

Interplay of Teacher Talk and Student Talk Inside an EFL Classroom

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Abstract

EFL learning situates in a learning environment of an EFL classroom. Whenever EFL learners and EFL teachers work in a classroom environment, they practice input-output processing of target a language. Their mutual engagement and exchange lead students to involve in a communicative act that resembles communication in a real-life situation. This research paper assesses Classroom Talk (CT) and how it is connected with Teacher Talking Time (TTT) and Student Talking Time (STT). Observation, transcribing, and survey have been used as the research tools to collect the data. This research paper transcribes 4 listening-and- speaking classes of two groups of the students, surveys 7 EFL teachers and incorporates the researchers' own observation to investigate the interplay between students' talk and teacher's talk and evaluates classroom talk as a supportive tool (scaffold) to improve teaching and learning process in a foreign language classroom. The paper finds that classroom talk is a significant input to evaluate the classroom learning environment. How much language output students produce, what level of language proficiency they exhibit and how much it represents CLT features suggest pedagogical implication for scaffolding EFL learning in the classroom.

Keywords: teacher and student talk, types of student talk, communicative classroom talk, speaking environment of the classroom.

1: Introduction

TT and ST significantly contribute to the process of second language acquisition by creating an environment of English language use in a foreign language classroom where learners go through the language performance phase by producing target language in response to TT or independently. Classroom talk in the form of TT & ST is instrumental in an EFL setting where exposure to the use of the target language is limited (Forman, 2012). Students mainly get significant time to practice language only inside the classroom in communication between the teacher and students.

According to Zhang (2008), the quality of student learning is closely linked with the quality of classroom discourse and a teacher should motivate students to generate their questions and answers and to participate more and more in authentic speaking tasks. Therefore, it is important for EFL teachers to be aware of the role of TT and ST so they can fully utilize TT and ST as effective input and output and can support accordingly students' language learning in a real-life situation.

Nunan (1987) and Thornbury (1996) transcribed some language classes and analyzed features of TT into communicative and uncommunicative. Richard Cullen (1998) has questioned this classification as not considering typical classroom context and fulfillment of pedagogical purposes and suggested some other categories to analyze TT. This paper investigates students' contribution that is the immediate reason for modification in TT and works as a context setter in the classroom. ST is a scientific reality deeply rooted in the classroom talk which determines the amount and quality of TT, communicativeness of the classroom and fulfillment of pedagogical purpose.

This paper assesses classroom talking time and types of ST. The study finds that ST is the determiner as it guides EFL language teachers to modify TT and make it as communicative as possible in term of ST quality. It is because TT and ST occur in response to each other. Without ST, it is impossible to imagine the real classroom context and its relationship with outside classroom situation.

A teacher is the primary generator of comprehensible input in the target language and he is also responsible to assist students in understanding and interpreting the input in a meaningful context. Students are the acquirer of comprehensible input by processing the comprehensible input and communicating in a meaningful situation. (Richards & Rodgers, 1994)

There is a direct relationship between TT and ST and affects each other' quantity and quality. Plenty of work is done on quantitative and qualitative aspects of TT which include

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conflicting views on teacher talking time and TT's linguistic, functional and communicative aspects. There is hardly any work where ST is argued as a determiner to effective TT and classroom talk.

Harmer (2001) has stated that one of the roles of a teacher is to provide comprehensible input in the classroom. The teacher provides exposure to the language and it is expected that the teacher will provide language input that would be comprehensible to the students. Besides the awareness of a teacher with his comprehensibility, he should also be aware of students' level to understand so he can provide comprehensible input slightly higher from the level of students. (Harmer, 2001)

2: Rationale

The basic reason to assess TT and ST talk inside a classroom is to facilitate the use of English in English language classes at the College of Arts and Sciences at Al-Namas. English in Saudi Arabia is taught as EFL and it is restricted to official and formal use. Therefore, it is the demand of the course to make the classroom more communicative. The EFL classroom also follows the guidelines of the university. The learners are trained to fulfill the following aims and objectives of the university:

1. Preparing distinguished graduates who know fluent English to work in various government and private sectors.
2. Preparing students appropriately to be qualified to pursue post-graduate studies and scientific research in various areas of the English language.
3. Providing students with basic concepts, theories and modern trends of English language.
4. Enabling students to understand the culture of the English language and to take advantage of this knowledge to promote the values of cultural interaction.
5. Developing creative and critical thinking of students.
6. Training courses for all sectors of society and meeting the training needs of government agencies in the area of English language.

The paper assesses the contribution of ST in a communicative classroom talk basing its work following the line of Nunan (1987), Thornbury (1996) and Cullen (1998) and evaluates the contribution of ST as a determiner of TT in the classroom. This paper draws the attention of ELT teachers and scholars towards student's contribution as a resource for a communicative classroom talk.

Purpose of the Study

The paper aims to assess TTT and STT and how they jointly contribute to ST inside a classroom environment. Secondly, the research paper evaluates pedagogical value to promote real-life communication in the classroom. The research paper suggests that EFL teachers should raise their awareness not only about TT but also about ST.

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Research Questions

Using the English language for conducting instructions and learning activities in the classroom is itself a pedagogical tool. Its value increases when students use the target language to contribute and participate in learning activities. An EFL teacher can use this kind of resources to provide comprehensible inputs and to build a communicative environment in the classroom. It also provides EFL teachers with a tool to implement the lesson plan and exposure to the English language that enables learners to practise the language in a classroom context (Nunan, 1991). Many kinds of research have been conducted to analyze TT and its pedagogical role, but ST (Students' contribution in classroom talk) is an area of research that is very much neglected.

In this research paper, following research questions have been under investigation.

What is the amount of TTT and STT in the classroom?

1. Do students get enough time to speak in the classroom?
2. Do students contribute to classroom talk?
3. What kinds of student talks do students produce?
4. Is the student's contribution relevant and useful?
5. Does ST help in managing a communicative classroom?

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http://www.kku.edu.sa/KKU_Website/english/Faculties/Males/LanguagesTranslation/Departments/index.htm

3: Literature Review

Until comparatively recently, the amount of TTT was a serious concern among the researchers. High TTT was an indicator of ‘bad thing’ and maximum STT was considered as a sign of ‘good thing’. The argument behind this notion was, it causes “exclusion of participation from as many learners as possible” (Scrivener Jim: 2005, p. 84). Therefore, a teacher should speak as less as appropriate to the classroom situation and reduce his talk to the extent it is logical. He should encourage students to engage in meaningful talk because the extent of acquisition of a foreign language depends on maximum involvement in meaningful and communicative activities (Richards & Rodgers, 2004). It is found that in many cases, “TTT (teacher talking time) is the time when the learners are not doing very much and are not involved”, (Scrivener Jim 2005, p. 85).

This approach to increase STT and reduce TTT is firmly rooted in the changes during the 1960s which have seen the replacement of Situational Language Teaching in Britain and Audio-lingual method in the US with communicative language teaching (CLT) under the impact of criticism made by American linguist Noam Chomsky. According to CLT, language is a means of communication. The core of communication is meaning achieved by involving learners in a communicative act (rather than listening to explanation), using language through sharing information, negotiating meaning, and interacting in group and pair. CLT replaces teacher centeredness of an EFL classroom with learner centeredness and redefines the teacher’s role to analyze learners ‘needs, to facilitate and manage the learning process by generating students’ participation and contribution in the learning process. CLT required the reduction of TT and the increase of ST (Richards & Rodgers, 1994).

With the growth of classroom-oriented research, the interest of the scholars shifted to the analysis of teacher language. Recently many research studies have been conducted on TT. Nunan has stated that TT is very important for the organization of the classroom and for the processes of language acquisition. It helps a teacher to implement teaching plans inside a classroom and provide a source of comprehensible target language input which the learner is likely to receive (Nunan, 1991).

Now, it is accepted among the scholars that TT is equally important, and emphasis is given how effectively they are able to facilitate learning and promote communicative interaction in their classroom through different features of TT (R, 1998, July). Jim Scrivener has stated that the real problem is Unaware Teacher Talk (UTT); the kind of talk EFL teachers make with no very good purpose. It only offers rich language practice to EFL teachers rather than to students (Scrivener, (2012).

It is established that the ultimate goal of TT is to facilitate learning and promote communicative interaction in the classroom. It can be possible by providing Aware Teacher Talk

(ATT) and creating communicative ST. There are some serious questions causing differences of opinions among the scholars such as:

1. What is communicative classroom talk?
2. What elements are responsible to produce communicative classroom talk?
3. What is the criterion of judging classroom talk as communicative or uncommunicative?

Nunan (1987) and Thornbury (1996) analyzed communicative teacher talk and communicative classroom talk by applying the presence or absence of certain conditions such as referential questions, feedback on content, wait time, learner initiated interaction, replicating the classroom with the outside of the classroom situation. On the basis of the presence and absence of the above-mentioned features, a classroom is said to be communicative or uncommunicative.

Nunan (1987) characterized genuine communication as:

“Genuine communication is characterized by the uneven distribution of information, the negotiation of meaning, (through, for example, clarification, requests, and confirmation checks) topic nomination and negotiation by more than one speaker, the right of interlocutors to decide whether to contribute to an interaction or not. In other words, "in genuine communication, decisions, about who says what to whom and when is up for grabs" (Nunan 1987:137).

Nunan has transcribed and analyzed five communicative lessons in line with the features such as referential questions, feedback on content, wait time, learner initiated interaction, replicating the classroom with the outside of the classroom situation. During the examination of classroom patterns in those five communicative lessons, he found the interaction in these classes is not very communicative and there is very little genuine communication between teacher and students and between student and student (Nunan 1987). Thornbury (1996) also extended the same approach by raising trainees’ awareness about the degree of communicativeness in their classroom interaction in an in-service training project (Thornbury, 1996).

Nunan’s approach (Nunan, 1987) was based on replicating natural communication outside the classroom and expectation from foreign language classes to exhibit the same features. Richard Cullen argued Nunan’s approach as over-simplistic and unhelpful to EFL teachers since it attempts to characterize communicativeness only in terms of features of authentic communication which pertain outside the classroom and ignores the reality of the classroom context and the features which make for effective communication within that context (Cullen, 1998).

By analyzing a transcription of a lesson, Cullen (Cullen 1998) established that the classroom context is different from outside contexts. He explained how ‘communicative features’ like referential questions, content feedback, use of speech modification, works side by side with other features such as display questions, form-focused feedback, echoing of students’ response and sequences of predictable IRF in favor of an effective, interactive and communicative lesson (Cullen, 1998).

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Cullen (Cullen, 1998) questioned Nunan (1987)'s views on replicating the features of outside class inside the classroom. Replicating the features outside the classroom can be a part of communicative classroom talk and sometimes, it will not replicate. The classroom context is a specific context having its own features and it can work to transfer the basic communication skills from the classroom to outside of the classroom. William Littlewood has stated that the classroom is an artificial environment when the learner is supposed to be prepared for the real-life situation outside the classroom, but it is also a real social context in its own right where learners and teacher enter into an equally real social relationship with each other. The classroom is a context that prepares learners with useful language structures and communicative functions to operate them in other than classroom context. It is the same what happens in mother tongue where the learner acquires the basic communication skills in the close family context and transfer them in later life to a much wider range of social situation. ...The purpose of TT in a foreign language is to equip learners with the language needed for routine classroom affairs, in order to establish the foreign language as the medium for organizing and managing classroom affairs and activities (Littlewood, 1992).

Cullen (1998) showed through transcribing a lesson that features such as display questions, form-focused feedback, echoing, sequences of predictable and IRF are quite relevant in classroom talk and they contribute to the fulfillment of pedagogical purpose. He suggested six categories of teacher talk in the classroom:

1. questioning/eliciting
2. responding to students' contribution
3. presenting/explaining
4. organizing/giving instructions
5. evaluating/correcting
6. sociating /establishing and maintaining classroom rapport.

(Cullen, 1998)

Many researchers have conducted their studies on a variety of aspects of TT such as Nunan (1987) and Thornbury (1996), Cullen (1998), and Forman (2007). The major focus of the work has been TT and concerning aspects such as functional and linguistic forms and categories, communicativeness of TT and its bilingual form in an EFL classroom. It can be rightly said that more attention is paid to the study of TT and ST remained an ignored area of research.

In the context of a classroom, the immediate reason to grade or modify TT is ST and it is not possible for a teacher to know exactly what language students will use or what conditions will emerge in the classroom that may be a reason to grade or modify TT. Therefore, student's contribution should be considered as the most valuable asset in analyzing the communicativeness of the classroom and the impact of TT on students' learning. Student's contribution is a tool to determine the communicativeness and pedagogical performance of TT in the classroom environment.

4: Methodology

4:1 Participants of the Study

The researcher selected two groups of students enrolled in level 3 and 2 in the Department of English at the College of Arts & Sciences in the University of Bisha at the Al-Namas campus. These groups consisted of 17-20 Saudi students ranging between 18 to 25 years of age. These students were from different parts of the Kingdom of Saudi Arabia. They have been studying in the same department for one and a half years. They had completed secondary school and enrolled in the College of Arts & Sciences at the University of Bisha for the English major program.

The researcher also surveyed a group of English language teachers in the Department of English at the College of Arts & Sciences at Al-Namas. 6 EFL teachers participated in the survey. These teachers were well-qualified to teach the English language. Six of them teachers had a master's degree in English language teaching while one teacher was a doctorate.

4.2 Data Collection

This research paper uses mixed methods of research design. The data is authentic and primarily collected from students at level 2 and 3 in the Department of English in the first semester of 2019-2020. Observation, transcribing and survey are used as the tools of research to collect data. Two classes, each of Listening & Speaking –Level 3 and Listening & Speaking – Level 2, are observed using a checklist which calculated TTT, STT, Silent Period (SP, i.e., wait time/the gap of silence between TT and ST) and AT (Activity Time, i.e., time allocated for activities and exercises). A listening & speaking class for level 3 was recorded using an MP3 sound recorder. The teacher and students' utterances were transcribed by using a software <http://transcribe.wreally.com/>. The data was analyzed into major kinds of ST. A survey was conducted among the EFL teachers. In this survey, they were asked about TTT, STT, the interrelationship between TT on ST.

These guidelines were taken into consideration while collecting data:

1. Permission from the Head of the Department and the Dean of the college had been taken in advance.
2. EFL teachers who were responsible for level 2 and level 3 were informed 2 hours before they are observed. They were informed precisely about the topic of the study, not about the format of the observation.
3. Students were not informed about being observed and being recorded for transcription.
4. The classes were carried in usual order without any change in the lesson plan, topic, or activities.
5. Calculation of TT & ST is done manually using a stopwatch. The result is approximate.

5: Result

Assessing Teacher Talking Time and Student Talking Time

The result consists of observation of two classes for listening and speaking of two levels: Level 2 and Level 3 that continued for 45 minutes. The researcher recorded the classroom interaction and calculated the given time to TTT, STT, Silent Period (SP: a time when teacher and students are silent.) and AT (Activity Time when the students are engaged in any learning activity).

Figure 1: BA in English, Listening & Speaking (Level 2)

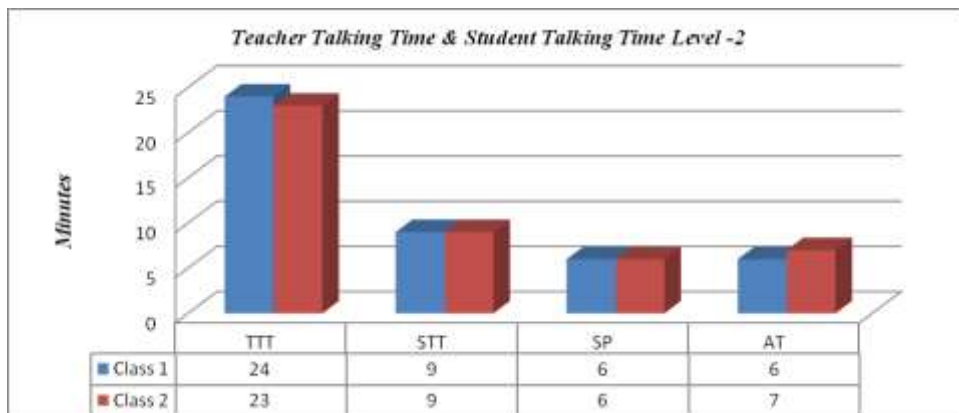


Figure 2: BA in English, Listening & Speaking (Level 3)

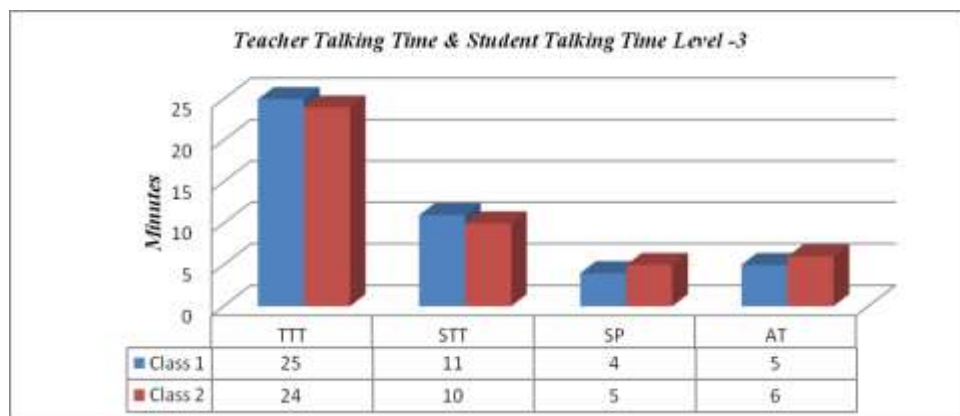


Table 1: Amount of TTT and STT and the percentage in the total class time

Classes	TTT	ST	SP	AT
Class 1 (Level 2)	24 (54%)	9 (20%)	6 (13%)	6 (13%)
Class 2 (Level 2)	23 (52%)	9 (20%)	6 (13%)	7 (15%)
Class 1 (Level 3)	25 (56%)	11(25%)	4 (8%)	5 (11%)
Class 2 (Level 3)	24 (53%)	10 (22%)	5 (11%)	6 (13%)

The result in figure 1 reveals that TTT is higher than ST in Listening & Speaking Class Level 2. In a 45-minute class, TTT takes 24 minutes in comparison to 9 minutes of STT in class 1 and 23 minutes against 9 minutes of STT in class 2. According to the table, the percentage of TTT in class 1 is 53% and STT is 20% while in class 2, TTT is 51% and STT is 20%.

The result in figure 2 shows that TTT is again higher than STT in Listening & Speaking Class (Level 3) but STT slightly rises from Listening & Speaking Class (Level 2). In a 45-minute class, TTT takes 25 minutes in comparison to 11 minutes of STT in class 1 and 24 minutes against 10 minutes of STT in class 2. According to Table 1, the percentage of TTT in class 1 is 55% and STT is 24% while in class 2, TTT is 53% and STT is 22%. Silent Period (SP) refers to the time given students as wait time or the students remain silent. Activity Time (AT) refers to activities in the classroom such as listening audio and completing exercises. SP and AT vary from 4 (8%) to 7 (15%) minutes.

From the observation and calculation of the four classes, following points are summarized:

- Teacher Talking Time was higher. It took more than 50% time of the total class time.
- Students spoke less time than teachers. They took speaking 20% to 24% time out of total class time.
- STT to each student will further reduce if it is divided among all the students (17-20).
- Students showed very little courage to speak or participate in a speaking activity.
- Listening to audio and exercises were based on the audio.
- Listening activities were preferred over speaking.
- Students lacked the required proficiency level of language to participate in classroom talk.
- Students preferred to use Arabic in ST.
- Discipline issues hampered the time limit for students.
- Explanation in TL was acceptable among the students, but pair work or group work is done in the mother tongue.

Assessing Types of Student Talk

Following are some types of ST in the classroom. They are two types. Category 1 is recognized during the observation of the classroom. Category 2 is found while the recording of the CT was transcribed. It consisted of the teachers and students' utterances in a listening & speaking class for level 3.

Category 1: Types of ST observed during classroom

1: Using Greetings/farewell

It is a regular and a common feature of classroom talk. In Saudi Arabia, most of the students use greetings and farewell in the Arabic language as 'Assalam Alaikum' at the beginning of the class and 'Shukaran' or 'Jaza Kumullah' at the end of the lecture. The researcher has also observed that some students translate their Arabic greetings and farewell into English. For example, they use greetings like 'Peace be upon you and farewell as 'any service'. Though it happens less, it is a classroom reality. Following is a piece of greeting exchanged between a teacher and his students.

Example:

T: Good Morning everybody!

Ss: Good Morning

T: How are you?

S: Alhamdolillah, fine.

T: Good.

2: Seeking information & clarifying confusion

Saudi students in graduation get the scholarship but it is mandatory for them to attend 75% of classes. Second, high grades help them other benefits in their educational career. An ESL /EFL teacher is required to keep them informed throughout the course and keep them updated with the detail of the examination. Queries about attendance and grades are very frequent. Sometimes students ask by themselves and sometimes students bring a student as a translator who mediates between the teacher and the student. It happens only when the teacher doesn't know Arabic or insists they speak in English. This kind of talk reflects the exchange of referential questions, negotiating meaning; decisions to take a turn, etc.

Example:

Duktoor (Teacher). My attendance, please.

I have an excuse for two days. I was sick. Mark me present.

3: Excusing

Some disciplinary problems like forgetting books, pens, using mobile in the class, sleeping in the class, being late for examination and assignment are very common. EFL teachers take various steps to curb them. There are many reasons and excuses given by the students. Students use typical expressions to compensate them.

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Example: Wallahe 'Malish' ...'I am sorry'...

4: Imitating teacher language

Sometimes, the relationship between a foreign teacher with foreign students in a foreign language classroom gets complex. This involves both of them in a forced environment to use the target language to exchange meaning and communication. This exchange includes imitating the most echoed words and sentences in TT inside the classroom and sometimes outside the classroom. During the observation, I found 'all right', ok, 'well done and fine are some words being imitated by the students for exchanging meaning and performing communication.

Category 2: Types of ST which are identified from transcription

1: Responding to questions

One way to generate ST is using display or referential questions. EFL teachers use pictures and videos to generate ST. In the following transcription, a teacher presented some pictures to elicit the topic from students. He used referential questions and display questions together and generated following example of ST:

Example 1:

T: Look at these pictures. ... what do you think?

S1: It's about science.

S1: It gives information about human life and animal life.

T: Ok anything else

S1: yes...about plants ...

2: Confirming

Sometimes students repeat the sentence used by the teacher or add some other words themselves. In this way, they produce ST to confirm things. In the following example in the transcription, the teacher asks the meaning of the word *cancer* in the target language. The student responds in his mother tongue. The teacher asks concept check questions to check their familiarity with the word. Students confirm by repeating the part of instruction:

Example:

T: What is cancer?

Ss: Sarataan...

T: What happens in this disease?

Ss: (Paused)

T: This is a dangerous disease or any simple disease.

Ss: very very dangerous.

3: Exemplifying

Exemplifying is one of the forms of ST in the class. Students respond in an example using words or phrases and avoid engaging in sentence-based explanation. It shows the disability

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of the students to engage in more communicative acts like explanation due to lack of confidence or language proficiency. Students find it easy to exemplify instead of producing long stretches of sentences. In the following example of transcription, the teacher asks about pain killer and their use. Students try to explain its meaning by giving examples related to medicine:

Example:

T: If you take this (...painkiller), what is the benefit? Why do we use it?

S1: Stomach Ache

T: Very good.

S2: Body Ache

S3: Headache

4: Describing

This is used in response to input provided by the teacher. It may be in the form of a single word, phrases or a long stretch of sentences. Describing things demand proficiency in the language. Students produce language confidently when they are given some input. At the beginning of a lesson, the teacher conducted an activity to generate background information for the listening activity. He showed them two pictures and asked them to describe what they see in the picture. This description by students helped the teacher in an exercise-related to sorting out vocabulary according to the topic and familiarizing them with the theme of listening. Following is an example of the transcription:

Example:

T: Now look at these two pictures carefully on page number 37.

Abdul Aziz, what do you see in picture number 1?

S1: Doctor and a sister, and some medicines.

(A student enters late in the class.)

T: Yes come in... Take your seat there. Ok.... and you.

S2: A doctor is checking the patient in the clinic.

5: Translating

The translation is the most common feature of ST in an EFL classroom. It should be retranslated into the target language to ensure the use of foreign language in the classroom. Records of classroom procedures show that students translate the concept and comprehension of difficult words and sentences in their mother tongue. It is not only because of hesitation but also because of lack of proficiency in their language. In several stages of the lesson, students translate the meaning of difficult words in their mother tongue and give an explanation in L1. In the following example, the teacher asks students about ‘Concept of living things:

Example:

T: Do animals have life?

Ss: Yes

T: How do you know? S1: Harakah....

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T: Harakah.... means?

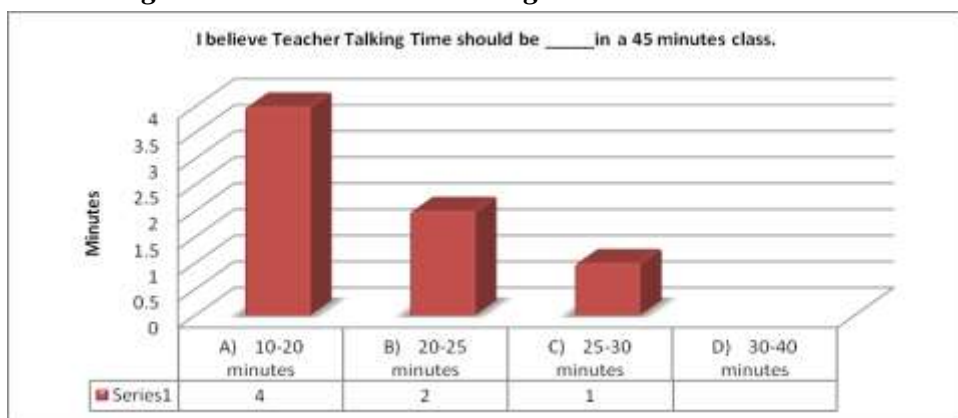
Ss: Moving.....move....Animals move....

Assessing Teacher's Responses

A survey was conducted for EFL teachers. Seven teachers participated in the survey. The survey consisted of the following five questions:

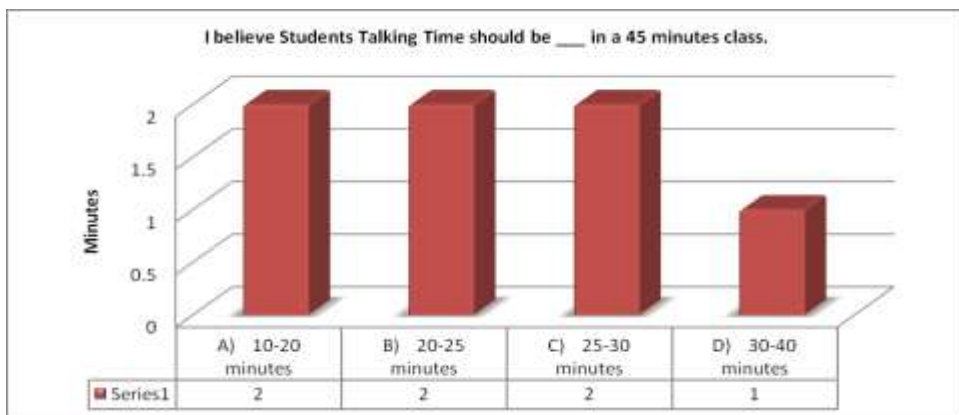
1. What should be the appropriate TTT in a 45 minutes classroom?
2. What should be the appropriate STT in a 45 minutes classroom?
3. Do the teachers listen to their students' response and decide the variety of TT in the context of students' responses?
4. Do the teachers modify their instructions in the classroom according to the level of proficiency and comprehension of the students?
5. Are the teachers satisfied with the participation and output of ST. in the classroom?

Figure 1: Ideal Teacher Talking Time:



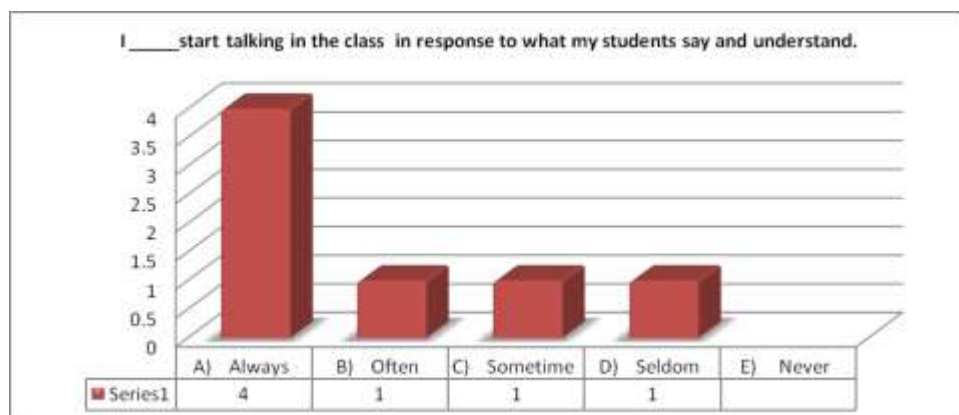
In response to TTT, out of 7 teachers, 4 teachers stated TTT should be in between 10 to 20 minutes in a 45 minutes class while 2 teachers responded it should be between 20 to 25 minutes and 1 teacher stated that it should be in between 25 to 30 minutes.

Figure 2: Ideal Student Talking Time:



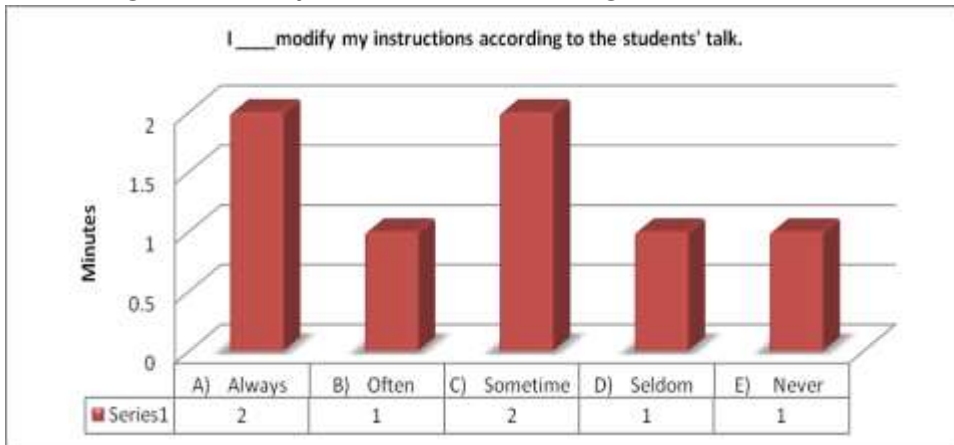
In response to STT, out of 7 teachers, 2 teachers stated STT should range between 10 to 20 minutes in a 45 minutes class, 2 teachers responded it should be between 20 to 25 minutes, 2 teachers said it should be between 25 to 30 minutes while 1 teacher said it should be between 30 to 40 minutes.

Figure 3: Consideration of ST in STT:



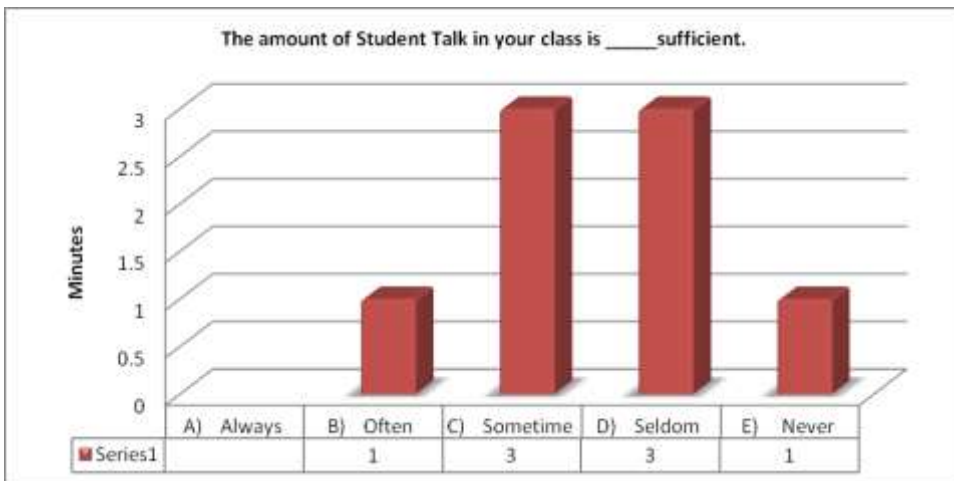
In response to teachers' attitudes towards the types of ST, 4 teachers out of 7 teachers stated they were extremely positive about ST in determining their TT. 1 teacher marked positive, 1 teacher marked somehow positive, and 1 teacher marked negative.

Figure 4: Modification in TT according to ST



In response to question about modification in TT, 5 teachers stated they consider ST in modification of their talk in the classroom. 2 teachers were extremely positive. 1 teacher was positive while 2 of them were somehow positive to ST. 2 teachers marked negative to consider ST in modifying ST. 1 teacher was extremely negative while another 1 teacher was negative.

Figure 5: Actual ST in the class:



In response to the question about having a sufficient amount of ST in their classrooms, one of the teachers marked positive and three marked somehow positive. 3 teachers marked negative and one of the teachers marked extremely negative. The major opinion of the teachers indicated that the amount of ST in the classroom was somehow negative or a little positive.

6: Discussions

From figures in 5.1, it is found that TTT is higher than STT in the Listening & Speaking class. The most striking point to be noted is it is in listening & speaking class where speaking is a part of the course. According to the nature of the course, ST is supposed to be higher than TT. In all the four classes selected for assessing TTT and STT, TTT has been above 50%. On the other hand, the findings of result 5.3 support the result of 5.1 i.e., TTT is higher than STT. It means TTT is not a considerable concern among English Language teachers.

During the observation, the author observed many problems such as lack of motivation, a mismatch between the required proficiency of language in the course and the current proficiency level of the students, lack of classroom discipline etc. But the most important is what Aljumah (2011) has mentioned:

This study investigates the problems of EFL/ESL university students' unwillingness to speak and take part in class discussions. Saudi students find it inappropriate to speak in class because of their fear to be seen as verbally challenging their teachers' views openly and publicly. Even when they do, they speak a little. This leads to frustration on the side of the teacher, in addition to the absence of any clear feedback from the students: whether they have/have not understood the lecture. (p.84)

In the above scenario, it becomes challenging for a teacher to maximize STT and create a genuine communicative and interactive classroom and a teacher revert to high TTT concentrate more on pedagogical purpose than creating communicative talk. In result 5.2, some common utterances were found during the observation and transcription of students' utterances. They were unable to perform advanced structure of language for debating, comparing and advocating a point of views. The result in 5.2 also reveals they were unable to speak continuously and fluently. It was not only because of hesitation but also because of limited vocabulary and awareness of the language system. In result 5.3, it was found that the amount of ST was somehow negative. The majority of the EFL teachers expressed their dissatisfaction with the participation and amount of ST in the classroom.

The only way to increase ST in the classroom is to recognize ST whatever be its form and types. The majority of the EFL teachers reinforced in their responses that students' contribution in the form of ST is very significant and it helps them to decide and grade complexity and amount of TT and modification in TT. During the observation, I found the success of communicativeness in the classroom is not only what Nunan (1987), Thornbury (1996) and Cullen (1998) said. It also includes incorporating potentialities of ST in classroom talk to increase ST systematically. Communication between TT and ST is unpredictable and unstructured. It varies from learners to learners. It is negotiable and unevenly distributed on the part of EFL teachers and students depending upon the quality and quantity of ST in classroom talk.' The determiner to decide the grade of TT, the use of its communicative features and fulfillment of pedagogical purpose depend upon the performance of ST.

For example, in the classroom, which was transcribed for the analysis, there are some noticeable situations on the part of ST such as replacing the answer of referential questions with short examples and yes and no answers, translating responses in L1, not utilizing wait time etc. In the context of this study, EFL teachers require to be very creative along with proficient in communicative and pedagogical features of classroom talk to enhance the amount of ST. EFL teachers can make ST a part of the assessment, they can conduct more role-play activities, oral exercises can be designed to assess listening task, and students can be provided rigorous conversational practice in using basic structures and high-frequency vocabulary. Research is needed into raising teacher's awareness with not only TT but also with ST and how ST can influence overall learning environment of the classroom.

7: Limitations

This study is based upon the particular context of the College of Arts & Sciences at Al-Namas and its findings are limited to the assessment of 2 levels of Saudi undergraduates. Findings may further be explored in other learning – teacher context. A large scale of study in different settings is required to further establish or explore the possibilities.

8: Conclusion and Implications

This study reinforced the role of ST in classroom talk. It established that awareness with ST along with TT is significant as it plays a key role in grading TT, utilizing communicative features of TT and fulfilling the pedagogical purpose of the course.

1. Teachers' awareness about TTT and STT should be increased and EFL teachers should be trained in delivering aware and useful teacher talk.
2. Teachers' awareness should be increased about ST and they should be trained in utilizing students' utterances to conduct communicative and effective classroom talk.
3. Student talk is the yardstick to measure the level of students' language and EFL teachers should utilize it to grade their language in the classroom and help students to produce better output.
4. A teacher should grade TT in correspondence to ST's proficiency, communicativeness and functions.
5. While there is a lack of motivation in students for participation in ST, EFL teachers should make ST a part of an assessment of the overall performance of students.
6. To maximize ST, a teacher can conduct more role-play activities, extempore, debate, discussion, and games such as 'find someone who...'.
7. Conducting activities such as role-play, extempore, debate, discussion, and games, a teacher should monitor and facilitate them in using the English language and prevent them from using their mother tongue.
8. In listening & speaking classes, a teacher can design oral exercises to assess listening comprehension and language acquisition.
9. The main problem of ST is the ability to product students are provided focused training in the use of basic structures and high-frequency vocabulary.

10. The teacher can enhance ST by interweaving chunks and sentences of a student with other students in the class-leading to a high amount of communicative ST.
11. Language institutions can record ST at the beginning of the session and at the end of the session to analyze improvement in the performance of ST besides the points of learning in the course.

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