# TEACHER TALK PATTERNS IN CLASSROOM INTERACTION IN ENGLISH AT A TAMIL PRIMARY SCHOOL

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## FACULTY OF LANGUAGES & LINGUISTICS

## UNIVERSITY OF MALAYA KUALA LUMPUR

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### DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ENGLISH AS A SECOND LANGUAGE

## FACULTY OF LANGUAGES & LINGUISTICS
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**Teacher Talk Patterns in Classroom Interaction in English at a Tamil Primary School**

**ABSTRACT**

Teacher talk is the speech pattern used by teachers in organising and managing their classrooms. Teacher talk is not only a means for teachers to do this as they administer their classes, it is also the major source of comprehensible target language input for L2 acquisition. Therefore, it is an important aspect to focus on in language teaching. This study analyses the patterns of teacher talk in the classroom interactions of two English teaching teachers who were based in one Tamil primary school. The study uses video recording and classroom observation to collect data while teacher talk patterns were classified according to the 13 features proposed by Walsh (2006) in the SETT framework and three other features added by the researcher to suit the classroom discourse used by the teacher participants in this study. Data were transcribed word for word and further verified by the teachers before they were analysed accordingly. The findings showed that the classroom interactions were mainly a one-way classroom interaction where teachers use more referential questions to encourage student talk. Teachers also used interactional modifications during the negotiation of meanings with more extended teacher turns used for modifications. In feedback, teachers applied more form-focused feedback than content feedback. Moreover, the teacher talk patterns differ between both the teacher participants as their teacher talk patterns are influenced by students' level of proficiency. This study suggests that teachers should exert more extended wait-time and extended learner turn to stimulate student interactions so as to produce more effective comprehensible input and output.

**Keywords:** Teacher talk, teacher talk patterns, Tamil primary English teachers, teacher talk features, language classroom

# Corak *Teacher Talk* Dalam Interaksi Bilik Darjah Dalam Bahasa Inggeris di Sebuah Sekolah Jenis Kebangsaan Tamil

## ABSTRAK

*Teacher talk* adalah corak pertuturan yang digunakan guru dalam mengatur dan menguruskan bilik darjah mereka. *Teacher talk* bukan sahaja merupakan cara untuk guru mentadbir kelas mereka, ia juga merupakan sumber utama input bahasa yang dapat dimengerti untuk pemerolehan L2. Oleh itu, ia adalah satu aspek penting untuk memberi tumpuan kepada pengajaran bahasa. Kajian ini menganalisis pola *teacher talk* dalam interaksi kelas dua guru yang mengajar Bahasa Inggeris yang berpusat di satu Sekolah Jenis Kebangsaan Tamil. Kajian ini menggunakan rakaman video dan pemerhatian bilik darjah untuk mengumpulkan data manakala pola *teacher talk* diklasifikasikan mengikut tiga belas ciri yang dicadangkan oleh Walsh (2006) dalam rangka kerja SETT dan tiga ciri lain yang ditambahkan oleh penyelidik untuk memenuhi wacana kelas yang digunakan oleh peserta guru dalam kajian ini. Data diterjemahkan ayat dan dibuktikan oleh guru-guru sebelum dianalisis dengan sewajarnya. Penemuan menunjukkan bahawa interaksi kelas adalah interaksi kelas satu hala di mana guru menggunakan lebih banyak soalan rujukan untuk menggalakkan pelajar untuk bercakap. Guru juga menggunakan pengubahsuaian interaksi semasa rundingan makna dengan menggunakan *extended teacher turns* untuk pengubahsuaian. Dalam maklum balas, guru menggunakan lebih banyak *form-focused feedback* daripada *content feedback*. Selain itu, pola *teacher talk* berbeza antara kedua peserta guru kerana corak *teacher talk* mereka dipengaruhi oleh tahap kemahiran pelajar. Kajian ini mencadangkan agar guru-guru perlu memberi lebih *extended wait-time* dan *extended learner turn* kepada pelajar untuk merangsang interaksi pelajar supaya dapat menghasilkan input dan keluaran yang lebih berkesan.

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## LIST OF SYMBOLS AND ABBREVIATIONS

TT      :      Teacher talk

TTF      :      Teacher talk features

TTP      :      Teacher talk patterns

TL      :      Target language

L2      :      Second language

L1      :      First language

ELT      :      English language teaching

ESL      :      English as a second language

SLA      :      Second language acquisition

SETT      :      Self-evaluation teacher talk

S(E)      :      Scaffolding (extension)

S(M)      :      Scaffolding (modelling)

S(R)      :      Scaffolding (reformulation)

DR      :      Direct repair

CF      :      Content feedback

EWT      :      Extended wait-time

RQ      :      Referential questions

SC      :      Seeking clarification

ELTN      :      Extended learner turn

TE      :      Teacher echo

TI      :      Teacher interruptions

ETT      :      Extended teacher turn

TC      :      Turn completion

DQ          :     Display questions

FFF         :     Form-focused feedback

CS          :     Code-switching

C           :     Comment

CC          :     Comprehension checks

Q           :     Questions

S           :     Statements

D           :     Directives

# LIST OF APPENDICES

# CHAPTER 1: INTRODUCTION

This chapter presents the background of the study. In particular, it illustrates the existing body of knowledge related to teacher talk and at the same time brings forth its pertinent gaps. The underlying objectives of the study are also presented. The operational definition of terms, which are important in this study, is also discussed. This chapter then ends with the significance of the study.

## 1.1    Background of the Research

One of the primary objectives of L2 study is the progress of communicative competence in languages. The language background of Malaysians is very much tied up with the historical and educational background of the country. English language continues to be taught as a compulsory language in schools in line with the evolution of the Malaysian education system. Language learners who learn English in schools and universities need to develop a positive attitude for meaningful learning to occur (Darmi & Albion, 2013, p.1). The present study looks at teacher talk patterns (TTP) contributing to pupils' command in English (L2).

Teachers would use a lot of communication tools like echoing, prompting, persuading, and scaffolding, which would be suggesting more communication between teachers and students (Coe, Aloisi, Higgins, & Major, 2014). The language used by teachers in language classes serves as the source of input of language comprehension and is also used to coach language interaction and manage classroom activities. The right teacher talk (TT) can generate pleasant ambience and encourages a more sociable relationship between teachers and students, and as a result, produces more chances for communication between teachers and students.

TT has become a focal point in the research area of second language acquisition (SLA) for the past 2 decades. Initiated by Gaies (1977, 1979) and Henzle (1979), the research on TT started in the 1970s, followed by Long (1981, 1983), Long and Sato (1983), Wesche and Ready (1985), Ellis (1985) and Chaudron (1988), who made studies of TT types in college classrooms.

TT has attracted more interest of academics and researchers worldwide, like Berlin (2005), Ellis and Barkhuizen (2005), Lindholm-Leary (2001), Robinson (2006), Seedhouse (2004), Wright (2005). These researchers look primarily at classroom exchange characteristics, talk turns between teachers and learners, and the appropriate languages teachers could use to handle the class well. In Malaysia, some researchers like Chin (2007), Ilias and Adnan (2011), and Othman (2010) have focused on TT in English as a second language (ESL) classrooms. The present study looks at TT in ESL classrooms in a Tamil primary school.

## 1.2    Statement of the Problem

Involving many interrelated factors, language teaching is a complex process. Larsen-Freeman states that language teaching can be summarized into three fields, which are language learner/learning (How to learn); language/culture (What to Learn) and teacher/teaching (How to teach) (Johnson, 2002). Since the 1960s, the research on classroom discourse has grown rapidly.

In recent years, studies on teacher talk patterns (TTP) in language classrooms have gradually drawn researchers' attention, and the attention paid to it has gradually increased both abroad and in Malaysia (Hidayati, Zen, & Basthomi, 2017; Othman, 2010; Robinson, 2006). In the past years, most of the researches on TT have been devoted to the analysis of

various phenomena about TT and the objective description on TT such as its characters and structure (Ilias & Adnan, 2011; Yanfen & Yuqin, 2010). However, few researches have explored the effects of TT on SLA (Ivanova, 2011; Long M.,1981; Xiao-yan, 2006).

A number of researchers found that TT covers about 70% of classroom language use (Cook, 2000; Chaudron, 1988; Xiaohong, 1998). Through TT, teachers spread knowledge and skills, manage teaching activities and help students apply the target language (TL). Teachers' language is a way to attain the teaching objective in English classrooms. Besides that, better management of the classroom and attaining the objective of teaching are also achieved through TT.

In Malaysia, the majority of people learn an L2 (English) in classrooms (Lim, 2013). Classroom language is the main source of L2 learning and it is the only source in some places. It also plays a role as a device to teach an L2 and also as a vital source of language learning. It is understood that the language that teachers speak to L2 learners will to a certain extent affect the language learning process, though how and to what extent it does so still stays uncertain (Ivanova, 2011). In a classroom context, the main provider of the L2 is the teacher. The teacher must consciously be aware of her TTP. Using suitable TTP in the classroom can provide a source of modeling for the students both in regards to the production of the language and the attitude towards the language. If the teacher is able to show proper use of the language daily, students can use that language as an example or model for production. In addition, if the teacher treats the language as more than just a subject for study but shows the value of the language by using it, students will be more likely to gain a better appreciation for the language.

There is a growing concern about the level of English proficiency in schools which, if left unchecked, could cause the country to lose its competitiveness in schools and at the workplace (Samuel & Bakar, 2008). The primary concern of this study is driven from the

poor command of L2 (English) among Malaysian school students, especially in Tamil primary schools, as English language proficiency increasingly becomes a requirement for better employment and higher education opportunities.

It is required that some studies need to be done on TTP from both theoretical/analytical and practical points of view while an improved perception of the use of teachers' language patterns can undeniably facilitate students to develop their learning. As a result, students can make better use of TT to learn the TL. This study addresses its concern through the analysis of the TTP of Tamil school English teachers in a suburban Tamil school.


## 1.3    Research Aims & Objectives

This study intends to investigate the features and patterns of TT in ESL classrooms in a Tamil primary school. Lately, research on TT in the classroom has attracted researchers' attention worldwide (Lei 2009; Othman 2010; Shinde & Karekatti 2010; Wasi'ah, 2016). In addition, this study wants to see if students' language proficiency influences or affects the TTP in the classroom, how the TTP differ in intermediate and low proficiency classrooms and why it is so.

Therefore, the present study is carried out with an aim to recognize the interaction patterns of teachers and their skills in the actual classroom lesson. This study aims to identify if learners' proficiency levels affect the patterns of TT in a classroom. This study also analyzes the use of TTP in improving L2 teaching and learning in Tamil primary schools. By doing this, teachers can improve their language quality knowingly so that English language teaching and learning can be made easy. Moreover, the present study also compares the TTP used by teachers in both high and low proficiency classes. Although TT includes many aspects, this study only focuses on the patterns of TT in the ESL classroom in Tamil primary schools which are adopted from Self Evaluation of Teacher Talk (SETT) (Walsh, 2006) and

three additional features added by the researcher such as code switching, comment and comprehension checks to suit the classroom discourse used by the teacher participants in this study.

## 1.4    Research Questions

The research questions formulated are as follows:

1.   What are the patterns of TT in the ESL classrooms in a Tamil primary school?

2.   How does TT differ for ESL classes of two different levels of proficiency?

The table below shows how the research questions were answered in this study.

**Table 1.1: Analyses of the Research Questions**

| Research questions | How data was collected | How data was analyzed | Analytical framework |
|---|---|---|---|
| RQ1 | Through video recording | Data was transcribed and coded to find out the pattern of TT. | Adapted and modified SETT: Self Evaluation of Teacher Talk (Table 3.2 and Table 3.3) |
| RQ2 | Through video recording and classroom observation | Data was transcribed. TT compared in both levels of proficiency. | Compare and contrast the TTP. |

## 1.5    Operational Definition

### 1.5.1    Teacher Talk (TT)

Many definitions of TT have been given from different perspectives. One definition states that TT is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding (Sinclair & Brazil, 1982). As a necessary part of L2 teaching, TT has its own features in that both the content and the medium are the TL. The language employed by teachers in language classes serves as the source of input of language knowledge, and also used to instruct language communication

and organize classroom activities. Moreover, TT plays a very important role in the teaching process as an interactive device. Teachers would employ a lot of interactive devices such as repetition, scaffolding, questioning, and providing feedback, which would evoke more interaction between teachers and students.

### 1.5.2   Teacher Talk Patterns (TTP)

The pattern of TT is correlated to classroom interaction and the development process of thinking skills (Abkharon, 2013). Vu (2009) supports that the TTP that cover the classroom may influence students' academic achievement in the future so that it is important to notice how TTP impact students' academic performance. TTP are built when a teacher uses several TTF consistently throughout his/her classroom interaction with students.

### 1.5.3   Target Language (TL)

TL is basically the language being studied; the second language (L2) in the ESL context. TT in the TL is language instruction in a classroom context where the instructor is the main provider of the target language. Students are given consistent exposure to comprehensible oral input, as well as opportunities to speak and use the language themselves (Virginia Department of Education, 2013). In this study, English is the TL.

### 1.6   The Significance of the Study

The result of this study would provide an in-depth understanding on how learners' proficiency levels affect the use of TT by the teachers to help learners to acquire language skills and at the same time offer opportunities for meaning negotiation in promoting learners' language learning. The information eventually assists teachers in conducting an effective

instruction especially for novice language teachers who have not had much experience in adapting to the learners' needs in language learning in particular.

In terms of analytical contributions, the present study manages to identify additional types of TTF (refer to Table 3.3) which are not available in the chosen framework. This would be beneficial for future analysis of multifaceted TT in ESL classrooms, especially in Malaysia. Hence, it serves as a refinement of the SETT framework (Walsh, 2006). In terms of TT, this study proves that the patterns of TT by teachers were also greatly influenced by the students' level of proficiency, mainly to accommodate their language deficiency to make the lessons more effective.

## 1.7    Limitations of the Study

Although this research was carefully prepared, there were some unavoidable limitations. There were four main factors that potentially impacted the findings of this study. These factors were; sample-size, time limit, selection of school and observer effect.

The first limitation of this study was the size and scope of the teacher sample used for this study. It was also due to the time limit; this study was conducted only on a small size of the population who were two English teachers of the selected school and the duration of time spent to gather data at the school was only 4 weeks. In order to get a more generalized picture of the TTP of Tamil primary school English teachers, a larger sample size would be preferable.

Secondly, the selection of the school was also one of the limitations as far as this study is concerned. Although many schools were approached, there was only one school which gave their consent to conduct this study with their English teachers. Most schools were reluctant to give permission as this study involves video recording of the classroom teaching.

Therefore, the results produced in this study are limited only to the teachers of this school and cannot be generalized.

Another limitation of this study was observer effect. Although the data collection process was well equipped with a video recorder and the researcher's presence was almost made unobtrusive during the observational and video recording periods in the classrooms, there is the potential that the researcher's presence in the teachers' classrooms may have impacted their speech patterns. As explained in Chapter 3, this issue was addressed by the researcher by being in each classroom with the recording equipment for a session before data collection started. However, it is possible that more such sessions might have been needed prior to the actual data collection.

**CHAPTER 2: LITERATURE REVIEW**

**2.1     Introduction**

The overall goal of this chapter is first to establish the significance of the general field of study, which is the study of TT, and then identify where a new contribution could be made. The bulk of the chapter is on critically evaluating the different methodologies used in this field so as to identify the appropriate approach for investigating the research questions. This chapter also discusses the history of the educational system in Malaysia.

**2.2     Historical Context of National Type Schools in Malaysia**

It is vital to briefly know the historical roots of the Malaysian Education system in order to understand the basis of creating National Schools and National Type Schools in Malaysia. Therefore, this section is dedicated to exploring and understanding the historical context of National Type Schools in Malaysia and the curriculums that were born out of it. The Malaysian education system was formally founded during the British Rule and the British prided themselves in the promotion of the English language and public school philosophy in each British colony.

Due to the multicultural society in Malaysia, and plenty of disagreements with the British ethos from each individual culture, Chinese and Indian Vernacular schools were established to accommodate students whose parents did not wish, or could not afford for them to attend British schools (Ibrahim, 2008). As for the Malays, they formed their own schools, but primarily founded these schools in rural areas where they lived. Village personalities became teachers and focused on expanding Islam as a religion by primarily emphasizing fluency in reading the Quran (Ibrahim, 2008).

In the early 1800s, Tamil schools were founded by the British because of the sudden influx of immigrants from India who came to Malaysia as labour in the coffee, sugar, and rubber industry (Ibrahim, 2008). The foundation of the Tamil school education curriculum is rooted in the Big Church Missions which founded an Anglo-Tamil School in the state of Malacca. However, these schools did not survive for long because the British did not show much interest in the education of Indians (Ibrahim, 2008). The Malaysian government, in *1816*, did set up Tamil schools, which were primarily made up of Indian students who were sons and daughters of the labour workers in Malaysia. Teachers who had emigrated from South India taught these students in the Tamil language. Later in 1957, Malay as a national language, and ESL were implemented as mandatory subjects to be learned in these schools, now known as National Tamil Type Schools (Ibrahim, 2008).

National Chinese Type and National Tamil Type schools in 1970 during the shift of language of instruction from English to Malay began to adopt the new National School syllabus, adding ESL to the Malay language. The medium of instruction for these Type Schools, however, still remained Tamil and Chinese. English was introduced in Primary 3 as a subject only (Darus, 2009, p. 22). In 1983 however, the New Primary Schools Curriculum (*Kurikulum Baru Berspadu Sekolah Rendah*) was implemented, resulting in the fact that English language teaching was more than a subject, but also the "acquisition of the 3 R's, namely, basic skills of reading, writing, and arithmetic" (Darus, 2009, p.22).

## 2.3 The Overview of TT and Its Role

### 2.3.1 Background Overview of TT

As a critical part of classroom teaching, TT did not receive the attention of academic scholars as early as studies on teaching. A close study of TT owes much to the development of the branch of micro-teaching or classroom research. Classroom-centered research or classroom-

originated research investigates the process of teaching and learning as they occur in a classroom setting (Allwright & Bailey, 1991). Its aim is to identify the phenomena that promote or hamper learning in the classroom.

The growth of interest in the analysis of teacher language has been stimulated by the rejection of language teaching method as the principal determinant of successful learning (Ellis, 1985, p.143). At first, the underlying assumption in teaching had been finding the right method. It was believed that the teaching effect was completely determined by the choice of teaching method. Studies such as those by Scherer and Wertheimer (1964) and Smith (1970) investigated the comparative effectiveness of methods such as Grammar Translation, Audio-Lingualism, and Cognitive Code, but were not able to demonstrate that one was more successful than another (Ellis, 1985). Despite the apparent differences in methodological principles, the various methods led to very similar patterns of classroom communication, with the result that the language learning outcomes were also similar. This could be due to the different learning styles acquired by the learners or their learning needs.

Having retreated from the focus on method, researchers began to hypothesize that classroom interaction was the major variable affecting SLA (Ellis, 1985). According to Ellis (1985), an offshoot of the comparative method studies, then, was to direct researchers' attention to the processes of classroom interaction by collecting language data from the classroom itself. Classroom process research, as Gaies (1983) calls the study of communication in the classroom, has taken different forms: interaction analysis, TT, and discourse analysis (Ellis, 1985).

Besides that, Flanders (1970) developed a research tool, namely Flanders Interaction Analysis (FIA). FIA is a system of classroom interaction analysis which became a widely used coding system to analyze and improve teaching skills. The Flanders coding system

consists of ten categories of communication which are said to be inclusive of all communication possibilities. The figure below shows the Flanders categories in classroom interaction.

**Table 2.1: Flanders Categories in Classroom Interaction**

| | | Category number | Activity |
|---|---|---|---|
| Teacher talk | Response | 1 | Accept feeling: accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. The feeling may be positive or negative. |
| | | 2 | Praises or encourages: praises or encourages pupil action or behaviour. Jokes that release tension, but not at the expense of another individual. Nodding head, or saying 'UMHM?' |
| | | 3 | Accepts or uses ideas of pupils: clarifying or building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five. |
| | | 4 | Ask questions: asking a question about content or procedure with the intent that a student may answer. |
| | Initiation | 5 | Lecturing: giving facts or opinions about content or procedures; expressing own ideas; asking rhetorical questions. |
| | | 6 | Giving direction: directions, commands or orders to which a pupil is expected to comply. |
| | | 7 | Criticizing or justifying authority: statements intended to change pupil behaviour from non-acceptable to acceptable pattern; stating why the teacher is doing what he is doing. |
| Pupil talk | Response | 8 | Pupil talk in response to teacher: talk by students in response to the teacher. Teacher initiates the contact or solicits student statement. |
| | Initiation | 9 | Pupil talk initiated by the pupil; talk by students which they initiate. If 'calling on' a student is only to indicate who may talk next; the observer must decide whether the student wanted to talk. If he did, use this category. |
| Silence | | 10 | Silence or confusion: pauses, short periods of confusion in which communication cannot be understood by the observer. |

*Source*: Adapted from Flanders (1970) cited in Nurmasitah, 2010.

All dimensions of the classroom process, from giving instruction to questioning or disciplining students and providing feedback, involve TT. The study about TT has become one of the most important parts of classroom research. FIA and the current study share similar features such as seeking clarification, asking questions, giving direction and providing feedback.

### 2.3.2   Role of TT in L2 Learning

As a tool for implementing teaching plans and achieving teaching goals, TT plays a vitally important role in language learning. A few types of research have discussed the relationship between TT and language learning (Davies, 2011; Kepol, 2017; Xiao-yan, 2006). As Nunan (1991) points out, TT is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of language acquisition, TT is important because it is probably the major source of comprehensible TL input the learner is likely to receive.

The amount of TT and type of TT are even regarded as a decisive factor for success or failure in classroom teaching (Xing & Yun, 2002). According to SLA theory, plenty of high-quality input is a necessary element for successful language learning. According to Stern (1983), if the L2 is learned as a foreign language in a language class in a non-supportive environment, the instruction is likely to be the major or even the only source of TL input.

Here, instruction refers to teacher instruction which is also known as TT. In Malaysia, where the classroom is the chief source of language learning in most places while it is also the only source in some places, TT serves as the major TL input for language learners. Stern's (1983) teaching-learning model offers a 'general model for L2 teaching' and a 'framework for the examination of L2 learning' (Stern, 1983). Stern proposed a teaching-learning model

which identified two principal actors; the language teacher, and the language learner (See Figure 2.1).

Stern (1983) asserts that the teacher, like the learner, brings certain characteristics to language teaching which may have a certain effect on educational treatment: age, sex, previous education, and personal qualities. Above all, the language teacher brings to it a language background and experience, professional training as a linguist and teacher, previous language teaching experience, and more or less formulated theoretical presuppositions about language, language learning, and teaching.
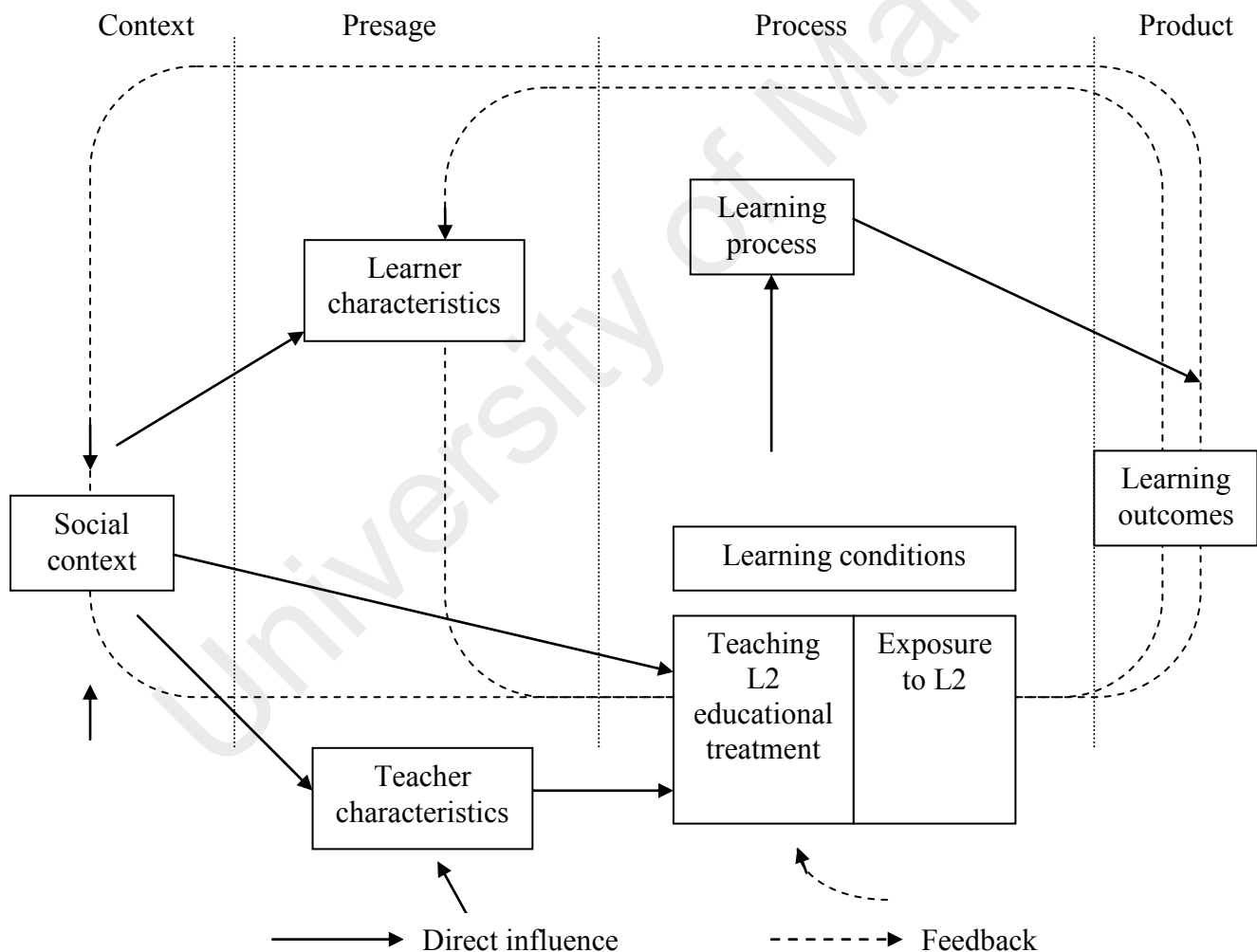


**Figure 2.1**: **A Teaching-Learning Model (Stern, 1983)**

The teaching-learning model above explains that the traits of a language teacher are reflected in different characteristics and forms of TT. Stern's teaching-learning model reveals the important role of the language teacher and TT during the process of language learning.

The English Language Teaching (ELT) policy in the Malaysian context is well documented. The Malaysian primary school English language curriculum document states that "English is taught as a second language in all government assisted schools in the country…." (Ministry of Education, 1995, p.1). English is important in the country's quest for economic development as the global nature of the world has now made it the language medium for business, technology, and knowledge. The issue of how to improve the standard of English proficiency among young learners has been one of the most discussed in Malaysia. At the primary school level, the Malaysian ELT syllabus aims to equip pupils with basic English language skills so as to enable them to communicate, both orally and in writing, in and out of school.

According to the guidelines provided by the Ministry of Education (2003), by the end of primary school education: i) learners should be able to listen to and understand simple spoken English in certain given contexts; ii) ask and answer questions, speak and express themselves clearly to others using simple language with an acceptable level of English; iii) acquire good reading habits to understand, enjoy and extract information from a variety of simple texts; iv) write legibly and express ideas in simple language with an acceptable level of grammar. Learning English according to the Malaysian primary school curriculum should ensure that pupils acquire linguistic knowledge and skills through learner-centered and activity-oriented teaching-learning strategies. Given that establishing basic English language skills in primary classrooms is the main goal in the curriculum, it is important that teachers conduct their lessons to facilitate the development of these skills. As such, the classroom is the most critical context in looking at the effectiveness of any education policy

implementation. Investigating the classroom practices of English language teachers at the primary school level could reveal the most fundamental impact of ESL curriculum policy. However, there has been relatively little attention given to ELT at the primary level.

Research on ELT in Malaysia tends to focus on secondary and tertiary levels of education. Thus, in order to develop more effective English language teaching instructions for learners at the primary school level, teachers' current classroom practices need to be examined.

## 2.4    SLA Theories and Approaches

### 2.4.1    Krashen's Input Theory

Input plays a critical role in language learning. There is no learning without input. The language used by the teacher affects the language produced by the learners, the interaction generated, and hence the kind of learning that takes place. The problem is what type and how much input is appropriate and useful for language learners in classrooms.

In Krashen's (1985) view, learning only takes place by means of a learner's access to comprehensible input:

> Humans acquire language in only one way which is by understanding messages or by receiving comprehensible input. Learning will occur when unknown items are only just beyond the learners' level. It is explained in detail 'i+1' structure. 'i' means the learners' current linguistic competence, and '1' stands for the items the learners intend to learn (p.2)

By examining the idea of comprehensible input, one can find that comprehensive and right quantity input is the main concern where learners are able to learn a language. It is the foundation or premise of the occurrence of language learning. This provides implications for language teaching that TT should be comprehensible, supplied in different forms and in right quantities. But how could teachers know whether their input is sufficient? How could they

make their input comprehensible? Krashen describes two ways: the linguistic resources are insufficient for immediate decoding. Simplified input can be made available to the learner through one-way or two-way interaction, with the former including listening to a lecture, watching television and reading, and the latter occurring in conversations. Krashen stresses that two-way interaction is a particularly good way of providing comprehensible input because it enables the learner to obtain additional contextual information and optimally adjusted input when meaning has to be negotiated because of communication problems.

In Krashen's (1985) view, acquisition takes place by means of a learners' access to comprehensible input. He comments that the input, which is totally incomprehensible to learners, is not likely to cause learning to take place. TT actually serves as the main source of input of language exposure in classroom learning, especially for foreign language learning, so teachers should make their input comprehensible and in right quantities.

### 2.4.2 Swain's Output Hypothesis

Krashen's (1985) Input Theory and its key notion of 'comprehensible input' have been criticized. One major objection relates to the fact that, though comprehensible input may play an important role, it is not in itself enough: understanding is not quite the same as acquiring. One argument along these lines is put forward by Swain (1985). Her Output Hypothesis emphasizes the role of outcome in language learning. She argued that comprehensible input is not a sufficient condition for SLA. It is only when the input becomes intake that SLA takes place. Learners can improve their language proficiency by striving to produce output to speak and write, or through using the language exposed to them in meaningful ways.

The need to produce output in the process of negotiating meaning that is precise, coherent and appropriate encourages the learner to develop the necessary grammatical resources, which are referred to as "pushed language use". The output provides the learner

with the opportunity to try out the hypothesis to see if it works. It is possible to comprehend a message without any syntactic analysis of the input it contains. Production is the trigger that forces learners to pay attention to the means of expression.

Swain (1985) particularly emphasizes that it is only when learners are pushed to use the TL, or in other words, it is only when learners think it necessary to improve and develop their TL level, that language output can contribute to language acquisition.

Besides "pushed" language use, Swain (1985) reports two other additional functions of output in the L2 acquisition. The first one is supposed to provide learners the opportunity to test their hypothesis about the language, or "to try out means of expression and see if they work". The second function is that actually using the language "may force the learner to move from semantic processing to syntactic processing" (Swain, 1985). In short, the argument put forward by Swain is that immersion students do not achieve native-like productive competence "not because their comprehensible input is limited but because their comprehensible output is limited". On the one hand, students are simply not provided with adequate opportunities to use the TL in the classroom. On the other hand, "they are not being 'pushed' in their output" (Swain, 1985).

Other studies conducted by researchers such as Naiman (1978) and Strong (1983) provide evidence that more production and the correct production go hand in hand with TL proficiency, which gives support to Swains' (1985) comprehensible Output Hypothesis. Swains' Output Hypothesis also emphasizes the importance of feedback. She believes that learners can improve the accuracy of output if they receive feedback from their teachers. So language teachers, who play a very important role as input providers during the process of language learning, should manage to push the students to produce the TL, and give more opportunities and time to the students to practice besides offering adequate input.

### 2.4.3　The Interaction Hypothesis

A common theme underlying different methods of language teaching is that L2 learning is a highly interactive process (Richards & Lockhart, 1996). Many researchers (Allwright, 1984; Ellis 1990; Kalati, 2016; Long, 1983; Slabakova, 2013; Sun, 2016; Swain, 1985) in the field of the L2 acquisition have revealed to a great extent the importance of classroom interaction that involves both input and output. The Interaction Hypothesis (Van Lier, 1988) claims that it is in the interaction process that acquisition occurs where learners acquire language through talking with others (Johnson, 2002). According to Allwright (1984) and Ellis (1985), classroom teaching should be treated as interaction. Now it is clear that the language used in the classroom affects the nature of the interaction, which in turn affects the opportunities available for learning, the study of interaction is therefore critical to the study of language classroom learning.

Van Lier (1988) points out that if the keys to learning are exposure to input and meaningful interaction with other speakers, we must find out what input and interaction the classroom can provide and we must study in detail the use of language in the classroom in order to see if and how learning comes about through the different ways of interaction in the classroom. He also pointed out that interaction is essential for language learning, which occurs in and through participation in speech events which involves talking to others or making conversation (Van Lier, 1988). The diagram below suggests that interaction mediates between input and intake. Most important and central are the interactions with others in meaningful activities, but as a compliment, and perhaps partial replacement, the learners' cognitive skills may also interact directly with the available oral inputs.
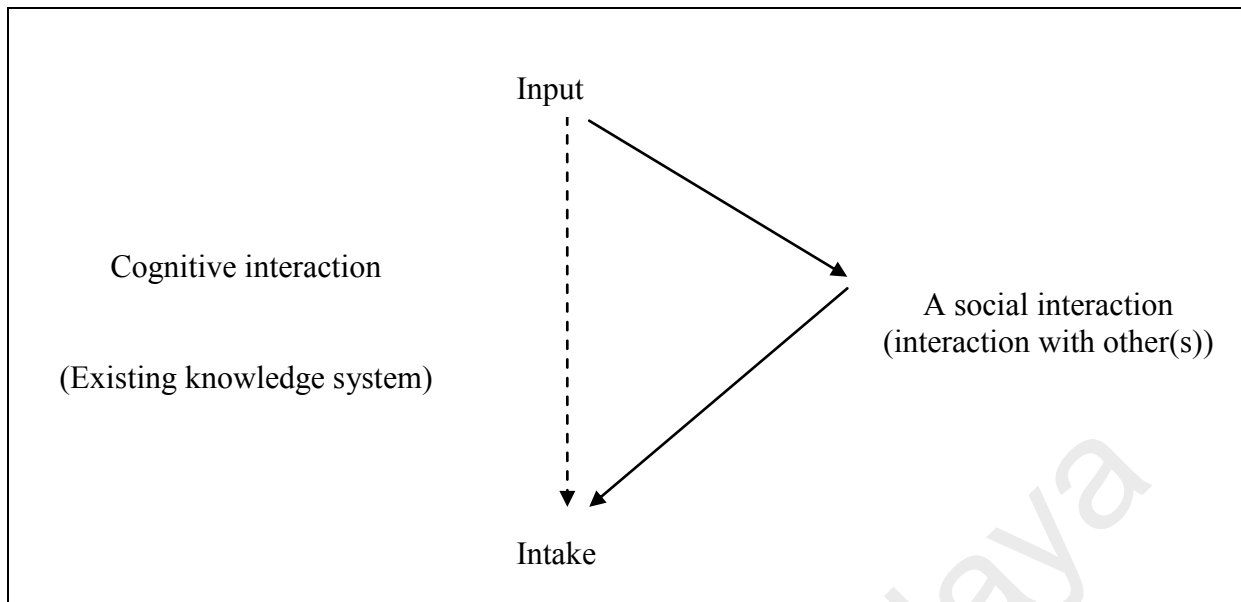
**Figure 2.2: The Role of Interaction (Van Lier, 1988)**

Fillmore (cited in Ellis, 1985) is one of the researchers to have investigated how classroom interaction affects SLA. Fillmore compared the progress of sixty L2 learners in different classrooms. She found that neither the difference in classroom composition (mixed English-speaking and non-English speaking only) nor the difference in the type of teaching offered ('open' or 'teacher-directed') influences the success of language learning when considered separately. The availability of facilitative discourse types is not entirely dependent on the type of classroom organization adopted by the teacher. Pupils will learn most successfully when they are given ample opportunities to interact in conversation. So in this sense, we can say how a lesson progresses and whether it is successful largely depends on the interaction between the students and the teacher.

Classroom interaction is mainly realized by the IRF (teachers initiate - students respond -teachers' feedback) structure. In this model, teachers often initiate interaction by asking questions. Teachers' questions not only can create more interaction activities but can prompt students to participate in all kinds of negotiation of meaning. Negotiation makes input comprehensible and promotes language learning. The result of the negotiation of meaning is

that particular types of input and interaction result (Ellis, 1985). Teachers carry out teaching tasks by TT, an understanding of the aspects of TT and their functions in the classroom interaction is, therefore, very important.

The role of the three closely relevant theories, namely; input, interaction, and output theories have gradually been acknowledged in L2 learning. It is now widely recognized that input is essential for language acquisition. In addition to input, it is also accepted that interaction plays a crucial role in the process of learning L2. The Output theory explains the automatic output, a pedagogical goal in learning L2. So, input, interaction and output are three essential compositing elements in the L2 acquisition. In the current study, all the three theories are present. TT is the main input for learners involved in this study. The interaction between teacher and students is the data collected to be analyzed. The output is the oral and written production of the students and feedback from the teacher participants to their students.

## 2.5 ELT in the Malaysian Context

### 2.5.1 Challenges in the Teaching and Learning of English in Malaysia

The status and role of English in Malaysia has evolved since the glory days of British colonialism, which in turn has had significant implications for language education policies in Malaysia. There has been an overriding concern about the decline in the level of English language proficiency among Malaysian students despite the numerous initiatives introduced by the government. An analysis of the National-type School (Tamil) students' achievement in the *Ujian Penilaian Sekolah Rendah* (UPSR) [Primary School Achievement Test] English paper at the national level revealed evidence of students' limited proficiency in the language (My Sumber, 2017). This national online website revealed that about 33.5% of the students who sat for the examination in 2016 failed the English paper and 50% of students obtained

grades between C and D. These findings raised concerns among the various stakeholders about the effectiveness of the Malaysian English Language Teaching (ELT) policy in achieving the desired educational goals and outcomes.

Several studies have been conducted to identify why Malaysian students do not attain a satisfactory command of English despite having received formal instruction in the language since their pre-school years. Musa, Koo, and Azman (2012) conducted a review of studies that examined the realities of English language learning in Malaysian schools and compiled a summary of the findings:

a) English is viewed as a difficult subject to learn.

b) There is a lack of support to use English in the home environment and the community.

c) Learners have inadequate or insufficient exposure to the language as there are limited opportunities to use English outside the classrooms.

d) English is not perceived as an important medium for communication as they use Bahasa Malaysia both for academic and personal interactions.

e) Learners express unwillingness and high anxiety to use English to communicate despite acknowledging that English is important for their future.

f) There is a mismatch between policy and practice in the Malaysian ELT curriculum; the policy as envisaged in the school curriculum cannot be fully implemented in schools because of the over-riding concern for examinations (Musa et al., 2012).

These factors can be categorized into two important variables which may have serious implications on the learner's language learning process, namely, attitudes toward the TL and the environments or settings in which language acquisition occurs.

The language learning environment is also an important factor that may have significant impacts on the quality of ESL instruction and the learner's success in acquiring

the TL. It is believed that the exam-orientated education system in Malaysia has resulted in a generation of students who were able to pass examinations but failed to develop the competence to communicate effectively in English despite receiving 11 years of formal instruction in English. (Musa et al., 2012). This case study was conducted to obtain the perspectives of three groups of participants, namely; university students, lecturers, and administrators, with regards to ELT issues in Malaysia, which has shed some light on micro-level realities of the ELT policy in Malaysia. Participants from the three groups concerned pointed out students' limited communicative competence in English, revealing inadequacies in the ELT policy. The tertiary level students who participated in the study also expressed concerns about their limited abilities to communicate in English despite obtaining good grades for the English paper at the *Ujian Penilaian Sekolah Rendah* (UPSR) and *Sijil Pengajian Malaysia* (SPM) level.

A study conducted by Ali (2003) to explore the ELT realities in three primary schools located on the east coast of Malaysia provided evidence that the schools do not provide a supportive learning environment for students. Based on data obtained through classroom observations and interviews with teachers and students, it was found that the classroom is the only source of English language input for students and even then, TL input in the classroom is limited because most teachers seldom use English for 'instructional and communicative purposes' (Ali, 2003).

## 2.5.2   TT Practices in Teaching English at Malaysian Primary Schools

The Malaysian primary school English language curriculum document stated that "English is taught as a second language in all government assisted schools in the country…." (Ministry of Education, 1995, p.1). English is important in the country's quest for economic development as the global nature of the world has now made it the language medium for

business, technology, and knowledge. The issue of how to improve the standard of English proficiency among young learners has been one of the most discussed topics in Malaysia. At the primary school level, the Malaysian ELT syllabus aims to equip pupils with basic English language skills so as to enable them to communicate, both orally and in writing, in and out of school (Othman, 2010).

According to the guidelines provided by the Ministry of Education (2003), by the end of primary school education: i) learners should be able to listen to and understand simple spoken English in certain given contexts; ii) ask and answer questions, speak and express themselves clearly to others using simple language and an acceptable level of English; iii) acquire good reading habits to understand, enjoy and extract information from a variety of simple texts; iv) write legibly and express ideas in simple language and with an acceptable level of grammar. Learning English, according to the Malaysian primary school curriculum, should ensure that pupils acquire linguistic knowledge and skills through learner-centered and activity-oriented teaching-learning strategies. Given that establishing basic English language skills in primary classrooms is the main goal in the curriculum, it is important that teachers conduct their lessons to facilitate the development of these skills. As such, the classroom is the most critical context in looking at the effectiveness of any education policy implementation (Othman, 2010).

Investigating the TT practices of English language teachers at the primary school level could reveal the most fundamental impact of ESL curriculum policy. However, there has been relatively little attention given to ELT at the primary level. Researches on ELT in Malaysia tend to focus on secondary and tertiary levels of education (Othman, 2010). Thus, in order to develop more effective English language teaching instructions for learners at the primary school level, teachers' current TT practices need to be examined.

According to Chin (2007), classroom talk is the combination of three aspects stated: teacher talk, students talk and the last and shared aspects by two parties, silence (Tarricone & Fetherston, 2002). However, only one of the three aspects, which is teacher talk, is used in this study the presence of TT in the ESL classroom interactions.

In Ilias and Adnan (2011), it is said that all second language teachers must bear in mind that whenever they are in class, they are the role model of a proficient language user. The students in an ESL classroom will always portray them as the bestower of the target language (TL) and their ability to model a proficient language user will boost students' interest to learn more in order to become as proficient. Engaging learners with lots of activities which involve interaction with the TL with the teachers will definitely help the students to encounter as much as possible the TL samples of terms and sentences for them to listen and negotiate the meaning while learning. Providing the learners with sufficient TL input will help them to learn more and improve their language proficiency.

## 2.6    Theoretical Frameworks Related to This Study

### 2.6.1    Self-Evaluation Teacher Talk (SETT)

Before the 2000s, there have been some Foreign Language interaction analysis models designed to help to investigate and understand the relationship between TT and language learning like FIA (Flanders, 1970) (see table 2.1) and the Flint system (Moskowitz, 1971). This analysis system has several benefits; it is helpful in developing interactive language teaching since it gives the researcher taxonomy for observing teachers, set a framework for evaluating and improving the teaching, and helps to set a learning climate for interactive teaching (Brown, 2001).

However, Walsh (2006) stated that the categories in Flanders's work are rather broad and it is questionable whether the instrument could adequately account for the complex

interactional organization in a contemporary classroom. While the Flint system, according to Wallace (2006), though more sophisticated than the original Flanders System, is also more complex and Moskowitz recommended that a language user should master the Flanders system before employing her modified version. Therefore, Seedhouse (1996) suggested, in an attempt to evaluate classroom communication, that the characteristic features related to pedagogical purpose should be considered.

SETT offers a new approach to help a teacher develop a clearer understanding of the relationship between TT, interaction, and learning that was proposed by Walsh (2006). The SETT framework is designed to raise awareness of TT and a realization of the importance of using appropriate TT according to pedagogic goals because the language used by the teachers in the classroom varies according to their pedagogic purpose at a given point in a lesson. Besides that, SETT aims to provide a descriptive system which teachers can use to extend an understanding of the interactional processes operating in their own classes.

Table 2.2 summarizes the four modes, interactional features and typical pedagogical goals of SETT (Walsh, 2003).

**Table 2.2: The SETT Grid**

| Mode | Pedagogic goals | Interactional features |
|---|---|---|
| Managerial | • To transmit information.<br>• To organize the physical learning environment.<br>• To refer learners to materials.<br>• To introduce or conclude an activity.<br>• To change from one mode of learning to another. | • A single, extended teacher turn which uses explanations and/ or instructions.<br>• The use of transitional markers.<br>• The use of confirmation checks.<br>• An absence of learner contributions. |

| | | |
|---|---|---|
| Materials | • To provide language practice around a piece of material.<br>• To elicit responses in relation to the material.<br>• To check and display answers.<br>• To clarify when necessary.<br>• To evaluate contributions. | • Predominance of IRF pattern.<br>• Extensive use of display questions.<br>• Form-focused feedback.<br>• Corrective repair.<br>• The use of scaffolding |
| Skills and systems | • To enable learners to produce correct forms.<br>• To enable learners to manipulate the target language.<br>• To provide corrective feedback.<br>• To provide learners with practice in sub-skills.<br>• To display correct answers | • The use of direct repair.<br>• The use of scaffolding.<br>• Extended teacher turns.<br>• Display questions.<br>• Teacher echo.<br>• Clarification requests.<br>• Form-focused feedback. |
| Classroom context | • To enable learners to express themselves clearly.<br>• To establish a context.<br>• To promote oral fluency. | • Extended learner turns.<br>• Short teacher turns.<br>• Minimal repair.<br>• Content feedback.<br>• Referential questions.<br>• Scaffolding.<br>• Clarification requests. |

The framework is intended to be representative rather than comprehensive. The four modes depicted are quite clearly delineated by pedagogic goals and interactional features; while there are some similarities, there are also differences which make description possible. Yet the modes do not claim to account for all features of classroom discourse, nor are they sufficiently comprehensive to take account of each and every pedagogic goal. The main focus is on teacher-fronted classroom practice: interactions that are not teacher-fronted, where learners work independently of the teacher is not described. Rather, the framework is concerned to establish an understanding of the relationship between interactions and learning; specifically, the interface between teaching objectives and teacher talk. In essence, as a tool

for teacher education, the framework has to enable teachers to describe interaction relatively easily and unambiguously. The current study comprises all four modes.

This study only focuses on the interactional features in a classroom discourse, mainly by the teacher and has adopted and modified the SETT framework to analyze the data of this study. Interactional features can be regarded as language functions of teacher and learner talk, derived from a conversational analysis of turn-taking and sequence, and topic management (Walsh, 2003).

### 2.6.2  The Structure of Classroom Discourse

Different lessons have different structures. Mehan (1979) found that the general subject lessons consist of three components, namely; (1) an opening phase, where the participants inform each other that they are in fact going to conduct a lesson as opposed to some other activity, (2) a business phase, where information is exchanged between teacher and students, and (3) a closing phase, where participants are reminded of what went on in the core of the lesson. In the business phase, teachers usually do three things (Sinclair & Brazil, 1982) which are; instructing, getting students to produce outcomes, and evaluating students' work. This is also the phase where most interactions will occur and "IRF" (Sinclair & Brazil, 1982) would be taken as the model, in which three moves would be involved: an initiating move (I), a responding move (R), and a follow-up move (F). It is referred to as the basic structure because the three moves can be found in almost every exchange in the phase of imparting knowledge, especially in language classes.

The focus of the present study is on the TT in the process of interactions between teachers and students, thus, the study has adopted two features from the TT framework employed in Yanfen and Yuqin (2010) based on the discussion of structure of classroom discourse (Mehan, 1979; Sinclair & Brazil, 1982). The two features are commenting and

questioning (check for understanding). A framework was drawn (as shown in Table 3.3, p.41) after reviewing some relevant studies and doing some observations in the classroom during the data collection process.

## 2.7    Code Switching in Malaysian ESL Classrooms

The practice of code switching (CS) is prevalent in Malaysian society and its use extends from formal contexts such as the professional workplace and education domains to informal contexts in the home domain and interactions with members of different social communities (Ahmad & Jusoff, 2009). Studies of CS in different communities in Malaysia have provided evidence that speakers tend to vary the use of CS according to the different domains in which interactions occur and the communicative norms or practices which underlie those domains (Lee, Ng, Chong, & Tarmizi, 2012; Nil & Paramasivam, 2012).

In the Malaysian education context, CS is a common phenomenon in the ESL classroom. A typical Malaysian ESL classroom consists of multilingual learners from different linguistic backgrounds who communicate in two or more languages to convey their personal experiences, negotiate meaning and engage in meaningful conversations with their peers and the teacher. The communication process usually takes place in languages other than the TL or language of instruction. In most ESL classrooms (Malay-medium National Schools), Bahasa Malaysia is used for CS purposes because it is the common language shared by learners (Ahmad & Jusoff, 2009; Ariffin & Husin, 2011; Saat & Othman, 2010; Tan & Saw, 2011; Then & Ting, 2011; Yamat et al., 2011). So, as in most vernacular schools, known as National-type schools (Tamil), the Tamil language is used for CS purposes because it is the common language shared by learners and teachers (Paramasivam & Sam, 2007; Suntharesan, 2012).

Although the use of CS is a natural feature of bilingual speech and is treated as normal language behaviour in various social domains, CS in the education domain, particularly in language classrooms, has been subjected to the scrutiny of policy planners and SLA researchers. Numerous studies investigating the functions of classroom CS have provided evidence of its pedagogical value as an effective teaching and learning strategy (Brooks & Donato, 1994; Ferguson, 2003; Greggio & Gil, 2007; Macaro, 2005; Then & Ting, 2011; Villamil & Guerrero, 1992). However, it appears that the findings of these studies have mostly been ignored in Malaysia. This is evident in the perceptions and beliefs of ELT practitioners and the lack of official recognition by policy planners. This dilemma is described by Martin (2005) who claims that one of the reasons for the lack of official recognition in support of CS might be the concern of the efficiency of a pedagogy which supports the switching between languages. CS is often mistaken as 'wrong and unacceptable deviations from the standard British and American varieties' (David & Lim, 2009).

**CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

## 3.1 Introduction

This chapter describes the context of the study and its participants by providing research site, research design and analytical framework underpinning the study. It also explains the procedures and techniques of data collection and analyses. In the final section of this chapter, the ethical issues and research criteria in relation to this study will also be explained.

## 3.2 Research Site

This study was carried out at a suburban Tamil primary school in Skudai, Johor Bahru. The Ministry of Education has revealed that as of 2016, there were 523 Tamil primary schools across the country. There are 70 Tamil primary schools in Johor Bahru and the student population consists of Indian ethnic groups. English is a compulsory subject in all Malaysian primary and secondary schools. There are 5 periods of English lessons per week and the duration of each lesson is between 30 to 60 minutes.

The Tamil primary school was chosen because this was the only school which allowed the researcher to conduct the study (refer to Appendix E). The principal is the 'gatekeeper' (Silverman, 2001) who approved the researcher to access the school research participants. Therefore, the data collection arrangement for this study is considered a 'convenience' sampling (Tracy, 2012). There are 12 English teachers in the school including the two teachers who participated in this study. There are seven classes altogether in the Year 5. The class population sizes in the school range from between 30 and 40 students per class. This school has a population of 2058 students and 92 teachers and was upgraded to a 'Grade A' school in 1994.

According to the Principal, the majority of the students in this school come from middle-class households. The World Bank, in its *Malaysia Economic Monitor 2014: Towards A Middle-Class Society*, proposed a definition that includes such households earning more than the mean income (Surendra, 2017).

Moreover, Tamil is the common language shared by all the students in the target school. The Tamil school chosen for this study is a National-type (Tamil) School and Tamil is the medium of instruction used by the teachers. The study was conducted for four weeks between April and May 2017.

## 3.3    Research Participants

### 3.3.1    Teacher Participants

Two teachers were approached and invited to participate in the study. The teacher participants in this study hold a degree in education from teacher training institutions and universities. Teacher A was trained in a teacher training institution and majored in Tamil language. Although she is not trained as an ESL teacher, she has had 13 years of experience in teaching English. Teacher B has a Bachelor's degree in Education from a local university and majored in the Teaching of English as a Second Language (TESL) with 16 years of teaching experience. Both the teacher participants have good experience in teaching English (refer to Appendix C). Each teacher participant was given a consent form (refer to Appendix E) and an information sheet (Appendix D) which summarized the purpose of this study. Then, details of the study were explained to the teachers and all the doubts that they had about the process involved were answered. Both teachers agreed to be video recorded and gave permission to be observed and recorded during their lessons. Both the teachers are multilingual and can speak English, Tamil and Bahasa Malaysia fluently.

Due to the nature of this study, no survey was given to teachers to gain information about their backgrounds. Some background information was able to be gathered, however, from informal sources. The information came from the teachers directly through informal conversations that occurred with the researcher before and after the observations as well as indirectly from conversations that happened between the teacher and others during the observations. As a result, there is no parallel background information for all of the teachers involved in this study.

### 3.3.2 Students

In this study, students were not the main focus. However, they were considered as participants as they also played a role in the data collection and contributed to soliciting the TT. Therefore, a brief description of the students – the two classes of different proficiency levels were collected to help and understand the data collection process and analysis. Each class consisted of 35 students.

### 3.3.2.1 Year 5 Malligai

One of the classes observed in this study taught by Teacher A, the students in class 5 Malligai are considered intermediate proficiency learners. Intermediate proficiency refers to an average proficiency.  This conclusion was made based on their current exams marks (refer to Appendix F). According to the *Online Merriam-Webster Dictionary*, someone who possesses an intermediate proficiency is one who is relating to or having the knowledge or skill of someone who is more advanced than a beginner but not yet an expert. The lessons observed were one speaking lesson and two grammar lessons, specifically the teaching of preposition and comparison form of adjectives with a brief revision of the previous lesson on adjectives. The students of this class were verbally active as they responded to discussions with the

teacher and answered in phrase and sentence level. Although the students are bi/multilingual as mentioned by Teacher A, they only used the TL (English) in the classroom.

### 3.3.2.1 Year 5 Thamarai

Year 5 Thamarai is another class observed in this study which is taught by Teacher B. The students in this class are low proficiency learners. This conclusion was made based on their current exams marks (refer to Appendix F). The *American Council on the Teaching of Foreign Languages (ACTFL)* (2012) describes that the definition of proficiency is derived from instructions issued by the U.S. government, declaring that a low English proficient student is one who comes from a non-English background and who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

In Malaysia, English language proficiency is consequent to the use of Malaysian English (Baskaran, 1994; Jantmary & Melor, 2012; Omar, 2004; Yamaguchi & Deterding, 2016). Malaysian English may be categorized into three levels: the acrolect, mesolect, and basilect (Baskaran, 1994; Omar, 2004). The acrolect is used by those with near-native level proficiency in English, and only a relatively small percentage of Malaysians are fluent in it. The acrolect is internationally intelligible, and it is used for official purposes or formal occasions and written communications (Sung & Spolsky, 2015).

The mesolect is a localized form of English that is used by competent speakers of English or as an informal medium of communication between different ethnic groups of Malaysia. It may use some colloquial terms, and its grammar and syntax may show some deviations from standard English. The basilect is used very informally by those with limited proficiency and vocabulary in English, and it has features of an extended pidgin or creole

with syntax that deviates substantially from Standard English (Azirah & Rachel, 2012; Jantmary & Melor, 2012). The basilect may be hard to understand internationally, and it is often referred to as Manglish (Yamaguchi & Deterding, 2016).

As with other similar situations, a continuum exists between these three varieties, and speakers may code-switch between them, depending on context. Most professionals and other English-educated Malaysians speak mesolect English informally between themselves, but they may also use a basilect depending on the circumstances. All three varieties may be seen as part of Malaysian English (Azirah & Rachel, 2012), but some prefer to see Malaysian English as a form distinct from the basilect Manglish, which tends to ignore English grammar (Lam, 2011), while others see the basilect as the "real" Malaysian English (King, 2013). There is also no consensus on what Standard Malaysian English should be. Some regard the mesolect as substandard and a local dialect (Sung & Spolsky, 2015).

This class consists of students who come from a non-English speaking background where they only speak English in the classroom during English lessons. The lessons which were observed included one speaking lesson and two grammar lessons, specifically the teaching of articles and adverbs of manner with a brief revision of the previous topic on adverbs of place. The students of this class were very passive as they only spoke when the teacher asked questions or if they were chosen to give the answer. The students' responses were a mixture of English and Tamil. The English responses were limited and consisted mostly of single word items or simple short phrases.

## 3.4    Research Design

According to Tracy (2012), qualitative research methods are mainly concerned with stories and accounts including subjective understandings, feelings, opinions, and beliefs. Qualitative data is normally gathered when a justified belief is taken and when the data collected is the

words or expressions of the research participants themselves (Matthews & Ross, 2010). In this study, the qualitative method was chosen. Data was collected through video recording and classroom observations simultaneously to acquire a better perceptive of TT in the ESL classrooms. An informal interview with the teacher participants was also done during the collection of data in this study (refer to Appendix G). The teachers' feedback from the informal interview was used to justify their TT and TTP.


## 3.5 Research Data and Data Collection Procedure

### 3.5.1 Video Recording

Video recording was chosen for the reasons given by Smith (1981), that there is a greater flexibility in the use of mechanical recording devices than observations done by hand which is manually writing down the conversations.

In this study, 6 lessons in Year 5 were video recorded. The six lessons consisted of two speaking and four grammar skills because those skills involved more speaking as compared to other skills. All six lessons were video recorded according to the teacher participants' convenience as the teachers were busy preparing for the upcoming monthly test. The teacher participants agreed to two speaking and four grammar lessons as it would consume a lot of their time if we were to consider recording only one skill (grammar skill) since each skill is only taught once per week. Three lessons from each teacher were observed. Each lesson lasted between 40 minutes to 1 hour, depending on whether it was a single or double period lesson. The main purpose of video recording the lessons was to capture TT used by the English teachers during the lessons and the patterns of TT used by teachers when teaching English. The video recorder was placed at the back of the class facing the teacher participants and the whiteboard (refer to Figure 3.1). This was to ensure that the teacher

participants were seen during group discussion activities as they went around assisting students with language tasks. The duration of each recording ranges from 30 to 60 minutes.

The language or TT used by the teachers to teach in six different lessons were then transcribed (refer to Appendix A) and coded to identify the teacher participants' respective TTP. The transcription was then analyzed using the SETT framework (refer to Table 3.2 and Table 3.3).
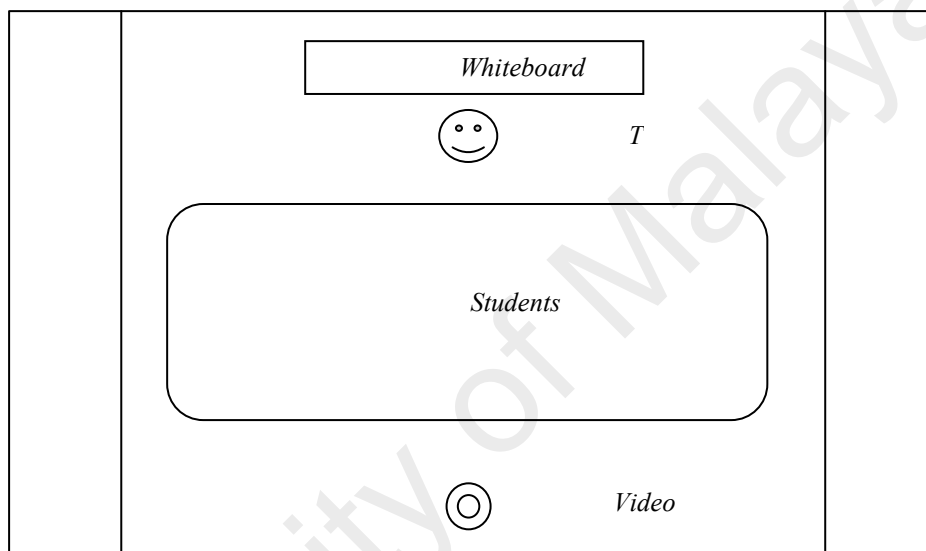


**Figure 3.1: Classroom Setting**

### 3.5.2 Classroom Observations

According to Matthews and Ross (2010, p.255), observation is "the act of watching social phenomena in the real world and recording events as they happen". Classroom observations are carried out mainly to access the TT in the ESL classroom (Silverman, 2001). In the context of this study, the TT refers to the speech pattern the teacher participants use in the classroom interaction with their students.

The first visit for both the classes did not involve any data collection. The purpose of the first observation at each site was to find locations that were as unobtrusive as possible for the equipment, as well as to begin to desensitize the teachers and their students to the

presence of the equipment in the classroom. During the pre-observation visit at each site, the researcher did not video record the teachers' lessons. Instead, the recording device was placed in a potential location at the back of the classroom to check the viability of the location and to make the teachers comfortable with the device being in the classroom (refer to Figure 3.1). A suitable location for the researcher to observe the class was also identified. The teacher participants were consulted before making decisions about the classes to be observed to ensure relevant data collection. Both the teachers were observed three times in two ESL classrooms respectively and 150 minutes of recordings were made.

### 3.5.3   Transcription Coding

Sinclair and Coulthard (1975) introduced a coding system for classroom discourse. Their transcription coding largely has their own strengths and weaknesses. Most systems, however, focus on the ESL setting that generally has a long turn of the transcript. In this research, some examples similar to the ESL setting were considered in order to meet the simple and short turn of utterance. The transcription notation symbols are from the SETT framework (refer to Table 3.2) where the transcripts were coded using the initial alphabets of the patterns in the SETT framework.

**A sample of coding (Teacher A – Lesson 1)**

| | Script | Coding |
|---|---|---|
| Teacher: | Have you been to picnic? | RQ |
| *Students raised their hands* | | |
| Teacher: | Stand up *ma (pointed at a student)* | S(E) |
| | What did you do at the picnic? | RQ |
| Student: | Eat with family. | |
| *Other students shouted their answers* | | |
| Teacher: | Okay… okay… | |
| | Sit down everyone. Sit down. | |
| | Now she said she went to picnic to eat | ETT |
| | and she went with her family. | |
| | You know family means father mother and children. | |

Okay, what your father do during the picnic?  
Ramya? Or anybody else? Can you tell me?        RQ  
If you've been to picnic before, tell me what your father do there.   ETT

**Table 3.1: Notation System**

| Teacher talk patterns | Coding |
|---|---|
| Scaffolding (Extension) | S(E) |
| Referential questions | RQ |
| Extended teacher turn | ETT |
| Comment | C |

### 3.5.4 Informal Interview

This data collection procedure was done one day after the video recording procedures were completed. The main aim was to get the teacher participants to give feedback on their behaviour. This study employed semi-structured informal interview where a common set of topics and questions were used for both teacher participants. The interviews were not recorded. Semi-structured informal interviews were chosen for this study because they allow room for flexibility in the forms and sequences of questions (Kvale, 2008). This means that the interviewer is able to structure the interview according to its progression and adapt questioning as the interview progresses without adhering to the rigidity of structured interviews.

The informal interview questions (refer to Appendix G) were constructed based on the research questions, to ensure that the participants' responses contained relevant data which would provide answers to the research inquiry. The questions focused on TT in the Malaysian classrooms, the effects of using L1 in L2 classrooms, teachers' perceptions and beliefs of current issues in TT and their opinions about the functions of TT.

## 3.6 Instruments Analysis

In order to find out the results, the SETT framework was used as an instrument in this study.

## 3.6.1 SETT Framework

The first instrument in this study is the Self-Evaluation Teacher Talk (SETT) framework that was developed by Walsh (2003) and has been used extensively in various studies regarding TT. SETT was used in the observation protocol to establish the structural format of the lesson Walsh (2003). This study only focuses on the TTF in a classroom discourse, mainly by the teacher and has adopted the SETT framework and three additional features to analyze the data of this study. The researcher added three features which were code-switching, comment and comprehension checks to the existing framework to suit the classroom discourse used by the teacher participants in this study.

The SETT framework contains thirteen categories based on the main features of classroom discourse during interactions in L2 classrooms. Certain interactional features facilitated learning opportunity, while others appeared to hinder opportunities for learning. That is, depending on a teacher's pedagogic goal, choice of language could either construct or obstruct learning opportunity (Breen, 1998; Ellis, 1998; Walsh, 2002). The categories are coded for identification and tallying purposes.

**Table 3.2: Self-Evaluation Teacher Talk (SETT) Framework**

| Features of Teacher Talk | Description |
|---|---|
| 1. Scaffolding (S) | 1. Reformulation (R) (rephrasing a learner's contribution)<br>2. Extension (E) (extending a learner's contribution)<br>3. Modelling (M) (providing an example for the learner(s) |
| 2. Direct repair (DR) | Correcting an error quickly and directly. |
| 3. Content feedback (CF) | Giving feedback to the message rather than the words used. |

| 4. Extended wait-time (EWT) | Allowing sufficient time (several seconds) for students to respond or formulate a response. |
|---|---|
| 5. Referential questions (RQ) | Genuine questions to which the teacher does not know the answer. |
| 6. Seeking clarification (SC) | 1. Teacher asks a student to clarify something the student has said.<br>2. Student asks the teacher to clarify something the teacher has said. |
| 7. Extended learner turn (ELTN) | Learner turn of more than one utterance. |
| 8. Teacher echo (TE) | 1. Teacher repeats the teacher's previous utterance.<br>2. Teacher repeats a learner's contribution. |
| 9. Teacher interruptions (TI) | Interrupting a learner' contribution. |
| 10. Extended teacher turn (ETT) | Teacher turn of more than one utterance. |
| 11. Turn completion (TC) | Completing a learner's contribution to the learner. |
| 12. Display questions (DQ) | Asking questions to which the teacher knows the answer. |
| 13. Form-focused feedback (FFF) | Giving feedback on the words used, not the message. |

Table 3.2 is adopted from A Study of Teacher Talk in Interactions in English Classes (Yanfen and Yuqin, 2010, p.78).

The TTF added by the researcher after the observation and video recording:

**Table 3.2: Additional TTF added by the researcher**

| 14. Code-switching (CS) | When a teacher uses L1 to explain L2. |
|---|---|
| 15. Comment (C) | Comments of some kinds are given by the teacher sometimes to encourage the student providing the answer, and sometimes to let others notice what is given by the students, and sometimes to encourage others as well. |
| 16. Comprehension checks (CC) | Asking/checking if the students have understood the subject matter. |

Data transcribed from the video recording were coded (refer to 3.5.3). Then, the frequency of the coding in each lesson was counted. This was done to know the frequency of each TT feature used by the teacher participants (refer to Table 4.1).

## 3.7 Research Quality Criteria

### 3.7.1 Credibility

Credibility refers to 'dependability and trustworthiness' (Lincoln & Guba, 1985, p.11). Tracy (2012) describes a credible research as one for which 'readers feel confident in using its data and findings to act and make decisions'. The SETT framework had been used in several studies including Mehan (1979), Sinclair & Brazil (1982), and Wasi'ah, N. (2016). In this study, credibility was established through the adoption of the SETT framework. This was achieved through the analysis of data obtained through video recording and classroom observation. Video recordings of the classroom teaching and classroom observations were collected as evidence which can be used as references in data analysis and interpretation (refer to Appendix A).

### 3.7.2 Transferability

According to Matthews and Ross (2010), transferability is concerned with the degree to which the research findings are appropriate and hold true given a different context in qualitative research. The qualitative researcher can enhance transferability by doing a thorough job of describing the research context and the assumptions that were central to the research. The person who wishes to "transfer" the results to a different context is then responsible for making the judgment of how sensible the transfer is (Tracy, 2012). In this study, transferability was established through the detailed descriptions of the demographics and research context, which included the setting, participants, and data collection methods.

### 3.7.3 Dependability

The traditional quantitative view of reliability is based on the assumption of repeatability (Trochim, 2006). Essentially, it is concerned with whether we would obtain the same results

if we observe the same thing twice. But we can't actually measure the same thing twice because by definition if we are measuring twice, we are measuring two different things.

The idea of dependability, on the other hand, emphasizes the need for the researcher to account for the ever-changing context within which research occurs (Matthews & Ross, 2012). The researcher is responsible for describing the changes that occur in the setting and how these changes affected the way the research approached the study. The dependability of this study is maintained through a comprehensive report of the data collection and data analysis procedures. The dependability of the data analysis process was guaranteed by using a standard coding system for the analysis of the qualitative data (refer to Table 3.3). The dependability of the data gathered was made sure using two instruments for data collection, video recording, and classroom observation, which enabled comparisons of the results and findings.

### 3.7.4 Confirmability

Qualitative research tends to assume that each researcher brings a unique perspective to the study. Confirmability refers to the degree to which the results could be confirmed or supported by others (Trochim, 2006). A number of strategies were taken to enhance the confirmability of this study. All the procedures for checking and rechecking the data throughout the study are mentioned in this chapter. Besides that, the documentation and presentation of the video recordings, for which the patterns of TT were identified and coded accordingly helped to achieve the confirmability of this study (refer to Appendix A).

The researcher tried to be unbiased during the classroom observation with the teacher participants and reporting on the findings. The data analyzed in this study was verified by an inter-rater, who is the head of the English department of the school. Relevant exact quotations

of spoken data obtained through video recordings and classroom observations are included to support the results of this study.

## 3.8    Ethics

Before performing studies which engage human participants, specifically acquiring informed agreement and protecting participants' privacy and confidentiality, making certain that measures taken do not cause any destruction to participants and avoiding dishonesty which may mislead participants, some ethical issues need to be considered (Tracy, 2012).

Ethical approval was obtained prior to the formal data collection process from the *Kementerian Pelajaran Malaysia*. Once approval was obtained, the principal of the Tamil primary school was contacted and his approval was sought to carry out this study in his school. Next, the Head of the English Department and teacher participants were introduced to be informed about the purpose of the researcher's presence during school hours and their potential involvement in this study.

Information sheets (refer to Appendix D) unfolding the rationale of the study and the data collection measures in detail were given to both the teacher participants to make sure that they were up to date about the scope of the study. The information sheets and consent forms were given to the teacher participants to be taken home to read at their own time. A week was given for them to confirm their participation. The teachers were informed that their contribution was completely voluntary and they were permitted to pull out at any point during the period of the study if they felt uncomfortable.

The confidentiality and anonymity of the teacher participants were assured by giving specific codes (such as Teacher A and Teacher B) to name the teachers. The teacher participants' approval was obtained before reporting their teaching qualifications and

teaching experiences in the discussion of the findings (refer to 3.3.1). No other private information of the teachers was revealed.

**CHAPTER 4: FINDINGS**

**4.1     Introduction**

The first section of this chapter presents the qualitative findings obtained through the analysis of video recordings of the classroom teaching and observation. This chapter begins with the coding of TTP used by the teacher participants in the classroom; Teacher A and Teacher B. The TTP were analyzed based on the thirteen SETT features and three additional classroom interactional features added by the researcher (refer to Table 3.2 and Table 3.3). This study adopted and modified the SETT framework to suit its aim. The SETT framework was modified by adding 3 more patterns to the existing framework (refer to 3.6.1, p.40). Next, the TTP of the two teacher participants were compared to see the difference in their TTP as they taught two different levels of proficiency. In section 4.2.1.1 and 4.2.1.2, the transcriptions of classroom interactions between the two teacher participants and their respective students are provided as evidence of the TTP during the actual teaching and learning process in the ESL classroom.

**4.2     Findings from Video Recordings of the Classroom Teaching**

**4.2.1   TTP Used in the Tamil Primary School ESL Classrooms**

This section shows the coding of the TTP used by the teacher participants in the classroom. The TTP were analyzed based on the SETT framework (refer to Table 3.2). The transcripts were coded using the first alphabets of the TTF in the SETT framework (refer to Table 3.2). Out of 13 TTF found in the framework used in this study, only 11 patterns were chosen to be analyzed below. The 11 TTF were chosen based on the frequency of the patterns used by both teacher participants in all their lessons for more than two times.  The data below was analyzed based on frequently used TTF (refer to Table 4.2). The whole transcription was

divided into excerpts. Then, each excerpt was coded based on the features of the SETT framework. The conversations below were objectively chosen based on the transcription of the video recording so that the features of the SETT framework match the description of the dialogues spoken by the teacher participants.

### 4.2.1.1  Teacher A

**Display question (DQ)**

DQ refers to asking questions to which the teacher knew the answer. This was the most frequently used TTP by Teacher A in this study. The excerpts below illustrates how this pattern was performed by Teacher A in her classroom.

Lesson 1 - Excerpt 17
Student:      Playing.
Teacher:     Aaaa, what they are playing? Playing what?
Student:     Swimming.
Teacher:     They are not swimming. Look at picture number 4.
             Are they swimming here?
Student:     Playing.
Teacher:     Playing what?
Student:     Playing water.

Lesson 3 - Excerpt 4
Teacher:     Parrots are colourful? Is parrots colourful?
Students:    Yes…
Teacher:     Yes… parrots are colourful… (*wrote on the whiteboard*)

Excerpts 17 and 4 show that Teacher A used the DQ to accept and extend students' response to their lessons. This can be seen in phrases like "Aaaa, what they are playing? "Playing what?", "Yes… parrots are colourful…" suggest that Teacher A accepted the students' answers by turning them into questions and reverting to the students. The teachers indirectly accepted the students' feedback and extended their response at the same time.

**Extended teacher turn (ETT)**

ETT refers to teacher's turn of more than one utterance. This was the second most frequent TTP used by Teacher A in her classrooms. The excerpts below show how this pattern was used by the teacher in her lessons.

Lesson 1 - Excerpt 8

| | |
|---|---|
| Teacher: | Okay, sit down. 1 2 3 4 5 6 7 8 9 10 |
| | Okay, now look at the word maze. |
| | I want… excuse me, I'm talking here. |
| | Please put down your pencils…markers… |
| | You see here… hello… take out this and paste. |
| | One person from your group… come… |

Lesson 2 - Excerpt 21

| | |
|---|---|
| Students: | Yes. |
| Teacher: | Group work that means what you do? |
| Students: | Quietly. |
| Teacher: | You discuss about the task given... |
| | Do not discuss other than that... Okay, very easy... |
| | Okay once you get the paper... What you have to do? |
| | Look at the location to search position...what you have to do? |
| | You need to match... |

As the excerpts 8 and 21 show, Teacher A used the ETT most to give instructions. This can be seen from the instructive words phrases "now look at…", "please put down your pencils…", "you see here…, "I want…", "do not discuss…" show that in Lesson 1 and 2, Teacher A extended her turns to give instructions to the students in her TT. Moreover, the instruction strategy also shows that the lessons were teacher-centered most of the time in the lessons.

Lesson 3 - Excerpt 9

| | |
|---|---|
| Students: | Hemapriya… |
| Teacher: | Hemapriya… |
| | She is already tall… you cannot say she's short now…you already mention that she's tall…okay? |
| | One person… now you have two… both of them are tall but compared to her… she is more… her height is more… okay? |

So… we have number one here number two there… that is comparative… comparative…

Okay move a bit… (*to the two students who were standing in front of the whiteboard*)

Okay… either you add 'er' sound behind the adjective… okay add here and say… (*pointed at a word on the whiteboard*)

Lesson 2 - Excerpt 4

Students:     Behind... Opposite... Near…

Teacher:     No... Same... same... <u>opposite</u> is face to face... <u>near</u> can be ...<u>next</u>... <u>next to</u>...

Number 1... I am number 2 right... (*demonstrated - pointed at the chair and herself*)... <u>next to</u>...

Okay now, hmmmm... Kavya is sitting <u>beside</u> Thibagaran (*compares 2 students in the class*) <u>beside</u>... They are sitting at one side right?

Sitting... at the same time you can say Thibagaran is sitting <u>next to</u> Kavya... Next... The next person is Thibagaran...

So that is <u>beside</u>, <u>near</u> or <u>next to</u>... <u>near</u> can be everywhere... as long... Maybe I'm standing <u>in front of</u> the table still I'm standing <u>near</u> right?

If I stand <u>behind</u>... (*changes the position of the chair*) still <u>near</u> right?

Okay, so, we have... <u>under</u>... <u>in</u>... <u>on</u>... <u>beside</u>... <u>next</u> to... <u>near</u>... and one more... (*students repeat after the teacher*)

Okay now we have two chairs... at my right side... at my left side... Where am I standing now?

Excerpts 4 and 9 show that Teacher A also used ETT to show description. However, it can be seen that the ETT was used to describe the nouns or the subject matter the teachers were talking about. For example, phrases like "she is already tall…", "that is comparative…", "either you add 'er' sound behind the adjective…", "you use <u>the</u> when you are talking about something specific…", "So that is <u>beside</u>, <u>near</u> or <u>next to</u>... <u>near</u> can be everywhere...", "Kavya is sitting <u>beside</u> Thibagaran ", suggest that Teacher A used the ETT for description.

**Scaffolding (Extension) [S(E)]**

This TTP was mostly seen during the discussion of activities. S(E) looks at extending a learner's contribution. In the excerpts below, this pattern was illustrated.

Lesson 1 - Excerpt 2
Student:      Teacher, read newspaper.
Teacher:      Aaaaa, this one you see in the picture right?
Student:      Right.
Teacher:      Aaaaa, so he already see the picture.
              Sit down.
              Okay, so father reading newspaper.
              Okay, now we talk about mother.

Lesson 2 - Excerpt 13
Students:     Yes.
Teacher:      What you put at both side of that television cabinet?
Students:     Vase...
Teacher:      Yes, vase... Normally mothers... They like to decorate the house right?
              What they do? At the both sides they put flower vase...
              If you have something at the both side.... The center... What is the preposition
              for that?

As shown in excerpts 2 and 13, Teacher A used the S(E) to discuss the topic being taught. This can be seen in phrases like "Aaaaa, this one you see in the picture right?", "Aaaaa, so he already see the picture.", "Yes, vase... Normally mothers..." indicates that Teacher A not only extended students' answers but also discussed the answers with them by providing further explanation and example. Besides that, Teacher A used an expression like "Aaaaa" which shows that she accepted students' answers before extending their contribution.

**Teacher echo (TE)**

This pattern was performed by the Teacher A in all her classroom interactions. TE could be the action of the teacher repeating the teacher's previous utterance or the teacher repeating a learner's contribution. It can be seen in the dialogues below.

Lesson 1 - Excerpt 10
Teacher:      Okay next?
Students:     Sunny day…
Teacher:      Sunny day…
              Okay what is this?
Students:     Food.

| Teacher: | We talk about food just now? |
|---|---|
| Students: | Yes. |

Lesson 2 - Excerpt 7

| Students: | <u>Between</u>... |
|---|---|
| Teacher: | <u>Between</u>**...** the teacher is standing <u>between</u>... |
| Students: | A table and a chair... |

As seen in the excerpts 10 and 7 Teacher A repeated her students' contribution to underline and emphasize their contribution to allow them to hear clearly the keywords that are important in their contribution. So, it can also be said that Teacher A used the repetition strategy in the TE pattern. The dialogues above show that the teacher repeated a learner's contribution instead of repeating her previous utterance. Most of Teacher A's TE pattern used a similar strategy.

**Form-focused feedback (FFF)**

FFF refers to giving feedback on the words used instead of the message. This TTP was used by Teacher A in all her three lessons. The excerpts below show how the pattern was used by Teacher A in her classroom.

Lesson 2 - Excerpt 22

| Teacher: | Okay, let's check the answer... |
|---|---|

*The teacher checked each answer with students and gave them stickers as a reward.*

| Teacher: | Okay now, look at the position of the rabbit and this is a log... |
|---|---|
| | How can you come up with the sentence? |
| Students: | The rabbit is <u>on</u> the log. |
| Teacher: | Okay, you can say the rabbit is <u>on</u> the log. |
| | What the rabbit is doing? |
| Students: | They are standing... |

Lesson 3 - Excerpt 5

| Students: | Adjectives… |
|---|---|
| Teacher: | Remember… adjectives are used to describe about humans… |
| | What are the things you can use for human? |

*Students read all the suitable adjectives written on the whiteboard*

| Teacher: | Sharp… can you use? For what you can use this sharp? |
|---|---|

Students:     Pencil… scissors…
Teacher:      Yes… pencil… scissors…

As shown in excerpts 5 and 22, Teacher A has used the FFF to accept students' response in the classroom. In the excerpts above, Teacher A used the accepting strategy to give feedback on the words used by students. Teacher A accepted students' responses by using phrases like "Okay, you can say the rabbit is <u>on</u> the log" and "Yes… pencil… scissors…".


Lesson 1 - Excerpt 12
Teacher:      Aaaaa, okay next?
Students:     Children
Teacher:      Correct.  You missed one word here. What is this?
*Students gave some answers (inaudible)*
Teacher:      No, until here correctly you said.  sand... What you make in the sand?
Student:      Sandcastle...
Teacher:      Aaaaa, the children like to make sandcastle in the sand.

Lesson 2 - Excerpt 7
Students:     <u>Between</u>...
Teacher:      <u>Between</u>... the teacher is standing <u>between</u>...
Students:     A table and a chair...
Teacher:      This is not a table...
Students:     Desk and a chair...

Besides using the accepting strategy, Teacher A also used the acknowledgment strategy in performing this TTP. Teacher A gave feedback to the words students used by acknowledging their response and correcting it where necessary. This can be seen in phrases like "Correct. You missed one word here. What is this?", "No, until here correctly you said.  sand... What you make in the sand?", "This is not a table...".


**Scaffolding (Modelling) [S(M)]**

The last strategy of scaffolding, which is modelling, is illustrated in the excerpts below. This TTP looks at providing examples for students when teaching.

Lesson 1 - Excerpt 6
Teacher:     You must find the word.
             Please follow like this. *(points at the paper on the wall)*
             This one is wrong-aaa. *(points at another paper on the wall)*
             Cannot write like this.
             You must follow like this. *(points at the paper on the wall)*
             Shall we start now?
Students:    Yes.

Lesson 2 - Excerpt 4
Students:    Behind... Opposite...Near…
Teacher:     No... Same... same... opposite is face to face... near can be ...next... next to...
             Number 1... I am number 2 right... *(demonstrated - pointed at the chair and herself)* ... next to...
             Okay now, hmmmm... Kavya is sitting beside Thibagaran *(compares 2 students in the class)* beside... They are sitting at one side right?
             Sitting... at the same time you can say Thibagaran is sitting next to Kavya... Next... The next person is Thibagaran...

In excerpts 4 and 6, Teacher A used the modeling strategy when performing the scaffolding TT pattern. In other words, Teacher A pointed out and demonstrated the examples to students to help them comprehend the explanation better. The modelling can be seen in phrases like "Please follow like this", "You must follow like this", "Number 1... I am number 2 right...". However, excerpt 4 was also referred to as ETT due to the extended turn of Teacher A. Most of the ETT contains other features as the TT continues.

**Content feedback (CF)**

This TTP refers to giving feedback to the message rather than the words used by students in the classroom. The excerpts below illustrate how CF was performed by Teacher A in her lessons.

Lesson 1 - Excerpt 17
Student:     Playing.
Teacher:     Aaaa, what they are playing?
             Playing what?
Student:     Swimming.

Lesson 2 - Excerpt 15
Teacher:      Sofa... and what to put <u>on</u> the coffee table?
Students:     Coffee...
Teacher:      Okay, maybe when you drink coffee you put the cup and saucer...
              And apart from that, you read newspaper... so you put newspaper <u>on</u> the coffee
              table...

Based on excerpt 15 and 17, it can be seen that Teacher A has used the CF as an 'accepting'

strategy. Teacher A accepts students' responses by accepting and giving feedback to the

message they try to convey. This is seen in a phrase like "Aaaa, what they are playing?",

"Okay, maybe when you drink coffee you put the cup and saucer...". In excerpt 17, Teacher

A also used the questioning strategy when performing the CF in the phrases "Aaaa, what they

are playing? ... playing what?".


**Direct repair (DR)**

This TTP was used in all Teacher A's 3 lessons as its purpose is to correct an error made by

students quickly and directly. In the following excerpts, the DR performed by Teacher A is

illustrated.

Lesson 1 - Excerpt 15
Teacher:      Picture 6.  Everyone look at picture 6
Student:      Picnic.
Teacher:      Aaaa, I know it's picnic. What they do in the picture? Where is picture 6?
              Okay, who can help from this group?  Your friend can't say.
              Ya, family… it's a family… what are they eating?
Student:      Fruit.
Teacher:      Food not fruit.
              So, picture 6... A family is eating food. If you eat food with your family how
              do you feel?

Lesson 3 - Excerpt 14
Students:     Tall…
Teacher:      Still one syllable… fat… thin… sharp…
              Okay, now we come to more syllable…
              Okay, try to say this… *(pointed at a word on the whiteboard)*
Students:     Beautiful…
Teacher:      How many syllable?

| Students: | Two… |
|-----------|------|
| Teacher:  | No… count properly… |
| Students: | Three… |

In both the excerpt 14 and 15, Teacher A used the rejection strategy where she rejected the answers given by students when they are wrong. It can also be seen that little time was consumed by the teacher when correcting errors. Phrases like "Food not fruit" and "No… count properly…" suggest that the DR pattern was used by Teacher A.

**Seeking clarification (SC)**

This TTP looks at two possibilities, which are, a teacher asking a student to clarify something the student has said or a student asking the teacher to clarify something the teacher has said. How Teacher A performed this pattern, SC can be seen in the excerpts below.

Lesson 1 - Excerpt 5

| Teacher:  | Do you like to go picnic? |
|-----------|---------------------------|
| Students: | Yes. |
| Teacher:  | Look outside. Look at the day. You have sun. It's a hot day. Can you go picnic today? |
| Students: | No. |
| Teacher:  | Why cannot? Then you go during rainy day? |

Lesson 2 - Excerpt 12

| Students: | Behind... |
|-----------|-----------|
| Teacher:  | Behind-a? Then you sit like this and behind you got television...can you watch television? |
| Students: | No... |
| Teacher:  | So, what you say? |
| Students: | In front... |
| Teacher:  | Opposite-ly to the sofa and television so that you can sit on the sofa and watch television. |
|           | Okay, do you have television cabinet? |

The SC was performed by Teacher A by using the questioning and stimulating strategies to elicit clarification from the students. This can be seen when she used phrases like "Why cannot? Then you go during rainy day?", "Behind-a?  Then you sit like this and behind you

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got television...can you watch television?". These phrases show that Teacher A was asking for clarification but in the form of question and prompt which also gave students a hint of whether their response was correct or incorrect.

**Turn completion (TC)**

TC is the least frequent TTP used by Teacher A from the chosen 11 TTP. The use of turn completion is to complete a learner's contribution for the learner. The excerpts below illustrate the use of this pattern in Teacher A's lessons.

Lesson 2 - Excerpt 6
Students:    Teacher.
Teacher:     The teacher... what am I doing here?
Students:    Standing.
Teacher:     So the teacher is standing where?
Students:    <u>Beside</u>.
Teacher:     Beside?

Lesson 3 - Excerpt 8
Students:    No…
Teacher:     No… that is different group…today we don't learn that… we're learning the second level… that means comparative form of adjective.
             Now we're going to comparative… comparative…
             Just now you said she's tall… now, who is the tall? (*compared the two students*)
Students:    Hemapriya…

As seen in excerpts 6 and 8, Teacher A used a couple of strategies to perform this TTP. Firstly, she used a questioning strategy to complete students' response for them. This can be seen in excerpt 6, "The teacher... what am I doing here?", "So the teacher is standing where?", "Beside?". Secondly, in excerpt 8, Teacher A used description strategy to complete students' contribution to them. A phrase like "No… that is different group…today we don't learn that… we're learning the second level… that means comparative form of adjective"

suggest that Teacher A used description strategy to complete students' feedback for them. Both the strategies were used to help students to complete their ideas and thoughts.

### 4.2.1.2  Teacher B

**Extended teacher turn (ETT)**

This pattern was illustrated in the extracts below. ETT refers to a teacher's turn of more than one utterance. This was the most frequently used TTP by Teacher B in her classroom.

Lesson 2 - Excerpt 24
Teacher:     Why use <u>the</u> there?
     Okay, first of all, you use <u>the</u> when you are talking about something `specific…
     You are mentioning it specifically... particularly...
     *Apadisollepona… yepadisollenumna?* **(That means… how do we say it?)**
     *Kuripittuonnusolvingge.***(You will say it specifically)**
     *Kuripittuonnusollumpoluthu* **(When you say something specifically)** then only you will use <u>the.</u>
     *Kuripittunayennapuriyitha?* **(You understand what is specifically?)**

Lesson 3 - Excerpt 5
Teacher:     So, *antheseyalaivivarichisollurangge* **(describing that action)**
     *Describe pannurangge* **(Describing).**
     *Yepadiseiyapattathu...* **(How it is done)** *Athuyepadiseiyapattathu...* **(How it is done)** You use what?
     We use adverbs.
     So we describe how a verb is done.
     It tells us how an action is done.
     Like just now you are listening to the video right?
     How you listen?  Carefully...  Attentively...

As seen in excerpt 5 and 24, Teacher B used this TTP for description. She used the describing strategy mostly whenever her turn was extended. This can be clearly seen in both the excerpts above. Besides that, the use of transitional markers like "so" and "okay" in Teacher B's expression was used to refer the student to the information transmitted. The transitional markers like "so" and "okay" were always used by Teacher B to refer the students to the next

information she intended to convey. Teacher B also incorporated the CS pattern in her current TTP. This was to aid her description and convey the information easily.

**Display question (DQ)**

DQ refers to asking questions to which the teacher knows the answer. The excerpts below illustrated how this pattern was performed by Teacher B in her classroom. This was one of the most frequently used TTP by Teacher B in this study.

Lesson 1 - Excerpt 18

| Teacher: | Who are they? |
|---|---|
| Students: | Hema. |
| Teacher: | Who's the first one? |
| Students: | Hema. |
| Teacher: | Okay, what Hema did to earn the money? |
| Students: | Washing the car. |
| Teacher: | Washing whose car? |
| Students: | Father's car. |

Lesson 2 - Excerpt 8

| Students: | Yes. |
|---|---|
| Teacher: | How many letters altogether? |
| Students: | 26 *(teacher wrote on the whiteboard)* |
| Teacher: | Okay, how about vowels? |
| Students: | 'A e i o u'... *(teacher wrote on the whiteboard)* |
| Teacher: | How many vowels? |

As shown in excerpts 18 and 8, Teacher B performed this TTP with the help of a questioning and prompting strategy. She used the questioning strategy to prompt students for their response. This is evident in phrases like "Who's the first one?", "Okay, what Hema did to earn the money?", "Washing whose car?", "How many letters altogether?", "Okay, how about vowels?".

**Code Switching (CS)**

This TTP was frequently used by Teacher B in her lessons. The CS pattern looks at TT whenever the teacher uses L1 to explain L2. In this study, L1 is the Tamil language and L2 is English. In the excerpts below, this pattern was illustrated.

Lesson 2 - Excerpt 33

| | |
|---|---|
| Students: | The. |
| Teacher: | 'The' *than payan padutanum*. (We should use 'the')<br>There is only one cow there... you use what?<br>The cow at the field.<br>*Appadina yenna artham?* (What does it mean?) *Angeyethanai cow irukku?* (How many cows are there?) |
| Students: | One. |
| Teacher: | *Orre oru cow than angeirukku*. **(There is only one cow there)** *Thedalil ulle maadu.* **(Cow at the field)**<br>*Orre oru maadu than irukku.* **(There is only one cow)**<br>*Ithe* cows at the field *na*? **(If, it is 'cows at the field'?)**<br>*Thedalil ulle maadugal.* **(Cows at the field)** *Niraiya.* **(Many)**<br>Understand or not? |

Lesson 3 – Excerpt 19

| | |
|---|---|
| Teacher: | *Summa onnum sound-u illame ipadiye aluvaratu crying bitterly ille.* **(Crying without any sound is not crying bitterly)**<br>*Tembi tembi aluvangala illaya... Aaaa... Athu than crying bitterly...* **(Sulking when you cry is crying bitterly)**<br>Crying bitterly (*students repeated*)<br>*Summa satthame illame kanneer mattum vararathu... crying bitterly kidayathu* **(Crying without any sound but only tears is not crying bitterly)**... it is just crying.<br>*Crying bitterly-na apediye tembi tembi aluvarange* **(Sulking when you cry is crying bitterly)**...that is crying bitterly.<br>We use it for cry... crying... what is that? |

As seen in excerpt 33 and 19 above, Teacher B mostly used CS to explain and describe the subject matter for better comprehension of the students. Moreover, Teacher B used this pattern with various positive and facilitating functions such as negotiating meaning, explaining grammar, relaxing the students and establishing contact with students.

**Direct repair (DR)**

This TTP was used in all Teacher B's 3 lessons as its purpose was to correct an error made by students quickly and directly. In the following excerpts, the DR performed by Teacher B is illustrated.

Lesson 2 - Excerpt 5

| | |
|---|---|
| Teacher: | But when you're using it, there are some rules that you should follow. <u>The</u>? (*pointed at the article <u>the</u> on the whiteboard*) |
| Students: | Plural… |
| Teacher: | No, you use for both... singular and also plural. You will use it for both... but there are some rules for it... when you have to use it? |

Lesson 3 - Excerpt 31

| | |
|---|---|
| Teacher: | *So adverbs yethuku use pannurom?* **(So why do we use adverb?)** What is the usage of adverb? |
| *Students gave responses (inaudible)* | |
| | *Yethuku payan paduturom?* (**why do we use?**) What is the use? Adverb…adverb… why you use it? |
| Students: | Adjective… |
| Teacher: | I'm not talking about adjective… I'm talking about adverbs… *idhu yethuku use pannurom?* **(why do we use it?)** |

It can be seen in excerpt 5 and 31 that little time was consumed by Teacher B when correcting errors. She used a correction strategy to perform this pattern in the lessons. Teacher B provided the correct answers as soon as she corrected students' errors. This can be seen in phrases like "No, you use for both... singular and also plural", "I'm not talking about adjective… I'm talking about adverbs… *idhu yethuku use pannurom?* **(why do we use it?)**".

**Scaffolding (Extension) [S(E)]**

This TTP was mostly seen in Teacher B's lessons during the discussion of grammar elements. S(E) looks at extending a learner's contribution. In the excerpts below, this pattern was illustrated.

Lesson 2 - Excerpt 10

Teacher: <u>A</u> you use for consonants... the word that starts with consonants *(students repeated after the teacher)*... the alphabetical... consonant...

Okay, for example, just now what we saw?

Students: Bus… *(teacher wrote on the whiteboard)*

Teacher: Bus... look at the first letter... so 'b'... 'B' is a consonant.

So what you will use?

Students: <u>A</u>.

Lesson 3 - Excerpt 4

Teacher: Which is the action here?

*Oru seyalai kurikuthu* **(shows an action).** *Seyalna yenna nu theriyum thane?* **(You know what is action right?)** *Oru seyalai kuripathu* **(Describes an action)**

*Yethu seyal kurikuthu?***(What describes action?)**

Students: Make.

Teacher: This is a subject. After the subject is the verb. So, make is the verb.

He make what?

Students: Sandcastle.

As seen in excerpt 10 and 4, Teacher B used this pattern to extend students' response. Extension in these excerpts above was given by Teacher B to help her students get their thoughts right about what is being taught. This is seen in phrases like "Bus... look at the first letter... so 'b'... 'B' is a consonant", "This is a subject. After the subject is the verb. So, make is the verb". Teacher B provided extra information to the response provided by students.

**Turn completion (TC)**

The use of TC is to complete a learner's contribution for the learner. The excerpts below illustrate the use of this pattern in Teacher B's lessons.

Lesson 2 - Excerpt 15

Teacher: Yes, it's 'u'. 'A e i o u' we must use <u>an</u> right? But for this you cannot use.

You must use <u>a</u>.

<u>A</u> university... <u>a</u> uniform... Why? It's because of the sound.

Long sound of the 'u'.

Lesson 3 - Excerpt 20
Students:      Crying.
Teacher:       Crying bitterly.
Students:      Crying bitterly.
Teacher:       Okay, how about for sleeping?
               What is the adverb that we use for sleeping?
Students:      Sleeping... *Toongarathu* **(Sleeping)**...
Teacher:       Sleeping what?
Students:      Sleeping in the…
Teacher:       What? Starts with 's'.
*Students were trying to guess the word (inaudible)*

It is seen in excerpt 15 and 20 that Teacher B used the pattern, TC, to help students complete their ideas and thoughts. In most of the conversations above, Teacher B used this pattern to inform students of the actual idea or the full form of their vague utterances. This is evident in phrases like "Yes, it's 'u'. 'A e i o u' we must use <u>an</u> right? But for this you cannot use", "You must use <u>a</u>", "Crying bitterly".

**Scaffolding (Modelling) [S(M)]**

The last strategy of scaffolding, modelling, is illustrated in the excerpts below. This TTP looks at providing examples for students when teaching.

Lesson 2 - Excerpt 13
Teacher:       Okay, but not for all the words that you can use <u>an</u>.
               For example, university and uniform. *(wrote on the whiteboard)*
               Usually, students tend to use <u>an</u> for these.
               *Intha rendukume <u>an</u> payan padutuvange...* **(They use <u>an</u> for these two)**
               But you cannot use an... It's wrong. Why?

Lesson 3 - Excerpt 3
Teacher:       So, shall we start?
Students:      Yes.
*Teacher shows the class a video about adverbs of manner*
Teacher:       So just now they explain to you about adverbs. Yes or no?
Students:      Yes…
Teacher:       Adverbs is a type if helper... Verb helper. It describes the verb.
               What is verb?

The use of modelling in the excerpt 13 and 3 above was to provide an input for a student in producing appropriate contributions. Teacher B provided further details and examples to ensure the students understood the subject matter. This could be seen in phrases like "For example, university and uniform. *(wrote on the whiteboard)*" and "Adverbs is a type if helper... Verb helper. It describes the verb".

**Seeking clarification (SC)**

This TTP looks at two possibilities, which are a teacher asking a student to clarify something the student has said or a student asking the teacher to clarify something the teacher has said. The excerpts below illustrate how SC was performed by Teacher B in her lessons.

Lesson 1 - Excerpt 2
Students:        Paper
Teacher:        Paper?
*Teacher shows money notes and gets students to respond*
Teacher:        This one we call it what?
Students:        10 ringgit…

Lesson 3 - Excerpt 32
Students:        *Seyal* **(Action)**...
Teacher:        *Seyalai?* **(What about action?)**
Students:        *Seyalai kurikuthu* **(Describe an action)**...
Teacher:        *Oru seyalai* **(An action)**… *yepadi seiya pattathu* **(how it was done)**...
                *Oru seyalai kuripathu kidayathu* **(Not describing an action)**... *antha seyal yepadi seiya pattathu* **(how the action was done)**...
                For example, the boy is running… how he runs?

The SC was performed by Teacher B by using the questioning and prompting strategies to elicit clarification from the students. This can be seen when she used phrases like "Paper?", "This one we call it what?", "*Seyalai?"* **(What about action?)**. These phrases show that Teacher B was asking for clarification but in the form of question and prompt which also gave students a hint of whether their responses were correct or incorrect.

**Form-focused feedback (FFF)**

This pattern is used to give feedback on the words used rather than the message. The excerpts below show how it was used in Teacher B's lessons.

Lesson 2 - Excerpt 11
*The teacher got students to respond and gave them some nouns*
*Teacher listed several words under article a on the whiteboard*
Student:      Teacher.
Teacher:      Yes, <u>a</u> teacher... <u>A</u> teacher means... it can be any teacher... just go and see a teacher... it can be any teacher... but shows one.
             Okay, how about <u>an</u>?

Lesson 3 - Excerpt 2
Teacher:      Grammar topic… you have learned it before in your topic 2…
Students:     Adverb.
Teacher:      What is that?
Students:     Adverb.
Teacher:      Yes. Your topic is adverbs. (*wrote on the whiteboard*)

As shown in the excerpts 11 and 2, Teacher B used the FFF to accept students' response in the classroom. In the excerpts above, Teacher B used the accepting strategy to give feedback on the words used by students. Teacher B accepted students' response by using phrases like "Yes, <u>a</u> teacher... <u>A</u> teacher means... it can be any teacher... just go and see a teacher... it can be any teacher... but shows one" and "Yes. Your topic is adverbs.".

**Teacher echo (TE)**

This pattern was performed by Teacher B in all her classroom interactions. TE could be the action of the teacher repeating the teacher's previous utterance or the teacher repeating a learner's contribution. It can be seen in the dialogues below.

Lesson 1 - Excerpt 12
Students:     2 ringgit...
Teacher:      Listen carefully... Who will give you the money?
Students:     Father and mother...
Teacher:      Father or mother... Yes or no? *(students responded)*

What you do with your money?

Students:      Save.

Lesson 2 - Excerpt 25

Teacher:      You talking about that stall. The stall that they have shown you.
*Antha stall irukkaillaya*? **(Isn't there a stall?)**
*Kathune stall* **(The shown stall)**... *antha stall patthi than pesurange* **(they are talking about that stall)**.
So they're talking about particular stall... You must use what?

Students:      The.

Teacher:      The.
The boy sitting behind. So I'm talking about which boy?

Students:      The boy.

As seen in the excerpts 12 and 25, Teacher B repeated her students' contribution to underline and emphasize their contribution to allow them to hear clearly the keywords that were important for their contribution. So, it can also be said that Teacher B used the repetition strategy in the TE. The dialogues above show that the teacher repeated a student's contribution instead of repeating her previous utterance. Most of Teacher B's TE used a similar strategy.

**Content feedback (CF)**

This TTP refers to giving feedback to the message rather than the words used by students in the classroom. The excerpts below illustrate how CF was performed by Teacher B in her lessons.

Lesson 1 - Excerpt 6

Students:      Work.

Teacher:      Yes, they go to work and earn the money... because they are paid for the work they had been done.
Okay, how about you? Can you earn money or not?

Students:      No.

Lesson 2 - Excerpt 4

Teacher:      Yes, these are articles... So we are going to learn how to use it.

Usually until Year 6, student still facing problems using articles correctly in a sentences... they still don't know... especially this *(points at an)*

Okay what is the usage of a and an? When you will use it?  To show what?

As seen in excerpt 6 and 4, it can be seen that Teacher B used the CF as an 'accepting' strategy. Teacher A accepted the students' responses by and giving feedback to the message they tried to convey. This is seen in a phrase like "Yes, they go to work and earn the money... because they are paid for the work they had been done", "Yes, these are articles...  So we are going to learn how to use it". Teacher B accepted the students' responses before giving feedback.


### 4.2.1.3 Conclusion

From thorough elaboration and discussion of the data, it was found that the teachers performed 11 TTP in their classroom interaction out of 16 patterns (refer to Table 3.2). The 11 TTF were: Scaffolding (extension) S(E), Scaffolding (modelling) S(M), Direct repair (DR), Content feedback (CF), Seeking clarification (SC), Teacher echo (TE), Extended teacher turn (ETT), Turn completion (TC), Display question (DQ), Form-focused feedback (FFF), and Code-switching (CS). The other patterns are not discussed because the teachers either did not use those patterns at all or used them less than two times in their classroom interactions. The TTP discussed above were all frequently used by the teachers in their classroom interactions. Those patterns were used by both the teachers in all their three lessons. Related to pedagogic goal, all the TTP used by the teachers have clear roles for the students. Thus, the teachers did achieve the pedagogic goals of their lessons which can be seen in the data collected through video recording.

## 4.3 The TTP

This section reports the quantified data. In order to analyze the patterns of TT in the classroom between the teacher participants and students are categorized into three main categories such as questions (Q), statements (S) and directives (D) which are also seen as basic TT or discourse strategies (Lei, 2009; Wasi'ah, 2016; Gijzen, 2016). In the acts where the teachers used more than one pattern in one utterance, the patterns are labeled with '+' symbol to show the combination of more than one pattern (e.g. Q+Q, shows that the question pattern is used twice in one utterance). Each TT feature is analyzed for patterns and illustrated in the charts below (Figure 4.1 - Figure 4.11.). In addition, the frequency counts are reported for each category by counting the number of different patterns occurring at different utterances. The patterns and frequencies are analyzed from the same excerpts used in section 4.2.
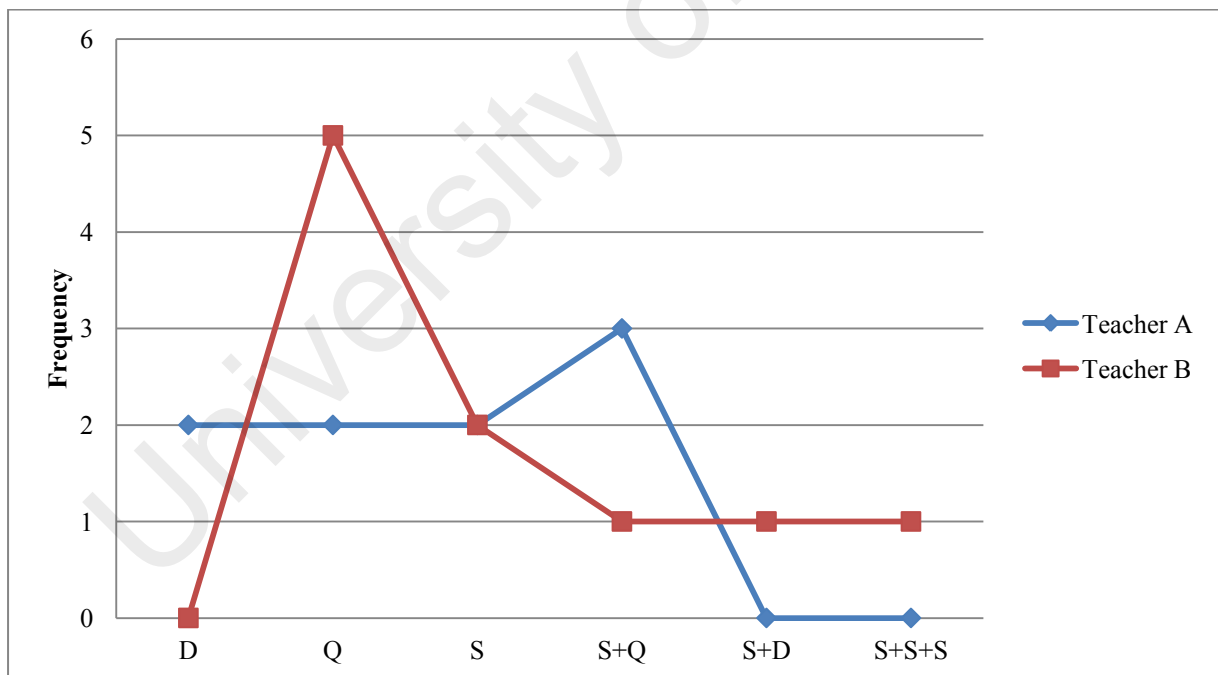


**Figure 4.1: Pattern of S(E)**

S(E) helps in providing students with a tool for better understanding. This TTP makes sure students have a firm grasp of the information that they are about to learn by giving them the

tools to succeed. The chart above shows a vast excerpt difference in the S(E) pattern used by Teacher A and Teacher B. Teacher B used the Q strategy the most while Teacher A used a combination of S and Q strategies the most in her teaching. Teacher A also employed a variety of strategies when using this TTP. Both the teachers used the D strategy to give instructions and commands when explaining students' verbal contribution. The Q strategy was used to elicit students' responses to the subject matter rather than the teacher giving the information. In addition, the Q strategy in this TTP also allows students to use their critical thinking skills to come up with an answer. Besides that, the S strategy was used by both the teacher participants to help students complete their thoughts and ideas. Teachers used this strategy to further explain what was being taught.
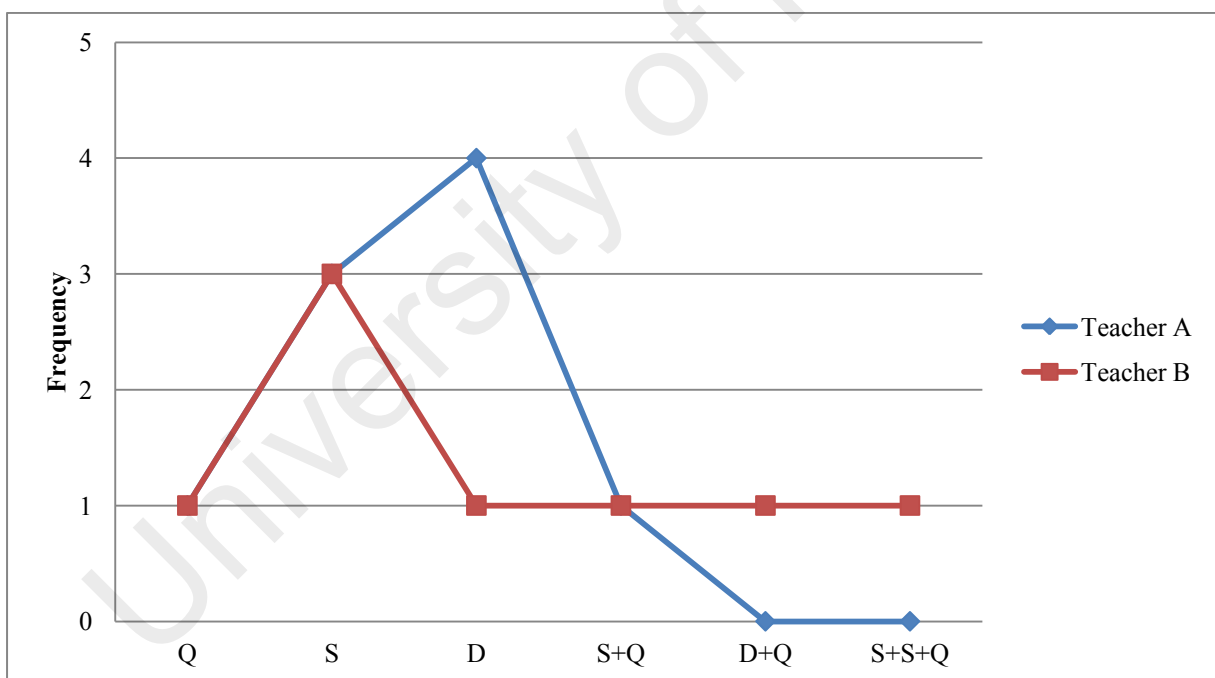


**Figure 4.2: Pattern of S(M)**

In this TTP, it can be seen that Teacher A used the D strategy the most to demonstrate students' feedback, while Teacher B used the S strategy the most for a demonstration of examples. Teacher B used a variety of strategies in this pattern compared to Teacher A.

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Based on the video recording of the lessons (refer to Appendix A), Teacher A used a lot of commands in this TTP to point out what the students needed to do. In contrast, Teacher B used the S strategy to explain and elaborate on the examples given to help students comprehend better.
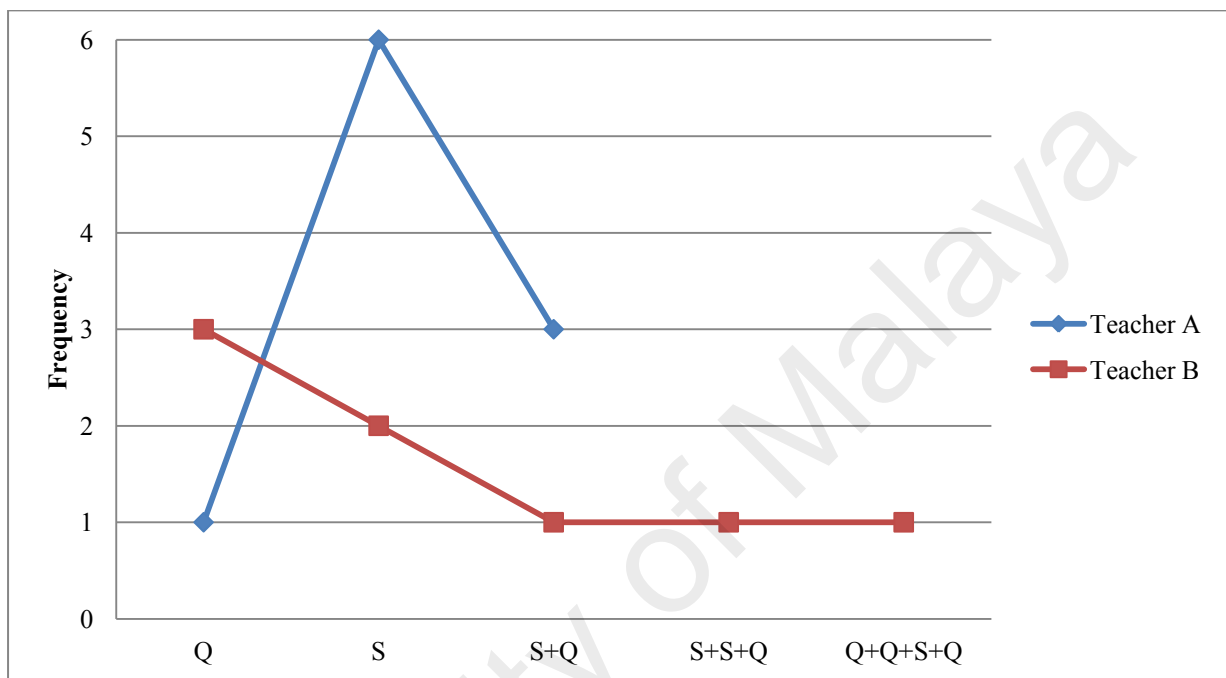


**Figure 4.3: Pattern of DR**

The teachers used maximum economy when correcting errors and teachers corrected the errors with a very open and direct approach, especially Teacher B. This helped the teachers as it was less time-consuming. In DR, in order not to interrupt the oral fluency, Teacher B made the correction minimal and direct. The teacher succeeded in achieving this. As seen in the figure above, Teacher A used the S as a strategy to convey this TTP while Teacher B used the Q strategy. Teacher B also used a variety of strategies in this pattern. In contrast, Teacher A used only 3 strategies. When asked, Teacher A said that she prefers being direct in correcting students' errors rather than using the Q strategy.
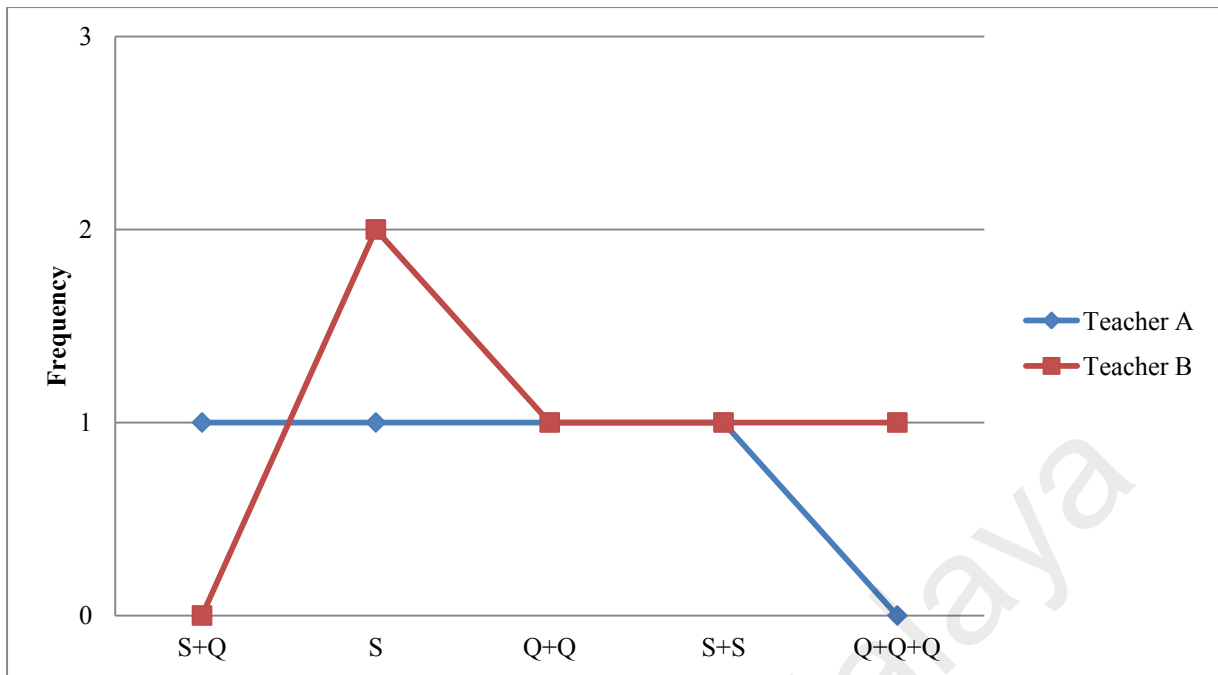
**Figure 4.4: Pattern of CF**

In the naturally occurring conversation, it is clearly seen that both teachers gave both negative and positive feedback. The teachers' use of conversational language while giving feedback resembled utterances found in the real world. That's why even though they gave negative feedback from time to time, no obstruction appeared in the involvement. Teacher A used all the strategies shown above equally except Q+Q+Q, while Teacher B used the S strategy the most in this pattern and also used a variety of other strategies except S+Q. There was not much difference in the teachers' strategies in this pattern.
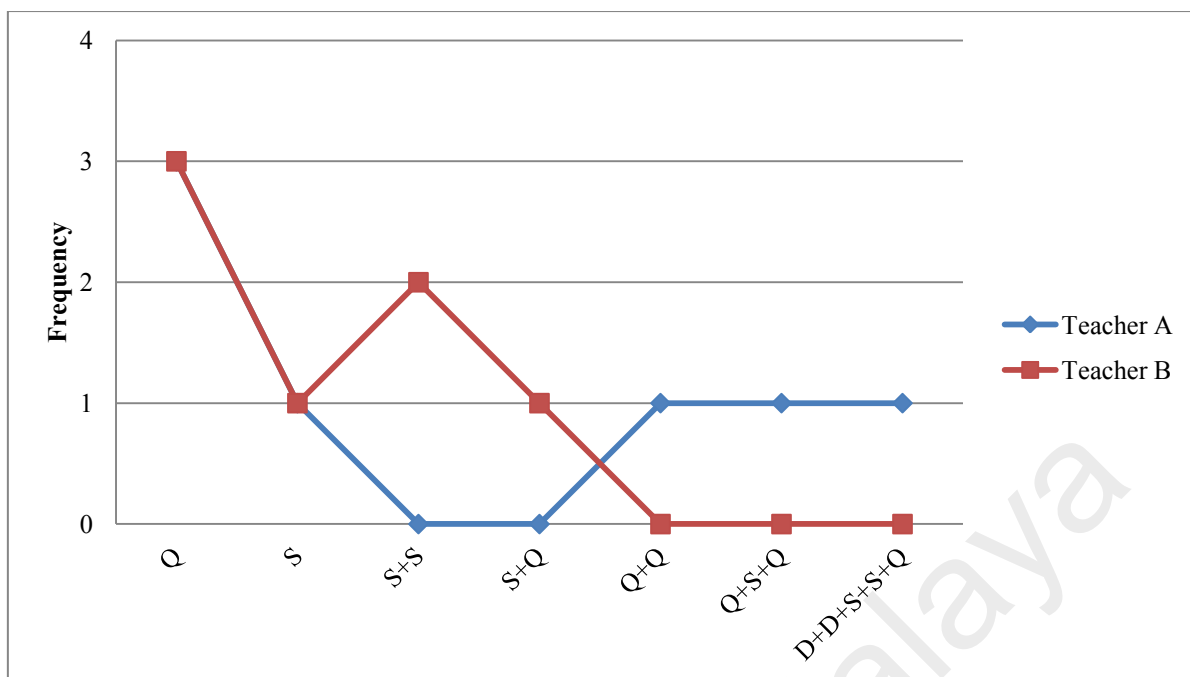
**Figure 4.5: Pattern of SC**

SC is valuable in promoting opportunities for learning since they 'force' students to reformulate their contribution by rephrasing or paraphrasing. When students clarify a contribution, it is central to the acquisition process (Long, 1996). Although negotiation moves are vital, they were not common in both the teachers' lessons (refer to table 4.2). Teacher A used 5 different strategies in this TTP. In contrast, Teacher B used 4 strategies which are Q, S, S+S, and S+Q. However, in this TTP, Teacher A and Teacher B used the same strategy the most, the Q strategy. In the transcription (Appendix A), it clearly emerges that the teachers used the Q strategy to prompt the learners to recall the information that they had already learned instead of telling it themselves. This helped learners engage in the learning and revising process actively.
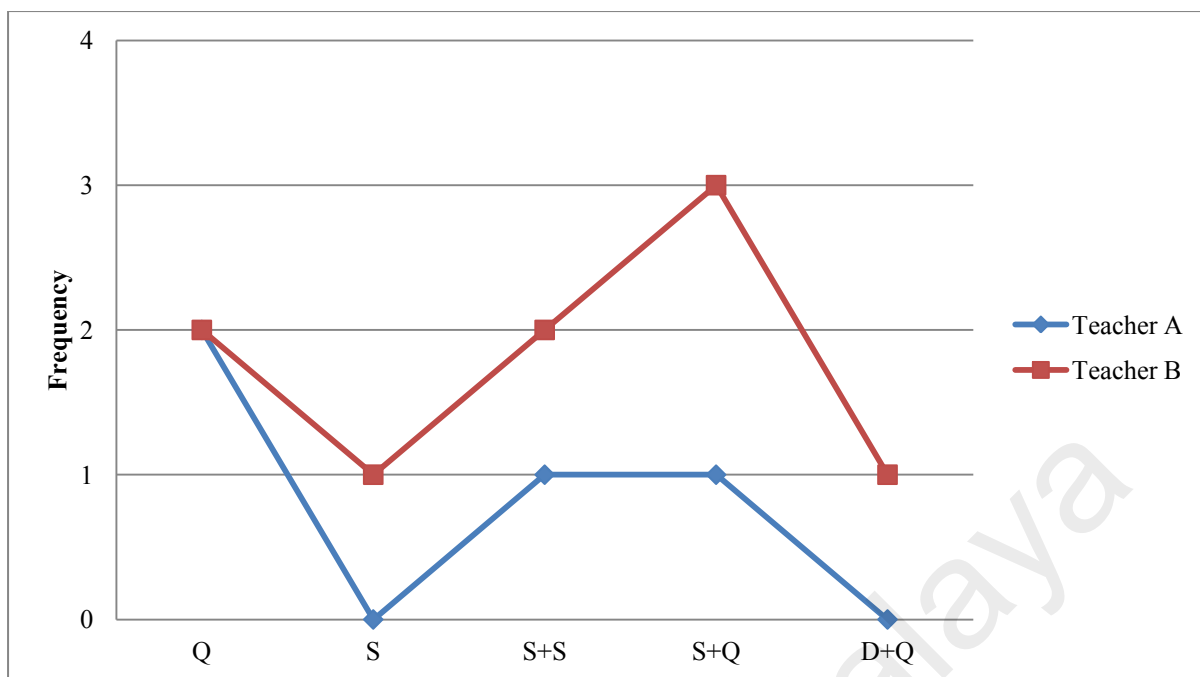
**Figure 4.6: Pattern of TE**

TE is a commonly found TT feature in any classroom and may be used for good reasons such as amplifying a students' contribution so that others can hear. On the other hand, it may obstruct the flow of discourse. It is important for the teacher to know when and why to use echo and use it sparingly as it can quickly become a habit with very little function. Both the teachers used echo quite frequently to reinforce the new knowledge. In addition to that, the implied advantage of TE worked as a signal of confirming the students' answers, which built up their confidence in manipulating the subject matter. However, Teacher A used only 3 strategies to convey this TTP, while Teacher B used 5 strategies which were Q, S, S+S, and S+Q.
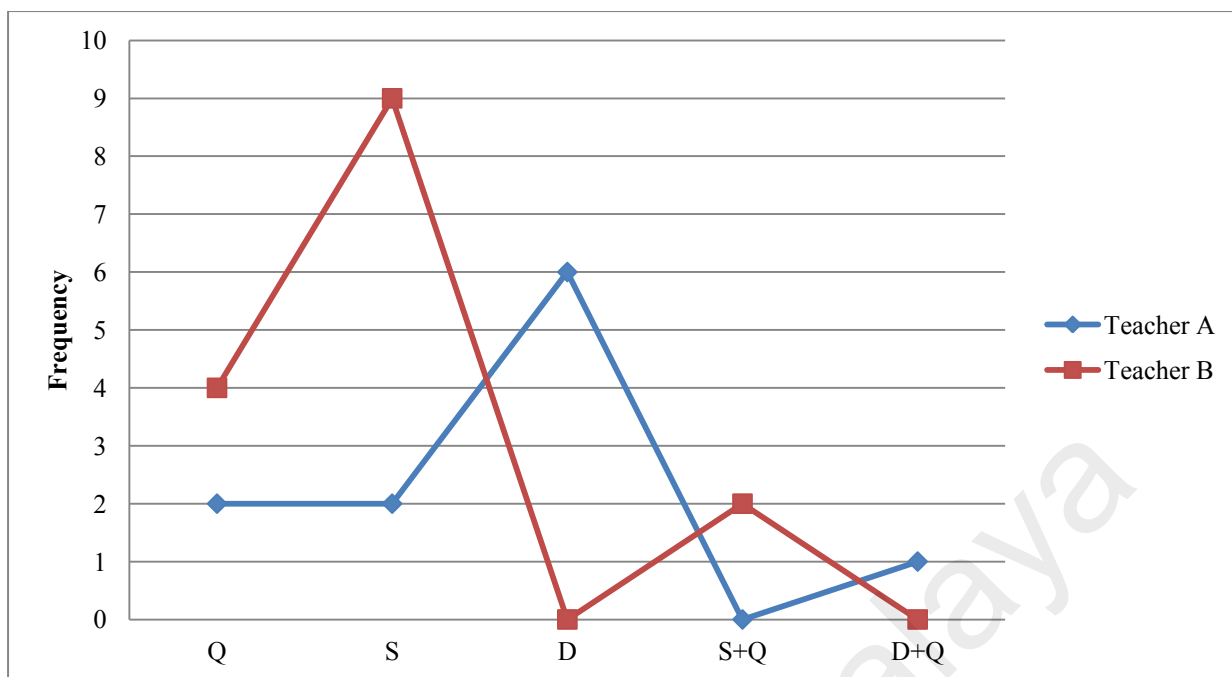
**Figure 4.7: Pattern of ETT**

The ETT happened whenever the teachers explained the topic being taught, especially grammar. The extended time seemed long in terms of the interaction with the students, but when asked, the teachers thought it was necessary to spend sufficient time on clarifying the new knowledge before the students took turns to practice it. From the chart above, it can be seen that Teacher A used this TTP to give instruction by using the D strategy. The data presented in 4.2.1.2 shows that ETT in which Teacher B provided explanations and/or instructions at the beginning of the lessons constituted almost 80% of the teacher's talk. She used the S strategy frequently in ETT. Both the teachers seemed to be comfortable talking about aspects of management in their classroom as evidenced by the amount of TT that occurred. Teachers were transmitting information, introducing activities, organizing the environment, and referring students to materials using a wide range of strategies in this feature.
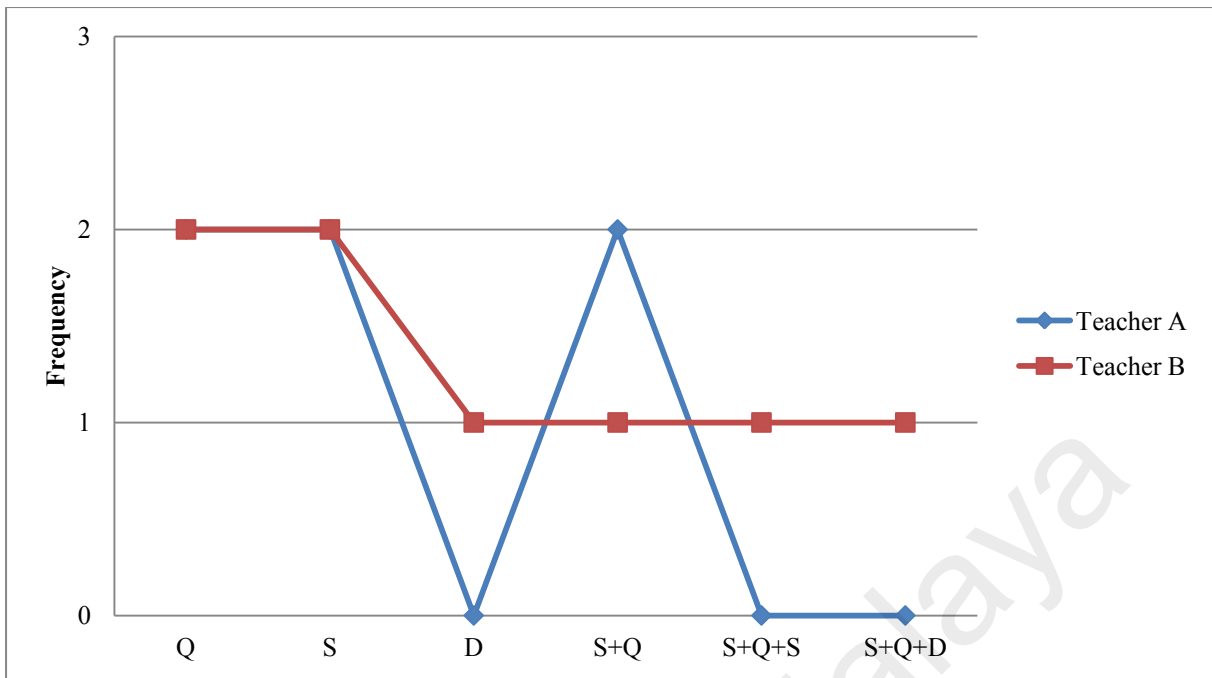
**Figure 4.8: Pattern of TC**

In excerpts 4.2.1.10 and 4.2.1.16, it is evident that one turn immediately follows another. Some examples (Lesson 1, excerpt 4; Lesson 2, excerpt 7) indicate that Teacher B was filling in the gaps without letting the students think about the answer. Although she let the students think for a while in some turns, she was not consistent with all turns. However, Teacher A and Teacher B intended to pass to the next step of the revision by asking questions directly and frequently without any break. Nonetheless, the teachers may have done the students disservice as there were no confirmation checks. There was a sense of the students being fed instead of being allowed time and space to formulate their response.
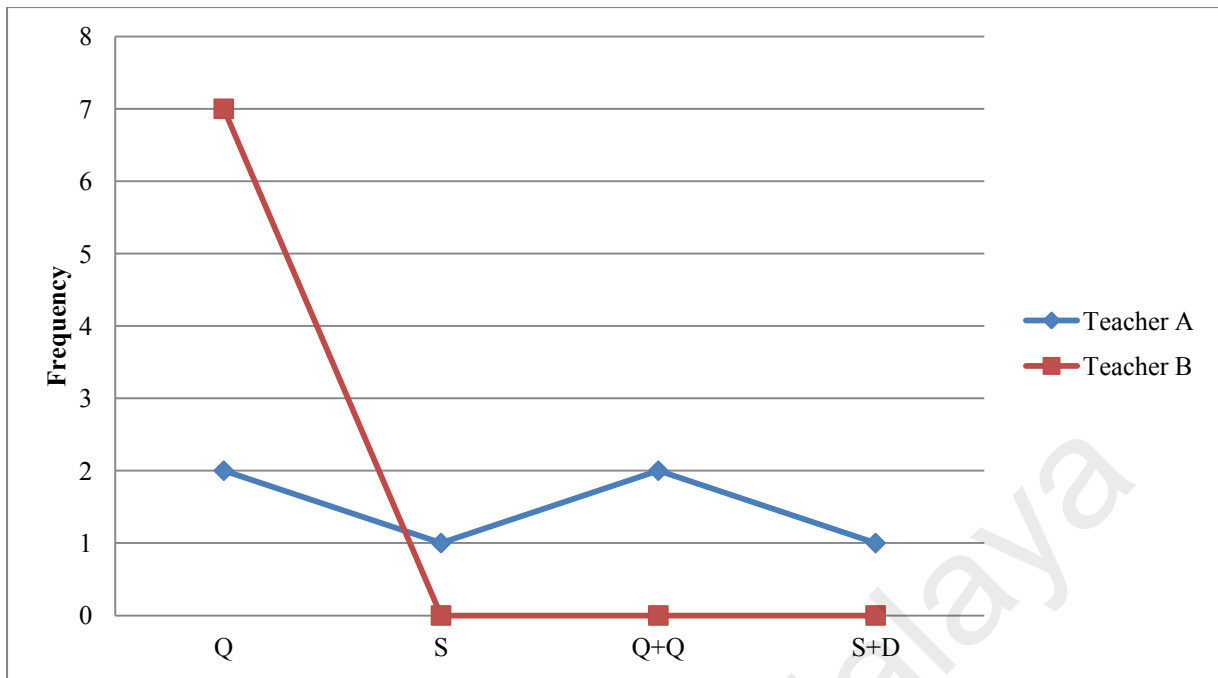
**Figure 4.9: Pattern of DQ**

There was an extensive use of DQ. The occurrence of DQ was one of the highest for both the teachers. Compared to DQ, RQ was less popular. Teacher A used a variety of strategies in conveying this feature although the main idea would be to use the Q strategy directly. In contrast, Teacher B used only the Q strategy in her lessons. This shows the difference in ideology of the TTP between the two teacher participants.
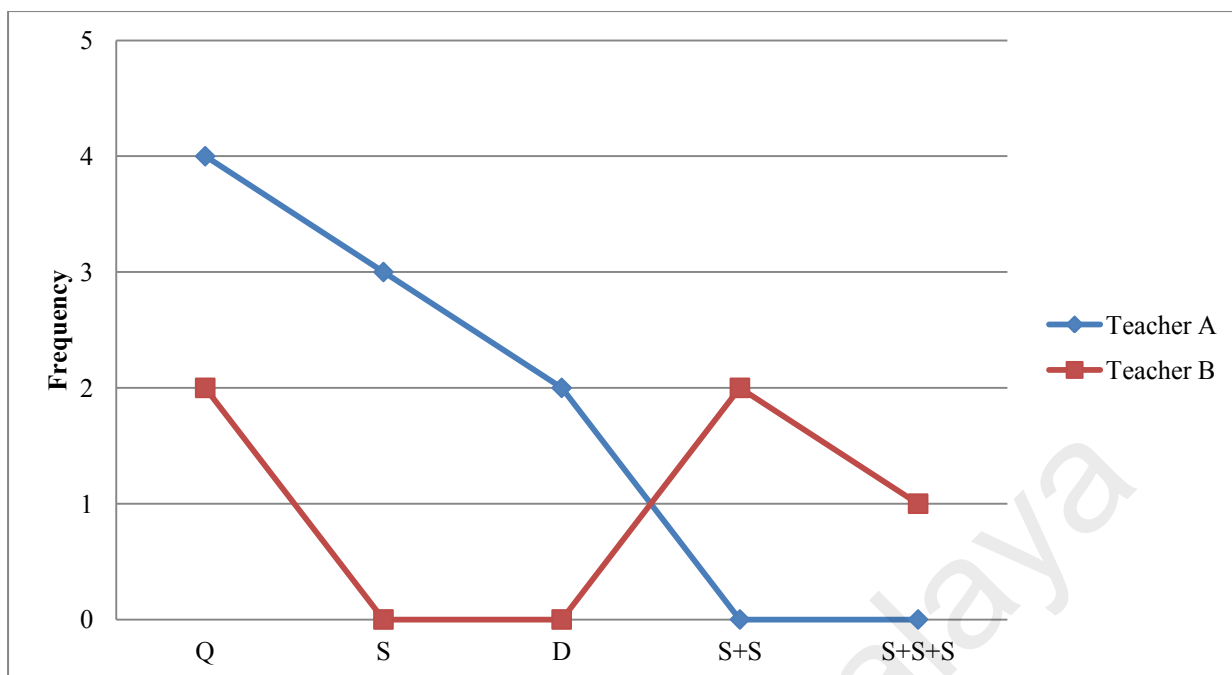
**Figure 4.10: Pattern of FFF**

The occurrence of FFF was 38 and 35 times respectively in 6 lessons. This explains that this feature was not used very frequently by both the teachers. The FFF offered by the teachers tended to be accompanied by an explanation generally given in the TL. Teacher B used a lot of L1 when she gave explanation or examples, especially in lesson 2 and 3. Most of the explicit corrective feedback focused on grammatical errors, such as the use of tenses, sentence structures, and vocabulary items. Excerpts 4.2.1.5 and 4.2.1.19 are examples of this TT feature. In the figure above, it is evident that both the teachers used the Q strategy to carry out this feature. They also used a couple of other strategies to fulfill the use of FFF.
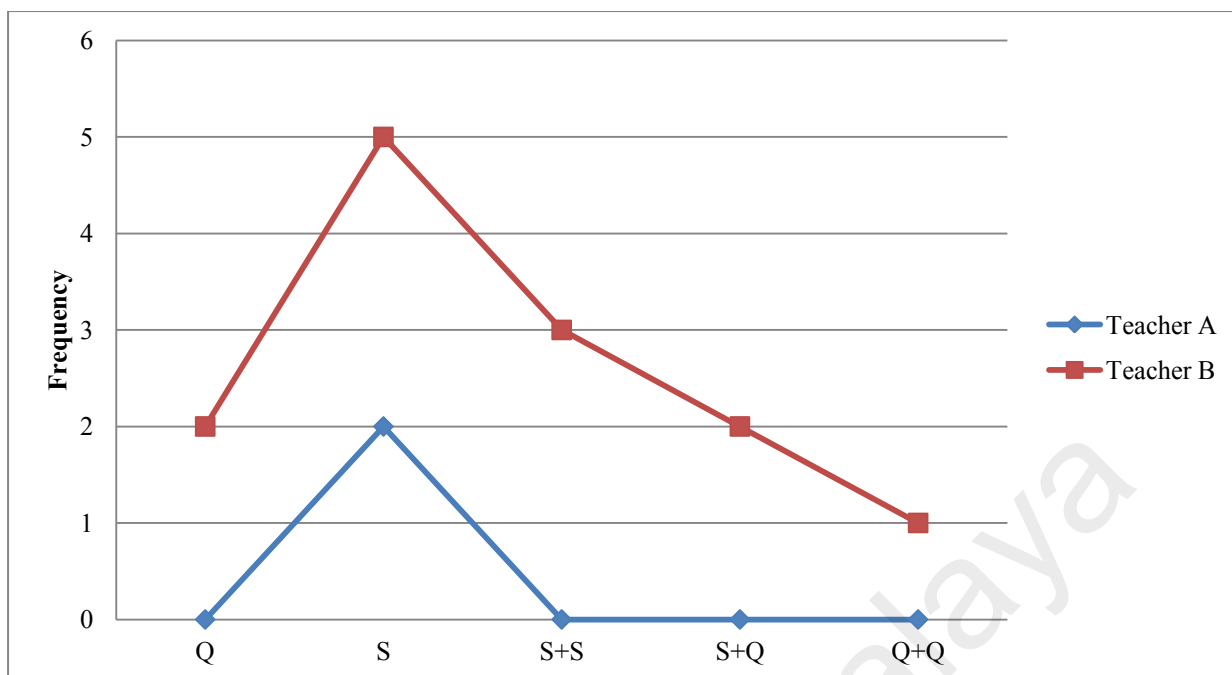
**Figure 4.11: Pattern of CS**

It is generally understood that the phenomenon of CS is the result of extensive bi/multilingualism (Muthusamy, 2009). In this study, both the teacher and students shared the same L1 which is also the medium of instruction of their school. Although the English language is supposed to be taught in English, in some occurrences, teachers might need CS to cater to their students' needs. That is what happened in Teacher B's lessons. There was an extensive use of CS in her classroom. The figure above shows that Teacher B not only used CS but she also applied several strategies in using this TTP. She used the S strategy the most in this feature. This is evident in 4.2.1.2 where Teacher B gave a lot of explanation and examples in L1. The strategy S+S also explains that she used the S strategy extensively in her CS pattern.

The graph below illustrates a clear representation of the observed features in the classes, suggesting a number of suggestive hints as stated above.
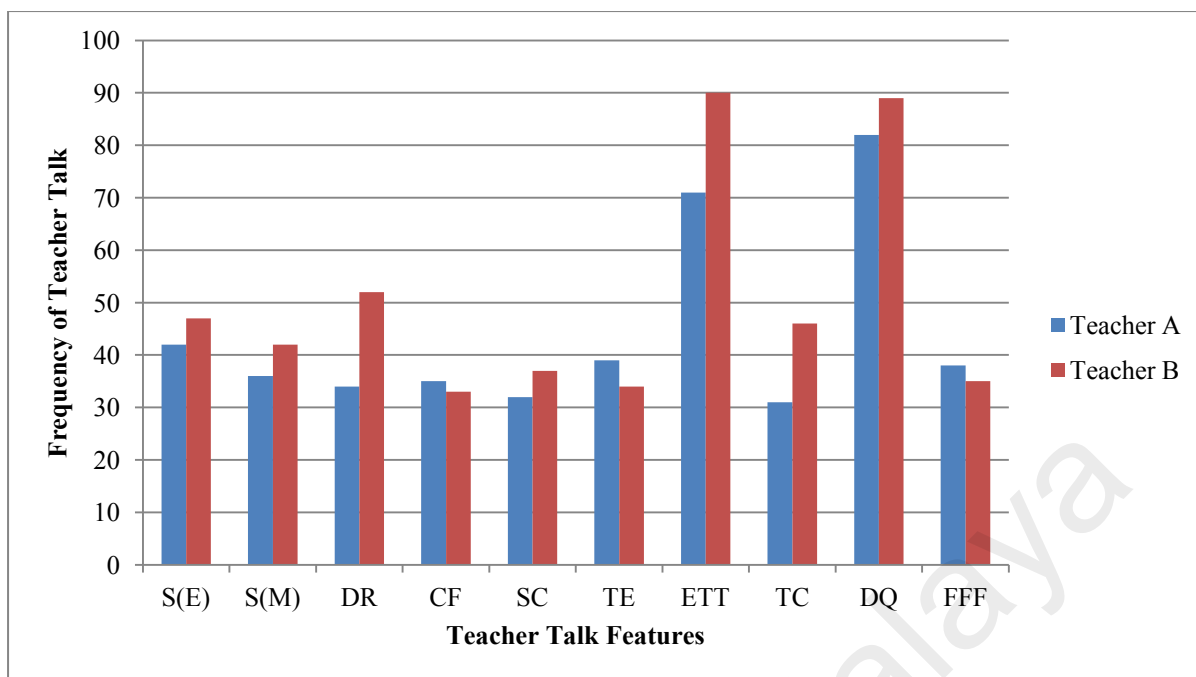
**Figure 4.12: Comparison of the TTF Used by Teacher A and Teacher B**

### 4.3.1 Conclusion from the Findings

Classroom observations displayed and the figures above have revealed that some strategies were used more frequently than others. DQ, ETT, and S(E) were observed frequently in these 6 English lessons. Q and S strategies were used the most by both the teachers. The D strategy was employed by both teachers although this did not occur often. Other combined strategies were found to rarely occur in their lessons. Moreover, both the teachers had some similarities to the strategy usage in certain features but they differed in most. It also proves that the TTP in their classroom interaction was not the same or consistent. They differed according to the students' feedback, understanding the subject matter, the teacher's explanation and clarification. It is understood that the TTP changes in every lesson and it is influenced by the students' level of proficiency in English. This is evident in the tables and figures above as Teacher B employed more strategies in each TTP to cater to her low proficiency students compared to Teacher A who mostly used one or two strategies only in each feature.

**4.4 Comparison of the TTF Used by Teacher A & Teacher B**

The table below illustrates the difference in frequency of usage of the TTP used by both the teacher participants.

**Table 4.1: Comparison of the TTF**

| TTF | Teacher A Frequency | Teacher B Frequency |
|---|---|---|
| Scaffolding (extension) S(E) | 42 | 47 |
| Scaffolding (modelling) S(M) | 36 | 42 |
| Direct repair (DR) | 34 | 52 |
| Content feedback (CF) | 35 | 33 |
| Seeking clarification (SC) | 32 | 37 |
| Teacher echo (TE) | 39 | 34 |
| Extended teacher turn (ETT) | 71 | 90 |
| Turn completion (TC) | 31 | 46 |
| Display question (DQ) | 82 | 89 |
| Form-focused feedback (FFF) | 38 | 35 |
| Code-switching (CS) | 2 | 81 |

Based on the analysis of frequency, it can be seen that the frequencies differ in each TT feature. As mentioned in 3.3.2, the classes taught by Teacher A and Teacher B were of different proficiency levels, intermediate (average) and low, respectively. Therefore, the frequencies of TTP used by both the teachers are indirectly influenced by the students' proficiency levels. For instance, looking at the SETT framework, S(E), S(M), DR, SC, ETT, TC and DQ are patterns used more frequently by Teacher B compared to Teacher A. Based on the TTF added by the researcher, CS was used the most by Teacher B. The listed TTP used by Teacher B were to emphasize, reinforce and elicit genuine communication out of students, claimed Teacher B when asked for reasons for frequently using those TTP.

ETT, in which teachers provided explanations and/or instructions at the beginning of the lessons, constituted nearly most of the teachers' talk. Both of the teachers seemed to be comfortable transmitting information, introducing activities, organizing the environment, and referring students to materials.

There was also an extensive use of DQ. DQ are questions to which the teacher knows the answer. The occurrence of DQ was the most in Teacher A's class as compared to Teacher B's class. Compared to DQ, RQ was less popular. RQ are questions in which the teacher does not know the answers. The occurrence of RQ was minimal.

Another common feature in the TTP was ETT. They were used to establish the extent of students' knowledge and were demonstrated throughout the lessons. The frequency of occurrence of the ETT was 71 and 89, respectively. Excerpts 8 and 21 (p. 48) and excerpts 5 and 24 (p. 57) are examples of an ETT which functioned to strengthen the students' knowledge of grammar and how to use them.

FFF is feedback that focuses on word usage rather than the message itself. The occurrence of FFF was almost the same for both the teachers. The FFF offered by the teachers tended to be accompanied by an explanation generally given in L1. Most of the explicit corrective feedback focused on grammatical errors, such as the use of tenses, sentence structures, and vocabulary items [refer to excerpts 5 and 22 (p. 51) and excerpts 11 and 2 (p. 63].

Next, direct repair, which involves a short and quick correction, is a useful interactional strategy since it has minimal effect on the exchange structure. This strategy was not used with similar frequency by the teachers. There was a high occurrence of DR in Teacher B's lessons, while it was rarely used in Teacher A's lessons. Excerpt 14 and 15 (p. 54) and excerpt 5 and 31 (p. 60) above demonstrate how the teachers repaired incorrect pronunciation of the words and answers.

Besides that, Walsh (2006) maintains that scaffolding which involves the 'feeding in' of essential language as it is needed, plays an important part in assisting students to express themselves and acquire a new language. Communication breakdown is a very common

feature of an ESL classroom and it occurs because students do not find appropriate words or phrases to express their thoughts. Scaffolding describes the ways in which teachers provide learners with linguistic support to help self-expression (Bruner, 1990, as cited in Walsh, 2006). In the data, the occurrence of scaffolding was quite often in both the teachers' TT. However, Teacher A used less modelling strategies compared to Teacher B in terms of scaffolding.

In conclusion, although the teacher participants were applying the same TT framework in their lessons, certain contextual factors influenced their TTP and strategies. Individual teacher beliefs, their education and experience of teaching and language teaching, the language levels of students' proficiency and the types of interaction in the classroom that took place between the teacher and student are all aspects that may contribute to the TTP that teachers use and the TT strategies they choose to employ in the classroom (refer to 5.3, p.87). As Richards and Lockhart (1996) noted, TT is a very personal action, and it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective TT.

# CHAPTER 5: DISCUSSION AND CONCLUSION

## 5.1 Introduction

This dissertation has been motivated by two research questions. This chapter begins by addressing the research questions and discussing some issues emerging from them. The major findings of the video recordings and classroom observation are discussed to compare to the data obtained from the informal interviews. This chapter is concluded by considering some pedagogical implications, limitations of the study and suggestions for future research with regards to the quality of teaching and learning in Malaysian Tamil primary schools.

## 5.2 Research Questions

### 5.2.1 RQ1 - What are the patterns of TT in the ESL classrooms in a Tamil primary school?

Based on the video recording of the 6 lessons (refer to Appendix A), it can be seen that the dominant pattern was a chain of Q and S cycles. The D strategy was not used much by both the teacher participants. Figures 4.1 to 4.11 show that Teacher A used Q the most in the 3 lessons analyzed during the classroom video recording. The next most occurring strategy was S, followed by D. In contrast, Teacher B used a lot of S strategy in her TTP, followed by Q and D.

The strategies used by the teachers differ due to the students' language proficiency. Teacher A used the Q strategy the most and she teaches students who have intermediate language proficiency. Teachers typically spend anywhere from 35 to 50 percent of their TT time asking questions (Fries-Gaither, 2008). A teacher may vary his or her purpose in asking questions during a single lesson, or a single question may have more than one purpose. In this study, Teacher A used the Q strategy to encourage students to think more deeply and critically for problem-solving, encouraging discussions and stimulating students to seek

information on their own. However, lower-level questions are typically at the remembering, understanding, and application levels of Bloom's Taxonomy (Bloom et al., 1956). Teacher B used it for evaluating students' comprehension, diagnosing students' strengths and weaknesses and summarizing content.

Although the S strategy sounds very general, it could take several forms in relation to TTP. When students provide no response, that is, they may not know the expected answer or they are reluctant to give any answers, or when they provide incorrect responses, are incorrect in terms of linguistics or discourse, the teacher would choose to give a follow up in one of the following ways: inform, prompt, encouragement, criticizing, ignoring (Yanfen & Yuqin, 2010). Teacher B used S strategy the most in her lessons and her students have low language proficiency. In this study, Teacher B used the S strategy in most features as stated above except in 'ignoring' and several more ways like commenting and acknowledging.

Informing is a direct way to help students realize their mistakes. In the present study, it can be realized by means of giving a definition, an example, an explanation or by signaling the problem. The form of the S strategy could be seen mostly in the S(E) and (M) features. Teacher B gave a lot of explanations and examples in her lessons which contributed to the use of the S strategy. Next, both the teachers used this strategy to prompt students to get them to produce the correct answer by the use of a clue to indicate the location and/or nature of the error. Teacher B used statements to request the students to make a clarification of what they had just said, while Teacher A used repetition of what the student had said with an emphasis on the incorrect part, so as to arouse the attention of the student to the error. It also came in the form of questions in some instances.

Moreover, Teacher B used this strategy as an encouragement. She encouraged her students by inspiring them with hope, courage, and confidence whenever she thought her

students needed it. Next, both the teachers used the statement to criticize or to comment on students' incorrect responses. This could be seen in TTF such as DR, CF, TC, and FFF. Besides that, when students have provided the correct or expected response, teachers usually give some kind of comment or just a brief acknowledgment. In this study, comments of some kind are given by both the teachers to encourage the student providing the answer, or sometimes to let others notice what is given by the students or to encourage others as well. Finally, acknowledgment is one of the ways the S strategy was used. Both the teacher participants used this method in their TT, especially in direct repair, seeking clarification, turn completion and display questions.

The function of the D strategy in classrooms is to make the students do something. Asking the students to do something is part of teachers' responsibilities to organize diverse activities and tasks in their classrooms; in addition to that, it is also the teachers' duty to manage the class via language use wherein the use of TT is inevitable (Hidayati, Zen & Basthomi 2017). In this study, it is evident that both the teacher participants are not in favour of this strategy as they used fewer directives in their TT. According to both Teacher A and Teacher B, this strategy was used as an authoritative direction to be obeyed. In the language of the TT, they believed that the teacher is the absolute the authority of the class. However, they claimed that they tried not to dominate the lessons by giving too many directives.

**5.2.2 RQ2** - How does TT differ for ESL classes of two different levels of proficiency?

It was found that TT differs for classes of two different levels of proficiency. It also showed that the frequencies differed in each TT feature used by both the teachers. As mentioned in Chapter 4, the TTF and their frequencies are indirectly influenced by the students' proficiency levels. Teacher A used DQ, ETT, and S(E) the most in the 3 lessons analyzed during the transcription of the video recordings. The next most-occurring TTF were TE, FFF,

and S(M). However, Teacher B used ETT, DQ, and CS the most in her 3 lessons, followed by DR, S(E), and TC.

Teacher A was strong-minded of the opinion that DQ and S(E) are essential in TT and that less ETT and TE and more ELTN and S(M) were necessary for effective teaching and learning. However, Teacher A's TTF used during the 3 observed lessons were otherwise different from what she claimed as important for an effective lesson. When asked to reason out her choices of TTF used in her lessons, Teacher A claimed that it is always a challenge to make students respond and communicate in class, unless they are in group work. Using DQ creates a variety of student output. This is in line with Swain's (1995) words in promoting SLA and in striving to produce understandable output. She claimed that learners may "notice a gap between what they want to say and what they can say, leading them to recognize what they do not know, or know only partially". Teacher A also said that DQ helps in checking and testing students, and also as a source of listening practice. In addition, Teacher A believes that less ETT and TE would help promote more ELTN. Although her lessons were otherwise, Teacher A believed that ELTN and S(M) provide solutions to the lack of communicative quality and authenticity among students.

On the other hand, to accommodate low proficiency students, Teacher B was certain that more and varied DQ, ETT and CS would be necessary and that less teacher's TE and more EWT and ELTN were needed. These findings are somewhat consistent with Walsh's (2003 and 2006) findings that using DQ and limited use of ETT while reducing TE can create space for learning for low proficiency students. When asked, Teacher B also claimed that time constraint was one of the main reasons for not allowing more EWT and ELTN. She explained that these two TTF, especially EWT would take up a lot of her class time as she only has 40 minutes to 1 hour per lesson. So, Teacher B had little choice but to ignore those two TTF, instead of increasing the occurrence of ETT.

The over-emphasis on Q and S strategies, DQ, ETT, and TE did not support the development of students' communicative competence because there was little opportunity for students to use English in classroom interaction. Students were allowed to give very limited responses to questions from teachers. There was no space for students to give responses in English that generate extended sequences of thought. Overall, there were limited opportunities for students to produce the language to promote their communicative competence in oral English. It was noted that the TTF and TTP were employed without considering giving these opportunities sufficiently. Other than that, there is also evidence of the extensive use of CS as the TT feature by Teacher B. Where the teacher and class share a common LI, one of the noticeable characteristics of TT is the switch between the TL and the shared L1.

Based on the observation, Teacher B's CS served different purposes. One reason was to help students understand what was said. This is most commonly observed when a teacher says something in the TL and then repeats it with LI. When this pattern of classroom language use occurs, students expect the teacher to translate TL utterances; they do not focus on understanding or deconstructing the TL utterance in order to make sense of it but wait for the translation. They, therefore, may not benefit from the input, nor develop their comprehension skills by trying to make sense of the utterance. It is also unnecessary for students to ask for clarification or explanation of what is said, which would offer them an opportunity for interaction in the target language.

The second reason for Teacher B's CS is related to the first: that it is easier to explain certain points in English, particularly grammatical points or new lexical items. Although there is a case to be made for explaining grammatical points in English, it seems that this may deprive the learners of input in the target language, and also of opportunities to ask for the

meaning of what they do not understand, and so to use the language themselves for a practical purpose.

## 5.3    Conclusion from the Research Questions

This dissertation has identified features of the teacher participants' TT, namely EWT and ELTN, that can be adjusted to increase opportunities for students, particularly the more reserved ones, to participate and learn. The second concern of this dissertation is the pattern of TT used by the teacher participants in their lessons. Through a thorough analysis, it can be concluded that the teachers used two strategies, namely Q and S. The other strategy, D, was rarely used by both the teachers in their TT.

There is an obvious contrast between the teacher participants' beliefs and practices. This data was obtained through an informal interview after the video recording of lessons. For instance, Teacher A believes that the use of ETT should be less than ELTN, S (E) and S (M). Moreover, Teacher B believes that less TE and more EWT and ELTN would be necessary for an effective teaching-learning experience. However, both the teacher participants did not practice their beliefs. This is apparent in that there are factors or constraints which cause them to practice in contrast to their beliefs.

The qualitative analysis in Chapter 4 and the informal interview (refer to Appendix G) as mentioned in Chapter 3 held with the teacher participants indicate that constraints can be categorized into two sorts which are external constraints and internal constraints. External constraints refer to the factors outside the teachers' control; for example, students' cultural background, class size, focus on the results of examinations, factors concerned with the students, students' level of proficiency, the limited teaching time, work overload, and lack of resources or materials. Internal constraints refer to factors related to the teachers themselves; for example, their knowledge base, background, and experience in language teaching and

teachers' awareness towards TT. Both types of constraints are shown to be related and they interact together to affect the way teachers put their beliefs into practice.

In addition, the findings from this study reveal that the lessons were dominated by TT. The domination of TT in ESL classes is confirmed by Winarti's study (2017). The researcher reported teachers' dominated classroom time. The limited occurrence of 'learner related' TTP which include ELTN, EWT, CC and RQ may suggest that teachers do not know how to sequence lessons and manage TT by employing appropriate interaction strategies. This finding echoes Howard's (2010) study, that classroom context mode which includes ELTN, short ETT, DR, CF, and RQ is not exercised fully by teachers.

It can be concluded that both the teachers dominated the classroom interaction. They favoured TTF such as ETT, asking DQ, echoing students' answers or their own statements, and giving FFF although they did not occur very often. As a result, students had limited opportunities to participate in teacher-student interaction and to practice speaking English in class. Moreover, TTF such as ELTN, DR, CF, RQ, S, and SC were rarely observed. Consequently, students had little opportunity to exercise their oral English in an elaborate way.

Other than that, Teacher B's extensive use of CS and the obvious difference in the TTP used by Teacher A and Teacher B suggest that students' level of proficiency has influenced their TTP. CS was mainly used to convey messages and information to make sure students understood what was being taught. At the same time, this TT feature was carried out to save some time explaining. CS is an effective TT feature if used limitedly and when necessary, especially for low proficiency students.

## 5.4 External Constraints of the Findings in the Present Study

This section discusses some of the factors which have contributed to the findings in this study. As discussed in Chapter 4 and the current chapter, students' language proficiency has a great influence on TTP. However, there are also other factors which may have contributed to the findings in this study.

### 5.4.1 Cultural Background of Malaysian Society

In Malaysian Tamil primary schools, both teachers and students have been greatly influenced by cultural tradition, mostly by the Malaysian and Indian culture and tradition. Malaysian culture believes that the teacher must know all and present knowledge in class, and the students are constrained to accept (Yusof & Halim, 2014). The relationship between teacher and student has a hierarchy. The teacher is more directive in making decisions about what goes on in the classroom. That is, the teacher is an authority figure and has great power in controlling the class, while students are passive receivers and more inclined to believe what the teachers say instead of trying to work out their own answers or to solve the problems by themselves. They believe the teacher should be the instructor and knowledge transmitter in class. So they are used to learning by the teachers' instructions.

### 5.4.2 Class Size

In Malaysia, National school classrooms are usually big in size. In this research, there are more than 30 students in each class. Certain other rules have to be observed in a classroom setting, for example, one speaker at a time, rather than many at once. Teachers are usually reluctant to allow overlapping or simultaneous talk because of the requirement for centralizing attention.

### 5.4.3  Focus on the Results of Examinations

In Malaysia, the educational system emphasizes examinations. Teachers are struggling for the balance between skill-oriented teaching and test-oriented teaching. Since the results of the examinations are used to assess the teachers' work, and the five language skills mainly; listening, speaking, reading, writing, and grammar have not been equally reflected in the testing and questions in tests are mainly in the form of multiple choice, to train students' testing skills. In most schools, the content of TT is limited to the examination.

As for the students, they are eager to pass the examination as soon as possible and hope their teachers adjust the teaching plan according to the examination which they have to pass. Therefore, the teaching content which is related to the examination is welcome in class. Teachers always explain more about the examination and neglect to train students' communicative competence. For example, the skills of listening and speaking are always neglected. There is little two-way flow of information in classrooms and teachers always talk too much (Xiao, 2006).

### 5.4.4  The Limited Teaching Time

Through informal interviews with the teacher participants, the teachers admitted that the teaching time is so limited and so many teaching contents are required to be accomplished in the rather limited time. Students' interactions are time-consuming. It is not allowed to let students talk more and ask them more referential questions in such a short period of class time, or the required teaching content will not be achieved; whereas it will save much time by using more TT. Moreover, it is a highly demanding job to prepare and design the class activities which consumes time and energy. Teachers are usually overloaded and reluctant to do so.

### 5.4.5 Work Overload

Tamil primary school English language teachers are overburdened by having to perform many roles. They have to prepare the necessary materials and resources for every class. They are also required to use audio-visual aids. This makes them resort to the simplest TTP like a verbal explanation. Sometimes, they use demonstrations to get students to deduce knowledge, but students are not provided with the opportunities to speak during the lessons. In addition to carrying out the daily routine tasks like controlling the students in the morning queue and checking attendance, they teach a large number of classes, an average of 20 classes weekly. Schools in Johor Bahru begin on Sunday and end on Thursday; their weekend is on Friday and Saturday. It is also compulsory for teachers to be part of the extracurricular activities in school, organize department meetings and events, initiate language programs and seminars, and many more tasks. The teachers keep moving from one classroom to another throughout the school day. The teacher participants find themselves obliged to just teach their daily classes and yet feel physically, mentally and psychologically tired due to the big number of classes they teach in a day. In such circumstances, the teachers cannot practice their educational beliefs, especially their preferred TTP.

### 5.4.6 Lack of Resources or Materials

The teachers mentioned in the informal interview that there are insufficient materials to implement their desired TTP or educational goals in the Tamil primary school. Teacher A finds that the library lacks up-to-date books that one can use to practice English grammar. Besides, Teacher B also highlighted the lack of teaching materials as a reason for the mismatch between what she likes to do and what she actually practices. She claimed that students are often encouraged to be in groups and share materials or resources due to the lack of materials, although she would like each group to have its own materials.

**5.5    Internal Constraints of the Findings in the Present Study**

**5.5.1    Teachers' Background and Experience in ELT**

There is also a significant difference in view regarding the preferred TTP between the teacher who had an academic background in TESL and the teacher who did not. It is difficult to venture an explanation for these observations. Teacher A, with a TESL background, may have her belief towards the importance of certain TTF somewhat influenced by her exposure to theoretical rationales dealing with the methods she has learned. Teacher B, who is a not a TESL trained teacher, on the other hand, may focus more on the TTP as she considers it as important from a common sense point of view and her current teaching experience.

Moreover, the academic background is not the only factor that seems influential in forming a teacher's beliefs towards TT. In terms of teaching experience, it is interesting to note that novice teachers clearly show a specific set of beliefs towards the TTP they prefer to use compared to more experienced teachers. This is an obvious reason for the difference between TTP of Teacher A and Teacher B as they each have 13 and 16 years of experience respectively in the teaching field.

**5.5.2    Teachers' Awareness Towards TT**

For many years, educators have been interested in finding the right teaching method and TT in language learning. When teachers prepare their lessons, traditionally, they always focus on the teaching method and pay no attention to TT or its patterns, not to mention the amount of TT, the strategies of questioning and feedback. They restrict their talk to classroom language, fluent in saying "Let's look at page …", "Please answer the question" …, and so on. They do not realize the role of TT in language classrooms. By the same token, the educational institutions always train teachers to find and use the right method, and totally neglect to train them how to talk in classrooms (Aziz, 2011; Xiao, 2006). As a result, many teachers lack the

related theories on TT. Besides, most teachers have been quite used to the traditional way to teach L2, which requires few specialized skills on the part of teachers and teachers are regarded as an authority who dominates the whole of the class.

## 5.6     Pedagogical Implications of the Research for TT in ELT

What had been discussed provides some practical insight into Tamil school English classrooms. Based on the theories and the results discussed in this research, some implications for the L2 classrooms in Tamil schools are suggested, in order to make TT more effective and more profitable for students.

### 5.6.1   Students' Level of Proficiency

The findings of this study reveal a significant main effect of students' language proficiency on TT, and it is not a surprise that low proficiency students need CS more than the intermediate students. Low proficiency students face different challenges than those with intermediate level skills, who may be able to communicate interpersonally but lack specific vocabulary. Considering the students' proficiency levels, they need "comprehensible input" or information that is conveyed in a manner that ensures they can understand, even if they do not know every word (Krashen, 1985). Although no evidence was found in the previous research about the effect of TT and level of student language proficiency in Tamil primary schools in Malaysia, the pattern of findings in the present study suggests that these factors should be taken into consideration when investigating TTP.

### 5.6.2   Shifting the Teacher-Centered Classroom into the Student-Centered Classroom

The results of this research indicate that the classes under this investigation are still teacher-dominated classrooms. Influenced by Malaysian culture, the teachers still play an

authoritative role and less consideration is given to students' needs. Compared with the research by Kasim (2014), the student-centered classroom can provide more opportunities for students to practice the TL, thus it can better prompt English language learning and teaching. So the teachers should change their belief, shifting the teacher-centered classroom into a student-centered classroom.

It is worth noting that a learner-centered classroom is not one in which the teacher holds the power, responsibility, and control over the students in a one-sided way. Nor does it involve devaluing the teacher. Rather, it is one in which students are actively involved in the whole learning process so that they can gradually assume greater responsibility for their own learning.

Two suggestions for learner-centeredness are put forward here. First of all, changing the role of the teacher and establishing a new teacher-student relationship. Teachers are a medium of teaching. It is the teachers' responsibility to organize the classroom as a setting for classroom activities. Guidelines for classroom practice suggest that during an activity, the teacher monitors, encourages, and organizes the students and provides them with information about each particular course and strategy of learning. In addition to the two primary roles as organizers and facilitators, according to Richards (1992), teachers should fulfill the following roles such as a monitor, motivator, controller, provider, counselor, friend, a needs analyst, materials developer, and evaluator. By contrast, the students are viewed as a subject of teaching who play a creative role by responding to stimuli from the teacher.

### 5.6.3 Controlling TT Time and Focusing on the Quality of TT

The researches on TT have suggested that the amount and type of TT are contributory factors to learners' TL proficiency. So teachers should pay more attention to the appropriate use of TT. Some scholars (Wright, 2005; Harmer 2000) suggest that teachers should minimize TT

time. Therefore, it is suggested that TT time should be decreased and student talk time should be increased.

However, teachers should not decrease the amount of TT too much. In this research, it is found that TT is affected by many factors, such as the culture and the reality, as discussed in 5.2. Moreover, according to the Input Theory mentioned in Chapter 2, enough and accurate input is the preliminary to L2 learning. In Malaysia, TT is the main source from which students receive TL input and in some cases the only source. According to what has been discussed in Chapter 4 and the present chapter, it is hard to draw a conclusion that too much TT in speaking and grammar lessons are definitely positive or negative in the Tamil primary school context. This research suggests that teachers should prepare lessons carefully and control their talking time based on the teaching purpose and content. For example, when presenting new materials, teachers can spend more time on explanation; when doing exercises and discussion, student talk time can be increased by using extended learner turn and extended wait-time.

Besides the amount of TT, the quality of TT is much more important. Good learner performance depends on the teacher. The teacher should provide learners with the opportunities to encounter the TL (Cook, 2000). Teachers should focus on the quality of their talk and find appropriate forms of TT to make their talk more effective, stimulating and interesting.

### 5.6.4 Improving Questioning Techniques

It is revealed that the teachers tend to ask more display questions, which serves to facilitate the recall of information and check the understanding of knowledge rather than to generate students' ideas and classroom communication. Display questions tend to elicit short answers, learners supply the information for didactic purposes only, they would have less

communicative involvement in producing a display response, and thus less motivational drive for using the TL (Chaudron, 1988). When teachers use referential questions, students are more likely to produce complex TL structures and their output is more like that produced in naturalistic settings. Learners will thus attain a much higher proficiency. Therefore, teachers are expected to employ more referential questions.

### 5.6.5 Improving Teachers' Awareness Towards TT

There exist a lot of factors affecting teaching quality. For many years, teachers have just focused on the learning of teaching methods and techniques. Most of them just follow or imitate the fashionable teaching method or technique (Aziz, 2011; Xiao-yan 2006). As a result, they only copy the superficial forms but miss some essential elements of teaching. TT, the most important factor a successful class depends on, sometimes tends to be neglected. In the actual teaching, while few teachers are aware of the importance of TT and use it consciously, they know little about the forms of TT and most of them just follow other teachers. As we have discussed in the current chapter, different forms of TT bring different effects: positive feedback can create a warm, encouraging classroom atmosphere that prompt learners; referential questions can elicit students to produce more complex, meaningful sentences than display questions, thus leading them to attain a much higher language proficiency. It was found that the teachers receiving training in question types produced significantly more referential questions than the control teachers following training (Chaudron, 1988). So if teachers know much about TT, and choose its appropriate forms consciously, the dull atmosphere in the classroom will become better and the teaching quality will be improved.

Teachers should persist in the study of teaching and learning theory and place teacher-training in its proper place. At the same time, a good teacher must integrate the teaching

theory with practice. TT is the medium to combine theory with classroom practice. It will contribute a lot to the successful classroom language teaching if teachers know about the theoretical knowledge including TT. Meanwhile, Price (2003) investigated the amount of TT and suggested that teachers should continue developing an awareness of their teaching practice and find ways to avoid needless or over-lengthy explanations and instructions (Richards & Lockhart, 1996) or refine their questioning and explanation methods.  In line with this, Nunan (1991) states that research shows that teachers need to pay attention to the amount and type of talking they do, and to evaluate its effectiveness in the light of their pedagogical objectives.

### 5.6.6   Creating Space for Learning

Space for learning is referred to the students being provided with enough learning and participative opportunities in learning the TL. To create space for learning, it is determined that more and varied scaffolding would be necessary for a balance between evaluative and discourse kinds in particular and that less TI and more EWT was needed. Findings of this study are consistent with Walsh's (2003 & 2006) and Walsh & Li's (2013) findings that using S and EWT while reducing TI can create space for learning.

### 5.6.7   Implementing a Turn-Taking Point-Scoring System

An equitable and efficient turn-taking point-scoring system that encourages pupils to support each other would likely have a beneficial effect on students' involvement in activities (Hougham, 2015). The findings of the present study, which revealed that the teacher participants allocated turns unevenly, are in line with the data from Tsui's (1996) study, based on the action research projects of 38 teachers who investigated learner reticence and anxiety in their Hong Kong secondary school teaching contexts. The teachers in Tsui's study

perceived that one of the main reasons for many learners' unresponsiveness was that teachers' tended to unevenly allocate turns to the brighter students from whom they were sure of getting an answer. This is an important issue because one of the reasons why the Ministry of Education Malaysia decided to introduce English at the elementary school level is equality of access (Ibrahim, 2008). The Ministry of Education Malaysia is aware of the fact is that many parents pay for their children to have private English lessons, while many parents do not because they cannot afford to. Making English compulsory in elementary schools, especially in National Chinese Type and National Tamil Type schools is an attempt to level the playing field (Ibrahim, 2008).

As an ESL teacher, the researcher would, therefore, suggest that ESL teachers should have an obligation to ensure that there is an equal opportunity for all the students to participate in their classes. ESL teachers need to think of ways to get all students involved in all of the activities in their classes in an enjoyable manner. Moreover, the effectiveness of the turn-taking point-scoring system appeared evident in Paul's (2003) study which showed that all students had a fair chance to participate, and that many students on many occasions provided support in the form of scaffolding for their peers and encouraged them to follow behavior rules and such peer support appeared effective and efficient.

### 5.7    Implication of the Present Study to TTF

During the data analysis process, especially when coding the TTF using the SETT framework, the researcher found that the teacher participants of this study have used several TTF which are not found in the existing framework. Therefore, it is crucial that the researcher add additional TTF for this study which were quite frequently used by both the teacher participants in their lessons. The TTF added are code-switching (CS), comment (C), and comprehension checks (CC).

CS was frequently used by Teacher B in her lessons (refer to 4.2.1.2, p.55-56) for various reasons. Firstly, CS was used to emphasize the message expressed in L2. In a longer discourse presented in English, the teacher inserted a Tamil word in order to emphasize the keyword in the message. However, more frequently the teacher repeated a code-switched utterance. Secondly, Teacher B claimed during the informal interview, that code-switching is a useful strategy in teaching English in their context as it utilizes the shortest and easiest route to teach a topic (Gumperz, 1982), especially in grammatical points. This was a point also raised by Qing (2010) as teachers in her study code-switched to translate or elaborate the important message during the process of explaining new vocabulary or grammar points. Teacher B also emphasized code-switching in the classroom helps to clarify the meaning of grammar points and also saves invaluable time in keeping up with the time constraints of the syllabus being followed.

Researchers have found that positive comments (C) are much more effective than negative C in changing student behavior (Brophy, 1981; Nunan, 1991). In a lesson from which a sequence of C such as "Good", "Okay", "All right", "Very good", "Right", "What?" was taken, the positive feedback was thought of being made up of short interjections of "Good", "Okay", etc. Meanwhile, negative C consisted exclusively of the teachers' repetition of the student's response with a rising intonation. Findings in the present study reveal that there is a preference of "repetition of responses followed by praises" and "short and simple praises" by the teacher participants. These results lend some support to Nunan's (1991) finding that teachers' C seems to be rather automatic. It is suggested that praises in general terms and in an automatic way will not achieve a good effect on learners. It is also interesting to note that in regard to the frequency of short and simple praises, the finding in this study is inconsistent with that of Xing and Yun (2002). In their study, they found that short and simple praises only account for a small part of the total number of praises. Such an

inconsistency may be explained as that some teachers may deem it a convenient and time-saving way to provide such feedback in classrooms.

Many schools have prioritized teaching teachers how to check for understanding and have sent teachers for seminars and training to use techniques for comprehension checks (CC) (KIPP.org, 2013). In this study, the teacher participants frequently used CC such as "Okay?", "Do you understand?", "Can?", "Any questions?" to check on students' understanding of the subject matter. This TT feature was practiced to identify students' understanding after the introduction of a new teaching material, guided practice, and at the conclusion of a lesson. Far too often teachers run through a new teaching material right into guided practice without checking the class's level of understanding (KIPP.org, 2013). This could lead the students to a state of confusion. The teacher participants in the present study used enough different individual and group techniques to check students' understanding in the lesson.

## 5.8    Limitations of the Study

The first limitation of the study comes from the small sample size. Seventy students from Year 5 and two teachers involved in the study is too small a figure in relation to the whole population of some hundreds of the staff and students. In addition, this research only covered 16 features of TT, so this research does not provide an insight from an all-round perspective.

## 5.9    Recommendations for Further Study

The following aspects deserve further research:

Firstly, more studies on a large scale are needed to be carried out, so more comprehensive, collective materials towards TT in Tamil primary classrooms can be available. Secondly, it is necessary to do a further research that is concerned with the other aspects of TT besides the

ones involved in this study, and more efforts should be paid in strengthening a more universal mode of teacher's awareness towards the TT. Thirdly, this research just explores the relationship between TT with TTF and TTP based on Walsh (2006) in Tamil primary school English classrooms. How TT affect students' learning in detail still needs further research. As a crucial component of English language classrooms, the further research on TT still has more to accomplish and will contribute a lot to promoting teaching quality and facilitating ESL learning.

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**APPENDIX A**

**Video recording - Transcription**

**Teacher A**

Lesson 1 (Speaking)

**Excerpt 1**
Greetings
Teacher:        Have you been to picnic?
*Students raised their hands.*
Teacher:        Stand up *ma (pointed at a student)*
                What did you do at the picnic?
Student:        Eat with family
*Other students shouted their answers.*
Teacher:        Okay… okay…
                Sit down everyone. Sit down.
                Now she said she went to picnic to eat and she went with her family.
                You know family means father mother and children.
                Okay, what your father do during the picnic?
                Ramya? Or anybody else? Can you tell me? If you've been to picnic before, tell me what your father do there.

**Excerpt 2**
Student:        Teacher, read newspaper.
Teacher:        Aaaaa, this one you see in the picture right?
Student:        Right.
Teacher:        Aaaaa, so he already see the picture.
                Sit down.
                Okay, so father reading newspaper.
                Okay, now we talk about mother.

**Excerpt 3**
Students:       Cook
Teacher:        Cook uh?  In the picnic she cook?
Students:       No
Teacher:        Aaaaa, she bring the food. She prepare the food for you right?
                And what about the children?
Students:       Playing
Teacher:        What they play?
*Students shouted out their answers.*

**Excerpt 4**
Teacher:        Aaaaa, they play in the water.  They can swim.  Yes, they play badminton.

*Students shouted out their answers.*

| | |
|---|---|
| Teacher: | No wait.... wait... let me uh... Yes Sujan? |
| Student: | Football. |
| Teacher: | Can you play football in the beach? |
| | Cannot, you need a field to play. What you can play? You can play Badminton and beach ball. You know what is beach ball? |
| Students: | Yes. |
| Teacher: | Aaaaa, the big one. You can't kick but you can throw into the water and catch that. |
| | Okay, so every one of you have the experience of going for a picnic. |
| | Do you want to go picnic now? |
| Students: | Yes. |

**Excerpt 5**

| | |
|---|---|
| Teacher: | Do you like to go picnic? |
| Students: | Yes. |
| Teacher: | Look outside. Look at the day. You have sun. It's a hot day. Can you go picnic today? |
| Students: | No. |
| Teacher: | Why cannot? Then you go during rainy day? |
| Student: | School holiday. |
| Teacher: | School holiday. Okay, very important you go picnic during school holidays. School day cannot go picnic. |
| | Aaaaa, very important and it should be a sunny day. |
| | You know sunny? You must see the sun outside. It should be a bright day because during rainy day you cannot go to picnic. |
| | So, remember, must be a sunny day. |
| | Okay, so, you already gave me all the words related to picnic. |
| | You see here, you already give me a lot of words for picnic. |
| | See here, what is this? (*points at the words on the board*) |

*Teacher gets students to read the word on the board.*
*Students clapped when they got all the words correct.*

**Excerpt 6**

| | |
|---|---|
| Teacher: | Okay, now, you already have words related to picnic |
| | So now, I want you to find the word hidden here *(shows of piece of paper)* |
| | We already done once. |
| Students: | Yes. |
| Teacher: | We have done once right? |
| Students: | Yes. |
| Teacher: | You must find the word. Please follow like this *(points at the paper on the wall.* |
| | This one is wrong-aaa *(points at another paper on the wall).* Cannot write like this. You must follow like this *(points at the paper on the wall).* Shall we start now? |
| Students: | Yes. |

**Excerpt 7**

| | |
|---|---|
| Teacher: | So you must work in your group. Help each other. Don't make noise and don't talk unnecessarily. Okay? You can use different colour pencils. Can or not? |
| Students: | Can. |
| Teacher: | I'm talking here. If you talk also who are going to listen to my? You don't want to listen to me then? I speak to the wall is it? Please listen. |

*Teacher distributed the worksheets.*

*Students did the worksheet in their groups (3 minutes).*

**Excerpt 8**

| | |
|---|---|
| Teacher: | Okay, sit down. 1 2 3 4 5 6 7 8 9 10 |
| | Okay, now look at the word maze. |
| | I want… excuse me, I'm talking here. Please put down your pencils…markers… |
| | You see here… hello… take out this and paste. One person from your group… come. |

*One student from each group walked to the front of the class to paste the word maze on the whiteboard.*

*Teacher was getting the other students to calm down and be quiet.*

**Excerpt 9**

| | |
|---|---|
| Teacher: | Okay, let's check the answers-aaa. Can we check the answers now class and you have to pay attention to me. |
| | Okay, let's check this group. |
| | Okay, number 1 what is this? |
| Students: | Picnic |
| Teacher: | Everyone can see? Aaaaa,correct. Number 2? |
| Students: | Beach |
| Teacher: | Louder... |
| Students: | Beach *(louder)* |

**Excerpt 10**

| | |
|---|---|
| Teacher: | Okay next? |
| Students: | Sunny day |
| Teacher: | Sunny day |
| | Okay what is this? |
| Students: | Food |
| Teacher: | We talk about food just now? |
| Students: | Yes |
| Teacher: | Now that is one more word here but you couldn't find out because it's a new word for you. Just now previously you didn't learn that word. |

*Interruption from students.*

**Excerpt 11**

| | |
|---|---|
| Teacher: | Okay what word is this? Mat *(teacher spelled)* |
| Students: | Mat |
| Teacher: | Aaaa, what is that? |
| Students: | Mat |

| Teacher: | Aaaa, we need to bring a mat to keep our food on the mat. Right? Are you going to keep the food on the sand? |
|---|---|
| Students: | No |
| Teacher: | No right? We put something. We call that mat. |
| | What is this? |
| Students: | Holiday |

**Excerpt 12**

| Teacher: | Aaaaa, okay next? |
|---|---|
| Students: | Children |
| Teacher: | Correct. You missed one word here. What is this? |

*Students gave some answers.*

| Teacher: | No, until here correctly you said. sand... What you make in the sand? |
|---|---|
| Student: | Sandcastle... |
| Teacher: | Aaaaa, the children like to make sandcastle in the sand. |
| | Okay next what is this? |

**Excerpt 13**

| Students: | Sweet… |
|---|---|
| Teacher: | Okay, this? |
| Students: | Play… |
| Teacher: | Okay, this? |
| Student: | Family… |
| Teacher: | This group got how many correct? 10 marks. Very good. Clap for your friends. |

*Students clapped.*

*Teacher checked the other groups' work and praised the students.*

**Excerpt 14**

| Teacher: | Which group is the winner? Give a big clap for them. |
|---|---|
| | Sit down. |
| | Okay now, I'm going to give you some pictures *(distributes some papers)* |
| | Okay please look at my one here. My paper everybody... Sasi kumar... Yes yes here here. |
| | This is the first picture... Number 2... Number 3... Number 4...5 6 7 8 9... |
| | Okay, when I tell the number, you must talk about the correct picture. |
| | Okay tell me about picture 3... Tell me what you can see in picture. This is the pictures 3. |
| | Okay have a look at the pictures. What is it talking about? |

*Teacher walked from table to table.*

*Students discussed and did the task.*

| Teacher: | Now everybody sit down. Hello… |
|---|---|
| | Okay, that group… that group… I want you to tell me something about picture number 6… that group… one person stand and tell me what you can see… picture number 6. |
| | Hold the picture… okay, what did you see in the picture? |
| Student: | Food |

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**Excerpt 15**

| | |
|---|---|
| Teacher: | Picture 6.  Everyone look at picture 6 |
| Student: | Picnic. |
| Teacher: | Aaaa, I know it's picnic.  What they do in the picture? Where is picture 6? Okay who can help from this group?  Your friend can't say. Ya, family… it's a family… what are they eating? |
| Student: | Fruit. |
| Teacher: | Food not fruit. So, picture 6... A family is eating food. If you eat food with your family how do you feel? |

**Excerpt 16**

| | |
|---|---|
| Students: | Happy. |
| Teacher: | Happy... and what place is that…? Is that a home...? |
| Students: | Beach. |
| Teacher: | Beachside... and they have a mat... can you see the mat here....? The food is on the mat. Okay sit down *aiya* (addressing a boy). Okay here. Picture number 4. |

**Excerpt 17**

| | |
|---|---|
| Student: | Playing. |
| Teacher: | Aaaa, what they are playing? Playing what? |
| Student: | Swimming. |
| Teacher: | They are not swimming. Look at picture number 4. Are they swimming here? |
| Student: | Playing. |
| Teacher: | Playing what? |
| Student: | Playing water. |
| Teacher: | Aaaa, they are playing water…and can you see the girl is holding a pail? Aaaa, she can do what? |

**Excerpt 18**

| | |
|---|---|
| Student: | Collecting seashells. |
| Teacher: | Aaaa, she can do what? Can collect some seashells and put into the pail. Okay, sit down. Okay, this group picture number 2... picture number 2. |
| Student: | Food. |

**Excerpt 19**

| | |
|---|---|
| Teacher: | Aaaa, and what else you can see in the picture? What are the foods? |
| Student: | Apple. |
| Teacher: | Can you see apple in the picture? Yes |
| Student: | Banana. |
| Teacher: | Banana… yes. |
| Student: | Sandwich. |
| Teacher: | Sandwiches. |
| Student: | Milk. |
| Teacher: | Is that milk?  Milk or juice. |

| | |
|---|---|
| Student: | Cheese. |
| Teacher: | Cheese or butter. So, suitable food for you to bring for picnic. |
| | Can you bring briyani*?* |

**Excerpt 20**

| | |
|---|---|
| Students: | No |
| Teacher: | No, you can't manage to eat the food there. |
| | Sometimes you even can bring the boiled eggs... hard-boiled eggs... |
| | Okay, people like to eat. |
| | When I go picnic with my friends, they bring hard boiled eggs, cakes... |
| | Okay, the last group... We are going to talk about picture number 8. This is very important. |
| | Lastly what you have to do? |
| | *Ma* (addressing a girl) sit down. One person only. |

**Excerpt 21**

| | |
|---|---|
| Student: | Rubbish. |
| Teacher: | Aaaa, what they doing? You can see rubbish everywhere right? At last what day do? |
| Student: | Cleaning. |
| Teacher: | Cleaning... this is very important and must... remember when you go picnic you cannot throw or litter everywhere. |
| | After you have a happy day… happy time with your family… at last you have to collect all the rubbish and put them into plastic bag… tie them nicely and throw into the sea? Can you throw them into the sea? |
| Students: | No. |

**Excerpt 22**

| | |
|---|---|
| Teacher: | No, you have to throw into the bin... rubbish bin... very good. |
| | Okay now ... now class... I'm going to tell you about the picture. I want you to number the picture. |
| | Okay, my first sentence is... It was a sunny day... look for the picture... put there number 1. |
| | Put number 1 at the picture. |
| | Okay, let me explain to you in Tamil first-aaa. |
| | *Teacher sollerathu gavanama kellu* (**Listen to teacher carefully**)... |
| | Okay, I will tell the sentence now... |
| | Aaaa, I'm talking here please. |

**Excerpt 23**

| | |
|---|---|
| Teacher: | Tell the sentence... listen... understand and look for the suitable picture with the number. |
| | Later you're going to arrange that and make a storybook. Do you want to make a story book? Don't want? Why? |
| | So picture number 1... it was a sunny day. |
| | Jane and her family went to picnic... Number 2 (*repeats*) |
| | Okay, Jane's mother prepared some food. |
| | This group I can see Sasi Kumar... *rombe pesikitte irukke* (**talking too much**). |

Everybody look at the picture.

Okay number 4...  Jane and his brother play in the water.

Number 5... Jane's little sister make a sand castle

Number 6... Jane's little brother play with a beach ball

Okay next, after some time they eat together.

This is number 7.  After some time they eat together.

Okay, next, lastly, they clean up the place.

Number 8 now… it was a happy day for the family

*Teacher gave students homework and ended the lesson.*

**Teacher A**
Lesson 2 (Grammar)

**Excerpt 1**
Greetings
Teacher:     What are we going to learn today?  Preposition… Preposition means location. We are talking about location.

*Students repeated after the teacher.*

**Excerpt 2**
Teacher:     Okay now please look at my pencil case. Where I put my pencil case now?
Students:    On the table...
Teacher:     Yes, <u>on</u> is a preposition... very good. We already learned some prepositions earlier... So one of them is <u>on</u> and number 2... look at my scissors now... can everybody see? Okay, now where I keep my scissors?
Students:    <u>Into</u> the pencil box
Teacher:     <u>Into</u> the... <u>in</u>... <u>in</u>... not <u>into</u>... is another proposition…
             Okay next, can everyone see this chair? Okay, I'm going to put something here. What is this?
Students:    Pencil case.

**Excerpt 3**
Teacher:     Where do I put my pencil case?
Students:    <u>Under</u> the chair
Teacher:     Yes, <u>under</u>... *wrote on the whiteboard...*
             Okay next, now look at me... Where am I standing to this chair?
Students:    <u>Beside</u> the chair...
Teacher:     <u>Beside</u> the chair...*wrote on the whiteboard...*okay <u>beside</u>... We have another same meaning preposition...  Another word is...

**Excerpt 4**
Students:    <u>Behind</u>... <u>Opposite</u>... <u>Near</u>…
Teacher:     No... Same... same... <u>opposite</u> is face to face... <u>near</u> can be ...<u>next</u>... <u>next to</u>...
             Number 1... I am number 2 right... *(demonstrated - pointed at the chair and herself)*... <u>next to</u>...
             Okay now, hmmmm... Kavya is  sitting <u>beside</u> Thibagaran *(compares 2 students in the class)* <u>beside</u>... They are sitting at one site right?
             Sitting... at the same time you can say Thibagaran is sitting <u>next to</u> Kavya... Next... The next person is Thibagaran...
             So that is <u>beside</u>, <u>near</u> or <u>next to</u>... <u>near</u> can be everywhere... as long... Maybe I'm standing <u>in front of</u> the table still I'm standing <u>near</u> right?
             If I stand <u>behind</u>... *(changes the position of the chair)* still <u>near</u> right?
             Okay, so, we have... <u>under</u>... <u>in</u>... <u>on</u>... <u>beside</u>... <u>next</u> to... <u>near</u>... and one more... *(students repeated after the teacher)*
             Okay now we have two chairs... at my right side... at my left side... Where am I standing now?

**Excerpt 5**

| | |
|---|---|
| Students: | Between... center... |
| Teacher: | Between... center... among... So I pick one word... between... can? |
| Students: | Can. |
| Teacher: | Yes, I am standing between these chairs. I have two chairs.<br>Sometimes, I may have two different things. I may have a desk... okay not a chair... a desk... so how do you say the sentence? Who am I? |

**Excerpt 6**

| | |
|---|---|
| Students: | Teacher. |
| Teacher: | The teacher... what am I doing here? |
| Students: | Standing. |
| Teacher: | So the teacher is standing where? |
| Students: | Beside. |
| Teacher: | Beside? |

**Excerpt 7**

| | |
|---|---|
| Students: | Between... |
| Teacher: | Between... the teacher is standing between... |
| Students: | A table and a chair... |
| Teacher: | This is not a table... |
| Students: | Desk and a chair... |
| Teacher: | A desk and a chair... so I'm standing between... *(wrote on the whiteboard)*<br>There is one more preposition. I want you to guess without I give you the location. Guess... you already learned some... |

**Excerpt 8**

| | |
|---|---|
| Students: | Behind... |
| Teacher: | Aaaa, what is that... behind... *(got students to repeat)* what is the meaning of behind? |
| Students: | *Pinnadi (behind)...* |
| Teacher: | Aaaa, normally when the children play hide and seek... they try to hide... where do they try to hide? |
| Students: | Behind the tree. |

**Excerpt 9**

| | |
|---|---|
| Teacher: | Behind the tree if they play in the playground maybe they try to hide behind... hiding themself behind the tree.<br>Let's say you are playing in the classroom... where do you hide now?<br>Behind the door... yes, behind...<br>So everybody remember all the prepositions we learned earlier.<br>Can you say louder? *(got students to read aloud the prepositions on the whiteboard)*<br>Okay, good. Now, can everyone see this picture? *(showed a piece of paper)*<br>Sorry, the picture is quite small.<br>Okay, what place is this? Tell me first... |

**Excerpt 10**

| | |
|---|---|
| Students: | Hall. |

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| | |
|---|---|
| Teacher: | No, we don't say hall... |
| Students: | Living room... |
| Teacher: | Everybody... |
| Students: | Living room (*repeated*) |
| Teacher: | In your living room... what you keep at your living room? |

*Students gave several answers.*

**Excerpt 11**

| | |
|---|---|
| Teacher: | Sofa... very good... television... table? |
| | Coffee table... a fan... lamp... clock... flower vase... photos... very good... |
| | So I ask you, do you have a wall clock in your living room? |
| Students: | Yes. |
| Teacher: | Where you put your wall clock?  Which location you put? |
| Students: | <u>In</u> the wall... |
| Teacher: | <u>In</u> the wall-a? |
| Students: | <u>On</u> the wall |
| Teacher: | How to say?  very good... <u>on</u> the wall... |
| | Where you keep your television? |

**Excerpt 12**

| | |
|---|---|
| Students: | <u>Behind</u> |
| Teacher: | <u>Behind</u>-aaa? Then you sit like this and behind you got television...can you watch television? |
| Students: | No... |
| Teacher: | So, what you say? |
| Students: | <u>In front</u>.... |
| Teacher: | <u>Opposite</u>-ly to the sofa and television so that you can sit on the sofa and watch television. |
| | Okay, do you have television cabinet? |

**Excerpt 13**

| | |
|---|---|
| Students: | Yes. |
| Teacher: | What you put at both side of that television cabinet? |
| Students: | Vase... |
| Teacher: | Yes, vase...  Normally mothers... They like to decorate the house right? |
| | What they do? At the both sides they put flower vase... |
| | If you have something at the both side....  The center... What is the preposition for that? |

**Excerpt 14**

| | |
|---|---|
| Students: | <u>Between</u>... |
| Teacher: | Louder... *(students repeated)*... very good. Shows you are very clever... |
| | And do you have a coffee table? |
| Students: | Yes. |
| Teacher: | Do you sit <u>on</u> the coffee table? |
| Students: | No. |
| Teacher: | Where do you sit? |
| Students: | Sofa. |

**Excerpt 15**

| | |
|---|---|
| Teacher: | Sofa... And what to put <u>on</u> the coffee table? |
| Students: | Coffee... newspaper… |
| Teacher: | Okay, maybe when you drink coffee you put the cup and saucer... |
| | And apart from that you read newspaper... so you put newspaper <u>on</u> the coffee table... |
| | Very good... you're so clever... |
| | Look at this living room *(showed the paper with picture)*... |
| | First of all what you can see? |
| Students: | Clock... |
| Teacher: | Where is the clock? |

**Excerpt 16**

| | |
|---|---|
| Students: | <u>On</u> the wall |
| Teacher: | <u>On</u> the wall... What is the preposition? |
| Students: | <u>On</u>… |
| Teacher: | Okay, very good. Now, look at the sofa. |
| | What is <u>on</u> the sofa? What they call that? |
| Students: | Pillow. |
| Teacher: | Sometimes people when they sit on the sofa and a love to hug a pillow |
| | The pillows <u>on</u>... Is it <u>in</u> the sofa? Is the sofa closed? |

**Excerpt 17**

| | |
|---|---|
| Students: | <u>On</u>... |
| Teacher: | It is <u>on</u> the sofa...? |
| | There is something <u>under</u> the table... What is that? |
| Students: | Ball |
| Teacher: | What is that? *(students repeated their answers)* |
| | Where is the ball? |

**Excerpt 18**

| | |
|---|---|
| Students: | <u>Under</u> the table. |
| Teacher: | Okay, what I can see <u>on</u> the table? Lamp... Books... |
| | Okay, now tell me the position of the lamp. |
| Students: | <u>Between</u>. |
| Teacher: | How do you tell me the proper sentence?  Okay, Sunitha try... |
| Student: | The lamp is <u>between</u> the flower vase and the books |

**Excerpt 19**

| | |
|---|---|
| Teacher: | Okay, very good... Give a big clap... *(students clapped)* |
| | Okay now, I want someone to tell me about the position of the chair. |
| | Someone from here... *(pointed at a table)* |
| | Okay, where is the chair? Tell me in proper sentence... |
| Student: | The chair <u>beside</u> the table... |

**Excerpt 20**

| | |
|---|---|
| Teacher: | The chair is... The verb to be is very important-aaa... |
| | One object means we use is... Many object? |
| Students: | Are... |

| Teacher: | Are...okay for example the vase... the lamp... the book... many right? |
| | So are <u>on</u> the table... |
| | Okay, never mind... You understand the prepositions and you still remember... very good. |
| | Okay now, I'm going to give you a group work. |
| | Are you ready to do your group work? |

**Excerpt 21**

| Students: | Yes. |
| Teacher: | Group work that means what you do? |
| Students: | Quietly. |
| Teacher: | You discuss about the task given... |
| | Do not discuss other than that... Okay, very easy... |
| | Okay once you get the paper... What you have to do? |
| | Look at the location to search position...what you have to do? |
| | You need to match... |

*Teacher distributed the worksheets.*

*Students did the task in the group.*

*Teacher walked from table to table and observed students.*

*When the students were done, teacher instructed them to paste the worksheets on the wall around the class.*

*Teacher invited all the students to the corners of the class to discuss the worksheets.*

**Excerpt 22**

| Teacher: | Okay, let's check the answer... |

*Teacher checked each answer with students and gave them stickers as a reward.*

| | Okay now, look at the position of the rabbit and this is a log... How can you come up with the sentence? |
| Students: | The rabbit is <u>on</u> the log |
| Teacher: | Okay, you can say the rabbit is <u>on</u> the log. |
| | What the rabbit is doing? |
| Students: | They are standing... |

**Excerpt 23**

| Teacher: | So the rabbit is standing <u>on</u> the log. |
| | Okay we have another types of pattern where you can apply there is or there are... |
| | There is one and there are for many... *(student interrupts)* ... |
| | Okay since this is singular... You can say there is a rabbit stands on the log *(teacher repeated and students followed)* |
| | So number 2.... In.... So how you come up with a sentence? |

*Students said a sentence in a group and teacher acknowledged.*

*They moved to the next corner and checked their answers.*

*Once the activity was done, students went back to their seats.*

**Excerpt 24**

| Teacher: | Okay class can I talk now? |
| | So okay we have another group work to do. |

|  | What you have to do? |
|---|---|
|  | You need to come up with a picture... for example I write here sentence... |
|  | A cat is sleeping <u>under</u> a tree... so you have to come up with a tree... you have to draw a cat sleeping <u>under</u> a tree... |
|  | I hope you will use the whole paper. I give you a very big paper... |
|  | Please don't draw in the center... |
|  | For this one you can do during your free time... Not now... You don't have time now... Tomorrow 7 to 7:30... |
| Students: | Teacher... tomorrow no school. |

**Excerpt 25**

| Teacher: | Yes but you still have the extra lesson right? *(teacher distributed the worksheet)* |
|---|---|
|  | I want to give you a worksheet now. Please take out your book 1. |
|  | The worksheet is here... fill in the blanks... title is... fill in the blanks... |
|  | Please cut and paste in book 1... faster do... *(teacher distributed the worksheets)* |
|  | I'm going to give only 5 minutes for you to do this work. |
|  | I'm going to collect the book. |

*Students did as instructed by the teacher.*

|  | No questions after this-aaa... Very simple and easy. |
|---|---|

*Interruption from the school security guard*

**Excerpt 26**

|  | Everyone listen to me okay. |
|---|---|
|  | First, open your book... Turn the pages. Write day and date. After that, the title. |
|  | What is the title? |
| Students: | Fill in the blanks |
| Teacher: | Underline all. Then what you must do? |
| Students: | Paste |
| Teacher: | Paste first... |
|  | Okay, lastly, class this for you to make a bookmark at home. |
|  | Not here... We don't have much time... This one go back home... |
|  | Make a bookmark... |
|  | You have a list of all the prepositions and we have extra for timing and movements... |
|  | This one we can use later. Okay, make three bookmarks and bring tomorrow. |
|  | How to make bookmarks? |

**Excerpt 27**

| Students: | Laminate and punch and tie |
|---|---|
| Teacher: | Tie what? |
| Students: | Ribbon |
| Teacher: | Very good. |
|  | Thank you class. |

*Teacher ended the lesson.*

**Teacher A**
Lesson 3 (Grammar)

**Excerpt 1**
Greetings
*Teacher wrote the topic on the whiteboard.*

| | |
|---|---|
| Teacher: | Okay what is adjective? We already learn. |
| Student: | Size. |
| Teacher: | Yah (*inaudible*)… size… what else? |
| | *Oru* example **(One example)**… big. Since he say already size… (*inaudible*)… big… |
| | Okay what else? |

**Excerpt 2**

| | |
|---|---|
| Students: | Small… |
| Teacher: | Aaaa…big then small… (*wrote on the whiteboard*) |
| | What else? |
| Students: | Tall…short… |

**Excerpt 3**

| | |
|---|---|
| Teacher: | Yah… tall… short… all these are adjectives-aaa…fat… |
| Students: | Thin… sharp… |
| Teacher: | Yah… thin… sharp… long… |
| Students: | Short… |
| Teacher: | Short is already there… |
| | Beautiful… beautiful… you describe about somebody right? |
| | Maybe animal… parrot… the parrot is very beautiful… (*students echoed the teacher*) |
| | Colourful… can or not? |
| Students: | Can… |

**Excerpt 4**

| | |
|---|---|
| Teacher: | Parrots are colourful? Is parrots colourful? |
| Students: | Yes… |
| Teacher: | Yes… parrots are colourful… (*wrote on the whiteboard*) |
| | Okay we have plenty of adjectives here already… so I would to add with the intelligent (*wrote on the whiteboard*)… okay when you talk about somebody maybe you can say he's a intelligent boy… or you can say heavy (*wrote on the whiteboard*)… the bag is very heavy for me to carry (*wrote on the whiteboard*)… |
| | Gentle… gentle (*wrote on the whiteboard*)… okay… all these are… what are these? |

**Excerpt 5**

| | |
|---|---|
| Students: | Adjectives… |
| Teacher: | Remember… adjectives are used to describe about humans… |
| | What are the things you can use for human? |

*Students read all the suitable adjectives written on the whiteboard*

| Teacher: | Sharp… can you use? For what you can use this sharp? |
| Students: | Pencil… scissors… |
| Teacher: | Yes… pencil… scissors… |
| Student: | Genius… |

**Excerpt 6**

| Teacher: | Genius… yes… genius… yes good… very good… |
| | So we use all these adjectives to describe about somebody. |
| | For example… come out (*pointed at a student*)… |
| | Okay, let me use this (*pointed at the whiteboard – 'tall'*)… |
| | What is this? |
| Students: | Tall… |
| Teacher: | Is she tall? |
| Students: | Yes… no… |

**Excerpt 7**

| Teacher: | No? She's quite tall… |
| | Okay today we are going to learn compare… compare using this adjectives… |
| | Okay how do you compare? |
| | When you compare you need two things… or two persons… or two animals…whatever is that… you need two… not more than that… three four cannot… only two… |
| | So who I can call to compare with her? |
| | Okay you… come (*called a student to the front of the class*). |
| | Now we have two… then we will jump for this comparative form since we have two… |
| | Remember… adjective you talk about only one person… that is what we call adjective… |
| | When we go for the next level is comparative… comparative is more than one… that means two… can you go more than two? |

**Excerpt 8**

| Students: | No… |
| Teacher: | No… that is different group…today we don't learn that… we're learning the second level… that means comparative form of adjective. |
| | Now we're going to comparative… comparative… |
| | Just now you said she's tall… now who is the tall? (*compared the two students*) |

**Excerpt 9**

| Students: | Hemapriya… |
| Teacher: | Hemapriya… |
| | She is already tall… you cannot say she's short now…you already mention that she's tall…okay? |
| | One person… now you have two… both of them are tall but compared to her… she is more… her height is more… okay? |
| | So… we have number one here number two there… that is comparative… comparative… |

Okay move a bit… (*to the two students who were standing in front of the whiteboard*)

Okay when you have the comparative form… when you have two… we can't you the same adjective… can't use… there is something you need to add to change that to comparative form of adjective…

What do you need to add? What do you need to add?

Okay there are two types… first 'er'… you add 'er' (*pronounced – students echoed*) (*wrote on the whiteboard*)

Okay… either you add 'er' sound behind the adjective… okay add here and say… (*pointed at a word on the whiteboard*)

**Excerpt 10**

Students:    Shorter…

Teacher:     Okay another group is by adding 'more' (*wrote on the whiteboard*)

Okay this comes at the back… (*pointed at 'er' on the whiteboard*)

You have to add at the back… and this word you need to add in front…

So what is the difference between this 'er' and 'more'? What is the difference?

Student:     (*Inaudible)*

**Excerpt 11**

Teacher:     Yes of course… number one… this one you're going to add at the back of the adjective and this one going to stand in front of the adjective…

For example… more colourful… stands in front… more colourful…

When you add this one 'er' it comes behind… fatter… longer…

You see? That is the difference… but how you're going to find?

Which should be suit with this 'er' sound… which should be suit with this 'more'… how you're going to find out?

How are we going to find? So easy… we're going to count the syllables…

Syllables are sounds in the word… syllables are sounds of the word…we join the syllables to form the word.

Okay how you're going to find the syllables… the number of syllables… you have to say…

What is this? (*pointed at a word on the whiteboard*)

**Excerpt 12**

Students:    Short…

Teacher:     Do you have any stop there?

Students:    No…

Teacher:     No… you're saying fully right? So that means only one syllable… one… one sound only… now there are segment… segment… okay?

Say this one… (*pointed at a word on the whiteboard*)

**Excerpt 13**

Students:    Big…

Teacher:     One sound only… right?

Students:    Yes…

Teacher:     This one… (*pointed at a word on the whiteboard*)

Students:    Small… one sound…

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| Teacher: | One sound…do you stop anywhere? |
| | No right? So… how about this? (*pointed at a word on the whiteboard*) |

**Excerpt 14**

| Students: | Tall… |
| Teacher: | Still one syllable… fat… thin… sharp… |
| | Okay now we come to more syllable… |
| | Okay try to say this… (*pointed at a word on the whiteboard*) |
| Students: | Beautiful… |
| Teacher: | How many syllable? |
| Students: | Two… |
| Teacher: | No… count properly… |
| Students: | Three… |

**Excerpt 15**

| Teacher: | You have three right… so stand and say how… (*pointed at a student*) |
| | How do you segment the syllables? Segment means-a you separate the sound… |
| | Get up *ma*… how do you say that? |
| Student: | Beau-ti-ful… |
| Teacher: | Very good… again… |
| Students: | Beau-ti-ful… (*whole class*) |

**Excerpt 16**

| Teacher: | So here we have three… okay… beau-ti-ful… |
| | Okay next… |
| Students: | Colourful… three… |
| Teacher: | Okay three… |
| | Can you say Kavina Sree? |
| Students: | Co-lour-ful… |
| Teacher: | Yes… how many syllable? |
| Students: | Three… |

**Excerpt 17**

| Teacher: | Three syllables here… co-lour-ful… |
| | Okay this one… (*pointed at a word on the whiteboard*) |
| Students: | Intelligent… |
| Teacher: | How many syllable? |
| Students: | Four… |
| Teacher: | Okay… say *aiya*… (*pointed at a student*) |
| | The rest count… |
| Student: | In-te-lli-gent… |

**Excerpt 18**

| Teacher: | Next… this one… (*pointed at a word on the whiteboard*) |
| Students: | Hea-vy… two… |
| Teacher: | Two… how do you say? |
| Students: | Hea-vy… |
| Teacher: | Okay… this one… (*pointed at a word on the whiteboard*) |

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**Excerpt 19**

Students: Gentle… two…

Teacher: Yes… gen-tle… two…

Very good. Okay? You're clever. You're make my work easier.

Okay now look at these… these are the syllable going to tell you whether we need to use 'er' sound at the back or more.

*Teacher ended the lesson.*

**Teacher B**

Lesson 1 (Speaking)

**Excerpt 1**

Greetings

*Teacher shows the class a video about money.*

Teacher:        Our topic is about?

Students:       Money

*Teacher writes on the board.*

*Teacher reads out the objectives of the lesson written on the whiteboard.*

Teacher:        Okay, now, so... You know ready the topics right? Money...

How does the money look like?

*Students keep quiet and teacher prompted them.*

**Excerpt 2**

Students:       Paper

Teacher:        Paper?

*Teacher shows money notes and gets students to respond*

Teacher:        This one we call it what?

Students:       10 ringgit

Teacher:        So this is what? What type is it?  Note. This is note.

How much is this?

Students:       10 ringgit

Teacher:        Yes, 10 ringgit... RM 10.

How much is this?

Students:       5 ringgit...  1 ringgit *(teacher showed a 1 ringgit note)*

**Excerpt 3**

Teacher:        This one we call it note... Okay?

Another one...  This one? *(showed a coin)*

Students:       Cents...

Teacher:        Coins... We call it coins... *(students repeated after the teacher)*

So when you pay... how much 0.20 cents... you use the term cents but this one we call it coins...

This one is note... This one is coins... *(showed notes and coins)*

Okay you bring money to school or not?

Students:       Yes.

**Excerpt 4**

Teacher:        Yes or no?

Students:       Yes.

Teacher:        You bring coins or note?

Students:       Note.

Teacher:        So, today we're going to learn about it.

Okay, just know you watch the video or not? There a certain words that will repeating... Repeating... Repeated in the song... What are the word?

*Students gave several answers.*

|          | First one?                                                                 |
|----------|----------------------------------------------------------------------------|

**Excerpt 5**

| Students: | Earn *(teacher wrote on the whiteboard)* |
|-----------|------------------------------------------|
| Teacher:  | Second? |
| Students: | Save. |
| Teacher:  | Third? |
| Students: | Spend. |
| Teacher:  | And the last one? |
| Students: | Donate. |
| Teacher:  | So, first, how you will get the money? *(circled the word on the whiteboard)* |
|           | You have to earn... like your father and mother... |
|           | How they got their money? |

**Excerpt 6**

| Students: | Work. |
|-----------|-------|
| Teacher:  | Yes, they go to work and earn the money... because they are paid for the work they had been done. |
|           | Okay how about you? Can you earn money or not? |
| Students: | No. |

**Excerpt 7**

| Teacher: | You put aside cannot? It's okay...we talk about it later. |
|----------|----------------------------------------------------------|
|          | You know the meaning of earn? |
|          | How you got the money...? That is earn... |
|          | You do something to get the money... that is earn... |
|          | How about save? *(students responded)* |
|          | Amount of money that we put aside is save... we call it save... |
|          | How about spend? *(students responded)* |
|          | That money you save or not? What you will do with the money? *(students responded)* |
|          | You buy something that you need... that we call it spend... |
|          | And how about donate? *(students responded)* |
|          | Donate means you give the money for charity purpose *(students repeated after the teacher)* |
|          | For example? Donate to whom? For charity purpose means give to whom...? *(students responded)* |
|          | You give to the needy... needy means poor... |
|          | Usually in the school right... they will bring the coin box right... to collect the money... to raise the fund... usually for what...? |

**Excerpt 8**

| Students: | Donate. |
|-----------|---------|
| Teacher:  | For whom? *(students responded)* |
|           | Usually when? |
|           | Usually... we have anyone involved in any disasters like flood... they lost their home... like in fire...or flood... okay something like that... they lost their home right? |

Most of their belongings... so they need help... so for that they will come and collect money...

Before this they collected money for the earthquake for other countries right? For other county peoples...

**Excerpt 9**

Students:     Yes...

Teacher:      Aaaa...because they need it... they lost all their belongings and everything... so you just put 0.10 cents or 0.20 cents also it's considered donate... you are donating your money...

So first, how you get your money? That is earn...

you must do something to earn... like your father and mother... they are going to work right?

Okay, they work to earn...

Then what you do?

**Excerpt 10**

Students:     Save.

Teacher:      Not all the money you can save... some of the money you have to spend it... spend it for what?

Usually for father and mother to do what...?

Especially after they get the salary... what they do...?

They will pay for your transport... spend some amount of money to pay bills, transport, food, computer fees... at the same time they need some amount of money to save...

The amount you save the money you call it what? Savings... *(teacher wrote on the whiteboard)*

*Students read the word written on the whiteboard.*

**Excerpt 11**

Okay, at the same time... Sometimes you can use your money to donate...

These are the few words that is usually related to money.

Okay, now, how you can earn..? Just now I was asking right? You were telling only father and mother can go to work... you can't do anything... can you earn money or not...?

How? *(students responded)*

Okay, usually you bring money to school or not?  Who give you money?

**Excerpt 12**

Students:     2 ringgit....

Teacher:      Listen carefully...  Who will give you the money?

Students:     Father and mother...

Teacher:      Father or mother...  Yes or no? *(students responded)*

What you do with your money?

Students:     Save.

**Excerpt 13**

Teacher:      Oh...  You will save all the money?

Students:     No.

| | |
|---|---|
| Teacher: | Okay, one person stand up and say. |
| | Okay, how much you bring to school? What you do? |
| Student: | 2 ringgit. |
| Teacher: | Okay, what you will do? |
| Student: | Buy book... pencil... |
| Teacher: | That's all?  You won't eat? |
| | How about you? *(pointed at another student)* |

**Excerpt 14**

| | |
|---|---|
| Student: | Teacher, my mother give 2 ringgit...  1 ringgit... I buy *nasi (rice)*... |
| Teacher: | You buy the rice... Okay, next? |
| Student: | I save 1 ringgit… |
| Teacher: | Oh, you will save 1 ringgit... Okay, it's a good habit... |
| | Anybody else? |
| | Because-aaa sometimes I saw some of you people bring the money to school, 2 ringgit and what you will do? |

*Students responded.*

**Excerpt 15**

| | |
|---|---|
| | They will spend all their money...  certain students what they will do...? |
| | They will spend the money and save some amount of money. |
| | Okay, that one we will talk about it later. Okay, now, i'm talking about how you can earn... |
| | Always your father and mother giving you money right? |
| Students: | Yes. |

**Excerpt 16**

| | |
|---|---|
| Teacher: | Other than that, how you can earn money? Can you get?  Can you earn? |
| | Take out your textbook... page 47... |
| | Okay our topic is what class? |
| Students: | Money Matters. |
| Teacher: | Okay what you can see on the first page? *(students responded)* |
| | It's all related on money...  it's related about money... |
| | Okay like ATM card.  What is the use of ATM card? |
| Students: | Get money. |

*Students responded (inaudible).*

**Excerpt 17**

| | |
|---|---|
| Teacher: | You withdraw the money... we call it withdraw *(repeated several times and students followed)* |
| | We withdraw the money. |
| | When you need it they will just take it from the ATM... so we withdraw... |
| | Okay, look at the next page. You can see the how many person in the picture? |
| Students: | 4. |

**Excerpt 18**

| | |
|---|---|
| Teacher: | Who are they? |
| Students: | Hema. |
| Teacher: | Who's the first one? |

| | |
|---|---|
| Students: | Hema. |
| Teacher: | Okay, what Hema did to earn the money? |
| Students: | Washing the car. |
| Teacher: | Washing whose car? |
| Students: | Father's car. |

**Excerpt 19**

| | |
|---|---|
| Teacher: | Okay you can see there... It's given there washing the car and she earns how much? |
| Students: | 6 ringgit. |
| Teacher: | She get 6 ringgit. So, when she wash the car someone give her 6 ringgit... Who might be the person? |
| Students: | Father. |

**Excerpt 20**

| | |
|---|---|
| Teacher: | Aaaa, they are kids... yes or no? |
| | They are still studying... yes or not? |
| | They cannot go out and work outside, that's why they are giving you the simple way to earn money at home. |
| | Okay, here the first one what she did? |
| Students: | Washing car. |

**Excerpt 21**

| | |
|---|---|
| Teacher: | That means she help her father to wash the car but at the same time... usually they will request... "I will help you to wash the car but I want you to pay me money". |
| | So, this is the way how you can earn money. |
| | Those days children will help their parents... these days, children they need something then only they will help... Nowadays kids are like that... |
| | Okay next what you can do? |
| Students: | Washing the aquarium. |

**Excerpt 22**

| | |
|---|---|
| Teacher: | Why they can wash the aquarium and car? |
| | Because this type of activities you can do it easily. |
| | Can you go and help your mother... "Mother never mind you rest today, I will cooking for you today"? |
| Students: | No. |
| Teacher: | No, you all small kids right...? |
| | Parents won't allow you to cook... |
| | So, there a certain things that you can help your parents at home... so, at the same time you can earn money. |
| | So, these are some of the activities you can do. |
| | So, here... Number 1 is washing car... |
| | Number 2 is washing aquarium... |
| | Number 3...? |

**Excerpt 23**

| | |
|---|---|
| Students: | Making and selling bookmarks. |

| Teacher: | Making and selling bookmarks... this one is what...? |
| --- | --- |
| | You can show your talent... some of you are very good in arts... so you can create a bookmark and to whom you can sell? |
| | To your classmates... to your friends at school. |
| | Okay, you can just sell it for 0.20 cents... 0.50 cents...you're earning money or not? |

**Excerpt 24**

| Students: | Yes. |
| --- | --- |
| Teacher: | Yes, okay, next... Who is that? |
| Students: | Nisha. |
| Teacher: | Okay, what she does? |
| Students: | Painting the gate. |
| Teacher: | Okay, next? |
| Students: | Washing the car. |
| Teacher: | Okay, she also washing the car... next? |
| Students: | Making and selling bookmarks... |

**Excerpt 25**

| Teacher: | Next? Who is that? |
| --- | --- |
| Students: | Nisha. |
| Teacher: | Nisha also doing what? |
| Students: | Washing aquarium. |
| Teacher: | Nisha also washing aquarium. |
| Students: | Washing the porch... Making and selling little things |

**Excerpt 26**

| Teacher: | And the last one? |
| --- | --- |

*Students mumbled*

| Teacher: | Who's that? |
| --- | --- |
| Students: | Eda. |
| Teacher: | What she does? |
| Students: | Washing the porch. |
| Teacher: | Next? |
| Students: | Painting the gate. |

**Excerpt 27**

| Teacher: | Next? |
| --- | --- |
| Students: | Making and selling little things. |
| Teacher: | Washing the porch... what is porch? |
| Students: | Outside. |
| Teacher: | In front of your house... Usually they will park the car inside that... okay, in front of your house... |
| | Okay, so, these are some of the activities that you can do to earn money. |
| | Okay what you can do with that money? |

**Excerpt 28**

| Student: | Eat. |
| --- | --- |

| | |
|---|---|
| Teacher: | Okay, so, here now I'm going to show you... what you can do with the money... how you can use the money... |
| | Okay before that I want to ask you one question... just now your friend were telling right... she brought 2 ringgit and will use it to food.. buy book... buy pencil... all the money finish ready... is it a good habit? |
| Students: | No. |
| Teacher: | Why? |
| Students: | Because you never save. |
| Teacher: | Why you need to save? |

*Students responded.*

**Excerpt 29**

| | |
|---|---|
| Teacher: | Okay, let us watch a video of how you can spend your money wisely *(played a video)* |
| | Okay how you can spend your money? |
| | You have to spend it wisely. |
| | Wisely means what? Smartly... |
| Students: | Smartly. |
| Teacher: | You are earning the money right? How you earn your money? Just now you're talking about what? |
| | Washing the car... |
| | You are doing some work to earn the money... you didn't get it easy... okay some of you... you are saving it... I saw some of the students-aaa they won't go and eat also... why? |
| | They want to save the money... why they want to see if the money? |
| | It's not easy to earn... yes or no? |

**Excerpt 30**

| | |
|---|---|
| Students: | Yes. |
| Teacher: | You are spending means you can spend for everything... You go to the shop... Whatever you want... Some students will go to the *koperasi* (book shop)... You know what is *koperasi* (book shop)? |
| Students: | Yes. |
| Teacher: | They go there what they will do? At the bookshop? |

*Students responded.*

**Excerpt 31**

| | |
|---|---|
| Teacher: | Most of the time I saw the children buying coloring book and stickers unnecessarily... spending the money unnecessarily... |
| | So here... what did you see? |
| | What they ask you to do before you spend? |
| | What you must do? |
| Students: | Think. |
| Teacher: | *(nods)* Think... plan… then only you spend... |
| | Some of them when they go to the shop... Straight away want to just buy it. |
| | They didn't think at all whether they really need it or not. |
| | So, before you buy anything... |

*(Interruption)*

**Excerpt 32**

So before you buy anything or spending your money... you must think first whether you really needed or not...

Is it a must...?

Okay now you are going to do a group activity now.

What I want you to do now is...

There are five groups right?

I want you to list down two activities that you can do to earn money... *(repeated)*

At the same time list down four ways how you spend your money that you earn...

What you will do with the money?

*Teacher distributed manila cards to the students.*

*Teacher explained the instruction again.*

*Students did the task given in their groups.*

*Teacher discussed the task once students completed it.*

*Teacher ended the lesson.*

**Teacher B**
Lesson 2 (Grammar)

**Excerpt 1**
Greetings

Teacher:   Today we're going to learn grammar topic.

As you know every day we will do a skill right?

Listening, speaking, reading and writing.

So today is our turn to learn about grammar.

It's according to your syllabus under Money Matters.

So today you are going to learn about articles. *(teacher wrote on the whiteboard and students read it aloud)*

*Teacher wrote down the objectives of the lesson and explained about the activities they are going to do in that lesson.*

**Excerpt 2**

Teacher:   Hmmmm... I know most of you have learned it during your level 1... in your level 1.

But we are going to recall about it.

So, listen to this song first... *(played a video song)*

So they have show you about what?

*Students responded with various answers.*

**Excerpt 3**

Teacher:   Okay, so what is articles? *(wrote on the whiteboard)*

So just now you saw the articles right?  What are the articles?

*Students responded with various answers.*

Teacher:   <u>A</u>... and... <u>an</u>... yes or no?

Students:   Yes...

Teacher:   But one more was missing there just now...  there are three articles...

*Students responded with various answers.*

*One student answered correctly and the others clapped for him. Teacher writes on the whiteboard.*

**Excerpt 4**

Teacher:   Yes, these are articles...  So we are going to learn how to use it.

Usually until Year 6, student still facing problems using articles correctly in a sentences... they still don't know... especially this *(points at <u>an</u>)*

Okay what is the usage of <u>a</u> and <u>an</u>? When you will use it?  To show what?

*Students responded with various answers. One student answered correctly.*

Teacher:   Very good. To show singular.  Singular means one... *(students to repeated)*

So both (<u>a</u> and <u>an</u>) are used to show what class?

Students:   Singular...

**Excerpt 5**

Teacher:   But when you're using it, there are some rules that you should follow.

<u>The</u>? (*pointed at the article <u>the</u> on the whiteboard*)

Students:   Plural

| | |
|---|---|
| Teacher: | No, you use for both... singular and also plural.<br>You will use it for both... but there are some rules for it... when you have to use it?<br>How do you know when to use <u>a</u>... when to use <u>an</u>... when to use <u>the</u>...<br>Okay I will show you a video... according to it I will explain to you... Okay? |

*Teacher showed a video.*

**Excerpt 6**

| | |
|---|---|
| Teacher: | Okay, if I say <u>an</u> selfie... is it correct? |
| Students: | No. |
| Teacher: | No...so... why is it wrong? |
| Students: | <u>A</u> selfie |

**Excerpt 7**

| | |
|---|---|
| Teacher: | Okay, just now, at last they talk about...<br>They were talking about consonants and vowels *(teacher wrote on the whiteboard)*...<br>At the beginning we learned right? <u>A</u> and <u>an</u> we use it to show singular but when to use it?<br>What is consonants and what is vowels?<br>Aaaa, during kindergarten you learn about ABC right? |

**Excerpt 8**

| | |
|---|---|
| Students: | Yes. |
| Teacher: | How many letters all together? |
| Students: | 26 *(teacher wrote on the whiteboard)* |
| Teacher: | Okay, how about vowels? |
| Students: | 'A e i o u'... *(teacher wrote on the whiteboard)* |
| Teacher: | How many vowels? |
| Students: | 5. |

**Excerpt 9**

| | |
|---|---|
| Teacher: | So you minus five... the balance letters are consonants...<br>You call it consonants... only this one you call it vowels... Is it clear? |
| Students: | Yes. |
| Teacher: | Okay when will we use <u>a</u>... When will we use <u>an</u>? When we will use it? |

*Teacher wrote on the whiteboard.*

**Excerpt 10**

| | |
|---|---|
| Teacher: | <u>A</u> you use for consonants... The word that starts with consonants *(students repeated after the teacher)*... The alphabetical... Consonant...<br>Okay, for example, just now what we saw? |
| Students: | Bus *(teacher wrote on the whiteboard)* |
| Teacher: | Bus... Look at the first letter... So 'b'... 'B' is a consonant. So what you will use? |
| Students: | <u>A</u>. |
| Teacher: | <u>A</u> bus. What we call it? <u>A</u> bus. |

*Teacher got students to respond and gave them some nouns.*
*Teacher listed several words under article <u>a</u> on the whiteboard.*

**Excerpt 11**

Student:      Teacher.

Teacher:      Yes, <u>a</u> teacher... <u>A</u> teacher means... it can be any teacher... just go and see a teacher... it can be any teacher... but shows one.

Okay how about <u>an</u>?

*Students responded with various answers.*

The words exactly same... like just now you are telling apple... you must look at the first letter.

First letter means what?

*Mudhal ezhutu* **(first letter)**

*Students repeat after the teacher.*

**Excerpt 12**

You look at this *(pointed at the word 'apple')*... This start with 'a'...

'A e i o u' *na* you cannot use...

Students:     <u>A</u>.

Teacher:      What you must use?

Students:     <u>An</u>.

*Teacher listed several words under article <u>an</u> on the whiteboard and got students to read them.*

**Excerpt 13**

Teacher:      Okay, but not for all the words that you can use <u>an</u>.

For example, university and uniform. *(wrote on the whiteboard)*

Usually, students tend to use <u>an</u> for these.

*Intha rendukume <u>an</u> payan padutuvange...* **(They use <u>an</u> for these two)**

But you cannot use an... It's wrong. Why?

*Students give with various answers.*

**Excerpt 14**

Yes, it's 'u'. 'A e i o u' we must use <u>an</u> right? But for this you cannot use.

You must use <u>a</u>.

<u>A</u> university... <u>a</u> uniform... Why? It's because of the sound.

Long sound of the 'u'.

*Athoda ucharippu porutiruku. Sound-na ungaluku teriyum thane? Tamil-le yenna solvingge?* **(It depends on its pronunciation. You all know what is sound right? What do you call it in Tamil?)**

Students:     *Ozhi*. **(Sound)**

**Excerpt 15**

Teacher:      *Athu neenge ucharikum poluthu...* **(When you pronounce it)** *athoda long sound...* **(Its long sound)** *athanale...* **(so)**

*Okay, ellatukum rules irukka illaya?* **(Okay, everything has rules right?)**

In grammar also same...

It doesn't mean vowels... For all the vowels you use an...

There are some exceptions. Okay, same goes here. So, when you see university and uniform you cannot use <u>an</u>. So be careful. Understand?

Students:     Yes.

Teacher but at the same time, not only for the words but another rule for an...

When to use it... Silent 'h' (writes on the whiteboard)

*Students read what was written on the whiteboard.*

**Excerpt 16**

Teacher:     What does it mean?  Silent 'h'...

Okay class, honest (*writes on the whiteboard and asks students to pronounce that word*)

*Students pronounced the word.*

Teacher:     Wrong.

This is silent 'h'.  Silent 'h' means when you pronounce you won't pronounce...

No 'h' sound.

Okay?  You start with 'o'...  So?

*Students pronounced the word.*

**Excerpt 17**

Teacher:     So you start with 'o'.  The sound is what? *Yepadi arambikiringge?* **(How do you start?)**

Students:    'o'

Teacher:     'o' *sound-tha varuthu. Enna varuthu?* **(It's 'o' sound. What sound?)**

So 'o' means what you must use?

Students:    <u>An</u>.

**Excerpt 18**

Teacher:     So <u>an</u> honest.

That's why I usually in your writing, when you're writing sentence, Ravi is <u>a</u> honest boy.

Wrong.  Honest...  Starting with 'o' sound.

So you must use what?

Students:    <u>An</u>.

Teacher:     <u>An</u> honest boy.

So here, that we call it silent 'h'.  Silent 'h' means you didn't pronounce...

When you pronounce there is no 'h' sound.

Okay?  Same goes for...  how to pronounce this (writes the word 'hour' on the whiteboard)?

*Students pronounced the word.*

**Excerpt 19**

Teacher:     No 'h'-aaa... Hour... Not hour (stresses on the 'h' sound)

*Students repeated after the teacher.*

Teacher:     So we use what?

Students:    <u>An</u>.

Teacher:     <u>An</u> hour.  Hour means what?

*Students gave various answers.*

Teacher:     *Neram* **(hour/time)** *(students repeated)*

*Mani neram parkaringala illaya? Oru mani neram... Irandu mani neram... Solluringala illaya?* **(Don't you see hours/time? 1 hour… 2 hours… don't you say that?)**

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Students:     *Aaaa…*

**Excerpt 20**

Teacher:      That's the one.  <u>An</u> hour means?  One hour.

              Two hours... three hours... that is hour.

              But how about this one? *(wrote on the whiteboard)*

Students:     House... *(pronounced the word in many different ways)*

Teacher:      Is it silent 'h'?

Students:     No.

Teacher:      No. *Athukunu ellam vara varthaigal ellam silent 'h' kidaiyathu*. **(It doesn't mean that all the words have silent 'h').**

              Only for certain words.

              This one no silent 'h'.  How you pronounce it?

*Students pronounced the word.*

*Teacher acknowledged students' response.*

**Excerpt 21**

Teacher:      Understand or not?  It start with 'h'.  The 'h' sound is there.  So what you use?

Students:     <u>A</u> *(teacher wrote on the whiteboard)*

Teacher:      We call it <u>a</u> house.

              Understand or not?  Is it clear?

              Okay, same goes for horse. *(wrote on the whiteboard)*

*Students pronounced the word.*

**Excerpt 22**

Teacher:      'h' sound is there.  Understand or not?

Students:     Yes.

Teacher:      So you use what? <u>A</u> horse.

              Any question?

Students:     No.

Teacher:      *Purinjathule?* **(Understood?)**  No problem-*aaa*?

              So shall we move on to <u>the</u>? <u>The</u> is a special case.

*Teacher wrote <u>the</u> on the whiteboard.*

**Excerpt 23**

Teacher:      When we will use <u>the</u>?

*Students gave several answers.*

Teacher:      Okay just now for <u>a</u> and <u>an</u>... You use it for singular.  Only to show singular.

              But usually some of the students think, you use <u>an</u> means it's for plural.

              Wrong, only for singular. Okay, to show one.

              Yes or no?  Singular means what?

Students:     One.

Teacher:      *Orumai* **(singular)**. *Orumai na theriyum thane?* **(You know what is singular right?)**

*Students nodded.*

**Excerpt 24**

Teacher:      Okay, *orumai* **(singular)**.

              How about <u>the</u>? *(students responded)*

You can use for both.

But when to use <u>the</u>?

Just now you watched the video right?  So when to use it?

*Students gave several answers.*

Why use <u>the</u> there?

Okay, first of all, you use <u>the</u> when you are talking about something specific…
You are mentioning it specifically... Particularly...

*Apadi solle pona… yepadi sollenum na?* **(That means… how do we say it?)**
*Kuripittu onnu solvingge.* **(You will say it specifically)** *Kuripittu onnu sollum poluthu* **(When you say something specifically)** then only you will use <u>the.</u>
*Kuripittu na yenna puriyitha?***(You understand what is specifically?)**

Specific.

Just now they show a stall right?

Okay?  Yes or no?

Students:        Yes.

**Excerpt 25**

Teacher:        You talking about that stall. The stall that they have shown you.

*Antha stall irukka illaya*? **(Isn't there a stall?)**

*Kathune stall* **(The shown stall)**... *antha stall patthi than pesurange* **(they are talking about that stall)**.

So they're talking about particular stall... You must use what?

Students:        The.

Teacher:        The.

The boy sitting behind. So I'm talking about which boy?

Students:        The boy.

**Excerpt 26**

Teacher:        <u>The</u> boy who is sitting behind. So I'm talking about the boy who sitting there...
Particularly that boy… so I use what?

Students:        <u>The</u>.

Teacher:        If I use a boy means it can be any boy.

So, that's the difference. <u>The</u> means you use to show particularly, something specific.

Okay, that's one

Another one, you use the for things that you are going to mention it for the second time (*teacher wrote on the whiteboard*)

You mention it for the second time.  It means what?  You already talk about it for the first time... you're going to talk about it for the second time... what you use?

Students:        The

**Excerpt 27**

Teacher:        Example (*teacher wrote on the whiteboard*)

Here you are mentioning for the first time.  Yes or no?

Students:        Yes.  My father bought a car.

Teacher:        Okay, now you're going to talk about car.

|            | This is the first time. |
|------------|-------------------------|
|            | You're going to mention about it for the second time. |
|            | So can you use <u>a</u> car? |
| Students:  | No. |
| Teacher:   | What you say? How do you say? |
| Students:  | <u>The</u> car (*teacher wrote on the whiteboard*) |
|            | When you mention for the second time, you must use what? |
| Students:  | The. |

**Excerpt 28**

| Teacher: | Okay, a boy standing at the door. *(students repeated after the teacher)* |
|----------|---------------------------|
|          | It means what? |
|          | *Oru paiyan veliyil nirkiran.* **(A boy is standing outside)** *Athu yentha paiyan na venalum irukalam.* **(It can be any boy)** |
|          | The boy is wearing a hat. |
|          | *Anthe paiyan...* **(That boy)** *Apadina namma yenna sollurom?* **(What are we saying?)** |
|          | *Antha paiyan na patthi kuripittu solluroma illaya?* **(Aren't we talking about that boy specifically?)** |
|          | *Rendavathu thadavai solluroma illaya? (***Aren't we mentioning it for the second time?)** |
|          | *Antha paiyan yenna poturikiran-nu sollurom?* **(What is that boy wearing?)** |
| Students: | Hat. |

**Excerpt 29**

| Teacher: | *Toppi poturikiran-nu sollurom.* **(We are saying he's wearing hat)** Yes or no? |
|----------|---------------------------|
| Students: | Yes |
| Teacher: | Okay, *athu than.* **(that's it)** *Neenge rendavathu thadavai sollum poluthu...* **(When you mention it for the second time)** what you will use? |
| Students: | <u>The</u>. |

**Excerpt 30**

| Teacher: | So there are two ways. |
|----------|---------------------------|
|          | Particular-*aa sollum poluthu* **(When you say it particularly)** you will use <u>the</u>. |
|          | Then another one is what? |
|          | When you say something for the second time. Then, you will use <u>the</u>. |
|          | Okay, just now we were talking right? |
|          | We can use it for singular... we can use it for plural... like I told you... can you use it in sentences you can use it for both... singular or plural. |
|          | Like when you're writing the sentence like just now, your mentioning particularly for a person also you can use <u>the</u>. |
|          | Okay, you are mentioning for the second time also you will use <u>the</u> even though it's singular or plural. |
|          | The cows at the field... it means what? *Naan yethai patri solluren*? **(What am I talking about?)** |

**Excerpt 31**

| Students: | Cow. |
|-----------|------|

| | |
|---|---|
| Teacher: | Cow-*aa patri solluren.* **(I'm talking about cow)** *Yentha* cow*?* **(Which cow?)** The cows at the field. At the field means what? |
| Students: | *Thedal*. **(Field)** |
| Teacher: | *Naan particular-a solluren.* **(I'm saying it particularly)** *Thedal-le ulle cows*. (The cows at the field.) Yes or no? *Thedal-le irukirathu.* **(At the field)** *Matta idathil ullathu patri pesaren-a?* **(Am I talking about the cows at other places?)** |

**Excerpt 32**

| | |
|---|---|
| Students: | *Ille.* **(No)** |
| Teacher: | *Ille.* **(No)** *Naan yethule ullathai patri pesuren?* **(I'm talking about cows at the?)** |
| Students: | *Thedal*. **(Field)** |
| Teacher: | *Thedal-le.* **(At the field)** *Appo naan particular-a solluren.* **(So, I'm saying particularly)** *Ange orumai-a iruntalum panmai-a irunthalum, namma yenna payan padutalam?* **(Even if it's singular or plural, what should we use?)** |

**Excerpt 33**

| | |
|---|---|
| Students: | <u>The</u>. |
| Teacher: | *<u>The</u> than payan padutanum.* **(We should use <u>the</u>)** There is only one cow there... you use what? The cow at the field. *Appadina yenna artham?* **(What does it mean?)** *Ange yethanai cow irukku?* **(How many cows are there?)** |
| Students: | One. |
| Teacher: | *Orre oru cow than ange irukku*. **(There is only one cow there)** *Thedalil ulle maadu.* **(Cow at the field)** *Orre oru maadu than irukku.* **(There is only one cow)** *Ithe* cows at the field *na?* **(If, it is 'cows at the field'?)** *Thedalil ulle maadugal.* **(Cows at the field)** *Niraiya.* **(Many)** Understand or not? |

**Excerpt 34**

| | |
|---|---|
| Students: | Yes. |
| Teacher: | *Naan particular-a solluren.* **(I'm saying particularly)** *Singular-kum payan padutalam...* **(Can be used for singular)** *plural-kum payan padutalam...* **(can be used for plural)** *rendukum payan padutalam.* **(can be used for both)** Understand or not? Is it clear? |
| Students: | Understood. |

**Excerpt 35**

| | |
|---|---|
| Teacher: | Okay, but there is one more thing. You will use the for universal facts also. |

*Appadina yenna artham na?* **(What it means is)** Mostly, *partingge na...* **(If you see mostly)** *ulagatile onnu than-nu sollalam.***(there is only one in the world)**

*Athu vanthu facts-a neenge matre mudiyathu.* **(Those are facts, you cannot change them.)**

For example, in the morning what you can see? There is only one in the world.

**Excerpt 36**

| | |
|---|---|
| Students: | Sun. |
| Teacher: | Yes, sun. Other than sun? At night what you will see? |
| Students: | Moon. |
| Teacher: | Moon. What you can see up there? |
| Students: | Stars. |
| Teacher: | Stars... Sky... That one all you cannot use <u>a</u> or <u>an</u>. <u>A</u> or <u>an</u> means singular. *Orumai katudha illaya?* **(Does it show singular?)** *Appo athu panmai-le varatha?***(Will it show pural?)** *Varum.* **(It will)** |
| | A boy... Two boys. |
| | A pen... Two pens *varum*. **(can)** |
| | A sun... Two suns *varuma*? **(Can there be two suns?)** |
| Students: | No. |
| Teacher: | No. No way. There is only one sun. |
| | A sky... Two skys. Where got? No right? *Ille thane?* **(No right?)** |
| | *Athu onnu than*. **(That's only one)** It's a fact. So what you will use? |

**Excerpt 37**

| | |
|---|---|
| Students: | <u>The</u>. |
| Teacher: | Okay? *Particular-a sollum poluthu...* **(When you say it particularly)** |
| | The ocean. The ocean-na yenathu? **(What is the ocean?)** |
| Students: | Kadal. **(Sea)** |
| Teacher: | Perungkadal. **(Ocean)** Kadal-na sea. (*Kadal* means sea) |
| | Ocean vanthu perungkadal. **(Ocean is *perungkadal*)** |
| | Okay? |
| | The ship is sailing across the ocean. |
| | The ship is sailing across the Pacific Ocean. |
| | *Kuripittu sollurange.* (**You're saying it particularly**) |
| | Just now I telling you right? |
| | Specific-*a sollum poluthu...* **(When you say it specifically)** |
| | What you will use? |

**Excerpt 38**

| | |
|---|---|
| Students: | <u>The</u> |
| Teacher: | That one means they are mentioning about it particularly. |
| | Particularly-*na yenna artham*? **(What does particular mean?)** *Kuripittu solvathu*. **(Being specific)** Understand or not? |
| | You use it when you are mentioning something specifically or particularly. *Kuripittu sollum poluthu payan padutuvinge.* **(You use it when you say it particularly)** |

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*Aduthu...* **(Next)** you use it like when... is it you mention it... when we mention something for the second time.

*Orre vishayathai redavathu murai sollum poluthu.* **(When you mention the same thing for the second time)**

Next, for the universal fact. Universal fact… *naan sonnathu valengicha illaya*? **(did you understand what I said?)**

**Excerpt 39**

| | |
|---|---|
| Students: | Yes. |
| Teacher: | That's the one. Is it clear? |
| | So <u>a</u> and <u>an</u> you use for what class? |
| Students: | Singular. |
| Teacher: | <u>The</u>? |
| Students: | Both. |
| Teacher: | For both. Is it clear? Any questions class? |
| Students: | No. |
| Teacher: | If no, shall we move on to the group activity? |
| Students: | Yes. |
| Teacher: | Okay, now I'm going to give you mahjong paper. (*teacher distributed mahjong paper to each group*) |
| | Listen to my instruction first. Okay, listen carefully. |
| | First of all, fold in two. Fold it. Okay, later you're going to cut it off. |
| | There are two activities. |
| | For first activity you are going to use half. For the second activity you are going to use another half. Is it clear? |

**Excerpt 40**

| | |
|---|---|
| Students: | Clear. |
| Teacher: | Okay, first activity what you are going to do? |
| | Listen carefully. I will give you about 2 minutes only. Here, I will display... |
| | Paste a manila card. |
| | What's written on the manila card? There are some list of nouns. |
| | You know what is nouns or not? |
| Students: | Yes. |

**Excerpt 41**

| | |
|---|---|
| Teacher: | *Yenathu?* **(What?)** *Peyar chol.* **(Nouns)** |
| | Okay, nouns. There are some lists. |
| | What you need to do... you have to list it out, categorise it. |
| | Is it comes under <u>a</u>, <u>an</u> or <u>the</u>. Okay? |
| | After you cut the paper will be like this right? |
| | So you divide it into three... <u>A</u>, <u>an</u>, <u>the</u>... |
| | There will be the list of words right? So what you do... select... you categorise it. |
| | Is it comes under <u>a</u>, <u>an</u> or <u>the</u>. Just write it down. Only 2 minutes. After 2 minutes I'll ask you to stop and I will check your answers. |
| | You have to come in front, I'll check your answers. |

|          | Is it clear?  Any questions class? |
|----------|-----|
| Students: | No. |

**Excerpt 42**

| Teacher: | Sit down. Don't stand up because you will block others. |
|----------|-----|
|          | *Matavangalai maraipingge*. **(You will block others)** |
|          | So, don't stand. |

*Students started doing the task while teacher monitored their work.*

*Teacher discussed the answers when they were done.*

*Teacher ended the lesson.*

**Teacher B**
Lesson 3 (Grammar)

**Excerpt 1**
Greetings

| | |
|---|---|
| Teacher: | Okay class, as usual, today's lesson... Today Thursday right? Usually what we will do? |
| Students: | Grammar |
| Teacher: | Grammar topic. Okay we are going to do another grammar topic. |
| | First of all I want you to guess this topic because this topic you have already learned it before. You have learned it before in your previous topic. |
| | Guess… |

*Teacher wrote the clues on the whiteboard.*

*Students started guessing the word on the whiteboard.*

**Excerpt 2**

| | |
|---|---|
| Teacher: | Grammar topic… you have learned it before in your topic 2… |
| Students: | Adverb. |
| Teacher: | What is that? |
| Students: | Adverb. |
| Teacher: | Yes. Your topic is adverbs. (*wrote on the whiteboard*) |
| | Today, we are going to learn about adverbs. |
| | Previously, in your previous topic you have learned about adverb but you learned about adverbs of place. |
| | But today we are going to learn about adverbs of manner. |

*Teacher writes down the objectives of the lesson on the whiteboard.*

**Excerpt 3**

| | |
|---|---|
| Teacher: | So, shall we start? |
| Students: | Yes. |

*Teacher shows the class a video about adverbs of manner.*

| | |
|---|---|
| Teacher: | So just now they explain to you about adverbs. Yes or no? |
| Students: | Yes |
| Teacher: | Adverbs is a type if helper... Verb helper. It describes the verb. |
| | What is verb? |
| Students: | Action…. *Seyal* **(action)** |
| Teacher: | *Seyal* **(action)**… *oru seyal* **(an action)**… *oru seyalai kurikum* **(shows an action)**… |
| | It shows the action. |
| | So, here, what is the verb here? |

*Students gave several answers.*

**Excerpt 4**

| | |
|---|---|
| Teacher: | Which is the action here? |
| | *Oru seyalai kurikuthu* **(shows an action).** *Seyal na yenna nu theriyum thane?* **(You know what is action right?)** *Oru seyalai kuripathu* **(Describes an action)** |

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|            | *Yethu seyal kurikuthu?* **(What describes action?)** |
| Students:  | Make. |
| Teacher:   | This is a subject.  After the subject is the verb.  So, make is the verb. |
|            | He make what? |
| Students:  | Sandcastle. |
| Teacher:   | He make the sandcastle.  How he did the sandcastle? |
| Students:  | Slowly and carefully. |

**Excerpt 5**

| Teacher: | So, *anthe seyalai vivarichi sollurangge* **(describing that action)** |
|          | *Describe pannurangge* **(Describing)**. |
|          | *Yepadi seiya pattathu...* **(How it is done)** *Athu yepadi seiya pattathu...* **(How it is done)** You use what? |
|          | We use adverbs. |
|          | So we describe how a verb is done. |
|          | It tells us how an action is done. |
|          | Like just now you are listening to the video right? |
|          | How you listen?  Carefully...  Attentively... |
|          | Usually we add 'ly'. |
|          | So adverb of manner answer the question 'how'. |
|          | How the action is done. Any question?  Is it clear? |
| Students: | Clear. |

**Excerpt 6**

| Teacher: | *Tirumbavum solluren...* **(I'm repeating)** *Oru seyal yepadi seiya padukirathu...* **(How the action is done)** *Seiya pattathu...* **(Was done)** |
|          | *Athu than adverbs*. **(That is adverbs)** |
|          | And usually end with 'ly'.  At the end you add 'ly' |

*The class continued watching the video.*

**Excerpt 7**

| Teacher: | Okay class, so these are examples of adverbs.  So how adverbs are formed? |
|          | *Yepadi uruvaga padukirathu?* **(How adverbs are formed?)** |
|          | It is come from what? *(underlined the word adjective)* |

*Students read the word underlined.*

**Excerpt 8**

| Teacher: | What is adjective? |
|          | Adjective... you learn it in Malay, *Kata Adjektif.* |
|          | In English also we call it adjective. |
|          | *Tamille yenna solluvinge?* **(What do you say in Tamil?)** |
| Students: | *Peyar chol.* **(Noun)** |

*Teacher shook her head and said 'no'.*

**Excerpt 9**

| Teacher:  | Pa... pa... |
| Students: | *Panbu chol* **(Adjective)** |
| Teacher:  | *Panbu chol.* **(Adjective)** *Yennathu?* **(What)** |
| Students: | *Panbu chol.* **(Adjective)** |

Teacher:     *Panbu chol yethuku payan padutuvingge?* **(When do you use adjective?)**
*Students gave various answers (inaudible).*

**Excerpt 10**
Teacher:     *Panbu chorkal...* **(Adjective)** *periyathaka* **(big)***, uyaram* **(tall)***, siriyathu* **(small)***... varnital* **(describe)***...*
Students:   *Varnital* **(Describe)**
Teacher:     *Varnital.* **(Describe)** Same goes here (*pointed at the whiteboard*)... you describe... you describe...
             Like Rishi (*got a boy to stand up*). You describe Rishi.
             What you describe?
             *Yeppdi varnipingge tamille sonna?* **(How do you describe in Tamil?)**
*Students mumbled among them (inaudible).*

**Excerpt 11**
Teacher:     *Short-a irrukannu yepadi solluvinge?* **(How do you say he's short?)**
Students:   *Kuttai* **(Short)**
Teacher:     *Athene?* **(Isn't it?)** *Athan* describe. **(That is describe.)** *Avanai varnikiringe...* **(Describing him)** *avan kattaiya irukkan...* **(he is short)** *aparam yenna sonninge?* **(then what did you say?)**
             Thin... *thin-a irukkan...* **(he's thin)** *athellam sonningala illaya?* **(that's what you will say, isn't it?)**
             You describe right?
             So the word that we use we call it what? (*pointed at the whiteboard*)

**Excerpt 12**
Students:    Adjective…
Teacher:     Adjective.
             So adjective *vanthu* you describe **(So adjective means you describe)**... you describe nouns… you describe nouns.
             *Nouns-na yennathu?* **(What are nouns?)** *Peyar...*
Students:   *Peyar chorkal.* **(Nouns)**
Teacher:     *Peyar chorkal.* **(Nouns)** *Peyar chol-na yaar venalum irukalam.* **(Nouns can be anything)**
             Can be people... can be a place... can be animal... can be things... can be anything...
             Okay?
             You describe about it... Okay?
             That is adjective.
             So for example here... (*pointed at the whiteboard*) (*wrote on the whiteboard*)

**Excerpt 13**
Students:   Slow.
Teacher:     Slow... slow... *slow-na yenna artham*?
Students:   *Methuva.* **(Slow)**
Teacher:     Okay?
             So slow is an adjective... adjective...
             So you want to change it to adverb... What you must do?

| | |
|---|---|
| Students: | 'ly' |
| Teacher: | Add 'ly'. *(students repeated after the teacher)* |
| | Just add 'ly'. |
| | Same goes here...  What is that? *(pointed at the whiteboard)* |

**Excerpt 14**

| | |
|---|---|
| Students: | Loud. |
| Teacher: | Loud...  What is loud? |
| Students: | *Satham-a...* **(Loud)** |
| Teacher: | So you just add 'ly'...  loudly... |
| | Aaaa... *Loudly-na yenna artham?* **(What does 'loudly' mean?)** |
| Students: | *Satham-a...* **(Loud)** |
| Teacher: | Aaaa... *ippo neengelam pesitu irunthingele* **(just like how you were talking now)**... talking loudly... that's the one. |
| | Okay?  Loudly...  next... |

**Excerpt 15**

| | |
|---|---|
| Students: | Quick. |
| Teacher: | Quick...  you add 'ly' it became adverb. |
| | Quickly go to the staff room now...aaaa... that is quickly. |
| | *Sikiram.* (Quick) Okay? |
| | So any other examples that you want to give? |
| | Slowly... when can you use slowly? *(teacher demonstrated)* |
| Students: | *Medhuva nadakurathu.* **(Walking slowly)** |
| Teacher: | Walking slowly. |
| Students: | Walking slowly. |
| Teacher: | Loudly? |
| Students: | Shouting. |
| Teacher: | Shouting loudly...  talking loudly... |
| | Quickly? |
| Students: | Eat... walk... |

**Excerpt 16**

| | |
|---|---|
| Teacher: | Walk quickly also can...  you just go quickly...  not running-aaa |
| | Okay? |
| | So that is adverb. |
| | This is the first example-aaa...  you just need to add 'ly'. |
| | Okay? |
| | Other example...  can be... (*wrote on the whiteboard*) |
| | This one... bitterly...  when can we use bitterly? |

*Teacher demonstrated the action of crying.*

**Excerpt 17**

| | |
|---|---|
| Students: | Crying. |
| Teacher: | Uh?  What is that? |
| Students: | Crying. |
| Teacher: | Crying... crying bitterly...  what is that? |
| Students: | Crying bitterly. |

**Excerpt 18**

Teacher:     What is the meaning of crying bitterly?

Students:    *Aluthukite irukaruthu.* **(Continuously cry)**

Teacher:     *Yenna mari alugai athu?* **(What type of crying?)**

Students:    *Tembi tembi...* **(Bitterly)**

**Excerpt 19**

Teacher:     *Summa onnum sound-u illame ipadiye aluvaratu crying bitterly ille.* **(Crying without any sound is not crying bitterly)**

*Tembi tembi aluvangala illaya... Aaaa... Athu than crying bitterly...* **(Sulking when you cry is crying bitterly)**

Crying bitterly (*students repeated*)

*Summa satthame illame kanneer mattum vararathu... crying bitterly kidayathu* **(Crying without any sound but only tears is not crying bitterly)**... it is just crying.

*Crying bitterly-na apediye tembi tembi aluvarange* **(Sulking when you cry is crying bitterly)**... that is crying bitterly.

We use it for cry... crying... what is that?

**Excerpt 20**

Students:    Crying.

Teacher:     Crying bitterly.

Students:    Crying bitterly.

Teacher:     Okay, how about for sleeping?

What is the adverb that we use for sleeping?

Students:    Sleeping... *Toongarathu* **(Sleeping)**...

Teacher:     Sleeping what?

Students:    Sleeping in the…

Teacher:     What? Starts with 's'.

*Students were trying to guess the word (inaudible).*

**Excerpt 21**

Students:    Slightly…

Teacher:     Adverb…I want adverb…

Students:    Sleep… sleep…

Teacher:     Sleeping… (wrote the word 'soundly' on the whiteboard)

Students:    Soundly…

Teacher:     *Aalntha urakatil irupathu…* **(Being in a deep sleep)** *okay-va* **(okay)**?

That is sleeping soundly. Sleeping…

**Excerpt 22**

Students:    Soundly…

Teacher:     *Soundly odane sattham varuratu kidayathu.* **(Soundly doesn't mean the sound)**

*Aalntha urakatil* **(in a deep sleep)**... so usually can use this adverb for sleeping…

Sleeping soundly (*repeated twice – echoed the teacher*)…

How about dancing?

| Student: | Beautifully… |
|---|---|
| Teacher: | How they are dancing? So you describe… |

**Excerpt 23**

| Student: | Beautifully… |
|---|---|
| Teacher: | Not beautifully. |
| Students: | Fastly… slowly… |
| Teacher: | Start with 'g'… |
| Students: | Gracefully… |
| Teacher: | What is it? Aaaa… gracefully… (*wrote on the whiteboard*) |
| | What is that? |

**Excerpt 24**

| Students: | Gracefully… |
|---|---|
| Teacher: | *Aaaa… Tamil-le yepadi solluvangge?* **(How do you say it in Tamil?)** |
| | *Ippo bharathanatiyam aaduna* **(If we dance *bharathanatiyam*)**… *yepadi aadunom-nu solluvangge?* **(how would they say it?)** |

*Students gave various responses (inaudible).*

| Teacher: | *Layam-a irukanum* **(Must be graceful)**… *oru mathri varthaigal-a payan padutuvanggala illaya?* **(they will use certain kind of words, isn't it?)** |
|---|---|
| | *Athu than athu* **(that's it)**… so dancing gracefully… *alaga adinangge-nu sollaruthu than dancing gracefully* **(to say that you danced beautifully is dancing gracefully)**… (*students echoed the teacher*) |
| | Okay? |
| | So here… sometimes not all the word… just now we just need to add 'ly' right? |
| | Yes or no? |
| Students: | Yes… |

**Excerpt 25**

| Teacher: | But not all the one you can just add 'ly'… there are some rules here… |
|---|---|
| | When the adjective ends with 'l'… there's already one 'l' there… for example careful, beautiful… yes or no? |
| | For that you just need to add 'ly'… no changes. |
| | So it became… |
| Students: | Carefully… beautifully… |
| Teacher: | Carefully… beautifully… |
| | Okay? |
| | Next, when the adjective end with 'y'… so what you need to do with the 'y'? |
| Students: | Sweetly… |

**Excerpt 26**

| Teacher: | 'y' you change it to what? |
|---|---|
| Students: | 'i'… |
| Teacher: | 'i'… 'y'… drop the 'y'… okay? |
| | You change it to 'i'… (*students echoed the teacher*) |
| | Then you add 'ly'… |

*Teacher wrote on the whiteboard.*

|  | Happy right? You cannot add 'ly' like this… it's wrong… so what you need to do? |
|---|---|
| Students: | 'i'… |

**Excerpt 27**

| Teacher: | The 'y' you change it to 'i' then you add 'ly'. |
|---|---|
|  | The children are playing happily. |
|  | Okay? So that is happily. |
|  | Okay, this one? (*pointed at the whiteboard – the word naughty*) |
| Students: | Naughtily… |
| Teacher: | You all *lah*… |
|  | Adjectives… adjective end with 'll'… how many 'l'… |

**Excerpt 28**

| Students: | Two… |
|---|---|
| Teacher: | Two 'l'…so when comes with two 'l' you just need to add 'y' because the 'l' is already there… just need to add 'y'. |
|  | Okay? |
|  | But not all the word you need to add 'ly'… |
|  | There are certain words…not many… there are certain words where there are no changes… you no need to make any changes… it means no need to add 'ly' but it can be act as a adverb. |
|  | For example is what? (*pointed at the whiteboard*) |
| Students: | Fast… |

**Excerpt 29**

| Teacher: | Children tend to write fastly… fastly… |
|---|---|
|  | Fastly, wrong. No changes for fast. |
|  | He ran fast… no fastly… |
|  | Next, hard…no hardly… hard… |
|  | *Hard-na yenna artham?* **(What does hard mean?)** |
| Students: | *Kadinam… kadinamanathu...* **(Hard)** |
| Teacher: | *Kadinamanathu...* **(Hard)** *keras...* **(hard – Bahasa Malaysia)** *aamava illaya* **(isn't it)***?* |
|  | *Hardly-nu payan padutuninggena* **(If you use harly)**… *hardly vanthu adverb kidayathu* **(hardly is not adverb)**… *athu vanthu vera artham onnu irukku* **(it has a different meaning)**… the meaning will be different. |
|  | So 'hard' also can just be 'hard'… |
|  | There is another one… 'well'… the adverb 'well' is for what? |
|  | Which adjective? (*teacher wrote the answer on the whiteboard*) |

**Excerpt 30**

| Students: | Good… |
|---|---|
| Teacher: | Good… for 'good'… so you use what? |
| Students: | Well… |
| Teacher: | So remember-aaa… fast, hard all no changes… |
|  | Is it clear? Any questions class? |
|  | *Purinthatha?* **(Understood?)** *Yellarkum velungidicha?* |

**(Everyone understood?)**

*Students nodded*

**Excerpt 31**

> *So adverbs yethuku use pannurom?* **(So why do we use adverb?)**
> What is the usage of adverb?

*Students gave responses (inaudible).*

> *Yethuku payan paduturom?* (**why do we use?**) What is the use?
> Adverb…adverb… why you use it?

Students:     Adjective…

Teacher:      I'm not talking about adjective… I'm talking about adverbs… *idhu yethuku use pannurom?* **(why do we use it?)**

*Students gave responses (inaudible).*

**Excerpt 32**

Students:     *Seyal* **(Action)**…

Teacher:      *Seyalai* **(What about action)***?*

Students:     *Seyalai kurikuthu* **(Describe an action)**…

Teacher:      *Oru seyalai* **(An action)**… *yepadi seiya pattathu* **(how it was done)**…
              *Oru seyalai kuripathu kidayathu* **(Not describing an action)**… *antha seyal yepadi seiya pattathu* **(how the action was done)**…
              For example, the boy is running… how he runs?

**Excerpt 33**

Students:     Fast…

Teacher:      Fast…
              How he's running… slowly… you describe…
              Athu than **(That's it)**… antha seyalai avangge yepadi seiyirangge **(how they do that action)**?
              Athu than adverbs **(That's adverb)** … adverbs of manners.
              Yean manners aollurangge-na **(Why they say manners)**… ungge seyalai kaatuthu **(shows your action)**… that's why we call it adverbs of manners.
              Previously you learned about place.
              Place-*na* it answer the question where… yengge **(where)**… *inthe* **(this)** 'everywhere', 'upstairs', 'downstairs'-*la padichingala illaya* **(learned isn't it)**… that's different.
              *Ithu manners* **(This is manners)**… *seyal* **(action)**… *antha seyal yepadi seiya pattathu* **(how that action was done)**… *athan adverb* **(that's adverb)**…
              So is it clear now? Any problem?
              Okay, shall we continue?

*Teacher continued playing the video for students.*

**Excerpt 34**

> Okay? Is it clear? Any questions class? Any questions about it?
> No? No questions?
> Okay…now I want to do a group activity. Shall we do a group activity now?

Students:     Yes…

Teacher:      After a group activity, then we're going to have a game.

**Excerpt 35**

Teacher: Okay? So before we move on to the game… we start with a group work first…

Okay? Listen carefully to my instruction.

Before start, I want three of you… move to your group. (*pointed at three students*)

*The three students moved to their respective groups.*

*Teacher gave students the instruction for the activity.*

Teacher: Is it clear? Is it clear?

Students: Yes…

Teacher: Shall we start?

*Teacher conducted the activity with the students.*

*Teacher checked the answers of the students once they're done.*

**Excerpt 36**

Okay I repeat it again-a…because I saw one of the group…

*Intha group patinggena totally wrong-a senjirunthangge* **(This group was totally wrong)**… *yenaku teriyale* **(I don't know)**… *instruction clear-a kudutachi* **(instruction was clearly given)**… other groups are able to do it but this group I don't know…

What is your problem? Can you tell me? *Puriyaleya?* **(Didn't understand?)** *Ille yenna vishayam?* **(Or what's the matter?)**

*Students kept quiet.*

**Excerpt 37**

*Adjective adverb varum pothu must be same right?* **(When it comes to adjective adverb, must be same right?)**

Slow… slowly…

Careful… carefully… Yes or no?

*Nambe ippo apadithane pathum?* **(That's what we saw, isn't it?)** *Pathum-a illeya?* **(Didn't we see?)** They why you got all wrong?

*Yean maati maati eluthiningge?* **(Why did you change your answers?)**

Happily-la samanthame illame eluthiningge **(You wrote 'happily' without any connection)**…

Give me answer… what's your problem? Rajiv?

*Teacher clarified with the group.*

**Excerpt 38**

Never mind… you still have another game… we're going to have a game now…

So this one please listen to my instruction. Please listen to my instruction class… hello…

*Teacher explained the instruction to the students.*

*Teacher conducted the game (Dragon Ball) with the students.*

*Teacher gave students a worksheet each to complete after the game - explained the instruction – discussed the answer.*

*Teacher ended the lesson.*

**SETT: Self Evaluation of Teacher Talk**

| FEATURE OF TEACHER TALK | DESCRIPTION |
|---|---|
| 1. Scaffolding (S) | 1. Reformulation (R) (rephrasing a learner's contribution) <br><br> 2. Extension (E) (extending a learner's contribution) <br><br> 3. Modelling (M) (providing an example for learner(s) |
| 2. Direct repair (DR) | Correcting an error quickly and directly. |
| 3. Content feedback (CF) | Giving feedback to the message rather than the words used. |
| 4. Extended wait-time (EWT) | Allowing sufficient time (several seconds) for students to respond or formulate a response. |
| 5. Referential questions (RQ) | Genuine questions to which the teacher does not know the answer. |
| 6. Seeking clarification (SC) | 1. Teacher asks a student to clarify something the student has said. <br><br> 2. Student asks teacher to clarify something the teacher has said. |
| 7. Extended learner turn (ELTN) | Learner turn of more than one utterance. |
| 8. Teacher echo (TE) | 1. Teacher repeats teacher's previous utterance. <br><br> 2. Teacher repeats a learner's contribution. |
| 9. Teacher interruptions (TI) | Interrupting a learner' contribution. |
| 10. Extended teacher turn (ETT) | Teacher turn of more than one utterance. |
| 11. Turn completion (TC) | Completing a learner's contribution for the learner. |
| 12. Display questions (DQ) | Asking questions to which teacher knows the answer. |

| 13. Form-focused feedback (FFF) | Giving feedback on the words used, not the message. |
| --- | --- |

The TT features added by the researcher after the observation and video recording:

**Table 3.2: Additional teacher talk features added by the researcher**

| 1. Code-switching (CS) | When a teacher uses L1 to explain L2. |
| --- | --- |
| 2. Comment (C) | Comments of some kinds are given by the teacher sometimes to encourage the student providing the answer, to let others notice what is given by the students, and sometimes to encourage others as well. |
| 3. Comprehension checks (CC) | Asking/checking if the students have understood the subject matter. |

**APPENDIX C**

**Background Profile of the Teacher Participants**

**Teacher A**

| | |
|---|---|
| Qualification: | Bachelor of Degree (Hons) in Teaching |
| University: | Institute of Teacher Education Malaysia |
| Experience: | 13 years |
| Schools worked: | Sekolah Jenis Kebangsaan Tamil Air Kuning Selatan, Negeri Sembilan |
| | Sekolah Jenis Kebangsaan Tamil Ladang Tebong, Melaka |
| | Sekolah Jenis Kebangsaan Tamil Taman Tun Aminah, Johor Bahru |
| Subjects taught: | English |
| Mother tongue: | Tamil |
| Spoken languages: | Tamil, English, Bahasa Malaysia |

**Teacher B**

| | |
|---|---|
| Qualification: | Bachelor of Degree (Hons) in Teaching English as a Second Language |
| University: | Open University Malaysia |
| Experience: | 16 years |
| Schools worked: | Sekolah Jenis Kebangsaan Tamil Ladang Ulu Bernam 2, Perak |
| | Sekolah Jenis Kebangsaan Tamil Taman Tun Aminah, Johor Bahru |
| Subjects taught: | English, Tamil language, History, Arts Education, Physical Education and Music |
| Mother tongue: | Tamil |
| Spoken languages: | Tamil, English, Bahasa Malaysia |

## INFORMATION SHEET FOR TEACHER PARTICIPANT

### What is the aim of the research?

This study aims to investigate the features and patterns of teacher talk in ESL classrooms in a Tamil primary school. Teacher talk is the special language that teachers use when addressing L2 learners in the classroom. This study is undertaken as part of the requirements of the Master in English as a Second Language at the University of Malaya, Malaysia.

### What type of participants is being sought?

The participants for this study are English teachers in a Tamil primary school, whose first language is either Tamil.

Should you agree to take part in this study, you will be observed three times by the researcher for the entire duration of 40-minutes or 1 hour English lesson which will be recorded using a video recorder. Subsequently, a post-observation interview will be administered (if required) by the researcher to obtain your perceptions and beliefs on the patterns of your teacher talk in the ESL classroom.

Please be aware that you may decide not to take part in the study without any disadvantage to yourself of any kind.

### What data or information will be collected and what use will be made of it?

The data that will be collected consists of your personal opinions and beliefs on the patterns of your teacher talk during English lessons.

Classroom observations will be recorded in video. This is to enable the researcher to record the interactions between you and your students during the lesson. The researcher will show you the video recording during the post-observation interview (if required) and obtain your views on the instances of teacher talk features and patterns used in the lesson.

The data being collected will be used only for the analysis of the researcher. The only people who will have access to it are the researcher and the supervising staff member of the University of Malaya. Your name will not be used in the study report. The results of the research may be published and will be available in the University of Malaya Library (Kuala Lumpur, Malaysia) but every attempt will be made to preserve your anonymity.

**APPENDIX E**



## CONSENT FORM FOR TEACHER PARTICIPANTS

I have read the Information Sheet concerning this study and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

1. My participation in the study is entirely voluntary;

2. I am free to withdraw from the study at any time without any disadvantage;

3. Personal identifying information such as full name, age, gender, education background, duration of teaching service and video recording of classroom teaching will be destroyed at the conclusion of the study but any raw data on which the results of the study depend will be retained in secure storage for a period of time.

4. This project might involve an open-questioning technique. The general line of questioning includes my personal opinions and beliefs on the patterns of teacher talk in the ESL classroom and my teaching experiences on the interaction patterns between teacher and students. The precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops and that in the event that the line of questioning develops in such a way that I feel hesitant or uncomfortable I may decline to answer any particular question(s) and/or may withdraw from the study without any disadvantage of any kind.

5. The results of the project may be published and will be available in the University of Malaya but every attempt will be made to preserve my anonymity should I choose to remain anonymous.

........................................................                              .............................
(Signature of participant)                                                          (Date)

![University of Malaya logo]

**CONSENT FORM FOR TEACHER PARTICIPANTS**

I have read the Information Sheet concerning this study and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

6. My participation in the study is entirely voluntary;

7. I am free to withdraw from the study at any time without any disadvantage;

8. Personal identifying information such as full name, age, gender, education background, duration of teaching service and video recording of classroom teaching will be destroyed at the conclusion of the study but any raw data on which the results of the study depend will be retained in secure storage for a period of time.

9. This project might involve an open-questioning technique. The general line of questioning includes my personal opinions and beliefs on the patterns of teacher talk in the ESL classroom and my teaching experiences on the interaction patterns between teacher and students. The precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops and that in the event that the line of questioning develops in such a way that I feel hesitant or uncomfortable I may decline to answer any particular question(s) and/or may withdraw from the study without any disadvantage of any kind.

10. The results of the project may be published and will be available in the University of Malaya but every attempt will be made to preserve my anonymity should I choose to remain anonymous.

............................................................ ................................
       (Signature of participant)                              (Date)

**Students' Monthly Test Results (100 marks)**

**Year 5 Malligai**

| Student | Monthly Test (September, 2016) | Monthly Test (March, 2017) |
|---------|-------------------------------|---------------------------|
| S1 | 77 | 79 |
| S2 | 76 | 70 |
| S3 | 68 | 71 |
| S4 | 62 | 60 |
| S5 | 66 | 66 |
| S6 | 67 | 65 |
| S7 | 65 | 67 |
| S8 | 68 | 75 |
| S9 | 62 | 70 |
| S10 | 77 | 70 |
| S11 | 78 | 78 |
| S12 | 70 | 70 |
| S13 | 60 | 66 |
| S14 | 66 | 74 |
| S15 | 60 | 68 |
| S16 | 64 | 71 |
| S17 | 62 | 69 |
| S18 | 66 | 60 |
| S19 | 75 | 78 |
| S20 | 73 | 70 |
| S21 | 70 | 76 |
| S22 | 66 | 60 |
| S23 | 66 | 66 |
| S24 | 69 | 69 |
| S25 | 71 | 71 |
| S26 | 76 | 76 |
| S27 | 74 | 74 |
| S28 | 62 | 62 |
| S29 | 68 | 68 |
| S30 | 64 | 64 |
| S31 | 60 | 60 |
| S32 | 70 | 70 |
| S33 | 71 | 71 |
| S34 | 69 | 69 |
| S35 | 66 | 66 |

**Year 5 Thamarai**

| Student | Monthly Test (February, 2016) | Monthly Test (April, 2017) |
|---|---|---|
| S1 | 45 | 49 |
| S2 | 52 | 55 |
| S3 | 48 | 40 |
| S4 | 33 | 39 |
| S5 | 49 | 45 |
| S6 | 30 | 36 |
| S7 | 49 | 40 |
| S8 | 50 | 47 |
| S9 | 40 | 46 |
| S10 | 44 | 49 |
| S11 | 30 | 38 |
| S12 | 35 | 40 |
| S13 | 40 | 48 |
| S14 | 49 | 50 |
| S15 | 39 | 40 |
| S16 | 32 | 40 |
| S17 | 40 | 48 |
| S18 | 33 | 41 |
| S19 | 28 | 37 |
| S20 | 40 | 44 |
| S21 | 49 | 44 |
| S22 | 35 | 40 |
| S23 | 50 | 55 |
| S24 | 44 | 40 |
| S25 | 30 | 43 |
| S26 | 32 | 39 |
| S27 | 49 | 46 |
| S28 | 40 | 48 |
| S29 | 32 | 45 |
| S30 | 28 | 37 |
| S31 | 30 | 38 |
| S32 | 39 | 46 |
| S33 | 50 | 50 |
| S34 | 44 | 40 |
| S35 | 49 | 45 |

**Semi-structured Informal Interview Questions**

1. Do you state clear pedagogical goals to accomplish before you start the lesson?

2. Do you link your teacher talk to your pedagogical teaching objectives?

3. From where do you choose your activities?

4. To what extent do you encourage your students to talk in the class?

5. Do you give fair distribution to all your students?

6. Are you confident of your ability to provide clear and unambiguous explanation of sentence structures in English? Or do you prefer explaining them in the students' native language?

7. Is your explanation suitable for your students' level of proficiency?

8. How often do you ask for clarification and check on your students' comprehension?

9. Do you wait after asking questions?

10. How often do you provide positive feedback?

11. How do you correct your students' errors?

12. Based on your personal experience, do you think code switching is the best solution to address the students' language learning difficulties?

    - If yes, why?

    - If no, are there any other techniques or strategies?

13. What are the factors which you consider when using code switching during English lessons?

14. Many language experts have expressed concerns about using code switching in the ESL classroom as it is believed to result in improper language use (or *bahasa rojak*) amongst students. What are your thoughts on this belief?

15. Do you think an English teacher should play the role as a language model?

16. Do you encourage your students to use English during lessons? How do you do so?

17. Most ELT practitioners, education experts and policy makers are strong advocates of the exclusive use of English during the teaching and learning process (code switching is a practice which is discouraged or even prohibited/proscribed). What are your thoughts on this belief?

18. Do you think that the teacher education programmes adequately prepare future teachers to face the challenges in actual classroom situations?

19. Is it likely that your teacher talk affects your students' production or vice versa?

20. Would you like to find out about your teacher talk and its impact on your students?