

The Reasons of Teachers in Modifying Their Talk

Andi Muhammad Syafri Idris
Postgraduate Student of English Language Studies
Faculty of Cultural Sciences - Hasanuddin University
Makassar, South Sulawesi, Indonesia

Abdul Hakim Yassi
Faculty of Cultural Sciences - Hasanuddin University
Makassar, South Sulawesi, Indonesia

Ria Rosdiana Jubhari
Faculty of Cultural Sciences - Hasanuddin University
Makassar, South Sulawesi, Indonesia

Abstract:- In the English language teaching and learning process, teacher talk modification techniques were a major concern. It was thought to provide comprehensible feedback and a language model for students in order to create efficient and meaningful teaching and learning activities. As a result, the aim of this study was to investigate the aspect of teacher talk suggested by teachers in the context of senior secondary schools. A qualitative research method is applied by researchers to explore the reasons of the teachers in modifying teacher's speech phenomenon in English classroom interactions involving three English teachers who teach at two different senior high schools: SMA Negeri 17 Makassar and SMA Negeri 1 Makassar. Data was collected through online classroom observations in the form of audio recordings and interviews, then analyzed based on a conversation analysis framework. The data analysis shows that EFL teachers change their talk strategies on a regular basis for three reasons: (1) stressing the presented content, (2) providing understandable feedback, and (3) modeling the target language to the students. As a result, it considered how adjustment techniques aided students' understanding of their classroom interactions.

Keywords:- *EFL Classroom Interaction, Modification Strategies, Teacher Talk.*

I. INTRODUCTION

For international English language (EFL) students, the use of English in classroom interactions is important. EFL students' classrooms are educational institutions where they can exercise their language skills. The majority of English as a foreign language practice takes place in the classroom. They rarely train outside of the classroom because they don't have a partner with whom to do so. Yuanfang [1] stated that In the classroom, English as a foreign language plays no social part in the lives of EFL students. This means they will struggle to learn a language outside of the classroom because they will not have a partner with whom to practice. As a result, EFL teachers must provide opportunities for their students to practice their language in class, as this will help them learn and interact more effectively.

The teaching of culture in EFL classrooms has become a somewhat hot issue attracting an endless debate among language researchers, methodologists, and designers [2]. EFL students are also expected to use the language as much as possible in the classroom. Behnam & Pouriran [3] argue that Students who learn English in the classroom are preferred by educational institutions over students who do not. This suggests that the more they practice, the better they will become at using the language. The aim of language teaching and learning is, after all, to communicate[4]. Indeed, EFL students who learn the language are highly valued by educational institutions. The classroom is a contentious pedagogical subject. As a result, many EFL instructors do not require students to practice their language skills in class. As a consequence, the method of teaching and learning loses its significance. However, EFL students value the opportunity to learn their language. This will make learners familiar with the use of English. So, learning to teach the language is more interesting.

Interaction is an important success story in the learning method because the interaction is an exchange of ideas or feelings that occur collectively among teachers and students or other students. Therefore, interaction as a culture in the language class is one of the language learning methods because culture and language are inseparable[5]. The teaching process actually offers students the opportunity to ask, guess, consider and also analyze course material to build relationships. Class management involves all classroom activities including verbal and non-verbal communication. Verbal interactions occur because the teacher and students are communicating, while non-verbal interactions involve teacher and student activities or facial expressions when communicating without using words. Richard [6] suggests that in-class contact is a pattern of verbal and non-verbal communication as well as a form of social interaction in the classroom.

This study focuses on Teachers in English at the senior secondary level in two different senior high schools. This paper aims to answer the following questions: why do the teachers modify their talk in classroom interaction?

II. PREVIOUS STUDIES

There are some researches support modifications of teacher talk by the teachers. Hamzah [7] entitled “Phonological Modification of Teacher Talk in Indonesian EFL Classroom”. In the teaching and learning process, data analysis showed that EFL teachers often modify their conversation through phonological use adjustment features such as long pauses, slower speech speed, and repetitive and explicit articulation. Moreover, the Teacher has been modified their conversation for three reasons that is, emphasize what is presented material, giving what can be understood input, access the language model. Therefore, the teacher closed the conversation modification accelerates students' understand and develop class interaction. In other words, bridging the instructor to speak in English so that students can grasp the points from the lecture.

The research from Muhayyung [8] entitled “Phonological Modification on Teachers’ Instructional Talk for Secondary School Students”. In the beginning, during, and after teaching, the teachers changed their instructional speech to include some Indonesian sounds with English vowels or consonants, according to the data. Base on the English vowels, most of their modifications appear on the front, middle, and back vowels. Often Modifications in the presentation of teaching materials are alveolar and plosive velars (t, d, k, and g), dental and alveolar fricatives / θ , δ , s, and z) /, the fricative alveolar palate (j and ʒ), and the alveolar palate affricative (tʃ and dʒ). In a nutshell, this modification requires the instructor to speak in English in order for students to grasp the key points of their presentation. In addition, the teachers mostly used strategies in the teaching and learning process in interaction classroom conversations. It aimed to make students can accelerate the students’ comprehension in classroom interactions.

Another research from Wicaksono [9] entitled “Teacher’s Talk Role in Teaching Speaking”. It showed that the teacher's reasons for using it are found Communication games are the most dominant element in teacher talk because of the lecturers' wishes make students relax and enjoy the class because participants think the class is too much longer, which is 100 minutes and students sometimes can't concentrate that long. the researcher is able to conclude that the lecturer's reason to use communication game in teaching speaking is to motivate the students to speak without feeling shy or afraid. Furthermore, the lecturer gave a break to avoid boredom in speaking class. From this observation and the interview results, the researcher may conclude that the lecturer used the teacher’s talk when teaching speaking to support the students to speak actively and the lecturer also used communication games as the most dominant element to support them feel more relax and enjoy the lesson.

The research from Rahayu [10] entitled “Language Modification and Supportive Actions by an English Teacher at an EYL Classroom”. It was discovered that, based on the observations and discussion above, the instructor modifies the language by repeating what he says and using gestures to reinforce his verbal speaking. The teacher repeated his words

to make students understand instructions easily. When students can't understand what the teacher describes, he supports verbal speech by using gestures. The teacher also supports his speech by applying paralinguistic features, especially gestures. According to the findings, teachers should carefully consider their language choices and use paralinguistic features to help speech.

III. METHODOLOGY

The researcher applied a qualitative research method to explore the reasons of the teachers in modifying teacher's speech phenomenon in English classroom interactions involving three English teachers who teach at two different senior high schools, they are SMA Negeri 17 Makassar and SMA Negeri 1 Makassar. Data was collected through online classroom observations in the form of audio recordings and interviews, then analyzed based on a conversation analysis framework.

IV. FINDINGS

The presentation of the findings begins with the results of qualitative data analysis through classroom observations with video and audio recordings including speech transcriptions and interviews. This research question is intended to explore the teacher conversations used by teachers in modifying their speech in high schools in Makassar. After analyzing the data from the observation script, three teachers' speech modification strategies were used by three teachers.

The Reason of using the Modification Strategies:

Extract 31

Teacher 1: *To make students more understand*

Interview

Teacher 1 - AR

Extract 32

Teacher 2 : *to make the poor students understand it*

Interview

Teacher 2 - S

Extract 33

Teacher 3: *to make students understand what i am saying. Because we can't speak english all the time. I am sure only several students will understand*

Interview

Teacher 3 - NQ

In extract 31, 32, and 33 above depicts the reasons the three different teachers modified their talk particularly in discourse aspects. The first and second reason had a similar purpose to make the students can understand easily and comprehensively while the third reason is as emphasizing the presented materials, so the teacher sometimes tried to explain, switch or mix their code in aiming to minimize the students understanding or students’ input when teaching and learning process in order to be heard visibly by the learners.

The researcher concluded, based on the findings, that the purpose why the teachers modified their talk into three aspects based on Walsh (2012) as cited in Hamzah [7] as follows :

1) *Emphasized to the presented material*

Interview data reveals why teachers alter their voice, especially in their use of repetition. Teachers 1 and 2 demonstrate how to emphasize content by repetition and translation. As a result, students are able to grasp the content presented with ease.

2) *Providing understandable input*

The teachers modify their speech to highlight spoken English material. Because students are deficient in vocabulary, teachers must ensure student understanding. Students are unlikely to improve if they don't understand what the teacher is doing. Teachers agree that maintaining students' comprehension of the content presented is the essence of teaching and learning.

3) *Fostering language model*

Extract 34

The researcher : do you think ungrammatical sentence and mispronunciation on teacher talk can affect students' language acquisition? Why?

Teacher 1 : Yes,...students is imitators

Teacher 2 : yeah...that's why teacher need must learn before teaching as teacher is the language model in class.

In extract 34, it can be seen that the teacher's statement is related to the teacher's perception of teacher speech modification affecting students' language mastery. Teacher 1 believes that students are imitators; Of course, they replicate their teachers because their teachers are role models for their students as language models. So, teacher 2 emphasized that for that the teacher needs to learn before the teaching and learning process in-class interactions.

In addition, teacher 3 argued that in students' language learning, the instructor or teacher is more than just one language model.

Extract 35

Teacher 3 : not really, because some students get their English Skill trough communicative learning (song, movie, etc)

The instructor is a language model for students, which is the third explanation. Teachers agree that students imitate their teachers and learn new vocabulary from them. However, since some students learn English through communicative learning, such as songs, debates, films, group discussions. The teacher's articulation of a second language may not be the only exposure to language that learners embrace.

4) *Fostering language model*

The fourth reason, teachers modify their speech to ensure that the class follows along, students understand, and do not "get lost" in the fast flow of discourse. The extracts above show that reasons' teachers modify their speech in linguistic aspects, teachers' strategies in modifying their speech, and also the reasons why they modify their speech in

two high schools in Makassar, SMAN 17 Makassar and SMAN 1 Makassar.

V. DISCUSSION

This finding is also related to Hamzah [7] and Muhayyang [8]. Hamzah found that about modification input in foreign language classes. Since teacher speech is limited in both variety and frequency range, the data show that teacher oral feedback fails to provide a lexically rich environment. This demonstrates how the instructor simplifies the discussion so that students can grasp the information provided by the teacher. The data also reveal the reasons why teachers changed their lectures in some extracts in the previous section. Teachers tend to use basic vocabulary and are familiar to students because students' abilities vary. Therefore, avoiding complicated sentences will avoid misunderstanding in the teacher's presentation. It is in line with Namaziandost & Esfahani [11]. They proposed that the results obtained indicate that there are significant differences between the performances of the two groups. Participants in the experimental group performed better than those in the control group. The experimental group outperformed the control group in most cases. As mentioned at the outset, the phonological rules used in this paper are limited to English. Therefore, we can't help but wonder what the rule is absolute, implies a double meaning, i.e., if it relates to all English vote trends and related speech? And do they refer to all languages in the world or only a select number of them? Finally, although teaching and learning English pronunciation can be difficult, it is a vital field for communicative English learners to master. According to this research, phonological teaching rules will assist students in learning pronunciation more quickly and effectively.

VI. CONCLUSION

Depending on the results of the study and the debate that follows, it can be concluded that using a variety of learning media in the classroom increases student engagement. Based on these data, it can be explained that the reasons made by the teacher in modifying the language are aimed at accelerating the learning and teaching process in classroom interactions. because with the different characteristics of students when the learning process is taking place, therefore the teacher must be able to manipulate language or control class management so that all students can participate in achieving active class interaction.

REFERENCES

- [1]. Y. Yuanfang, "A study of foreign language learning motivation and achievement; From a perspective of sociocultural theory," *Celea J.*, vol. 32, p. 3, 2009, [Online]. Available: <http://www.celea.org.cn/teic/85/85-87.pdf>.
- [2]. A. H. Yassi, "Toward Local Culture Integration in EFL Classroom in Indonesia," 2017, [Online]. Available: <http://english.stkipbjm.ac.id/wp-content/uploads/2017/06/Abdul-Hakim-Yassi.pdf>.

- [3]. B. Behnam and Y. Pouriran, "Classroom Discourse : Analyzing Teacher / Learner Interactions in Iranian EFL Task- Based Classrooms," *PORTA LINGUARUM*, p. 17, 2009.
- [4]. F. Rahman, "The Strategy of Teaching Literature Through Language-Based Method: a Communicative Approach," in *The 2nd Annual Seminar on English Language Studies (ASELS)*, 2017, pp. 156–170.
- [5]. M. R. A. Latief, N. J. Saleh, and A. Pammu, "The effectiveness of machine translation to improve the system of translating language on cultural context," *IOP Conf. Ser. Earth Environ. Sci.*, vol. 575, no. 1, 2020, doi: 10.1088/1755-1315/575/1/012178.
- [6]. J. C. Richards and C. Lockhart, *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press, 1992.
- [7]. Hamzah, "Phonological Modification of Teacher Talk in Indonesian EFL Classroom," Universitas Negeri Makassar, 2019.
- [8]. M. Muhayyag, "Phonological Modification on Teacher's Instructional Talk for Secondary School Students," 2018, doi: <https://doi.org/10.2991/icaaip-17.2018.43>.
- [9]. Wicaksono, "Teacher's Talk Role in Teaching Speaking," 2016.
- [10]. Rahayu, "Language Modification and Supportive Actions by an English Teacher at an EYL Classroom," *J. English Educ.*, p. 12, 2013.
- [11]. E. Namaziandost, F. R. Esfahani, and A. Hashemifardnia, "The Effect of Teaching Phonological Rules on English Pronunciation Among Iranian Pre-Intermediate EFL Learners," *Eur. J. English Lang. Teach.*, vol. 3, no. 3, pp. 81–98, 2018, doi: <https://doi.org/10.5281/ZENODO.1242793>.