

# The Use of Teacher Talk Through Online Teaching and Learning Process in EFL Classroom During the COVID-19 Pandemic

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## ABSTRACT

Teacher talk is crucial to teaching and learning process because almost all activities use the talk from teachers. Besides, teachers are the person who has power over students to control everything in the teaching and learning process. Consequently, teacher talk will affect how students act or their understanding. This study is descriptive qualitative research. It explored the use of teacher talk in online teaching and learning in EFL Classroom during the COVID-19 Pandemic by describing the feature of teacher talk in online classroom by using Self-Evaluation Teacher Talk (SETT) Framework by Walsh [1]. The participants were three English teachers who teach in seventh grade in two Junior High schools in Padang. Online teaching and learning were done by using a video conference application. It was observed and recorded to obtain the data. The data were analyzed in three steps; condensation, display, and conclusion. The result showed that there were only ten features of teacher talk used by teachers and one additional classroom mode.

**Keywords:** *Teacher Talk, SETT Framework, EFL Classroom*

## 1. INTRODUCTION

Teacher talk is crucial to teaching and learning process because almost all activities use the talk from teachers. Besides, teachers are the person who has power over students to control everything in the classroom. Consequently, teacher talk will affect how students act or their understanding.

Teacher talk is defined as the language typically used by teachers in the foreign language classroom [2]. Sinclair and Brazil in [3] explains teacher talk as the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding. Furthermore, Walsh [4] points out it is teachers' choice of language and their capacity to control language use are crucial to facilitate or hinder students' participation in classroom interactions.

Teacher talk has a similarity with the way parents talk to their children or foreigner talk when foreigners talk to others [2], [5]. Teachers tend to simplify and modify their speech to students in the classroom. Balakrishnan [6] adds teacher talk is the speech pattern used by teachers in organizing and managing their classroom. Talk has particular patterns in organizing the classroom.

Long in [2] adds that teacher talk is important in language learning since it is used as a medium of instruction and also as the lesson content or input [2], [7], [8]. In other words, teacher talk is a simplified and modified language used by teachers in the classroom as a medium of instruction or the input.

Due to the teaching and learning in Indonesia still follow a teacher-centered approach, the use of language seems dominated by teachers (Viiri & Saari in [9]). Teachers begin talking when they greet the class and introduce the learning materials. The talk keeps on occurring when they explain materials and ask questions. In most of the teaching and learning stages, they have more time to talk. The way teachers use language in the classroom will give a big impact on how it can run the interaction in the classroom smoothly. Besides, it will give impact the students' comprehension in the language classroom, because the language itself becomes the subject and also the medium in the learning. Then, teacher talk can not be separated from the classroom interaction. It becomes the point for the class can run smoothly. As supported by Puasa et al. [9] the success or the failure of a teaching and learning activity is partly determined by the use of language by teachers or teacher talk. Also, Walsh [1] emphasizes pedagogy and interaction come together through the talk: pedagogic goals are manifested in the talk-in-interaction.

However, during the COVID-19 pandemic, the teaching and learning process can not be held in the classroom. The students are requested to learn from home. As Zhou et al. [10] mention the government applies the term "School's out, but the class's on". It provides students with learning resources and learning support services to help solve practical difficulties (China Education Daily in [10]). In other words, the teaching and learning process keep running as usual but it is through other media or another way without gathering in one place or it is called "Learn From Home"

for instance E-learning or online learning, giving students some task to cover the class, etc.

Then, the teacher should find a way to apply to online learning. The most used is the Whatsapp application for giving tasks or materials. The teachers will give some instructions via chat in Whatsapp to do something or share the learning materials. The students do the task or read the materials at home, if there is a task that needs to be collected, the students can send it again via chat in Whatsapp. The task can be in form of a video, audio, or document. Another way, teaching and learning process can be done virtually by using a video conference application for instance Zoom.

This is included in one of type Computer-Mediated Communication (CMC). The term CMC refers to human communication via computers, a distinction can be made between synchronous CMC, where interaction takes place in real-time, and asynchronous CMC, where participants are not necessarily online simultaneously [11].

The application of CMC in online learning can be asynchronous or synchronous. According to Zhang et al. [12] online learning is defined as learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. The synchronous environment means that the teacher and students are virtually present and can give feedback directly in form of video conference. Meanwhile, asynchronous is teacher and students are not present at the same time and there is a delayed time to respond to interact with each other for instance Whatsapp or email, etc [13], [14].

One of the ways in applying synchronous CMC is Video conference, the teacher can teach and give students room for discussion. It makes all of the students and teachers can interact with each other directly. There are many applications for video conferencing, for instance Google Meet, Skype, Zoom Clouds Meeting and etc. However, each application has its minus and plus point to its users. Mostly, people use Zoom Clouds Meeting due to user friendly and can be used in both smartphone or desktop. Besides that, it provides some features for basic users and it can cover up to one hundred participants in one meeting. Several studies related to Teacher Talk have been conducted by researchers [15]–[18]. They investigated the features of teacher talk based on the SETT Framework in an offline classroom and find out whether it can promote the learning opportunity for students.

In the CMC field, the researches were done by [19]. They investigated the effect of integrated CMC in EFL learning, especially in vocabulary improvement. The result showed that the integrated CMC group give a significant score compare with CMC only and face-to-face interaction.

Generally, all of those previous studies investigated the type or feature of teacher talk employed by teachers without concerning how those types or features of teacher talk can affect classroom interaction. Furthermore, it only investigated teacher talk in the offline classroom.

The framework to identify teachers are available in several approaches. there are the conversational analysis approach, discourse analysis approach, a variable approach, and interactional analysis approach.

This research will use an interactional analysis approach that focuses on the ad hoc approach. One instrument that can be used in the ad hoc approach is the SETT (Self-Evaluation of Teacher Talk) framework by Walsh [1]. It is appropriate in this research due to the focus of this framework is teacher talk which relates to language use, interaction.

This framework is revisable and representative to research the classroom interaction aspects [1]. Thus, it can be revised if some new cases happen in the field. Since language learning is unique and every classroom has a different environment.

There are four modes in this framework that divide the interaction in the classroom and also have the pedagogical goals in each. These modes are the base for identifying the feature of teacher talk. The term "mode" encompasses the interrelatedness of language use and teaching purpose. It is clearly defined as a pedagogical goal and distinctive interactional features determined largely by a teacher's use of language. Each mode has its feature of teacher talk (Table 1).

In managerial mode, it occurs most often at the beginning of lessons. The main concern is to locate the learning temporally and pedagogically or spatially. Materials mode focuses on the interaction which happens around the material that is used. Next, skills and system mode, its focus on providing language practice about language skills. The topic and the flow of learning mostly control by the teacher. Last, classroom context mode, this mode in which the interaction happens mostly among the students to share their opinions and ideas related to the topic. The teacher only controls the way of discussion and sometimes give feedback.

Modes are not static and invariant, but dynamic and changing. There are some deviant cases in which the modes are not the same as mentioned above. Sometimes, it can overlap or there is no relationship between the goals and the interactional features.

Based on the elaboration above, teacher talk in online learning by using video conference application becomes an interesting point in this study. Due to teacher and students can not interact directly, the teacher should creatively enhance their talks in the online classroom to deliver the materials or to provide them with input

**Table 1. Features of Teacher Talk by Walsh (2006)**

Features	Description
<b>Scaffolding</b>	(1) Reformulation (rephrasing a learner contribution). (2) Extension (extending a learner's contribution). (3) Modelling (correcting a learner's contribution).
<b>Direct repair</b>	Correcting an error quickly and directly
<b>Content feedback</b>	Giving feedback to the message rather than the words used.
<b>Extended wait- time</b>	Allowing sufficient time (several seconds) for students to respond or formulate a response
<b>Referential questions</b>	Genuine questions to which the teacher does not know the answer.
<b>Seeking clarification</b>	(1) Teacher asks a student to clarify something the student has said. (2) Student asks the teacher to clarify something the teacher has said.
<b>Confirmation checks</b>	Making sure that the teacher has correctly understood the learner's contribution.
<b>Extended learner turn</b>	Learner turn of more than one clause
<b>Teacher echo</b>	(1) Teacher repeats a previous utterance. (2) Teacher repeats a learner's contribution.
<b>Teacher interruptions</b>	Interrupting a learner's contribution
<b>Extended teacher turn</b>	Teacher turn of more than one clause
<b>Turn completion</b>	Completing a learner's contribution to the learner
<b>Display questions</b>	Asking questions to which the teacher knows the answer.
<b>Form- focused feedback</b>	Giving feedback on the words used, not the message

## 2. METHOD

The purpose of this research is to describe the phenomenon and facts that happen in the field, the research was descriptive qualitative research because it naturally studies the phenomenon and directly from the field research. A descriptive method was used on finding out how teachers use language in the classroom in delivering materials or teacher talk. The participants were three seventh grade English teachers in two junior high schools in Padang (SMP N 18 Padang and SMP N 28 Padang) who used video conference application in the online teaching and learning process.

The data were the utterances employed by the English teacher which was recorded and transcribed into transcription. In obtaining the data, the researcher asked permission to the teachers to join and record the virtual classroom for two meetings in each teacher. After that, the video recording was observed based on the SETT Framework [1] and transcribed.

In analyzing the data, the technique of data analysis proposed by Miles et al. [20] was applied. There are three procedures in analyzing data:

### 1) Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials [20]. As the data collection proceeds, the data

condensation can occur [20]. Therefore, in data collection, the researcher can directly do data condensation. The data condensing/transforming process continues after the fieldwork is over until a final report is completed.

The researcher will categorize and identify features of teacher talk based on the SETT Framework by Walsh [1].

### 2) Data display

After that the data will be displayed by using a matrix. The display is an organized, compressed assembly of information that allows conclusion drawing and action. During displaying the data, the features of teacher talk were calculated by using the formula to find its frequency:

$$P = \frac{f}{N} \times 100\%$$

### 3) Drawing and Verifying Conclusion

After condensing and display the data, the final step is the conclusion or verification of the data. The researcher will conclude and explain the data from the findings.

## 3. RESULT AND DISCUSSION

The result from data analysis was showed in the figure. 1. It showed that there are eleven features of teacher talk performed by three English teachers based on the SETT framework by Walsh [1]. There are confirmation check, display question, direct repair, extended teacher turn, extended wait time, form-focused feedback, scaffolding, seeking clarification, teacher echo, and teacher interruption.

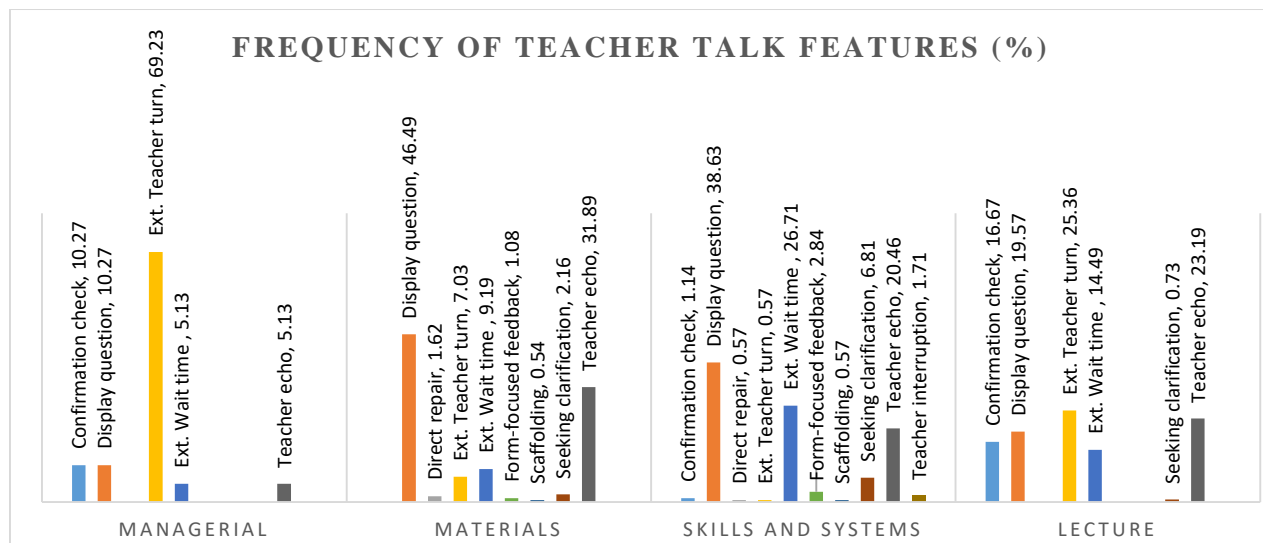


Figure 1. Frequency of Teacher Talk Features (%)

In figure 1, it is showed that in managerial mode, extended teacher talk is in the high portion, which is 69,23%. It is in line with Walsh's Framework which contains long teacher turn, usually explaining or instructing about the topic. Meanwhile, other features appeared in the low portion which is not in the framework, there are confirmation check, display question, teacher echo, and extended wait time.

In materials mode, the display question takes a high position, which is 46,49% and the lowest is scaffolding in 0,54%. The highest frequency still display question in skills and systems is 38,63%. There are three lowest features, that is in 0,57%.

Furthermore, there is one additional mode that is excluded from the framework yet it was found in the field. This was occurred due to the interactional features in the framework which become the indicator for identifying the mode, which was not suitable. It is the lecture mode. It is In this mode, extended teacher turn took the highest percentage, 25,36% since teachers explain the topic. It was followed by teacher echo, 23,19%. The seeking clarification is 0.73%.

The explanation in each feature of teacher talk is presented as follows.

### 1. Scaffolding

Scaffolding is a teacher's strategy to guide the students in giving their ideas or opinion about the topic of the materials. This feature was found in a very small number in the materials mode (0,54%) and skills and systems mode (0,57%) which teachers give the practice to the students. According to Walsh [1], these features are divided into reformulation, extension, and modeling.

Teachers talk to assist the students by Reformulating what the students have said in order students can get clear ideas by repeating the student's answer. Then, teachers give another opportunity to other students to state their opinions by extending the students' contributions called Extension. After the contributions from the students are enough, teachers give an example of how it should be or give the right ideas called modeling.

### 2. Direct Repair

There were a small number of direct repair used by teachers, 1,62% in material mode, and 0,57% skills and systems mode. The direct repair was used to correct the student's contribution directly at the same time the student talk. Sometimes, this is helpful for the students since they can know their error directly, yet it also can interrupt the flow or the students' contribution. For teachers, it economizes time. The direct repair was used when teachers were practicing the materials where there are questions and answers between teachers and students.

### 3. Extended Wait Time

This feature emerges in all of the classroom modes generally. Nunan in [21] explains extended wait time is the time allowed by the teacher to answer a question not only increases the number of learner responses but also results in more complex answers and leads to an increase in learner interaction. Usually, the teaching and learning process contains the question and answer. When teachers ask a question to the students, teachers should give space for a few seconds in order students can explore their ideas deeply.

### 4. Seeking Clarification

Seeking clarification is occurred when the teacher asks a student to clarify something that the student has said. It was found that the highest portion of seeking clarification used by teachers is 6.81% in skill and systems mode. Due to there was unclear noise caused by the bad signal during the process.

In delivering their ideas, the students sometimes spoke too quietly and also their ideas sometimes were too vague to be understood by the teacher and the other students [15]. Thus, teachers should get the student's clear intension in order the flow of the process run well and other students can understand it too.

### 5. Confirmation Check

The fifth feature is confirmation check which is used by teachers in three classroom modes; managerial, materials, and skills and system mode. It is making sure that the

students understood the topic which is explained by teachers. Usually, teachers will ask the question “do you understand?” or “Sudah paham?”

#### 6. Teacher Echo

Teacher echo is occurred when the teacher repeats a previous utterance and the student’s contribution [1]. It was found in all of the classroom modes in which the highest point is in materials mode. This repetition is used to emphasize the previous utterance or to accept the student’s contribution. Besides that, it is used to invite the students to give their contribution. However, excessive teacher echo can hinder a student’s learning opportunity [1]. In the Extract 6 teacher tries to invite the student to share the idea but there is no response. The teacher repeats her utterance to get a response. Furthermore, the teacher also repeats the students’ contributions to emphasize that it is the right answer.

#### 7. Teacher Interruptions

Teacher interruption occurs when the teacher talks while the students still talking. This feature was found 1,71% in skills and systems mode. According to Eisenring & Margana [15], teacher interruption can have a positive and negative effect on the students. First, it may be the signal that teachers have been understood the students’ ideas and can help the students to explore more their ideas. Second, the negative one is it can break down the students’ ideas and make the students feel nervous or even forget what they are going to say.

#### 8. Extended Teacher Turn

Extended teacher turn was used by the teacher to explain the topic or to give instruction before doing the activity. The result showed that extended teacher turn took a big portion in managerial and lecture mode (69,23% and 25,36%). The main purpose of the ‘extended teacher turn’ strategy was to make everything related to classroom discussions became clearer and understandable for the students [15].

#### 9. Display Question

Display question refers to a question in which the teacher knows the answer [1]. This feature is mostly used in all activities of the teaching and learning process. It aims to stimulate or to initiate the students’ contribution. In this study, it was found that teachers used display question in all modes in which in high percentage. However, it is mostly used in material mode and skills and systems in which the teacher asks the question to practice the materials with the students.

#### 10. Form-Focused Feedback

This feature has only emerged in materials and skills and system mode in which students get more practice. Thus, when they are practicing, teachers sometime should give feedback to them in order they are in the right direction. Form-focused feedback refers to giving feedback on the word used, not the form. The present study found that there are only 1,08% and 2,84% of teachers used this feature.

### 4. CONCLUSION

This study has presented the features of teacher talk used by three English teachers in seventh grade in online and teaching-learning. Teachers only performed ten out of fourteen features. The modes were found only three modes:

managerial, materials and skills and systems. Besides that, this study also found that one additional classroom mode, that is lecture mode. Lecture mode is the activity when the teacher explains the topic and there are only a few the students’ contributions.

In conclusion, the teacher still cannot manage their talk creatively in order students can get involved in the process. As evidence, there were only ten features were used in the process.

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