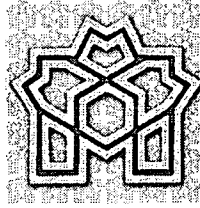


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Allameh Tabataba'i University
Faculty of Persian Literature and Foreign Languages
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The Difference between the Classroom Discourse of the Iranian Novice and Experienced EFL Teacher

**A Thesis Submitted to the Graduate Studies Office in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching English as a Foreign
Language**

Advisor: Dr. Mansoor Fahim

Reader: Dr. Mehdi Nowruzi Khiabani

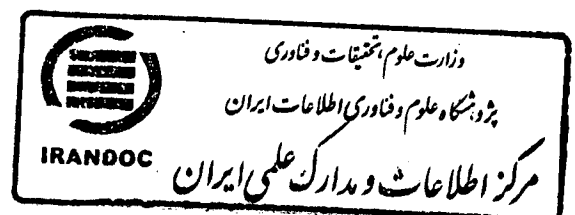
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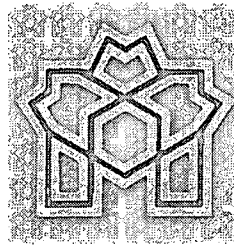
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We hereby recommend that this thesis by Afshin Vatandoost entitled:

**The Difference between the Classroom Discourse of
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be accepted in partial fulfillment of the requirement of the degree of Master of Arts (M.A.) in Teaching English as a Foreign Language (TEFL).

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الف - موضوع و طرح مسئله (اهمیت موضوع و هدف)

رابطه بین گفتمان کلاسی معلم و میزان یادگیری زبان آموز از موضوعات مورد بحث در میان بزرگان حوزه آموزش زبان بوده و می باشد. این موضوع از آن جهت اهمیت دو چندان می یابد که مواد مورد تدریس که در اینجا زبان انگلیسی می باشد، خود، زبان مورد استفاده معلم در تدریس نیز می باشد. لذا انتظار می رود که معلمان زبان انگلیسی خود الگوی مناسبی از بکارگیری درست و قابل پیروی زبان انگلیسی باشند. حال، اینکه تجربه تدریس تا چه اندازه در آگاهی زبانی معلم و نحوه درست استفاده او از زبان انگلیسی در کلاس موثر می باشد سوالی بود که این پایان نامه در پی پاسخ آن برآمد. جهت پاسخ به سوال فوق دو گروه از معلمان زبان انگلیسی تازه کار و با تجربه مورد بررسی قرار گرفتند.

ب- مبانی نظری شامل مرور مختصری از منابع چارچوب نظری و پرسشها و فرضیه ها:

این تحقیق در پی یافتن پاسخ برای دو سوال بوده است:

۱. چه تفاوتی میان معلمان با تجربه و تازه کار زبان انگلیسی ایرانی در روش درخواست آنان از زبان آموز برای بیان واضح تر گفته خود وجود دارد؟
۲. چه تفاوتی میان معلمان با تجربه و تازه کار زبان انگلیسی ایرانی در روش حصول اطمینان آنان از اینکه آیا درک آنان از گفته زبان آموز درست بوده یا نه وجود دارد؟

پ- روش تحقیق شامل تعریف مفاهیم روش تحقیق جامعه مورد تحقیق نمونه گیری و روشهای نمونه گیری ابزار اندازه گیری نحوه اجرای آن شیوه گردآوری و تجزیه و تحلیل داده ها:

برای انجام این تحقیق ۱۰ معلم زبان انگلیسی ایرانی با تجربه با حد اقل ۳ سال سابقه تدریس انگلیسی بطور تمام وقت و ۱۰ معلم زبان انگلیسی ایرانی تازه کار با حد اکثر ۱ سال سابقه تدریس انگلیسی، مورد

مطالعه قرار گرفتند.

جهت جمع آوری اطلاعات، ۳ ساعت از تدریس هر کدام از این معلمان مورد ضبط صدا قرار گرفت، که در مجموع ۶۰ ساعت تدریس ضبط شده به دست آمد. به منظور حفظ فضای طبیعی کلاسها و ایجاد حداقل مزاحمت برای آنها، و همچنین به دست آوردن داده طبیعی و قابل استفاده، صرفاً از یک دستگاه بسیار کوچک ضبط صدا استفاده گردید و محقق در کلاسها حضور نداشت.

در این تحقیق، گفتمان کلاسی معلمان مورد مطالعه با استفاده از چارچوب استاندارد SETT Framework (Walsh, 2006)، که الگوی استاندارد و مناسبی جهت بررسی گفتمان و تجزیه و تحلیل کلام می باشد، مورد تجزیه و تحلیل قرار گرفت.

ت- یافته های تحقیق:

پاسخ سوالات تحقیق پس از تحلیل داده ها: پس از بررسی داده ها، تفاوت چشمگیر و معناداری میان روشهایی که معلمان تازه کار و با تجربه مورد مطالعه برای درخواست از زبان آموز جهت بیان واضح تر گفته خود (سوال اول تحقیق) و همچنین روشهایی که برای حصول اطمینان از درک درست از گفته زبان آموز (سوال دوم تحقیق) استفاده می کنند، دیده نشد. با این حال، با بررسی عمیق داده به دست آمده ممکن است بتوان نکات زیر را با احتیاط بیان نمود که البته برای اثبات آنها نیاز به پژوهشهای بسیار وسیعتر و عمیقتر و بر روی معلمان بیشتر وجود دارد:

- معلمان با تجربه در هر نوبت کوتاهتر صحبت می کنند و فرصت بیشتری به زبان آموز می دهند.
- معلمان با تجربه کمتر اشکالات زبان آموزان را تصحیح می کنند و بیشتر بر مفهوم و محتوی تکیه می کنند تا شکل.
- معلمان با تجربه سوالات مفهومی و باز بیشتری می پرسند. همچنین کمک بیشتری به زبان آموز برای بیان مفهوم مورد نظر خود می رسانند.
- معلمان با تجربه (با تفاوت بسیار کمی با معلمان تازه کار در این تحقیق) بیشتر از دو فن درخواست از زبان آموز جهت بیان واضحتر گفته خود و حصول اطمینان از درک صحیح گفته زبان آموز استفاده می کنند.
- معلمان با تجربه از طیف وسیعتری از الگوهای زبانی در دو فن بالا بهره می گیرند.

ث- نتیجه گیری و پیشنهادات:

در پایان باید گفت که یافته های بالا را نمی توان با اطمینان کامل بیان نمود، که این می تواند به دلیل تعداد نه چندان زیاد معلمان در این تحقیق و/یا تفاوت نه چندان زیاد در سالهای تدریس آنان باشد. این امکان ممکن است وجود داشته باشد که با مطالعه تعداد زیادتری از معلمان و یا فاصله بیشتر در سالهای تدریس آنها نتایج متفاوتی بدست آید.

گفتمان صحیح و متنوع کلاسی معلمان یک توانش اکتسابی است که با تمرکز و تمرین بیشتر بدست می آید و نه لزوماً با گذشت سالهای بیشتری از تدریس. تجربه مفید و واقعی متفاوت از قدمت است و صرفاً از طریق مرور و تعمق در تدریس گذشته به دست می آید. معلمان زبان باید به این بیندیشند که موضوع مورد تدریس آنها زبانی است که خود جهت تدریس از آن بهره میبرند. لذا، استفاده درست و متنوع از زبان، ارایه فرصت بیشتر به زبان آموزان برای صحبت در کلاس، کمک به آنان برای بیان شفاف و درست مفهوم مورد نظرشان، تعامل با آنان با استفاده از موقعیتهای طبیعی، و استفاده بیشتر از الگوهای تعاملی بین زبان آموزان می تواند در بهبود توانش زبانی آنان موثر واقع گردد. این نکته ایست که مدرسین دوره های تربیت مدرس نیز به آن توجه بیشتری داشته باشند.

صحت و اطلاعات مندرج در این فرم بر اساس محتوای پایان نامه و ضوابط مندرج در فرم را گواهی می

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عبدالله لاجوردی

رئیس کتابخانه:

Dedication

I proudly dedicate this thesis to all of the persons who have loved me for what I am, especially my lovely family, Maryam and Kian.

Abstract

The relation between teacher talk and students' learning in language classrooms as well as the nature of the teacher-student interaction has long been the focus of heated debate. As far as the quantity of classroom language or interaction is concerned, more recent TEFL experts and teacher trainers have been going on about the necessity of a balance between teacher talk and student talk. The main purpose of this study was to help teachers and researchers attain a closer understanding of how teaching experience affects language use and interactive decision-making, which in turn helps with the realization of intended learning outcomes or otherwise. To that end, after a rather extensive review of the related literature, Walsh's (2006) Self Evaluation of Teacher Talk (SETT) framework was adopted. Then, 10 novice Iranian EFL teachers and 10 experienced ones from two language institutes in Karaj and Tehran were randomly selected. Two sessions (an hour and a half each) of each teacher's class were recorded, by means of a small voice-recorder which hardly drew any attention, totaling 60 hours of recorded classroom language. In order not to disturb the natural and normal flow of the class, the researcher did not attend the class in person, and only voice recording rather than video-taping was the main means of data collection.

Once all of the determined classes had been audio-taped, the recordings were reviewed patiently and precisely, and the episodes which matched the purpose of this study were transcribed for later analysis. These episodes were

the teachers' classroom discourse containing one of the two acts of *seeking clarification*, or *confirmation checks*. After the collected data had been analyzed against the given framework, some conclusions were given and their implications were discussed. Finally, some lines of inquiry were suggested for interested researchers to follow.

Acknowledgements

I would like to extend my most sincere gratitude to all of those without whose help and support, this thesis would have never been realized.

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I am also highly grateful to all of the teachers who were kind and supportive enough to contribute to this thesis by allowing the recording of their voices, without which this research would have stopped in its infancy and would have never reached fruition.

I would also like to thank **Mr. Hazhar Muhammadineku** for his ideas and support throughout the project.

Furthermore, it is a great pleasure to thank the managers of the two language institutes, **Homapour Language House (HLH)** and **Mojtame Fanni Tehran** (the Karaj branch), who permitted the author to freely contact their teachers for the procedure of data collection.

I would like to honestly offer my heartfelt thanks to my good wife **Ms. Maryam Nozari** and dear son **Kian** who patiently bore with me to finish this thesis, and without whose encouragement I would have most probably stopped half through the way.

This acknowledgement would certainly be incomplete if I did not offer my deepest gratitude to my great and loving parents who have been inspiring and supporting me throughout my personal and academic life. Love to you all.

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Chapter I

Introduction

1.1. Introduction

In current debates on syllabus construction and ELT methodology the role of the teacher is crucial. The communicative approach demands more and more that the classroom should be an arena for simulations of events from the outside world, in other words, of events not controlled by a teacher. Allwright (in Brumfit and Johnson, 1979) presents an extreme view which advocates the withdrawal of the teacher from the classroom altogether, once a task has been set up. This may well work with a multilingual "remedial" group, over a short spell, but a group of beginners would need a lot of teacher input (besides input from other sources), and even a remedial group would require input in certain areas, especially after the initial stages of their course, if they were to learn as efficiently as possible.

Thus, it is about time we accepted the importance of the role of the teacher specially when it comes to investigating classroom discourse, and that it presents language use and interaction as the basis of good teaching and learning, and provides teachers and researchers with the tools to analyze classroom discourse and move towards more effective instruction.

Moreover, the relation between teacher talk and students' learning in language classrooms as well as the nature of the teacher-student interaction has long been the focus of heated debate. As far as the quantity of classroom language or interaction is concerned, more recent TEFL experts and teacher trainers have been going on about the necessity of a balance between teacher

talk and student talk. In teacher-fronted approaches to language teaching, where the teacher takes on the role of 'the explainer', classroom interaction involves longer teacher turns containing lectures and explanations, while in the student-centered ones where the teacher is "the involver", or more ideally, "the enabler", more time and space are allowed for the students to use the language and practice more. It is common knowledge that either of these two general approaches has its merits and drawbacks, which does not comprise the main focus of the present study. On the other hand, the quality of the EFL teacher's classroom discourse, its genuineness and authenticity, and whether there is a difference between novice teachers and experienced teachers in this area, are food for thought.

1.2. Statement of the problem

What gave rise to the idea of the current study were the author's direct observations of several EFL classrooms. I have been feeling that classroom discourse is not a part of the systematic teaching of English as a Foreign Language in Iran and that it might have been taken for granted. The irony is that some teachers are trying to teach something about which they themselves might not be conscious or well trained. In other words, although the subject matter the teachers are teaching is language, the language they themselves use to convey this language might not be very authentic or genuine, and this sometimes has nothing to do with the amount of experience a teacher has; experience, if not

reflective, could result in desensitized teaching in which the teacher could be getting by without correcting his/her mistakes or improving his/her current situation. The absence of consciousness about correct use of classroom discourse by EFL teachers could be very unfortunate, knowing how important the classroom discourse the teachers use can be in providing great learning opportunities for the students. In fact, the episodes of the class when the teacher is really communicating to the students by seeking clarification and confirmation checks are those very critical moments in which lots of learning on the students' side can take place because of the authenticity of communication and its naturalness.

Recent surveys of interaction in classes which adopt a predominantly CLT methodology identify a number of broad characteristics. For example, Spada and Lightbown (1993) have commented that features such as the limited amount of error correction, the emphasis on communication over accuracy, and learners' exposure to a wide range of discourse types distinguish the communicative classroom from more "traditional" learning modes. Other studies have focused on the interactive differences between lockstep, whole class teaching, and more decentralized, interactive modes of learning (Porter, 1986; Rulon and Creary, 1986; Foster, 1998). Perhaps surprisingly, there is now a growing body of evidence to suggest that peer interaction is not as effective as was once thought in promoting acquisition (Dornyei and Malderez, 1997; Foster, 1998). Rampton clearly questions the value of learner—learner