

Teachers' Instructional and Management Talk in English Foreign Language Classroom

by Zulfah Zulfah

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Zulfah

Da'wah and Communication Department, State Islamic College, Parepare, Indonesia

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Muhammad Amin Rasyid

Language and Literature Faculty, State University of Makassar, Makassar, Indonesia

8

Muhammad Asfah Rahman

Language and Literature Faculty, State University of Makassar, Makassar, Indonesia

Andi Qashas Rahman

Language and Literature Faculty, State University of Makassar, Makassar, Indonesia

Abstract—This study was conducted to find out the contexts and frequency of instructional and management talks use and the frequency of native and target language use for instructional and management talks. The subjects of this study were four Indonesian English teachers. The data was collected by observation. The find¹³ showed that teachers use instructional talk in 5 contexts and management talk in ³5 contexts. Teachers talk more for management talk than instructional talk. Teachers used target language more for management talk than for instructional talk.

Index Terms—teacher's language, instructional talk, management talk, native language, and target language

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I. INTRODUCTION

Teachers' language in EFL classroom refers to the use of language in teaching English in classroom. The use of language relates to language position (first, second, and foreign language), language function (instructional and management talk), and use extent of language use (frequency of language use).

In conjunction with language function used ⁵ the teachers in EFL classroom interaction, Muhayyang (2010) reviews teachers' language function into instructional talk and ⁵ management talk. Instructional talk is teacher's language relates to transfer of teaching materials and management talk is teacher's language relates to control and discipline in classroom.

Teacher's language is not only teaching medium but also teaching materials. When learners listen to teacher's instructions, explanations, directions, and qu¹³ions, learners start learning not only about language but also how to use the lang¹²e. Meng and Wang (2011) state that EFL teachers' language is the most important part of learners' input, then the input plays a critical role in language acquisition.

Tsui (1995) states that in classroom interaction, teachers' role as key player is dominated by teacher talk. Therefore, this research is conducted to in¹stigate and to compare the teachers' instructional talk or management talk relate to the contexts, the use extent, and the use of n³ve language (NL) and target language (TL) in elementary school EFL classroom. Regarding to teachers' talk as instructional and management talk in elementary school EFL classroom, research questions are administered below:

- In what context do teachers use instructional talk and management talk in elementary school EFL classroom?
- To what extent do teachers produce utterances for instructional talk and management talk?
- To what extent do teachers use native language (NL) and target language (TL) for instructional talk and management talk?

II. LITERATURE REVIEW

Language functions in term of instructional talk and management talk relate to teachers' role in classroom as a teacher and a manager (Brown, 2001). A good teacher has instructional skills and management skills (Barry and King, 1993). Instructional skill relates to teacher's explanation about subject matter to students, questions, and responses to students' questions and answers; while management skill relates to giving effective direction and controlling students' discipline and behavior such as presence, reprimand, reward, encouraging, and facilitating interaction.

Relating to teacher's language function and the frequency language use, Kaneko (1992) divides the purposes of teacher's language use into:

- Language used for core goals: language used for explicit pedagogic purpose of the lesson (e.g. teacher's explanation of specific of the L2, teacher's model reading, students' repetition, students' reading text).
- Language used for framework goals: language used for the organization requirements for the lesson (e.g. teacher's instruction, managing pupil's behavior, and students' questions on organization requirements of the lesson).
- Language used for social goals: language used for private information (e.g. greetings, talk about personal experience which has no relation to the pedagogic purpose of the lesson).

Teachers use 50% L1 and 28% L2 for core goals, 16% L1 and nearly 0% L2 for framework goals, and 6% L1 and almost 0% L2 for social goals. The total use of L1 is 72% and L2 is 28%.

Other researchers such as Thompson and Victor find out the contexts and the frequency of native language and target language use in classroom. Thompson (2006) reports that the common contexts of target language use are in classroom management, establish solidarity, and clarify while the common contexts of first language use are in grammar instruction, explaining topic or assignment, and translation of vocabulary. Then, Victor (2009) reports 44 teachers' talk categories. Three categories 'cultural explanation, individual feedback, and grammar explanation' are rated the highest for native language use. The percentage is above 50%. In other side, nine categories 'preparation check, calling on students, warm-up, form-focused oral practice, praise, praising and repeating correct answer, courtesy marker, revising vocabulary, and choral repetition' are highest for target language use. The percentage is above 90%.

In conjunction to strategy of teacher's language use, Kang (2008) categorizes use extent of language use into: (1) exclusive use of first language, (2) exclusive use of target language, (3) use of first language immediately followed by target language equivalents, and (4) use of target language immediately followed by first language equivalent. Moreover, Scrivener (2012) offers two useful ways in using native language and target language in classroom: (1) sandwich L1 and L2 (teacher gives an instruction in English, and then immediately repeat the instruction in learners' L1, then one more in English and (2) code switching (teacher uses both languages, but within the same flow of speech). Another strategy of foreign language use in EFL classroom is offered by Nurhajati (2012). It is integrated verbal and non verbal strategy. She states that teachers can help students to understand the meaning not only by using some adaptation in the words, phrases, sentences and expressions, but also by controlling the volume, the speed of talking, and pronunciation as well as gesture. Intonation, gesture facial expressions, actions, and circumstances will help students understand meaning.

The important question connected with teacher's language is to do with whether he or she can use the learners' first language for explanation or instructions in classroom (Scrivener, 2012). Kovačić and Kirinić (2012) conduct study about to use or not to use first language in tertiary instruction of English as a foreign language. The results show that both students and teachers have same perception toward the use of first language in foreign language classroom. Most of students and teachers agree first language use in grammar explanation and difficult concepts. In other side, few respondents agree the first language used for practice of new expression, giving advices, and feedback.

The use of L1 and FL has positive points in teaching English as foreign language. The appropriate use of L1 and FL will not only give much more language input to students but also to motivate and to engage students in learning English. The use of first language plays supportive role in teaching foreign language. Kang (2008) explains general motives of teachers in use of students' native language are the students' inability to comprehend the teacher's target language input and classroom management. Shin (2006) states that using L1 is one quick and easy way to make difficult expression comprehensible. Moreover, Ford (2009) reports native language makes students feel relax and avoid any possible tension or confusion of English. However, Myojin (2007) reports that the more teachers use target language, the higher students' listening comprehension skills.

III. RESEARCH METHOD

A. Context and Subject of the Research

The research was conducted in four elementary schools in Parepare city, South Sulawesi, Indonesia. English is taught for the first grade students until the ninth grade students as local content subject school in elementary schools since 1990s.

The subject of the research is four Indonesian English teachers. The teachers have English education background. They are graduates of English education study program. They have been teaching English in elementary schools more than five years.

B. Procedure of Data Collection

Observation was administered to record teachers' talk in EFL classroom. Tape recorder was used to record teachers' talk in teaching English in classroom for 90 minutes. The observation was conducted once in a week for three meetings for each teacher.

C. Data Analysis

Teachers' talk transcripts were analyzed by using coding to categorize the contexts of native language and target language use. Coding is the process of categorically marking of referencing units (e.g., words, sentences, paragraph, and quotations) with codes and labels as a way to indicate patterns and meaning (Gay et.al., 2006).

The percentage formulation was used to analyze the frequency or percentage of native language and target language use. To account of frequency or percentage (7) L1 and FL, teachers' talk was analyzed per word to anticipate intrasentential code switching. Intrasentential code switching is the mixing of various linguistic units (morphemes, words, phrases, and clauses) primarily from two participating grammar systems within a sentence (Bathia & Ritchie, 1996).

IV. RESULTS AND DISCUSSION

A. The Contexts of Instructional and Management Talk

Instructional talk is teacher's language relates to transfer of teaching materials and management talk is teacher's language relates to control and discipline in classroom. The results of the observation of teachers' talk showed that 21 teachers uttered instructional talk in 5 contexts and management talk in 15 contexts. Those contexts were administered in the following table:

TABLE I
THE CONTEXTS OF INSTRUCTIONAL AND MANAGEMENT TALK

Instructional talk	Management talk
1. Giving explanation	1. Greeting
2. Giving direction	2. Checking presence
3. Giving correction	3. Giving instruction
4. Asking question	4. Giving direction
5. Answering question	5. Giving announcement
	6. Giving advice
	7. Encouraging students
	8. Giving reprimanding
	9. Giving praise
	10. Giving punishment
	11. Giving thanks
	12. Making humor
	13. Asking question
	14. Answering question
	15. Closing activity

Giving explanation was giving detail information about teaching materials such as who did...? What is...? When does...? Where is...? How does...? Why is...? (Brown, 1979). The utterances of giving detail information were shown below:

1. *Aliyah* is introduced here (who).
2. *Everybody, everyone, ladies and gentleman* is used to greet to others. (What).
3. They are used to greet others *when you meet to one or many people*. (When).
4. They are used *in meeting*. (Where).
5. *Enam ratus empat puluh dua rupiah*. How to translate in English? *First, find out English of enam then the English of ratusan.....* (How).
6. If you don't know English of *ratusan* and *ribuan*, *it is hard for you to understand this lesson*. (Why).

Giving direction in this research was categorized into instructional direction and management direction. *Instructional direction* was showing or mentioning what the assignment and homework are. It was also giving information about procedure or how to do assignment and homework.

Teachers talks relate to instructional direction were administered below:

1. Showing what the assignment and the homework are.
 - a. *The task* is number one until number five.
 - b. *The questions are in* page twenty five and twenty six. It is multiple-choice.
 - c. *Number one* is what is the meaning of black?
2. Giving information about how to do assignment and homework were below:
 - a. *Arrange the words into sentences. Arrange the words into five sentences.*
 - b. *Choose the answer whether it is a, b, c, or d. Don't write the questions. You just write the answers because it will spend much time.*

Relating to giving information to do assignment, how to do homework, and guiding, there were some words generally used, such as *answer, arrange, choose, connect, find out, give, make, memorize, mention, repeat, and write*.

Management direction was giving information about procedure or how to do activity in classroom, how to work in group relate to create discipline and good atmosphere in classroom.

1. *I give you time, ten minutes. If your work has finished, put it in my table.*
2. *If bell rings, collect your work even though it isn't finished. Next week it will be worked. Don't bring your work to your home.*
3. *Remember! If you don't understand, ask me. Don't ask your friends and remember! Don't write your answer in the textbook.*

Giving correction was giving clarification whether the students' work was correct or wrong and giving explanation or direction about the mistakes and how to correct it. Clarification was divided into: (1) repeat students' answer and (2) giving direct statement and indirect statement.

1. Teacher : What is full name?
Students : Nama lengkap.
Teacher : *Nama lengkap.*
2. Teacher : How old Okta?
Students : Eight years old.
Teacher : How old?
Students : Eight years old.
Teacher : *Eight years old.*

Dialogues above indicated that teacher shows students if their answer was correct by repeating students' answer. Another way to show students' correctness or mistake was by giving direct and indirect statement as below:

TABLE 2
DIRECT AND INDIRECT STATEMENT

Direct statement	Indirect statement
1. No	1. Kenapa twenty one bilang ko dua belas?
2. Yes	<i>Why do you say twenty one is dua belas [twelve]?</i>
3. Ok	2. Kenapa ini ada hometown?
4. It is wrong	<i>Why is it hometown?</i>
5. It is correct	3. Apa ini zero five?
	<i>What is this, zero five?</i>
	4. Kenapa banyak sekali ini mu tulis?
	<i>Why do you write it much?</i>
	5. Etc.

The form of direct statements was declarative and most of forms of indirect statement are interrogative (question). Even though, in correcting students, teacher used interrogative sentence (question) but teacher didn't intend to ask information or check students' comprehension. If direct statement was used to show students' correctness and mistakes, indirect statement was used just to show that students did mistakes.

Similar to giving direction, *asking question* was also categorized into instructional question and management question. *Instructional question* was used to check students' comprehension toward teaching materials and *management question* was used to asking information which no relation to teaching materials.

TABLE 3.
INSTRUCTIONAL AND MANAGEMENT QUESTIONS

Instructional Questions	Management Question
1. Do you understand?	1. Who has not understood?
2. Do you remember?	2. Are you ready?
3. What?	3. Is it finish?
4. What is this/that?	4. What happen?
5. What is your answer?	5. Where is your work?
6. What is the meaning of?	6. Where is your book?
7. The meaning of <i>ratusan</i> is	7. Where is (Ilyas)?
	8. Anymore?
	9. Where is your seat?
	10. What group are you?
	11. Where is your homework?

Answering question was giving response to students' questions. If teacher's questions were categorized into instructional and management questions, teacher's answers were also categorized into two because students' questions also were not only related to teaching materials but also relates to classroom management. Look at the following conversation. The first conversation was answering instructional question and the second conversation was answering management question.

- Student : What is this mom?
- Teacher : *This is notebook.*

Student : Is it exchanged to other students?

Teacher : No, I will check it.

Greeting was used to open and closing teaching activity, such as “good morning”, “good afternoon” or “*assalamu alaikum wa rahmatullahi wa barakatuh*”. Teachers usually used question to greet students such as “how are you today?” but it was just used to open teaching activity.

Checking presence was checking students’ presence in classroom, whether students are present, absent, or sick. Checking presence was administered in beginning or end of teaching activity. There were two kinds of teacher talk in checking students’ presence, by asking question such as “where is Aidil?” or calling students’ name such as “Ardilla Lubis”, “Akhsan”, “Mawar”, etc.

Giving instruction was asking students to do or not to do something soon or now. For example “attention please!”, “raise your hand!”, “give applause for Ernal!”, “back to your seat!”, etc.

Giving announcement was giving information such as the winner in game activity, the score of test, exercise, and homework, and teacher’s request and expectation.

1. I will announce that the winner is the third group and runner up is Rahmadi’s group.

2. Study seriously because it will be score of mid test.

3. Next week, I want all girls use headband.

Giving advice was giving suggestion or spirit to students to be and to do good one or not to be and to do bad one.

1. Even though we learn in afternoon, we must be enthusiastic. Don’t be sleepy.

2. If you don’t understand, don’t be shy to ask to teacher.

3. I always give advice to you to account all your work.

Encouraging students was challenging students and trying to make them to do task in classroom.

1. Come on! I don’t believe if don’t understand.

2. I believe you can get good score.

3. It is easy for you.

Giving reprimanding was criticizing students’ negative behavior by telling that students’ behavior was not acceptable or correct and communicating anger, criticism, displeasure, annoyance, and rejection.

1. Hi! Why is this class very noisy?

2. Dea! Your voice. Don’t laugh! I don’t want to see your teeth.

3. You always forge our homework. I suspect that you didn’t work your homework.

Giving praise was telling students why and what they have said or done was valued such as “good”, “excellent”, “smart”, etc.

Giving punishment was telling students what is the consequence must be done as effects of their negative behavior or action.

1. Stay in this class until finishing your task.

2. Stand in front of class.

3. Out from this class.

Giving thanks was expressing grateful or telling thanks. Teachers give thanks if students do teachers’ instructions or requests.

Making humor was telling jokes and kidding or telling funny utterance to make students laugh.

Teacher : What is the meaning price?

Students : *Harga*.

Teacher : Money is?

Students : *Uang*.

Teacher : It is easy for you to learn about money.

Closing activity was giving information to students that learning activity was end. Teacher usually closed activity by saying “Ok, I think that’s all”.

B. The Frequency of Teachers Utterances for Instructional and Management Talk

The data showed that teachers speak more for management talk (65%) than instructional talk (35%). In managing classroom, teachers spent many utterances for giving instruction (29% of total utterances), giving direction (1% of total utterances), and asking questions (10% of total utterances) while in delivering English teaching materials, teachers spent many utterances for asking question (15% of total utterances).

TABLE 4
FREQUENCY OF TEACHERS' UTTERANCES

Language function	Utterances
Instructional talk	35%
Giving explanation	3%
Giving direction	9%
Giving correction	8%
Asking question	15%
Answering question	0.3%
Management talk	65%
Greeting	0.1%
Checking presence	3%
Giving instruction	29%
Giving direction	11%
Giving announcement	1%
Giving advice	1%
Encouraging students	1%
Giving reprimanding	5%
Giving praise	1%
Giving punishment	0.1%
Giving thanks	0.1%
Making humor	0.2%
Asking question	10%
Answering question	2%
Closing activity	0.1%

For entire teachers' talks in teaching English as foreign language, they speak more for giving instruction (29%), asking questions (15% instructional questions and 10% management questions), and giving management direction (11%). Teachers seldom spent utterances for greeting (0.1%), giving punishment (0.1%), closing activity (0.1%), making humor (0.2%), and answering students' instructional questions (0.3%). The low use of teachers' utterances in greeting and closing activity was caused by time use. Greeting was used twice, in beginning and end of classroom activities and closing activity was used once, in the end of classroom activities. The low use of teachers' utterances in giving punishment showed that punishment was not recommended in teaching-learning process. Then, the low use of teachers' utterances in answering students' instructional questions indicated that teachers' instructional direction was clear for students and instructional questions related classroom tasks or exercise that cannot be asked to teachers.

C. The Frequency of Native and Target Language Use for Instructional and Management Talk

The data showed that teachers used intensive native language in both instructional talk (80% NL) and in management talk (77% NL). The highest use of native language for instructional talk is in answering question (95%). Then the lowest use of native language for instructional talk was in giving explanation (61%).

TABLE 5
FREQUENCY OF NL AND TL USE

Language function	Frequency	
	NL	TL
Instructional talk	80%	20%
Giving explanation	61%	39%
Giving direction	89%	11%
Giving correction	72%	28%
Asking question	84%	16%
Answering question	95%	5%
Management talk	77%	23%
Greeting	0%	100%
Checking presence	72%	28%
Giving instruction	95%	5%
Giving direction	97%	3%
Giving announcement	96%	4%
Giving advice	99%	1%
Encouraging students	93%	7%
Giving reprimanding	99%	1%
Giving praise	84%	16%
Giving punishment	100.0%	0%
Giving thanks	0%	100%
Making humor	93%	7%
Asking question	99%	1%
Answering question	97%	3%
Closing activity	31%	68%

The highest use of native language for management talk was in giving punishment (100%) and the highest use of target language was in greeting and giving thanks (100%). Teachers also used target language intensively in closing activity (69%).

The utterances for instructional talk were longer and more complicated than utterances for management talk. It caused teachers used target language more for management talk than instructional talk. Teachers used intensive target language for 3 contexts of management talk; greeting (100%), giving thanks (100%), and closing activity (69%) while teachers used intensive target language for 1 context of instructional talk; modeling (96%).

This finding supported the recommendation of Kaneko (1992) to not use native language for framework goals (giving instruction and managing pupil) and social goals (greeting and talk about personal experience which has relation to the pedagogic purpose of the lesson). Moreover, Thompson (2006) reported that the common contexts of the use of target language are classroom management and clarify.

V. CONCLUSIONS AND RECOMMENDATIONS

There were two teachers language function. They were instructional talk and management talk. Instructional talk is teacher's language relates to transfer of teaching materials and management talk is teacher's language relates to control and discipline in classroom. The results of the observation of teachers' talk showed that teachers uttered instructional talk in 5 contexts (giving explanation, direction, and correction; and asking and answering question) and management talk in 15 contexts (greeting, checking presence, encouraging students, making humor, giving instruction, direction, announcement, advice, reprimanding, praise, punishment, thanks; asking and answering question and closing activity). Teachers talk more for management talk than instructional talk. Teachers used target language more for management talk (65%) than for instructional talk (35%). Teachers talk more for giving instruction (29%), asking questions (instructional question (15%) and management question (10%)), and giving management direction (11%). The frequency of native and target language for instructional talk was 80% NL and 20% TL and for management talk was 77% NL and 23% TL. The appropriate use of native language (NL) and target language (TL) in appropriate contexts was recommended in teaching English as foreign language because it was considered that NL and TL use has positive points in teaching English in English foreign language classroom.

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Zulfah was born in Ujung Pandang, South Sulawesi, Indonesia in 1983. She received her PH.D degree in English Education from Makassar State University, Makassar, Indonesia in 2015.

She is currently a lecturer in Da'wah and Communication Department, State Islamic College, Parepare, South Sulawesi, Indonesia. Her research interests include teaching English as foreign language for children and discourse analysis.

Dr. Zulfah is a member of the Asian Association of Teachers of English as a Foreign Language.



Muhammad Amin Rasyid was born in Sengkang, South Sulawesi, Indonesia in 1955. He received his PH.D degree in English Language Studies from Hasanuddin University, Makassar, Indonesia in 1992.

He is currently an associate professor in the faculty of literature and language, State University of Makassar, Makassar, Indonesia. His research interests include speaking teaching program for learners of English as a foreign language.

Prof. Amin Rasyid is a member of Education committee in South Sulawesi Provinces.



Muhammad Asfah Rahman was born in Selayar, South Sulawesi, Indonesia in 1952. He received his PH.D degree in Instructional Design and Technology from the University of Pittsburgh, PA, USA in 1990.

He is currently an associate professor in the faculty of literature and language, State University of Makassar, Makassar, Indonesia. His research interests include early reading program for learners of English as a foreign language.

Prof. Rahman is currently a member of Indonesian Linguistics Society (MLI), Indonesian Education Scholars Association (ISPI), and TEFLIN (Teaching English as a Foreign Language in Indonesia).



Andi Qashas Rahman was born in Bone, South Sulawesi, Indonesia in 1954. He received his PH.D degree in Linguistics from Hasanuddin University, Makassar in 2005.

He is currently an associate professor in the faculty of literature and language, State University of Makassar, Makassar, Indonesia. His research interest includes discourse analysis.

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