University of Zabol
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Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching
English as a Foreign Language (TEFL)

Subject :
A Systemic Functional Analysis of Iranian EFL Teachers'
Classrooms Discourse Behaviors

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Abstract

The purpose of the present study was to investigate what features characterize Iranian EFL high school teachers' classroom discourse behaviors as well as what could be revealed about these teachers' classroom discourse behaviors when analyzed based on systemic functional linguistics (SFL). To this end, the classes of 10 Iranian EFL high school teachers (5 males, 5 females, mean age 30) were audio-recorded. The results of the study showed a number of behavioral patterns in the classroom discourse behaviors of the participants of the study, the most important of which were the use of Grammar-Translations Method (translation) as well as a number of audiolingual techniques such as drill practices. Concerning SFL, thematizing based on English sentences and the use of *so* as conjunction and repetition were common. The results suggest a number of behavioral patterns common among Iranian EFL high school teachers. The implications of the study focus on the importance of knowing these behavioral patterns for teachers themselves as well as for teacher trainers and policy makers.

Keywords: Iranian EFL high school teachers, classroom discourse behaviors, systemic functional linguistics, Grammar-Translations Method.