

Mapping Teacher Talk in an EFL Classroom: Empirical Evidence from an Indonesian Pre-service Teacher

This paper mainly reports the features of a pre-service teacher's talk which may impact the learners' interaction in an EFL classroom. This study employed the data gathered from a lesson transcript of teaching practice recording from an Indonesian pre-service teacher involved in a teaching practicum program at one of the teacher education faculties in Tasikmalaya, West Java Indonesia for three months. The data was analyzed thematically based on the framework of SETT (Self Evaluation of Teacher Talk). The findings show that the pre-service teacher has employed all modes of teacher talk regarding the pedagogical goals in 1) managerial, 2) material, 3) skills and systems, and 4) classroom context modes corresponding to the interactional features. In conclusion, teacher talk used by the pre-service teacher in teaching English dominates the classroom talk due to her concern with getting through and delivering the lesson rather than encouraging learning. It is recommended that pre-service teachers use the English language in teaching to explore its function more in improving the effective language classroom. Besides that, this study is expected to provide key insights for the betterment of the language learning classroom which pre-service teachers should be prepared by promoting their communicative competence and skills.

Keywords: pre-service teacher, SETT, teacher talk

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Session Classification: Parallel Session

Track Classification: Language & Culture