

## ABSTRACT

Teacher talk is an important factor that influences student learning. This study was conducted in order to find out the characteristic ways English teachers in Assumption University talk to their students in their classroom and how students respond to the teachers. Discourse analysis using the Dominant Exchange Structure as a framework was made. Focus of analysis was on how teachers frame their teacher talk with students. Eight classes were audio and video recorded twice. The recordings were then transcribed verbatim. Results are presented in tables showing typologies and frequencies, such as characteristics of questioning, introducing topics, and responding. The findings showed that teacher talk in the classroom was mainly aimed at expediting the curriculum demands rather than developing students' interactive ability. This was true in all observed classes. The findings also suggest that teachers' awareness of teacher talk and its purposes aid teachers in adjusting their talk in ways that would ultimately result in students learning of the L2. Furthermore, the same awareness should also serve as an impetus for course administrators to design curricula that would focus more on students' production of the L2. Lastly, teachers can also explore varied ways to encourage students to use the language for better interaction and not just to mimic the language.