

Teacher Talk in the EFL Classroom: A Study of a Teacher at a Private English Center

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This paper investigates the multi-faceted features of Teacher Talk. Additionally, this research explores their influence on language acquisition outcomes among young learners. This study was designed as a case study research, using observations and interviews to collect data. Conducted at a private English center in Can Tho City, Vietnam, the study involved an EFL teacher and two young learners as primary participants. A 90-minute EFL classroom session was first videotaped, followed by transcription for analysis. Subsequently, interviews were conducted with the teacher and two students, and transcribed for further analysis and discussion. The study identified several features of teacher talk that either enhanced or hindered student engagement and learning. Constructive elements such as positive feedback, confirmation checks, waiting time, strategic language choice, direct error correction, and scaffolding were found to enhance student engagement and language acquisition. Conversely, detrimental features including excessive teacher talking time (TTT), interruptions, and overuse of turn completion were observed to impede the learning process. The findings underscored the importance of employing mindful and reflective communication strategies to create effective and inclusive learning environments.

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