

Chapter 4

The Influence of Teacher Talk in English Grammar Acquisition

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ABSTRACT

This chapter reviews studies related to the teacher talk through grammar instruction that occurs naturally with learners. It attempts to portray the impact of teacher talk in English grammar acquisition. It focuses on the manner learners acquire grammar verbally from their teachers' conversation. Teacher talk is the crux of grammar instruction, and the manner teachers handle it in their classroom is the main purpose of this chapter. This chapter also highlights the role of techniques, strategies, and procedures used during teacher talk in the learning process. It contributes to improving the grammatical rules acquisition through the post-method pedagogy. The conversation analysis method was used for the transcription and analysis of the data. Consequently, this chapter focuses on the issues related to grammar, grammar instruction, techniques, and strategies used in teacher talk through grammar explanation. This was done with reference to the interaction procedures used by the teacher to improve and extend the learning space.

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INTRODUCTION

This chapter describes Grammar as a rule that governs the language structure. It is a group of rules that form words, and combine these words together to form meaningful and communicative sentences. It elucidates the manner English language has been organized or formed. Thus, if grammar is not understood and practiced, then the language cannot be comprehended. Because of its utility in the language, the teaching of grammar is essential in mastering the language.

There are a number of reasons for the necessity of teaching grammar. Firstly, it enhances students acquire new grammar patterns. The first job of a teacher is to introduce syntax or give many examples to identify the new pattern. So, the students know the pattern, its purpose and its practical application in structures. They understand the pattern and with practice learn to use it. Secondly, syntax teaching assists students correct their own written work or their own speech. When they have the knowledge of grammar, they identify errors and correct them. Thirdly, Grammar Instruction enables and directs learners to express their own ideas easily and avoids misconception of ideas. It is the teacher's duty to simplify the four syntactic skills for learners. The teacher has to explain the features of the English language and its forms. Finally, Grammar Instruction enables students to avoid breaks and pauses in their conversations and communications. This can be done by using the language in a real situation.

Therefore, activities such as communication and negotiation with teacher provide learners several opportunities to use these grammatical rules in a real situation (Benati & Lee, 2008). Effective communication presupposes the capability to produce correct grammatical sentences. The techniques and strategies used in Teachers Talk sharpen comprehensive language input. These techniques and strategies form the crux of teaching the second language. They improve the linguistic competence of the students. When faced with communication difficulties, they create chances for learning. Thus, they help teachers choose their verbal discourse to enhance students' learning.

This chapter aims to improve the effect of Teacher Talk on English Grammar Learning through reviewing different studies that highlight the parts of this context. The major objective of this chapter is to throw light on the quality, manner and characteristics of Teacher Talk in English Grammar Teaching. This is because Teacher Talk does not only effect on Grammar Learning directly, but also helps learners to master grammar and apply it with flexibility. Khany and Malmir (2017) underline the importance of Teacher Talk in Qualitative Language Acquisition. Teacher Talk is the crux of Grammar Instruction and the manner teachers handle it in their classroom is the main purpose of this chapter. Grammar teaching provides

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