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IMPACT OF TEACHERS' DISCOURSE ON STUDENTS' PERFORMANCE

by

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Extended abstract of

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Introduction

Language acquisition is a complex process characterized by various features complementing one another until reaching the ultimate goal of fluency and/or communicative competence in the target language. Subsequently, teaching is a highly creative process having a significant implication on the language acquisition and largely determining the effectiveness of the whole process. Classroom interaction provides a forum for the interlocutors to bring different backgrounds on the forefront of the learning agenda and to integrate their skills, aptitudes, and techniques for reaching the ultimate pedagogic goal. Obviously, the key participants of the classroom discourse are a teacher and a student, who, though having different social backgrounds, co-construct context in order to achieve the major learning objective. Walsh (2006) suggests that classroom discourse refers to identifying the ways of interaction which takes place between teachers and their students in order to gain insights into class-based learning. Therefore, the overall goal of the classroom discourse is to find common grounds for a complex relationship between teacher talk, classroom interaction, and learning opportunities. On the other hand, it is impossible to visualize foreign language acquisition without input in some form. There are numerous acquisition models, but two distinctive features common for all the models could be identified: the type of input which is most facilitative to foreign language development, and the role of output in the developmental process.

The **goal** of my dissertation is:

Ø To explore the specificities of the classroom discourse and to identify the features supportive to the teaching and ultimately to the language acquisition;

Ø To challenge the prevailing methods of the language teaching/acquisition and ascertain the most balanced model cooperative to the overall aim of the language classroom;

Ø To identify the roles of the interlocutors in the language classroom in light to the better language acquisition; and

Ø To evaluate the impact of teachers' discourse on students' performance, if any.

The **research questions** of my dissertation are following:

Ø What are the limitations of the student-centered teaching for the foreign language acquisition in the language classrooms?

Ø What impact does a teacher's discourse have on the student's ability to acquire the foreign language in the language classroom setting?

The **study is significant** as different theoretical and practical aspects have been explored in order to analyze the language classroom environment. Various theories regarding the language learning and the communication process incurring within the teaching/learning context have been tested against the assumptions of the interlocutors and the actual practice conditioned by the language classroom environment. Practical implications of the student-centered and teacher-centered teaching have been scrutinized within the frameworks of the dissertation in order to maintain a model or a pattern best facilitating language acquisition in the foreign language classrooms.

The hypothesis of my study is framed through the following issues:

1) Language classrooms differ greatly from other subject classrooms, therefore, the approach of the student-centered teaching within the foreign language acquisition context can be endorsed only with certain reservations. Student-centered teaching should be supported only in light of teachers' greater participation in the interaction process, even if in certain cases teachers' participation will exceed the students' participation;

2) Students will be supportive to the mixed model of student-centered and teacher-centered teaching within the foreign language acquisition context, as they need role models or more knowledgeable ones for picking up the vocabulary, correct utterances, and other grammatical patterns;

3) Teacher talk time will sometimes exceed the student talk time in certain circumstances, due to the specificities of the language teaching compared to the content-based subject teaching. Moreover, teacher talk time will definitely be more than student talk time at specific proficiency levels, stemming from the fact that the lower the fluency of the students, the more need of teacher's talk and participation is on hand;

4) Teachers' Discourse has an impact on students' performance, as teachers are the ones whom students imitate within the frameworks of the foreign language acquisition. The theory of imitation is further strengthened with the fact, that foreign language acquisition in the majority of cases happens through the involvement of the non-native speakers in the classroom discourse.

To solve the above-discussed problems,the following **methods of the research** have been applied:

Ø Review and analysis of the existing literature and experience on the topic;

Ø Pedagogical experiment,

Ø Questionnaires; and

Ø Statistical analysis of the results generated from the questionnaires and tests.

A mixed methodology has been used for collecting and analyzing the data. Quantitative and qualitative assessment of the problems enabled to generalize the findings for drawing the ultimate conclusions. In lieu to the above said, three studies have been conducted:

1) In the **Study I**, the questionnaire was administered to reveal the teachers' perception of the specific features of the classroom discourse best facilitating the teaching process. The questions posed enabled to elicit information on the techniques, distribution of time, and skills affected during the teachers' intercourse with the students;

2) In the **Study II**, the same questionnaire was administered in order to reveal the students' attitudes to and perceptions of the teachers' practices in the language classroom and the best model supportive to language acquisition;

3) **Study III** was tailored according to the results generated from Study I and II. Based on the key findings, two distinct models of teaching/learning have been identified by the stakeholders. The models have been tested in terms of efficiency in the form of experiment. Two groups – the control and the experimental, were involved. Post-lecture questionnaires were distributed to the participants to sum up the results and respond to the hypothesis stated above. Moreover, the tests were held during the course of the experiment and after its completion in order to uphold the findings of the questionnaire and stipulate the trend of change, if any, in the students' discourse.

Novelty

Pedagogic literature suggests bulk of information reinforcing the student-centered approach within the teaching environment (Manke, 1997; Samuelowicz, 1999; Thornbury, 2000), although, little has been said about its application in the language-teaching context. Moreover, the research is inadequate in terms of investigating teachers' attitudes and contrasting those with the learners' perception regarding the effective language acquisition and the teachers' practices. The present

study is tailored to challenge the prevailing attitude towards the teaching/learning process and to maintain the practical model sustaining efficient language acquisition. The analysis revealed the roles of the interlocutors in the language classroom and set out distinct features typical for the foreign language teaching/learning environment. The novelty of the dissertation is also stemmed from the fact that this kind of research is typically new in the Georgian context. Much has been said about the teachers' talk, but not on the discourse and particularly within the Faucauldian framework.

Theoretical Value

The analysis and observations presented in the dissertation have been stemmed from the theoretical aspects of the discourse analysis and communication within the foreign language teaching/learning context. The milestone of the conclusions is the Foucauldian theory regarding the power relationships in society as expressed through language (Foucault, 1980). The theory analyzes how the social world, expressed through language, is affected by various sources of power or how the society is shaped or constructed by language, which in turn reflects various power relationships. Foucauldian approach has been translated into the language-teaching environment in terms of the roles of major interlocutors engaged for advancing the ultimate pedagogic goal. Pedagogic literature suggests a solid evidence regarding the overall goal of the classroom discourse as a process for searching for a common ground for complex relationship between teacher talk, classroom interaction, and learning opportunities (Sinclair, 1985, Cullen, 1998; Cazden, 2001; Walsh 2006). Therefore, the key participants of the classroom discourse are a teacher and a student, who, though having different social backgrounds, co-construct context in order to achieve the major learning objective (Cazden, 2001). Further narrowing down the search parameters, the dissertation provides theoretical information on various approaches to the teaching and analyzes the diverse techniques and strategies employed by the teachers to facilitate language acquisition in the learning environment.

Practical Importance

The dissertation has a tangible practical importance as the practical aspects of the classroom interaction are observed and the relatively more effective model facilitating foreign language acquisition has been presented. Through observing the actual course of the target language usage in the classroom context, the input provided by teachers and peers is contrasted through evaluating the

quality and quantity of the output. The recommendations drawn out of the dissertation could be useful for both, in-service and the novice teachers. Moreover, the ultimate conclusions of the paper could enrich the methodology courses in the field.

Structure of the Dissertation

The dissertation covers the following sections with various subsections integrated in the body of the paper: introduction, three (3) chapters, recommendations, and three (3) appendices. The dissertation contains thirteen (13) tables and fifty (50) figures.

A Brief Content of the Dissertation

Chapter I explores theoretical aspects of the teacher-student interaction in the language classrooms and scrutinizes such important aspects as discourse, approaches to discourse analysis, the role of communication in the discourse, peculiarities of the classroom interaction, learning trough social interaction, approaches to classroom discourse, structure of the classroom discourse, teacher-student interaction in the classroom context, classroom management, and the role of the culture during the discourse.

The dissertation asserts that teacher-student interaction in the class is distinguished with its complex nature and is the cornerstone for attaining the pedagogic goal through facilitating an effective flow on discourse in the classroom context. Considering the complex nature of the discoursethe primary discourse and the secondary discourseare differentiated in the paper. The primary discourse is described as a language of the primary socialization group of a person or the identity the person takes up early in life as a member of a family, group, or culture depending on the cultural diversity. On the contrary, the secondary discourse is characterized as a language used and connected to the social institutions outside the family circle or early socializing group, whether this be a school, university, government agency, workplace, or interest-driven group.

Based on Foucault's ideas on discourse analysis, three main theoretical approaches of discourse analysis are singled out for the purpose of the dissertation: Ernesto Laclau and Chantal Mouffe's Discourse theory, critical discourse analysis and discursive psychology. The discussed three

theoretical approaches to discourse analysis are scrutinized in terms of their influence on the communication within the language classroom in the following way summed up in Table 1:

Table 1: Impact of Discourse Analysis Theoretical Approaches on Communication in the Language Classroom

Name of the Theory	*Description of the Theory*	*Impact on Communication*
Ernesto Laclau and Chantal Mouffe's Discourse Theory	The meaning as a social process is constructed through fixation of signs and their relation to other existing signs in the system	Interlocutors communicate in class based on their understanding and interpreting of the signs, thus, interlocutors might have different expectations from the communication.
Critical Discourse Analysis (CDA)	Discourse is anything that constitutes a social practice	Interlocutors bring in different practices in the communication, which enriches the process through integrating different perspectives.
Discursive Psychology	Discourse is a perception of a speaker of the world and reveals subjective attitudes	Interlocutors engage in the subjective interpretation of the communicative patterns, leading to the construction of the individual realities.

Chapter I also discusses the role of communication in the language classroom. Although the primary function of a language is to communicate information, it simultaneously serves a great many functions. Aside of giving and getting information, language allows us to engage in actions. It allows people to acquire different socially significant identities, such as, a student, a teacher, etc. Therefore, it seems relevant to consider Gumperz' Inferencing Theory (Gumperz, 1992) and Communication Accommodation Theory (CAT) before analyzing interactive processes of classroom discourse. These two theories have been singled out for the purpose of the research, since CAT explicate psychological conditions during the intergroup interactions, whereas Inferencing Theory identifies factors in communication problems and describes why the communication problems happen. Thus, the two outlined theories look at two different angles of the communication in classroom - exchanging information within a group and understanding the communication problems.

Various approaches for analyzing classroom discourse during the L2 acquisition is also scrutinized in the chapter. The fundamental principle of the interaction analysis is to use a certain

system in order observe the L2 classroom process for providing feedback to the learners and facilitating classroom profiles. Walsh (2006) differentiates between "system-based" or "ad hoc" observation instruments. Among system-based instruments, Walsh suggests a pre-determined system which is used in the classroom context. Compared to the system-based approach, ad hoc approach to the interaction analysis is a more flexible instrument which is tailored around the specific classroom problems and thus is a problem-oriented approach (Walsh, 2006). The ad hoc analysis is usually conducted by an outside practitioner or a colleague in order to address a specific pedagogic issue. Considering the issue- based nature of the ad hoc interaction analysis, it equips the participants with the sense of ownership over the process and results. The advantage of ad hoc approaches is that they permit a finer understanding of a specific feature of a discourse. Sinclair and Coulthard (1975), the most well-known proponents of the Discourse Analysis approach to classroom interaction, follow a structural-functional linguistic route to analysis and compile a list of speech acts representing the verbal behavior of both teachers and students participating in the classroom communication. The structural-functional aspect of the discourse analysis is that classroom data are analyzed according to their structural patterning and function. Conversational Analysis (CA) stems from the interest in the function of language as a means of social interaction.

Considering the above-said, chapter I sums up three major components of the lesson:the opening phase, when participants formally declare their intention for teaching and learning; the business phase, when actual learning process occurs through transmission of the information; and the closing phase, when participants recap on the learning process (Mehan, 1979). The most important for the purpose of the present paper would be the middle layer of the process, or the business phase. Sinclair and Brazil interestingly named the process as "IRF". IRF or initiation, responding and follow up, is a three-step process through which a teacher elicits information from the students and achieves the ultimate goal of teaching(Sinclair, 1985). Literature suggestssome controversial findings about the usage of IRE/IRF in classroom interaction. Despite the diversity of the opinions regarding the advantages and disadvantages, all agree that teachers play the role of an expert, whose primary task is to elicit information from the students, check the mastery of the material and build on the existing knowledge.

The basic approaches and expectations of the teachers and the students which serves as the stepping stone for the experiment are summarized in the **Table 2**:

Table1.2: Summary of two basic approches

	Initiation-Response-Follow up or Teacher-Centered Teaching	Non-Traditional or Student-Centered Teaching
Approaches/ Basic ideas	Teacher chooses the pace of the classroom dynamics, setting the rules for the interaction.	Encourages students more participation in the process, referring to other students answers, more listening from the side of the teacher.
Characteristics	Display questions are used to check the understanding of the material, teacher repairs the incorrect answers and suggests the correct alternatives	Referential questions are used to let the students talk, teacher assumes the role of a listener and does not correct all the mistakes immediately in order not to hinder the interaction.
Teachers' Expectation	More teacher talk time	Teacher's interference is minimal
Students' Expectation	Answering the questions, getting the feedback	More student talk time
Authors	Schegloff, Goffman, Schegloff& Sacks, Levinson	Walsh, Lampert

Chapter II narrows down the research and scrutinizes the specific features of the classroom discourse unique to the language classrooms. An extensive discussion is provided over the various approaches to teaching a foreign language. Three different conceptions of teaching are mostly discussed in the paper: Science-research conception, Theory-philosophy Conceptions, and Art-craft Conceptions. Science-research conceptions of teaching calls for applicationresearch while teaching. The essential skills for the teacher in this particular case are understanding the learning principles, developing tasks and activities based on the learning principles, monitoring students' performance on tasks to see that desired performance is being achieved. Theory-philosophy conception of teaching derives from the individual ideology or the understanding of teaching by a teacher. Richards **(2002)** brings Communicative Language Teaching (CLT) as an illustration of the Theory-philosophy conception since it is also based on the value system rather than a research. As for the Art-craft conceptions of teaching, teachers are provided the absolute freedom letting them choose the unique teaching direction they deem appropriate. A teaching theory is viewed as something constructed by individual teachers.

Significant analysis is provided over the teacher talk time versus student talk time. It has been maintained that teacher talk time has an impact on language acquisition as the different techniques and methods employed by a teacher through discourse leave sufficient time for the students to practice the target language.

Throughout different periods of language teaching the emphasis has been constantly shifting from more teacher talk time (TTT) to more student talk time (STT). Researchers have been offering advantages and limitations of both approaches.The modern trends in language teaching mostly favor the student-centered approach, correspondingly, limiting the TTT and concentrating mostly on STT.

The paper explores various reasons for offering an alternative model. Before providing the recommendations, three categories of the teacher talk are examined in the paper: (a) the language of control, (b) the language of curriculum, and (c) the language of critique. The language of control involves sanctions on encouraging a particular behavior of a student that can take place in the classroom. Throughout the speech event a teacher gives feedback, explains tasks, and/or controls other assignments.On the other hand, language of curriculum is marked by many of the discourse features. Foster mentions that "used as a bridge between concepts in the text or lecture and students' out-of-class experience, the purpose of such language is to elicit student participation in classroom discussions" (Foster, 1995: 144). The language of critique is also commented in Levinson's (1992) work, describing the speech event as the bold one and intriguing for the language learners. Mostly initiated by the teacher, the latter encourages students to speak using target language and express different opinions contributing to the ultimate fluency of the speaker.

When discussing the language teaching, the peculiarities of the native and non-native speakers' talk is thoroughly discussed in the paper. The crucial question is if it is really necessary to strive for the native-like pronunciation while teaching the language. Kenworthy suggests that teachers "don't need to sound like a native speaker. What you should aim for is to be comfortably intelligible" (Kenworthy, 1987: 3). Before providing the ultimate conclusions, the possibilities of the acquiring the proper pronunciation is thoroughly explored, upholding that adult learners cannot achieve a native-like pronunciation unless exposed to that language among the native speakers, butadults can improve their pronunciation under the proper guidance of the language teachers. Therefore, it could be deduced, that though it might be difficult for adults to acquire native-like pronunciation, the ultimate goal of the learner should be intelligible pronunciation supporting communicative intelligibility. Language teachers can be very helpful in this process, as they are supposed to know the numerous techniques to aid students improve their pronunciation.

The importance of learning lexis for reaching the communicative competence has been also discussed in the paper. Reviewing various approaches to vocabulary acquisition since 1990, the

author discusses various methods suggested by scholars for the effective vocabulary building, among them are memorization, memory strategies, negotiation of meaning, etc. Finally, it has been concluded that since students have to learn words independently, it is essential to encourage them to develop individual learning strategies based on the practical advice received from the teachers.

Furthermore, chapter II discusses various methods and techniques for language teaching. Classroom discourse is mainly dominated by question and answer routines, where most probably teachers pose more questions and thus basically control the interaction in the classroom. Therefore elicitation techniques are important to consider. Walsh (2006) explains that traditionally display questions are the ones to which the teachers already know the answer and they just serve to initiate the interaction. On the other hand, in case of referential questions the answer is not known in advance and require more elaborated discourse from the side of the speaker/learner. The appropriateness of a certain type of a question should probably be determined by the ultimate pedagogic goal of a teacher in the classroom. The teacher is in the position to determine whether the posed questions should produce communicative responses or should facilitate lengthy monologues from the side of a student. Therefore, the use of appropriate questioning strategy requires an understanding of the function of a question in relation to what is being taught (Nunn, 1999). Another technique discussed in the paper is repair, considering the inevitability of the process during the language teaching.The necessity of error correction has always been an integral part of the language classrooms. While discussing the phenomena, discussion is provided over when, how, and what should a teacher correct in order not to hinder the learning process and assist learners to produce correct utterances with minimal damage to their self-ego.

Floor allocation is also thoroughly discussed in the paper, arguing that educational literature mainly suggests three ways in which teachers give students the floor to respond to the posed questions – individual nominations, invitation to bid, and invitations to reply. While talking about the turn-taking pattern, proper attention should also be allocated to self-selection of students. Educational literature provides relatively less information on the matter. Therefore, talking with peers is an interesting issue to consider. It has been suggested in the pedagogic literature that shifts between interacting with the teacher and with peers often are interchangeable in the language classrooms and this fluidity has a marking impact on the language acquisition, it underlines innovative approaches to classroom organization and participation structures (Cazden, 2001). While

differentiating between the classes dominated by teachers' discourse and learners' discourse, Bakhtin characterizes the former as "authoritative discourse" and the latter as "internally persuasive discourse" (Bakhtin, 1981: 99). Theoretically, it could be assumed that students when allowed to talk more will employ the target language to produce the desired utterances. Learners will rephrase, repeat, argue, and prove their opinion without any reservation when they do not have the "fear" of an authoritative teacher correcting them. Although, one should also consider the "fear" of loosing face in front of peers which might either hinder or, on the contrary, support language acquisition. Researchers suggest various activities where talking with peers could be more common. In pair and small-group activities, students can take on various roles through which they spontaneously help one another, tutor another student when assigned by the teacher, reciprocally provide "critique" of each other's work and collaborate as players with equal status.

Obviously, significant attention is allocated to the L1 use during the foreign language acquisition process. Certain researchers argue that a person learns a second language partly in terms of the kinds of meaning already learned in the first language. Stemming from the mere fact that learners are obviously less fluent in L2, they adopt the structures prevailing in L1. O'Malley and Chamot (1990) define that transfer of certain skills acquired in L1 is "the use of previous linguistic or prior skills to assist comprehension or production" (1990: 120). On the other hand, Albert and Obler (1979) assert the interference of L1 on L2 mostly prevails in language with more similar structures, like English and French. Considering the above-said, influence of the L1 of the second language acquisition is undoubtedly a factor worth considering. Despite the practical limitations proposed by some of the researchers on the use of the L1 in group and pair work activities, one should not underestimate the communicative impact of such types of initiatives in the classroom. Furthermore, the researchers ascertaining the negative impact of L1 on the L2 acquisition were not quite successful in proving the influence of L1 structures on errors made by the learners. At the same time, teachers should also take into consideration the threat of overusing the L1 in group or other type of activities in language classrooms. Therefore, yet again the authority of controlling and balancing L1 use during the classroom interaction vests on the teacher and it should be up to his/her discretion to what extent L1 may be allowed in various activities.

Based on the discussion provided in Chapter I, Chapter II creates sufficient ground to pose one of the basic questions to be examined in the dissertation, the weight and the source of input provided

by the teachers or the students and their impact on language acquisition. The advantages and disadvantages of each of them could be summed up the **Table 3** presented below:

Table 3: Summing up the source of input

	Advantages	Disadvantages
Peer talk	• Practice of the target language • Building self-confidence	• Remembering incorrect patterns • Domination of the intercourse by individual learners only
Teacher talk	• Correct utterances/language patterns • Orderly flow of information • Facilitating equal participation	• Lack of students' participation • Lack of motivation/involvement
Authentic audio/video recordings	• Native like utterances • Real-life scenarios • Students' motivation to use technologies	• Time consuming • Lack of students practice of the target language • Extensive planning

Chapter III explores and researches the teachers' attitudes in contrast to the students' perceptions on certain issues related to the language teaching and acquisition. The aim of the research is to assess two models with the specifications identified by each target group and compare them if they tend to be different. Based on the results of the identified patterns, the discussion is centered on testing of both models in the classroom environment, revealing the best option supporting effective language learning. The research undertaken within the frameworks of the study allows drawing recommendations on the relatively best model supportive to the language acquisition. Results were analyzed based on **three studies**

1.   Study I – The questionnaire for the teachers evaluating classroom discourse; The study displays the teachers' attitudes on the certain aspects of language teaching and the teacher's role in the language classroom.

2.   Study II - The questionnaire for students evaluating classroom discourse; The study displays the students' attitudes on the certain aspects of language learning and the teacher's role in the language classroom.

3.   Study III – Experiment; the study was conducted based on the results obtained from study 1 and 2. Two different models suggested by the teachers and the students are tested for generating the most supportive model for the language acquisition. The results are upheld by the results of the

assessments conducted in the course of the experiment to monitor the progress achieved by the students, therefore, endorse the selected model.

The goals of Study 1 and 2 were: 1) Identify the teachers'/students' perceptions of the most efficient model of teacher discourse in the language classroom; 2) Distinguish the preferred time allocation (dealing with student and teacher speaking time) in the language classroom supportive to the language teaching/learning; 3) Explore the impact of the teachers' discourse on the language acquisition and identify the skills to be influenced by the language teacher's discourse.

Method

For Study I and II, I used the online software package www.surveymonkey.com to be easily approachable for the study participants. Additionally, I distributed 100 paper-based questionnaires to expedite the collection of the responses and manually added the data to the online version. Out of 200people whom I addressed with request to participate in the research (100 teachers and 100 students), 77 responses have been received from the teachers and 86 - from the students. In total, results have been analyzed based on 163 valid questionnaires received from the participants.

Contrary to Study I and II, mixed methodology has been used for Study III. Experimental classes have been conducted pursuant to the features identified by the teachers and the students. After classes questionnaires have been administered to evaluate students' perceptions regarding various aspects of the language acquisition. The online software package www.surveymonkey.com has been used for analyzing the responses. 60 questionnaires were disseminated in total and 50 filled out surveys were handed back. In order to further validate the results and check the findings generated by the questionnaire, students' language skills in both groups were assessed twice during the experiment. The first assessment took place in the process of the semester with the introduction of while-test and the second assessment was conducted after the completion of the experiment. All assessments were in the same format and assessed with the same rubrics, to insure comparability of the results. Each assessment consisted of 4-5 questions around the material covered during the classes. Students were requested to employ the vocabulary acquired during the classes. The assessment enabled me to assess students' pronunciation, vocabulary, discourse management, comprehension, and body language, or to say in other words, all the crucial elements necessary for the effective discourse or to be influenced by the teacher/peer during the language acquisition. For

evaluating students' responses I have designed special rubrics clearly indicating the criteria for the certain grades. The results of the assessment enables to trace the curve of progress in both classes.

Participants

The participants of the Studies I and II were freshman students and teachers at the International Black Sea University, I. Gogebashvili Telavi State University, and Akaki Tsereteli State University.

The analysis of the responses obtained from Study I and II, led to the following conclusions which were later used as the bases for elaborating two different models of a language lesson:

1. Teachers and students identified two different models for the efficient language classroom. Generally speaking teachers clearly selected the traditional course of the lesson despite the promotion of a more student-centered learning. The reasoning behind the result could be the assumption that teachers feel more confident in following the IRF pattern rather than giving relatively more freedom to the students. On the other hand, students' responses were clearly marked in favor of the student-centered learning. Moreover, the results obtained provided with the opportunity to distinguish between the "technical structure of the lesson" and the "functional structure of the lesson". Technical structure is comprised of initiating interaction, following up on incorrect answers, following-up on correct answers, and following up on correct answers. Four top activities favored by the teacher during teaching were informing about the material, questioning students, eliciting students' responses and inviting them to talk. On the contrary, students' responses revealed the following pattern: expressing opinion by a student, informing about the material by a teacher, engaging in group activities, responding to the questions(see Table 4: Patternsfor the Experimental Lesson).

2. Teachers' and students' responses about the distribution of the lesson time were consistent with their preferences on their traditional and non-traditional lesson structures. Since teachers prefer to follow the IRF pattern, it is no surprise that most of the lesson time is occupied by the TTT. Contrary to that, students acknowledge the teachers' role during thelecture and at the same time reinforce their need of practicing the target language. Therefore, they back a more balanced distribution of time at the lecture.

3. Both target groups believed that teachers' discourse has immense impact on students' performance and it is important for them to talk clearly. Students expect from their teachers to have the native like pronunciation, rich semantics, and accurate grammatical patterns. Teachers, on the other hand, believed that knowledge of the material and comprehensible talk should suffice for a good teaching.

Based on the above-said, it would be advisable to draw a table for the experimental lessons.

**Table 4: Patterns for the Experimental Lesson**

Teachers' Preference	Students' Preference
General Characteristics	
IRF pattern for the classroom structure (77%)	Using modern technologies, with students deciding the pace of the lesson (74.4%)
Allocating more 50% to TTT (61.8%)	Maintaining balanced time allocation between TTT and STT (48.2%)
Maintaining clear talk and revealing knowledge of materials (35%, 29% respectively)	Stressing on native-like pronunciation, semantics, grammar (75%, 68.6%. 53.5% respectively)
Technical Structure of the Lesson	
Initiating Interaction: Questioning (63.5%)	Initiating Interaction: Directing (77%)
Follow up on incorrect answers: Prompting (44.7%)	Follow up on incorrect answers: Prompting (56.5%)
Follow up on Correct answers: Acknowledgement (74.3%)	Follow up on Correct answers: Acknowledgement (86%)
Functional Structure of the Lesson	
Techniques to be used:	
Informing about the material (71%)	Expressing opinion by the students (43%)
Questioning students around the material (61%)	Informing about the material by the teacher (67%)
Eliciting responses from the students (69%)	Engaging in group activities (56%)
Inviting students to talk (76%)	Responding to the questions posed by a teacher (40%)

Study 3 is shaped around the features identified by the interlocutors in Table 4. The patterns/models have been transformed into experimental activities to be tested in the real teaching/learning environment. The overall aim of the study was firstly to compare the effectiveness of the knowledge acquisition in a setting favored by teachers and to contrast it with the setting identified by the students. Obviously distribution of time between the teacher talk and the student talk played a crucial part in shaping both settings. Secondly, the study was designed to provide the opportunity to contrast student's uptake and language acquisition with the teachers' supplied input

with those of students' supplied input. In the classes with more TTT and the teacher's input, the activities were tailored to facilitate more teachers' involvement and discourse, whereas, in classes with increased STT relatively free communication was allowed in class, with the moderate and the high freedom of topic choice. Written post-lesson questionnaires were administered after the end of each class to assess students' perceptions of lesson design, knowledge acquired, and skills affected. Students were encouraged not only to mention items and rules learned but also skills which they felt had been improved due to the lessons.Besides the students' perceptions identified through the questionnaire, assessments held in the course of the experiment enabled to observe and compare the progress in both classes. Figure 1 presented bellow precisely demonstrates the trend of progress in two groups by contrasting mean and median results obtained through statistical analysis. Maximum points to be accumulated by the student as a result of an exam was **25.**

Though students of both groups have demonstrated a certain progress, which could be logical, considering the certain level of the teachers' participation in the lesson, the results of Model I (balanced methodology) group shows a striking increase. Considering all the above-said, it could be safely concluded that Model I is more effective than Model II.

Figure 1: Mean and median test comparison during the experiment
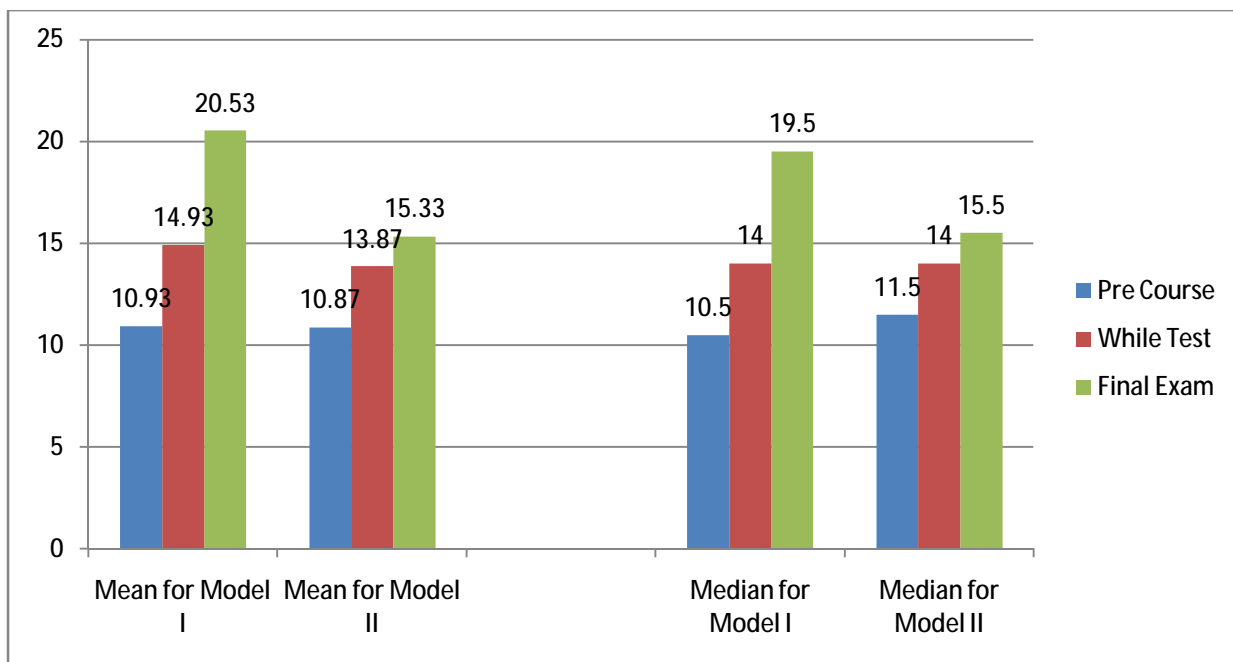
Therefore it could be concluded that the effectiveness of the lesson was conditioned by several factors.

1) Teacher led discussions facilitated more orderly exchange of ideas during the classroom interaction. Students were provided with equal opportunities to employ the target language and participate in the group activities, as individual students were not able to dominate the discussion. Although, TTT in Model I classes exceeded the STT, students were able to acquire more vocabulary in the given setting.

2) Teacher definitely was the primary source of input for attaining the better output in class. Teacher-led classroom facilitated acquisition of new words/phrases frequently corrected by the teacher during the students' discourse. Therefore, students were more able to employ target language during the interaction and under the supervision of the teachers, decrease the usage of the L1 in the classroom.

3) Teacher-led discussions obviously had an impact on students' vocabulary and listening. Students tackled the difficulties of pronunciation of certain words, enriched ტპეორ vocabulary, and used the words and/or collocations in the context, the latter facilitating their overall communicative competence.

Conclusions

The overall conclusions of the present dissertation have been drawn based on totality of the findings generated from all the studies conducted with the frameworks of the present paper. The research has led to the following outcomes:

1. Teacher's discourse is instrumental for facilitating students' language acquisition. The specificity of the language classroom places emphasis on the teacher's discourse as language is a vehicle for transferring information and at the same time is the mean or a learning target in itself. As teachers are the more knowledgeable ones in the classroom the power distribution in the language teaching setting shifts in favor of the teachers, thus, reinforcing the magnitude of the teachers' discourse on attaining the overall pedagogic goal.

2. Language classrooms are characterized by certain features unique for the acquisition of the foreign language. The subtle position of the learners in the language classroom requires from the teachers greater participation in the course of teaching. Although, recent educational literature advocates for the endorsement of the student-centered teaching, considering the specificities of the language classrooms, the approach cannot be endorsed without certain

reservations. Student-centered teaching should be supported only in light of teachers' greater participation in the interaction process even if in certain cases teachers' participation will exceed the students' participation. Even with the teachers' greater participation in the discourse, 76% of the students believed that they have used L2 more in the classroom and slightly over 79% actively participated in the interaction despite the teachers' more dominant roles.

3. The conducted analysis revealed that though students allegedly back student-oriented teaching/learning, when tested in the real learning environment, they observe and claim the importance of the mixed model of teaching/learning, with teachers' domination slightly or significantly exceeding their participation. Out of the two models designed based on the features identified by the teachers and the students, the one with the teachers' greater participation has been identified as better facilitating discourse by almost 70% of the students. The effectiveness of the Model I class has been further validated by the students' assessment results, where the Model I participants' overall mean outcome was 5.2 points higher than that of Model II students, with a practically equal starting level. The findings clearly suggest that the specificity of the language classroom requires teachers' greater involvement in the lesson as the language is the mean and the medium of attaining the pedagogic goal. Therefore the teachers are the knowledgeable ones and the role models for the language learners.

4. Considering the above-said, it is logical to conclude that teacher talk time justifiably exceeds student talk timein foreign language classes. The model suggested by me and tested in the dissertation advocates for the unequal distribution of time among the key classroom interlocutors, 60% of time is allocated for teacher talk, whereas only 40% - to students' talk. Obviously, the model clearly contradicts to the student-centered teaching, though the reasoning in the paper provides sufficient grounds for the suggested model. Yet another arguments in support to the proposed distribution of time, is that the lower the proficiency level of the students in the classroom, the greater time is necessary to provide to teacher talk. The assumption is maintained by almost 90% of the teachers and 86% of the students.

5. Teachers' Discourse has an immense impact on students' performance teachers are the ones whom students imitate within the frameworks of the second language acquisition. The importance was ascertained by almost 100% of the teachers, over 80% of the students. The theory of imitation is further strengthened with the fact, that second language acquisition in the majority of cases happens though the involvement of the non-native speakers in the classroom

discourse. Therefore, the analysis proved that acquiring native-like pronunciation should not be the ultimate goal of the teachers and subsequently students, rather the knowledge of the various language patterns and the effective communicative competence could be considered as the pre-condition of the success. The importance of the teachers' discourse for students' performance has been further supported by the finding that influence on the vocabulary of the learner has been singled out by over 90% of the students, whereas listening and speaking skills has been affected in over 50% of the cases.

6. Dissertation has additionally revealed that teachers are the primary source of input throughout the classroom interaction. Students were able to pick up the new words/phrases uttered by the teacher in the classroom. Over 95% of the respondents declared the acquisition of the new words or patterns during the teacher-oriented class. Simultaneously, over 73% of the students were able to use the new patterns during the classroom interaction in the same setting. Therefore, it could be concluded that teacher-led classes decreases the usage of the L1 during the lesson and creates more opportunities to practice target language.

Recommendations

Based on the thorough analysis of the findings presented in the dissertation theses, it would be interesting to elaborate the following recommendations:

Ø Teachers should be well aware of the personal and cultural differences of the learners in the second language teaching classrooms and be extremely cautious while tailoring the activities for advancing the pedagogic goal. Due to the specificities of the second language classrooms and the particular role of a teacher limiting the teacher talk might in fact cause an adverse effect on students' ability to acquire the target language;

Ø Though allocating significant time to the personal talk, teachers' should ensure the proper participation of the students in the interaction. Subsequently, teachers should not be bound with the requirements of the student-oriented teaching, rather than should be given freedom to decide time distributionin each particular case at their own discretion.

Ø Teachers are responsible for reflecting on their techniques and methods employed during the classroom interaction. Constant reflection will lead to the refinement of the methods ultimately enriching the students' motivation to get involved in the interactional processes.

List of Publications

The main ideas of dissertation are reflected in the following publications:

1. Bandzeladze, M. (2014). Peculiarities of the Classroom Discourse within the Scope of Language Acquisition. The Fourth International Research Conference at the Faculty of Education on Education, English Language Teaching, English Language and Literature in English. IBSU. April 25-26, Tbilisi, p.36-41.
2. Bandzeladze, M. (2013). Teacher Talk in Support of Student Language Acquisition. *Journal of Education, Scientific Journal of International Black Sea University,* Vol 2, No. 2, p. 77-83.
3. Bandzeladze, M. (2013). The Importance of Pronunciation in English Language Teaching.The Third International Research Conference at the Faculty of Education on Education, English Language Teaching, English Language and Literature in English. IBSU. April 19-20, Tbilisi, p.63-73.