

A Study of English Teacher Classroom Discourse in Senior High School—From the Perspective of the Cognitive Effects of the Comprehensible Input Hypothesis

Yunfei Liu¹, Yiran Yang²

^{1,2}School of Foreign Studies, China Three Gorges University, Yichang 443002, China

¹202305021121007@ctgu.edu.cn. ²2334596844@qq.com

Abstract: *Teacher classroom discourse, as an important medium for learners' target language input, plays a significant role in promoting learners' second language acquisition (Zhai Caixia, 2013). Theories related to second language acquisition reveal from different perspectives the unique role that teacher classroom discourse plays and the important functions it performs in the language acquisition process of learners. Based on the cognitive effects of Krashen's Comprehensible Input Hypothesis and Long's Interaction Hypothesis, this study has conducted the investigation of current situation of use in the authenticity, interactivity and normality of English teachers' discourse in senior high school and analyzed the existing problems. The author has adopted the natural researching methodology, combined with classroom observation and recording, and randomly selected six English teachers from a senior high school in Yichang as research subjects, to probe the factors that influence teacher discourse and provide some teaching implications for better conducting English teaching in the future.*

Keywords: Teacher classroom discourse, SLA, Authenticity, Interactivity, Normativeness.

1. Introduction

The classroom environment plays a significant role in the language learning and development of learners' learning abilities, and within this environment, teacher classroom discourse is an extremely influential factor (Chen Lu, 2014). In English teaching, teacher classroom discourse is not only the medium for teachers to implement instruction but also the target language for students to learn. Therefore, authentic and accurate teacher classroom discourse can have a positive impact on learners' language output and the development of their communicative abilities. Kraker (2000) pointed out that research on teacher classroom discourse has become an essential part of teaching research, and studying teacher classroom discourse is an important way to investigate the effectiveness of classroom teaching. Reviewing the research findings from abroad, this study finds that the research intensity on teacher classroom discourse in China still needs to be strengthened and the research field needs to be further expanded.

This study attempts to analyze the characteristics and cognitive effects of English teachers' classroom discourse in natural settings, using classroom observation and other research methods, under the guidance of relevant theories in the field of second language acquisition. Based on this analysis, the study explores the factors that influence teacher classroom discourse in senior high school English teaching. The aim of this paper is to reveal the current state of teacher classroom discourse in ordinary senior high schools and the existing problems. It is hoped that this study will draw the attention of secondary school English teachers to their classroom discourse and promote improvements in the quality of teacher classroom discourse, thereby effectively enhancing the efficiency of English classroom teaching and ultimately promoting learners' second language acquisition.

2. Literature Review

2.1 Research on Teachers' Classroom Discourse Abroad

Foreign researchers conducted relevant investigations and studies on teachers' classroom discourse as early as the 1950s and 1960s. Early researchers' studies on teachers' discourse were based on the patterns of classroom discourse. Bellack et al. (1966) summarized the four steps of classroom discourse: structuring step, eliciting step, responding step, and reacting step. Since then, more and more researchers have come to recognize the significant impact of teachers' classroom discourse on second - language teaching, thus making it an important research object.

In the 1970s, foreign teaching researchers began to study teachers' classroom discourse from different perspectives. Sinclair & Coulthard (1975), based on previous research, further studied classroom discourse and proposed a new IRF model: Teacher Initiation-Student Response-Teacher Feedback. This research result had a huge impact on subsequent in-depth studies.

In the 1980s, the development of second-language acquisition theory promoted the process of research on teacher' classroom discourse. Researchers in this period generalized and classified the types of teachers' classroom discourse. At the same time, they also conducted statistical surveys on the types of classroom questions and the ways of teacher-student interaction adjustment. The research found that teachers used more display questions, and when adjusting interactions, they relied more on comprehension checks, and used confirmation checks and clarification requests less (Long, 1983; Brock, 1986; Pica & Long, 1986).

By the 1990s, people's understanding of teachers' discourse

gradually deepened. The research fields of researchers became more and more in-depth. The research began to gradually transition from the study of teachers' discourse to the study of other aspects related to teachers' discourse. They started to analyze teachers' behaviors in the teaching process, in order to have a deeper understanding of real classroom teaching and clarify the important role of teachers' classroom discourse as an important source of input language in students' second-language acquisition process (Allwright, 1991; Elis, 1994).

Entering the 21st century, Cook (2002) conducted relevant research on the definition of teachers' classroom discourse. He believed that teachers' classroom discourse is a simplified language form in which teachers adjust the medium of language used to organize classroom teaching in terms of form and function in order to promote classroom interaction between teachers and students and students' second-language acquisition. At the same time, he pointed out that the classroom discourse of English teachers is different from that of teachers in other subjects, because the classroom discourse of English teachers is both the language content to be taught and the target language for learners' second-language acquisition.

2.2 Domestic Research on Teachers' Classroom Discourse

Compared with the research status and achievements abroad, research on teachers' classroom discourse in China started relatively late. This paper will review the research on Chinese teachers' classroom discourse from three perspectives: linguistics, language teaching, and comparative research.

First, there is some relevant research from the perspective of linguistics. Based on the speech act theory of Austin-Searle, some scholars have explored the pragmatic functions and forms of teachers' language from aspects such as phatic language, directive language, questioning language, and declarative language, attempting to provide certain teaching implications for improving second-language classroom teaching (Tang Yanyu, Liu Shaozhong, 2003; Lou Huiru, 2010). Xiao Su (2003) selected the relevance theory from the perspective of cognitive pragmatics to examine English teachers' classroom discourse, trying to explore the ways and means of successful communication between teachers and students in the classroom theoretically. Pronunciation learning is an integral part of English learning. As an important carrier of English language content, English pronunciation has special interactivity. Xie Wenyi (2005) analyzed the connection between the phonetic adjustments of teachers' classroom discourse in terms of pronunciation, speech rate, intonation, and pauses and the classroom interaction between teachers and students, focusing on the characteristics of the phonetic system of teachers' discourse. He Anping (2011) adopted the perspective of the phrase theory in the corpus and used the method of automatic computer word-chunk segmentation to explore the basic attributes (form, meaning, and function) of high-frequency word-chunks, aiming to clarify the update and transformation of classroom teaching concepts.

Second, there is the research from the perspective of language teaching. When conducting such research, researchers mainly

focus on the role of teachers' classroom discourse in different teaching links and the effectiveness of the use of teachers' classroom discourse. Hu Xuewen (2003) understood the characteristics of teachers' classroom discourse from two dimensions: formal adjustment and teaching function. The research found that in terms of formal adjustment, teachers pay attention to the transmission of information in the interaction process; in terms of teaching function, the amount of teachers' discourse occupies most of the classroom time, the types of teachers' questions are mostly closed-ended questions, and the ways of questioning are relatively single. Li Ying (2008) used classroom recordings and questionnaires as research tools to investigate the current situation of the use of teachers' discourse in current middle-school English classrooms. Research from the perspective of language teaching mainly includes classroom questioning, classroom feedback, and classroom interaction adjustment (Cheng Xiaotang, 2009). Among them, in the research on teachers' classroom discourse, classroom questioning is the teaching link that has been studied the earliest and most frequently.

In terms of classroom questioning, many scholars have conducted relevant investigations. According to existing relevant research: in terms of question types, teachers tend to use display questions in the classroom, and referential questions are less involved. Regarding the way of classroom questioning, teachers also tend to designate students to answer, followed by collective student answers. The number of times students actively answer classroom questions is relatively small, and teachers' self-answering is the least. The frequency of teachers designating students to answer in the classroom is the highest. Although this can save limited teaching time to a certain extent, it may reduce the classroom participation of other students, thus making the teaching significance of classroom questioning itself disappear. Therefore, researchers suggest that when asking questions in the classroom, teachers should be good at asking referential questions and ask questions to all students, so as to improve the effect of classroom teaching, increase students' language output, and promote students' second-language acquisition (Ye Lingling, 2008; Liu Wei, 2008; Yang Yanhui, 2009; Wang Lin, 2012; Qiu Yongbo, 2012; Zhao Guizhi, 2013; Hu Yuan, 2014; Wang Hongyan, 2014).

By reviewing the research achievements at home and abroad in recent decades, the author found that most of the existing literature focuses more on the formal characteristics (phonetics, vocabulary, syntax, and discourse, etc.) and functional characteristics (the amount of teachers' classroom discourse, teachers' classroom questioning, teachers' classroom feedback) of teachers' classroom discourse, and most of the research is carried out in universities, primary and secondary schools. However, there are relatively few articles that truly study the authenticity, interactivity, and normativity of high-school English teachers' classroom discourse. Therefore, the author selects the second-language acquisition theory as a guide to investigate the current situation of the use of high-school English teachers' classroom discourse. The research focuses on the authenticity, interactivity, and normativity of teachers' classroom discourse. The author aims to reveal the deficiencies in the current high-school English teachers' classroom discourse, explore the factors affecting high-school English teachers' classroom discourse on this

basis, and then provide some constructive classroom implications for improving the quality of high-school English teachers' classroom discourse and the efficiency of high-school English classroom teaching in the future.

3. Research Process

3.1 The Connection between Second Language Acquisition Theory and Research on Teachers' Classroom Discourse

During the middle-school stage, especially in high school, students have limited study time, yet they need to master a great deal of English knowledge. Therefore, teachers should strive to use authentic and standardized classroom discourse in class to provide students with maximized and comprehensible language input, thus promoting students' language acquisition. Based on this, this paper selects Krashen's Comprehensible Input Hypothesis and Long's Interaction Hypothesis from second-language acquisition theory as the theoretical support for this research. Theories related to second-language acquisition reveal, from different perspectives, the cognitive effects and important function that teachers' classroom discourse plays in the process of learners' language acquisition.

According to these theories, this paper summarizes that teachers' classroom discourse which is conducive to promoting learners' language acquisition should possess the following basic characteristics: Firstly, authenticity. Authentic teachers' classroom discourse can create a real-life classroom communication scenario for students' English learning. A real-life scenario and authentic discourse can stimulate students' interest in learning a second language. At the same time, it can provide students with more comprehensible language input. Secondly, interactivity. Walsh (2002) believes that teachers' flexible use of interactive discourse in class can, on the one hand, encourage students to actively participate in class, and on the other hand, guide students to actively construct knowledge and actively facilitate students' language output. Finally, normativity. As an important source for students to learn the target language, teachers' classroom discourse has a strong exemplary effect on students' second-language learning. Therefore, teachers should strive to ensure that their own discourse in class is clear, appropriate, correct, and standardized.

3.2 Research Questions

This paper selects Krashen's Comprehensible Input Hypothesis and Long's Interaction Hypothesis from second-language acquisition theory as research perspectives, and conducts a qualitative analysis of high-school English teachers' classroom discourse, so as to explore relevant issues of high-school English teachers' classroom discourse. Specifically, this study mainly investigates and analyzes the current situation of the use of high-school English teachers' classroom discourse from the following three aspects:

(1) What is the current situation of the authenticity of high-school English teachers' classroom discourse? What problems exist?

(2) What is the current situation of the interactivity of high-school English teachers' classroom discourse? What problems exist?

(3) What is the current situation of the normativity of high-school English teachers' classroom discourse? What problems exist?

3.3 Research Subjects and Methods

The investigation of this study was carried out in one senior high school in Yichang, Hubei Province. To ensure the authenticity of the research materials, the author randomly selected 6 English teachers from Grade 10 to Grade 11 and the students in their classes as the main research subjects. The English textbooks used in this school are all from the People's Education Press. These 6 teachers have rich teaching experience and relatively new foreign-language teaching concepts.

The purpose of the author's research on teachers' classroom discourse is to reveal the current situation of the use of high-school English teachers' classroom discourse, aiming to improve the quality of high-school English teachers' classroom discourse in the future and provide certain teaching implications for effectively promoting high school English classroom teaching. Therefore, this study adopts natural investigation methods such as classroom observation and recording. Natural investigation refers to a research method in which researchers observe and record teaching activities in the classroom without any interference in the natural teaching environment, so as to truthfully reflect the teaching process (Zhou Xing, Zhou Yun, 2002).

4. Analysis of High-school English Teachers' Classroom Recordings

4.1 The Authenticity of English Teachers' Classroom Discourse

The authenticity of teachers' classroom discourse means that the language used by teachers in class is the actual language in real-life, rather than arbitrarily conjectured language (Cheng Xiaotang, Sun Xiaohui, 2014). In the current field of English teaching research, some researchers have explored the authenticity of classroom activities in English teaching and the authenticity of textbooks used by students. However, they have overlooked the research on the authenticity of English teachers' classroom discourse. Due to the domestic language environment, learners seldom have access to English communication in real-life scenarios, and they lack a natural environment for English learning. Therefore, English teachers' classroom discourse has become the main source of target-language input in their second - language acquisition process. Authentic and effective target-language input is a crucial condition in students' second-language acquisition process. Specifically, the authenticity of teachers' classroom discourse can be elaborated from two aspects. First is situational authenticity. Second is content authenticity.

Language is always used in a certain situation. The classroom is a familiar yet special activity situation for students. Teachers should strive to create a real and natural situation in

class. Because if students can be exposed to and understand the language in a real situation, they can better acquire language knowledge. This is why situational authenticity plays such an important role in English classroom teaching. In fact, most teachers can recognize the significance of situational authenticity, and they also hope to create real situations in English teaching. However, due to various subjective and objective factors, the phenomenon that some English teachers create unrealistic situations or even fail to create any situations in class is still quite common. The following is the class situation of a teacher in Grade 10 when leading students to study the text:

T: Today, we will go on learning the passage: Journey down the Mekong. Last week we just comprehended the whole passage. Now, who'd like to tell me the main idea of the passage?

T: OK, I give you some hints. We talked about "who", "where", "when", "how" last class. And you just combine these information, then you will get the main idea. Volunteers?

S1: Wang Kun and Wang Wei cycled along the entire Mekong River after graduating from college.

T: Wow, good job. Sit down please,

T: Now, we'll learn more details. Read the third paragraph and then answer the following questions.

T: Finished?

SS: Yes.

T: OK. Tell me what can you see when you travel along the Mekong? (The teacher designated a student to answer.)

S2: (The student failed to answer.)

T: OK, maybe it's a little difficult for you. Now, let's take a journey down the Mekong with Wang Kun and Wang Wei together.

TS: First, we can see glacier, rapids. Then, deep valley, waterfall. Next, wide valley, wide bends and low valley. Next, plains. And last, delta.

T: OK, our journey is finished. Are you happy? (The students didn't respond.)

T: Oh, I believe that you enjoy the journey. Right?

T: Now, are you clear about the question?

(The students paused for a moment before answering.)

SS: Yes.

In this teaching segment, the teacher first led the students to review what they had learned before and summarized the main idea of the article. Then the teacher presented a detailed question: "What can you see when you travel along the Mekong?" This question was a bit tricky for the students. Realizing this, the teacher created a situation: "Let's travel along the Mekong with the protagonist of the story". It should be admitted that the teacher's idea of creating a situation to help students solve the difficult problem is commendable. However, regrettably, the situation created by the teacher was not real and natural, but rather far - fetched. In the segment, the teacher said, "OK, our journey is finished." Then the teacher asked the students, "Are you happy?" As a result, none of the students responded. Finally, when the teacher asked the students whether they had figured out the question raised above, the students hesitated for a while before giving an affirmative answer. Since the situation created by the teacher in the teaching was not very real, the words used by the teacher in the situation lacked a certain degree of

authenticity. Therefore, it was difficult for the students to truly immerse themselves in such a situation, and naturally, they didn't know how to answer the teacher's subsequent questions.

Content authenticity is another aspect of the authenticity of teachers' classroom discourse. The so-called content authenticity means that the content of what the teacher says is true and believable, rather than fabricated at will. The reason why we attach great importance to the content authenticity of teachers' classroom discourse is that real content is closely related to students' daily lives and can better stimulate students' learning interest and motivation. Take a simple example: if the teacher says in class that we are going to watch an interesting movie today, then the teacher should actually plan to take the students to watch the movie. Otherwise, what the teacher says is false in content.

4.2 The Interactivity of English Teachers' Classroom Discourse

The classroom teaching process is essentially an interpersonal interaction. The communicative function of teachers' classroom discourse can promote students' second-language acquisition in class (Feng Qian, Wei Yajuan, 2006). The interactivity of teachers' classroom discourse is specifically manifested in that when both communicators consciously make interactive adjustments, it can record the communicative behaviors of teachers and students in class. The constructivist theory also points out that teacher-student interaction is one of the main ways for students to learn in class. Knowledge of any subject is not unilaterally imparted by teachers to students, but is co-constructed by teachers and students in the process of classroom interaction.

Classroom interaction mainly includes three types: First is teacher-student interaction. Of course, teacher-student interaction is divided into two situations: one is the interaction between the teacher and all students in the class; the other is the interaction between the teacher and individual students. Second is student-student interaction. Generally speaking, teachers' adjustment of classroom discourse, meaning negotiation between teachers and students, and teachers' provision of feedback constitute a complete interactive process (Mackey, 2007). Based on the classroom observations and recorded texts over a two - month period, this paper analyzes the purposes of these teachers' use of interactive discourse in class. The following will discuss the interactivity of teachers' classroom discourse from the following two aspects: interaction aimed at guiding students to construct meaning and interaction aimed at increasing students' classroom participation.

Second-language acquisition theory holds that language acquisition is premised on meaning construction, and the process of meaning negotiation is one of the main ways for language learners to construct meaning. In the process of meaning negotiation, teachers and students convey the language information they need to express through their respective discourses to construct meaning. Meaning negotiation is mainly achieved through the interaction between teachers and students, and the basic form of interaction is classroom discourse. Therefore, interactive

discourse plays a very important role in English classes. Vocabulary and grammar are still important contents of English teaching in high school. However, effectively memorizing vocabulary has always been a difficult problem for many students. Even some novice teachers think that vocabulary is difficult to teach. A very important reason is that teachers do not use appropriate and reasonable teaching methods in the process of vocabulary teaching, so the teaching effect is greatly reduced. Please look at a teaching segment:

T: Today, we're going to learn some new words in unit 3. Now, please open your books and turn to page 93.

T: OK. First, read after me, from "aspect" to "speed up". I read once, you twice. Let's begin.

T: Number one: aspect.

SS: Aspect

T: OK, once again.

SS: Aspect.

T: Yeah. What's the meaning of aspect? Don't look at your book. (The students didn't respond.)

T: It means 方面; 层面. Look at the blackboard and try to spell it.

SS: A-s-p-e-c-t

T: Oh, just repeat.

SS: A-s-p-e-c-t

T: Now, translate a sentence: 我们应该从各个方面考虑问题. (The teacher designated a student to answer.)

SI: We should from...

T: OK, sit down, think it over. Let's try it together.

TS: We should consider the question from every aspect.

In this teaching segment, the teacher's teaching task was to teach the word "aspect". During the teaching process, the teacher first had the students repeat the word after him/her to help them master the pronunciation. Then, the teacher told the students the Chinese meaning of the word in the form of a question. After that, the teacher had the students keep doing spelling exercises. It's not hard to notice that in this short segment, the teacher mainly focused on the form of the language, thus having the students do mechanical drills on the form. However, this seemingly straightforward teaching method actually can't help students effectively master the meaning and usage of the vocabulary. As can be seen from the above - mentioned teaching segment, under the teacher's guidance, the students learned the pronunciation of the word and mastered its form. But when given a specific context to comprehensively apply this language knowledge, the students were at a loss. This shows that the teaching method chosen by the teacher is not scientific or reasonable. In fact, the teacher could try to teach vocabulary by combining it with context. For example, still taking the word "aspect" as an example, before explaining its meaning, the teacher could list several sentences containing "aspect" first, enabling the students to experience and perceive the usage of "aspect" in a specific context, so as to truly learn to use the language.

4.3 The Normativity of English Teachers' Classroom Discourse

In the process of classroom teaching, for any subject, the normativity of teachers' classroom discourse is emphasized. Normativity means that teachers' classroom discourse should meet the standards required by teaching, striving for clarity,

conciseness, correctness, and appropriateness of language. On the one hand, English teachers' classroom discourse is an instrumental language for teachers to carry out English teaching. On the other hand, it is an important source of target-language input in students' second-language acquisition process. The degree of normativity of English teachers' classroom discourse has a direct impact on the accuracy with which students master English knowledge. Therefore, the normativity of English teachers' classroom discourse should attract the high attention of researchers and front - line teachers.

Teachers' classroom discourse should not only be clear and accurate but also standard and appropriate. Specifically, the appropriateness of language means that in the process of communication using language, on the one hand, one's own words should conform to grammatical norms, and on the other hand, they should also be in line with the cognitive patterns and thinking processes of the language users. In this regard, the exemplary and guiding role of teachers' classroom discourse is extremely important.

Some English teachers, due to a lack of sufficient cross-cultural communication knowledge, often use language inappropriately in the process of English classroom teaching. Take the following teaching segment as a specific example:

T: Good morning, students.

SS: Good morning, teacher

T: OK. Sit down please.

SS: Thank you.

T: First, I want to show you some pictures. Just follow me.

T: Have you ever seen this TV series or movies?

SS: Yes.

T: Yes? I will ask one student to tell me your opinion.

As is well known, there are significant differences in address terms between English and Chinese. In Chinese, when students greet Teacher X in the afternoon, they usually say "Teacher X, good afternoon." However, in an English-speaking context, we can't mechanically apply the Chinese address terms and say "Good afternoon, Teacher X", because in English culture, words indicating occupations such as "teacher" and "student" cannot be used as address terms. If we ignore the differences between English and Chinese in cross-cultural communication, inappropriate language use will occur. Regrettably, expressions like "Good afternoon, Teacher X" are quite common in English classrooms. Just as presented in Teaching Segment 7, both the teacher and the students address each other as "student" and "teacher" respectively. Undoubtedly, these are all cases of inappropriate language use. Over time, this is not conducive to students' mastery of idiomatic English expressions. Therefore, teachers should ensure that their classroom discourse is as standard and appropriate as possible, setting a good example for students. Otherwise, to some extent, it will reduce the quality of students' target-language input.

5. Conclusion

In this survey, this paper has made the following small findings:

First, regarding the authenticity of teachers' classroom discourse, this paper has found that most high-school English teachers can recognize the important value and significance of situational authenticity for the cognitive effects classroom teaching. However, due to various subjective and objective factors, the situations created by English teachers in classroom teaching are not natural and real. In addition, this paper has learned that some teachers often only consider the target language to be taught in teaching practice, ignoring the content of teachers' discourse, thus lacking certain authenticity.

Secondly, this paper has studied the interactivity of teachers' classroom discourse from two perspectives: guiding students to construct meaning and improving students' classroom participation. The study has found that many teachers, in the process of organizing classroom teaching, especially when teaching vocabulary and grammar, still focus on the form of language, blindly guiding students to mechanically practice the pronunciation and spelling of words. Superficially, students have mastered this language knowledge, but in fact, they have not really learned to use the language in a specific language environment. Obviously, these teaching behaviors of teachers have not achieved the goal of guiding students to construct meaning in interaction. Through the analysis of audio recordings, this paper has found that some English teachers will use discourse techniques such as pauses and slowing down the speaking speed in class to improve students' classroom participation, which is worthy of learning by other teachers.

Finally, this paper has explored the normativity of teachers' classroom discourse. We have focused on the appropriateness and accuracy of teachers' classroom discourse. In terms of appropriateness, due to the lack of necessary cross-cultural communication awareness and pragmatic knowledge, some English teachers sometimes use language that is not standardized and appropriate in classroom teaching. If the inappropriate use of teachers' classroom discourse occurs frequently, it may mislead students to form wrong pragmatic habits over time. In terms of accuracy, this paper has found that some English teachers use inaccurate language in the classroom questioning session, resulting in students' inability to effectively output language in class.

In response to the problems found in this survey and research, this paper can provide some implications for improving high-school English teachers' classroom discourse. First, teachers should fully realize the importance of the cognitive effects of teachers' classroom discourse for students' second-language acquisition. Second, teachers should use classroom discourse flexibly and actively create a democratic, harmonious, relaxed and pleasant classroom atmosphere. Finally, in their usual teaching practice, teachers should conduct teaching summaries in a timely manner and reflect on their own classroom discourse.

Acknowledgements

This work is supposed by the Postgraduate Education Reform Research Cultivation Project of China Three Gorges University, titled "Research on the Teaching Reform of *Cognitive Linguistics* from the Perspective of Dual

Development of Students and the College". (Grant number: SDYJ202323).

References

- [1] Allwright R, Bailey K M. (1991). Focus on the Language Classroom. Focus on the language classroom: Cambridge University Press.
- [2] Bellacketal, A., Kliebard, H. & Hyman, R. T. and Smith, F.L. (1966). The Language of the Classroom. New York: Teachers' College Press.
- [3] Brock, C. (1986). The Effects of Referential Questions on ESL, Classroom Discourse. TESOL Quarterly (01), 47-59.
- [4] Cheng, L. (2014). A Study on the Discourse of Middle School English Teachers from the Perspective of Second Language Acquisition. Journal of Xinyang Normal University.
- [5] Cheng, X. T. & Sun, X. H. (2014). Analysis and Design of English Textbooks. Foreign Language Teaching and Research Press.
- [6] Cheng, X. T. (2009). Analysis of Classroom Discourse by English Teachers. Shanghai Foreign Language Education Press.
- [7] Cook, V. J. (2002). Second Language and Language Teaching. Beijing: Foreign Language Teaching and Research Press.
- [8] Ellis, R. (1994). Understanding Second Language Acquisition. Shanghai Foreign Language Education Press.
- [9] Feng, Q. & Wei, Y. J. (2006). Analysis of Classroom Discourse of College English Teachers. Journal of Jinan Vocational College (04), 65-66.
- [10] He, A. P. (2011). An Exploration of English Teachers' Classroom Discourse from the Perspective of Phrase Theory. Theory and Practice of Foreign Language Teaching (03), 23-29
- [11] Hu, X. W. (2003). The characteristics and functions of teachers' discourse. Foreign Language Teaching in Shandong (3):39-43.
- [12] Hu, Y. (2014). A Case Study on Classroom Discourse Analysis of High School English Teachers. Journal of Central China Normal University.
- [13] Huang, J. L. (2012). Analysis of the Purposefulness of Foreign Language Teachers' Discourse. Journal of Hubei University of Economics (Humanities and Social Sciences Edition) (12):190-194.
- [14] Kraker M. J. (2000). Classroom discourse: teaching, learning, and learning disabilities. Teaching & Teacher Education (03), 295-313.
- [15] Krashen, S. (1985). The Input hypothesis: Issues and Implications. London: Longman.
- [16] Li, W. (2008). A Study on Teachers' Discourse in High School English Reading Classrooms. Journal of Central China Normal University.
- [17] Li, Y. (2008). A Study on the Discourse of Middle School English Classroom Teachers Based on the Theory of Second Language Acquisition. Journal of Hunan University of Science and Technology.
- [18] Long, MH. (1983). Native Speaker / non-native Speaker Conversation in the Second Language Classroom. Washington D.C.: TESOL.

- [19] Lou, H. R. (2010). Analysis of the Characteristics and Functions of English Teachers' Classroom Discourse from the Perspective of Pragmatics. *Journal of Jiangxi Lantian College*.
- [20] Pica, T. & Long, M.H. (1986). The linguistic and conversational performance of experienced and inexperienced teachers. In R. Day (eds.) *Talking to Learn: Conversation in Second LA*. Rowley, Mass: Newbury House.
- [21] Qiu, Y. B. (2012). Research on Classroom Discourse of English Teachers. *Journal of Chongqing Normal University*.
- [22] Sinclair, J. M. & Coulthard, R. M. (1975). *Towards an Analysis of Discourse: The Languages of Teachers and Pupils*. London: Oxford University Press.
- [23] Tang, Y. Y. & Liu, S. Z. (2003). Pragmatic analysis of teachers' language. *Foreign languages and Foreign Language Teaching* (1), 19-23.
- [24] Walsh S. (2002). Construction or Obstruction: Teacher Talk and Learner Involvement in the EFL Classroom. *Language Teaching Research* (01), 3-23.
- [25] Wang, H. Y. (2014). Investigation and Analysis on the Current Situation of Teachers' Discourse in Middle School English Classroom. *Journal of Shandong Normal University*.
- [26] Wang, L. (2012). Research on Classroom Discourse of High School English Teachers. *Journal of Chongqing Normal University*.
- [27] Xiao, S. (2003). Correlation Theory and Classroom Teacher Discourse. *Journal of Xi 'an International Studies University* (01), 45-48.
- [28] Xie, W. Y. (2005). On the Adjustment of Teachers' Discourse from the Perspective of English Pronunciation. *Foreign language audio-visual teaching* (06), 65-68.
- [29] Yang, Y. H. (2009). A Study on the Discourse of College English Classroom Teachers from the Perspective of Language Acquisition. *Journal of Jilin University*.
- [30] Ye, L. L. (2008). Investigation on the Current Situation of Discourse among High School English Classroom Teachers at Different Levels. *Journal of Northeast Normal University*.
- [31] Zhai, C. X. Analysis of Classroom Discourse of High School English Teachers. *Journal of Shanghai Normal University*.
- [32] Zhang, M. (2002). On the effectiveness of teachers' Discourse from the perspective of the stylistic differences between natural speech and teachers' discourse. *Foreign language teaching* (04), 41-44.
- [33] Zhao, G. Z. (2013). Research on the Functional Characteristics of Classroom Discourse of English Teachers. *Journal of Luliang University* (06), 29-32.
- [34] Zhou, X. & Zhou, Y. (2002). Investigation and Analysis of Teachers' Discourse in College English Classrooms. *Foreign language teaching and research* (01), 59-68.

research interests include cognitive linguistics, foreign language teaching and translation.

Author Profile

Yunfei Liu is a professor from the School of Foreign Studies of China Three Gorges University. His research interests include cognitive linguistics, foreign language teaching and translation.

Yiran Yang is a third-year postgraduate student from the School of Foreign Studies of China Three Gorges University, majoring in English Language and Literature, the Direction of Linguistics. Her