



WEBINAR

in collaboration with The Language Teaching Centre

Does my teacher talk facilitate language acquisition? A corpus-informed study

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ABSTRACT

Teacher talk is a key aspect of EFL lessons. Setting aside the range of listening materials available, the EFL teacher is in many instances the main model of English which students are exposed to throughout their time at secondary school. According to research, 'teacher talking time' takes up an impressive 70% of classroom time in general (Cook 2008; Meunier 2012). Nevertheless, teacher talk remains an area which many teachers and trainee teachers often have difficulty with. Drawing on a corpus analysis we will explore the type of English teachers use within the classroom. Issues like hedging, translanguaging, simplifying speech, the dual aspect of teacher talk and the role of prosody as contributor to meaning will be considered.