

## Relevance Theoretic Analysis Of Teacher Talk And Teachers-Students Interaction

Parween Saadi Abdulaziz

Asst. Prof./ Dohuk University

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#### Correspondence:

Parween Saadi Abdulaziz

[parween.saadi@uod.ac](mailto:parween.saadi@uod.ac)

### Abstract

Communication, whether in actual daily interactions or in academic educational institutions, needs to meet the condition of mutual understanding, follow-up, the intended message delivered, received and inferred by the interlocutors. In this academic work, the dyads of teachers and students are taken into account from the perspectives of Relevance Theory and Teacher Talk, thus integrating applied linguistics with pragmatics. The study has reached theoretical and practical conclusions: interaction in the classroom should achieve the principle of relevance, fulfilling teaching goals. Stimulus, as interaction initiation, is the first step, ostension is evidence of the speaker's intention and this can be stated explicitly and/or implicitly, depending on a dedicated inferential mechanism, local pragmatic modulation which leads to relevance-guided comprehension, i.e., the result the addressee arrives at. The dyads analyzed showed coherence as a basic concept for the utterances to achieve the principle of relevance; cohesion being a marginal property of the interactions. The dyads also showed the different categories of teacher talk, as put forward by the models adopted in the current study.

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## تحليل نظرية الصلة لمحادثات المحاضرين و تفاعلات المحاضرين و الطلاب

بروين سعدي عبدالعزيز\*

المستخلص:

يحتاج التواصل، سواء في التفاعلات اليومية الفعلية أو في المؤسسات التعليمية الأكاديمية، إلى تلبية شرط التفاهم المتبادل والمتابعة والرسالة المقصودة التي يتم تسليمها واستلامها واستنتاجها من قبل المحاورين. في هذا العمل الأكاديمي، يتم أخذ ثنائيات المحاضرين والطلاب في الاعتبار من منظور نظرية الصلة ومحادثات المحاضر، وبالتالي دمج تدريس علم اللغة التطبيقي مع علم اللغة التداولي. توصلت الدراسة إلى استنتاجات نظرية وعملية: يجب أن يحقق التفاعل مبدأ الصلة بالموضوع ويحقق أهداف التدريس. التحفيز بوصفه بدء

\* استاذ مساعد / جامعة دهوك

التفاعل هو الخطوة الأولى ، والتعبير هو دليل على نية المتحدث ويمكن ذكر ذلك بوضوح و / أو ضمناً ، اعتماداً على آلية استنتاجية مخصصة ، وتعديل علم لغة تداولي محلي يؤدي إلى فهم موجه للصلة ، أي النتيجة التي يتوصل اليها المخاطب. أظهرت الثنائيات التي تم تحليلها الترابط كمفهوم أساسي للألفاظ لتحقيق مبدأ الملاءمة ، في حين أن التماسك هو خاصية هامشية للتفاعلات. كما أظهرت الثنائيات الخصائص المتعددة لمحدثات المحاضر كما طرحتها النماذج المعتمدة في الدراسة الحالية.

**الكلمات المفتاحية:** نظرية الصلة، حديث المُحاضر، تعديل علم لغة تداولي محلي، العمارة العقلية المعيارية، التواصل الاستنتاجي الظاهري، آلية استنتاجية مخصصة، المُعالجة المُوازية.

## Definition of Keywords

### Relevance Theory:

It is a cognitive approach to pragmatics suggested by Dan Sperber and Deirdre Wilson in the 1980s. It involves the idea that encoding the message, its transference, and its decoding are not enough to have a successful communication; rather, additionally includes beliefs, ideas, inference, context, etc. (Nordquist, 2020:1).

**Teacher Talk:** In educational research and applied linguistics, "teacher talk" is a semi-technical term that denotes the simplified style of teachers' speech. Such a speech is usually characterized by rephrasing, repetition, slowness, and minimization of elided usages such as must've/ musta for the sake of clarity along with the standardized patterns of question, response, and evaluation (Teacher Talk, 2019: 1).

**Local Pragmatic Modulation:** It has two types of processes: enrichment (narrowing) and loosening (broadening). These two types of processes are indispensable because words in any language are infinite and underspecified (Bezuidenhout, 2019: 9). Consider the following example of pragmatic modulation:

- Go to the bank!

"Bank" in the process of narrowing can be a monetary institution where people withdraw money. However, in the process of broadening it can denote an ATM where you do not have to go inside the institution to withdraw money. Moreover, it also implies that the client takes money legally rather than robbing the bank. (Ibid: 10).

**Modular Mental Architecture:** This module deals with linguistic input which is transduced data from a source, transformed and enriched then represented as a central system. This system is based in mind in which there are thinking and computations about the concepts (Fodor, 1975 cited in Clark, 2013: 92).

**Ostensive Inferential Communication:** This communication has two intentions: **informative** and **communicative**. The former has to do with mutually produced propositions, informing the addressee of something, while the latter makes the informative intention manifest, informing the addressee of his intention (Bezuidenhout, 2019: 4). Ostension is to provide evidence of the speaker's intention conveying a piece of information or a thought (MacKenzie, 2002: 19). It is to be noted that **ostension** and **inference** are the same processes, but from two different perspectives, the former is done by the speaker while the latter is done by the hearer/addressee (MacKenzie, 2002: 19).

**Dedicated Inferential Mechanism:** This mechanism, also known as fast and frugal heuristic, means that there are automatic computing hypotheses about the speaker's intended meaning based on linguistic and contextual evidence (Bezuidenhout, 2019: 17).

**Parallel Processing:** The inferential processes are not in a series where one finishes the first step and then goes to the next; rather, there is parallelism where more than one step is conducted simultaneously otherwise the comprehension process will be time-consuming, and effort-exerting, and thus being tedious (Bezuidenhout, 2019: 12).

## **Preliminary**

Interaction, being in social situations or in institutional ones, needs to have the gist of conversation and follow-up by both the speakers and the hearers, otherwise, it will be tedious and in vain. The dyads need to be relevant, showing either both cohesion and coherence; or only coherence. This can be achieved by explicature where everything is stated overtly and to the point or by implicature in which the intended meaning is understood even if not everything is mentioned overtly. To add more, the processing of information is not only based on the literal meaning but also on the physical contextual premises. By doing so, the interactants can be economical in conversation where not everything is mentioned, but still understood by the receiver of the message, not only going further than encoding and decoding a message but also dealing with it cognitively.

## **Statement of the Problem**

As far as the researcher knows, there have been no studies relating Relevance Theory to teacher talk in the Kurdish educational institutions of teaching English as a foreign language. Additionally, there are many gaps in mutual understanding between the teachers and the students whether in conveying the information correctly and so comprehending or even in delivering and perceiving classroom instructions and assignments.

## **Aims of the Study**

The study aims at investigating teacher talk with respect to Relevance Theory in classes of English as a Foreign Language. The interaction in classroom is cognitively and communicatively dealt with in terms of production and perception. The study's theoretical quest is to provide a comprehensive account of Relevance Theory, Teacher Talk; the practical part is to investigate the dyads between teachers and students revealing the gist of communication and intentions both explicitly and implicitly.

## **Research Questions**

The study is an attempt to answer the following questions:

- 1- What is Relevance Theory? And what are its basic premises?
- 2- What is teacher talk? And what are its significant features?
- 3- What are the categories of teacher talk?
- 4- How do teachers and students interact, maintaining relevance in communication?

## **Scope of the Study**

The study is confined to teacher talk and teacher- students' interaction in classrooms of English as a foreign language. Paralinguistic features like stress, intonation, juncture, etc. are out of the scope of the current research. The study is only tackling the verbal interaction; non-verbal communication like body language, gestures and facial expressions are not analyzed in this piece of work. The Teacher Talk Time (henceforth TTT) is also another aspect not investigated by the researcher. **Teacher talking time (TTT)** is the time that teachers spend talking in class, rather than learners. It can be compared with **student-talking time (STT)**. One key element of many modern approaches is to reduce the amount of TTT as much as possible, to allow learners opportunities to speak, and learn from speaking (Teacher Talk Time).

## **The Model Adopted**

Relevance Theory concepts and propositions are adopted in this study as models for analysis; basically, the work of the pioneers in the field: **Sperber and Wilson (1986), Sperber and Wilson (1988), and Wilson and Sperber (2002)**, following the **Model of Derivation Process**. Bezuidenhout's (2019) notion of **Local Pragmatic Modulation** in terms of narrowing and broadening is taken into account as a model for analysis. As for Teacher Talk, the models adopted are those of: Warford and Rose (2011) and Silver and Kogut (2009).

## **Significance of the Study**

This study can be an attempt for teacher talk disambiguation with respect to the academic information delivered and the instructions for the flow of the classes. Relevance theory in teacher talk can be of great support to students' comprehension processes; thus, making shortcuts in communication and delivering information, and being sensitive towards the contextual cues.

## **Related Work: Relevance Theory and Teacher Talk**

Relevance Theory and Teacher talk, whether in isolation or in integration, have been dealt with by many specialists in the fields of pragmatics and language teaching. They had their own elaboration and contributions to the topics of the current work. Hassan and Hasan (2019), in their work *Relevance and Speech Acts in the Analysis of Conversations by 2<sup>nd</sup> Year Iraqi EFL Learners at Al-Nisour University College*, identified speech acts and analyzed them, as used but the informants. The basic assumptions of Relevance Theory were tackled by Sperber and Wilson in the 1980s in which they minimized Grice's Cooperative Principles into one maxim that of Relevance, adopting the notion that hearer's make shortcuts in comprehension of the message in depending on the background assumptions and beliefs and this leads to less effort in the interpretation of utterances; thus, exerting less effort and consuming less time and still being relevant.

The interpretation, as a cognitive process, does not go step by step, but in parallel, as suggested by Muller (201:39) in his work *Plausible Deniability from Gricean Pragmatics to the Insights of Relevance Theory*.

Teacher talk, as a simplified language, is characterized by many features, as mentioned by O'Neill (1994) in his research *Teacher-talk in the Language Class?* There must be classroom interaction as Putri (2015) investigated in his scholarly work: *The Analysis of Teacher Talk and the Characteristic of Classroom Interaction in English as a Foreign Language Classroom*; the features of interaction are mentioned Li et al. (2011) in *Beyond Research: Classroom Interaction Analysis Techniques for Classroom Teachers*.

## **Relevance Theory: Literature Review**

Relevance theory, as a preliminary explanation, can be seen as the reduction of Grice's maxims to one that is of relevance (Hassan and Hasan, 2019: 139). It is a cognitive approach to pragmatics suggested by Dan Sperber and Deirdre Wilson in the 1980s. It involves the idea that encoding the message, its transference, and its decoding are not enough to have a successful communication; rather, additionally includes beliefs, ideas, inference, context, etc. (Nordquist, 2020:1).

Relevance theory is based on Grice's claims, but they are put into a different direction. This theory deals with communication as **testable empirically** and **plausible psychologically**. Both Grice's claims and Relevance theorists' claims start from three assumptions (Wilson, 2017: 79):

- 1- Sentence is considered a vehicle to convey the speaker's meaning and the speaker's intention is recognized overtly.
- 2- The speaker's meaning is not simply understood from the sentence; but rather, along with the physical context and his behavior.
- 3- Speaker's meaning inferred is guided by optimal relevance presumption.

For new information to be relevant, it should interact with old information. There is a proportional relation between relevance and contextual effects, the more contextual effects produced, the more relevant it is, while relevance has an inverse relation to processing effort; the more processing effort leads to least relevance (Crystal, 2008: 412).

Sperber and Wilson defy the traditional outlook of communication and language in the following items (Bezuidenhout, 2019: 1):

- Inferential model in favor of the code model.
- Communication is not governed by the literal truthfulness of maxims, as suggested by Grice (1975).

In Relevance Theory, context is a psychological construct, including the hearer's personal and cultural assumptions, memories, beliefs, mental state of the speaker, etc. These assumptions are known as **concepts**, according to Sperber and Wilson. There are three entries of concepts (MacKenzie, 2002: 19):

- **Logical Entry:** deductive rules applied to logical forms and such entries are finite and constant in number.
- **Encyclopedic Entry:** the relation between the concept and its denotation; these entries are infinite in number.
- **Lexical Entry:** information about the word or the phrase that expresses the thought.

Context is the variable while relevance is given.

### Meaning: Conceptual and Procedural

According to Relevance Theory, there are two types of linguistic meaning (information) available to the addressee: conceptual meaning quality with encoding concepts that rise semantic representation, while the latter has to do with the instructions it provides the pragmatic system to do inference (Cumming, 2010: 128); these two types of meaning interact to arrive at the appropriate interpretation (Ibid).

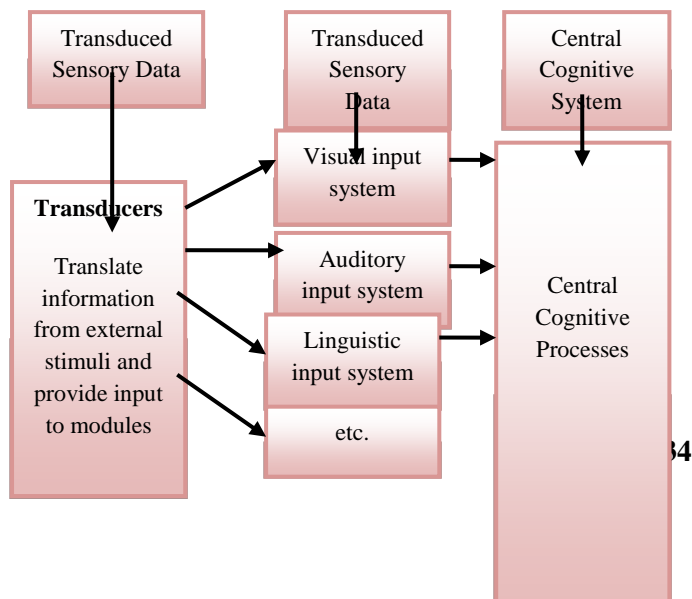
### Cognitive Principle of Relevance

Relevance theory is defined as a strategy to be cognitively unconscious, i.e. as a **cognitive heuristic** (Muller, 2016: 40). Cognition is thinking-based and acquires, stores and manipulates information, while process is remembering, planning, and evaluating based; therefore, mind is seen as a processing information device (Clark, 2013: 91). Additionally, cognition according to Fodor (1975) (cited in Clark, 2013: 91), is a matter of representations and computations.

There is maximization of relevance in human cognition. Inputs to cognitive processes lead to positive cognitive effects when there is a minimum degree of cognitive effort. Verbal utterances are a kind of ostensive stimulus where they deliberately produce a stimulus, i.e. it draws attention to itself. An ostensive stimulus is related to processing where costs to be low and benefits to be high (Bezuidenhout, 2019: 2-3). Relevance in communication is not to be learnt, but is triggered automatically by the stimuli and the communicators cannot violate it even if they want to (MacKenzie, 2002: 22).

### Modular Mental Architecture: Modularity Thesis

This module deals with linguistic input which is transduced data from a source, transformed and enriched then represented as a central system. This system is based in mind in which there are thinking and computations about the concepts. This modularity thesis explains the interrelation and integration of information. For example, you believe that it is raining because you see the rain, you hear the rain, or you hear somebody telling you that it is raining (Fodor, 1975 cited in Clark, 2013: 92). Consider the following diagram:

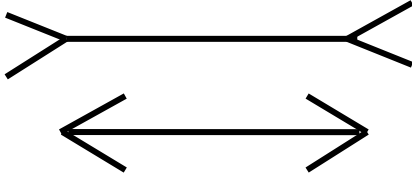




### Modular Mental Architecture: A Simplified Visualization

(After Fodor, 1983 cited in Clark, 2013:92)

Supporting modularity, there is the evidence of **optical illusion**, basically of Muller-Lyer (1889). The same length can be represented by two lines that visually seem to have different lengths, showing illusion by slanted lines at their ends, as it is clear below:



Even after measuring their lengths and getting the same measurement for both lines, we cannot choose to see them the same length because one's module (visual input) is a unit of self-containment and information from other sources will have no effect; thus, the modules are described as **informationally encapsulated** (Fodor, 1889 cited in Clark, 2013: 93).

### Ostensive Inferential Communication: Ostension Being Different from Inference

This communication has two intentions: **informative** and **communicative**. The former has to do with mutually produced propositions, informing the addressee of something, while the latter makes the informative intention manifest, informing the addressee of his intention (Bezuidenhout, 2019: 4). Ostension is to provide evidence of the speaker's intention, conveying a piece of information or a thought (MacKenzie, 2002: 19). For example, Peter asks Mary to join him to play squash; Mary shows him her bandaged leg and tells him she cannot. This verbal and non-verbal communication can be defined as ostensive that incorporates both showing and telling (Wilson, 2017: 80).

It is to be noted that **ostension** and **inference** are the same processes, but from two different perspectives, the former is done by the speaker while the latter is done by the hearer/addressee (MacKenzie, 2002: 19). Comprehension is an inferential process where the utterance is an input and its interpretation is an output (Wilson, 2017: 81).

### Single- subject Conclusions and Double- subject Conclusions

There are two types of conclusion to be drawn from the below two utterances:

- Azad is taller than Sizar.
- Sizar is taller than Dilkhaz.

Single-subject conclusion "Dilkhaz is shorter than Azad and Sizar."; double-subject conclusion "Azad and Sizar are taller than Dilkhaz.". It is to be noted that the first conclusion has better expectations of relevance than the second conclusion (Wilson, 2017: 85). This can be justified, from the researcher's perspective, that there is bottom- up conclusion; the last element mentioned "Dilkaz" can be kept in the short-term memory; thus identifying him as shorter than Azad and Sizar is easier than starting from the beginning, following the top-down conclusion.

### Communicative Principle of Relevance

Relevance- orientation is a feature of human communication well-manifested in pragmatics (Wilson, 2017: 85). It means the production of the utterance on the part of the speaker and its interpretation on the part of the hearer should have an **optimal relevance of presumption** (Bezuidenhout, 2019: 4). This is achieved if the utterance is worth the hearer's processing, and it is the most relevant stimulus produced in the circumstances. Relevance is a matter of degree; that is, the **cognitive effects** to be great while the **cognitive effort** to be small (Ibid).

There are three types of cognitive effects (Noh, 2000: 62):

- Consolidating an assumption that already exists.
- Combination of the existing assumption to contextual implications.
- Contradiction or elimination of the existing assumption.

An illustration to be provided is "It is cold in here." The assumption that exists is the weather is cold; and this can be combined with the physical context that the air conditioner is on while the door is open, identified as existing assumption; there is the elimination of turning on the air conditioner while there is consolidation of closing the door.

There are two conditions for an utterance to be optimally relevant (Wilson, 2017: 85- 86):

- It is worth to be processed on the part of the hearer because it is relevant enough otherwise he will not attend to. The speaker himself tries his best to reduce the required processing effort and to increase the cognitive effect.
- The potentials and the preferences of the speaker are those of compatibility with the most relevant utterance.

It is to be noted that Grice could not account for the unwillingness to provide information, a case dealt by Relevance Theory in providing a stimulus according to the speaker's potentials and preferences (Bezuidenhout, 2019: 5). Consider the following dyad:

A: Where does Azad live?

B: Somewhere in the North of Iraq.

In the above interaction, there is a conflict in Grice's Maxims of quantity and quality as if B does not know exactly Peter's place of residence; however, Sperber and Wilson account for such a case that B does not want to mention the specific place of Peter (Bezuidenhout, 2019: 6). Thus, Relevance theory counts for violating the maxim of quality (Wilson, 2017:81).

Relevance is not described as a **binary concept**; that is, to be relevant or not relevant; rather, it is a matter of degree (Muller, 2016: 40).

### **Relevance Theory: Comprehension Procedure**

In response to the speaker's stimulus, the hearer should make the least effort in cognitive effects computing process where many interpretations arise then the hearer stops when he comes up with the most suitable interpretation that meets the contextual factors (Bezuidenhout, 2019: 8). This is known as **Relevance-guided Comprehension Heuristic**; it is an automatic way to achieve the goal in decoding of the sentence explicitly and this decoding is complemented implicitly, depending on the contextual factors (Wilson, 2017: 86).

### **Dedicated Inferential Mechanism**

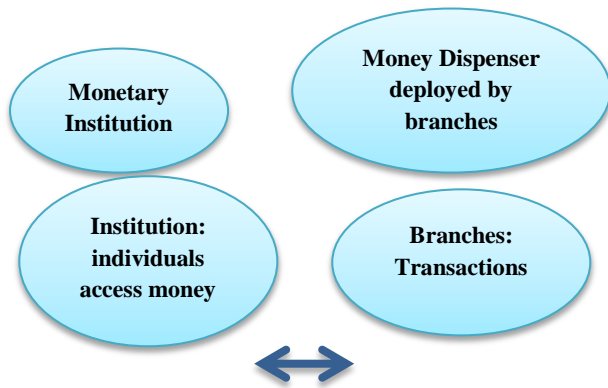
This mechanism, also known as fast and frugal heuristic, means that there are automatic computing hypotheses about the speaker's intended meaning based on the linguistic and contextual evidence (Bezuidenhout, 2019: 17).

### **Local Pragmatic Modulation**

Local pragmatic modulation has two types of processes: **enrichment** (narrowing) and **loosening** (broadening). These two types of processes are indispensable because words in any language are infinite and underspecified (Bezuidenhout, 2019: 9). Consider the following example of pragmatic modulation:

- Go to the bank!

"Bank" in the process of narrowing can be a monetary institution where people withdraw money. However, in the process of broadening can denote an ATM where you do not have to go inside the institution to withdraw money. Moreover, it also implies that the client to take money legally rather than robbing the bank. (Ibid: 10).



Local Pragmatic Modulation of "Bank"  
(After Bezuidenhout, 2019: 10):

### Parallel Processing

The inferential processes are not in a series where one finishes the first step then goes to the next; rather, there is parallelism, where more than one step are conducted simultaneously otherwise the comprehension process will be time-consuming, and effort-exerting, and thus being tedious (Bezuidenhout, 2019: 12). The Neo-gricean methods have been known as **minimax**, holding the notion of minimizing the communicative costs, and maximizing the benefits (Muller, 2016: 39).

The processing effort needed in understanding an utterance depends on two factors (Noh, 2000: 63):

- 1- The information form, like dialect, register, familiarity, syntactic complexity, legibility, and audibility.
- 2- Creating a suitable context through effort of memory and imagination.

### Relevance and Assumptions

In an ostensive stimulus, like "boiling water", there are four assumptions that arise where the hearer will pick the most relevant one, depending on the context of the situation. The assumptions are (Bezuidenhout, 2019: 12):

- **Literal**, where boiling water is used for sterilizing instruments.
- **Approximation**, where boiling water is suitable for making tea.
- **Hyperbole**, where boiling water is too hot for bathing.
- **Metaphor**, where boiling water has swirling undercurrents.

There is an experiment on time-telling, according to Relevance Theory; there is a loose of mentioning time as one will say it is 2:00 p.m. where it is actually 1:58 p.m. (Bezuidenhout, 2019: 17).

### Mutual Knowledge (Common Ground) Hypothesis and Mutual Manifest Hypothesis

Mutual Knowledge Hypothesis is a concept adopted by Grice that shows both speakers and hearers share the same knowledge mutually, but this notion has been replaced by **Mutual Manifest Hypothesis** in Relevance Theory, which argues that nothing can be genuinely mutually known that is why sometimes communication fails. Manifestness is the degree to which an assumption is true; that is, both the speakers and the hearers must share the same cognitive environment to a certain degree (Muller, 2016: 41).

### Representations and Resemblance

There are two types of representation: **descriptive** and **interpretive**. The former treats an utterance as a proposition for a state of affairs, while the latter are mental representations which manifest thoughts,



assumptions, beliefs, etc. (Bezuidenhout, 2019: 12). Relevance can be to a context and to an individual; it does not only deal with communicative acts and utterances, but also with internal mental representations and external stimuli, like memories, sights, smells, sounds, thoughts, etc. (Wilson, 2017: 82).

**Resemblance** is the degree of overlap between the proposition and the contextual factors (Ibid). It is to be noted that fragmentary representations of ideas are semantic representations which are incomplete logical forms, and these representations are mental objects that do not surface to the consciousness (MacKenzie, 2002: 17).

There are four degrees of meta-representations (Muller, 2016: 42):

**First- order Metarepresentation:**

Dilkhaz picks some apples to make Azad believe that they are edible, known as the informative intention recognized by behaviour:

Azad should believe

that these apples are edible. (This is known as **naïve interpretative strategy**)

**Second-order Meta-representation:**

Dilkhaz has the intention that Azad should believe him, depending on the former's behavior. (This is known as **vigilant interpretative strategy**)

**Third-order Meta-representation:**

Azad believes that Dilkhaz has this intention and he should believe so.

**Fourth-order Meta-representation:**

Dilkhaz has the intention and Azad believes that Dilkhaz has this intention that the apples are edible.

**Interpretative Hypothesis**

Sperber and Wilson (1986: 98) and Sperber and Wilson (1988:124) identify some criteria for what counts questions relevant:

**Passer by:** I am looking for the hospital. Can you tell me where it is?

**Speaker:** It is the third one down on the right

In the above dyad, one can find:

- 1- **Output of Linguistic Decoding:** Sentence with logical form uttered by the speaker.
- 2- **Presumption of Optimal Relevance:** The utterance uttered by the speaker is optimally relevant to the addressee.
- 3- **Standard Expectation:** Relevance is achieved by providing an answer to the question.
- 4- **First Accessible Relevance Assignments and Enrichments:** This is achieved by providing more details, like "down the right as I proceed to Whitby road."

However, it is to be noted that in many cases there may be an indirect answer to the question and this requires more processing effort than a direct answer (Carston, 2002: 144).

Thus, for indirectness in interaction Wilson and Sperber (2002: 591) identify more detailed criteria under the concept of **Model of Derivation Process**.

**Azad:** Shall we go for a picnic for a walk?

**Dilkhaz:** It is raining.

**Explicature:** It is raining at the location where they will go for a walk

**Implicated Premise:** It is not possible to go for a walk

**Implicated Conclusion:** Azad and Dilkhaz cannot go for a walk at the location.

- a. **Linguistic Decoding Output:** Dilkhaz's utterance of a sentence with logical form.
- b. **Relevance Presumption:** The answer is of optimal relevance to the question.
- c. **Standard Expectations made by asking the question:** By providing an answer, Dilkhaz's utterance achieves relevance.
- d. **Highly Accessible Assumption:** It is raining in the location; they cannot go for a walk.
- e. **First Accessible Enrichment:** It is raining in the place where they want to go for a walk; e. criterion is combined with c. criterion.
- f. **Inference:** The interlocutors cannot go for a walk.
- g. **Further High Inference:** The interlocutors cannot go for a walk in the location where it is raining.

- h. **An Alternative:** The interlocutors must find another entertainment. They can go to cinema.

### **Teacher Talk**

Teacher talk can be defined as a variety of language that teachers use in the teaching process (Harmanto, 2015: 146). It is identified as a special register, having its own linguistic and formal features and it is addressed to second language learners (Ellis, 1985: 145). It contributes to classroom discourse and is a part of classroom interaction and second language acquisition; it is an input for language learning (Harmanto, 2018: 96). Ellis (2008:784) states that when teacher talk is used appropriately, it creates harmony in the relationship among the teacher and the students and this will result in high efficient classroom interaction. Teacher's use of the first language instead of the target language in classroom can be justified to gain interaction with the students (Harmanto, 2018: 97).

In educational research and applied linguistics, "teacher talk" is a semi-technical term that denotes the simplified style of teachers' speech. Such a speech is usually characterized by rephrasing, repetition, slowness, and minimization of elided usages such as must've/ musta for the sake of clarity along with the standardized patterns of question, response, and evaluation (Teacher Talk, 2019: 1).

In analogy with foreigner talk, teacher talk is a specified register that involves the aspects of language, like phonology, lexicology, grammar, and discourse (Ellis, 2008: 794).

### **Features of Teacher Talk**

Teacher talk is characterized by some features as follows (O'Neill, 1994: 4):

- 1- It is unnatural simplified talk and it is broken into sense groups. Long and Sato, 1983 (cited in Harmanto, 2015: 148) state that all levels of language involve formal adjustments.
- 2- It has regular intervals, redundancy and repetition.
- 3- Short chunks of speech to allow interruptions, comments and questions.
- 4- New vocabulary is usually backed up with examples.
- 5- The types of questions: open, closed and follow-up ones are employed by teachers in their talk to get feedback from the students.
- 6- Diverse elicitation techniques, including: enactment, use of context, and illustration.
- 7- Covert and overt correction techniques.
- 8- Teacher talk is deliberate and focused to ensure better teaching and better learning (Barnes, 2010 cited in Starr, 2017: 30). There is usually no occurrence of ungrammatical language modifications (Long and Sato, 1983 cited in Harmanto, 2015: 148).
- 9- Slower speech rate, frequent pauses, exaggerated and simplified pronunciation, basic vocabulary use are prominent features of teacher talk, as identified by Chaudron (1988: 85).

### **Categories of Teacher Talk 1**

Warford and Rose (2011 cited in Ellis, 2008: 99) identify five categories of teacher talk:

- 1- **Procedural:** Discourse relation to the nuts and bolts in running a class. It includes the following:

- Calling roll.
- Attention signal.
- Attendance taking.
- Directions for class activities.
- Checking preparations.
- Checking time.
- Outside class work.
- Courtesy expressions, like "Thank you!"
- Warm-ups, like time, date, reviewing questions.
- Anticipatory Set, like generation of prior knowledge about the topic, overview, agenda and objectives.
- Transitions, like "Now we read this topic, let's go to page..."

- 2- **Instructional:** Discourse relation to the core of the lesson. It includes:

- Introduction of vocabulary, grammar, culture, written and oral practice students' presentations about a specific topic, and communication activities.

- 3- Progress of Individual class and Repair Sequences:** Solicitation and feedback. This includes:
- Praising
  - Input, Response, Evaluation of Accuracy (henceforth IRE).
  - Correcting implicitly or explicitly.
  - Individual or group feedback on students' performance.
  - Checking students' comprehension.

According to Warford (2014 cited in Harmanto, 2018: 104), classroom discourse should have the structure of: **teacher's initiation, student's response, and teacher's evaluation.**

- 4- Spontaneous Second Language:** Instructional conversation: Acquisition opportunities and interaction competence. It involves:
- Facilitation of class discussion.
  - Culture notes.
  - Anecdotes.
  - Spontaneous conversation.
  - Expression of sympathy and humour.
  - Commenting on student's interest.
- 5- Management (Discipline):** Behaviour management in terms of engagement promotion and discouragement of disruption and disengagement. It includes:
- On-task behavior encouragement.
  - Reminder of rules

### **Categories of Teacher Talk 2**

Teacher talk can have the following categories (Silver and Kogut, 2009: 6):

- 1- Curriculum-related**, denoting the content or the skill taught.
- 2- Organizational Teacher Talk**, like providing instructions, organization of activities, time and space management, etc.
- 3- Regulatory teacher talk** is also of management nature, but it has a negative connotation related to discipline, behavior, and teacher control.
- 4- Test-strategy** is related to explicit requirements of a test.
- 5- Informal**, the teacher being outside the topic taught.
- 6- Uncodable talk**, any talk that is not within the scope of the categories mentioned in this subsection.

### **Flander's Interaction Analysis Categories FIAC**

Flander's Interaction Analysis Categories are counted as one of the measures of teacher talk and interaction in classroom. They are sources of information about interaction, answering the wh-questions: who, why, what, and how. According to FIAC, teacher talk is categorized into two main types: of indirect influence, like acceptance of feelings, acceptance and use of students' ideas, encouraging and praising, and of direct influence like, lecturing, asking questions, giving instructions, criticism and justification of authorities (Malahmah-Thomas, 1987: 20).

FIAC also classifies students' talk into categories, their initiation, responses, and silent moments (Malahmah-Thomas, 1987: 20).

### **Teachers' Questions**

As a dominant part of teacher talk is teacher's questions. To maintain meaningful interaction and stay within the scope of the academic topic meant to teach, teachers use diverse questions whose functions and types are demonstrated below (Donald, et al. 1989 cited in Harmanto, 2015: 150):

### **Functions of teachers' Questions**

- 1- **Diagnostic:** It identifies the gaps and misconceptions of the students; thus, knowing how they think.
- 2- **Instructional:** The integration of the new material with the old one. It seeks development through practice and feedback.
- 3- **Motivational:** Capturing students' attention, their engagement, and active participation. This can be achieved through posing problems for the students to solve.

### **Types of Teachers' Questions**

Barne's (1969) Classification of teachers' Questions (cited in Herman, 2015: 152):

- 1- **Factual Matters Questions**, beginning with "What".
- 2- **Inference Questions**, beginning with "How" and "Why".
- 3- **Open Questions**, requiring no inference.
- 4- **Communication Questions**, affecting learners' behavior and controlling them.

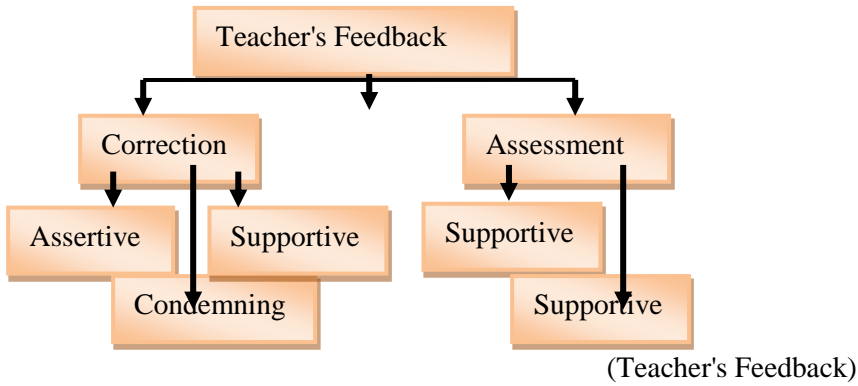
Richards and Shmidt (2010: 156) categorize classroom questions into three types: **Procedural Questions** that have to do with class management to ensure a smooth teaching process. **Convergent** and **Divergent Questions** have to do with the content of the lesson and check the students' comprehension. Convergent questions focus on the main topic and usually require short answers, like "Yes" or "No". They usually recall the information presented previously. On the other hand, divergent questions engage students in high level of thinking and they need to provide their own comments and information.

Long and Sato (1983 cited in Harmanto, 2015: 152) provide questions as **Display** and **Referential**. In the former, the teacher asks for a specific answer that already knows; such as, "What is the opposite of left?", while in the latter, the teacher doesn't know the answer and he asks for subjective ones from the students; such as, "Why didn't you do your assignment?"

Thus, one can claim that closed questions go in line with convergent ones, whereas open questions go in line with divergent ones.

### **Teacher's Feedback**

Feedback is evaluating students' performance and progress besides creating a motivating ambiance for the students. Feedback is of two main components: **correction** and **assessment** (Ur, 2000: 242), as it is clear in the following diagram:



### Correction

The expression of correction can be: **gentle**, **assertive**, **supportive**, or **condemning**. Encouraging and tactful correction is much more effective than being blank or very assertive. Correction can occur in the following ways (Ur, 2000: 249):

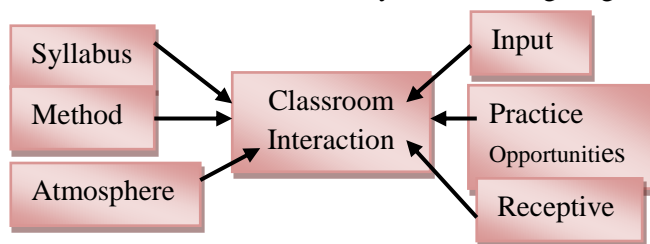
- 1- Indication of a mistake, but there is no further information provided about the wrong answer.
- 2- Explicit correction involving a sample of an acceptable answer.
- 3- Indication of a mistake, but encouragement of self-repair.
- 4- Peer-repair.
- 5- Reproduction of the correct version after asking the student who made the mistake.
- 6- Providing the reason of making the mistake and demonstrating how to avoid it.

### Assessment

Assessment is the collection and the interpretation of information about the learners' potentiality; it is informing them how well or bad their performance is. It can be through the score they take in an exam, the response of "yes" or "No" to their answer to a specific question, or a comment of "Very good" to an assignment. Assessment can be through **confirmation**, Like "That's perfectly correct.", "No, this is wrong" and **encouragement**, like "Try it again.", "Don't worry." (Ur, 2000: 249).

### Classroom Interaction

Teacher talk leads to classroom interaction (Putri, 2015: 25). Interaction between the teacher and the students supports the **state of receptivity** which reflects willingness in encountering the language in relation to culture, and active openness (Allwright and Baily, 1991 cited in Ellis, 2008: 784). Classroom Interaction can be illustrated by the following diagram:



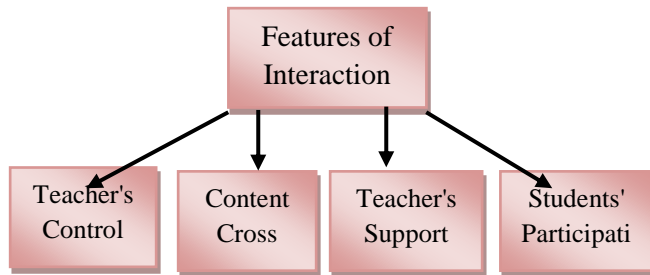
(Input and Output in Classroom Interaction)

(Allwright and Bailey, 1991 cited in Ellis, 2008:784)

According to Li et al. (2011: 6), the features of interaction include:

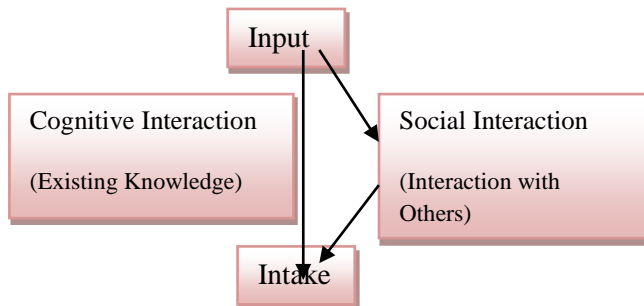
- Teacher's control in terms of dominance, instructions giving, criticism and justification of authorities.
- Content cross, like lecturing and asking questions.
- Teacher's support in terms of encouragement and praising
- Students' participation with respect to initiation, response and silent moments.

Classroom Interaction features can be visualized by the following diagram:



(Features of Interaction)

Interaction is mediation between **input** and **intake**. However, as a supplement or a partial replacement, there is the employment of the students' cognition for interaction with the available input, as it is salient in the following diagram (Van Lier, 1988: 93):



(Cognitive- Social Interaction)

(After Van Lier, 1988: 93)

### Classroom Structure

In conducting a lesson, one can have different structures (Mehan, 1979 cited in Yanfen and Zhao: 2010: 83):

- 6- **Open Phase**, the participants informing each other that they are to conduct a lesson opposed to other activities.
- 7- **Business Phase**: the exchange of information among the teacher and the students.
- 8- **Closing Phase**: Revision of the core of the lesson.

### Methodology: Data Collection and Data Analysis

#### Participants and Instruments

Data is collected through video recordings and class observations. Three subjects are chosen in the University of Duhok - College of Basic Education - Department of English. The subjects are:

- Textbook Analysis: Fourth Year Students. Eighty minutes
- Methods of Research Writing: Fourth Year Students. Forty-five minutes
- Methods of Teaching; Fourth Year Students. 85 minutes.

Two subjects are chosen in Nawroz University:

- Methods of Research Writing: Fourth Year Students. Forty-five minutes.
- Grammar: Second Year Students. Eighty minutes.

For analyzing data, the dyads are chosen to be analyzed in identifying the category of teacher talk and applying Relevance Theory concepts and ideas as adopted by the models chosen for analysis (See Model Adopted).

### **Data Analysis**

**Textbook Analysis Lecture- Fourth Year Students - Department of English - College of Basic Education - Duhok University.**

#### **Dyad NO.1:**

**Teacher:** Sorry I didn't let you enter the class yesterday because we should apply the rule to be in the classroom on time.

**Student:** But I was only three minutes late. Besides I was standing in front of the door. I was just unaware of time.

**Category of Teacher Talk: Procedural:** Attention signal, Attendance taking, and checking time.  
**Regulatory Teacher Talk** related to class management. Management (Discipline: Reminder of rules.

**Stimulus:** Verbal. We should apply the rule.

**Ostension:** Apology for the inconvenience.

**Inference:** The teacher had the right not to let the student in.

**Relevance- guided Comprehension Heuristic:** The student still is not convinced to lose forty-two minutes of the lecture because of being late only three minutes.

#### **Dyad NO.2:**

**Teacher:** What are the types of textbook analysis?

**Student:** Technical and Academic.

**Teacher:** Very good

#### **Teacher Talk:**

**Instructional:** Discourse relation to the core of the lesson. **Curriculum- related Talk. Progress of Individual Class and Repair Management** of praising and feedback on students' performance.

**Stimulus (Output, Linguistic Decoding):** Verbal- Question

**Relevance Presumption:** The answer is related to the question. There is explicature where the answer is explicitly related to the question; therefore, the dyad achieves the two concepts: cohesion and coherence. The expression "very good" is a confirmation from the teacher that the student's answer is correct

**Dyad NO.3:**

**Teacher:** Whatever related to appearance is technical. Okay?

**Students:** Yes

**Teacher:** Sleepy?

**Students:** No.

**Teacher Talk: Instructional:** Discourse related to the core of the lesson. **Procedural:** Calling roll, attention signal. Management (Discipline) and curriculum related.

There is elaboration of the topic by the teacher, so the content is related to the main theme.

**Stimulus:** Verbal. Sleepy?

**Ostension:** Are you following me?

**Inference:** The students are following the explanation.

**Relevance-guided Comprehension Heuristic:** The idea of not following the lecture is not correct.

**Dyad NO.4:**

**Teacher:** What do we mean by illustrations?

**Teacher:** There are some drawings that should be relevant to the subject.

**Teacher Talk: Instructional:** Discourse related to the core of the lesson and curriculum related.

**Linguistic Decoding Output:** the utterance by the speaker.

**Relevance Presumption:** There is relation between the question and the answer.

There is no inference as everything is mentioned explicitly.

It is to be noted that the teacher here takes two roles: one of the speaker and the other of the addressee.

**Dyad NO.5:**

**Teacher:** Yesterday you were more active.

**Teacher Talk: Progress of Individual Class and Repair Sequences.** Input, Response Evaluation of Accuracy (IRE). Group Feedback on Students' Performance.

**Stimulus:** The utterance.



**Ostension:** Implicit intention.

**Inference:** The students need to participate in the same level they did yesterday. They are less active than yesterday.

**Relevance-guided Comprehension Heuristic:** The result the addressees arrive at is that they should be as active as yesterday.

**Teacher:** But this is just an overview about "Textbook Analysis"

**Teacher Talk: Procedural:** Anticipatory Set, like generation of prior knowledge about the topic, overview. **Instructional:** Discourse related to the core of the lesson. Curriculum related.

**Linguistic Decoding Output:** the teacher's utterance.

**Ostension:** The adverb "just" is evidence that the teacher will explain more in the upcoming lectures.

**Inference:** The students expect more to be explained and it may be more complicated and profound.

**Relevance-guided Comprehension Heuristic:** The students need to have more focus in the next lectures.

**Dyad NO.6:**

**Teacher:** I have posted all the material in the viber group. Did you study?

**Students:** Yes.

**Teacher:** Excellent.

**Teacher Talk: Procedural:** Attention signals, checking preparations. Outside class work. Progress of Individual Class and Repair Sequences: Praising, Curriculum related. Organizational Teacher Talk.

**Linguistic Decoding Output:** Utterance by the teacher.

**Relevance Presumption:** The question and the answer are related.

**Explicature and Ostension:** Material in the group. The students should have seen the documents posted in the group.

**Implicated Premise:** A pre-existing viber group for academic purposes.

**Implicated Conclusion:** They have seen the documents and they must have read them.

**Dyad NO. 7:**

**Teacher:** What's your name?

**Student:** Mentions her name.

**Teacher Talk: Procedural:** Calling roll. Uncodable talk.

**Stimulus (Ostension, Linguistic Decoding Output):** The speaker's utterance. This is not a mere question, but an indication of giving student grades for daily participation.

**Inference:** The student knows that she will get grades for her meaningful participation. There is also inference by other students in the classroom that they will not get grades because they are participating in the explanation.

**Relevance-guided Comprehension Heuristic:** Student getting marks.

**Relevance Presumption:** The student answers the teacher's question by providing her name.

**Methods of Research Lecture- Fourth Year Students - Department of English - College of Basic Education - Duhok University.**

**Dyad NO.8:**

**Teacher:** In the previous lecture, I have explained how to cite a book. Do you remember?

**Students:** Yes.

**Teacher:** Today, I bring a review of reporting expressions. I mean the verbs used to convey the information from the sources.

**Teacher:** What does the word "report" mean?

**Student:** When you submit something valid.

**Teacher:** OK. It means state the information from books.

**Teacher Talk: Procedural:** Checking preparations. Anticipatory Set, like generation of prior knowledge about the topic. Transitions denoting what to talk about in the current lecture.

**Instructional:** Discourse related to the core of the lesson, i.e., curriculum- related, indicating the content.

**Progress of Individual Class and Repair Sequences** to give explicit correction. Checking students' comprehension by the utterance: "Do you remember?"

**Linguistic Decoding Output (Stimulus):** The utterance by the teacher for the initiation of discussion.

**Ostension and Inference:** The teacher shows relevance between the current lecture and the previous. Evidence of his intention that the students should remember though his utterance is in the interrogative form. The students claim that they remember collectively, yet there is **relevance resumption** that some of them do not remember, but most of them do. This is **Relevance-guided Comprehension Heuristic**, i.e., the result the students arrive at.

The question about "reporting expressions" is answered by the student, but it is not optimally relevant, as it is defined as an assignment submitted. The teacher answers OK. Yet he provides what he exactly means about "reporting expressions". Here, one can say that the answer "OK." is irrelevant as the **speaker's ostension** is "NO." because the student is not to the point in his answer. Here, there is **Local Pragmatic Modulation** in which there is **narrowing technique** by the student, but **broadening technique** by the teacher.

**Methods of Teaching Lecture- Fourth Year Students - Department of English - College of Basic Education - Duhok University.**

**Dyad NO.9:**

**Teacher:** We have three main types of measuring reliability of testing. Number one ----

**Student:** Test, re-test.....

**Teacher Talk: Instructional:** Discourse related to the core of the lesson. It is curriculum related. **Progress of Individual Class and Repair Sequences**, checking students' comprehension. IRE (Input, Response, Evaluation of Accuracy).

**Stimulus (Linguistic Decoding Output):** The utterance by the speaker in it logical form that there are three types of reliability.

**Ostension:** The evidence provided by the teacher as a hint that the students need to answer is "Number one ....."

**Inference:** the students infer that they need to answer.

**Relevance-guided Comprehension Heuristic:** The content of the answer, i.e., "Test, re-test...."

**Dyad NO. 10:**

**Teacher:** Yes, the name of the student is mentioned.

**Student:** When they make a test, they split it into two parts.

**Teacher:** This was the last point about reliability. You have homework for tomorrow.

**Stimulus (Linguistic Decoding Output):** The teacher's utterance.

**Ostension:** Mentioning the name of the student is evidence of the teacher's intention giving the turn of speaking to the student to provide an answer.

**Inference:** The student recognizes that he is given permission by the teacher to talk and to provide an answer.

**Relevance-guided Comprehension Heuristic:** Provision of the answer related to the explanation of the teacher's.

The teacher mentions that the students have homework the next day. There is optimal relevance of the current lecture to tomorrow's lecture and having homework is an ostension that shows the teacher requires it to be done and the students recognize the intention so.

**Grammar- Second Year Students - Department of English - College of Languages- Nawroz University.**

**Dyad NO.11:**

**Teacher:** Can you ask about driving the car?

**Student:** How fast the driving is.

**Teacher Talk:** Discourse relation to the core of the lesson. Curriculum related.

**Stimulus (Linguistic Decoding Output):** The question about the ability of the students of asking.

**Ostension:** The teacher requires a piece of information.

**Inference:** The students directly recognize the question being a Wh-question not a Yes/No question.

**Relevance-guided Comprehension Heuristic:** The question and the answer are related to each other. Despite of asking about the ability of the students to answer, the question is conventionally understood to provide a piece of information. Not verifying or falsifying the question.

**Dyad NO. 12:**

**Teacher:** Ten minutes for the exercise. You make work in pairs or in groups. Classroom discipline

**Students:** It is not much time.

**Teacher:** A quiz is ten minutes.

**Teacher Talk: Procedural:** Attention Signal, Directions for class activities and checking time. **Management (Discipline):** on-task behavior. **Organization teacher talk:** organization of activities and time. **Regulatory teacher talk:** connotation that a quiz is ten minutes, implicitly meaning that the time of the exercise is enough.

**Stimulus (Linguistic Decoding Output):** Giving the students the exercise and specifying the time to be limited to ten minutes.

**Ostension:** The speaker in mentioning a quiz is ten minutes to indicate that the time is enough.

**Inference:** The students conclude that the teacher is not going to increase time and they have to stick to the time. Because of the asymmetrical relations between the teacher and the students and as the former has the institutional power, the students abide to the instructions. The modal "may" shows optionality for the students.

**Dyad NO.13:**

**Teacher:** You answer.

**Student:** Which question?

**Teacher:** Are you in dreams?

**Student:** I swear I am in the lecture. Number three?

**Teacher:** Are you asking me?

**Teacher Talk: Procedural:** Calling roll, attention signal. **Instructional:** Discourse related to the core of the lesson and curriculum related. **Management** of behavior in terms of engagement promotion. **Progress** of individual class and repair sequences, IRE (Input, Response, Evaluation Accuracy). Checking students' comprehension. **Regulatory** teacher talk of negative connotation; the rhetorical question is a reproaching statement of a speech act.

**Stimulus (Linguistic Decoding Output):** The teacher mentions the name of the student to answer.

**Ostension:** The questions require answers. The first two turn-takings are relevant both coherently and cohesively, while the second turn takings are relevant only coherently not cohesively. The teacher's question whether the student is in dreams is a speech act of reproaching that he is not following the explanation of the teacher.

**Inference:** There is explicit conclusion that the student has to answer in the first dyad, whereas in the second dyad, there is implicit conclusion that he should have followed the explanation.

**Relevance- guided Comprehension Heuristic:** Requirement of the answer to the question and not being absent minded on the part of the student.

**Implicated Premise:** The teacher is not supposed to inform the student they arrived which question to be answered. The question "Are you asking me?" indicates that the teacher is the last resort.

**Dyad NO.14:**

**Teacher:** Now, where is ----- (the name of the student)?

**Student:** Yes.

**Teacher Talk: Procedural:** Attendance taking.

**Stimulus (Linguistic Decoding Output):** Utterance by the teacher.

**Ostension:** The teacher starts reading names to check the absentees.

**Inference:** The students infer that the teacher is not asking about the place where the student is, yet he means whether the student is present in the classroom or he is absent.

**Local Pragmatic Modulation: Narrowing:** The place of the student at the time when the utterance is produced. **Broadening:** the student is in the classroom or not.

**Relevance Presumption:** The dyad shows contextual relevance in which it is not cohesive but coherent.

**Inference:** The student concludes that he is to show that he is present otherwise he will be counted as absent by the teacher and there will be administrative consequences.

**Relevance-guided Comprehension Heuristic:** The student says "Yes" as not verification for a piece of information but an answer to a wh-question that he is present in the classroom.

**Implicated Premise:** The student, by his utterance, indicates that he is present not absent.

**Methods of Research Writing Lecture- Fourth Year Students - Department of English - College of Languages - Nawroz University.**

**Dyad NO. 15:**

**Teacher:** You can paraphrase the definition of research, using your own words.

**Students:** OK.

**Teacher Talk: Instructional:** Discourse related to the gist of the lesson, curriculum related.

**Stimulus (Linguistic Decoding Output):** Paraphrasing the definition, an utterance given by the teacher.

**Ostension:** The teacher's intention is that s/he will count the answer correct even if the students do not memorize the definition.

**Inference:** The students conclude that if they convey the meaning in the correct way, they will get the mark in the exam even when not memorizing the material.

**Relevance-guided Comprehension Heuristic:** They will pass the exam, using the technique of paraphrasing.

**Relevance Presumption:** The teacher is reviewing the material giving the students to presuppose to submit to the exam in the next days.

**Dyad NO.16:**

**Teacher:** What does the body contain?

**Teacher:** The body contains the content of the research.

**Teacher Talk: Instructional:** Discourse related to the gist of the lesson, curriculum related.

**Stimulus (Linguistic Decoding Output):** The question and the answer provided by the teacher.

**Ostension:** In the exam the students need to know what the word "body" means.

**Inference:** They need to get the answer prepared for the exam.

**Local Pragmatic Modulation:** The word "body" has the meaning the content of research, as a narrowing technique; to adopt the broadening technique, the body reflects the theoretical and practical parts of the research.

**Implicated Premise:** Get ready for the exam!

**Dyad NO. 17:**

**Teacher:** Will you be able to take the quiz on Tuesday?

**Students:** We finished the other subjects and we are not coming any more.

**Teacher Talk: Procedural:** checking time. **Test Strategy** related to the explicit requirements of the test.

**Stimulus (Linguistic Decoding Output):** The question of the teacher about the ability of the students to take the quiz on Tuesday.

**Ostension:** The students have to take a quiz, but the identification of the time is left as an option for the students.

**Inference:** The teacher infers that the students will not take the quiz on Tuesday and they are going to drop the lectures collectively.

**Relevance-guided Comprehension Heuristic:** Tuesday is excluded as a day for the quiz. All the students will not come to college this day.

**Relevance Presumption:** The students will drop the lectures because they are close to holiday of the New Year.

**Alternative:** The teacher needs to specify another day for the quiz in consensus with the students.

**Dyad NO.18:**

**Teacher:** Is the discussion finished? Let's go to the topic.

**Students:** Yes.

**Teacher Talk: procedural:** Attention signal. Management of behavior in terms of engagement.

**Stimulus (Linguistic Decoding Output):** The utterance of the rhetorical question along with the invitation to get back to the topic.

**Ostension:** The students should keep quiet and concentrate on the teacher's explanation of the topic.

**Inference:** The students keep quiet.

**Relevance-guided Comprehension Heuristic:** The students should interact with the teacher as s/he explains.

**Relevance Presumption:** A revision for the upcoming exam and the two utterances are relevant to each other.

**Conclusion:**

Through conducting an academic investigation of the concepts: Relevance Theory, Teacher Talk, Teacher-student Interaction, and the analysis of the raw material, the researcher has arrived at the following theoretical and practical conclusions:

- 1- Sentence, being an overt medium of communication, is not decontextualized; rather, it is dependent on assumptions, beliefs, behaviours, and the settings of the interlocutors.
- 2- Meaning to be processed successfully, there should be interaction between the new and the old information and relevance is in direct proportion with contextual effects.
- 3- The notion of context, within the framework of relevance theory, is considered psychological, and the assumptions are known as "concepts".
- 4- Modular Mental Architecture (Modularity Thesis) depends on optical illusions where facts can be deviated that even after verification, the person still does not believe that fact.
- 5- Ostension and inference share the same concept, but the former is the evidence of the speaker's intention while the latter is the hearer's interpretation.
- 6- Despite of the essential role teacher talk plays in second language acquisition, it can lessen the opportunity for students' participation in the classroom.
- 7- Teacher talk is not spontaneous rather conscious.
- 8- Teacher talk is a means of creating a positive and friendly atmosphere in the classroom.
- 9- Teacher talk does not promote authentic talk in language acquisition.
- 10- Teacher talk is meant to repeat information, prompting and expanding it in addition to prodding the students.
- 11- Teacher talk, though very beneficial and seminal in the learning process, it can have the pitfall of reducing student talk and this contradicts the contemporary approaches of the learning process which encourage minimizing teacher talk time and maximizing students talk time; thus, identifying the teacher as a facilitator in the classroom not a dominant figure.
- 12- The data showed much explicitness in the interaction between the teacher and the students as the contextual feature is institutional.

- 13- The interaction is either both cohesive and coherent or only coherent; however, in both cases there is optimal relevance in the dyads.
- 14- Due to being an academic institution where the mission and the vision of the colleges are clear, relevance works at the explicitness level more than in the implicitness one.

**Informed Consent: Teacher's and Students'**

Dear participants, I am Asst. Prof. Dr. Parween Saadi Abdulaziz. I have PhD. in English language and linguistics.

**Researcher's Contact Information**

e-mail: parween.saadi@uod.ac

I am conducting research on:

**Relevance Theoretic Analysis of Teacher Talk and Teachers-Students Interaction**

**Voluntary Participation and Confidentiality**

Kindly be noted that you have the free will to participate in this study as a source for data and you will be given a consent form to sign; however, even after signing the form still you can withdraw at any stage you like, in case of any inconvenience. As for confidentiality, please be noted that the video recordings will be used only for academic purposes and as data to be taken the video recordings will be deleted from the electronic devices, plus, your identity is to be anonymous in the content of the study.

**Consent**

I have read and understood the aforementioned content and I understand that my participation is completely voluntary and I am free to withdraw at any time, without any cost or providing any justification. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Teacher's and Student's Names	Date	Signature

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