

# Teachers Talk: Facilitating and Motivating Students to Study

Fatimah Hidayahni Amin  
Universitas Negeri Makassar  
Makassar, Indonesia

Muhammad Tahir  
Universitas Negeri Makassar  
Makassar, Indonesia

**Abstract-**This study focuses on investigating teachers' facilitating and motivating talks and ways of teachers revealing those talks in the classroom. The design of classroom management which aims at creating a learning environment so that students' learning independence and teacher's quality assurance can be achieved can be set through teacher roles, classroom interaction, and learning tools by revealing facilitating and motivating talks.

**Keywords-**teacher, facilitation, motivation, classroom

## I. INTRODUCTION

Until now, the principle of a good lesson relies on effective communication between teachers and students in transmitting understanding from insights perspective. To embody the principle, a meaningful talk and a positive environment are major points to possess in their interaction and communication. In a larger extent, the manifestation of effective communication is addressed to enhance students' learning independence and teachers' quality assurance. Specifically, in the classroom, when teachers communicate their ideas to help students understand the subject matter, realia, and environment. Likewise, students communicate their ideas to their teachers, and other students can understand what they think and feel about those things. On the other hand, a positive environment during the teaching and learning process is assumed to facilitate teachers and students' positive interaction and communication. Thus, to create an effective communication requires teachers' attention in contributing better classroom talk.

Principally, teacher talk is managed in a social aspect to create good classroom interaction. Wright points out that teacher speak in the classroom is a form of social action managed with the aim of enhancing learning and a window on class participation [1]. Chaudron states that teacher talk has become comprehensible input and formal instruction in teaching and learning process [2]. It is uncontested that mostly teacher talk gives input to students' language development as well as to transmits one activity to another activity in classroom interaction.

Specifically, teachers talk is set by performing roles, designing classroom activities, and utilizing learning materials and tools which embrace the principle of classroom management. Performing various functions, teachers are not just teaching, but they are also helping students to figure out the best way for students to learn, it is highly important in an educational setting. In-depth, teachers undertake various roles to initiate and open inspiring discussion, which is positive and ultimately effective. Such inspiring talk is defined as the talk which can facilitate and motivate students to study. By conveying more facilitating and motivating expressions through teacher, talk is, then, assumed to guide and direct students to study in a favorable learning environment. Thus, to further figure out what and how teacher conveys facilitating and

motivating talks schematized in classroom management setting, the writers are triggered to study teachers' expressions which constitute facilitating and motivating talks, and ways of teachers reveal such talks.

## II. METHODOLOGY

This study was descriptive qualitative. It employed content analysis to identify and describe teachers' facilitating and motivating talks and ways of teachers revealing those talks to students. Data in this study were collected from five studies about teacher talk. They were chosen purposively considering the use of facilitating and motivating sense in the teachers' expressions. They were sequenced based on the year of study. In the analysis, the data were listed and interpreted. They were:

- On Teacher Talk, Pedagogical Talk and Classroom activities as Data 1 [3].
- On Communicative Teacher Talk in the English Classroom as Data 2 [4].
- On Effective Teacher Talk: Discourse Analysis in the Field of Second Language Acquisition as Data 3 [5].
- On How Well does Teacher Talk Support Incidental Vocabulary Acquisition? as Data 4 [6].
- On A Study of Teacher Talk in Interactions in English Classes as Data 5 [7].

## III. RESULT

### A. Teachers' facilitating talk

To facilitate students to study well, teachers guide students to the best way of learning. The following talks are expressions conveyed by teachers to facilitate students in the learning process.

#### Talk 1. (Data 1)

*All right, the other day we did the pre-writing task so that you know roughly what type of picture composition we are going to discuss. Ok? So today we're gonna look at the actual picture composition. Ok. And we're gonna learn how to write continuous writing. Now, at P5 level and also when you are taking PSLE, you are given a similar type of composition with three given pictures. Ok. Three given pictures. And then you have to develop, ok, make it into a story, a narrative.*

In the talk above, the teacher reminds the students of what they have done before. He directs them what to do by instructing the activities and emphasizing the understanding of the learning material and the task consecutively.

#### Talk 2. (Data 5)

the key word of this passage, Liaoxin? Could you give the answer? LiRunjia, do you still remember the first three important tips the author gives us? What is the first one, remember? On which page can you find the theme of this passage?

In the talk above, the teacher uses referential and display questions to ask for students' responses. He mentions students' names to call for their readiness to answer the questions.

#### Talk 3. (Data 2)

*T Today, we are going to study Lesson Six 'The Human Touch'. First, I will give you several minutes to go through the text, and after that, I have several questions for you... Ok now?*

*S Yes.*

*T Who is O'Henry?*

*S1 Of course, a writer.*

*T Good. Who knows more about the writer?*

*S2 A famous writer*

*T Right. Who knows why he is known as a famous writer?*

*S3 Sorry.*

*T Don't worry. Think it over.*

*S4 He is a famous short story author.*

*T Fine. What else do you know about him?*

*S4 Sorry.*

*T Ok. Now, let's study the new words in this text. The first one is "victim." "Victim" means a person, animal, etc. Suffering death, injury or loss. Can you make a sentence with "victim"?*

*S5 Sorry, I can't-do it.*

*T Ok.*

In the conversation above, the teacher gives the students the clues of what they have to do. He explains the instructions and asks referential questions to students. He prompts them of what to do. In the end, he explains the material to clarify the students' understanding.

#### Talk 4. (Data 4)

*Has everyone got one or two words? What I'd like you to do now if you want you can take you piece of paper. Uh, if you don't want to you don't have to, is to stand up and walk around and wander around and tap someone on the shoulder and tell them your word. Okay? If they don't know what your word means, you can explain it to them. Okay, so you need to know what this word means, alright? You will also be hearing words that other people are telling you. So, if you don't know what it means.*

The teacher in the talk above directs to his students by prompting them what they can do with the learning material and the learning activity.

#### B. Teachers' motivating talk

Teacher talk has to inspire students to think, feel, and behave positively towards people and the learning material. The following talks are motivating expressions conveyed by teachers.

#### Talk 1. (Data 4)

*Ok, now, so just in pairs. It's quite easy. You look at the pictures, from the first pictures to the third picture, all right, and then with your partner. That's why you don't need to long time.*

In the talk above, the teacher encourages students to do what is required to do in the learning activity. He convinces them with the promotion of tense-free and comfortable atmosphere in the learning process.

#### Talk 2. (Data 5)

*If you have a chance, where would you like to go, Liujuan? What is your idea of living in a big city? What do you think if we could finish this on time?*

In the previous talk, the teacher asks referential questions to one student about his response. At the same time, he suggests him to finish his task.

#### Talk 3. (Data 3)

*T Isabel, Do you agree with the statement?*

*S1 No... I need the car to go everywhere... I need to take my dogs... and I can't in public transport.*

*T You have six dogs?*

*S1 No, four.*

*T What happened to the other two?*

*S1 Mmmm*

*T You gave them away...*

*S1 Yes*

*T So they didn't die*

*S1 No*

In the past conversation, the teacher asks display questions to ask for students' responses. He probes the student to ask for her subjective feeling towards the point of questions.

#### Talk 4. (Data 2)

*T Hi, Sunny, do you like reading novels?*

*S1 Yes of course. I read a lot in my spare time.*

*T Ha, the same with me. Then, which novel do you like best?*

*S1 Oh, "Gone with the Wind" is my favorite book, and I have ever read "A Farewell to Arms." I could say it is perfect.*

*T I have read it for several times, to tell you the truth. And I find "Gone with the Wind" is very attractive indeed. Now, here comes the question, have you read the "The Gift of the Magi?"*

*S1 Oh, of course. The story is very impressive.*

*T But I wonder who wrote it?*

*S2 O'Henry.*

*T Great. Who can tell me what novels he had written besides this one?*

*S3 The Cop and the Anthem.*

*T Good, Lesson Six tells us a story written by the same author. Now let us look at what happened to the girl named Johnsy and why Sue called the painted leaf Behrman's masterpiece. Read the text and tell me the answer.*

*(Several minutes later)*

*S4 Sue's roommate Johnsy caught pneumonia, and she decided that she would die when the last ivy leaf fell.*

*T Good... Now let us relax a little. Jason, do you like drawing?*

*S5 Yes, I began to draw when I was a little boy.*

*T Oh, how do you tell the genuine from the fake ones?*

*S5 Ha... I... I... perhaps, I think it is not an easy job for me if the fake is too much like the real one.*

*T Now, let's come to the second question.*

*S6 Because it was so perfect that the girls both mistook it for the real thing.*

In the conversation above, the teacher asks referential and display questions to students in turn. He compliments his students' understanding about his students' answers. In the meantime, he directs them to do the subsequent activity.

#### C. Ways of revealing facilitating and motivating talks

Teachers have done many ways to convey their facilitating and motivating talks. Based on the data in the previous sub-headings, ways of revealing facilitating and motivating talks are described in the following illustration.

Teachers convey various expressions to facilitate students to study. The expressions are: reminding, directing, emphasizing, inquiring, mentioning, explaining, and prompting. These terms are revealed by certain reasons as described below.

- Reminding. Teachers remind students about the activity which they have been instructed to do and which they have to do. They attempt to guide students to understand procedures and rules of the classroom activity.
- Directing. Teachers directed students to what is required in the learning activity and the learning material.
- Emphasizing. Teachers stress the understanding of the use of learning tools and material to guide students in the learning activity.
- Inquiring. Teachers inquire questions to ask for students' understanding.
- Mentioning. Teachers mention students' names to ask for students' readiness in undertaking the learning activity.
- Explaining. Teachers explain points of instructions to make sure that students understand what they have to do.
- Prompting. Teachers, prompt students to do what they have to do if students encounter difficulty during the learning process.

#### *Revealing motivating talk*

Similarly, teachers' motivating talk is revealed by various expressions which are chosen for certain reasons. The expressions which teachers reveal as motivating talk are: encouraging, convincing, inquiring, suggesting, probing, complimenting, and directing. The following list will describe the reasons.

- Encouraging. Teachers encourage students to do the learning activity with no tension.
- Convincing. Teachers convince students to do what they can do by assuring them their understanding and performance are worthy.
- Inquiring. Teachers inquire students to find out students' understanding and their preference and their comprehension of the subject matter.
- Suggesting. Teachers suggest students do various activities and to use various ideas to help them finish their task.
- Probing. Teachers probe students with several questions to ask for students' deep responses.
- Complimenting. Teachers compliment students' work to acknowledge students' performance
- Directing. Teachers direct students by telling them what they have to do in the learning process.

#### IV. DISCUSSION

Numerous expressions which teachers can reveal to facilitate and motivate students to study are the biggest part of teacher talk. In the study, teacher talk only functions as a formal instruction but not as a comprehensible input [2], a conveyance of subject matter and learning environment [8], and a discourse guide [9]. In fact, the essence of the talk can help guide and inspire students to study. Based on the data, teachers in the five

studies convey various facilitating and motivating expressions. The expressions are in the form of language functions which are teachers' purposes for which language is used to communicate and is determined by certain condition and situation. Jeremy states that language functions are linguistic tools which teachers can use to show a broad range of language use [10]. The use of language function indicates purposeful teachers' expressions, particularly to guide and inspire students during the learning process.

In the study, teachers' facilitating and motivating talks are attributed directive, imperative, repetitive, shorter, and clearer as characterized by [11]. They can be seen in talks 1, 2, and 3 as both in facilitating and motivating talks. However, rather long talks were found in talks 4 both in facilitating and motivating talks. It means that the length of facilitating and motivating talks is not mattered because teachers are likely to promote the sense of guiding and inspiring students to study.

Based on the form of inquiry, teachers tend to provoke information to dig out students' existed and intensive understanding. Regarding managing the classroom, teachers have set the classroom activities. As cited in Wright and Jeremy, the goal of classroom management is to create the best learning environment using a range of variables in the classroom [1], [10]. As in the data, teachers used information of the learning material to facilitate and motivate students to study as in talks 2 and 3 in facilitating talk and in talks 2, 3, and 4 in motivating talk. Teachers also utilized various learning tools to express facilitating and motivating talks as in talk one both in facilitating and motivating talks for pictures, in talks 2 and 3 in facilitating talk for a book and in talk 4 in facilitating talk for a piece of paper. Teachers employed individual, pair, and whole class works to reveal their facilitating and motivating talks. The individual work can be seen in talks 1, 2, and 3 in facilitating talk and in talks 2, 3, 4 in motivating talk. Pair work can be seen in Talk 1 in motivating talk. Whole class work can be seen in Talk 4 in facilitating talks. It means that teachers could convey their facilitating and motivating talks by utilizing various learning material, learning tools, and classroom interaction.

Regarding teacher roles, teachers can perform various roles based on classroom activities. Kounin states that the most effective job of teachers is as a classroom manager because they possess the ability to communicate the classroom organization [12]. Jeremy promotes one of the teacher roles is as a promoter in that teachers could help students with their learning difficulty [10]. In the data, most teachers perform as a classroom manager to design and to organize the classroom activities. Teachers also performed as a facilitator to guide and lead students in their learning activity as in talks 2 and 3 in facilitating talk and in talk 2 in motivating talk. They could be a promoter to enhance students' understanding as in talks 3 and 4 in motivating talk. It implies that performing various roles can be a stepping stone to express facilitating and motivating talks.

Thus, it is worth noting that teachers' design of classroom management is the most paramount extent which teachers could express their facilitating and motivating talks.

#### V. CONCLUSION

As we have seen in the data analysis, facilitating and motivating talks can be revealed through various expressions schematized in classroom management which entails various classroom activities, learning tools, and teacher roles.

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