



Teacher Talk Patterns in Online Learning of Arabic Speaking Skills

أنماط حديث المعلم في تعليم مهارة الكلام العربي افتراضيا

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ABSTRACT

Classroom interaction is an important aspect in language learning, especially in speaking class. interaction occurs between lecturers and students or between students. However, at the end of 2019 there was a covid-19 outbreak around the world, so offline learning turned to online learning. Therefore, the purpose of this study is to find out the pattern of teacher talk that occurs in Arabic speaking class by online. This qualitative study took data from 4 online speaking Arabic skills class meetings through zoom meetings at the Arabic language department at State University of Malang. Data analysis used the FLINT (Foreign Language Interaction Analysis) framework. The results showed that the pattern of teacher talk in the class was very diverse according to the FLINT categories and only a few used native language, and the most dominant is giving information.

KEYWORDS: Classroom Interaction; Teacher Talk; Arabic Speaking Skills; Online learning

مستخلص البحث

يعد التفاعل الصفّي جانبًا مهمًا في تعلم اللغة، لا سيما في فصل الكلام. يحدث التفاعل بين المحاضرين والطلاب أو بين الطلاب أنفسهم. ومع ذلك، في نهاية عام 2019، كان هناك جائحة فيروس كوفيد-19 في جميع أنحاء العالم، وتحول التعليم إلى التعليم عبر الإنترنت. لذلك، كانت الأهداف من هذه الدراسة هي معرفة أنماط حديث المعلم الذي يحدث في فصل تعليم مهارة الكلام باللغة العربية افتراضيا. أخذت هذه الدراسة النوعية بيانات من 4 لقاءات لفصل مهارات الكلام باللغة العربية عبر الإنترنت من خلال برنامج Zoom في قسم اللغة العربية في جامعة مالانج الحكومية. استخدم تحليل البيانات إطار عمل FLINT (تحليل تفاعل اللغات الأجنبية). أظهرت النتائج أن نمط حديث المعلم في الفصل كان متنوعًا للغاية وفقًا لفئات FLINT وأن عددًا قليلًا فقط من اللغة الأم المستخدمة، والأكثر شيوعًا هو إعطاء المعلومات.

الكلمات الرئيسية: التفاعل الصفّي؛ حديث المعلم؛ مهارة الكلام العربي؛ التعليم عبر الإنترنت

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Introduction

Arabic that is taught in schools, Islamic boarding schools, and even universities in Indonesia is a foreign language. Arabic is finally learned more in the classroom, so class interaction is an important thing in the effectiveness of learning. Furthermore, the interactions that occur in the classroom between teachers and students are called classroom interactions (Amin, 2015). Students acquire language through interaction with teachers or other students (Sundari, 2017). This is supported by Kelly's statement that interaction is the key to learning a foreign language (Kelly & Verplaetse, 2014).

The verbal interaction between teacher and students in the classroom is divided into two categories, teacher talk and learner talk. There are nine teacher personalities in classroom interactions: feeling accepted, verbal appreciation, strengthening responses, questioning, lecturing, directing, criticizing, manipulating, and supervising (Kalu, 2004). And also, teacher talk is used by the teacher based on the purpose of the lecture. The teacher gave instructions or directions so that the students can follow the step of the lecture well. Indicates that when students perform the instructions, the connection is made successfully (Nurpahmi et al., 2017).

At the end of 2019, the covid-19 infection epidemic appeared, which affected the whole world. Global acceptance of social distancing, as announced by the World Health Organization as a measure to curb the spread of Covid-19, has forced schools to close, causing unexpected disruption to the traditional way of teaching and learning (Adedoyin & Soykan, 2020). Therefore, teaching and learning is done online, through many programs such as Zoom, Google Meet, WhatsApp, etc. Therefore, the interaction patterns in the language class during the covid-19 pandemic are certainly different in the language class than before. Because there are new challenges in the application of distance learning. Learners' attitude towards online learning is critical in benefiting from online learning. The same applies to learning foreign languages online - the success of the online learning process depends on the efforts and attitudes of the students (Ivanovska et al., 2020).

There are many studies about classroom interaction, but most of them are English classes, while Arabic classes are very rare. The following are some previous studies on classroom interaction and teacher talk; Mulyati (2013) conducted on the teacher talk and the student talk to develop speaking English skill. Sofyan & Mahmud (2014) conducted on teacher talk in English classroom interaction.

Chowdhury & Rashid (2014) conducted on classroom interaction. Amin (2015) also conducted on EFL (English as Foreign Language) classroom interaction.

As far as researchers know from previous studies regarding class interaction and teacher talk, there has been no research found in Arabic class. Based on this gap, This research is important to find out what the interaction pattern of the Arabic speaking class is in terms of teacher talk, especially the interaction of learning Arabic online. The importance of this topic is that the classroom interaction patterns in teaching English speaking skill are many. In contrast, the search for detecting classroom interaction patterns in teaching Arabic speaking skill is rare in general. In addition, online language education needs analysis and deepening to confront the current world, especially after the emergence of the covid-19 pandemic.

Therefore, revealing these phenomena is important to show the strengths and weaknesses of the interactions that take place in the classroom, especially distance education, so that it can be better developed. Because the key to success in teaching speaking skill is interaction, the discourse analysis in the classroom was the analysis about the communication system (Cazden, 2001). And as Suherdi mentioned that with this analysis, the values of some patterns of interaction between the teacher and the learner and the choice of the teacher for the types of language and learning content in the endeavor of education will be identified and explained easily (Suherdi, 2010). By using FLINT framework.

Teacher talk based on the FLINT (Foreign Language Interaction) system adopted from Mozkowitz (Brown, 2000) is divided into several categories, namely (1) deals with feelings, (2) praises or encourages, (3) uses ideas of students, (4) asks questions, (5) gives information, (6) gives directions, (7) criticizes student behavior. There are also other categories such as laughter, using native language and non-verbal interactions.

Method

The aim of this research is to describe the teacher talk patterns in teaching speaking skill by online, so the qualitative descriptive approach is used. The approach uses the case study to identify patterns that occur during interaction in the speaking skill class. The subjects were 30 students in class "A" of first speaking skill, Department of Arabic Literature, Faculty of Arts, State University of Malang. They

were in odd semester of the academic year 2020/2021. They were in different places from one to the other, because the learning process was held by Zoom.

The main tool of this research was the researcher herself. For this research, the researcher did not participate in the teaching process, but only observed it. The study was conducted in 4 meetings, from december 2020 to january 2021.

The method used to collect data is (1) video documentation, this is used to record interactive activities in the classroom. Recording can interpret the nonverbal interaction (Rymes, 2008), (2) non-participating observation, this to strengthen the data acquired from the videos to be more objective, and (3) the WhatsApp interview, this to collected factual data in the speaking class from the teacher's point of view.

The researcher used the data analysis method of Miles and Huberman, which consists of four roles; (1) collecting the data in the place of research, (2) reducing the data, the researcher chose the appropriate data with the objectives of the research, (3) presenting the data, containing identification, classification, authorship, and showing the data systematically and completely objective, and (4) summarizing the data, the researcher summarized the research results Based on the meanings of discovery (Miles & Huberman, 1994).

Here are the steps for data analysis: (1) video analysis. There are terms used to name research topics. The teacher is named with the letter "م" and the letter "ط1", "ط3", "ط2", etc. for the male or female student, and the letter "طة" for students, that was more than two students. (2) data coding and analysis. to analyze the phenomena, count the recurrence of the phenomena, and clarify the relationship of the repetition of symbols to the inference tendency and order of classification and its branches. The data classified into teacher talk using the FLINT (Foreign Language Interaction Analysis) model adapted from Moskowitz, 1971. (3) data Interpretation After the data has been analyzed, data interpretation will be the next thing to do.

Results and Discussion

Dealing with Feelings

These are some excerpts from the teacher talk included in the first classification dealing with feelings. Dealing with feelings by the teacher was the acceptance or understanding of the students' past, present, or future feelings.

Excerpt 1

• م: همم! terkendala sinyal terkendala sinyal? لالا

• ط:17: نعم أستاذ، dari tadi tidak bisa masuk.

• م: oh begitu

Excerpt 1 shows that the lecturer accepted statements from student who has signal disturbances, considering online learning by saying “oh begitu” that means “oh I see”. The conversation that occurs in excerpt 1 uses the native language.

Excerpt 2

• ط:10: أأ والمباني الطويلة منتظمة ee nggak tau ustadz

• م: لا بأس لا بأس، مرة أخرى مرة أخرى

Extract 2 shows that the lecturer understood student who can't answer questions “I don't know, sir” by saying “It's okay it's okay”.

From the results of the interview, the lecturer stated “I did the reflection at the end of each lecture, where the students expressed their feelings and thoughts about the teaching process that was being presented” (Interview on April 26, 2021). This shows that the lecturer's statement and the facts in class are the same.

Praising or Encouraging

Praise and encouragement was a teacher's way of improving students' motivation. Encouragement consists of various expressions, including praise, compliment, and confirmation of the correct answers given by the students. These are some statements of praise or encouragement.

Excerpt 3

• ط:7: في التاريخ السادسة عشرة أأه السادس عشر من ديسمبر سنة ألفين وعشرين ميلادية

• م: طيب، أأ أحسنت أحسنت يا لوسي

Excerpt 3 shows the attitude of the lecturer who praises the student's response or answer with a simple expression of praise “Well done”. The lecturer stated in interview “As for the verbal form, we say, for example: well done, good, excellent, wonderful, beautiful, I like your answer/explanations” (April 26, 2021). This statement corresponds to the data found in the classroom interaction.

Excerpt 4

• ط22: كم المجموع؟

• م: كم المجموع، صحيح،

Excerpt 4 shows that the lecturer confirms verbally that the student's answer is correct with a short expression "Correct".

The teacher must be fluent in directive and non-directive interaction. Teachers should try to understand which language will be most effective in creating an environment in which students feel more comfortable and confident and become more engaged. In particular, more positive comments and languages of encouragement should be used by teachers (Gharbavi & Iravani, 2014). The lecturer stated that "reinforcement and encouragement of students are two things that are important in teaching as students are motivated to participate in and actively follow the teaching process" (Interview on April 26, 2021).

Using Ideas of Students

This classification indicates that students' ideas are important in the learning process. Using students' ideas means that the teacher summarizes or interprets what the students have said either by repeating or summarizing the students' words. The lecturer said that he often repeated student responses (Interview on April 26, 2021).

Excerpt 5

• ط20: المطلوب خمسون ريالاً. خلاص أستاذ

• م: طيب، المطلوب خمسون ريالاً

Excerpt 5 shows that the lecturer repeats the student's answer exactly as confirmation that the student's response is correct by saying "Good, total price is 50 riyals". Repetition of the correct sentence as a student response also provides reinforcement.

Excerpt 6

• ط11: نعم، أأأ أمي تذهب إلى الدكان هي تريد أن تشتري السمك واللحم والدجاج

• م: طيب، يكفي؟

● ط11: يكفي أستاذ

● م: الأم تذهب إلى الدكان لشراء السمك، صحيح؟

Excerpt 6 indicates that the teacher used the students' ideas in a summary manner. Student said “My mom goes to the shop she wants to buy fish, meat and chicken”. Then the lecturer summarized the student's expression with another expression but still indicates that the idea of the expression comes from the student “The mother goes to the shop to buy fish”.

The language that learners use usually comes in response to the teacher's questions and sometimes occurs in student-student discussion. The students can use teacher talk to express their own ideas, start new topics, and develop their own opinions. As a result, their knowledge will advance (Herliani, 2016). and also lecturers can use student responses and ideas to be conveyed back in class. either in the form of a summary, elaboration, or repetition of the same sentence.

Asking Questions

Asking questions is an important part of the learning process. The teacher asks questions to students during instruction, not rhetorical questions. Asking questions have their place in the interactive classroom and very useful in electing both content and language from students (Brown, 2000). Often students are silent so the lecturer must take the initiative by asking questions. The teacher takes the lead by asking the students something through a question. Exchange movement begins. The teacher acts as a leader (Cook, 1991). According to the lecturer, the question is asked to encourage students to think and analyze (Interview on April 26, 2021).

Excerpt 7

● م: .. عبد الحافظ حذيفة تفضل! موجود عبد الحافظ حذيفة؟

● ط6: موجود

Excerpt 7 shows it that the lecturer asks students' attendance “Abdul Hafidz Hudzaifah is present?”. This question is often asked during online learning. This excerpt is a knowledge question that only requires a yes or no answer.

Excerpt 8

• م: ... طيب، ما معنى أأ ما معنى ثمانون ثمنون روبية؟

• ط25: 80.000 ustadz

- Excerpt 8 shows that the lecturer asked about the meaning of the sentence “What is the meaning of aa What is the meaning of eighty eighty rupiahs?”. Same as excerpt 7, excerpt 8 is also a knowledge question in the form of a question what is the meaning of a sentence. This causes a response by using the native language can not be avoided.

Giving Informations

The teacher gives information, facts, opinions, or lectures to students. This classification can not be absent in the education process. Tells or corrects students' answers without refusing to give information also without rejection or criticism. This category is still very often found in classroom interactions, even though the lecture method is no longer relevant to active learning. providing information aims so that students are not misguided in understanding new material and knowledge.

Excerpt 9

• ط2: نعم، واحد اثنين

• م: العدد الترتيبي يا ابنتي

Excerpt 9 shows that the lecturer corrected the students' answers that were not correct without any rejection sentences. The lecturer expects a response or an answer with an ordinal number, not an arithmetic one. Then he said “Ordinal number, my daughter”.

Excerpt 10

• م: ... فتعبير من فضلك لا بد أن تستعمل دائما إذا أردت المساعدة من الآخر أو تريد أأ أن يعمل لك أأ أحد

فتقول من فضلك نعم من فضلك..

Excerpt 10 shows that the lecturer is lecturing students about material “... The expression please must always be used if you want help from the other or you want aaa to work for you aaa someone say please yes please”. The researcher asked whether the lecturer often conveyed information during the learning process, the answer was “Of course, always” (Interview on April 26, 2021).

Giving Directions

The teacher gives directions or commands to the students. The teacher leads by directing the various exercises and facilitating the whole class. Giving directions have a large place in teacher talk. This type dominates teacher talk in this study after giving informations and asking questions.

Excerpt 11

- م: طيب، أأ جرب أأ اذكر العدد الترتيبي، العدد الترتيبي أولاً نعم للمذكر. العدد الترتيبي للمذكر من واحد إلى نعم، من من الواحد أو من الأول إلى الثانية الثانية عشر. طيب، اذكر العدد الحسابي للمذكر من الأول إلى الحادي عشر

Excerpt 11 shows is the request from the teacher to the students with directions to follow “Ok, aa try aa state the ordinal number, the ordinal number first yes to the masculine. Ordinal masculine number from one to yes, from one or from the first to the twelfth. Ok, state the masculine arithmetic number from 1st to 11th”.

Excerpt 12

- م: ..نعم طيب أجي سؤالي يا لوسي! أين تسكنين يا لوسي؟
- ط4: أسكن في مدينة أتسيه أستاذ
- م: في مدينة؟
- ط4: أتسيه أستاذ
- م: أتسيه، في مدينة أتسيه طيب أأ كيف الجو في مدينتك الآن؟
- ط4: كان الجو معتدل أستاذ
- م: كان الجو معتدلاً، والآن؟
-

Excerpt 12 shows something interesting, the lecturer facilitates students by providing directions in the form of drill questions. Before giving the drill, the lecturer gave commands to the students “Answer my question, Lucy!”. Then

followed by some drill questions that practice students' speaking skills "Where do you live, Lucy?", "Aaa how is the weather in your city now?".

Criticizing Student Behavior

This classification is expressed when the teacher dictates the behavior of the students or the teacher wants to say that the students' answer is incorrect. The teacher does not directly take any other initiative, but gives feedback to the student's answer whether it is acceptable or not (Cook, 1991). Criticizing students' attitudes that are not good is a natural response from lecturers to make students have better attitudes.

Excerpt 13

• ط4: نعم أستاذ gitu kayak berarti, أأأ أية نستعمل إذا المتكلمة المؤنث أستاذ؟

• م: لا لا لا، إذا كان المسؤول

In excerpt 13 the lecturer shows a short expression that the student's response or answer is incorrect by saying "No No No!". The word "No" is a rejection of a response.

Excerpt 14

• ط20: أحمد يريد معجم أحمد يريد أن يشتري معجما. هو يذهب إلى مكتبة، أأأ هو يذهب إلى المكتبة. هو يريد

هو يذهب إلى المكتبة. عفوا أستاذ. bentar ustadz.

• م: ويشتري... لا تنظر إلى الحوار!

In extract 14 the lecturer rejects students' behavior. The lecturer does not want students to see the conversation text during responding to the lecturer's direction by saying "Do not look at the dialogue!".

Conclusions

Teacher talk in learning Arabic speaking skills in Arabic Literature Department State University of Malang consists of dealing with feelings, praising or encouraging, using ideas of students, asking questions, giving informations, giving directions, and criticizing student behavior according to the FLINT system

framework. The teacher talk that appears a lot were giving informations, asking questions, and giving directions.

Learning takes place quite effectively even though it was done via online. This is because the lecturer has many initiatives to make students speak in Arabic, such as giving them the opportunity to ask questions and guiding them in answering a question. The lecturer very rarely used native language in lecturing or asking questions to students so they are also motivated to speak Arabic. He often give praise to students when their responses are good. Criticizing student answers that are not correct is very rare, so that students become confident and not afraid to speak Arabic.

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