and repeats it in line 15 'there was no any wind so the kite could not flight'. Furthermore, the teacher uses partial recast in lines 27 'he flew the kite' and 32 'frog flew into the space with kite', which aims to reformulate a single error of the syntactic form in the students' speech. The students with this strategy understand their error in the form of the verb, lines 26 'Super Duck flought

the kite', and 31 'he was flew there into space', and correct them in lines 28 'he flew' and 33 'frog flew into the space with kite'. The partial recast strategy can also be located in the Extract 10 below.

Extract 10: School C (Tuesday, October 11, 2016)

In Extract 10, the teacher builds the story with the learners about using the relative pronouns. Partial recast strategy is used by the teacher in lines 7 'I went to the hospital', 10' which is located in Jabaal Ali', 15 'but there was a very beautiful nurse', and 24 'then he called her', to improve the students' language learning through correcting the erroneous grammatical part in their utterance. The students with this strategy can notice their grammatical errors and do not repeat them again in their next utterance as in lines 8 'I went', 11 'which is located in Jabaal Ali', 16 'I see, from whom I get, oh got her phone number', and 25 'when she called her' and 'she didn't answer'. Elaboration, elicit: inform, yes/no question and wh- question strategies can also be located in Extract 11below.

Extract 11: School A (Thursday, October 13, 2016)

In Extract 11, the adjective is the topic of the class which is presented by the teacher. A yes/no question strategy is used by the teacher in line1 'did I forget to describe this dog' to get confirmation from the students about her question. This strategy helps the learners to believe that the teacher forgot to describe the dog for them. The evidence of their believing is in their reply 'yeah' in line 2 as a confirmation of the teacher's question. The wh-question strategy is also used. The teacher uses this strategy for supplying the missing piece of information, which should use adjective words to describe the dog as in lines 3 'what did I forget to describe this dog', 5 'what did I forget to say about this dog', 9 'what else I could say to help you', and 18 'how can I use adjective to describe Mariam's hair'. Through this strategy, the students provide their teacher information that she seeks in lines 7 'the dog is rainbow', 10 'fluffy', and 19 'the hair feels soft'.

Besides, the teacher utilizes elicit: inform strategy in lines 5 'what did I forget to say about this dog', 9 'what else I could say to help you', and 18 'how can I use adjective to describe Mariam's hair', to invite the student to add a piece of information through

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answering the teacher's question. This strategy is useful because it works as checking the knowledge of the student through filling the gap as in lines 7 'the dog is rainbow', 10 'fluffy', and 19 'the hair feels soft'.

Additionally, the elaboration strategy can be found in lines 13, 'because they help us to think how things look', 14 'and how they sound', 15 'and how they tense', 16 'and how they feel', and 17 'we use hand to feel things', to supply the students additional information about using the adjective words. This information works as extending the students' knowledge and comprehensible input about utilizing the adjectives. This strategy is a purposive because it aids the learners to use the adjectives in an accurate style as in line 19 'the hair feels soft'. Some techniques such as wh-question, yes/no question and explicit correction can be located in the Extract below.

Extract 12: School C (Tuesday, October 11, 2016)

In Extract 12, the teacher practices the simple present tense with her students. She uses wh-question strategy in line 1 'what do you like' to aid the student add information about himself through using the present simple tense. This strategy aids the students produce a correct syntactic response in line 2 'I like football'. In addition, the yes/no question strategy is utilized by the teacher in lines 3 'do you like football, Heba', 7 'do you like bananas', and 13 'do you eat apples, Ahmed', to measure the students' knowledge about using the tense. This strategy shows how the students confirm their answer with yes/no through using the present tense. This strategy contributes to assist the students practicing this tense through confirming with yes/no answers as in line 14 'yes I eat apples'. However, some students unable to create a correct grammatical answer for yes/no questions in lines 4 'no I am not' and 8 'yes I am bananas'. This does not mean that this strategy does not work with those students, but they are incompetent in using the present tense properly in a way that fits with this type of question.

Further, the explicit correction strategy is also used in lines 5 'no I don't', and 10 'yes I do', to allow the students notice their errors in the form of the verb as in lines 4 'no I am not' and 8 'yes I am bananas'. This strategy succeeded in bringing the students' attention to the form of the verb. The evidence of their noticing is in lines 6 'I see' and 12 'yes I

do'. In Extract 13 below, wh- question, yes/no question, alternative question, elicit: inform, elicit: clarify, and elaboration strategies can also be noticed.

Extract 13: School A (Sunday, October 9, 2016)

In Extract 13, the apostrophe is the topic practiced in the class by the teacher. Again the wh-question strategy is used by the teacher in line 3 'where is the next apostrophe', line 5 'which word', line 10 'what is the letter divide end with', and line 12 'where is the apostrophe go', line 15 'what's the rule', line 18 'what belonging to divide', line 25 'how many boys are there', line 28 'what this boys end with', line 36 'where is the apostrophe go', line 45 'why is it two 's'', line 46 'what's the rule if the word ends with 's'', and line 49 'what goes after', to enable the students supply a piece of missing information about the apostrophe. This strategy is helpful because it guides the students to know and add the required information, as in lines 6 'Dubais', 11 'I', 13 'before 's'', 19 'biggest', 26 'two or more than one', 29 's', 37 'after the s', 47 'because boys not coming boyses', and 50 'nothing'. In addition, the teacher employs the alternative question strategy in line 16, 'is it joining two words together or belonging to' to facilitate finding the answer from the students. This strategy specifies the answer to the students into two choices. It is helpful through inviting the students to choose their expected answer as in line 17 'belonging'. Further, the yes/no question strategy is posed by the teacher in line 39 'is anything after that' to elicit a negative answer from the students. The evidence shows that the student replies positively in line 40 'another 's''. In this situation, this strategy does not help the student to come up with the suitable answer.

The elicit: clarify strategy is employed by the teacher in lines 5 'which word' and 18 'what belonging to divide' to provide the students a chance for clarifying the confused point in their preceding answer as in lines 4 'Mr. after the 's'' and 17 'belonging'. This strategy is successful in making the students preceding speech more clear for the teacher in lines 6 'Dubais' and 19 'biggest'. Besides, the teacher utilizes the elicit: inform strategy in lines 12 'where does the apostrophe go', 46 'what's the rule if the word ends with 's'', and 49 'what goes after', to check the students' knowledge about the apostrophe that has already clarified. This strategy impacts effectively on the students'

learning through providing the teacher information that seeks for in lines 13 'before 's'', 47 'because boys not coming boyses', and 50 'nothing'.

In addition, the elaboration strategy, which is provided by the teacher, can be found in lines 32 'if there is one boy', 33 'the word ends with 'y'', 34 'if there are two boys', and 35 'the word ends with 's'' to elucidate the difference between the singular and plural in spelling of the word 'boy' in terms of putting the apostrophe before the 's'. This strategy is purposive because it aids the students to be precise in using the apostrophe. In other words, it extends the students' comprehension input about the apostrophe, such as in lines 47 'because boys not coming boyses' and 50 'nothing'.

4.3 Interaction among the Teacher and Students during Grammar Teaching

Teacher talk is also utilized in terms of social interaction with the learners; as a natural conversation between the teacher and the students. This section clarifies how turn talking is controlled by the teacher and how this exchange contributes in constructing potential for learning the second language.

Extract 14: School A (Monday, October 10, 2016)

In Extract 14, the teacher helps the student produce a correct grammatical sentence through turn-taking. Through the social context in the class, the students improve their formal linguistic accuracy and then able to produce a correct sentence. The discussion in this classroom is initiated by the teacher through posing questions, as in lines 1 'what's your favorite toy you would like to play', 8 'who do you like to play with', and 10 'what's your brother's name'. These questions aim to develop the student's productivity, although he produces short answers in lines 2 'Batman', 9 'my brother', and 11 'Nasser'. The teacher, through posing these questions, succeeds in providing the student guidance and keeps the interaction with the student on-going. In addition, in lines 4 and 13 'can you say', the teacher extends learning space. She replaces the student's short answer in lines 2 and 11 by the sentence which has an appropriate grammatical form in lines 5 'I would like to play with Batman' and 14 'my brother's name is Nasser' to teach the student how to make his answer clear and understandable. In addition, due to encouraging the student to talk and use the language correctly, the positive feedback is

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supplied by the teacher in lines 3 'wow', 7 'wonderful', and 16 'excellent' and 'good boy' because of their correct responses in lines 6 'I would like to play with Batman' and 15 'my brother's name is Nasser'. The 'next speaker selection' procedure is found in the following extract.

Extract 15: School A (Wednesday, October 12, 2016)

In Extract 15, the teacher employs the 'next speaker selection' procedure in terms of turn-allocation. The teacher extends the conversation through choosing different students to answer her questions. This procedure provides all the students opportunity to practice talking. In lines 3 'where was he, Mansour' and 9 'do you remember, Hind, what was the problem', the teacher allocates the students' name not only to gain additional information about the story, but also measure their language usage through the social interaction. Also, the teacher extends the conversational space with the next speaker through asking him question in line 6 'what was he doing in the shade'. This procedure succeeds in engaging the students in the sequential discussion and encourages them use the language in a flexible way, as evidenced, the students' responses in lines 4 'in the shade', 7 'making his kite', and 10 'there wasn't any wind'. Consequently, with this procedure the teacher improves the learning of grammar by providing evaluation of the students' answers in lines 5 'in the shade', 8 'that's great', or as a correction in line 11 'there was no wind'. The 'turn-management' procedure can be located in the extract 16 below.

Extract 16: School A (Monday, October 10, 2016)

In extract 16, the teacher discusses a story with the students in the class through asking questions, to increase the space of learning and talking naturally. The 'turn-management' is used by the teacher through managing both the questions' forms and the direction of the student's speech. In detail, the questions of the teacher in lines 2 'who helped him, Lyla', 4 'did they help Super Duck', 6 'who bumped', and 8 'where did they bump', effectively gain the suitable answers from the learners in lines 5 'yeah, but he bumped' and 9 'they bumped into a tree'. Although the teacher provides the required answers from the student in lines 3 'the sheep and the goat' and 7 'Super Duck and the frog', these answers are not completes because they do not have a finite verb. Besides, the teacher

succeeds in controlling the direction of the next speaker's speech and extending the learning space as in lines 12 'what do you think is going to happen in the end, Ali', 16 'do you think they were all happy in the end, Rana', 19 'why', and 21 'who did get down', through the student's grammatically correct answers in lines 13 'he jumped on the ground', 20 'he got down', 22 'Super Duck got down'. The teacher also controls the questions' forms. This means, the teacher prompts the students to use the past tense in their answer, because of the tense of the questions. Additionally, the teacher in line 18, 'yes they were', manages the conversation in providing the student the feedback as a correction for their incompletion response in line 17 'yes'. Finally, the teacher ends the discussion with positive evaluation as in lines 11 'good girl', 'well done', and 'excellent', and 23 'good boy' and 'excellent', because of the good performances of the students in lines 5, 9, 13, and 20.

4.4 Conclusion

This chapter analyzes the degree in which verbal techniques and strategies in teacher talk improves learning. It also reveals how the teacher talk keeps the flow of the conversation on-going, and assists the students learn the language naturally through a strict logical sequence in a social context. The next chapter responds to the three research questions through discussing the findings of this chapter. It also links the results to the studies that are considered in the review of the literature.

Chapter Five

Discussion

 This chapter discusses the results presented in the previous chapter. The results compare the findings with the previous research discussed in the literature review. This chapter also aims to discover how teacher talk works as a hindrance in acquiring the grammatical rules, how grammar teaching without a problem can be useful in teacher talk, the most frequent strategies and techniques that are used in the classroom, and the effect of teachers' classroom management procedures on students' acquisition of the language.

5.1 Grammar Teaching with a Problem in Teacher Talk

Based on the results, this section discusses the teacher talk in terms of an existing problem in grammar teaching. This means that the teacher needs to change his/her speech in order to improve the teaching and learning. The example is found in Appendix A (p. 83, extract 13, line 40) where a problem still exists after the grammar explanation. In this example, the student answers wrongly 'another s', after the teacher's explanation of the apostrophe in the singular and plural situations, (ibid. p. 82, lines 32, 33, 34, 35). The student does not have full understanding of the rules of the apostrophe, although the teacher has already explained them. At a certain stage, the main problem in the teaching when the teacher talk does not successful improves the students' comprehension. On similar lines, Blum-Kulka and Snow (2002) show that the language of the teacher in classroom is sometime considered to "problematize a perceived lack of knowledge or understanding relevant to the topic of conversation" (p. 90). That is why the teacher, after the student's response, went back and changed the way of their talking in order to be more understandable and improve students' understanding. Thus the teacher in such example changes their talking style through asking the students questions about their previous explanation (ibid. p.83, lines 45, 46, and 49). Such adjustment facilitates the student's learning (ibid. p. 83, line 50). The outcomes of Harmer 's (2007) study align with this finding: the quality of the teacher talk is measured according to its impact on the students' learning. This means that the quality of teacher talk can either improve or

hinder learning. The following section discusses how grammar is learnt when no specific problem is being focused on in teacher talk.

5.2 Grammar Teaching without a Problem in Teacher Talk

 This section concentrates on how teacher talk impacts on developing the teaching process. This means that when there is not any problem in understanding the topic, there is not any problem in the language of the teacher. In this case, teacher talk contributes in improving the learning as shown (ibid. p. 75, extract 8, line 30) in which the language of the teacher impacts positively on the student's learning. To clarify, the students know where the mistake is in 'she work in an office' and correct the mistake by adding 's' at the end of the verb 'work'. The student understands the teacher's explanation from the outset. The teacher does not need to change her speech or explain the present simple tense again because there is no problem occurring in the teaching process, which directly affects the students' answer. The teacher through their talk helps the students to acquire and comprehend the grammatical rules of the second language in the context. In this case, teacher talk influences positively on the student's language learning. In addition, effective teacher talk reflects the successful teaching process. In this context, Incecay (2010) points out that the success of teacher talk is a tool for achieving the goal of teaching. Examples is found in the (ibid. p. 65, extract 2 lines 14 and 15; p. 71, extract 6 lines 23, 24, 25, 26, 27, 28, and 29; p.73, extract 7 lines 8, 9, 10, 11, 12, and 13; and pp. 74-75, extract 8 lines 15, 17, 19, and 21). Other studies corroborate the findings of this study (Chen, 2016; Ferguson, 1977; Richards & Reppen, 2014; Stern, 1983; Verplaetse & Hall, 2000). The most-used techniques are discussed in the following section.

5.3 The Most Frequent Techniques in This Study

This section discusses two techniques which are employed very often in the current research and successfully influence the learning of grammatical rules. The first technique is full repetition, which is an activity used for two purposes; firstly, to show the answer of the student is grammatically correct, as shown (ibid. p. 64, extract 1lines 15 and 17; pp. 70-72, extract 6 lines 15, 17, 37, and 44; and pp. 72-74, extract 7 lines 5, 22, and 26). The following example clarifies this situation:

Example 1:

Tr: How can I describe, Shama

St: She has black eyes

Tr: She has black eyes

Tr: Well done

In this example, the teacher expresses her acceptance of the student's response through repeating the full turn 'she has black eyes'. The student's utterance is compatible with the educational stream. In other words, the teacher confirms that the student understands how to use the adjective in a sentence. The results of Inan (2014), Saville-Troike (2006), Sharpe (2008) and Verplaetse and Hall (2000) reinforce this finding.

Secondly, to inform and catch the students' attention that there is a grammatical mistake in their utterances (ibid. p. 66, extract 3 line 3; pp. 66-68, extract 4 lines 3 and 30; p. 76, extract 8 line 38). In such cases, the teacher helps the student to correct their mistake by providing a hint of repetition. Shrum and Glisan's (2009) findings are in alignment with this outcome.

The second technique which is used most often in this study is the pause. It was found that there are many goals for teacher's pauses. In accordance with Chen's (2016) finding, most of the times it is employed to assist teachers plan or organize their knowledge in order to provide the students suitable information consistent with the classroom's topic. (As demonstrated in ibid. p.69, extract 5 lines 1, 9, and 15). Consider the following example from extract 7 line 13:

Example 2:

Tr: OK, if it is a plural (0.5) for example girls' books   (13)

In this example, the pause in turn 13 indicates that the teacher thinks of a suitable example about using apostrophe in the plural situation. This means that this technique assists the teacher to add appropriate information used for clarification of the students' knowledge. In addition, the pause technique in the current research used for completing the teacher's utterance. (As shown in ibid. p. 67, extract 4 line 10; and pp. 70-72, extract

6 lines 13 and 47). This is similar to Sharpe's (2008) findings. Furthermore, this technique is utilized to provide the students opportunity to process the information in their mind and then extend learning of the grammatical rules. Along the same lines, Chaudron (1988) contends that the pause technique helps to increase the student's comprehension and ability to process particular rules or words. (This finding is demonstrated in (ibid. p. 65, extract 2 lines 2, 4, 9, and 14; and p. 69, extract 5 line 10). The results of Chen (2016) reinforce this finding. The next section introduces the strategies that are most often used in this dissertation.

5.4 The Most Frequent Strategies in This Study

The outcomes reveal that the questioning is the most important strategy that is increasingly used. There are two types of this strategy: the first one is wh- question which is used by the teacher to help the students provide specific information. In this light, Long (1983), confirms that "wh questions contain a missing element, and statements require a complete new proposition from the other speaker" (p. 181). It was also found that this strategy plays a fundamental role in drawing the students' attention to particular points in the grammatical rules. This finding, therefore, is ostensible in: ibid. pp. 74-76, extract 8 lines 15, 23, 35, 38 and 41; p. 79, extract 11 lines 3, 5, and 9; p. 80, extract 12 line 1; and pp. 81-83, extract 13 lines 3, 5, 10, 12, 15, 18, 25, 28, 36, 45, and 46.The example below adds more clarity of this strategy:

Example 3:

Tr: What are these words called

St: Adjectives

Tr: Good, adjectives

This example displays that the teacher through her question 'what they called these words' helps the student to know that the descriptive words are called adjectives. As illustrated in the example this strategy enables the teacher to succeed in obtaining the information that she seeks for. Consequently, Tsui's (1992) and Verplaetse and Hall's

(2000) outcomes align with this finding. Therefore, the wh question strategy succeeds in improving the learning of grammatical rules.

Yes/no question is another type used frequently by the teachers in this study. Similar to Tsui's (1992) and Verplaetse and Hall's (2000) findings, the usage of this strategy is found to add a conformation or negation replay of the teacher's utterance by the students. This strategy simplifies both the language learning and production as well. Examples of this strategy can be found in: ibid. p. 79, extract 11 line 1; p. 80, extract 12 lines 3, 7, and 13; and p. 82, extract 13 line 39. The following example demonstrates this strategy in extract 1 line 11:

Example 4:

Tr: Does she drink coffee   (10)

Tr: So now is it a question   (11)

Sts: Yes   (12)

In this example, the purpose of asking question in line 11 is to enable the students to recall their previous information about making a question in the present simple tense and confirm the teacher's question. Richards and Lockhart (1996) contend that the yes/no questions "do not require students to engage in higher-level thinking in order to come up with a response but often focus on the recall of previously presented information" (p. 186). Thus, the yes/no question strategy impacts positively on linguistic learning.

Elaboration is the second most recurrent strategy that the teachers are interested in utilizing in this research. This strategy assists the students not only to extend their knowledge about the topic (as shown in ibid. pp. 79-80, extract 11 lines 13, 14, 15, 16, and 17; and p. 82, extract 13 lines 32, 33, 34, and 35), but also to develop their language comprehension (as demonstrated in ibid. p. 75, extract 8 line 30). Chaudron (1982) maintains that elaboration provides opportunity to use the rules correctly and to "decipher the complexities of the grammatical structures" (p. 178). The example of this strategy is in: ibid. p. 71, extract 6 lines 23, 24, 25, 26, 27, 28 and 29, in which the teacher explains the subject in the compound sentence. Through this explanation, the teacher simplifies

and breaks down the complexity in understanding the clauses of the compound sentence. At this stage, the elaboration strategy plays an effective role in illustrating the details of the topic in a way that improves students' language learning. Therefore, in alignment with the outcomes of Blum-Kulka and Snow (2002), Chaudron (1982), and Marczak and Hinton (2015), the elaboration strategy increases the comprehension input. The next section discusses how grammar can be taught through interaction.

5.5 Grammar Instruction in the Social Interaction

 In terms of IRF patterns, this section discusses the impact of the full engagement of the teacher talk in the classroom step by step. It discusses how the teacher talk enables the students to acquire the language properly and accurately in a social context. This occurs through two procedures used in the present study. The first one is the 'next speaker selection' procedure similar to the outcomes of Seedhouse (2004) and Mortensen (2008), which classify it as a part of the "turn-allocation components", according to Sacks et al. (1974, p.703). It is found that this procedure plays an essential role in transferring the sequential turns in the classroom interaction (as shown in ibid. p. 84, extract15 lines 3 and 9). The following example from extract 16 line 16 illustrates this procedure:

Example 5:

Tr: Do you think they were all happy in the end, Rana   (16)

St3: Yes   (17)

Tr: Yes they were   (18)

In this example, the second student allocates as the next speaker who is selected by the teacher. This procedure enables the teacher not only to continue the sequence of the classroom's conversation, but also measure the students' grammatical knowledge through their usage of the language. In such a way, teacher talk promotes the language learning through helping them to produce correct discourse. This procedure is called, according to Schegloff and Sacks (1973), adjacency pairs, which is divided into two parts: the first one is produced by the teacher, and the second part is produced by the student.

The second procedure which is used in the classroom interaction is 'turn-management'. The teacher provides the students guidance through the forms of the questions (i.e. what's the form that the students should use to reply with), and then directing their speech. That is why the 'turn-management' is required in acquiring grammatical rules through the interaction process. This procedure is determined (in ibid. pp. 84-85, extract 16 lines 2, 4, 6, 8, 12, 16, 19, 21) in which the teacher, through posing questions in the past tense, directs the students' answers to be in the past tense. This procedure is not limited to this goal only, but enables the teacher also manage the participation of the students in the classroom talk in order to flow the conversation and enhance the learning, (as shown in ibid. p. 84, extract 15 lines 3 and 9; and pp. 84-85, extract 16 lines 2 and 12). In a similar vein, Emmer and Stough (2001) assert that in order to achieve the learning outcomes, managing the engagement of the learners in conversation talk is indispensable. The findings of Mortensen (2008), Sacks et. al. (1974), Seedhouse (2004), and Walsh (2011) reinforce the finding of the current study.

5.6 Conclusion

This chapter shows how teacher talk improves the students' learning of English grammar. Although the findings of this study produced results agreeing largely with the earlier studies (mentioned in Chapter Two), this dissertation also produced novel findings. This chapter succeeds in answering the three research questions that are posed in Chapter One. This dissertation still needs to elucidate the pedagogical implications that can be discussed in the next chapter.

Chapter Six

Implications and Conclusion

This chapter summarizes the main points in the results chapter of this dissertation and presents their practical implications for the second language classrooms. This is done through observing what lessons can be learned by English teachers for developing their teaching and learning practice. This chapter also discusses the limitation of the dissertation, makes suggestions for further studies, the professional influence of this research on the researcher, and concludes.

6.1 Implications of this Study

Effective communication, which is the major aim of second language learning and teaching, presupposes the capability to produce correct grammatical sentences. Since the techniques and strategies in teachers talk sharpen this capability through providing comprehensive language input, these techniques and strategies require to be taken into consideration in the second language teaching. They can serve to improve the linguistic competence of the students, especially when facing communicative difficulties. Thus, based on the findings of this exploration study, these techniques and strategies can help teachers of a second language choose their talk more judiciously to enhance the students' learning.

In terms of teaching, the techniques and strategies in teacher talk can improve the teaching process. Teachers for instance, with these procedures, can draw the students' attention to a particular rule of grammar, correct their errors in the application of the rule, highlight and encourage them to use the correct forms, clarify the ambiguity points in the language, and elaborate a certain difficult structure. Therefore, these techniques and strategies not only drive the teaching process, but also develop the teachers' professional experience over the long-term, and help them to simplify the language usage in order to enhance language understanding. Regard to the learning process, these techniques and strategies serve as helpful guides of students' learning. They can facilitate the learning process, enable the students to master grammatical rules, and extend the learners' comprehension. Accordingly, the students' language learning is developed and then their

ability to produce understandable sentences is gradually improved. Chaudron (1988) confirms this finding through emphasizing that the features and strategies (Chaudron's term 'features and strategies' parallels my terms 'techniques and strategies') in teacher talk are significant for language acquisition and to simplify grammatical rules.

With regard to the turn-taking of teachers in their talk, using the 'next speaker selection' and 'turn-management' procedures aid learners to acquire and enhance their second language in the social context. These procedures not only provide the students opportunity to use the language through talking, but also enable the teachers to control the talking through allocating turns to the students. They also enable the teachers to flow the sequence of the conversation in a flexible way. Besides, the 'turn-management' procedure allows the teacher to direct and determine the form of students' answers.

These effective outcomes can be recommended to the second language teachers, supervisors, teacher trainers, pre-service teachers, and the instructors who specialize in TESOL/ TESL/ TEFL. These findings help them to facilitate second language acquisition.

6.2 Limitations of this Study

In this study some shortcomings appear; the first one is this study conducted in specific educational districts in Dubai. Seedhouse (2005) suggests that applying social interaction in a specific setting may come up with different results if applied in other settings. In such a case, the findings in other educational places in the UAE or elsewhere in the world may come out differently, particularly if it is conducted in a wide range of educational districts. Further research could be done on this issue.

 As this study limits the number of participants (i.e. teachers) in Dubai, the outcomes may be different if it is applied in a larger number of teachers. Another deficiency is all of the teachers participated are native speakers. Therefore, what was collected from the participants in this study may not be found in others; Schegloff et al. (2002) point out that there is a difference between native and non-native speakers in their ways of interpreting the categories. This means that a native speaker may employ particular practices or ways of talk which a non-native speaker may not use. That is why the findings of this study

cannot be applied in a new situation, unless the conditions and the participants are the same.

6.3 Further Research Suggestions

Further studies can be carried on the same field but in another stream. Since grammar should be acquired through spoken interaction (Mazeland, 2013), another tool can be added for data collection such as interview. Interviews is considered as "talk-in-interaction" in which turn-taking takes place through question and answer turns (Packett, 2005, p. 236). In such research, the conversation occurs between a teacher and a small group of learners in order to determine the weak points in acquiring such a grammatical rule and raises awareness in the student to learn such a rule.

Further studies also need to be conducted with a larger number of participants (i.e. teachers) with diversity in their nationalities (e.g. native and non-native speakers), and in other educational places. The outcomes of this research may provide new directions for additional studies in the future, such as using the first language of the students in teacher talk as a clarification for their talking.

6.4 Professional Influence

From various aspects, this exploration study has influenced the researcher. At the subject knowledge perspective, the researcher obtained knowledge about how teacher talk impacts directly on improving learning. At the research skills perspective, although the researcher carried out several studies before by employing different approaches, conversation analysis is a new and distinctive structural method which developed her preceding abilities and knowledge.

6.5 Conclusion

The present research was carried out to explore the impact of teacher talk in English grammar acquisition. The conversation analysis approach was adopted to collect the data. The data was extracted and transcribed from audio-tape recordings of grammar teaching. Twenty-two hours were recorded in a natural interaction, before transcription of the data, analysis and discussion.

The findings of this investigation indicate that, 1) teacher talk impacts positively in acquiring the grammatical rules; 2) the full repetition and the pause are the most-used techniques in teacher talk which succeed in improving language learning; 3) questioning, in particular the wh- question and the yes/no question, and elaboration, are the most two frequent strategies contribute to acquire grammatical rules; 4) the teacher talk during the social context stimulates acquisition of the rules naturally through the two main procedures: 'turn-management' (i.e. control the conversation through directing the form of questions) and 'the next speaker selection' procedure (i.e. involve all the students in the class in talking about the topic). Both of these procedures succeed not only in allowing the conversation to flow naturally, but also in developing the learning process.

This study, in general, provides a beneficial contribution to teaching a second language. It attempts develop and highlight the role of the teachers in teaching the grammatical rules, based on particular verbal techniques and strategies that are used in the teachers' talk. Hopefully, teachers should be aware to take into consideration the influence of their talking in classrooms to promote second language learning.

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Appendixes

Appendix A
Extract 1: School C (Sunday, October16, 2016)

Tr: So I want you to look at the board everybody (0.5)   (1)

Tr: Now we have a sentence   (2)

Tr: She drink coffee   (3)

Tr: How do we make a question   (4)

St: Does she drinks   (5)

Tr: <u>Drinks</u>   (6)

St: No drink   (7)

Tr: Ok, so take off s because DOES here   (8)

Tr: I don't need s   (9)

Tr: Does she drink coffee   (10)

Tr: So now is it a question   (11)

Sts: Yes   (12)

Tr: Ok, how do I say yes   (13)

Sts: Yes she does   (14)

Tr: Yes she does or   (15)

Sts: No she doesn't   (16)

Tr: No she doesn't   (17)

Extract 2: school B (Thursday, October 20, 2016)

Tr: In the future the first we use will with the present tense verb   (1)

Tr: The second is using will with the continuous form using ing (0.2)   (2)

Tr: The third is using going to   (3)

Tr: And the forth is just using present continuous (0.1)   (4)

Tr: Now what is the difference   (5)

Tr: Why do we use these different forms   (6)

St1: To be more perfect   (7)

Tr: Yeah, there is different meaning though   (8)

Tr: So if I say it is going to rain and it will rain (0.3)   (9)

Tr: What is more certain   (10)

Tr: What do I feel more confident about what will happen   (11)

St2: It will rain is definitely happen but it is going to rain is not certain or sure like   (12)
might happen

Tr: Exactly   (13)

Tr: So ↑ <u>will</u> when something is absolutely certain is going to happen or (0.2)   (14)

Tr: It is common or asking question (.hh)   (15)

Tr: ↑ <u>Will</u> you please close the door   (16)

St3: You will do your homework   (17)

Tr: You ↑<u>will</u> do your homework today   (18)

Tr: Your parents use will   (19)

Extract 3: School C (Tuesday, October 11, 2016)

Tr: Ahmed ask Emad about live   (1)

St: Where are you live   (2)

Tr: Where <u>are</u> you live   (3)

St: Where you   (4)

Tr: [where do::::::   (5)

st: [you live   (6)

Tr: > Where do you live < all together   (7)

Sts: > Where do you live <   (8)

Tr: I live in Jumeirah   (9)

Tr: > Where do you live, Nasser <   (10)

St: > I live in Business Bay <   (11)

Tr: Hiba ask Ali about live   (12)

St2: Where do you live   (13)

St3: I live near Deraa city center   (14)

Extract 4: School C (Tuesday, October 11, 2016)

Tr: What did you do yesterday   (1)

St1: Work, I work yesterday   (2)

Tr: I <u>work</u> yesterday   (3)

St1: I worked yesterday (.) I leave work at 6:00, I went my sister house, I stayed there (4)
to the morning

Tr: I <u>leave</u> work (5)

St1: I leaved work (6)

Tr: I <u>left</u> work at 6:00 (7)

((20 lines omitted))

Tr: Ok when did the lesson start (8)

St2: At half past one (9)

Tr: So five minutes..... (10)

St2: Five minutes ago (11)

((18 lines omitted))

Tr: Ok tell me Kalifa (12)

Tr: What interested thing you did (13)

Tr: Before you came to English class today (14)

St3: I had a coffee before I come to English class (15)

Tr: Before I <u>come</u> (16)

St3: I had a coffee before I come to English class (17)

Tr: Are you in English class now (18)

St3: Yes (19)

Tr: So come (20)

Tr: When did you come (21)

St3: Before I came to English class (22)

Tr: Again repeat your answer (23)

St3: I had a coffee before I came to English class (24)

Tr: Good good (25)

Tr: When did you have a cup of coffee (26)

St3: Here in the cafeteria (27)

Tr: When (28)

St3: Two hour ago (29)

Tr: Two hour ago (30)

St3: Two hours ago (31)

Tr: Good job (32)

((30 lines omitted))

Tr: I sometimes go out in the desert (33)

Tr: And last time I did I got stuck (34)

Tr: Although there was two guides (35)

Tr: The tour of the desert the safari staff (36)

Tr: I watched them (37)

Tr: And I went up this journey (38)

Tr: I can't do that (39)

Tr: So I regard stuck so embarrassing (40)

Tr: Because they couldn't go up (41)

Tr: So all these people <u>paid</u> money to go up (42)

Tr: I couldn't go further luckily because I <u>got</u> down. (43)

St4: Last October I flipped (44)

Tr: Flipped, really (45)

St4: Yeah (46)

Extract 5: School C (Monday, October 10, 2016)

Tr: Have and has plus past participle (0.9) (1)

Tr: Why do we use present perfect (2)

St1: To something that happen in the past and continue to now (3)

Tr: Basically it is something that (happen) in the past (4)

Tr: But we thinking about now (5)

Tr: So it is relevant now (6)

Tr: Now we are going to look (7)

Tr: How do we use the present perfect with the three words just, yet, and already (3.3) (8)

Tr: Yet is talking about something is expected (0.4) (9)

Tr: For example I haven't been to Oman yet (0.3) (10)

St2: I haven't eaten dinner yet (11)

Tr: Yes, so we probably use yet with negative (12)

Tr: While just using to start (13)

St2:   [just start (14)

Tr: Yeah, start few days ago (0.5) (15)

Tr: For example, oh jerry have you eat an apple yet (.) oh no I have just eaten much (16)

Tr: The effective is still seeming there (17)

St3: We put just before past participle (18)

Tr: Yes, the just goes before past participle (19)

Tr: For example, I have just bought this car (20)

Tr: It's very resent may be month ago (21)

Extract 6: School A (Thursday, October 13, 2016)

Tr: Where is the verb in this sentence ((refers to the board)) (1)

Tr: The airline was sorry for the delay to passengers' journeys and offered compensation (2)

St1: Delay (3)

Tr: The introduces the delay (4)

Tr: Could the delay ever been a verb (5)

St1: Yes (6)

Tr: I delay he delays she delays (7)

Tr: But in this case it is used to be a noun (8)

Tr: Ok so offered is a verb (9)

Tr: I offer she offers he offers (10)

Tr: Any verb in the past tense (11)

St2: Compensation (12)

Tr: sorry its (0.2) (13)

St3: Adjective   (14)

Tr: Yes adjective   (15)

St4: Was   (16)

Tr: WAS   (17)

Tr: Who said that   (18)

St4: Me   (19)

Tr: Excellent, well done   (20)

Tr: Was is in the past tense of the verb is in the third person singular   (21)

Tr: Was is the verb one and offered is the verb two   (22)

Tr: So, the airline is the subject   (23)

Tr: So it moves here ((refers to the word offered on the board))   (24)

Tr: The airline was sorry for the delay to passengers' journeys and the airline offered (25)
compensation

Tr: But it will be a huge repetitive   (26)

Tr: And to avoid repeat the subject all the time we transfer it   (27)

Tr: So, in the second clause the airline will be assumed   (28)

Tr: We assume that to not said it again   (29)

Tr: The question is   (30)

Tr: >The airline was sorry for the delay to passengers' journeys < full stop   (31)

Tr: Does that make sense   (32)

St5: Yes   (33)

Tr: What sort of clause is that (34)

St6: Main clause (35)

Tr: Good (36)

Tr: It's a main clause make sense (37)

Tr: If I said (38)

Tr: >The airline offered a compensation < (39)

Tr: Does it make sense (40)

St7: Yes (41)

Tr: What the sort of clause is (42)

St7: Main clause (43)

Tr: Main clause good (44)

Tr: That is the compound sentence (45)

Tr: How do we define compound sentence (46)

Tr: Two clauses or.... (47)

St8: Conjunctions (48)

Tr: Conjunctions go::od (49)

Tr: Compound sentences will often use conjunction not always (50)

Extract 7: School B (Wednesday, October 19, 2016)

Tr: There are three ways of writing do::gs (1)

Tr: If it is without apostrophe (2)

Tr: What does it mean (3)

St1: There is so many   (4)

Tr: Right, there is so many   (5)

Tr: There is more than one dog   (6)

Tr: So when it is plural don't use apostrophe   (7)

Tr: You use apostrophe into two ways   (8)

Tr: The first one to show possession which means like ownership (0.3)   (9)

Tr: So for example Hiba's pencil   (10)

Tr: We use apostrophe s to show the ownership   (11)

Tr: Ok, if it is a plural (0.5) for example girls' books   (12)

Tr: The second one is contractions   (13)

Tr: You know what it means   (14)

Sts: No   (15)

Tr: Ok, like they are becomes they're, cannot becomes cann't and so on   (16)

Tr: So apostrophe is just used for possession and contraction   (17)

((8 lines omitted))

Tr: So ↑ Norah look at the difference here between   (18)

Tr: Dogs bowl and the dogs bowls   (19)

 Tr: How many dogs are this first one talk ((tr: refers on the board))   (20)

St2: One   (21)

Tr: One dog   (22)

Tr: So we are talking about one dog<u>s</u>:: and it's bowl, right   (23)

Tr: What about the second one (24)

St2: Plural (25)

Tr: Plural (26)

Tr: More than one apostrophe (27)

Tr: So if we talking about more than one (28)

Tr: We put the apostrophe at the end (29)

Extract 8: School C (Sunday, October 16, 2016)

Tr: I work in an office. (1)

St1: Question (2)

Tr: Question (3)

Tr: Is that correct (4)

Tr: >I work in an office < (5)

St2: No (6)

Tr: Is this the correct way to ask a question (7)

Sts: No (8)

Tr: It is not correct (9)

Tr: This is a positive sentence (10)

Tr: I work in an office (0.2) (11)

Tr: So it's not correct (12)

Tr: If I want to make a question (13)

St3: Do you works (14)

Tr: [ok I have to use the helping verb, what is it (15)

St3: Do   (16)

Tr: Do the verb   (17)

Sts: [you   (18)

Tr: [another verb work   (19)

Sts: [in an office   (20)

Tr: Ok, so do you work in an office   (21)

St4: Yes or no   (22)

Tr: How I say yes or no   (23)

Sts: Yes I do   (24)

Tr: <Yes I do> for a correct   (25)

Tr: <No I don't> for negative.   (26)

Tr: Ahmad can you ask me a question   (27)

St: Do you watch T.V at the weekend   (28)

Tr: Ok. good   (29)

Tr: Remember before practice talking that we have to put 's' or 'es' at the end of   (30)
the verb when we have he, she, and it

((Through The students practice the tense by talking with each other, the teacher hears
one student produces a wrongly form of the verb by mistake))

Tr: So now look at the board (.) we have a sentence   (31)

Tr: She work in an office   (32)

Tr: Correct   (33)

Sts: No   (34)

Tr: No, what's wrong (35)

Sts: 's' (36)

Tr: Ok we have to put 's' (37)

Tr: Why do we have to put 's' here ((tr: refers to the word on the board)) (38)

Sts: When we have he, she, it (39)

Tr: Ok, he, she, it plus s (40)

Tr: How do we make a question (41)

St2: Does she work (42)

Extract 9: School A (Monday, October 10, 2016)

Tr: Where did it fall (1)

St1: In the grass (2)

Tr: In the grass (3)

Tr: It fell on the ground (4)

Tr: Can you say on the ground (5)

St1: On the ground (6)

Tr: Wonderful, good gir:l (7)

Tr: And what did they do next, Ali (8)

Tr: ↑ Were they happy (9)

St2: No (10)

Tr: Why they were not happy (11)

St2: because the kite no any wind (12)

Tr: there was no any wind (13)

Tr: So the kite could not flight (14)

St2: There was no any wind so the kite could not flight (15)

Tr: So who came again ((tr: shows picture)) (16)

St2: Super Duck (17)

Tr: Super Duck (18)

Tr: And what did he try this time (19)

((17 lines omitted))

Tr: Oh let me see ((tr: shows picture)) (20)

Tr: What happened (21)

Tr: ↑Did the wind come (22)

St3: Yeah. (23)

Tr: Yeah it did (24)

Tr: What happened when the wind came (25)

St3: Super Duck flought the kite (26)

Tr: He fle::w the kite (27)

St3: He flew (28)

Tr: When the wind came and the kite was flight (29)

Tr: what happened frog (30)

St3: He was flew there into space (31)

Tr: Frog flew into the space with kite (32)

St3: Frog flew into the space with kite (33)

Tr: Ohoh ....who came back again Lyla (34)

Extract 10: School C (Tuesday, October 11, 2016)

Tr: Last night I was walking down Shaik Zaid road (1)

St1: Where there is a lot of traffic on the road (2)

Tr: Perfect, <u>where</u> there is a lot of traffic on the road (3)

St2: Suddenly I hit the car (4)

Sts: Hahahaha (5)

St3: then I go to the hospital (6)

Tr: Then I <u>went</u> to the hospital, all right (7)

St3: Oh, I went (8)

St4: Where located in Jabaal Ali (9)

Tr: <u>Which is</u> located in Jabaal Ali (10)

St4: Which is located in Jabaal Ali (11)

St5: Unfortunately when I reach there wasn't any doctor in the hospital (12)

St6: But there is a very beautiful nurse (13)

 Sts: Hahahaha (14)

Tr: Was, but there <u>was</u> a very beautiful nurse (15)

St6: I see, from whom I get, oh got her phone number (16)

Tr: Excellent, from whom I got a number (17)

St7: She likes the nurse which was the tallest one (18)

Tr: So she is the tallest nurse (19)

St7: No, no (20)

St7: She likes the tallest nurse (21)

Tr: So this nurse likes the other nurse (22)

St7: Ok, then he call her (23)

Tr: Then he called her = nice (24)

St7: When she called her= she didn't answer (25)

Tr: Ok. Well done (26)

Extract 11: School A (Thursday, October 13, 2016)

Tr: Did I forget to descri:be this dog (1)

Sts: Yeah (2)

Tr: So what did I forget to describe this dog (3)

St1: This is a dog (4)

Tr: What did I forget to say about this dog (5)

Tr: Look at this dog ((shows picture)) (6)

St2: The dog is rainbow (7)

Tr: Oh... the dog is a rain by color, exactly (8)

Tr: What else I could say to help you (9)

St3: Fluffy (10)

Tr: Its fluffy= fantastic (11)

((20 lines omitted))

Tr: That's why adjectives are so:: important (12)

Tr: Because they help us to think how things look (13)

Tr: And how they sou::nd (14)

Tr: And how they te:nse (15)

Tr: And how they fee::l (16)

Tr: We use hand to feel things (17)

Tr: So, how can I use adjective to describe Mariam's hair (18)

St4: The hair feels soft (19)

Tr: The hair feels soft.. goo:d (20)

Extract 12: School C (Tuesday, October 11, 2016)

Tr: Tell me Emad what do you like (1)

St1: I like football (2)

Tr: Do you like football, Heba (3)

St2: No I am not (4)

Tr: No I don't (5)

St2: I see (6)

Tr: Em..... do you like bananas (7)

St3: Eh.... yes I am bananas (8)

Sts: Hahahaha (9)

Tr: Yes I do (10)

Tr: I am not a banana (11)

St3: Yes I do (12)

Tr: Do you eat apples, Ahmed (13)

St4: Yes I.... eat apples (14)

Tr: Yes I eat apples is a long answer or (15)

Tr: Yes I do is a short answer (16)

Extract 13: School A (Sunday, October 9, 2016)

Tr: Next one (1)

Tr: They were both in dubais biggest mall (2)

Tr: Where is the next apostrophe (3)

St1: Mr. after the 's' (4)

Tr: Which word (5)

St1: Dubais (6)

Tr: After the 's' (7)

Tr: Hands up if you agree with this (.) (8)

Tr: Then you are wrong (9)

Tr: What is the letter divide end with (10)

St2: I (11)

Tr: where does the apostrophe go (12)

St3: Before 's' (13)

Tr: Before the 's' (14)

Tr: What's the rule (15)

Tr: Is it joining two words together or belonging to (16)

St5: Belonging (17)

Tr: What belonging to divide (18)

St3: Biggest (19)

Tr: The biggest mall (20)

Tr: The mall is belonging to Dubai (.hh) (21)

Tr: Next one (22)

Tr: The boys teacher hadn't seen the boys homework yet (23)

St6: Boys teacher (24)

Tr: <u>How many boys</u> are there (25)

St5: Two or more than one (26)

Tr: We know there is two boys (27)

Tr: So, what this boys end with (28)

St6: 's' (29)

Tr: 'y' or 's' (30)

St7: 'y' (31)

Tr: If there is one boy (32)

Tr: The word ends with 'y' (.) (33)

Tr: If there are two boys (34)

Tr: The word ends with 's' (35)

Tr: So where is the apostrophe go (36)

St8: After the 's' (37)

Tr: After the 's' (38)

Tr: Is anything after that (39)

St9: Another 's' (40)

Tr: ↑Another 's' (41)

Tr: Hand up (42)

Tr: If you are agree (0.2) (43)

Tr: Then you are fail (44)

Tr: Why is it two 's' (45)

Tr: What's the rule if the word ends with 's' (46)

St6: Because boys not coming boyses (47)

Tr: True (0.4) (48)

Tr: Then, what goes after (49)

St9: Nothing (50)

Tr: Nothing, very good (51)

Extract 14: School A (Monday, October 10, 2016)

Tr: What's your favorite toy to play with at your home (1)

St: Batman (2)

Tr: Wow (3)

Tr: Can you say (4)

Tr: <I would like to play with Batman> (5)

St: I would like to play with Batman (6)

Tr: Wonderful (7)

Tr: And who do you like to play with (8)

St: My brother (9)

Tr: What's your brother's name (10)

St: Nasser (11)

Tr: Nasser (12)

Tr: Can you say (13)

Tr: <My brother's name is Nasser> (14)

St: My brother's name is Nasser (15)

Tr: Excellent, good boy (16)

Extract 15: School A (Wednesday, October 12, 2016)

Tr: What happens at the start of the story (1)

St1: Frog and am.... Super Duck looking for goat (2)

Tr: Where was he, Mansour (3)

St2: In the shade (4)

Tr: In the shade (5)

Tr: What was he doing in the shade (6)

St2: making his kite (7)

Tr: that's great (8)

Tr: Do you remember, Hind, what was the problem (9)

St3: There wasn't any wind (10)

Tr: There was no wind (11)

Extract 16: School A (Monday, October 10, 2016)

Tr: Now let's see ((show picture))   (1)

Tr: Who helped him, Lyla   (2)

St1: The sheep and the goat   (3)

Tr: Did they help Super Duck   (4)

St1: Yeah, but he bumped   (5)

Tr: Ah... who bumped   (6)

St1: Super Duck and the frog   (7)

Tr: Where did they bump   (8)

St1: They bumped into a tree   (9)
Tr: They bumped into a tree   (10)

Tr: Good gir::l, well done, excellent   (11)

Tr: What do you think is going to happen in the end, Ali   (12)

St2: He jumped on the ground   (13)

Tr: he jumped on the ground   (14)

Tr: Well, and then what happened in the end   (15)

Tr: Do you think they were all happy in the end, Rana   (16)

St3: Yes   (17)

Tr: Yes they were   (18)

Tr: Why   (19)

St3: he got down   (20)

Tr: who did get down   (21)

St3: Super Duck got down   (22)

Tr: Good boy, excellent   (23)

Appendix B

Schools Permission

The British University in Dubai

September 20th, 2016

To Whom It May Concern,

The British University in Dubai (BUiD) offers a Master of Education (MEd) degree in Teaching English to Speakers of Other Languages (TESOL) which requires our postgraduate students to conduct classroom-based research. The master's program is designed and developed in collaboration with the School of Education of the University of Glasgow, one of United Kingdom's leading schools of education. Our MEd program is approved and accredited by the Ministry of Higher Education and Scientific Research in the UAE.

The purpose of this letter is to kindly ask your permission to allow Asmaa Al Khazraji, our Master of Education student, who presents this letter to you, to observe and audiotape-record classroom talk during a grammar lesson. I can assure you that all recorded data will be kept strictly confidential; anonymity will be reinforced in her dissertation.

Finally, we look forward to collaborating with you on this school experience and other future functions to benefit students in both, your school and BUiD. If you require any additional information, please do not hesitate to contact me at phalangchok.wanphet@buid.ac.ae or 042-791-438.

Sincerely Yours,

Dr. Phalangchok Wanphet,
Assistant Professor of TESOL
Dissertation Supervisor
Faculty of Education
The British University in Dubai