

**AN EXPLORATION OF HOW LANGUAGE LEARNERS PERCEIVE THE
PURPOSE OF EFL TEACHERS' TALK**



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**AN EXPLORATION OF HOW LANGUAGE LEARNERS PERCEIVE THE
PURPOSE OF EFL TEACHERS' TALK**

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Merve AY YILMAZ

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ABSTRACT
**AN EXPLORATION OF HOW LANGUAGE LEARNERS PERCEIVE THE
PURPOSE OF EFL TEACHERS' TALK**

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The purpose of this study is to uncover EFL teachers' purpose of talking in secondary level context and its perception by the learners, accordingly to investigate whether the teachers are aware of the fact that the learners may assign a different meaning to their talk during the lesson, and also, explore how the teachers consider their own talk in terms of the learners' language progress. A sample of 3 experienced EFL teachers teaching to 5th graders at a private school in Istanbul, Turkey and their students (n=75) participated in this study. The study was designed as a mixed method cross sectional study. Data was obtained through a triangulated approach, in which rank-order questionnaires and semi-structured interviews were administered to the participants. The findings of the study showed that knowingly or unknowingly EFL teachers' talk involves a specific purpose but there are times that learners don't perceive the intention underlying the TT. The findings of the study also revealed that whatever purpose they bring into the classroom, the one who talks more in the classroom is the teacher. It was also revealed that TT is not only a constructive tool for language learning but also a tool that may hinder language learning process. Therefore, EFL teachers should examine their own verbal behavior and try hard to use an appropriate amount and quality language in classroom. For the last, EFL teachers need to make sure that the students perceive the purpose of TT properly.

Keywords: Teacher Talk (TT), English as a Foreign Language (EFL), Second Language Acquisition (SLA), Target Language (TL), First Language (L1)

ÖZ

İNGİLİZCE ÖĞRETMENLERİNİN KONUŞMA AMAÇLARININ ÖĞRENCİLER TARAFINDAN NASIL ALGILANDIĞININ ARASTIRILMASI

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Bu çalışmanın amacı, İstanbul'da özel bir ortaokuldaki İngilizce öğretmenlerinin ders içindeki konuşma amaçlarının öğrencileri tarafından doğru algılanıp algılanmadığını incelemek, hangi durumlarda öğretmenlerin konuşma amaçlarının öğrenciler tarafından doğru algılandığını hangi durumlarda yanlış algılandığını saptamak ve ayrıca öğretmenlerin kendi konuşmalarının, öğrencilerin dil öğrenimi üzerindeki etkileri hakkındaki düşüncelerini araştırmaktır. Bu çalışmaya 3 İngilizce öğretmeni ve 75, 5. sınıf öğrencisi katılmıştır. Veriler Likert ölçeği ve yarı yapılandırılmış görüşmeler ile toplanmıştır. Çalışmanın bulguları, İngilizce öğretmenlerinin konuşmalarının, bilinçli olarak ya da farkında olmadan, bir amaç içerdiğini ancak bu amacın bazı durumlarda öğrenciler tarafından doğru anlaşılmadığını ortaya koymuştur. Ayrıca, ders saati içerisinde en çok öğretmenin konuştuğu gözlenmiştir. Öğretmen konuşmasının belli özelliklerinin öğrencilerin dil öğrenimine yardımcı olurken belli özelliklerinin bu öğrenimi zorlaştırabileceği görülmüştür. Bu nedenle, dil öğreniminin başarılı bir şekilde sağlanabilmesi için İngilizce öğretmenlerinin ders içi konuşmalarının miktar ve içerik açısından uygun olması gerektiği ayrıca öğretmenlerin, konuşma amaçlarının öğrenciler tarafından doğru bir şekilde anlaşıldığından emin olmaları gerektiği sonucuna varılmıştır.

Anahtar Kelimeler: Öğretmen Konuşması, Yabancı Dil Olarak İngilizce, İkinci Dil Edinimi, Hedef Dil, Anadil

**To my grandfather,
who is always proud of me**



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Chapter 1

Introduction

This chapter covers the information about background of the study, theories and concepts that are relevant to the research topic, statement of the problem, researcher's purpose for the study, research questions, and significance of the study and for the last it mentions the definitions of operational key terms.

As the major resource of target language (TL) input that EFL learners receive, Teacher Talk (TT) is defined as the language used by the teachers when addressing L2 learners in EFL classrooms (Ur, 2000). Sinclair and Brazil (1985) defines TT as the language used by the teacher to give directions, explain activities and check students' understanding (cited in Yanfen& Yuqin, 2010).

As an indispensable part of foreign language teaching, TT is crucial, especially in terms of managing classroom and organizing the activities. Appropriate TT is also one of the primary resources for the process of language acquisition (Nunan, 1991).TT, moreover the way the TT and the interaction between the teacher and the students are inevitable facts of teaching process. In fact, a successful teaching depends to a large extent on the way TT while a poor teaching is a result of theTT as well. Yanfen and Yuqin (2010) states that "the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn" (p.76). While analyzing the quality of a teacher's language use in a class of 16 Turkish young learners of EFL, Incecay (2010) concluded that there are two categories regarding TT; construction and obstruction. Sinclair & Brazil (1982) support her study results as they stand up for the idea that effective learners' output mostly depend on effective TT (cited in Zang,2012).

Many studies of classroom observations on TT have identified that teachers use the language for many reasons. Lei (2009) states that TT has many functions when it comes to classroom interaction; teachers ask different kinds of questions, make speech, modify their own speech as simplification or complication according to the learner level and they somehow correct learners' errors. Yanfen and Yuqin (2010) gives a more detailed and convincing answer to the question 'Why do

teachers talk?'. According to the class observation record they conducted; teachers talk for initiating which was defined as the move in a teaching exchange and has three components; asking questions, invitation and giving direction, then responses which have more 'teacher-student' interaction as the students respond what has been initiated. Follow-up is the last category and it has two different ways with their own components. Teachers may choose informing, prompting, encouragement, criticizing and ignoring as Follow-ups to no and incorrect responses. On the other hand for correct answers teachers tend to comment in a positive and detailed way or accept the respond (acknowledgement) with a brief praising feedback (Yanfen & Yuqin, 2010).

Although there have been lots of studies about TT in EFL classrooms, there is a remarkable gap in literature about the perception of TT by the language learners. Teachers' intention of talking may not have the aimed effect on the learners. For instance, an EFL teacher attempts to encourage learners to talk in the TL for this reason s/he asks questions about their daily life. Yet, the learners may think that the teacher aimed to test their language levels. They may perceive it as an assessment. To conclude, the researcher decided to conduct the present study in attempt to fill this gap in the literature and provide an insight to all the EFL teachers and researchers.

1.1 Theoretical Framework

Almost all the theories of Second Language (L2) Learning underline the significance of input in acquisition process. In L2 classrooms TT is the major source of input (Wang, 2015). The language used by the teacher affects the language produced by the learners. The amount, features and functions of TT has a great deal of importance on L2 learners' language learning process. In this context, as Xiao-yan states, TT should be comprehensible in different forms and in right quantities (Xiao-yan, 2006). In order to describe 'Teacher Talk' in the classroom, focusing on 'why' is quite important. The EFL teachers talk in the classroom in an attempt to fulfill two requirements; providing language input and managing the classroom; giving feedback, correcting, motivating and encouraging (Sesek, 2005).

As being one of the main resources of language learning, TT is not only a constructive tool of language learning but also a tool to hinder language learning process. In his study about TT and learner involvement in the EFL classroom, Walsh (2002) states that teachers need to be made more aware of the importance of appropriate language use in EFL classroom in terms of their teaching aim and the classroom techniques appropriate to that aim.

In addition to use the appropriate technique for the aim of teacher's talking in the classroom, the teachers need to take into consideration the perception of their talk by the learners. The teachers need to make sure that the students understand the purpose of TT properly.

1.2 Statement of the Problem

As a result of globalization, the rapid worldwide spreading of publication and technological developments English has already become a global lingua franca. Even a toddler hears English on TV or an old couple needs English to tell their needs abroad. Wherever you travel you see signs and warnings in English and whenever you visit a touristic place in your hometown you are a potential guide for a foreigner who prefers English whatever his/her first language is.

For this growing need for English, the Turkish government has started to focus on English language education at schools. They revised the curriculum which still needs a lot of improvement in terms of context and syllabus. In addition, English language has started to be taught at grade 2 which was grade 4 (at the age of 10) two years ago at state schools. Furthermore, 5th grade which is the first year of secondary education started to have a crucial role in language education in Turkey in 2015-2016 academic year since it has provided students 15 hours of English language lesson per week.

Despite the numerical increase of lesson hours, revision of curriculum and lowering the age / grade, there is another factor which is crucial in language learning; the teacher and her/his talk. TT is an indispensable part of any foreign language learning. For this reason, during the past 20 years, TT has become a matter fact in the research area of second language acquisition. Ellis (1985) who studies SLA for many years defines TT as the special language used by the teachers to address L2

learners in classrooms. According to Qian (1999) teachers need to talk to conduct instructions, cultivate students' intellectual ability and manage classroom activities. Researchers have also focused on the quantity of TT in language classrooms. Sinclair and Coulthard (1975) noted that TT holds a considerable part of a lesson, in fact the teacher talks for approximately two thirds of the lesson in teacher-fronted classrooms. As a result of this excessive amount of TT observed in language classrooms, EFL teachers are recommended to think hard about their talk. They are advised to reduce quantity but increase quality of their talk in order to create a communicative language learning environment. As stated by Yanfen & Yunqin (2010), appropriate teacher talk creates a harmonious atmosphere and a friendly relationship between teachers and learners and as a result language learning is promoted.

Studies on TT phenomenon in language classrooms focus their attention mainly on the features of TT, the effects of TT on language learning process and talk-turns between language teachers and learners. However, there is also a need for taking into consideration the perception of teachers' talk by the learners. Examining the students' perception of EFL teachers' verbal behavior and under which circumstances TT and learners' perception of this TT varies may be the starting point to improve the efficiency of the language that EFL teachers bring into the classroom. By investigating TT phenomenon from the viewpoint of language learners and calling EFL teachers' attention to learners' perception of TT, the present study not only fills a gap in literature but also provides a depth-understanding of TT.

1.3 Purpose

This study aims to uncover the students' perception of EFL teachers' purpose of talking in secondary level context and examine under which circumstances the purpose of TT and the perception of this talk by the language learners vary. This study also attempts to investigate whether the teachers are aware of the fact that the learners may assign a different meaning to their talk during the lesson and explore how the teachers consider their own talk in terms of the learners' language progress.

1.4 Research Questions

The study intends to answer the following questions:

1. What are the students' perception of the purpose of TT?
2. Under which circumstances does the purpose of EFL teachers' talk differ from the perception of this talk by the learners?
3. What do EFL teachers think about the effect of their own talk on learners' language learning process?

1.5 Significance of the Study

TT is one of the greatest concerns of EFL since it is an inevitable source of language learning especially in classroom environment. As a crucial source of language learning TT has two dimensions; it somehow hinders learning or helps language learning process. According to Hakansson (1986), language learning success depends to a large degree on the effectiveness of the TT. It is mentioned to have an important role in determining the success of learning since TT serves as the primary source of input and classroom communication (Hill, 2006). Supportively, Yanfen and Yuqin (2010) stated that TT plays a role as a determiner for how well the teachers make their lectures and how well the language learners will get ahead or make no progress. Allright and Bailey (1991) put forwards that teachers talk more than half of a lesson hour in classrooms and it hinders opportunities for students to explore new ideas, as a result it affects language learning process adversely. On the other hand, Anton (1999) supported that thanks to the appropriate TT in language classrooms; the students not only learn and communicate in the target language but also acquire a good language learning habit and linguistic competence.

Although there have been a great deal of studies about TT in language classrooms, these studies mostly provided information about the discursive and functional features of TT and by using what language teachers help learners' language learning process. There is also another key concept underlying TT: the perception of it (TT) by the learners. Compared with TT researches overseas, almost no article has been written especially concerning learners' perception of their EFL

teachers' talk. As this study investigates the differences and similarities between the purpose of TT and its perception by the learners, no doubt that it will fill a crucial gap in literature especially in Turkish concept and contribute to research area of EFL.

1.6 Operational Definitions of Terms

TT. The special language that the teachers use when they want to address L2 learners in the classroom (Ellis, 1985).

EFL (English as a Foreign Language). The learning of a language, mostly in a classroom setting and a context in which the target language is not generally used in the community (Lightbown and Spada, 2006).

L1 (First language). A person's mother tongue or the language acquired first ((Richards and Schmidt, 2002). In this study, *L1* addresses Turkish.

Target language: The language which a person is learning in contrast to a first language or mother tongue (Richards and Schmidt, 2002). In this study, *target language* addresses English.

SLA (Second Language Acquisition). The process of learning a language subsequent and in a similar way to learning the first language (Saville, 2012).

CEF (Common European Framework of Reference). The framework, published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening and writing at six reference levels.

Chapter 2

Literature Review

2.1 Introduction

Teacher Talk (TT) studies attracted the researchers' attention as early as the mid-1980s (Gharbavi and Iravani, 2014). Research findings which were focused on 'care-taker' speech and then 'foreigner talk' at first initiated the TT studies in second & foreign language learning context (Snow, 1972; Ferguson, 1971). Studies on TT rose to the surface when Krashen and Terrell (1983) overemphasized the role of 'TT' as being the vital source of comprehensible input in second/foreign language learning.

2.2 Definition of TT

TT is a challenging term to define since it addresses many kinds of purposes under the headings of initiating the language learning process and managing the classroom. *Longman Dictionary of Language Teaching and Applied Linguistics* defines the term TT as that variety of language sometimes used by the teachers when they are in the process of teaching. In trying to communicate with the learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners' (Richards and Schmidt, 2002, p.543) As reported by Sinclair and Brazil (1982) TT refers to the language in the classroom employed to give directions, explain activities and check students' understandings. In a similar fashion, according to Ur (2000), the language that the teacher uses in the classroom in order to address L2 learners is 'TT'. TT is also narrowed down in classroom borders by Yan (2006). According to him, foreign language learners are mostly exposed to the language in the classroom. TT is the kind of language used by teacher for instruction in the classroom. Known as one of the most outstanding Second Language Acquisition researchers, Ellis (1985) contributes to Yan's (2006) definition. He also defines 'TT' in classroom context – "TT is the special language that teachers use when addressing L2 learners in the classroom. There is systematic simplification of the formal properties of the teachers' language." Besides this point of view, Ellis (1985) draws attention to a distinguishing definition for 'TT'- 'studies of TT can be divided into those that investigate the type

of language that teachers use in the classrooms and those that investigate in the type of language they use in subject lessons (Ellis, 1985 cited in Yan, 2006, p.5).

On the other hand, Gharbavi and Irvani (2014) describes “TT” in all its parts ‘although language teachers do diverse activities and tasks in their classrooms, their use of language is broadly similar. Whatever they do or teach, they resort to their talk; that is, TT’ (p.552). In addition to its linguistics aspect, TT stands for a communication specific purpose which shapes the attitudes between the teacher and the learner. Al-Qtaibi (2004) defines ‘TT’ as “a tool to maximize learners’ performance and interaction and promote positive student-learner attitudes in the classroom” (p.11). Stern (1983) defines ‘TT’ as the major medium of instruction by underlying the fact that – the quality and effectiveness of ‘TT’ is shaped by language background, previous experience of language teaching and formulated theoretical presuppositions about language learning and teaching. In a similar fashion, Lee and Van Pattern describe “teacher talk” as “specialized input that instructors often use” to language learners (p.33).

From the definitions discussed above, it can be concluded that ‘TT’ has a crucial place in language learning process since it is an inevitable resource of input and the main classroom management tool for initiating and organizing the classroom activities, correcting and giving feedback, encouraging, motivating and keeping the students on task. Alexander (2004) underlined the fact that talk is ‘arguably the true foundation of learning’ as being one basic means of teaching (cited in Zhang, 2008, p.82). In addition, ‘TT’ promotes the communication among the teacher and the learners. In this sense, ‘TT’ is a kind of interaction and communication tool for teachers and the language learners.

2.3 Previous Research Studies on TT

As one sub-area of second language acquisition research and a noticeable focus of classroom-centered research, TT issue has been examined in terms of its distinguishing but inseparable features since 1980s.

To begin with, Long and Sato (1983) studied the discursive aspects of teacher talk to reveal in what ways the amount of TT that the students are exposed in the classroom, differs from the language they may encounter outside the classroom. The

study findings revealed remarkable variation between TT with their students in the classroom and native-nonnative speakers' interaction in the informal dyads. They found that teachers used more display questions and fewer referential questions than did the native speakers in the dyads. Furthermore, they found that teachers used a significantly greater number of comprehension checks than did the native speakers.

Arishi (1984) attempted to investigate teacher-student interaction in EFL classes in Saudi Arabia. He analyzed two 20 minutes observations of 30 randomly selected EFL Saudi middle school teachers. The study findings revealed that the amount of TT was more dominant than that of student talk because it constituted 64.94% of the classroom discourse while student talk established 11.05% only.

For the next, Wesche and Ready (1985) investigated the common features of TT in second or foreign language classroom. In the study, they compared psychology lectures presented (in English and French) to first language speakers with those to second language speakers. The study revealed significant differences between two groups' results in the following five aspects of TT; (a) speech rate, (b) the number and duration of pauses, (c) frequency of tensed verbs and number of clauses and T units (= a principal clause plus all related dependent clauses), (d) percentage of imperative sentences and self-repetition, and (e) amount of non-verbal communication tools.

Wong-Fillmore (1985) investigated the relation between TT and learner output by observing primary language classrooms for three years. As a counter view to many studies on large amount of TT and teacher-directed classroom, she found all the success in SLA occurred in teacher-fronted classes. In contrast, students learning in a student-centered classroom didn't show a significant improvement in language learning. She explained these results in terms of the type of input which was received in the different classrooms. In successful classrooms the teachers serve as the major source of input, the learners can receive enough and accurate input. However in student-centered classrooms, the pupils did not receive so much teacher input, and tended to use the L1 when talking among themselves. Therefore, Fillmore supported the discussion that amount of TT should not be decreased blindly. If do so, she suggested two conditions to ensure successful language learning in EFL classrooms: for the first the students must have high-level language proficiency so that they can

communicate with each other and their teacher; for the second there must be enough students who want to communicate in class. If the two conditions do not exist in classrooms, the decrease of teacher talk time won't lead to successful language learning.

According to another study conducted by Long (2002), exploring a L2 learner who is in struggle with comprehending TT. The sample data was collected through an observational study of an 8-year-old learning to get along in a new language environment. Several types of TT which caused her to tune out or help comprehension are identified. Using visuals and familiar language, regular use of language associated with familiar routines, and activating prior content knowledge helped comprehension of teacher talk. On the other hand, conflicting visuals, classroom commotion and talking too fast were noted as the behaviors that hindered comprehension of teacher talk. The study findings suggested that EFL teachers can greatly manage to reduce incomprehensibility of TT by scaffolding their use of language in specific ways.

According to Al-Qtaibi (2004) studies of 'TT' have been carried out to investigate the various aspects of teachers' verbal behavior in the classroom. These various aspects are listed by Al-Qtaibi as the linguistic input provided by the teacher in the classroom setting like the amount of TT, the phonological, lexical, syntactic, or discursive features of TT, and the relationship between features of TT and students interaction and outcomes

Xiao-yan (2006) aimed to reveal how TT in EFL classrooms affects language learning by comparing the students' preferences towards the ideal teacher with the real TT. For this purpose, 80 students and 4 EFL teachers who teach the second-year and third-year English-major students' intensive reading English were selected. For the first, in order to find out the features of TT and the roles they play in the classroom, classroom observation and classroom tape-recording was used for data collection. For the second, a questionnaire including 16 items was conducted so as to learn students' learning needs. The study revealed that, the amount of TT is far more than students' expectation. The study also revealed that, students expect to have more opportunities to participate but TT occupies the allocated time. Teachers

dominate the classrooms and control what is going on tightly. As a result, the students are noted to have little opportunity to practice and just learn passively.

Kim and Suh (2004) investigated the amount of TT in Korean English classroom. They analyzed recorded data from six middle school teachers in Busan. The results showed that teachers' talk accounted for about 60% of classroom discourse and teachers talked about 17 times a minute, which is 4.5 times more than the students' talk. The findings also revealed that teacher talk in the teacher-centered class was more than that in the student-centered classes.

Yanfen and Yuqin (2010) investigated ways of TT preferred respectively by teachers and students. 29 EFL teachers and 350 language learners in their classes were participated to their study. For the first, in order to build up a database to describe TT, classroom observations and audio-recordings were conducted. For the second, participating teachers and randomly selected students were asked to respond to the questionnaire which was designed to figure out teachers' and students' preferences to ways of teacher talk. The study revealed that in initiating an interaction, teachers and students both prefers invitation as the first choice, but according to data analysis it is the least employed one. Question was the mostly applied feature of TT for initiating an interaction but it is the least preferred by students. Teachers don't seem to prefer directions but students preferred them. In ways of follow up, teachers try to encourage students when students don't answer or produce an incorrect answer. However, students preferred direct information in order to get rid of. Encouragement was always preferred by students as they still wanted to be commented rather than being just simply acknowledged even when they provided the expected answer.

In a similar vein, Shinde and KarakeTTi (2010) examined primary teachers' beliefs about TT and TT features in EFL classrooms. 10 in-service primary English teachers participated in the study. Data was collected through a questionnaire regarding TT. The study findings revealed that all the participating teachers were well aware about the importance of TT in language teaching. However, the study indicated that the participating teachers were in need of a teacher training program on how to use TT more effectively in language classrooms.

Ivonova (2011) attempted to find out “the effects of TT honetic/phonological adjustments on the nonnative comprehension.” In her study, nonnative listeners took part in an auditory sentence-final keyword transcription task for teacher talk and conversational speech. According to the findings NNSs exhibited a significant main effect of speech type, with teacher talk more intelligible than conversational speech. On the other hand, this study obviously revealed that different levels of various factors such as level of learner proficiency, talker, and sentential context have importance on the magnitude of speech type.

Ernst and Mason (2011) looked for the nature of teachers’ oral academic language during content area instruction in mainstream classrooms with English language learners. More clearly, the study examined the oral, academic language exposure students received from their teachers during mathematics, social studies, and language arts instruction in mainstream classrooms. 5 elementary classroom and 5 experienced teachers who were native speakers of English were selected for the study. Data was collected through individual interviews with teachers, classroom observations, videotaped recordings, digital audio-recordings, photographs, and field notes. Data results indicated that first; students had limited opportunities to hear the specialized language of the content areas from their teachers during oral, content area instruction. For the second, the participating teachers consistently used homophones, heteronyms, deictic pronouns and demonstratives, and idiomatic expressions, all of which can potentially hinder understanding.

Faruji (2011) investigated certain aspects questions in TT. The data were collected through classroom observations which enabled to identify question types used by EFL teachers. Having observed 8 classroom sessions, Faruji identified four categories of teacher questions which were (1) factual, (2) empirical, (3) productive and (4) evaluative questions.

Zang (2012) aimed to find out teacher-student interaction patterns and the strategies that the teacher adopts to promote student learning and facilitate comprehension in a reading class in a Chinese university. The data was collected through an audio-recording of one session of the reading class. The researcher transcribed the audio-recording and analyzed teacher-student interaction. According to the findings, the teacher consciously repeats her questions and chooses alternative

and tag questions in order to elicit students' answers and promote learning. Besides, TT was applied in order to give feedback and promote critical thinking. The study findings also supported the IRF (Initiation-Response-Feedback) or IRE (Initiation-Response-Evaluation) pattern recognized by many researchers since the participating teacher followed these paTTers for classroom interaction.

Liu and Zhu (2012) conducted their study in order to investigate 'TT' pattern in college English class in UJN. Despite the highly applied communication approach and classroom interaction, the results showed that one-way communication still dominates class teaching and learning, class activities are lack of real communication information, and the real meaning negotiation can't be achieved successfully. They explored the fact that the best efficiency in teaching English (second/foreign language) probably comes from an effective cooperation between teachers and learners.

Another study attempting to investigate the ways through which TT can create opportunities for learning in an EFL classroom was carried out by Shamsipour and Allami (2012). Besides, they aimed to identify how the teacher talk can lead to more and more learner involvement in an EFL context. To that end, 3 experienced teachers who were teaching English more than 5 years were selected through purposeful sampling. In order to collect data, their talk was audio recorded for three subsequent sessions and then analyzed based on the interactional features. The results revealed that TT is the main determiner in language learning process.

Rezaee and Farahian (2012) asked 12 upper intermediate learners (8 male and 4 female) to participate in their study to examine the amount of teacher talk in the classroom and investigated the amount of teacher talk in class and students' reactions. As for the data collection, the classroom interaction between the teacher and the students were tape-recorded for 45 minutes in five consecutive sessions and a structured interview with 8 open-ended questions with the aim of geTTing the teacher's opinion about teacher talk was carried out. According to the results of the study, almost 70 percent of the class time was alloTTed to teacher talk and almost 20% to 25% was allocated to student talk with the rest of the class time devoted to other activities.

Elkhimry, (2014) conducted a study in order to investigate the balance between quantity and quality of teacher talking time in the EFL classroom. With this purpose, the amount of TT was measured in for EFL classrooms. Besides, a checklist was used in an attempt to assess the quality of TT. Analysis of collected data revealed that teachers who used more or less than 30% of the classroom talking time produced successful classroom learning experience while the classrooms where the highest TTT recorded couldn't establish student participation and communicative language learning environment.

Furthermore, Farokhipour, Ghazaan, and Jabbari (2015) investigated salient TT strategies in Iranian language institutions teaching English as a foreign language. In order to fulfill the research goals, the data was collected through an observation inquiry. As a result, 28 teaching sessions of English lesson of seven different teachers was audio-taped. An open-ended questionnaire was also used to learn students' viewpoints. The result of the study revealed challenging distribution of TT times, patterns of questioning and error correction strategies used by Iranian teachers. In addition, the data results also showed that one-way communication still dominants class teaching despite adopting communicative approaches and advocating classroom interaction.

Wan (2015) investigated the learners' attitudes towards TT in language classrooms. Data was collected through classroom observations and stimulated recall interviews. The results revealed that learners paid more attention to TT when they had difficulty in understanding a language feature, when they initiated a question or involved in a language episode, when their classmates reacted to their incorrect use of language and when teachers applied various techniques to explain a language point.

As seen in this section, there are abundant research studies on the functional and discursive features of TT; but there are no research studies which attempted to investigate TT empirically in terms of language learners' perception. In addition, no focus has been given to examine holistically the relationship between the intention of TT and the learners' perception. Thus, it is hoped that, this study will explore this new aspect of TT and draw a new route for TT research.

2.4 The Role of ‘TT’ in Foreign Language Learning

TT is of crucial importance since it is indicated as the major tool which organizes the learning environment and provides input. For this reason, appropriate and sufficient use of TT leads to success while inappropriate and excessive TT results failure in language learning. Hakansson (1982) stresses the role of ‘TT’ in foreign / second language learning that - ‘whether a classroom successful or not depends to a large degree on the effectiveness of TT’ (Hakansson, 1982 cited in Liu and Zhu, 2012). Walsh (2002) aimed to investigate how a teacher though their use of language, construct or obstruct learner participation in face to face classroom interaction. A number of ways in which teachers can improve their TT to facilitate and optimize learner contribution was revealed. Incecay (2010) also identified several characteristics of TT some of which were indicated to hinder language learning process while some were specified to promote language learning. As a result of their study, Shamsipour and Allami (2012) described TT although it may promote or prevent learning as the main determiner of language learning process. Previous research studies which aimed to call forth several positive and negative characteristics of TT in terms of language learning process are indicated in the following subsections.

2.4.1 TT as a construction (positive TT)

Some teachers, knowingly or unknowingly, create opportunities for learner involvement and facilitate language learning process by their use of language. Appropriate amount and quality of TT is an integral part of language education and also a need and must for comprehensible input.

Thornbury (1996) aimed to raise trainees’ awareness, through the analysis of transcriptions of teaching sequences, of the degree of communicativeness in their classroom interactions by an in-service training project. The result of his study revealed that; referential questions by the teacher and teacher’s feedback on content are among the features of commutative classroom talk.

In his research on *‘teacher talk and learner involvement in EFL classroom’* Walsh (2002) revealed that “the teacher, by controlled use of language and by matching pedagogic and linguistic goals, facilitates and promotes reformulation and

clarification, leading to greater involvement and precision of language on the part of the learners.” The features of positive TT which showed up in Walsh’s (2002) study and facilitate learner involvement and constructs potential for learning includes the following (p.10-13):

1. *Direct error correction* which is less time-consuming in oral fluency practice activities in and reduce interruption and ‘maintain the flow’.
2. *Content feedback* that strongly resembles uTterances found in the ‘real world’ and reinforces the aim of promoting oral fluency.
3. *Checking for confirmation* does serve to maintain the flow and keeps channels open.
4. *Extended wait-time*, the time allowed by teachers to answer a question, not only increases the number of learner responses, it frequently results in more complex answers and leads to an increase in learner/learner interaction.
5. *Scaffolding* allows learners to play a full and active role in the discourse, producing more complete, more natural responses.

A further study exploring another important feature of positive TT was conducted by Cullen (2002). By examining a snapshot of a fairly traditional secondary school classroom, he revealed that the teacher’s follow-up moves, which was named as F-move in the study, “play a crucial part in clarifying and building on the ideas that the students express in their responses, and in developing a meaningful dialogue between teacher and class” (p.126).

Sharpe (2008) conducted a study so as to investigate in what ways TT support learning by examining in detail excerpts from two History lessons that occurred at the beginning of the first year of high school in an independent Australian boys’ school. In her study, it was identified that some of the teacher talk strategies promoted developing learning skills. First TT pattern is *cued elicitation* ‘where the teacher leaves a ‘discourse space’ for the student to complete a word.’ The second TT strategy is *repeating, recasting and recontextualising language* to develop technical language and according to the study these three works in conjunction with the others to simultaneously develop students’ conceptual understanding. On the

other hand, this study seems to oppose what Walsh indicated about TT in 2002 despite the fact that these two studies are conducted in different settings. Walsh's study is touched on in upcoming section.

Furthermore, Incecay (2010) aimed to figure out the characteristics of TT and its role on learners' language learning process. To that end, 16 Turkish young learners of English as a foreign language and one Turkish EFL teacher were selected. For data collection, audio-recording was applied. Research results indicated the characteristics of TT that helps language learning as direct error correction, content feedback, prompting, extended wait time, and repairing.

Horst, Collins, White, and Cardoso (2010) investigated the effect of teachers' talk on incidental vocabulary learning of 20 high-intermediate and advanced ESL students in an institute in Montreal and revealed that teachers rarely used new vocabulary items in the class time and TT was limited and short. Moreover, the results of the study revealed that although the teachers' discourse exchanges were short, they were comprehensive and complete. The findings of this study support the idea that teacher talk improves incidental vocabulary learning of the students.

And for the last, Aisah and Hidayat (2012) conducted a study so as to uncover discourse strategies a teacher apply to extend the classroom discourse and its results. A 1st grade teacher's involving 18 students was video-recorded. Data analysis showed that the teacher established a warm and challenging learning environment by asking referential questions and probing students' responses. In order to maintain flow of interaction, the teacher directly corrected pronunciation but ignored grammatical ones. The teacher also provided students with extended wait time instead of filling the gap with TT and moving on to the next section. The study revealed that L2 learners' thinking ability and cognitive capacity as well as classroom interaction can be improved through the appropriate and sufficient of TT.

2.4.2 TT as an obstruction (negative TT)

Many old and recent research studies have identified TT as the major source of input. As being the main source for language learning, extensive and inappropriate TT hinders language learning by establishing teacher-centered uncommunicative learning environment.

Classroom communication and interaction studies conducted by Allwright and Bailey (1991) have found that almost more than half of classroom talk is dominated by the teacher. As a result of this, language learners become communicatively incompetent.

Walsh (2002) aimed to find evidence for how the teachers reduce opportunities for learning as a result of TT. According to the data collected from analysis of eight experienced EFL teachers' lesson audio-recordings by using a conversation Analysis (CA) methodology, in language classrooms the teacher's use of language (TT) restricts learner involvement and obstructs learning potential. Walsh noted the features of negative TT that hinders learner involvement and restricts learning potential as the following:

1. *Turn completion* which means that the teacher is filling in the gaps in order to accelerate the process.
2. *Teacher echo* which disrupts the flow of the discourse.
3. *Teacher interruptions* that "cause the learner to lose the thread of what she was saying" (p.19).

Incey (2010) – information about study samples and data collection process were mentioned in previous section- in her research study stated that turn completion, teacher echo, extended use of initiation-response-feedback and turn taking are the destructive features of TT.

Ernst-Slavit and Mason (2011) examined TT in content area instruction in terms of the oral academic language used by the teacher. The study used ethnographic and sociolinguistic perspectives to examine the oral, academic language exposure students received through TT in mathematics, social studies, and language arts instruction. The findings revealed that observed English language learners had limited opportunities to hear the specialized language of the content areas and were exposed to a variety of terms which were difficult for the students to comprehend and therefore hindered understanding.

In a similar vein, Farahian and Rezaee (2012) investigated the role of teachers' questions in language learning process and learners' participation. For this purpose, they selected 12 students. The students' interaction with the teacher and

each other was tape-recorded for 45 minutes in five consecutive sessions. Furthermore, in order to collect data about teachers' opinion about TT, its merits and demerits, a structured interview including 8 open-ended questions was administered. For the last, they classified teachers' questions and students' responses to these questions. Their study showed that the number of coded/display and yes/no questions exceeded open/referential questions. They claimed that learners' silence or reluctance to participate is a result of teachers' low level of proficiency and asking such questions.

Based on these overviews, it can be concluded that TT can be an obstruction for learning and deny learning opportunities or it can support learning and help learners develop their leaning skills depending on the teachers choice of language and so the TT strategies. Not only the features of TT but also the quantity of it also plays a crucial role in communication in the ELT classrooms and language learning process. Excessive TT time has been criticized and teachers are advised to reduce their talking time so as to increase learner involvement. Along with the quantity of TT, teachers need to be aware of quality of TT which describes the language applied while teaching. In the light of these studies mentioned above, it can be said that teachers should use the language which is more efficient in creating an environment in which students feel more comfortable and more confident and become more involved in activities in the language classroom.

Chapter 3

Methodology

This chapter covers the elements of methodology under the title of research design, participants, procedures, sources of data, data collection and analysis procedures. Measures to ensure validity and reliability are also discussed. The chapter ends with limitations and delimitations.

The following research questions were investigated in this study;

1. What are the students' perception of the purpose of TT?
2. Under which circumstances does the purpose of EFL teachers' talk differ from the perception of this talk by the learners?
3. What do EFL teachers think about the effect of their own talk on learners' language learning process?

The following table summarizes the major purposes of the study matching with the specified research questions:

Table 1

Matching Research Questions and Purpose

Purpose of the Study	General Research Questions
To investigate how the purpose of TT is perceived by the language learners	What are the students' perception of the purpose of TT?
To investigate in which situations language learners perception of TT and the purpose of TT doesn't match.	Under which circumstances does the purpose of EFL teachers' talk differ from the perception of this talk by the learners?
To find out the awareness of EFL teachers about the effect of their own talk on language learning process.	What do EFL teachers think about the effect of their own talk on learners' language learning process?

3.1 Research Design

Cresswell defines the term *research design* as “plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis” and indicates that research design selection “is based on the nature of the research problem or issue being addressed, the researchers’ personal experiences, and the audiences for the study” (Cresswell, 2003, p.3).

Cresswell (2003) defines mixed methods approach as integrating qualitative and quantitative data collection and analysis in a single study. For this study, mixed methods approach was selected as research design due to its utility and appropriateness. As a result, the final database represented both qualitative which is more dominant and quantitative information. Therefore, the data collection both involved numeric information and text information. In addition, using mixed methods provided a better understanding of the research problem than either of each method alone.

Quantitative research methods are described as the collection of information which can be analyzed numerically, the results of which provide statistical data. According to Campbell and Stanley (1963), throughout the 20th century strategies associated with quantitative data include the true experiments and the quasi-experiments and correlational studies. Most recently, complex experiments with many variables and treatments are available. Quantitative strategies also involved elaborate structural equation models that incorporated causal paths and the identification of the collective strength of multiple variables (Creswell, 2003). For this study, in order to find out the first and the second questions, two types of Likert type scale were chosen within quantitative research context.

On contrary to quantitative research, qualitative research doesn’t provide numeric data, it explores relationships and perceptions held by affected persons and communities via case studies, narratives, phenomenology, ethnographies and grounded theory studies. Cresswell (2003) states that, in qualitative research method the inquirer collects open-ended, emerging data with the primary purpose of developing themes from the data. In this study, semi-structured interview was used to

obtain qualitative data. Moreover, as the interpretation of the analysis of descriptive statistics involved text information, all of the questions in this study provided qualitative data.

Additionally, the present study used a cross-sectional design as the data gathered once and the aim was to figure out how the situation about the studied phenomenon was at a specific time.

After all, this study attempted to identify and describe the perception of TT phenomenon by language learners and the language teachers' view about the effect of their talk on language learning process by using mixed research methods which provided both qualitative and quantitative research context. Additionally, the researcher also aimed to enhance and validate the research by utilizing mixed research methods.

3.2 Universe and Participants

For the purpose of this study, the data were gathered from two different groups of participants. The first group was consisted of three EFL teachers who are still teaching at 5th graders at a private school in Istanbul, Turkey. Their EFL teaching experiences were ranged between 3 and 7 years. They were all native speakers of Turkish and English is their L2. Two of the participant teachers were graduated from English Language Teaching Department and the other participant teacher was an English Language and Literature graduate but s/he had pedagogical formation. As for their educational background, two of them had bachelor's degree and one of them was an MA student in the field of Educational Administration and Supervision. The second group was consisted of 75 11-year-old 5th grade students who were the students of the first group. There were 45 female and 30 male students. They all had almost the similar needs as a language learner. The students study English for nine 40 minutes lessons a week for two terms (approximately 40 weeks). As printed language learning material, they only had a course book which was composed of two different books as student's book and workbook. Their second language (L2, English) level was approximately the Common European Framework of Reference (CEFR) level A2.

The reasons why 5 grade level students were chosen for the study are as follows:

1. 5th grade became the first year of secondary school education in 2013
2. In 2015-2016 Academic year, 5th graders started to have 15-hour-English language lesson in a week (which is almost three times more than the other class levels).

In conclusion, ‘5th grade’ seems to have a crucial role in language learning education in Turkey.

The following table summarizes the participants’ demographic characteristics:

Table 2

Participants Demographic Characteristics (1st Group- Language Teachers)

Participants	Gender	Age	Academic Rank	Year of Teaching Experience
A	Female	25	MA student	4
B	Female	28	BA	6
C	Male	29	BA	7

Table 3

Participants Demographic Characteristics (2nd Group – Language Learners)

Number of Participants	Gender	Age	Academic Rank	Year of Teaching Experience
45	Female	11	5 th Grade	A2 (CEFR)
30	Female	11	5 th Grade	A2 (CEFR)

3.2.1 Ethical considerations. According to Silverman (2000) while they are conducting research, researchers should always take into consideration several ethical issues that are supposed to be addressed during, and after the research had been conducted because the researchers are in actual fact entering the private spaces of their participants. Cresswell (2003) reminds researchers that they should respect the needs, rights, desires and values of the participants. Furthermore, Miles and Huberman (1994) subdivides the ethical issues that the researcher should consider as (a) informed consent, (b) harm and risk, (c) honesty and trust, (d) privacy, confidentiality, and anonymity, (e) intervention and advocacy.

In view of issues discussed above, ethical issues addressed in the conduct of this research are as the following:

Informed consent: For the present study, the researcher explained the participating language learners and teachers about the aim of study, their role in the study and the reason why they were chosen. They were also informed about the need for the study.

Voluntary participation: Especially for the purpose of enabling a natural setting and naturally responding participants for the study, the participants first asked if they voluntarily took part in the study. No participant of this study was coerced into participation.

Harm and risk: Participant language learners and teachers were explained and guaranteed that their personal responds wouldn't be shared by others or they wouldn't be put in a situation where they might have difficult times because of their participation in this study.

3.3 Procedures

3.3.1 Types of sampling. Webster (1985) defines a sample as 'a finite part of a statistical population whose properties are studied to gain information about the whole' (as cited in Mugo, 2010). According to Mugo (2010) sampling refers to the process, or technique of selecting an appropriate sample, or a representative part of a

population in an attempt to determine parameters or characteristics of the whole population.

Cochran (1977) overemphasizes that sampling theory needs to be understood in depth in regards to choosing a sampling method as it seeks to “make sampling more efficient”. Cochran underlines that thanks to adopting correct sampling methods, researchers conduct their research more efficiently and reaches greater accuracy. In addition to sampling method, ‘the sample’ is also itself has a great importance and it should be “representative in the sense that each sampled unit will represent the characteristics of a known number of units in the population” (Lohr, 2009).

According to Latham (2004) types of sampling are classified under two general categories:

These two categories are called probability sampling and non-probability sampling. Probability sampling is sometimes called random sampling as non-probability sampling is sometimes called non-random sampling. These terms are interchangeable. (Latham, 2004, p.3-11).

In this study, two types of sampling methods were used. For the first step of the study – which was a Likert type scale used to figure out the perception of TT by language learners – *simple random sampling* in which each object in the population have an equal chance of being selected was employed (Latham,2007). The sampling group included 75 5th grade students and their English language teachers. The Likert type scale was applied to the whole 5th graders but 75 of them – 25 students of each language teacher - were randomly chosen by the researcher. Applying this Likert type scale in the study, the students’ perception of the purpose of TT, and the relationship between TT and the perception of TT by language learners were revealed. For the learner interview, the researcher randomly selected 10% of the L2 learners participated in Likert type scale.

For the second step – where a semi-structured interview and a Likert type scale were used to reveal the language teachers’ thoughts about the effect of their

own talk on language learners' learning progress – 3 language teachers were selected via *purposive non-probability sampling* where the researcher purposefully selects the particular units of the population for constituting the most appropriate sample to answer the research question was employed (Latham,2007). The researcher intentionally chose the size and the content of the sample. A semi structured interview and Likert type questionnaire were administered to participating 3 EFL teachers.

3.3.2 Sources of data. Depending on the nature of the information to be gathered, different data collection devices are used for obtaining information relevant to the research study. According to Heaton (2004) depending on research type, data can be collected through a number of methods which include taped social interaction, field notes, focus groups, surveys, interviews, telephone interviews, or questionnaires (Heaton, 2004). The following section describes each source of data applied in this study in detail.

3.3.2.1 Likert type scale. A quantitative research instrument was selected in this study in an attempt to answer the first research question. The reason why the researcher adopted a quantitative research instrument for the first question is the need for identification of factors that influence the outcome. Babbie (1990) states that as being one of the quantitative research strategies of inquiry, with the purpose of generalizing from a sample to a population, surveys include cross-sectional and longitudinal studies by using questionnaires or structured interviews for data collection. In this study, two types of Likert type scale were adopted and the data were collected on predetermined instruments that yield statistical data. Both Likert type scales were same in format but different in questions they included. Each questionnaire included 14 rank-order questions in total with a five-level Likert type scale and the participants were asked to evaluate each statement. The scale ranged from *always (5)* to *never (1)* by exhibiting symmetry and balance. The Likert type scales were carried out with 75 5th grade students and 3 English language teachers who were teaching to student samples to find out under which circumstances the intention of TT differs from the language learners' perception of this TT (See Appendix A – Appendix B).

Each Likert type scale was designed by the researcher on the basis of related literature review. For the Likert type scale, expert opinion and approval was obtained. In addition to this, for internal consistency reliability Cronbach's alpha coefficient was calculated for the Likert-type scale. The overall reliability of the scale used for teacher and learner survey was found high as 0,753. The assessment criteria used in the evaluation of Cronbach's Alpha Coefficient (Özdamar, 2004);

If it is $0,00 \leq \alpha < 0,40$, the scale is not reliable.

If it is $0,40 \leq \alpha < 0,60$, the scale is of low reliability.

If it is $0,60 \leq \alpha < 0,80$, the scale is very reliable.

If it is $0,80 \leq \alpha < 1,00$, the scale is a highly reliable scale.

Table 4
Reliability Statistics

Cronbach's Alpha	N of Items
0,753	15

3.3.2.2 Semi-structured interview. According to Zhang and Wildemuth (2009) interviews are carried out with the purpose of understanding people's inner perceptions, experiences, attitudes and feeling of reality about a situation or a phenomenon. Fontana and Frey (2005) divides interviews into three categories based on the degree of structuring. They list three types of interviews as structured, semi-structured and unstructured interviews (Fontana & Frey, 2005). In order to answer the second research question, the inquirer used a semi-structured interview in which the researcher pre-prepares an interview guide usually including a list of open-ended dominant questions or specific topics to be covered (Zhang & Wildemuth, 2009). Semi-structured interview also provided further information for analyzing the Likert type scale results. In this connection, during the interview, the participant teachers were asked to give detailed responds to some questions that cover the Likert type scale items as well. As a result, in addition to providing data for the second question, semi-structured interview results provided a qualitative context for the analysis and interpretation of the quantitative data for the first research question. The

semi-structured interview was carried out with 3 language teachers who were teaching to participated 5th grade students in an attempt to learn their view about the effect of their own talk on learners' language learning process (See Appendix C).

A semi-structured interview was also carried out with 10% of the participating L2 learners in order to learn about their perceptions and experiences about their teachers' talk and to get in-depth understanding of quantitative data. They were also asked to explain their thoughts about the effect of TT on their language learning progress (See Appendix D).

After all, both quantitative (Likert type scales) and qualitative research (semi-structured interview) instruments were adopted in this study in order to hinder one's limitations with another. The result from each method helped develop the data obtained from the other research method. In short, with the purpose of generalizing the findings while developing a detailed view of TT phenomenon the researcher applied mixed methods by collecting and analyzing both forms of data in a single study.

While deciding on data collection sources for the present study, the full range of possibilities for data collection methods and organization of these methods by their degree of appropriateness, implementation and means of data analysis were considered.

3.3.3 Data collection procedures. In this study, the data for the first and second questions were gathered from 75 5th grade students and 3 English language teachers. As for the data collection instrument, on the basis of related literature, the researcher designed the rank-order questions. Having obtained expert approval and tested the reliability of the source, participant learners and teachers were informed about the aim of the study and their role in the study. The researcher conducted the questioners to the whole participant students simultaneously. The participant students were first informed about the Likert order scale and how to fill in the questionnaire and then they were asked to evaluate the statements in the questionnaire according to the Likert type scale. The researcher explained the statements in the participants' first language (L1) when needed. Considering students' hesitation about mentioning their

exact view about the statements which were about their present English language teachers, the researcher ensured them about privacy of their results. For the second step, the questionnaire which was same in structure but different in questions (different but related) was conducted to the teachers. The participant teachers were went through the same process with their student.

In order to collect data for the second question, the researcher interviewed with 3 English language teachers in a quiet room which is free from disturbances. For the first step, the researcher developed an interview guide which included a list of open-ended questions that needed to be covered during the interview. In addition, the interviewees were handed in the paper-based interview titles beforehand. Before the interview started, the researcher asked permission for tape-recording. Each of the participant teachers was interviewed individually for 30 to 40 minutes and they were asked to explain their view and share experiences about the interview questions. Before beginning the interview, in order to gain trust and establish rapport, the researcher tried to build up a trustful and harmonious relationship. As the researcher was not an 'outsider' and a language teacher as well, teaching experiences were shared and language teaching issue was discussed. The interview started when the researcher felt it was appropriate to ask. The interviewees were also asked to be free to express their views in order to reach unique and comparable results. The interview went on according to the interview guide but the researcher also generated new questions during the conversation when it seemed appropriate and worth recording. The researcher jotted down the respondents' answers and tape-recording was applied for the crucial and vague points.

In addition to the Likert type scale and semi-structured interview for the teachers, a semi-structured learner interview was carried out with the 10% of the participating L2 learners in order to complement the qualitative data results. The students went through the same interview process with their teacher but the researcher not only asked questions but also explained and exemplified some statement and terminology in detail.

3.3.4 Data analysis procedures. According to Field (2009) data analysis procedures follow the data collection in a research study to make the study

meaningful and to reach certain findings. For this study, the data were gathered from 75 5th grade students and their English language teachers through Likert type scale and semi-structured interviews. The following section will present the applied techniques for data analysis.

In order to answer the first and second question of the study, Likert type scales were carried out with 75 5th grade students and their English language teachers. The data obtained through the questionnaires were analyzed using descriptive statistics. For the evaluation of data number mean and standar deviation were used as descriptive statistical methods. Thanks to the data analyzes techniques mentioned above, quantiative results were obtained for the study.

As for the second question, a semi-structured interview was applied in attempt to figure out what 3 English language teachers think about the effect of their own talk on learners' language learning process and reach a new insight to TT phenomenon. The interview results were analyzed through pattern coding (Miles & Huberman, 1994). The researcher began with identifying specific words and short phases which were summative themes of the interview. They were called as inferential codes of the interview and helped the researcher describe and gain insight into the studied phenomenon. Having codified, the researcher put together all the codes in order to reach meaningful units of analysis in other words the big picture. The learner interview which were carried out for new insights and understanding of the findings was also analyzed via the same techniques with the teacher interview. Qualitative data results obtained from semi-structured interviews supported the quantitative findings. Table 5 summarizes the research questions and the corresponding procedures:

Table 5

Overview of Research Questions and Corresponding Procedures

Research Question	Data Collection Instrument	Data Analysis
1. What are the learners' perception of theTT?	Likert Scale questionnaire	Descriptive statics (Data number, percentage, mean and s.deviation)

Table 5 (cont.d)

2. Under which circumstances does the purpose of EFL teachers' talk differ from the perception of this talk by the learners?	Likert Scale questionnaire	Descriptive statics (Data number, percentage, mean and s. deviation)
3. What do EFL teachers think about the effect of their own talk on leaners' language learning process?	Semi structured interviews (with teachers)	Pattern coding (Miles & Huberman, 1994)
	Semi structured interviews (with students)	

3.3.5 Validity and Reliability. Kimberlin and Winterstein (2008) defines validity as “the extent to which an instrument measures what it purports to measure” (p.2278). Validity has two crucial parts in research: internal & external validity.

Internal validity refers to the degree which we can unambiguously state that the independent variable produced the observed covariation. In order to ensure internal validity for this study, all of the participants went through the same data collection process as well as the setting, allocated time and limitations of explanations. Furthermore, in order to eliminate/reduce the effect of confounding factors; representatives of under-researched phenomenon were selected as samples.

External validity “examines whether or not an observed causal relationship should be generalized to and across different measures, persons, settings and times” (Calder, Phillips, & Tybout, 1982. p.240). In order to achieve high level of external validity, triangulation strategy was used by combining multiple research methods and strategies in this study. Triangulation increases validity of a research, uncovers unique findings, provides innovative ways of understanding a phenomenon and creates a clearer understanding of the problem (Thurmond, 2001). The results of this study can be used to predict the behavior of studied aspects of TT phenomenon for similar situations and setting.

According to Joppe (2000) reliability is “the extent to which results are consistent over time and an accurate representation of the total population under

study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable” (p. 1). Mostly identified types of reliability are as the follows:

Test-retest reliability refers to the “method in which the same test is given to the same people after a period of time” (Carmines & Zeller, 1979, p.37). According to Drost (2011) “the procedure is to administer the test to a group of respondents and then administer the same test to the same respondents at a later date. The correlation between scores on the identical tests given at different times operationally defines its test-retest reliability (p.108). For this study some degree of variability is expected due to inescapable changes in the participant people, setting and the situation.

Internal Consistency Reliability concerns whether or not an individual component of a test measures the same and aimed thing. For this study, the researcher designed the data collection instruments on the basis of related literature. In order to design and use an internally consistent instrument in the study, expert approval was obtained. In addition to this, the data collection instrument was tested for reliability. The overall reliability of the instrument found high as 0,753. The assessment criteria used in the evaluation of Cronbach's Alpha Coefficient (Özdamar, 2004).

3.4 Limitations and Delimitations

In this study, the quantitative data gained from Likert type scale, which was conducted with 75 5th grade students and 3 English language teachers teaching to participated students. A semi-structured interview was also used to obtain qualitative data and complement the quantitative data. Because of the limited number of samples, the present study achieves limited external validity in terms of generalizing the results to across persons, settings and time. In addition, the participants weren't administered the same test after a period of time so as to measure the correlation between two scores. For this reason, some degree of variability in data results in a period of time is expected. Despite these limitations, as a result of triangulation, the study enables reliable data to predict the behavior of studied aspects of TT phenomenon for similar situations and setting. In addition to this, the present study is

significant as it fills in a considerable gap in the literature, especially in Turkish context on the study of learners' perception of their EFL teachers' talk.

For this study, the samples were narrowed only to 5th grade students this is why the researcher conducted the research with 75 samples even though there were 530 other students likely to participate. 5th grade is the first year of secondary school and the government is planning to increase even triple the English lesson hours in a week for 2015-2016 academic year. As a result of this pilot role of 5th grade for English language education in Turkey, the researcher purposefully bounded the samples.



Chapter 4

Results

This chapter covers the results of the present study concerning the purpose of EFL teachers' talk and the perception of this talk by the learners. Furthermore, the second section of this chapter reports the results which aimed to identify the view of EFL teachers about the effect of their talk on language learning process. Data were respectively collected by Likert scale questionnaires for both teachers and learners and semi-structured interviews carried out with 3 EFL teachers and 9 of their students who also participated in the questionnaire. As a whole, this chapter reports the findings for each research question addressed in this study in detail.

4.1 The Findings of Research Question 1

The data for the first research question which aims to find out language learners' perception of the purpose of TT was obtained through Likert type questionnaire that was administered to 75, 5th grade students. Descriptive statistics (mean and standard deviation) was used for the analysis of the questionnaire data.

4.1.1 The Findings About the Learners' Perception of TT. As stated in the previous section, the quantitative data were gathered through Likert scale questionnaires which consisted of 14 items related to the possible aims of TT. The questionnaire results of 75, 5th grade students were analyzed through descriptive in order to turn their answers into more meaningful patterns.

To begin with, the distribution of the answers given for the statements located in the learner questionnaire by students was analyzed class by class. The distribution of the answers given for the statements in *'The Perception of EFL Teachers' Talk in the Classroom'* questionnaire by 5-A students who attended the research is shown in Table 6.

Table 6

Means and standard deviations of 5/A students according to items

Categories of TT	Questionnaire Item	Mean	SD
Language Input & Initiating	My teacher talks in order to teach a grammar item.	3,760	0,831
	My teacher talks in order to teach vocabulary items.	4,000	0,817
	My teacher talks in order to introduce a new topic.	3,920	0,862
	My teacher talks in order to explain our assignment.	3,920	0,909
Feedback	My teacher talks in order to correct our mistakes.	4,040	0,935
	My teacher talks in order to give feedback.	2,520	1,327
Skills	My teacher talks in order to have us learn daily language.	4,000	1,000
	My teacher talks in order to have us understand jokes, idioms and jargons in TL	2,440	1,083
	My teacher talks in order to have us be exposed to the TL.	3,520	1,085
	My teacher talks in order to make us speak in TL.	2,000	1,384
Classroom Management	My teacher talks in order to keep the class quite.	2,960	1,172
	My teacher talks in order to praise us.	3,560	0,821
Interaction	My teacher talks about her/his family.	2,480	1,475
	My teacher talks about his/her language learning experiences and school years.	3,080	1,077

According to the mean scores shown in Table 6, the students agreed on the majority of the cases in a high level which can be concluded as, the teacher often uses her/his classroom talk time in order to introduce a new topic, explain an assignment, teach grammar and vocabulary items, and correct the students' mistakes. In addition to this, TT is often applied to have students learn daily language and be exposed to the TL. On the other hand, their means indicated that their teacher has a medium level of tendency to talk with the purpose of keeping the class quiet and reprimanding the students. If the low-level-agreed items were examined, it can be seen that their teacher rarely talks in order to give students feedback and have them talk in TL.

The average of the 5-B students' ratings and how far the values are spread above and below the average is reported in Table 7 below.

Table 7
Means and standard deviations of 5/B students according to items

Categories of TT	Questionnaire Item	Mean	SD
Language Input & Initiating	My teacher talks in order to teach a grammar item.	4,960	0,200
	My teacher talks in order to teach vocabulary items.	4,640	0,700
	My teacher talks in order to introduce a new topic.	4,040	0,935
	My teacher talks in order to explain our assignment.	4,960	0,200
Feedback	My teacher talks in order to correct our mistakes.	4,680	0,627
	My teacher talks in order to give feedback.	4,240	1,165
Skills	My teacher talks in order to have us learn daily language.	3,560	0,917
	My teacher talks in order to have us understand jokes, idioms and jargons in TL	3,600	1,225

Table 7 (cont.d)

	My teacher talks in order to have us be exposed to the TL.	3,800	1,472
	My teacher talks in order to make us speak in TL.	4,240	0,970
Classroom Management	My teacher talks in order to keep the class quite.	4,400	1,041
	My teacher talks in order to praise us.	3,960	1,020
Interaction	My teacher talks about her/his family.	2,400	0,913
	My teacher talks about his/her language learning experiences and school years.	2,960	1,060

When the answers given for the statements in the questionnaire by 5-B students are examined, it can be seen that the students agreed on the majority of the items in a high level. Specifically, if the items that were most apparent according to the agreed statements' means were examined it can be concluded that 5-B teacher has a very high level of tendency to talk in order to teach grammar and vocabulary items, explain an assignment and also correct the students' mistakes and give them feedback. In addition, most of the students agreed the items that 'the teacher talk in order to introduce a new topic, have students be exposed to TL, and speak in TL, learn daily language, understand idioms, jargons and jokes in TL' in a high level. According to the means scores, the teacher sometimes talks about his/her language learning experiences and school life but rarely talks about his/her family. On the other hand, as seen in Table 7, the teacher never uses his/her talking time with the intent of reprimanding students.

As for the third and last class, Table 8 below reveals the average of the 5-C students' ratings and how far the values are spread above and below the average.

Table 8

Means and standard deviations of 5/C students according to items

Categories of TT	Questionnaire Item	Mean	SD
Language Input & Initiating	My teacher talks in order to teach a grammar item.	4,040	0,351
	My teacher talks in order to teach vocabulary items.	3,920	0,702
	My teacher talks in order to introduce a new topic.	3,960	1,020
	My teacher talks in order to explain our assignment.	3,120	0,440
Feedback	My teacher talks in order to correct our mistakes.	4,280	0,891
	My teacher talks in order to give feedback.	4,160	0,746
Skills	My teacher talks in order to have us learn daily language.	2,880	0,726
	My teacher talks in order to have us understand jokes, idioms and jargons in TL	1,840	0,987
	My teacher talks in order to have us be exposed to the TL.	1,720	1,173
	My teacher talks in order to make us speak in TL.	3,800	0,913
Classroom Management	My teacher talks in order to keep the class quite.	2,040	0,735
Interaction	My teacher talks in order to praise us.	3,560	0,821
	My teacher talks about her/his family.	2,000	0,500

Table 8 (cont.d)

My teacher talks about his/her language learning experiences and school years.	1,480	0,510
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According to the mean scores of class 5-C shown in Table 8, an almost equal distribution of students' agreement on the items in the questionnaire can be seen. Pointedly, more than half of the students (56%) agreed in a very high level that the teacher talks so as to correct the students' mistakes. In the items that the teacher talks in order to teacher grammar and vocabulary items, introduce a new topic, give students feedback and have them speak in TL; high level of agreement is reported. Among the medium level of agreement scores, TT for explaining an assignment, having students learn daily language and praising them can be noted.

Additionally, mean scores revealed that while the teacher rarely talks about his/her family, s/he never talks about his/her language learning experiences and school life. The students agreed in a very low level on the items that the teacher talks in order to have them be exposed to TL or reprimand them.

Additionally, the distribution of the answers given for the statements in *'The Perception of EFL Teachers' Talk in the Classroom'* questionnaire by all of the students who attended the research was analyzed. Table 9 below reports the average of all participating students' ratings and how far the values are spread above and below the average.

Table 9

Means and standard deviations of all of the students according to items

Categories of TT	Questionnaire Item	Mean	SD
Language Input & Initiating	My teacher talks in order to teach a grammar item.	4,253	0,737
	My teacher talks in order to teach vocabulary items.	4,187	0,800

Table 9 (cont.d)

	My teacher talks in order to introduce a new topic.	3,973	0,930
	My teacher talks in order to explain our assignment.	4,000	0,959
Feedback	My teacher talks in order to correct our mistakes.	4,333	0,860
	My teacher talks in order to give feedback.	3,640	1,352
Skills	My teacher talks in order to have us learn daily language.	3,480	0,991
	My teacher talks in order to have us understand jokes, idioms and jargons in TL	2,627	1,313
	My teacher talks in order to have us be exposed to the TL.	3,013	1,547
	My teacher talks in order to make us speak in TL.	3,347	1,466
Classroom Management	My teacher talks in order to keep the class quite.	3,133	1,389
	My teacher talks in order to praise us.	3,493	0,921
Interaction	My teacher talks about her/his family.	2,293	1,050
	My teacher talks about his/her language learning experiences and school years.	2,507	1,167

According to the mean scores in Table 9, there is a very high level of students' agreement on the items that the teachers talk in order to teach grammar items and correct students' mistakes. Additionally, it can be concluded from the descriptive results of the questionnaire, the teachers have a tendency to talk often so as to teach vocabulary items, introduce a new topic, explain an assignment, give students feedback and have them learn daily language. The teachers are reported to talk rarely in order to keep the class quite, have students be exposed to TL and speak

in TL. On the other hand, TT which is concerning reprimanding the students, teachers' previous language learning experiences and family years was reported to have a low level of agreement by the students.

4.2 The Findings of Research Question 2

The data for the second research question which aims to find out under which circumstances the intention of TT and the perception of TT by the language learners vary was obtained through Likert type questionnaire that was administered to 3 EFL teachers and their 75, 5th grade students. Descriptive statistics (mean and standard deviation) was used for the analysis of the questionnaire data.

4.2.1 The Findings About the Purpose of TT According to the EFL Teachers and the Comparison of Teachers' Perceptions of TT and Learners' Perception of TT Results. Having analyzed the data collected from 3 EFL teachers and their students through Likert scale questionnaire, the researcher compared their results in order to figure out whether there is a difference between the purpose of TT perceived by the teachers and the learners' perception of TT, as reported below in Table 10.

Table 10

Means and standard deviations of EFL teachers and the learners according to items.

Questionnaire Item	Group	N	Mean	SD
I / My teacher talk(s) in order to teach a grammar item.	Teacher	3	3,000	2,000
	Student	75	4,253	0,737
I / My teacher talk(s) in order to teach vocabulary items.	Teacher	3	4,000	1,000
	Student	75	4,187	0,800
I / My teacher talk(s) in order to introduce a new topic.	Teacher	3	4,333	1,155
	Student	75	3,973	0,930

I / My teacher talk(s) in order to explain students' / our assignment.	Teacher	3	4,000	1,000
	Student	75	4,000	0,959
I / My teacher talk(s) in order to correct students' / our mistakes.	Teacher	3	3,000	1,732
	Student	75	4,333	0,860
I / My teacher talk(s) in order to give feedback.	Teacher	3	4,000	0,000
	Student	75	3,640	1,352
I / My teacher talk(s) in order to have the students / us learn daily language.	Teacher	3	3,333	1,528
	Student	75	3,480	0,991
I / My teacher talk in order to have the students / us understand jokes, idioms and jargons in TL.	Teacher	3	3,000	1,000
	Student	75	2,627	1,313
I / My teacher talk in order to have the students / us be exposed to TL.	Teacher	3	4,333	1,155
	Student	75	3,013	1,547
I / My teacher talk(s) in order to praise the students / us.	Teacher	3	4,000	1,000
	Student	75	3,493	0,921
I / My teacher talk(s) in order to have the students / us speak in TL.	Teacher	3	3,000	1,732
	Student	75	3,347	1,466
I / My teacher talk(s) in order to keep the class quite.	Teacher	3	3,000	1,000
	Student	75	3,133	1,389
I / My teacher talk(s) in order to reprimand the students / us.	Teacher	3	1,667	0,577
	Student	75	1,973	1,305
I / My teacher talk(s) about her/his family.	Teacher	3	3,000	0,000
	Student	75	2,293	1,050
I / My teacher talk(s) about his/her language learning experiences and school years.	Teacher	3	3,000	0,000
	Student	75	2,507	1,167

According to the comparison between the mean scores of EFL teachers and the students in Table 10, it can be concluded that though the perception of TT by the learners and the teachers varies in remarkable number of items, both the teachers' and the learners' agreement level of more than half of the items overlaps. Specifically, if the items that were rated in same by both groups are examined, it can be concluded that the teachers often talk in the classroom for the following purposes: to teach vocabulary items, to explain an assignment, to give feedback and praise the students. Additionally, the teachers sometimes use classroom talking time so as to keep the class quiet, to have the students understand jokes, idioms and jargons in TL and have them speak in TL. As for the last item shared by both groups, reprimanding the students is reported to be rarely applied feature of TT.

On the other hand, according to the mean scores of participating groups, the agreement level of the 7 items in the questionnaire varies but not in a great level of difference. Pointedly, according to the results, for the item that the teacher talks in the class in order to teach a grammar item, there can be seen a medium level of teachers' agreement, while the students agreed on these items in a very high level. In addition, for the items that the teacher talks in order to correct the students mistakes and have them learn daily language, there can be seen a medium level of teachers' agreement, while the students agreed on these items in a high level. On the other hand, the students showed a medium level of agreement on the item that the teacher talks in order to have the students be exposed to the target language, but the teachers agreed in a high level. For the last, according to the teachers' results, they have a tendency to talk often about their language learning experiences and family life; but the students think that TT rarely involves these cases.

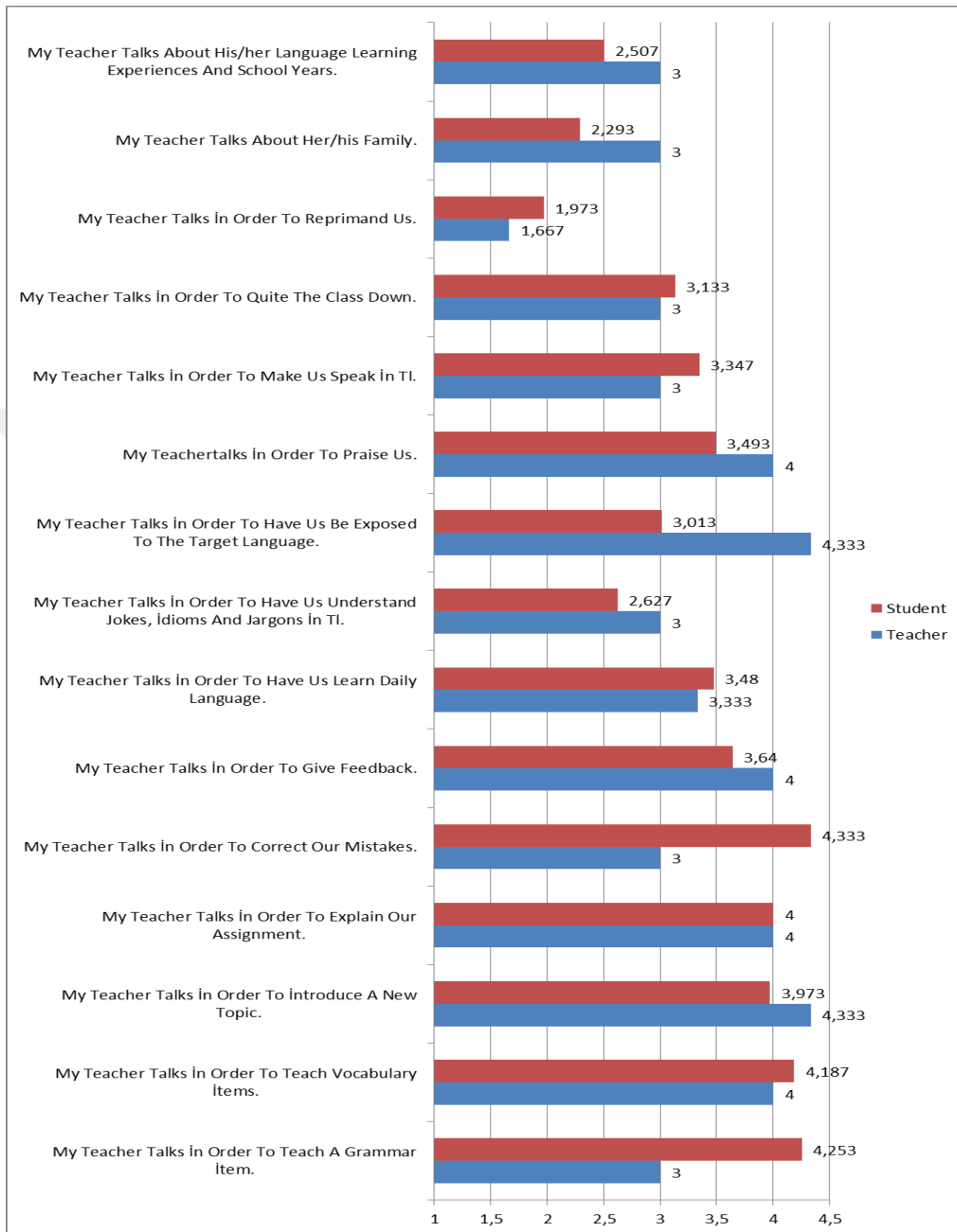


Figure 1. The comparison of responds to the likert scale questionnaire by students and the teachers

4.3 The Findings of Research Question 3

In an attempt to answer the third research question, which aimed to find out EFL teachers' view about the effect of their own talk on learners' language learning process, data were obtained through semi-structured interviews conducted with 3 EFL teachers (See Appendix C). In addition to the interview with 3 EFL teachers, 10 of the participating students were interviewed in order for a depth understanding of qualitative data, an aid for teacher interview analysis and to increase research validity. (See Appendix D). Both interview guides included 5 items regarding to second research questions.

4.3.1 EFL teachers' semi-structured interview results

A semi-structured interview was conducted with three EFL teachers in order to probe into their perspectives on the effect of their language use on the language learners' learning process (See Appendix C for interview questions). The interviews lasted between 20 and 25 min. and were audio-recorded. The researcher also took notes as a supplement to audio-recordings. In order to analyze the obtained data, the researcher used pattern coding method which enabled organizing and grouping the elements (codes) in interviewee' responds.

To begin with, when the interviewee teachers were asked to explain the reason why they talk in a class period (*Q1. For which purposes do you talk in class? Can you list the most three?*), they were all shared the same purpose when it was to initiate an activity. The obtained data revealed that the teachers were all in need of talking in order to *give instructions* (3) before an activity. For the next the majority of the interviewees (2 out of 3) indicated *explaining the topic* (2) as one of the prior purpose for their talk. From the transcriptions of audio-recordings, it was clear that participating teachers need to explain a topic, a grammar rule or even a new word over and over again since they were teaching to mixed ability classes where the students learn at very different speeds or have different level of English background. The teachers also underlined the importance of TT for *feedback* (2) and *encouragement* (1). The following excerpt from one of the interviewees clarifies this point:

In my experience, providing verbal feedback to learners on their any kind of language performance increase motivation and provide awareness for language learning.” (Interview- 5/A EFL Teacher)

The distribution of the interviewed teachers’ responds to first question is shown in Table 11.

Table 11

The word analysis results of the first question in EFL teachers’ semi-structured interview

Question 1	
Purpose of TT	F
Giving instruction (Initiate an activity)	3
Explaining the topic	2
Feedback	2
Encouragement	1
Keep the class quite	1
Total	9

As for the second question, the participating teachers were asked to state that who uses more of the classroom talking time (*Q2. Who talks more in your classroom, you or your students? Why do you think it is like this?*). The interviewee teachers mentioned that as they were required to catch up the curriculum, *more TT* in their classes was inevitable. However, one of the participating teachers complained about its being so as illustrated in the following expert:

I strongly believe that there must be a balance between teacher talking time and student talking time. If a side is needed to talk more, it must be the student even though it is learning a new structure. I’m afraid; we are supposed to catch up a curriculum in limited English lesson hours. (Interview- 5/A EFL Teacher)

As for the follow-up, the researcher asked for the reasons for high quantity of TT in their classes. The interviewed teachers stated that they use most of the classroom talking time in order to *introduce and explain a new topic* (3). According to the interviewed teachers, they had a lot to do in a limited period of time which was highlighted as the reason for high quantity of TT. The collected data revealed that there was a teacher-centered learning environment where the students weren't provided with opportunities for sufficient verbal communication practice. The following excerpt is a synoptic illustration:

As being the teacher, I am supposed to fulfill what is written in syllabus, I also prepare students for the local exams. Teaching a new subject, checking homework, doing multiple choice practices for the exams... There are a lot to do. For this reason, if there is something needed to be put away, it is always speaking practice. (Interview – 5/B EFL Teacher)

2 of the teachers mentioned that they are the ones who initiate an activity by *giving detailed instructions and directions* (2). As a result, they are the ones using more of class talking time. Having analyzed the collected data, the researcher also found out that majority of the participating teachers (2 out of 3) prefers *correcting errors* (2) immediately after its occurrence. On the other hand, it was clear from the transcriptions of audio-recordings that 2 of the teachers also consider learner needs. By organizing the classroom as a setting for classroom activities, providing the students with necessary information and *asking referential questions* (2), teachers aim to increase students' verbal participations as seen in the following table.

Table 12

The word analysis results of the second question in in EFL teachers' semi-structured interview

Question 2	
Teacher	F
Introduce a new topic	3
Give directions	3
Direct error correction	2

Table 12 (cont.d)

Ask questions	2
Encourage students	2
Keep the class quite	1
Total	13

Apart from the excessive use of TT, the researcher aimed to sort out the teachers' role in increasing the students' verbal practices in class (Q3. *What kind of procedures do you apply in order to increase the quantity of your students' talk?*). The overall distribution of the procedures applied by the teacher so as to increase student talking time is illustrated in Table 13. As it can be seen in the table, all of the participants stated that they try to *arouse students' interests* (3) to the topic in order to have them talk in TL. *Elicitation* (3) is the other mainly adopted way for increasing verbal participation as it was said to allow students share their ideas and experiences about the topic. One of the teachers mentioned that in order to ensure whole class participation, L1 is also permitted while the other teacher stated that students are provided with *extra time for thought* (1) and plan their speaking in TL. From the transcripts of audio recordings the researcher came up with the fact that, by planning meaningful tasks and valuing their experiences, the students are provided with *perceptual mapping* (2) of the topic as illustrated in the following excerpt:

Most of the time, I plan the lesson on the basis of their experiences and interest. I want them to have something to share about the topic. It not only increase student participation but also enables them to learn in an inductive way. (Interview-5/A EFL Teacher)

Table 13

The word analysis results of the third question in EFL teachers' semi-structured interview

Question 3	
Increasing STT	F

Table 13 (cont.d)

Arousing interest	3
Elicitation	3
Perceptual mapping	2
Extra time for thought	1
Total	9

There exist a lot of factors affecting language learning process. As being mentioned one of the main sources for language learning in the classroom, TT provides a sample for the TL. For this reason, besides the amount of TT, in which ways the participating teachers facilitate learner contributions through their use of TT was also examined in this study (*Q4. To what extent do you think that you help your learners improve TL by your use of TL?*). With regard to this question, TT was mentioned to be the model for correct pronunciation of new words. During the interviews, the teachers stated that students bring lots of new words to the classroom with their incorrect pronunciation because the words were acquired or learned through online games. As a result, 3 of the teachers agreed that besides being the major *source for pronunciation (3)* of the words they learn in the classroom, TT also offers correct their current vocabulary pronunciation. From the responds of the participants in this question, TT was indicated as the source for *comprehension development (2)*. According to 2 of the participating teachers, they adopt lots of strategies while talking such as comparing and contrasting, identifying cause and effect, defining words with synonym and antonyms, etc. TT strategies were mentioned to help students develop their own comprehension strategies. Furthermore, majority of the interviewed teachers agreed that thanks to TT the students get motivated and become enthusiastic about speaking in TL as the way their teacher talk. As mentioned in the following excerpt, TT promotes verbal participation by encouraging the language learners:

They sometimes listen to me as they were listening to a unique piece of music. Then, they want to talk like the way I do and mime my talk. (Interview- 5/C EFL Teacher)

In addition to this, 2 of the teachers mentioned that there were some words that they use and reuse throughout the lesson. As a consequence of this recycling language (2) the students are said to acquire these words as illustrated in the following excerpt:

The students internalize the words that I use frequently in teaching. For instance, most of the students have started to use 'whatever' even though they weren't taught about the use of this word. (Interview- 57A EFL Teacher)

It is acknowledged in the teachers' interview that the participating students' classrooms from which the data for this study was drawn are strongly teacher-centered because there revealed high amount of TT. As a result, TT serves as one of the main source for input. However, 1 of the participating teachers mentioned that, TT was not the major source for language learning in her teaching as she tried to avoid from excessive use of TT. The distribution of the interviewed teachers' responds to fourth question is shown in Table 14.

Table 14

The word analysis results of the fourth question in EFL teachers' semi-structured interview

Question 4	
TT as an aid for language learning	F
Correct pronunciation	3
Encouragement	2
Recycling Language	2
Comprehension ability	2
Total	9

On the other hand, when asked about the preventative effects of TT in reducing learning potential (Q5. *To what extent do you think that you hinder your learners' progress in TL by your use of TT ?*), all of the participating teachers mentioned that there is too much TT in their classes because they need to move on to the next phase immediately as they are required to fulfill the curriculum in limited hours of lessons and as a result student talk is severely restricted. 2 of the EFL teachers stated that as a result of advanced or simplified use of language, affective variables such as fear, anxiety and boredom appear and so language learning is interrupted. From the interview notes, the researcher discovered that the level of TT was somehow becomes a problem as the participating teachers teach in mixed ability classes. The following excerpt illustrates this point more clearly:

The students in my class have different language backgrounds. For instance, the students coming from state schools have difficulty in understanding what I say during the class, while private school background students sometimes complaining about my simplified language. (Interview-5/B EFL Teacher)

One of the participating teachers who seemed to figure out the problem with her talk mentioned that she amplifies any students' contributions in order to have the other learners heard. According to the interview notes, most of the time it discourages students as they take it for granted that they said something incorrect. In addition to this, there was a participating teacher who described herself as a restless person which causes her to fill the gaps in students' answers. The overall distribution of the interviewed teachers' responds to fifth question is shown in Table 15.

Table 15

The word analysis results of the fifth question in EFL teachers' semi-structured interview

Question 5	
TT as an obstruction for language learning	F

Table 15 (cont.d)

Excessive amount of TT	3
Level of TT	2
Teacher echo	1
Turn completion	1
Total	9

4.3.2 5th Grade students' semi-structured interview results

The researcher conducted a semi-structured interview with 10 randomly chosen 5th grade students who also took the Likert scale questionnaire (See Appendix D for interview questions). The semi-structure interview involved 5 questions exploring the students' perceptions and experiences about the TT. They were also asked to explain their thoughts about the effect of TT on their language learning progress. The obtained data was analyzed through pattern coding. The words in each question were put under same categories and tried to be grouped.

The semi-structured interview started with a question which aimed to find out who talks more in class (*Q1. Who talks more in the classroom, you or your teacher? Why do you think it is like this?*). As shown in Table 16, 6 students stated that 'teacher' talks for a considerable part of each lesson while 3 students mentioned 'students and the teacher' share almost equal time for talking. Only 1 of the students said that the 'students' talk most of the time. As a continuation and justification of their answers, the researcher tried to understand the underlying reasons of why the mentioned person / group talk more. The results from the answers of the students in this question showed that the teacher talks more than students especially in order to *introduce a new topic (5) give directions (4) and error correction (2)*. The students who mentioned that the students and the teacher share the same amount of time for talking and the student who stated that the students talk more explained the reason

for student talk as: *answering the questions (2) and while carrying out an activity*. The following excerpts include their responds for this question:

My teacher talks more than us, because she is the one who is supposed to talk so she can explain the topic for us to understand. (Interview – L2 Learner 1)

The teacher tells us what to do and asks questions, and then we talk. I mean, my teacher doesn't talk more than us and I can't say that we talk more. I think, it is almost the same amount of time.(Interview-L2 Learner 2)

Students talk more in class since the teacher just guides us.(Interview-L2 Learner 3)

Table 16

The word analysis results of the first question in the students' semi-structured interview

Question 1	
Teacher	F
Introduce a new topic	5
Give directions	3
Direct error correction	2
Keep the class quite	1
Ask questions	1
Encourage students	1
Total	13

With regard to answering second question, the students were supposed to list three mostly used functional features of TT (*Q2:For which purposes does your teacher talk in the class? Can you list the most three?*). They weren't required to write in order of frequency of occurrence. The students' responds to this question revealed that the teachers talk mostly in order to *introduce the topic (8)*, and *explain the exercises (7)*. Moreover, from the point of students, the teacher's aim was stated

as to *teach vocabulary (5)* and *keep the class quite (3)* (see Table 17). From the students' answers for the second question revealed that that the teachers talk for several reasons as shown in the following excerpts:

My teacher talks in order to explain a new topic. She also teaches us new vocabulary items so we can understand the topic and have no trouble with solving the questions. (Interview- L2 Learner 2)

To correct our pronunciation. She says the word and then we repeat. Besides, she talks to encourage us to talk and participate. (Interview- L2 Learner 9)

Table 17

The word analysis results of the second question in the students' semi-structured interview

Question 2	
Features of TT	F
Introduce the topic	8
Explain the exercises	7
Teach vocabulary	5
Keep the class quite	3
Direct error correction	2
Initiate an activity/exercise	2
Encourage learners	1
Give directions	1
Give feedback	1
Total	36

When the students were asked to mention the tips that their teachers use in order to encourage them to talk (Q3: *What does your teacher do to make you talk in*

the TL?), the most frequent answer gathered from them was *questioning* (8). In an attempt to learn the types of teachers' questions, the students were asked to classify them. The researcher helped them comprehend the question by giving examples of typical questioning types. The results from the students' answers in this question revealed that teachers' questions mostly involved *closed questions*. There were only a few students whose teachers were said to ask referential questions about the topic. In addition to questioning, *doing group-work* (3) was said to be another strategy that the teacher applied with the purpose of encouraging students to talk in TL. The students also stated that they were often required to do pair work activities which mostly included *dialogue presentation* (2). Interestingly, there was 1 student who gave *doing karaoke* (1) answer for this question. Although the researcher wasn't sure whether the student's answer related to the question, it was still presented in the table. (see Table 8). The following excerpts involve some sections of their responds to this question:

She often asks us questions about the topic or reading passage. (Interview-L2 Learner 2)

My teacher asks some questions in order to learn what we know about the topic. She also wants us to explain the meanings of vocabulary items. (Interview- L2 Learner 6)

She opens the pronunciation and we repeat after. (Interview- L2 Learner 5)

Table 18

The word analysis results of the third question in the students' semi-structured interview

Question 3	
Tips for Promoting Student Talk	F
Teacher's questioning	8
Incorporating group work	3
Dialogue presentation	2

Table 18 (cont.d)

Repetition drills	1
Doing karaoke	1
Total	14

With regard to the fourth question, the students tried to describe the features or tips of their teachers' language use that enhance the quantity and quality of their language output. (Q4: *To what extent do you think that your teachers' talk helps your language learning progress?*). To begin with, 9 of the students stated that they learn the correct *pronunciation* (9) of vocabulary items thanks to TT. In addition, 8 of the students mentioned that they learn *common phrases/forms* (8) in English through TT. Learning the *correct forms of grammatical items* (4) were also said to be achieved through TT. The list went on mostly with functional features of TT such as presenting *new vocabulary items* (2), and *encouraging students to participate* (2). On the other hand, one of the most intriguing result that the researcher discovered was that the perception of TT as an aid for comprehension development. 1 student stated that thanks to her teacher's talk, her ability to understand a reading text or a listening passage was improved, and that means *comprehension ability* (1) (see Table 19). The following excerpts involve some sections of interviewees' responds to this question:

It helps our pronunciation and it helps us make sentences more easily, with her speaking English we can get used to talk better and more efficient." (Interview-L2 Learner 8)

Thanks to my teachers talk, I learn the common phrases and forms of English language. I also improve my vocabulary knowledge and pronunciation. (Interview-L2 Learner 7)

She always says us not to be afraid of making mistakes and it helps us try hard to learn English. I always model myself after my teacher. (Interview-L2 Learner 3)

Table 19

The word analysis results of the fourth question in the students' semi-structured interview

Question 4	
TT as an aid for language learning	F
Correct pronunciation	9
Common phrases / forms	8
Form of grammar	4
New vocabulary items	2
Sentence structure	2
Encouragement	2
A good model	1
Comprehension ability	1
Total	29

As for the last question, the students were asked to mention in what ways their teacher's talk reduce their language learning potential (*Q5: To what extent do you think that your teachers' talk hinder your language learning progress?*). As seen in Table 20, all of the students agreed that TT was not an obstacle for their learning; in fact the teacher's use of language was stated to help them learn the TL and develop their conceptual understanding and comprehension ability. Only 1 student identified *advanced level* of TT as a drawback for comprehension as mentioned in the following extracts.

Her talk may be too advanced for some students, but overall I think there is no problem with her talking. (Interview- L2 Learner 5)

Table 20

The word analysis results of the fifth question in the students' semi-structured interview

Question 5	
TT as an obstacle for language learning	F
Not an obstacle	10
Advanced language level	1
Total	11

In conclusion, interview results revealed that the teachers use more of the classroom talking time than the students which call forth a teacher-centered learning environment. According to the transcripts of audio-recordings, this large amount of TT resulted from teaching to mixed level of students and the need for fulfilling the curriculum. Although the teachers weren't pleased to talk for a considerable part of each lesson, the students didn't think large amount of TT as an obstacle for their language learning process; in fact, they valued TT as a vital source for their language learning. TT investigated in this research study, so as a tool of implementing teaching plans and managing the classroom, plays a major role in language teaching.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study was to investigate the learners' perception of teachers' verbal behavior intention, to examine under which circumstances the intention of TT and the perception of TT by the language learners vary and to identify the view of EFL teachers about the effect of their talk on language learning process. The data were gathered through quantitative and qualitative data collection instruments; which comprised of Likert scale questionnaires and semi-structured interviews both for the participating teachers and learners. The following sections cover the findings of each research question in detail.

5.1.1 Discussion of findings of RQ1: What are the students' perception of the purpose of TT?

As for the first question, a Likert scale questionnaire was administered to 75, 5th grade students in order to investigate the purpose of TT in the aspect of language learners' perception. Descriptive statistics (means and standard deviation) were calculated so as to turn the responses in the questionnaire into meaningful patterns. According to the learners' perception of TT intention questionnaire analysis, it can be concluded that the teachers have a tendency to use TT often in order to provide students with language input and initiate teaching process. In addition to this, according to the learners' perception, TT rarely aims to improve learners' skills in terms of speaking in TL. Furthermore, the study revealed that the students do rarely recognize the purpose of TT which aims to provide teacher-student interaction.

The findings of the current study call attention to Krashen's (1985) input hypothesis in terms of the notion of TT. According to Krashen (1985) learning only takes place by means of a learner's access to comprehensible input. At this point, TT has a significant role in providing the students with comprehensible input. As the present study revealed, a large amount of TT is used for having learners receive language input. Therefore, by examining the idea of comprehensible input and the

role of TT, it can be said that teacher talk needs to be comprehensible in different forms and appropriate in amount.

5.1.2 Discussion of findings of RQ2: Under which circumstances does the purpose of EFL teachers' talk differ from the perception of this talk by the learners?

As for the second question, a Likert scale questionnaire was administered both to 3 EFL teachers and to their students (n: 75) in order to investigate the variation between the purpose of TT and the perception of this purpose by the language learners. Descriptive statistics (means and standard deviation) were calculated so as to turn the responses in the questionnaire into meaningful patterns. To begin with, the data collected through the questionnaire revealed that besides managing the classroom EFL teachers employ TT for many other reasons like providing input and performing teaching objectives and tasks. As the results indicated, although a considerable amount of TT features didn't coincide with the students' perception, both students and teachers' results for more than half of the TT features examined in this study were consistent with each other and they overlapped.

The present study shed light on the situations in which the purpose of TT according to the EFL teachers and learners' perception varies. As the results of the Likert scale questionnaire indicated, teachers aimed to teach grammar in a medium portion of teachers' talking time but the students thought that grammar teaching comprises very high amount of TT. Furthermore, in respect to students' questionnaire results, a high amount of TT involves correcting the students' mistakes and having them learn daily language. Yet, according to the teachers' results, not that much TT is used for the mentioned cases. In addition, high amount of TT aims to have students be exposed to the TL but the students' perception and the mentioned TT intention don't match up with each other to the same degree. More clearly, the students think that the teachers rarely use the classroom talking time in order to have them be exposed to the TL. As for the last, TT which aims to involve teachers' previous language learning experiences and family life didn't show consistency with the students' perception.

As there are no research studies exploring the notion of TT in terms of learner perception, this study brought light a new aspect of TT for further studies. According to the findings of the present study, TT, knowingly or unknowingly, involves a specific focus but there are times that learners don't perceive the intention underlying the TT. Therefore, what purpose their verbal behavior brings into the classroom, EFL teachers should not only focus on their purpose but also take the learners' perception into consideration. Accordingly, the intention of TT in language classrooms needs to be clear and perceptible. Teachers can facilitate language teaching and learning process by checking the learners' comprehension of any certain TT focus.

5.1.3 Discussion of findings of RQ3: What do EFL teachers think about the effect of their own talk on learners' language learning process?

The third research question of the present study aimed to investigate the considerations of EFL teachers about the effect of their own talk on learners' language learning process. The data were collected through semi-structured interviews and paTTer coding was used for the analysis.

The findings of the study revealed that whatever purpose they bring into the classroom, the one who uses more of the classroom talking time is the teacher. As a result, there observed a teacher-centered learning environment. In line with this finding of the present study, Kim and Suh (2004) who studied TT in Korean English classroom found out that TT used about 60% of classroom talking time and teachers talked about 17 times a minute, which was 4.5 times more than the learners' verbal participation. In addition, this finding of the present study echo the finding by Xiao-yan (2006) who examined the quantity of TT in total class time and revealed that most of the class time (70%) was allocated for TT. In another relevant study, Rezaee and Farahian (2012) who conducted a study to examine the amount of TT in the classroom also found that more than half of a class time was devoted to TT and therefore learners weren't provided with sufficient time for participation. In addition, the findings of the current study echo the viewpoint of Sinclair and Coulthard (1975) stating that teachers talk for a considerable part of each lesson, in fact, in teacher-centered classrooms TT uses up for approximately two thirds of the lesson. The present study also revealed that the redundancy of TT in the classroom results from

different variables such as students' language learning background and current level and the need for fulfilling the curriculum.

According to the obtained results, the teachers can provide learning opportunities by their use of language. As for this study, the students have no or limited access to the TL outside the classroom and therefore TT is almost only source for correct pronunciation. In addition, TT involves lots of re-using of certain words or phrases and that prompts the acquisition of this recycling language. These findings are in accordance with Horst, Collins, White, and Cardoso (2010) who investigated the effect of teachers' talk on incidental vocabulary learning and explored that TT improves incidental learning. Teachers also believe that TT improves the students' comprehension ability and encourages the students to talk in the TL. These findings supported Walsh's (2002) study which indicated that by using appropriate language in terms of amount and quality, teachers promote the students' language learning process. In addition, the findings of the present study might also support Sharpe's (2008) study which indicated some TT strategies that enhance the learner output and help developing learning skills relevant to a particular subject area. Moreover, Incecay (2010) investigated the role of TT in young learners' language learning and found that TT may facilitate learners' language learning process through the implementation of appropriate strategies. In addition, the present study findings are also in harmony what Aisah and Hidayat (2002) revealed in their study which indicated that providing the application of appropriate strategies, TT not only enhance classroom interaction but also help learners' improve their cognitive abilities.

The findings of the present study also revealed that there are some features of TT which may obstruct language learning process. Excessive use of TT hinders participation and language learning of students. In addition to this, as supported by both interviewed teachers and learners, advanced level of TT may call forth students' discouragement and makes comprehension difficult for the learners. Besides the amount and level of TT, this study revealed that as a result of limited time and population of the students, teachers complete the students' gaps in order to recognize the other students or to move on the next step. Due to the same reasons and also to

have the other students heard, the teacher repeats the students' answers. It not only wastes time but also discourages the students and fosters negative learner attitude.

These findings are also consistent with Walsh's (2002) obstruction theory which calls teachers' repetition of students' answers as teacher echo and the teacher's attempt to fill in the gaps as turn completion. These terms are indicated to limit the frequency and quality of students' contributions. The findings of the present study also correspond with Shamsipour and Allami's (2012) study stating that teacher echo and turn completion are destructive features of TT. In addition, turn completion hinders negotiation of meaning and therefore learning decreases.

5.2 Conclusions

A lot of research studies have examined the TT in language classrooms in terms of its functional or discursive features, and the relationships between features of TT and students interaction and outcomes but there are only a few researches about the teachers' views about their own talk in EFL teaching, and also when it comes to the perception of TT by language learners there is a gap in literature. This study aimed to contribute to the mentioned areas. Despite the fact that the present study was a small-scale exploration, it gives insight to the language learner aspect of the TT and provides awareness to the EFL teachers towards their verbal behavior in the classroom.

The purpose of this study was to point out certain features of language learners' TT perception which seemed a neglected area of TT research and also open up EFL teachers' views and therefore awareness about their use of language. With the obtained findings, the present study provides empirical evidence to some aspects of TT in terms of learners' perception and teachers' awareness in current English classrooms in Turkey(?). So, it is hoped that this study will pave the way for applied linguists and graduate students researching the learner aspect of TT.

In addition, the significant findings of this study which revealed the learner perception of teachers' verbal behavior and teachers' awareness stage highlight the importance of TT in EFL classrooms. In fact, there are remarkable studies on TT, but

they fail to satisfy when it comes to learners' perception of TT. In this regard, it is hoped that this study would attract researchers' attention to investigate the notion of TT on the part of language learners' views and experiences.

Moreover, in the light of the significant findings of this study which called attention to TT in terms of language learners and its effects on language learning process, it is hoped that EFL teachers would examine their own verbal behavior and try hard to use an appropriate language in classroom.

For the last but the most important, this study is hoped to attract teacher trainers' and faculty of educational sciences to include the notion of TT in their teacher training program. Accordingly, it is clear that examining TT and its effects on L2 learners' language learning process is as crucial as examining teaching methods and strategies which are the frequently investigated research areas in the field of SLA and EFL teaching. The findings of the present study highlight how significant it is to train future teachers on how to use their own talk for an effective language learning process.

To conclude, by revealing that there is an inconsistency between some TT intentions and learners' perception, it is hoped that this study would fill in a gap in literature especially about the notion of TT in EFL classrooms.

5.3 Recommendations

On the basis of findings and limitations of the study, there is a need for several suggestions and recommendations to be taken into consideration for further research. To begin with, since the present study was carried out with a limited number of participants, it is recommended to replicate the study with a large number of participants in order to obtain more generalizable results. Furthermore, as the findings of the present study are limited to the Bilek College students, a further research would be rewarding especially in a state school context.

In addition, when the cross-sectional design of the study which means that the data gathered once and the data collection instruments are taken into consideration, it

would be worthwhile to replicate the study by adopting a longitudinal research design and different data collection instruments.

Moreover, since the questions in the Likert scale questionnaire were constituted through the literature review there left some uncared items. Therefore, forming a new questionnaire short after observing the participating EFL teachers' use of TT in the classroom would be rewarding.

Finally, as this study revealed the variation between the TT intention and language learners' perception, for a future study it would be worthwhile to explore the relationship between the intention of TT and learners' TT preferences.

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APPENDICES

APPENDIX A

THE PERCEPTION OF EFL TEACHERS' TALKING IN THE CLASSROOM SURVEY FOR LEARNERS

Full name: _____ (optional)

Date: ____ / ____ / ____

Thank you for participating in this survey and assisting for my graduate thesis project. The primary objective of the thesis is to investigate under which circumstances the purpose of TT and the perception of TT by the language learners vary. The possible reasons for teacher talk in the classroom are mentioned below. Please read the statements and put a thick (√) to the rate that describes your talk in the classroom according to the scales below.

5 – always 4-often 3- sometimes 2-rarely 1- never

SURVEY QUESTIONS

5 4 3 2 1

1. My teacher talks in order to teach a grammar item.
2. My teacher talks in order to teach vocabulary items.
3. My teacher talks in order to introduce a new topic.
4. My teacher talks in order to explain our assignment.
5. My teacher talks in order to correct our mistakes.
6. My teacher talks in order to give feedback.
7. My teacher talks in order to have us learn daily language.
8. My teacher talks in order to have us understand jokes, idioms and jargons in TL.
9. My teacher talks in order to have us be exposed to the target language.
10. My teacher talks in order to praise us.
11. My teacher talks in order to make us speak in TL.
12. My teacher talks in order to keep the class quiet.
13. My teacher talks about her/his family.
14. My teacher talks about his/her language learning experiences and school years.

AY YILMAZMERVE, Graduate Student, Bahcesehir University, Graduate School of Educational Sciences, English Language Education

APPENDIX B

THE PERCEPTION OF EFL TEACHERS' TALKING IN THE CLASSROOM SURVEY FOR TEACHERS

Full name: _____ (optional)

Date: ____ / ____ / _____

Thank you for participating in this survey and assisting for my graduate thesis project. The primary objective of the thesis is to investigate under which circumstances the purpose of TT and the perception of TT by the language learners vary. The possible reasons for teacher talk in the classroom are mentioned below. Please read the statements and put a thick (√) to the rate that describes your talk in the classroom according to the scales below.

5 – always 4-often 3- sometimes 2-rarely 1- never

SURVEY QUESTIONS

5 4 3 2 1

1. I talk in order to teach a grammar item.
2. I talk in order to teach vocabulary items.
3. I talk in order to introduce a new topic.
4. I talk in order to explain an assignment.
5. I talk in order to correct students' mistakes.
6. I talk in order to give feedback.
7. I talk in order to have my students learn daily language.
8. I talk in order to have my students understand jokes, idioms and jargons in TL.
9. I talk in order to have my students be exposed to the target language.
10. I talk in order to praise my students.
11. I talk in order to have my students speak in TL.
12. I talk in order to keep the class quiet.
13. I talk about my family.
14. I talk about my language learning experiences and school years.

AY YILMAZMERVE, Graduate Student, Bahcesehir University, Graduate School of Educational Sciences, English Language Education

APPENDIX C

THE PERCEPTION OF EFL TEACHERS' TALKING IN THE CLASSROOM INTERVIEW FORM FOR TEACHERS

Full name: _____ (optional)

Grade: _____

INTERVIEW QUESTIONS

1. For which purposes do you talk in the class? Can you list and explain the most three?
2. Who talks more in your classroom, you or your students? Why do you think it is like this?
3. What kind of procedures do you apply in order to increase the quantity of your students' talk?
4. To what extent do you think that you help your learners improve the TL by your use of TL?
5. To what extent do you think that you hinder your learners' progress in the TL by your use of TL?

AY YILMAZ MERVE, Graduate Student, Bahcesehir University, Graduate School of Educational Sciences, English Language Education

APPENDIX D

THE PERCEPTION OF EFL TEACHERS' TALKING IN THE CLASSROOM

INTERVIEW FORM FOR L2 LEARNERS

Full name: _____ (optional)

Grade: _____

INTERVIEW QUESTIONS

1. Who talks more in the classroom, you or your teacher? Why do you think it is like this?
2. For which purposes does your teacher talk in the class? Can you list and explain the most three?
3. What does your teacher do to make you talk in the target language?
4. To what extent do you think that your teacher's talk help your language learning progress?
5. To what extent do you think that your teacher's talk hinder your language learning progress?

AY YILMAZ MERVE, Graduate Student, Bahcesehir University, Graduate School of Educational Sciences, English Language Education

E. Curriculum Vitae

PERSONAL INFORMATION

- Surname, Name: Ay Yılmaz, Merve
- Nationality: Turkish (TC)
- Date / Place of Birth: April 10, 1987 / DUZCE
- Marital status: Married
- Mobile Phone: 0090 539 249 84 80
- E-mail: merveayyilmaz@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	
BS	Marmara University	2009
High School	Düzce Arsal Anatolian High School	2005
Primary-Secondary School	Düzce Azmimilli Primary and Secondary School	2001

WORK EXPERIENCE

Year	Place	Enrolment
2011 to present	Biltek Schools Uskudar Campus	Head of ELT
2005-2009	Biltek Schools Uskudar Campus	English Teacher
2008-2009	Halil Türkkan Primary School / İstanbul	Trainee Teacher
2005-2006	İstek Acıbadem Private Schools	Observer Teacher

CERTIFICATES & SEMINARS

- March 2014: **Oxford Teachers' Academy Course / Professional Development Programme 2014** - Principles of Teaching young Learners
- March 2013: **Oxford Days** – Enhancing Learning in class and at home
- December 2012: **Yildiz Technical University/ 1st International ELT Symposium** - Wired in or out – Web technologies in ELT classrooms – Plenary Talk : Stephan Krashen
- April 2012: **Digital Vision in Language Teaching**
- February 2011: **Cevre College 7th ELT conference** - The magic of geTTing the best out of students
- October 2009: **Special Education Symposium**

SKILLS

- Computer-Related Skills: MS Office Tools, Internet & Microsoft Operating Systems, SPSS
- Foreign Languages (Oral & Written): English: Advanced, German: Elementary
- Social Skills: Extensive communicative, organizational and interpersonal skills
- Interests: Reading, Designing teaching materials, Photography, Literature, Social network, Traveling.