Exploring the Impact of Teacher Talk in Acquiring English Grammar

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Abstract: - Down the ages, many studies have been conducted on Grammar Teaching. This study investigates on the effect of Grammar Teaching on Language Learning. It throws light on the dark area of how teachers teach grammar verbally and the manner their talk impacts the learning process. This paper aims to explore the Impact of Teacher Talk on Acquisition of English Grammar naturally. The required data was collected with a Qualitative Realistic Approach. The conversation analysis method was transcribed and analyzed. The outcome revealed that teacher talk enhanced students' command of English grammar learning. Besides, they explicated that Repetition and Pauses were the most frequent techniques used in teacher talk. Wh-questions, Yes/No questions and Elaboration were the most-used strategies in teachers talk. These techniques and strategies helped language learners acquire the grammatical rules. It is suggested that teachers take more consideration to their talk, as it reflects on improving Language Learning.

Keywords:-Teacher talk, Techniques, Strategies, Language Learning, Grammatical rules.

1. Introduction

This study focuses on grammar which structures the manner to put words together and form a sentence. The importance of grammar lies in enabling people to understand each other in a better way. They can express their ideas or their experience in an effective and comprehensible style. Grammar is the set of rules that govern the systematic relationship between words and sentences. It is also the system of rules that describe the sentence structure in a language. Besides, the rule that combines words and phrases together and determines the word order in a sentence sequence is called Syntax. Grammar and Syntax are the foundation of Linguistics. Grammar also adds unity and meaning to the sentences in the language. This enables people to produce original sentences. It enables individuals to articulate sequences of words correctly and to extend these sequences in both their writing and speaking. Besides, with a strong hold of Grammar, speakers will produce longer, spoken and written clauses with fewer mistakes in conversations and in written communication. Thus, Grammar can be ascribed as the 'Promoter of the Language Usage' (Mart, 2013; Thornbury, 1999).

Grammar is essential for Language Learning; it has to be taught in the Foreign Language classroom.

Grammar instruction is a strategy that teachers use to gather students' attention to a particular grammatical form. It guides them to build sentences word by word in the suitable form. This leads the learners to internalize the rules and the structure of the Language. This technique also provides learners opportunities to understand and produce the English language correctly. If learners master English grammar, then they can master English language. Grammar learning can change students' lives for the better, because they learn to communicate effectively. Therefore, Grammar Instruction is an inevitable tool in Language Teaching (Hinkel & Fotos, 2002).

Naturally, Grammar Instruction should receive more attention. This leads to discussion of how grammar should be taught in the classroom. There are numerous approaches to Language Teaching. While some of them pay attention to the teaching of Grammar, others do not. It is recently proved that these methods are lacking accuracy which makes them inadequate to provide what learners need. For example, the Grammar- Translation approach focuses more on the Structural forms. In other words, Grammar is taught explicitly. This method is quite contrary to the Direct approach which emphasizes on teaching of grammar inductively.

The Cognitive approach insists on teaching grammar whereas the Natural approach suggests that Grammar can be acquired naturally. On the other hand, the Audio-lingual approach concentrates on Grammatical rules without consideration to meaning. However, the Communicative Language Teaching (CLT) approach ignores Grammar and fixates on communication (Savage et al., 2010).

Teaching of English grammar in a typical classroom aims on the paradigmatic discharge of syntactic forms. Then, a mechanical practice of these forms such as drills, substitution tables is applied. They are in turn followed by a sequence of communicative and meaningful drills (Benati and Lee, 2008). With the onset of the Communicative Language Approach, simplified and comprehensible interaction has been termed as the main element for language acquisition (Hinkel & Fotos, 2002; & Savage et al., 2010). Based on this approach, Benati and Lee (2008) emphasized that the teaching of grammar should be exercised on form and meaning, then associated with communication. When students produce a sentence, it should be meaningful and not memorized. Therefore, activities are incorporated for learners to master the rules. These activities also comprise negotiation and the communication of meaning. The current study aims to explore the paramount enhancement by teachers' talk of Grammar Instruction in the classroom. It will focus on the manner, quality and characteristic of teachers' talk that not only has a direct effect on learners' acquisition of English grammar, but also enables them to master syntax, the main objective of grammar teaching.

The techniques applied through teacher talk used in the ESL classroom are as follows; firstly, The Pause Technique of the teacher initiates students to complete the instruction of their teacher (Sharpe, 2008). They process the information already taught by the teacher and allow the teacher to plan more (Chen, 2016). Secondly, The Stress Technique attracts students' attention to a particular sentence or word (Kelly, 2001). It may also be used to correct the learners' mistakes (Chaudron, 1988). Thirdly, The Intonation technique facilitates comprehension of the content taught (Harmer, 2007). It shows the teacher's attitude towards the students' answer (Kelly, 2001). Fourthly, The

Elongation Technique is based on teacher's pronunciation. The stress, length of utterance, and rising intonation are elongated in teacher talk. This technique works in facilitating the comprehensible grammatical input among students (Chaudron, 1988). Fifthly, The Paraphrasing Technique clarifies the meaning of sentences to the students in simple words (Chaudron, 1988). Thus, this technique changes the instruction forward (Jarvis & Robinson, 1997). Lastly, The Repetition Technique has two different types. The first one is the teachers' repetition of the entire whole utterances of the students. This type may either be referred to the teacher's acceptance of the student's answer (Sharpe, 2008), or change the intonation to bring student's attention on the errors (Shrum & Glisan, 2009). The second type is the teachers' partial repetition of the students' utterances. With this type, the grammatical form of students' utterances can be reinforced (Freed, 1881; Inan, 2014; Saville-Troike, 2006), or the students can correct their mistakes on their own. These types act as a way of extending contribution of learners, prove that the instructional speech is understood by the students (Hall & Verplaetse, 2000), and confirm that the utterances of the students is concordant with the educational stream (Inan, 2014; Saville-Troike, 2006).

While the strategies applied through teacher talk used in the ESL classroom are as follows; the first one is The Elicitation Strategy which elicits oral response of the students. It is done through asking questions and building on the answers given. This strategy has five dimensions; firstly Confirm, the learners are asked to confirm the assumption of the teacher. Secondly Inform, the teacher checks the knowledge of learners through highlighting the missing information. Thirdly Repeat, the learners are asked to repeat their preceding utterance. Fourthly Agree, students are required to agree with the assumption of the teacher. Lastly Clarify, the learners are asked to clarify uncertain reply that derived from their proceeding utterance (Tsui, 1992).

The second strategy is The Interrogation strategy which is a form of Question and Answer strategy (Sharpe, 2008). This is divided into four styles; Firstly, Yes/No Question which requires negation or confirmation to the teacher's statement. Secondly, Wh- Question that looks out for missing

information. Thirdly, Alternate Question that asks students to choose the correct answer from two or more options. Finally, Exclamatory Question which shows teacher's surprise, disapproval, or pleasure about learner's utterances (Tsui, 1992). These types develop verbal responses and guide learners to get specific information. They also facilitate language production of learners, simplifies instructions to get a clear topic (Hall & Verplaetse, 2000).

The third one is The Elaboration Strategy provides all explanation students need about language (Blum-Kulka & Snow, 2002). This strategy utilizes "when a teacher decides to expand on a statement made by a learner or to explain its significance to the rest of the class" (Marczak and Hinton, 2015, p. 73). It improves students' comprehension of grammar rules (Chaudron, 1982).

Since these techniques and strategies facilitate Language Input (Chen, 2016; Hall & Verplaetse, 2000), the quality of Teacher talk plays an essential role in the success of the teaching process (Stern, 1983). This quality is measured by the usefulness and appropriateness of teacher's language on learners (Harmer, 2007).

Although there are many studies focus on teachers' believe about grammar instruction such as (Deng and Lin's, 2016; Sharifalnasab & Fotovatnia, 2013; & Yolageldili & Arikan, 2011), none of them investigates how grammar taught verbally. This paper fills the gap through highlighting on the teaching of grammar verbally in a classroom of Dubai's schools. It does not only help us to understand teachers' talk during grammar instruction, but also how their talk can affect grammar learning as well. Additionally, this study highlights that the quality of teachers' voice that can impact on Language Learning. It investigates the path that teachers utilize in their work. The objectives of the study are:

Q1. To find out whether teacher talk influences the manner EFL learners learn grammar.

Q2. To list down the oral techniques and strategies that are most used in teacher talk to enhance the learning process?

2. Literature Review

Richards and Reppen (2014) define Grammar as the "Multidimensional aspects of language knowledge and ability" (p. 23). This means that Grammar

integrates the rules of unity, and the capability for a communicative recourse. Carter and McCarthy (2006) relate grammar with how utterances and sentences are formed by referring to the two principles of grammar basics which are syntax (sentence arrangement) and morphology (word structure). This description shows the impact of forms on words and sentences.

Grammar plays a fundamental role in a communicative context. It provides meaningful sentences and facilitates the usage of language. Grammar results in Effective communication (Nassaji & Fotos, 2011). Grammar dominates the formation of sentences. It describes where, how, and when the action happens. Grammar does not only provide a shape to a sentence, but also provides meaning (Thornbury, 1999).

Grammar also helps learners to avoid misunderstanding and increase the quality of communication. This means that grammatical mistakes falter the understanding of conversation (Savage et al., 2010). Therefore, Communicative Competence is an integral part of Grammatical Competence (Zhang, 2009).

Bochner and Jones (2003) emphasize that Language Acquisition occurs through two main aspects: which are the innate capacity and the environment of the child. Each aspect completes the other one. Chomsky (1986) discovers that talking is part of innate ability. With this ability, children can not only be competent in the basics of grammar, but also start to gain morphemes which improve the meaning of other words. When children gain competence naturally from communication, the program of language learning begins. Their natural environment is the basis for the child's learning and acquiring a language (Bochner & Jones, 2003).

Social environment is an essential factor in learning process, Grammar instruction is a basic component in Language Acquisition (Ellis, 2006). Grammar teaching improves students' accuracy and proficiency, and simplifies the internalization of the grammatical system (Zhang, 2009). It aids students to enhance their essential skills in order to succeed in different areas where English language is utilized (Hinkel & Fotos, 2002). Effective grammar instruction also provides knowledge which guides learners to achieve their purpose of language

learning in a correct and effective way. Besides, it enables students to communicate and develop their abilities to use grammar suitably (Richards & Reppen, 2014).

There are two different types of teaching approaches: Explicit Approach and Implicit Approach. Nazari (2013), Ellis et al. (2009) and Ellis (2001) define Explicit Instruction as a rule-driven process which derives the idea of deductive reasoning from general rules to specific examples. Scheffler and Cinciała (2010) find that this approach aids the input process and improves the grammatical competence among learners. It enables students to notice the rules of grammar as a part of language input.

People, who believe in Explicit Instruction, use a top-down approach as a model. This approach shows the general view of a rule before specifying it (Harmer, 2007). It also attempts to discover the whole form of a sentence; such as the verb phrase and noun phrase in the sentence. Therefore, it can be described as "going from the top of the tree to the bottom" (Cook, 2008p. 127). One of the most important disadvantages of Explicit Approach is because it focuses only on the description of grammar rules; students cannot use these rules in communication (Ellis, 2001). This is because it develops the emphasis that language learning is learning of the rules purely (Thornbury, 1999).

On the other hand, Thornbury (1999) defines Implicit Approach as presenting the examples then extracting the rules. This approach helps learners to acquire the second language naturally as they gained their mother tongue. It assists students to use the second language spontaneously and fluently (Scheffler & Cinciała, 2010). It also enables learners to use grammar rules through communication (Ezzi, 2012; Brown, 2000). Individuals who believe in Implicit Instruction are inspired by the bottom-up process. This process is defined as "working from the bottom to the top of the tree" (Cook, 2008, p. 127). This means that this process gathers words and phrases together to generate an understandable sentence. It enables learners to understand the content or detail of the whole sentence (Harmer, 2007).

Although the advantages of Implicit Approach, students can only acquire positive evidence and do not notice that the structure they produce is

incorrect until they are rectified (Ellis & Sheen, 2006). Thus, it does not enable them to know more about grammar rules (Savage et al., 2010). Since, teachers know how to simplify language and how a person understands and acquires language (Ferguson, 1977), teacher talk is a crucial skill used in classrooms to interact with the students effectively. It is the way that a teacher improves learning process (Harmer, 2007). It also helps to bring students' attention explicitly into the grammatical rules. These rules help their second language knowledge to grow gradually and utilize these rules easily (Hall & Verplaetse, 2000). The research method will be presented in the following section.

3. Methodology

This explanatory study followed a qualitative approach with a constructivist philosophy. The qualitative approach comes from constructivism in which the information is built during natural interactions. This perspective leads to find the basis of qualitative approach corresponding with studies relying on constructivism philosophy. The qualitative study tries to understand particular human interactions in a natural context (Creswell, 2009). Therefore, this study aims to explore participants' true meanings of their talk which is more appropriate to be done qualitatively.

The current study was conducted on the teacher talk which occurred between the teacher and the students in the classroom scenario. Although the whole session was audio-taped, grammar explanation was only taken for the analysis. Around 16 hours of classroom discourse was recorded. The researcher listened to the data many times, replaying it many times before transcribing it painstakingly.

Three private schools in Dubai was the sample for the study. The schools were termed as School A, B, and C. Besides, 14 English teachers from both genders were chosen through Purposive Sampling. All of them were Native speakers of English Language and their teaching experience ranged from 2 to 40 years in the teaching of English Language. Regarding to the students, they belonged to different nationalities and most of them were Arab and Emirates. Thus, Arabic was the first language for most of them. Also, there levels of language proficiency were different. Schools A and

C followed British curriculum whereas School B followed International Baccalaureate (IB) Curriculum. There was no specific textbook used in these schools.

Conversation Analysis (CA), a theoretical tool of Second Language Teaching and Acquisition (Seedhouse, 2005) was used in this study. It "is based on transcribed tape-recordings of actual interactions" (Hutchby & Wooffitt, 1998, p. 14). Conversation Analysis relates to the language structure beside the social organization for growing its stages of interaction (Seedhouse, 2005).

This study followed a protocol based not only on key techniques such as The Pause, Elongation, Intonation, Stress, Paraphrasing, and Repetition Techniques, but also on strategies such as The Interrogation, Elaboration, and Elicitation Strategies (Chaudron, 1982; Hall & Verplaetse, 2000; & Sharpe, 2008).

4. Results

This section, which consists of 7 extracts, represents analysis of the data that was collected by using a digital recorder. It is divided into two main sections: the verbal techniques, and the verbal strategies.

4.1. The Verbal Techniques

In the data collected, there are several techniques used by teachers to facilitate and support their language for improving the language learning process. The following extracts display how these techniques are applied.

Extract 1:

(1)Tr: In the future the first we use will with the present tense verb

(2) Tr: The second is using will with the continuous form using ing (0.2)

(3) Tr: The third is using going to

(4) Tr: And the forth is just using present continuous (0.1

(5)Tr: Now what is the difference

(6) Tr: Why do we use these different forms?

(7) St1: To be more perfect

(8)Tr: Yeah, there is different meaning though

(9) Tr: So if I say it is going to rain and it will rain (0.3)

(10) Tr: What is more certain?

(11) Tr: What do I feel more confident about what will happen

(12) St2: It will rain is definitely happen but it is going to rain is not certain or sure like might happen

(13) Tr: Exactly

(14) Tr: So ↑ will when something is absolutely certain is going to happen or (0.2)

(15) Tr: It is common or asking question (.hh)

(16) Tr: ↑ Will you please close the door

(17) St3: You will do your homework

(18) Tr: You ↑will do your homework today

(19) Tr: Your parents use will

In Extract 1, the teacher explained the topic 'Future Tense'. In lines 2, 4, 9, and 14, the teacher paused shortly for the students to understand his talk and enable him to process his information. The effectiveness of this technique was seen through the students' response in lines 7, 12, and17. The technique of Paraphrase is another technique used for Generalization. The teacher paraphrased in lines 6, and 11. The teacher rephrased the questions in lines 5, and 10, in order to elicit answers from the students. This technique was successful in the learning process because the students' responded in lines7, and 12. In lines 14, 16 and 18, the teacher stressed the word 'will' with rising intonation to enable learners notice how and when this auxiliary verb was used. This proves that the Stress technique helped the students understand the use of the verb 'will'. The students' answer in line 17 was the best evidence. In the next Extract, the Repetition, Stress, and Pause techniques are used.

Extract 2:

(1)Tr: What did you do

(2)St1: Work, I work yesterday

(3)Tr: I work yesterday

(4)St1: I worked yesterday (.) I leave work at 6:00, I went my sister house, I stayed there to the morning

(5)Tr: I leave work

(6)St1: I leaved work

(7)Tr: I left work at 6:00

((20 lines omitted))

(8)Tr: Ok when did the lesson start

(9)St2: At half past one

(10)Tr: So five minutes.....

(11)St2: Five minutes ago

((18 lines omitted))

(12)Tr: Ok tell me Kalifa

(13) Tr: What interested thing you did

(14)Tr: Before you came to English class today

(15)St3: I had a coffee before I come to English class

(16)Tr: Before I come

(17)St3: I had a coffee before I come to English class

(18)Tr: Are you in English class now

(19)St3: Yes

(20) Tr: So come

(21)Tr: When did you come

(22)St3: Before I came to English class

(23)Tr: Again repeat your answer

(24)St3: I had a coffee before I came to English class

(25)Tr: Good good

(26)Tr: When did you have a cup of coffee

(27)St3: Here in the cafeteria

(28)Tr: When

(29)St3: Two hour ago

(30)Tr: Two hour ago

(31)St3: Two hours ago

(32)Tr: Good job

((30 lines omitted))

(33)Tr: I sometimes go out in the desert

(34)Tr: And last time I did I got stuck

(35)Tr: Although there was two guides

(36)Tr: The tour of the desert the safari staff

(37)Tr: I watched them

(38)Tr: And I went up this journey

(39)Tr: I can't do that

(40)Tr: So I regard stuck so embarrassing

(41)Tr: Because they couldn't go up

(42)Tr: So all these people paid money to go up

(43)Tr: I couldn't go further luckily because I got down

(44) St4: Last October I flipped

(45)Tr: Flipped, really

(46)St4: Yeah

In Extract 2, the teacher practiced 'Simple Past Tense' with his students. He repeated the exact turn of the students in lines 3 and 30, with a stress on the verb 'work' and the noun 'hour', to show his surprise about the errors in the structure form and enable the students correct their mistakes. These techniques assisted the students correct their errors in lines 4 and 31. However, the teacher used partial repetition in lines 5 and 16. He stressed on the verbs 'leave' and 'come' to draw the students' attention to the grammatical mistakes in these parts of the sentences. This technique worked as a hint to point out the mistakes of the students. The stress and partial repetition techniques are used when the student used the wrong form of the verb. In line 6, he did not know the past tense form of the verb until the teacher corrected it in line 7. On the contrary, these techniques did not work in line 17. The Teacher paused in line 10 to give an opportunity for the students, complete the teacher's utterance with a suitable phrase that has already been heard. The impact of this technique was in line 11, in which the student was able to complete the teacher's statement. Other techniques are noticed in Extract 3, such as Rising intonation, repetition, and Pause Techniques.

Extract 3:

(1)Tr: Where is the verb in this sentence ((refers to the board))

(2) Tr: The airline was sorry for the delay to passengers' journeys and offered compensation

(3)St1: Delay

(4)Tr: The introduces the delay

(5)Tr: Could the delay ever been a verb

(6)St1: Yes

(7)Tr: I delay he delays she delays

(8)Tr: But in this case it is used to be a noun

(9)Tr: Ok so offered is a verb

(10)Tr: I offer she offers he offers

(11)Tr: Any verb in the past tense

(12)St2: Compensation

(13)Tr: sorry its (0.2)

(14)St3: Adjective

(15) Tr: Yes adjective

(16)St4: Was

(17)Tr: WAS

(18) Tr: Who said that

(19)St4: Me

(20)Tr: Excellent, well done

(21)Tr: Was is in the past tense of the verb is in the third person singular

(22) Tr: Was is the verb one and offered is the verb two

(23)Tr: So, the airline is the subject

(24)Tr: So it moves here ((refers to the word offered on the board))

(25)Tr: The airline was sorry for the delay to passengers' journeys and the airline offered compensation

(26)Tr: But it will be a huge repetitive

(27)Tr: And to avoid repeat the subject all the time we transfer it

(28)Tr: So, in the second clause the airline will be assumed

(29)Tr: We assume that to not said it again

(30)Tr: The question is

(31)Tr: >The airline was sorry for the delay to passengers' journeys < full stop

(32)Tr: Does that make sense

(33)St5: Yes

(34)Tr: What sort of clause is that

(35)St6: Main clause

(36)Tr: Good

(37)Tr: It's a main clause make sense

(38)Tr: If I said

(39)Tr: >The airline offered a compensation <

(40)Tr: Does it make sense

(41)St7: Yes

(42)Tr: What the sort of clause is

(43)St7: Main clause

(44)Tr: Main clause good

(45)Tr: That is the compound sentence

(46)Tr: How do we define compound sentence

(47)Tr: Two clauses or....

(48)St8: Conjunctions

(49)Tr: Conjunctions go::od

(50)Tr: Compound sentences will often use conjunction not always

In Extract 3, the teacher explained 'Compound and Complex sentences'. In lines 13 and 47, the teacher paused for a short time to initiate students complete his utterances. He provided them a chance to construct their responses and complete his speech. The effect of this technique was clear on the students in lines 14 and 48. The repetition strategy was used many times by the teacher, in lines 17 with rising intonation, 15, 44, and 49, to indicate that the student gives the right answer. This technique helped the learners to understand that their speech corresponded with the topic. The Rising intonation, Pause, Elongation, and Repetition techniques are located in extract below.

Extract 4:

(1)Tr: There are three ways of writing do::gs

(2)Tr: If it is without apostrophe

(3)Tr: What does it mean

(4)St1: There is so many

(5)Tr: Right, there is so many

(6)Tr: There is more than one dog

(7)Tr: So when it is plural don't use apostrophe

(8)Tr: You use apostrophe into two ways

(9)Tr: The first one to show possession which means like ownership (0.3)

(10)Tr: So for example Hiba's pencil

(11)Tr: We use apostrophe s to show the ownership

(12)Tr: Ok, if it is a plural (0.5) for example girls' books

(13)Tr: The second one is contractions

(14)Tr: You know what it means

(15)Sts: No

(16)Tr: Ok, like they are becomes there, cannot becomes cann't and so on

(17)Tr: So apostrophe is just used for possession and contraction

((8 lines omitted))

(18)Tr: So ↑ Norah look at the difference here between

(19)Tr: Dogs bowl and the dogs bowls

(20)Tr: How many dogs are this first one talk ((tr: refers on the board))

(21)St2: One

(22)Tr: One dog

(23)Tr: So we are talking about one dogs:: and it's bowl, right

(24) Tr: What about the second one

(25) St2: Plural

(26)Tr: Plural

(27)Tr: More than one apostrophe

(28)Tr: So if we talking about more than one

(29)Tr: We put the apostrophe at the end

In Extract 4, 'Apostrophe' was the topic of the day. The teacher paused in line 9 because he spent some time writing on the board the words 'possession' and 'ownership'. The teacher's pause in line 12 was to arrange an appropriate example about the usage of apostrophe in a plural situation. Further, the teacher repeated the turns of the students, in lines 5, 22, and 26, to confirm the correct answers. In this case, the repetition technique provided an indication to the students that their utterances were acceptable. The teacher also raised his voice in line 18 'Norah' to draw the student's attention to the rules and get her to answer the question. This technique worked usefully by inviting answer in line 21. Besides, in line 23 the teacher lengthened on the word 'dogs' to show that the's' is for one dog and it possesses the bowl. He clarified that they have to add the apostrophe before's', since he

talked about one dog and its possession of the bowl. This technique added a clarification of the student's answer in line 21.

4.2. The Verbal Strategies

The data collected displays that teachers used some strategies in their talking in terms of increasing language comprehension among the students. The next extracts show how these strategies are used.

Extract 5:

(1)Tr: I work in an office.

(2)St1: Question

(3)Tr: Question

(4)Tr: Is that correct

(5)Tr: >I work in an office <

(6)St2: No

(7)Tr: Is this the correct way to ask a question

(8)Sts: No

(9)Tr: It is not correct

(10)Tr: This is a positive sentence

(11)Tr: I work in an office (0.2)

(12)Tr: So it's not correct

(13)Tr: If I want to make a question

(14)St3: Do you works

(15)Tr: [ok I have to use the helping verb, what is it

(16)St3: Do

(17)Tr: Do the verb

(18)Sts [you

(19)Tr: [another verb work

(20) Sts: [in an office

(21)Tr: Ok, so do you work in an office

(22)St4: Yes or no

(23)Tr: How I say yes or no

(24)Sts: Yes I do

(25)Tr: <Yes I do> for a correct

(26)Tr: <No I don't> for negative.

(27)Tr: Ahmad can you ask me a question

(28)St: Do you watch T.V at the weekend

(29)Tr: Ok. good

(30)Tr: Remember before practice talking that we have to put 's' or 'es' at the end of the verb when we have he, she, and it

((Through The students practice the tense by talking with each other, the teacher hears one student produces a wrongly form of the verb by mistake))

(31)Tr: So now look at the board (.) we have a sentence

(32)Tr: She work in an office

(33)Tr: Correct

(34) Sts: No

(35)Tr: No, what's wrong

(36)Sts: 's'

(37)Tr: Ok we have to put 's'

(38)Tr: Why do we have to put 's' here ((tr: refers to the word on the board))

(39)Sts: When we have he, she, it

(40)Tr: Ok, he, she, it plus s

(41)Tr: How do we make a question

(42)St2: Does she work

In Extract 5, the teacher reviewed 'Simple Present Tense' that was handled in the previous session. The exclamatory question strategy used in line 7 expressed the teacher's surprise at the unacceptable form of question in line 5. This strategy enabled the students to produce the expected answer in line 8. The wh-question strategy was also used to seek information. The teacher guided the students to supply particular information about the tense, such as in lines 15, 23, 35, 38, and 41. The impact of this strategy was positive on the students in lines 16, 24, 36, 39, and 42. Further, the teacher used the elaboration strategy in line 30 to facilitate using the tense correctly. The impact of this strategy to improve students' comprehension was proved from their answers in lines 34, 36, and 39. The Elaboration, Elicitation, and Interrogative strategies are also presented below.

Extract 6:

(1)Tr: Did I forget to descri:be this dog

(2)Sts: Yeah

(3)Tr: So what did I forget to describe this dog

(4)St1: This is a dog

(5)Tr: What did I forget to say about this dog

(6)Tr: Look at this dog ((shows picture))

(7)St2: The dog is rainbow

(8)Tr: Oh... the dog is a rain by color, exactly

(9)Tr: What else I could say to help you

(10)St3: Fluffy

(11)Tr: Its fluffy= fantastic

((20 lines omitted))

(12)Tr: That's why adjectives are so:: important

(13)Tr: Because they help us to think how things look

(14)Tr: And how they sou::nd

(15)Tr: And how they te:nse

(16)Tr: And how they fee::l

(17)Tr: We use hand to feel things

(18)Tr: So, how can I use adjective to describe Mariam's hair

(19)St4: The hair feels soft

(20)Tr: The hair feels soft.. goo:d

In Extract 6, 'Adjective' was presented by the teacher. She used Yes/No question strategy. In line1 was posed and confirmation was sought from the students. This strategy helped the learners to believe that the teacher forgot to describe the dog for them. The evidence of their belief was in their reply line 2 as a confirmation to the teachers' questions. The Wh-question strategy was also used. The teacher used scaffolding questions to ask and lead the given answers in lines 3, 5, 9, and 18. The students answer to the questions in lines 7, 10, and 19. Besides, the teacher utilized elicitation strategy in lines 5, 9, and 18, in order to add the unknown information. This strategy was useful because it worked to check the students' knowledge, as in lines 7, 10, and 19. Further, the teacher utilizes informing strategy in lines 5, 9, and 18 to invite the student to add a piece of information through answering questions. This strategy is useful in checking the knowledge of the student such as in lines 7, 10, and 19.

The Elaboration strategy was used in lines 13, 14, 15, 16, and 17, to supply students additional

information about the usage of the adjective words. This information worked to extend the students' knowledge about utilizing the adjectives. This strategy was a purposive because it aided learners to use the adjectives accurately, as in line 19. In extract 7, The Interrogative, Elicitation, and Elaboration strategies are also noticed.

Extract 7:

(1)Tr: Next one

(2)Tr: They were both in dubais biggest mall

(3)Tr: Where is the next apostrophe

(4)St1: Mr. after the 's'

(5)Tr: Which word

(6)St1: Dubais

(7)Tr: After the 's'

(8)Tr: Hands up if you agree with this (.)

(9)Tr: Then you are wrong

(10)Tr: What is the letter divide end with

(11)St2: I

(12)Tr: where does the apostrophe go

(13)St3: Before 's'

(14)Tr: Before the 's'

(15)Tr: What's the rule

(16)Tr: Is it joining two words together or belonging to

(17)St5: Belonging

(18)Tr: What belonging to divide

(19)St3: Biggest

(20)Tr: The biggest mall

(21)Tr: The mall is belonging to Dubai (.hh)

(22)Tr: Next one

(23)Tr: The boys teacher hadn't seen the boys homework yet

(24)St6: Boys teacher

(25)Tr: How many boys are there

(26)St5: Two or more than one

(27)Tr: We know there is two boys

(28)Tr: So, what this boys end with

(29)St6: 's'

(30)Tr: 'y' or 's'

(31)St7: '

(32)Tr: If there is one boy

(33)Tr: The word ends with 'y' (.)

(34)Tr: If there are two boys

(35)Tr: The word ends with 's'

(36)Tr: So where is the apostrophe go

(37)St8: After the 's'

(38)Tr: After the 's'

(39)Tr: Is anything after that

(40)St9: Another 's'

(41)Tr: ↑Another 's'

(42)Tr: Hand up

(43)Tr: If you are agree (0.2)

(44)Tr: Then you are fail

(45)Tr: Why is it two 's'

(46)Tr: What's the rule if the word ends with 's'

(47)St6: Because boys not coming boyses

(48)Tr: True (0.4)

(49)Tr: Then, what goes after

(50)St9: Nothing

(51)Tr: Nothing, very good

In Extract 7, 'Apostrophe' was the topic introduced practiced in the class by the teacher. The Wh-question strategy was used by the teacher in lines 3, 5, 12, 15, 18, 25, 28, 36, 45, 46, and 49. These questions helped the students to think and answer critically. This strategy was helpful because it guided the students recall and connect the required information such as in lines 6, 11, 19, 26, 29, 37, 47 ', and 50. In addition, the teacher employed the alternative question strategy in line 16, to facilitate finding the answer from the students. This meant that this strategy specified the answer to the students into two choices. It was helpful to welcome the students choose their expected answer, as in line 17. Further, the Yes/No question strategy was posed by the teacher in line 39 to elicit a negative answer from the students. The evidence showed that the students answered positively in line 40. In this situation, this strategy did not help the student to come up with the suitable answer.

Clarify Elicitation strategy was employed in lines 5, 18, to give the students chance to clarify confusing in their preceding answer such as 4, and 17. This strategy was successful in making the students' preceding speech more clear for the teacher in lines 6 and 19. Besides, the teacher utilized the Inform Elicitation strategy in lines 12, 46, and 49 to check the students' knowledge about the apostrophe that he had already clarified. This strategy impacts effectively on the learning process, as in lines 13, 47, and 50.

In addition, the elaboration strategy was found in lines 32, 33, 34, and 35 to highlight the difference between the singular and plural in spelling of the word 'boy' in terms of putting the apostrophe before the 's'. The strategy was the precise methodology to teach 'Apostrophe'. In other words, it extended the students' comprehension input about apostrophe, such as in lines 47 and 50. These findings are discussed in the next section.

5. Discussion

Based on the findings of this study, it is concluded that there is a need for improvisation in the Classroom Language and teaching methodology of English Language Teachers. For instance, (extract 7, line 40) confusion exists despite Grammar Generalization. The student gives the wrong answer even after the teacher's explanation of the apostrophe in the singular and plural situations, (ibid. lines 32, 33, 34, 35). The students do not have clarity on the rules of the apostrophe, though the teacher had already explained them. At a certain level, a problem arises in the teaching methodology, when the teacher talk does not successfully improve students' comprehension. On similar lines, Blum-Kulka and Snow (2002) show that the language of the teacher in classroom teaching is sometime considered to "problematize a perceived lack of knowledge or understanding relevant to the topic of conversation" (p. 90). That is the reason the teacher goes back and alters the classroom talk in order to be more understandable to the students. Thus, the teachers change their talking style by asking questions about their previous explanation (ibid. lines 45, 46, and 49). Such adjustment facilitates the student's learning (ibid. line 50). The outcomes of Harmer's (2007) study align with this finding: The quality of the teacher talk is measured according to its impact on the students' learning. This means that the quality

of teacher talk can either improve or hinder learning.

In case, there is no problem in understanding the topic, the language of the teacher impacts positively on the student's learning. In this case, teacher talk contributes in improving the learning process as in (extract 5, line 30). The student understands the teacher's explanation from the outset. The teacher does not need to change her explanation of the present simple tense again because there is no confusion in the teaching. In this context, Incecay (2010) points out that the success of teacher talk is a tool for achieving the goal of teaching. This success can be found in (extract 3 lines 23, 24, 25, 26, 27, 28, and 29; extract 4 lines 8, 9, 10, 11, 12, and 13; and extract 5 lines 15, 17, 19, and 21). Other studies corroborate the findings of this study (Chen, 2016; Ferguson, 1977; Hall & Verplaetse, 2000; Richards & Reppen, 2014; & Stern, 1983).

According to the result, Repetition is the most frequently used technique in this study for two purposes. The first purpose where repetition is used to show the answer of the student is grammatically correct (extracts 3 lines 15, 17, 37, and 44; and extracts 4 lines 5, 22, and 26). This means that the students' utterances are in correlation with the educational stream. Thus, the results of Hall and Verplaetse (2000), Inan (2014), Saville-Troike (2006), and Sharpe (2008) reinforce this finding. The second purpose is to hint and draw the students' attention that there are grammatical mistakes in their utterances (extract 2 lines 3 and 30; and extract 5 line 38). In such cases, the teacher helps the student correct their mistakes by providing a clue of repetition. Shrum and Glisan's (2009) findings are in alignment with this outcome.

The second most used technique is the Pause. It was found that there are many goals for the pauses of the teacher. In accordance with the results of Chen's (2016), pausing sometime assists the teacher to plan or organize their knowledge and providing suitable information. It was consistent with the classroom's topic as demonstrated in (extract 4, line 13). In addition, the pause technique is used for the completion of the teachers' utterances (as shown in extract 2 line 10; and extract 3 lines 13 and 47). This is similar to Sharpe's (2008) findings. Furthermore, this technique is utilized to provide students opportunities to process the information in their

mind and then apply grammatical rules to the learning. Chaudron (1988) contends that the pause technique helps to increase the student's comprehension and ability to process particular rules or words as demonstrated in (extract 1 lines 2, 4, 9, and 14). The results of Chen (2016) reinforce this finding.

The outcomes also revealed the influence of two types in Question Strategies. They are also used frequently in this study. The first one is wh-question to help the students provide specific information. In this light, Long (1983), confirms that "wh questions contain a missing element, and statements require a complete new proposition from the other speaker" (p. 181). It was also found that this strategy plays a fundamental role in drawing the students' attention to particular points in the grammatical rules. This finding, therefore, is ostensible in: extract 5 lines 15, 23, 35, 38 and 41; extract 6 lines 3, 5, and 9; and extract 7 lines 3, 5, 10, 12, 15, 18, 25, 28, 36, 45, and 46. Consequently, Tsui's (1992) and Hall & Verplaetse's (2000) outcomes align with this finding. Yes/no question is second type used for enabling students to add a conformation or negation reply to the teachers' utterances, similar to Tsui's (1992) and Hall & Verplaetse's (2000) findings. This strategy simplifies both the language learning and production as well. Examples of this strategy are in (extract 6 line 1; and extract 7 line 39).

Elaboration is the second most utilized strategy for the explanation of concepts. It assists students not only to extend their knowledge on the topic (extract 6 lines 13, 14, 15, 16, and 17; and extract 7 lines 32, 33, 34, and 35), but also develop their language comprehension (extract 5 line 30). In this context, Chaudron (1982) maintains that elaboration provides opportunity to use the rules correctly and to "decipher the complexities of the grammatical structures" (p. 178). Extract 3 lines 23, 24, 25, 26, 27, 28 and 29 show the teacher simplifies and breaks down the complexity in understanding the clauses of the compound sentence. At this stage, the elaboration strategy plays an effective role in illustrating the details of the topic to the students in a way that improves their language learning. Therefore, in alignment with the outcomes of Blum-Kulka and Snow (2002), Chaudron (1982), and Marczak and Hinton (2015), the elaboration strategy increases the comprehension input.

6. Limitations of the Study

The study was constrained to the educational districts in Dubai. The number of participants was limited. All the participants (teachers) were native speakers of English Language. The findings of this study cannot be applied to a new situation, unless the conditions and the participants are the same. The outcomes may be different, if conducted in other educational places, and with larger number of participants who are diverse in their nationality (e.g. native and non-native speakers). Therefore, further studies can be conducted in these areas. This may provide new directions for additional studies in the future.

7. Conclusion

The present research is carried out to explore the impact of teacher talk in English grammar acquisition. It provides a beneficial contribution to teaching of second language. It attempts to develop and highlight the role of the teachers in teaching the grammatical rules, based on particular verbal techniques and strategies that are used in the teachers' talk. In recommendation, teachers should take into consideration the influence of their talking in classrooms in order to promote second language learning.

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