

Critical Learning: Critical Discourse Analysis in Russian EFL Teaching

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ABSTRACT

This study investigates the classroom talk of Russian EFL novice versus experienced teachers with emphasis on the quality of communicative features through a linguistic lens provided by the SETT (Self-Evaluation of Teacher Talk) framework and TTFS (Teacher Talk Functional Scale) checklist. In so doing, 10 intermediate-level classrooms running by five novice and five experienced teachers were observed, each case twice. Eight distinctive

communicative features of TT emerged upon the initial analysis of database obtained from the audio-recordings of 20 class sessions, totaling 30 hours of naturally generated input. Subsequently, the audio-recorded materials were carefully transcribed and analyzed in correspondence with the observation data in an attempt to compare how novice and experienced teachers present their talk. The results indicated both novice and experienced teachers enact communicative aspects of classroom talk; however, the quality of presentation in the case of the experienced group was far better. This in turn highlights the importance of raising awareness regarding TT features in teacher training courses. New communicative aspects of teacher talk highlighted in this study, including the use of L1 and language gradation, would help define new research paths exploring the classroom discourse. Further research inspired by this study needs to explore other aspects of teacher-student interactions in various educational settings.

Keywords: *classroom talk, teacher talk, discourse, novice teachers, teacher education*

INTRODUCTION

State the objectives of your work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. Explicitly state the gap in the literature, which signifies the significance of your research. Upon receipt of paper submission, the Editor sends an e-mail of confirmation to the corresponding author within two weeks. If you fail to receive this confirmation, your submission/email may be missed. No submission charge should be paid at this stage. We use double-blind system for peer-review; both reviewers and authors' identities remain anonymous. The paper will be peer-reviewed by two experts. The review process may take 6-8 months. Notification of the result of review is by e-mail.

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et al., 2013), (Kádár & Haugh, 2013). INTRODUCTION to CONCLUSION should be 4.000 – 5.250 words or at least 17 or 18 pages.

RESEARCH METHOD

This section explains the rationale for the application of specific approaches, methods, procedures or techniques used to identify, select, and analyze information applied to understand the research problem/project, thereby, allowing the readers to critically evaluate your project's/study's overall validity and reliability.

RESULTS & DISCUSSION

The discussion is written to interpret and describe the significance of your findings in light of what was already known about the issues being investigated, and to explain any new understanding or insights about the problem after you have taken the findings into consideration. It should connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply repeat or rearrange the introduction; this section should always explain how your study has moved the reader's understanding of the research problem forward from where you left them at the end of the introduction.

The research findings in the form of research data are further discussed or critically interpreted with particular relevant theoretical approach. Data can also be supported with the presentation of tables, images, etc. Captions for table is written above it with sequenced numbering so that it can be easily referred to, though not put under the pointing sentence/ paragraph. **Line (border) to the table is made minimalist by** eliminating the vertical lines and leaving horizontal lines deemed necessary. Captions for images are placed below the picture, also with providing sequenced numbering. One page only accommodates a table or an image with a maximum of two-thirds the size of the page (size adjusted as efficiently as possible).

No.	Article Writing Systematic	Compliance
1	Introduction	Too wordy, less relevant
2	Methodology	Less elaborated / weak
3	Discussion	Interpretation is less critical
4	Conclusion	Repeating the findings and discussion
Editor's Decision		To be Revised Declined

First sub heading: Times New Roman 12, bold, italic, justify, sentence case

Second sub heading: Times New Roman 12, Bold, italic, justify, sentence case

CONCLUSION

The conclusion is intended to answer the research problems or purposes. It helps the readers understand why your research should matter to them after they have finished reading the paper. It is not just a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research.

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