

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English is very important, because English has become an international language, which is used by most communities in the world. In other words by mastering English either actively or passively, we can grasp this world, not only in business world but also in education. Many countries use English as their second language. It plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on. These are conducted within human in society.

Human is social creature that has the need to communicate with others. Communication is defined as a process by which we assign and convey meanings in an attempt to create shared understanding, both the speaker and hearer should hold to general rules or principles and thereby use certain strategies. The research in communication strategies have been wide-ranging. There have been attempts made to systematically measure the effectiveness of communication for every level of language, from teacher to students, and for almost every current teaching methodology have indicated that many techniques are used. It is generally agreed that input important for understanding the direction that SLA research has followed, as they have provided both methodology for investigating input in SLA and research question. This research looks at giving input and interaction in

natural setting respectively to identify the major features when foreigner talk give some input to non-native speaker as participant or hearer and learner.

The learner selects from the input data he receives. Krashen (1982:29) argues these act as a 'filter' controlling how much input is let in and how much is excluded. How to do with the nature of the internal processing mechanism themselves. The crux of nativist account of SLA is that it is the mechanism which regulate the intake. It may be that learners do not respond to the available data on an all-or-nothing basis, either assimilating it or rejecting it. They may attend differentially to features of the input, using some to confirm or disconfirm existing hypotheses, others to form new hypotheses , and keeping others as 'savings' so that some 'trace' remains which can be worked on later (Hatch 1983, Ellis, 1986:159).

According to Ellis (1986:127) there are three different views on the role of input in language acquisition: the behaviorist, the nativist, the interaction views. Those different views regarding the role of input in language development have been discussed. The behaviourist view emphasizes the importance of the linguistics environment, which is treated in terms of stimuli and feedback. The nativist view minimizes the role of the input and explains language development primarily in terms of the learner's internal processing mechanisms. The interactionist view sees language development as the result both of input factor and of innate mechanisms.

The discussion of the role of the linguistic environment in SLA or non native speaker which is the main purpose of this thesis is conducted largely

within interactionist framework that gives contribution of the native speaker. However, many studies of input and interaction concerned within the acquisition of a first language rather than second language. Therefore, foreigner talk gives input to non-native speaker as second language. According to Scarcella and Higa (1981:409), the native speaker speech addressed to them (non-native speaker) contains shorter utterance, involving fewer complex grammatical structures, more simplified vocabularies, more imperative directives, and more clarification request.

The researcher assumes the central issue here is the extent to which the input determines the process SLA. It merely both activates the learning process and structure used. There is now considerable research to show that native speakers adapt their speech to suit the level of the L2 learners they are talking to. Another important issue, then, is what part these adaptations play in facilitating learning.

The starting point of this research considers how input is present in foreigner talk and what role it plays in SLA. This involves simplification within the principal input and grammatical rule of language. Input features consist of specific discourse functions performed by native speaker or foreigner talk. The foreigner talk addressed to non- native speaker is mostly in the form simplified utterances in order to make them easier to perceive and understand, or to clarify what the native speaker wishes to say. Foreigner talk does not serve any explicit pedagogic function rather it only gives implicit input.

Input has been considered in terms of foreigner talk. Foreigner talk gives simple input to non-native speaker in communication whether in two-way (as in conversation) or one-way (as in monologue). Discovering simple input in two-way (conversation) is so much, such as teacher (as native speaker) with their student (as non-native speaker), leader (as native speaker) with their member (as non-native speaker). Teacher language and interaction has been stimulated by the rejection of language teaching method as the principal determinant of successful learning. Successful outcomes may depend on the types of language used by the teacher and the type of interaction occurring in the classroom which is called language classroom. Language classroom occurs in one-to-one interactions where there is plenty of feedback from the learner or one-to-many interactions, when the learners may vary in their level of proficiency and where there is likely to be only limited feedback from few students. The study of classroom input or interaction, as it relates to SLA, does require both valid and generally accepted categories (Ellis, 1986:146). In a foreigner talk, giving simpler input in one-way (as in monologue) which is not a short direct (face-to-face) interaction is not easy.

One way of communication or learning language is through electronic media. Although it is not a sort of direct (face-to-face) interaction, electronic media may give many advantages, such as giving more information to many people and possibility of interaction with foreigner by the Internet. Besides that, a familiar and widespread learning device is internet. Learning language through internet is not easy, if not impossible, to study everything specifically like language, but when the communication runs well from the speaker, the media, and

also the listener himself, then message can be accepted by a listener well. There are some websites to learn language for example the Effortless English Club (www.EffortlessEnglishClub.com) by A.J Hoge (Foreigner Talk). He makes one-way communications (as in monologue) to non-native speakers through video and audio at www.EffortlessEnglishClub.com. With his effortless methods, students are encouraged to always stay confident to learn English by listening real English conversations with fun and pleasure. Real is defined as authentic in which all of the speech in the video and audio are natural, spontaneous, and unscripted. Certainly, he gives some input to students (reader or listener as non-native speaker) who through www.EffortlessEnglishClub.com.

Based on the reason above, the researcher chose a title that can represent that phenomenon, that is “Simple Input to non native speaker in Effortless English Club by A.J. Hoge ”

1.2 Statements of the Problem

In order to get the objective of the analysis systematically of foreigner talk in giving simple input to non-native speaker in learning, the researcher presents the following problems:

1. What are the features of simple input used by A.J Hoge in Effortless English Club?
2. What are the reasons for using those features?

1.3 Scope of the Study

This research is limited into the following things to avoid being broad and not focus :

1. The data of this research, which are in the form of audio, video and the transcription are taken from www.EffortlessEnglishClub.com.
2. The analysis on simple input of the data used *An Introduction to Sociolinguistics* by Holmes (1992:252) and *Understanding Second Language Acquisition* approach proposed by Ellis (1986:134)

1.4 Objectives of the Study

In line with the statement of the problem, the objective of the study can be stated as follows:

1. To find out the features A.J. Hoge uses in giving simple input in Effortless English Club.
2. To explain the reasons for using those features.

1.5 Significances of the Study

By analyzing systematically of foreigner talk in giving simple input, the researcher hopes the result of the study can give a valuable contribution particularly to the linguistic field and everyone who reads the thesis. In detail, it is hoped that the result of the study can give the following significances:

1. This study is expected to give additional knowledge for people who are interested in linguistics.

2. The researcher hopes to get knowledge how foreigner talks give input to non-native speaker especially in learning activity.
3. The researcher also hopes to contribute the result of the observation to improve the quality of teaching especially in foreigner talk.
4. The result of the study would become a basis or reference for those who wants to make analysis in the same fields especially the students of English department.

1.6 Thesis Organization

To make this thesis systematic and easy to read, the organization of the thesis may firstly be explained in general. This thesis is organized in the following chapters.

Chapter I is the introduction. This chapter consists of the background of the study, statement of the problem, scope of the study, objective of the study, significance of the study and thesis organization.

In chapter II, elaborates the theories underlying the study. In this chapter, the researcher tries to strengthen his thesis by putting forward several underlying theories. It constitutes the review of related theories, they are Second Language Acquisition such as theory in SLA, Simple Input in Foreigner Talk, Teacher Talk and Effortless English Teaching System by A.J. Hoge.

In chapter III, is about research method. It consists of research design, unit of analysis, source of data, technique of data collection and technique of data analysis.

Chapter IV is Data Analysis. In this chapter, the researcher presents the result of data analysis, including the features of simple inputs and the reasons of using those features in Effortless English Club.

Chapter V is Conclusion and Suggestion. This chapter is the last chapter consisting of the conclusion and suggestion of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

To support this study, the researcher makes a literature review related to the topic of this study that is about Second Language Acquisition such as theory in SLA, Simple Input in Foreigner Talk, Teacher Talk and Effortless English Teaching System by A.J. Hoge.

2.1 Second Language Acquisition

The term 'Second Language Acquisition' has some definitions. The definition second language acquisition deals with a process in which learners learn second language in addition the first language. To learn second language depends on their knowledge and experience about it, beside that successful L2 acquisition is concerned with the importance of the quality of the input receivable to learners.

Second language acquisition is a conscious process of internalization of information or skill through formal instruction. It stands in contrast to acquisition as a process in which learners internalise facts, rules or skills subconsciously, unaware of the reception process and without the connection to formal instruction. This distinction is proposed by Stephen Krashen (1982:24). He suggests that adults may benefit from it to certain extent although the importance ones is especially important in the early age. Ellis (1997:3) defines the second language acquisition as "the way in which people learn a language other than their mother tongue, inside or outside of a classroom". It involves both adult and child second

language learning, in both formal (instructed) and informal (natural) contexts of learning and to balance the quantity and quality of representation in socioculture.

Evidence of children outperforming adults in second language acquisition is misleading because the manner of learning instead of age may be the main factor in determining successful acquisition. Most children learn a second language in a natural setting, whereas adults learn in a formal classroom setting. Because adults possess many inhibitions and attitudes about speaking a foreign language, they are less likely to attempt meaningful learning. Most students in higher education are required to take foreign language courses in order to graduate. Other students take foreign language courses because they want to learn the language, but are not taught to study effectively or are afraid to speak in class for fear of embarrassment.

Second language acquisition as a sub-discipline of applied linguistics closely related to psychology and education. The term acquisition originally referred to the subconscious nature of the learning process, the learning of second languages and foreign languages involve the same fundamental processes in different situations, but in recent years learning and acquisition have become largely synonymous.

In second language acquisition, conversations between native and non-native speakers, there are more modifications in interaction than in the input provided by the native speakers. In successful SLA does not reject the positive role of modified input and the interactions are consistent.

2.2 Input and Interaction

Ellis (1986:298) proposes input is the language to which the learner is exposed. It can be spoken or written. Input serves the data which the learner must use to determine the rules of the target language. Krashen's (1985:213) comprehensible input implies that learners need to understand the message conveyed to them and have yet to process some linguistic data beyond their existing language competence. The primary factor affecting language acquisition appears to be the input that the learner receives. The type of input may also be important. That input should not be grammatically sequenced. He claims that such sequencing, as found in language classrooms where lessons involve practicing a "structure of the day", is not necessary, and may even be harmful.

Ellis (1999:35) defines interaction as "the social behavior that occurs when one person communicates with another", he focuses on interaction as an interpersonal and intrapersonal phenomenon. Interaction analysis was initiated in subject classrooms. (Allwright 1980 in Ellis 1986:143) proposes that classroom interaction be accounted for in terms of three types of analysis:

1. A turn-taking analysis, which consists of several categories grouped under the general headings of 'turn getting' and 'turn-giving'.
2. A topic analysis which makes use of such categories as instances of the target language intended primarily as 'models' to imitate the learner and instances communication concerned with information about the target language.
3. A task analysis, distinguishes tasks at the levels of turn taking and topic management, and also at the cognitive level to code each utterance in the

interaction in extract from a language lesson and revealing some interesting information about how learners and teachers use the target language.

Long (1980:32) provides critique of interaction analysis system. The major problems what features of classroom language to categorize. Long argues that the categories selected are no more than 'subjective hunches', as they are not verified by SLA research.

2.2.1 Three Views on Input in Language Acquisition

Ellis (1986:127) proposes a major issue in the study of SLA, to decide what weight to allot to L2 data made available to the learner as input and set of internal learner mechanisms to account for how the L2 data are processed. On the one hand it is possible to conceive of the learner as 'a language-producing machine' who automatically and effortlessly learns a L2, provided he gets the right input data. On the other hand, the learner can be seen as 'a grand initiator'; that is, he is equipped with just those abilities that are needed to discover the L2, impoverished the L2 data are.

Behaviorist accounts of SLA view the learner as 'a language-producing machine'. In this model of learning, input comprises the language made available to the learner in the form of stimuli and also that which occurs as feedback which are internalized by the learner imitating them to the formation of habits. Thus important determining factor in SLA (Ellis,1986:128).

Nativist accounts of SLA views the learner as 'a grand initiator'. They maintain that exposure to language cannot account satisfactorily for acquisition.

Chomsky in Ellis (1986:129) argues that the imperfect nature of the mother's speech input in first language acquisition made it unlikely that any child could successfully internalize the rule system of a language if he worked on this alone. Input is seen merely as a trigger which activates the internal mechanisms.

Focusing on the output of L2 learners, in particular the error the manifested in speech and writing, it was believed that output would reveal the nature of the learning strategies involved. As Larsen-freeman (1983; 88) observes:

. . . Researchers all too often have confined the scope of their studies to examining the learner's linguistic product thus overlooking an important source (i.e. input) of information which could prove elucidating in achieving a better understanding of the acquisition process.

In other word, nativist views precluded the possibility that at least some aspects of the learner's output could be explained in terms of the characteristics of the input.

The interaction between external and internal factors is manifest in the actual or verbal interactions in which the learner and his interlocutor participate. It follows from this interactionist view of language acquisition that the important data are not just the utterances produced by learner, but the discourse which learner and caretaker jointly construct.

Three different views regarding the role of input in language development have been discussed. The behaviorist view emphasize the importance of the of the linguistic environment, which is treated in terms of stimuli and feedback. The nativist view minimizes the role of the input and explains language development as the result both input factors and of innate mechanisms. The interaction view sees language development primarily in terms of the learner's internal process in

language acquisition derives from the collaborative efforts of the learner mechanism (Ellis, 1986:129). This chapter is conducted largely within the interactionist framework. However, many of the early studies of input and interaction are concerned with the acquisition of a first language rather than second language.

2.2.2 The Role of the Input

The role of the input in SLA, therefore, is whether the input shapes and controls learning or is just trigger. Currently, there is considerable interest in the input, which is directed both at discovering how native speakers in giving input (talk) to L2 learners as non-native speaker played some role in SLA by the way they talk. Learners need L2 data that are specially suited to whatever stage of development they are at. There is somewhat less agreement, however, about precisely an optimal input. It is as teachers assume, an input selected and graded according to formal and logical criteria, as Krashen (1981:119) argues, simply a matter of ‘comprehensible input’, providing learners with language that they can understand, the role of input in the process of SLA remains one of the most controversial issues in current research.

In every framework input has some role and so it is important to describe in any study. Ellis (1986:23) explains the role of input that SLA can take place only when the learner has access to L2 input. This input may be in the form of exposure in natural setting or formal instruction it may be spoken or written. A central issue in SLA is what role the input plays. It consists of building up chains

of stimulus-response links which could be controlled and shaped by reinforcement. Chomsky (1987:233) points out that in many instances there is no match between the kind of language to be observed in the input and the language that learners produce.

2.2.3 Input and Intake

Krashen (1982:27) assumes that the success in the acquisition process requires a "comprehensible input", i.e. the input slightly beyond the level of the learner's comprehensibility. This input should be meaningful and interesting to the learners although it does not necessarily have to be grammatically sequenced. It deals with the condition that learners should be able to understand or to guess what is happening from the context or from the interaction. In agreement with this viewpoint the interactionist theorists value the comprehensible input which should be directed to the learner through interactional modifications. This does not have to involve linguistic modification but can rely on the repetition, slower speed of talk, the use of gestures or on some other contextual cues.

Even if input is understood, it may not be processed by the learner's internal mechanism. That is what Krashen meant when he stated that comprehensible input is not a sufficient condition for SLA. It is only when input becomes intake that SLA takes place. Input is L2 data which the learner hears; intake is that portion of the L2 which is assimilated and fed into the interlanguage system.

We know very little about how the learner selects from the input data he receives. Krashen argues that these act as ‘filter’, controlling how much input is let in and how much is excluded. It to do with the nature of the internal processing mechanisms themselves. The crux of a nativist account of SLA is that it is these mechanisms which regulate the intake. It may be that learners do not respond to the available data on an all-or-nothing basis, either assimilating it or rejecting it. They may attend differentially to features of the input, using some to confirm or disconfirm existing hypotheses, others to form new hypotheses, and keeping others as ‘savings’ so that some ‘trace’ remains which can be worked on later (Hatch 1983, Ellis 1986:159).

2.2.4 Input and Interaction in Classroom Settings

This section considers the classroom setting. It is necessary to distinguish these two setting types (classroom and nature setting), because the kind of communication that occurs in each is in many respects very different.

Learners learn the language by the innate knowledge about language, which language development is inspired by the environment as learners are engaging in the interaction (Doughty & Long, 2003:375). Ellis (1994:449) defines interaction as when the participants of equal status that share similar need, make an effort to understand each other.

Classroom process research, as Gaies (1983:37) calls the study of communication which consists of using sets categories to code the kinds of language use which occur in classroom in the classroom, has taken different form.

An alternative approach focused only on the language used by the teacher when addressing L2 Learners. It sought to tabulate the adjustments which occur in teacher talk in giving input. Input that learners receive in the learning process plays a very important role in the language acquisition.

1.2.5 Input and Interaction in Natural Setting

Learning takes place as nature refers to the possibility that learners (whether child first language learners or adult second language learners) come to the learning situation with innate knowledge about language.

According to Ellis (1986:132) the study of natural linguistic environments comprises two related approaches :

1. The study of foreigner talk (i.e. the register used by native speakers when they address non-native speakers),
2. The study of discourse involving conversation between native speakers and L2 learners.

The input and learning factors that distinguish L2 learning from L1 learning and that distinguish classroom and naturalistic language learning from laboratory learning including differences in the two learning contexts, the first language L1 is employed by foreigner talk.

2.3 Foreigner Talk

Foreigner talk is the reduced and simplified version of a language that native speakers use to address other speakers for whom the language is not a

native one, especially speakers who do not know the language at all. Because of the similarities between this type of speech and the speech that is usually directed at children, it is also sometimes called "baby talk" (e.g., Ferguson 1971:141-50). According to Ferguson, foreigner talk is the basis of the emergence of pidgin and creole.

Foreigner talk has both formal and functional characteristics. (Long 1981:259, Ellis 1986:133) labels foreigner talk is likely to be influenced by a whole host of variables such as the topic of conversation, the age of the participants (i.e. whether they are children, adolescents, or adults), and in particular, the proficiency of the learners. These input and interactional features respectively. The input features have two types ;

1. Those that involve simplification within the grammatical rule structure of the language.
2. Those that involve simplification leading to ungrammatical speech.

Interactional features consist of the specific discourse function performed by native speakers. These do not differ in conversation involving native speakers. However, there are differences in the specific function used. Not all the input and interactional features present in every conversation between a native speaker and a non native speaker.

With reference to the distinctions between input and interaction features and between grammatical and ungrammatical simplifications, three types of foreigner talk can be identified:

1. Foreigner talk consisting only of interactional adjustments (i.e. there are no formal simplifications);
2. Foreigner talk consisting of interactional and grammatical input adjustments (i.e. there are no ungrammatical simplifications);
3. Foreigner talk consisting of interactional adjustments as well as both grammatical and ungrammatical input adjustments.

Which type of foreigner talk occurs is the result of various factors concerned with the proficiency of the learner and the role relationships between the participants.

Foreigner talk closely resembles motherese, but there are notable differences in both input and interactional features. Ungrammatical adjustments are very rare in motherese, but they can occur under certain conditions in foreigner talk. Also (Freed 1980, Ellis 1986:134) suggests that whereas the main functional intent of motherese is to direct the child's behavior, in foreigner talk it is to exchange information. However, may simply be a reflection of general differences between talking to a child and talking an adult, rather than specific differences between motherese and foreigner talk in giving simple input.

2.4 Simple Input in Foreigner Talk

According to Ellis (1986:134), non-native speaker receive a simpler input in more supportive atmosphere, the native speaker speech addressed to them contains shorter utterance, involving fewer complex grammatical structures, more simplified vocabularies, more imperative directives, and more clarification

request. Scarcella and Higa (1981:409) suggest that “simplification is triggered more by age than linguistics competence”. Another factor which influences the extent of the adjustments is whether the communication is two-way (as in conversation) or one-way (as in monologue).

Ellis (1986:135) describes negotiaton may be the crucial element in this process as provides the means by which the native speaker (in foreigner talk) or the learner (in SLA). Then, both input and interaction in foreigner talk can be described as follows:

Table 2.1. Input modification in foreigner talk

Level	Standard	Non-standard
Pronunciation	-Slowing down speech	-Addition of vowel to final consonant -Fewer reduced vowels -Exaggerated intonation
	-Separate word/syllable articulation	
	-More careful pronunciation (final stops released)	
	-Heavier stress	
	-Increased volume on key words	
Lexis	-Restricted vocabulary size	-Special lexicon of quantifiers, intensifiers, and modal particles
	-Difficult items replaced with frequently occuring items	
	-Fewer pro forms (e.g. nouns preffered to ‘he’, ‘she’. ‘it’)	-Use of foreign or foreign sounding words (e.g Savvy)
	-Repetition of words	
	-Use of analytic paraphrases (e.g. hammer: ‘tool for hitting with’)	
	-Use of gesture (e.g ostensive definition)	
Grammar	-Fewer contractions	-Ommision of: +‘copula’ +‘it’+‘do’+verb inflections
	-Overall shorter utterance length	
	-Grammatical relations made explicit (e.g. He asked to	
		-Use of interlanguage

	go->He asked if he could go)	forms (e.g. 'no'+ verb)
	-Co-ordination preferred to subordination	
	-Less preverb modification	
	-Topics moved to the beginnings of like utterances (e.g. I like John-> John, I like him)	
	-Fewer WH question and more yes/no questions	
	-More uninverted questions (e.g. You like John?)	
	-More 'or-choice' questions	
	-More tag questions	
	-More presents (versus non-present) temporal marking	

Table 2.2. Interaction modification in foreigner talk

Type	Description	Example
More 'here-and now' topics	Native-speaker refers to objects/events which are contiguous.	NS: What's that you are wearing?
More topic-initiating moves	Native speaker starts a conversational topic by asking a question or making a comment.	
More confirmation checks	Utterances designed to elicit confirmation that a learner utterance has been correctly heard or understood.	NNS: I went to cinema. NS : The cinema?
More comprehension checks	Attempts by native speaker to establish that the learner is following what he is saying.	NS : It was raining cats and dogs. Do you follow?
More clarification requests	Utterances designed to get the learner to clarify an utterance which has not been heard or understood.	NNS : She very high. NS : Sorry?
More self-repetitions	The native speaker repeats part or the whole of his	NNS: He got stuck in the window trying to

	preceding utterance.	get in. He got stuck.
More other-repetitions	The native speaker repeats part or the whole of the learner's previous utterance without seeking confirmation.	NNS: I went to the cinema. NS : Yeah. You went to the cinema.
More expansions	The native speaker expands the learner's previous utterance by supplying missing formatives or by adding new semantic information.	NNS : I wear a sweater. NS :Yes, you are wearing read sweater
Shorter responses	The native speaker restricts the length of his response to a learner question or comment.	

In line with that, Holmes (1992:252) points out the speech used by native speaker to foreigners who do not speak English is also distinctive. This speech has been labelled “foreigner talk”. It has features similar to those which characterise adults’ speech to young children. Those features are:

1. High frequency vocabulary.

High frequency words are those that occur most commonly in speech and writing. The high frequency vocabulary is the content area vocabulary words which appear frequently in a specific subject. Focusing on using of high frequency vocabulary make the listener will learn word incidentally as they encounter them.

2. Fewer contractions

A contraction is a shortened version of the written and spoken forms of a word, syllable, or word group, created by omission of internal letters. contraction occurs frequently in speech and writing, in which a syllable is substituted by an apostrophe and/or other mode of elision (e.g. must not

rather than mustn't). More contractions the utterance contains, it will be more complex, the speech becomes more difficult to understand.

3. Use of nouns rather than pronouns

Using nouns rather than pronoun make the listener easily to undrestand because the referents are clear (e.g. then you open the oven and you put the cake into the oven rather than put it in the oven).

4. Shorter sentences with simple grammar.

The native speaker use shorter sentences with simple grammar to avoid complicated meaning and difficulties in perception. (e.g you put cake into oven rather than then you open the oven and you put the cake into the oven).

5. Use of tag question

Using tag question can stimulate the listeners' productive activity, and they might be more challenging and more effective to attract hearers' attention. In short, questions are important in communication because they are thought to be capable of facilitating and sustaining the listeners' participation. (e.g don't you? and isn't it?) which are easy to respond.

6. Repetition.

By repetition, the words might be easily memorized, and hence, acquired. So, they use self-repetitions. This is important to keep the explicitness of the coherence of interaction. (e.g you open the oven, you open the oven, and you put the cake into the oven).

Talking to young children is very much different from talking to adults in a way that they are often more enthusiastic, lively learners, and learn the target language faster than adults. Language becomes essential in providing young learners with a new tool, opens up new opportunities for doing things and for organizing information through the use of words and symbols which are conducted with teacher talk.

2.5 Teacher Talk

Many definitions of teacher talk have been given from different perspectives. One definition is that teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explains activities and checks students' understanding (Sinclair & Brazil, 1982:18). As an indispensable part of foreign language teaching, teacher talk has its own features in that both the content and the medium are the target language. The language employed by teachers in language classes is served as the source of input of language knowledge, and also used to instruct language communication and organize classroom activities.

Teacher talk in language lessons is broadly similar to foreigner talk. However, because special constraints operate in the classroom, there are both formal and interactional differences.

2.5.1 The Functions of Teacher Talk

Teacher talk (TT) is the language produced by teachers addressed to learners in the course of classroom interaction. It serves at least two functions: pedagogical and communicative. As for the pedagogical function, TT is produced by teachers with the intention that learners will take it as a model by which they learn the language. Besides, it can also help them perceive and analyze the linguistic content of the speech, e.g. falling intonation showing the completion of a linguistic unit, superlative degree of comparison must be preceded by definite article “the”, and so forth.

To serve the purpose of teaching a language, teachers as facilitators are usually very helpful to the learners. They provide them material assistance and mental support. First of all, teachers give sufficient input as a model to imitate and acquire. That is manifested in the form of the use of modeling. Then, when the learners begin to reproduce, and are engaged in the process of hypothesis testing (Faerch & Kasper, 1983:257), teachers provide them with reinforcement to confirm or feedback to reject their hypothesis. That is manifested in the form of using feedback. Hence, modeling and feedback seem to characterize the teacher’s speech.

For communicative purposes, on the other hand, TT is produced to establish and maintain the social relationship between teachers and learners. It might be used to draw and focus learners’ attention, or to stimulate their responses towards a certain message, etc.

TT is used for pedagogical purposes, the focus is to teach the learners a language. When it is used for communicative purposes, the focus is on the establishment of social and psychological to enliven the classroom interaction. To prepare a conducive situation in which instructional process becomes effective. For any purposes TT is produced, anyway, it can promote and encourage language acquisition as far as it is meaningful and comprehensible.

To achieve comprehensibility, furthermore, TT is usually modified and simplified to adjust to the current level of the learners' linguistic and conceptual capacity. Linguistic adjustments can be either formal or interactional; whereas conceptual adjustment is usually made by preserving the familiarity of topics and limiting the scope of the course contents.

2.5.2 Formal Modifications of Teacher Talk

One characteristic feature of TT is that it contains modifications and adjustments. According to the literature, linguistic adjustments cover four linguistic aspects, namely phonology, lexicon, syntax, and discourse (Chaudron 1988, Ellis 1986:140).

The underlying principle of these features is that by slowing down the rate and producing clear articulation, it is expected that the utterance can be heard clearly. Thus, learners can easily understand the speech. Fluent and faster speech is more difficult to understand because of the lack of recognizing word boundaries (Cole, 1981:92). By producing the speech in such a way, therefore, clear separation of words can be recognized, and thus, the speech can be easily understood.

This is logically acceptable because slow rate will “allow more processing time and clearer segmentation of the structures in the input” (Chaudron. 1988:154). It will also make the speech sound salient. Hence, the talk becomes simple and easier to understand, because exaggerated articulation will make it more perceptible, and thus the learners are capable of recognizing the words easily.

In lexical use, moreover, modifications are in the forms of using restricted vocabulary size, replacing difficult items with more frequently occurring ones, using fewer pro-forms, and repeating words, etc. Long & Porter (1985:217-17) claim that among the lexical features of teacher talk is the use of higher frequency vocabulary items and the avoidance of using idiomatic expressions. Gaies (1979:187), on the other hand, states that it is characterized by the use of vocabulary of generalized reference, and reduced type-token ratio.

In relation to the variety of vocabulary, teachers tend to repeat the words more frequently, thus using less varied vocabulary items. Repeating the same words, rather than using their equivalence, to express similar concepts is, in fact, intended to serve the simplicity. They can easily recognize the words, and understand the meaning of the speech. By repetition, the words might be easily memorized, and hence, acquired.

The use of more frequently used words is also likely in teacher talk. This is in agreement to Chaudron’s statement that speech can be lexically simplified by using the words of common usage (1983:130). In sum, the use of less varied

vocabulary and words of common usage seem to be typical features of teacher talk.

In syntax, furthermore, the modifications might appear in terms of using fewer contractions, shorter utterances, making grammatical relationship more explicit, using coordination more than subordination, using less pre-verb modifications, etc. in addition, teacher talk addressed to the learners consists of shorter sentences than that to those of higher proficiency (Chaudron, 1988:85), because long sentences usually contain more complicated concepts and ideas. Thus, they become complex and more difficult to perceive. In order to simplify the speech, consequently, teachers usually produce shorter sentences consisting of less complex ideas. Long & Sato (1983:268-85) state that ESL teachers use present verbs more than non-present verbs. Similar finding is also claimed by Wesche & Ready (1985:89-114).

Besides that, the use of coordination and subordination is less frequent when the addressees are less proficient (Chaudron, 1988:87). This is logical because the more clauses the sentence contains, the more complex the ideas carried. Hence, the speech becomes more difficult to understand.

The use of questions to younger learners than that to older ones, moreover, is also claimed by Long (1981:259). This use is acceptable because children usually need to be stimulated in order to be actively involved in the classroom process. In such a case, questions are used to serve some purposes. They can stimulate and challenging the learners' productive activity, and to attract learners'

attention. Therefore, the use of questions is also one of the characteristics of teacher talk.

2.5.3 Interactional Features of Teacher Talk

In the level of discourse, the modifications of teacher talk are usually manifested in the forms of using more here-and-now topics, more self-or-other repetitions, and more expansions, etc. (Ellis, 1986:135-6). Pica, Young, and Doughty (1987:737-58) maintain that redundancy in input is an important factor in comprehension. The redundancy, in this case, refers to either formal or functional. On the other hand, it refers to the repetition of semantic clarification in order to clarify the meaning of certain utterance, such as the repetitive use of elaboration, paraphrases, expansions, etc.

Long (1981:263) similarly claims that when learners show lack of comprehension, messages are repeated or recoded (e.g. through paraphrases, the substitution of difficult vocabulary with more frequent lexical items, the change of wh- with yes/no questions, etc.). Therefore, negotiations of meaning between teachers and learners frequently occur during classroom interaction.

Such negotiations may be realized in terms of teachers' checking learners' comprehension, requesting the clarification of their utterances, asking their confirmation of what the teachers have heard or understood, and so forth. In short, teachers always try to make themselves understand and be understood. Otherwise, communication fails.

In sum, the modifications in the level of discourse may be manifested in terms of the use of some interaction strategies, such as comprehension,

confirmation checks, clarification requests, self and other repetitions, corrections, expansions, feedback, and modeling.

Comprehension checks are frequently used by teachers in interaction with the learners of low language proficiency to ascertain that the learners really understand the speech, and to make sure that communication is successful. Confirmation checks are used in order that teachers do not misunderstand the communication. They need to be confirmed that they really understand and hear the learners' utterances correctly, and grasp the meaning accurately.

Learners with low language proficiency can produce clear and accurate utterances. In order that the communication works well, therefore, teachers sometimes need to have the learners clarify their speech to avoid obscurity of meaning. That is done by using clarification requests. Teachers usually repeat their own utterances more often so that the learners have enough time to recognize the utterances. So, they use self-repetitions. This is important to keep the explicitness of the coherence of interaction; because the learners, being not-proficient, can hardly understand inexplicit coherent utterances.

In so far as beginners, they may make errors, and since it is a language class, teachers tend to pay careful attention to language errors. In addition to that, feedback may also be given by teachers to the learners as reinforcements. Reinforcements are necessary for beginners to form a new proper language habit. In language teaching and learning process, beginners need to models to imitate. Therefore, teachers often use modeling in their interaction with the learners of low language proficiency.

The basic intention of modifications or adjustments in teacher talk is to make the utterances simpler, thus comprehensible. Comprehensibility, in consequence, will enhance acquisition. It means, adjustment does not directly promote acquisition, but it merely encourages comprehension and this comprehension which will enhance acquisition. It has been claimed and proven by several studies that comprehensible input promotes language acquisition (Krashen, 1985:9). Although Long (1985:378) maintains that there has still been little research done on the effect of linguistic and conversational adjustments on comprehension, some works that have been carried out show encouraging results.

Pica, Young, and Doughty (1987:753) also state that modifications in input have influential effects on comprehension. Thus indicate that modifications of input increase comprehension (Long 1983 in Gass & Madden 1985:384). They maintain that modifications include the increase of the number of words for clarification, and the increase of repetitions. In short, the aspects dealt with in modification cover complexity, quantity, and redundancy. Thus involved in teaching activity.

The teaching system is most important to make students or learners understand what the teacher means. Beside that, to learn english is not difficult, in several teaching system learned to speak English easily and automatically such as effortless english teaching system.

2.6 Effortless English Teaching System

Effortless English Teaching System was created after many years of teaching English in universities. Over one million adult students world wide have used the system to improve their English speaking. It can be seen from the forum of effortless english club, a lot of comment about effortless english system. It makes learners speak English easily, quicky and automaticly. They learn his lesson, power english and they feel good now. they learn better and faster. They don't stress, tired and bored. Beside that, There are students were just like learners. They were frustrated English learners who could not speak well. Using the Effortless English system, they learned to speak English easily and automatically. Each of these students made incredible improvements in a very short time, they will improve their English speaking 2-5 times faster compared to other traditional English classes. Students' spoken grammar improves powerfully (yet they will never study grammar rules in this system). Their pronunciation improves powerfully.

Effortless English system was created upon the very best English teaching techniques and combined them in a clear, simple, easy to use system. When students follow the system exactly, they cannot fail. Students will experience the greatest English speaking improvement of their life.

The Effortless English system is very simple and consists of three primary areas of mastery are body, mind, and method. By mastering specific techniques in each area, students will powerfully improve English speaking ability.

The first step to English speaking mastery is to master body and emotions, by using their body and emotions students can learn English 4-5 times faster and combining physical movement with listening, learner push the English deep into their brain. Students remember vocabulary faster and they never forget it. Students remember correct grammar too- even though they never study grammar rules. Physical movement and gestures are the key to fast learning and a long memory.

The second step deal with mind because beliefs strongly influence results. Often times, students succeed and fail when their believe it. Studeents should choose and practice positive beliefs and destroy their negative beliefs. These are the keys to mastering the mind in Effortless English.

The Effortless English method refers to teaching techniques which are developed from the top teachers and researchers in the world. It is designed for one thing to make an outstanding English speaker.

With Effortless English:

1. Students or learners don't have to memorize anything
2. Students or learners don't have to use boring grammar books
3. Students or learners don't have to study awful vocabulary lists

At Effortless English, students' entire focus is on speaking English easily and quickly (<http://www.Effortless-English-Learning.com>).

Effortless English Teaching System can found in Effortless English Club which is the most complete English speaking for adult learners through audio lessons by A.J. Hoge.

2.7 A.J. Hoge and Effortless English Club

The Effortless English Club to discover some of the secrets to starting - and maintaining - a successful language learning. It is totally different from regular English classes and lesson. We will learn just like children do with our ears not our eyes.

A.J. Hoge, the creator of the Effortless English Teaching system and the director of The Effortless English Club. He has Masters degree of TESOL from San Francisco, California. Fans have dubbed him "the great English teacher", but A.J. Hoge, founder of one of the world's most popular English learning programs - Effortless English - insists he is just a guy who really loves what he does. "I never had a specific job in mind that I'd do when I 'grew up'. Rather, I always imagined myself traveling and exploring the world. I originally became an English teacher as a way to make a living while in other countries. To my surprise, I found that I also loved teaching!"

With this new method of learning spoken english we will learn naturally, playfully, and without stress with fun engaging lessons no textbook. Using the deep learning method to help us remember english words faster, and use them in real conversation. Learn English grammar like american children do naturally and without studying boring grammar rules. Gain greater confidence when we speak english. Hoge adds that it was his passion for travel and new found love of teaching that led the way towards the creation of Effortless English (www.effortlessenglish.com) - an innovative and interactive system of English-

learning downloads (audio and video), live seminars, and social media contact (<http://www.Effortless-English-Learning.com>).

CHAPTER III

RESEARCH METHOD

In conducting this research, it is important for a researcher to determine the research method that researcher would like to use. Research methods are strategy employed in collecting and analyzing data to solve the problems that become the object of the study. This chapter discusses the research method used in this research including research design, unit of analysis, and source of data, collection and technique of data analysis.

3.1 Research Design

The data are analyzed in order to answer the research problems. Every research has its own research method that is determined based on the purpose of the study. In this research, the researcher used qualitative method in analyzing how foreigner talk gives simple input to non-native speaker in Effortless English Club By A.J. Hoge.

The qualitative research is a procedure of research, in which the collected data will not be created by statistic procedure, because this study has purpose to describe and analyze the features of simple inputs in the Effortless English Club by A.J Hoge. This study is carried out by formulating problem, collecting data, classifying data and analyzing data. The collected data analyzed are in the forms of utterances, they are classified into their categories for getting conclusions.

3.2 Unit of Analysis

The units of analysis of this study are the utterances which indicate the features of simpler input in video and audio of learning English in Effortless English Club.

3.3 Source of Data

The data are in the form of video, audio and its transcription. After downloading the data, choosing the sample of the study, the researcher played several videos and audios of learning english in Effortless English Club, which are taken from internet at <http://www.EffortlessEnglishClub.com>. Then the researcher selected the chosen data to be analyzed. Based on the A.J. Hoge's utterances the researcher classified the features of simple inputs. The researcher also did the same treatment to the next sample.

In those data utterance we found input modification like repetitions, because repetition was one of features of simple inputs. Those data give very good example of features in simple input. The data in the form audio, talk about superior man, how to live that life of our dreams. Of course, one of those dreams is to speak excellent English and data in the form of video describe the rules to learn english faster. The researcher took 2 videos, those are rule number 2 "*do not study grammar rules*" in learning english and rule number 4 "*deep learning*". The researcher took those video because, it will be surprise for many people and very different from the way they learned at school. Those make the data interesting to be analyzed.

3.4 Techniques of Data Collection

The data of this study were obtained by doing the following steps :

1. Searching the data

The researcher visited at <http://www.EffortlessEnglishClub.com>. Through internet. Then, he collected data in the form of audio, video and transcription of learning.

2. Choosing both audio and video with its transcription as the sample of the analysis

3. Downloading A.J Hoge's speech of learning English which were chosen.

They are in the form of audio, video and its transcriptions in Effortless English Club through internet at <http://www.EffortlessEnglishClub.com>.

3.5 Techniques of Data Analysis

After the data were collected, they were analyzed. The technique of data analysis in this research was based on Holmes (1992:252) in *An Introduction to Sociolinguistics* the sociolinguist's aim is to move towards a theory which provides a motivated account of the way language is used in a community, and of the choices people make when they use language by observation how varied language use is we must search for the causes. It deals with features of input. In line with that, Ellis (1986:134) in *Understanding Second Language Acquisition* described more detail about second language acquisition especially features of simple input when native speaker talk to non native. Therefore, the researcher

used theoretical framework of Holmes (1992:252) combined with Ellis (1986:134). This work is a descriptive qualitative study because this final project contains a description about the foreigner talk giving simpler input in teaching or learning activity which is taken from internet at <http://www.EffortlessEnglishClub.com>. This kind of research did not focus on a quantitative interpretation but gave most attention on the foreigner talk addressed to non-native speaker especially in teaching, it described and explained the features of giving simple input in teaching activity. Analyzing the data here means analyzing the features of simple input which are used in the foreigner talk. In addition, the researcher also looked for other foreigner talk speech or conversation references such as websites and some books of linguistics related to the subject matter as supporting theories to provide information to answer the problem.

The researcher used the following steps in analyzing data:

1. Reading the Data

First of all, the researcher played data were chosen in video and audio form, he listened and read the transcription the whole of data, which were taken from internet.

2. Identifying the Data

After listening and reading for several times, the researcher made some notes on the pages that might contain the required data (utterances containing the simple input strategies), and then he started to identify the relevant data from the foreigner talk speech in Effortless English Club.

3. Classifying the Data

After identifying, he classified the features of the simple input in the Effortless English Club by A.J. Hoge, he used a table to classify the features of the simple input in utterances (words, phrases and sentences) as follows :

Table 3.1. Table to classify the features of the simple inputs

No	Features of the simple inputs	Video / Audio		
		I	II	III
1.	High frequency vocabulary			
2.	Fewer contractions			
3.	Use of nouns rather than pronouns			
4.	Shorter sentences with simple grammar			
5.	Use of tag question			
6.	Repetition			

4. Drawing Conclusion

After performing the three steps above at this stage the researcher made conclusion by identifying and classifying the features of simple input addressed to non-native speakers.

CHAPTER IV

DATA ANALYSIS

4.1 Finding

The purpose of the data analysis in this research is meant to know how A.J. Hoge as a native speaker gives input to learners as non-native speaker and to find out the reasons of using those features which happen in Effortless English Club. Thus, they were analyzed by part to part from the beginning to the end of the speech, some utterances were taken as representatives to be analyzed.

This chapter covers the data analysis of the features of simple input, such as: High frequency vocabulary, fewer contractions, use of nouns rather than pronouns, use of tag question, shorter sentences with simple grammar, and repetition in the video and audio lessons in Effortless English Club by A.J. Hoge.

In this research, the activity of coding/labeling only focuses on the utterance produced by the speaker under this study. The researcher used table data labeling which focuses on the utterances produced by A.J Hoge as the speaker and teacher in Effortless English Club. There are six features of simple inputs using the theoritical framework of Holmes (1992:252) in sociolinguistic and Ellis (1986:134) in second language acquisition.

In the next section, the researcher describes the results that are stated before one by one. The descriptions are being done by labeling the smallest of the total of the features of simple inputs. The analysis is divided into: High frequency vocabulary, fewer contractions, use of nouns rather than pronouns, use of tag

question, shorter sentences with simple grammar, and repetition. The total frequency of the features of simple inputs can be seen more clearly in table 4.1 below:

Table 4.1 The Result of the Types of Simple Inputs

No	Features of Simple Input	Frequency			Percentage (%)		
		Vid I	Vid II	Audio	Vid I	Vid II	Audio
1	High frequency vocabulary	42	57	80	5,3	7,15	10
2	Fewer contractions	11	11	39	1,4	1,4	5
3	Use of nouns rather than pronouns	107	104	186	13,4	13	23,3
4	Shorter sentences with simple grammar	22	34	82	2,8	4,3	10,3
5	Use of tag question	0	0	0	0	0	0
6	Repetition	2	16	3	0,25	2	0,4
Total		184	222	390	23,15	27,85	49
Total Frequency and Percentage		796			100 %		

The table above shows the features of simple inputs found in the utterances of the speaker. The result of the analysis is shown in the numeral and changed into percentage.

The researcher used three data to analyze, these are two in video and one in audio form. These are given by A.J Hoge in Effortless English Club at www.EffortlessEnglishClub.Com. He used modification input to teach his students or learners. A.J Hoge spoke to non-native speaker had features. The teacher used features of simple inputs are more frequent with beginners. Teacher gauge the

general level of proficiency of a class and then determine the nature and extent of the modification to make. By simple input, students or non native speaker easy to understand. The detailed discussion of each types of simple input is presented in the following section.

4.2 Discussion

This sub-chapter presents the analysis of the features of simple inputs in Effortless English Club by A.J. Hoge. The native speaker used them as modification input in interaction with the learners as non native speaker to ascertain that the learners really understand the speech, and to make sure that communication is successful.

4.2.1. High frequency vocabulary

Although the native speaker can choose some difficult words or vocabularies in giving speech to non native speakers, the native speaker uses high frequency vocabulary to understand easily and to avoid obscurity meaning to them.

Here is the analysis of high frequency vocabulary from A.J Hoge utterances. There are three data. In video I the researcher found 42 words, in video II 57 words, and 80 words in audio.

Based on the data the researcher found 42 words which are used with high frequency (i.e. very often) in video I, those which are classified into high frequency vocabulary are *you (48 times)*, *grammar (24 times)*, *no/not*, *rule*, *the*,

(22 times), *in is* (19 times), *and* (14 times), *english, for* (13 times), *do/did, to* (12 times), *learn* (11 times) *can, it, so, will, study* (9 times), *I/Iam, time* (8 times), *about, have, why, your* (7 times), *again, because* (6 times), *a/an, are, but, easy/easily, e-mail, if, listening, now, number, on, read/reading, speak, think, this, we, write/writing* (5 times). They are generally easy to understand.

In video II there are 57 words which are classified into high frequently vocabulary, those are *you* (71 times), *the* (45 times), *and* (27 times), *is* (24 times), *to, learn* (23 times), *again, it* (22 times), *that* (16 times), *develop, so* (15 times), *of* (14 times), *I/I am, week/weeks* (13 times), *listen/listening, past tense, very,* (11 times), *repeat/ing/tion* (12 times), *a/an* (10 times), *but, have, lesson/s, same, use/ing* (9 times), *fast/er, no/not* (8 times), *do.does/did, more, then, when, rule* (7 time), *all, are, can, for, many, never, one, or, this, two, vocabulary, will,* (6 time), *constantly, deep/deeply, english, every, fourth/four, go/went, here, in, life/live, mean/meaning, most, three* (5 times),

In audio 80 words occur frequently, these are *you* (92 times), *to* (53 times), *I/I am* (51 times), *is* (44 times), *it* (40 times), *fear* (38 times,) *are* (34 times), *and* (30 times), *have/has/had, the* (29 times), *that* (28 times), *do, will* (23 times), *they* (22 times), *go/going* (20 times), *not, your* (19), *afraid, life/live, probably* (17 times), *stop* (16 times), *a/an* (15 times), *but, he, what* (14 times), *be, if* (13 times), *about, all, because, this, trying* (12 times), *job/s, say/s* (11 times), *dream, in, more* (10 times), *man/men, now, think* (9 times), *big, book, never, start/ed, talk* (8 times), *english, feel, get, keep, my, right, see, some* (7 times), *after, for one, or, really, something, strong, then, their, with* (6 times), *always, become died, know,*

lesson/s, might, most, of, ok, other, read, smile, superior man, too, us, yourself (5 times). High-frequency words are important for the learners or non native speaker. The example of high frequency vocabulary of simple inputs be seen more clearly in the following

4.2.1.1. The word “Again”

Excerpt 1

*“Hi! This is A.J. Hoge **again**, the director of "Effortless English" and today we're gonna learn about Rule Number 2. , , , In college native speakers study grammar rules **again**. , , , we learn through listening, through hearing correct grammar, **again** and **again** and **again** and **again** , , .”* (Video I)

In this excerpt the word “again” occurs 6 times. It is classified in high-frequency words because the words appear most often in native speaker’s speech to non native speaker. A.J Hoge, the teacher of Effortless English Club used high frequency vocabulary like the word “again” for more than five times. It was used six times in order to the learners are easy to understand easily and the word becomes familiar in learner’s ears. However, teacher do the process varying the features of simple input to suit the linguistic competence of the class they are teaching.

4.2.1.2. The word “Learn”

Excerpt 2

*“Hi! This is A.J. Hoge again, the director of "Effortless English" and today we're gonna **learn** about Rule Number two. , , , Now, I know this is a tough rule for some people, because most of your life **learning** English you have been told to **learn** grammar rules. , , , you have no time to think about verb tenses, possessives, all the stuff you **learned**., , , How do native speakers **learn** grammar?, , , So how do we **learn** grammar rules? Well, we **learn** through listening, through hearing correct grammar, again and*

*again and again and again. , , , the best way to **learn** English grammar is through input, , , I'll tell you exactly how to **learn** grammar in an easy way, in an effortless way, , , I'll tell you exactly how to **learn** English grammar so you can use it quickly, , , they will not help you with your English speaking or your English **learning** and listening., , , this is the second rule for **learning** to speak excellent English, , , ” (Video I)*

The word “learn” appears 12 times in this video. The use of more frequently words is also likely in this teacher talk. The teacher talk (native speaker) here used the word “learn” to make the word common usage in speech and the learner can remember it with its meaning more easily. This is in agreement that speech can be lexically simplified by using the words of common usage. In sum, the use of less varied vocabulary and words of common usage seem to be typical features of teacher talk.

Excerpt 3

*“ , , , Rule number 4, again, is very simple, and it is this: **Learn** deeply. Deep **learning**. , , , deep **learning** basically means repeating what you **learn** again and again and again, many, many times. , , , So this, again, is very different from the way you **learned** in school., , , They're always pushing the students to **learn** more vocabulary, more vocabulary, very fast , , , the problem is, the students, you, you **learn** a lot of stuff, but then you forget it, you forget what you **learned**. , , , all students who have studied English **learned** the past tense, you **learned** the past tense , , , you went and you **learned** more grammar. you **learned** possessives, you **learned** the future, you **learned** the present perfect. , , , you did not **learn** the past tense deeply, deeply, deeply like a native speaker. , , , it's because you never mastered it, you never **learned** it very, very deeply. , , , So you need to slow down and repeat everything you **learn** again and again and again. , , , You want to **learn** everything very deeply so that you really **learn** it, , , That's deep **learning** , , , You're **learning** deeply, deeply, deeply. , , , This is one of the key secrets to speaking faster and to really **learning** grammar correctly , , , our rule today for rule number 4: deep, deep **learning**, repeat everything a lot , , , ” (Video II)*

The native speaker used high frequency the word “learn” in his speech. The word “learn (and its variation)” appears 23 times in this video. The teacher

used high frequency vocabulary in teaching because he assumed the beginners need to learn the high-frequency words and their meanings, in order to understand what they hear and read. Spending time in classroom context on these high-frequency words and phrases is worth the effort. The most frequently used words are particularly important. They make up a large proportion of the words that learners meet when they are listening to conversations and reading everyday text.

4.2.1.3. The word “Repeat”

Excerpt 4

*“ , , , Deep learning basically means **repeating** what you learn again and again and again, many, many times. , , , each day you listen to them all, but then you **repeat** them again, and then you **repeat** them again, and you **repeat** them again , , , you need to **repeat** more, you need to listen to that same word, phrase , , you **repeat** them again and again. , , , You just need more **repetition** , , , the most common English, through listening and then, **repeat, repeat, repeat.** , , , our rule today for rule number 4: deep, deep learning, **repeat** everything a lot, **repeat** it many times, , , .”* (Video II)

The word “repeat (variation)” appears 12 times in this video. It occurs frequently in this particular contexts and topic words. A.J Hoge used the word “repeat” by exposing them to words in context and used suitable texts. The learner will learn words incidentally as they encounter them. The teacher talk should be explicitly focused on vocabulary learning in order to expand their vocabulary banks.

4.2.1.4. The word “Lesson”

Excerpt 5

*“Hi, this is A.J. Welcome to the next **lesson**. This **lesson** is called the way of the superior man and we’re going to talk about a book , , , after these **lesson** are all over may be you can go find these books and read them yourself. , , , even after you finish all of these **lessons**. , , , you’re going to*

*keep following this system even after you finish all of my **lesson** , , , .”*
(Audio)

The word “lesson (variation)” appears 5 times in this audio. A.J Hoge used it often, to get meaning and understanding of learners in his speech. The native speaker used higher frequency vocabulary and avoided using idiomatic expressions. On the other hand, it is characterized by the use of high frequency vocabulary, and reduced type-token ratio.

4.2.1.5. The word “Go”

Excerpt 6

*“ , , , We’re **going** to talk about a book with the same title, , , after these lesson are all over may be you can **go** find these books and read them yourself. , , , I especially recommend that you **go** get it., , , you’re **going** to continue helping yourself speak excellent English, , , you’re **going** to find more listening, more English listening and you’re **going** to listen to it everyday., , , You’re **going** to find cool, fun, interesting English books and you’re **going** to read them every day. You’re **going** to keep following this system, , , They **go** everyday, but they never change. , , , you have the fear-yes-but keeping **going** , , , you’re **going** to keep **going** forever , , , I’m **going** to read a section of the way of the superior man. , , , we’ll talk about it more. Here we **go**, , , a bigger dream you want to try and the fear is **going** to try to stop you and you always have to keep **going** , , , I was afraid I was **going** to fail , , , , , Just you just keep **going** anyway. I’m not **going** to be stopped by those fears. , , , challenge your fears. Keep **going**. See you next time, , , .”* (Audio)

The word “go (variation)” appears 20 times in this audio. A.J Hoge used more simple vocabularies in giving input to learner or listener. It means he made the words which are given to learner more familiar. The speaker often used words which are not strange in their interaction with the learners of low language proficiency and learners as non-native speaker. When the native speakers speak to the learners, they must speak clearly in order to make the learners understand

what is being said by interlocutor or native speaker should know how to spell and receive the conversation.

4.2.2 Fewer contractions

Fewer contraction occurs frequently in teacher talk, in which a syllable is substituted by an apostrophe and/or other mode of elision, e.g., *can't* for "cannot", *won't* for "will not". Such contractions are often either negations with *not* or combinations of pronouns with auxiliary verbs, e.g., *I'll* for "I will" and inflectional suffix, for example that "n't" moves with the verb during inversion for questions rather than staying in the same place as the full word "not" would.

Based on the data the researcher found 61 words which are classified into fewer contractions, in video I they are 11 words, In video II there are 11 words and 39 words in audio. Detailed discussion about fewer contractions of simple inputs is presented in the following example

Excerpt 7

*" , , , Rule number two is simple: **do not** study grammar rules. **Do not** do it!. Now, I know this is a tough rule for some people, because most of your life learning English **you have** been told to learn grammar rule, , , , You **do not** have time to think about the rules for the present perfect tense in English when you're listening and speaking , , , ."* (Video I)

Based on excerpt above there are 4 utterances which are included into fewer contractions, the first is "*Do not* study grammar. Secondly "*Do not* do it". Thirdly "*You do not* have time to think about the rules". The native speaker used "*do not*", although it can be made into "*don't*" in his speech. Using contractions is less

frequent when the addressees are less proficient like non native speaker, A.J Hoge is native speaker, he made speech less frequent contraction because the more contractions the utterance contains, it will be more complex, the speech becomes more difficult to understand.

Excerpt 8

*“ , , , You **did not** learn the past tense deeply, deeply, deeply like a native speaker. That's why you make mistakes with the past tense, still, , , one time **is not** enough. Five times **is not** enough , , , When you do that, that's the key, that's the secret, that's how **you will** develop, that's how **you will** get automatic speaking, , , .”* (Video II)

The researcher found 5 utterances, those are classified in fewer contraction, they are in utterance “*you did not learn the past tense deeply, deeply, deeply like a native speaker* “, “*one time is not enough*” and you have an audio, the words “did not”, “is not” and “you will” had modification input. Actually that can be said “didn’t”, “isn’t” and you’ll. The use of fewer contraction as modification input in lexis, means that native speaker used less contraction in speech to make the learners understand the talk easily.

Excerpt 9

*“ , , , So, the way of the superior man, it’s an excellent book and **it is** in fact written for men, although I think there are a lot of great ideas in there for women, too, , , he’s very strong about this. He’s saying if you stop because of fear **you will** become dead. **You will** become a weak man., , , ”* (Audio)

The researcher found utterances which are included in fewer contraction in “*it is in fact written for men*” and “*you will become dead. **You will** become a weak man.*” Instead of “it is”, “you will” actually the native speaker can say “it’s” and “you’ll”. A.J Hoge as native speaker In teacher talk, furthermore, the modifications appear in terms of using fewer contractions. Separating words /

syllable articulation was important to make speech or word understandable. Using contractions most can make learners misunderstand and difficult to get meaning of speech or conversation.

4.2.3 Use of nouns rather than pronouns

Noun is a word used to indicate a person, thing, place or idea. These are clearly enough to understand. So, pronouns are used in place of nouns in a sentence so that the noun is not repeated. It might make the learner think more than when he/she listen the nouns.

The native speaker used nouns rather than pronouns when he talked to non native speaker especially in learning. In giving input The native speaker must speak clearly. By simple input, it is easier for the learner to understand what the teacher said. The use of nouns rather than pronouns is one of the features in teacher talk. The example of the use of nouns rather than pronouns of simple inputs can be seen more clearly in the following

Excerpt 10

*“ , , , **Rule Number 2, rule number two** is a surprise for many people, **Rule number two** is simple , , , when you study **grammar rules**, when you focus on **grammar rules**, you focus on analysing English , , , .”* (Video I)

There are 2 utterances found in excerpt 10, they are “*Rule Number 2, rule number two* is a surprise for many people, *Rule number two* is simple” and “when you study *grammar rules*, when you focus on *grammar rules*”. The first in the words “*Rule Number two*”, repeated in the next sentence without substituting it, the second phrase “*grammar rules*” is also repeated in the next sentences without

using pronoun to substitute it. The modifications might appear in terms of making grammatical relationship more explicit, using less pre-verb modifications, etc. These teachers use present verbs more than non-present verbs. Using nouns rather than pronouns can make the learner understand clearly enough what the native speaker said.

Excerpt 11

*“ , , , **Rule number 4** is also very important. **Rule number 4**, again, is very simple, and it is this: Learn deeply. Deep learning, , , So you're constantly going very fast, so you never mastered **the past tense**. You did not learn **the past tense** deeply, deeply, deeply like a native speaker, , , .”* (Video II)

In this video A.J Hoge used two utterances which used nouns rather than pronoun, firstly the phrase “*Rule number 4*” in his utterance “*Rule number 4 is also very important. Rule number 4, again, is very simple*”. Secondly, the phrase “*the past tense*”. That phrase is repeated in the next sentence. In lexical use, moreover, modifications are in the forms of using restricted vocabulary size, replacing difficult items with more frequently occurring ones, using fewer pro-forms, and repeating words.

Excerpt 12

*“ , , , The way of the superior Man, by David Deida, his last name is D-e-i-d-a. **David Deida**, another very interesting book. I'm trying to introducing you to a lot of interesting books , , , the point is, every body has fear. So, he's saying that you have to live with **your fear**. You have to see **your fear**. You have to recognize it. You have to welcome it. You have to accept it , , , every one has **fear**. All men and woman have **fear** , , , .”* (Audio)

In excerpt 12, the researcher found 3 utterances, they are “David Deida” it is a person's name, actually it can be changed to pronoun “He”. Secondly, the

phrase “*your fear*” in “*You have to live with **your fear**. You have to see **your fear**.*”

The phrase “*your fear*” can be substituted with pronoun “*that*”. The last, the word “*fear*” is also repeated in the next sentences without using pronoun to substitute it.

By the use of nouns rather than pronouns is expected that the utterance can be understood clearly. Thus, learners can easily understand the speech. Using pronouns is more difficult to understand because of the lack of recognizing word boundaries.

4.2.4. Shorter sentences with simple grammar

In syntax, the modifications might appear in terms of using coordination than subordination, teacher talk or native speaker addressed to the learners consists of shorter sentences than that to those of higher proficiency because long sentences usually contain more complicated concepts and ideas. Thus, they become complex and more difficult to perceive. In order to simplify the speech, consequently, teachers usually produce shorter sentences consisting of less complex ideas.

The native speaker used shorter sentences with simple grammar to avoid complicated meaning and difficulties in perception. In video I A.J Hoge as native speaker used 22 shorter sentences with simple grammar. Mostly, he used present tense and future tense rather than past tense.

In video II there are 34 utterances which are classified into shorter sentences with simple grammar. That made the learner easy to understand what

A.J said. He used short sentence with simple grammar. It can be seen in excerpt bellow, he used more present tense than past tense.

The researcher found 82 utterances which are classified into shorter sentences with simple grammar. In this audio A.J Hoge's speech becomes simple and easier to understand, because exaggerated articulation, shorter sentences with simple grammar will make it more perceivable, and thus the learners are capable of recognizing the words easily. Detailed discussion about the Use of nouns rather than pronouns is presented in the example following.

Excerpt 13

*“ , , , In other words, **you think about English**, you think about the past tense, the present tense, the future, the present perfect, the past perfect. Now, for writing English, errr... **that's OK** , , , You do not have time to think about the rules for the present perfect tense in English when you're listening and speaking. **There's no time. Someone asked you a question, and you must answer immediately. You have no time to think about prepositions**, you have no time to think about verb tenses, possessives, all the stuff you learned. **There's no time** , , , .”* (Video I)

Based on data above the native speaker used 7 (seven) shorter sentences such as “*you think about English*”, “*that's OK*”, and “*there's no time*”, “*Someone asked you a question*”, “*you must answer immediately*”, “*You have no time to think about prepositions*”, “*There's no time*”. A.J Hoge used them in teacher talk. Teacher talk using the modifications input appear in terms of using shorter utterances, making grammatical relationship more explicit, using coordination more than subordination, using less pre-verb modifications, etc. Teacher talk addressed to the learners of low language proficiency consists of shorter sentences than that to those of higher proficiency. This is understandable for the reason that

shorter sentences tend to be easier than longer ones, because long sentences usually contain more complicated concepts and ideas.

Excerpt 14

*“ , , , Now, **this rule is also very simple**. In fact, **all of these rules are simple**, but when you use them, when you use all of them, change the way you use English, you will get fantastic results. So **rule number 4 is also very important**. Rule number 4, again, is very simple, and it is this: Learn deeply. Deep learning. , , , **It's not a race**. You want to learn everything very deeply so that you really learn it, so that you never forget it, so you can really use it. That's deep learning , , , .”* (Video II)

A.J Hoge used shorter sentence to give simple input to learner as non native speaker. This is understandable for the reason that shorter sentences tend to be easier than longer ones, because long sentences usually contain more complicated concepts and ideas. Thus, they become complex and more difficult to perceive. In order to simplify the speech, consequently, teachers usually produce shorter sentences consisting of less complex ideas.

Excerpt 15

*“ , , , You're going to find cool, fun, interesting English books, novel especially. And you're going to read them every day. You're going to keep following this system even after you finish all of my lesson. **It never stops. It never ends. But that okay because you enjoy it. Because you're smiling. you're moving. This is great. You love it.** , , , **We're all afraid of what other people will think. No body likes to be criticized**, for example. **We're all afraid of failing**, , , .”* (Audio)

Based on the utterances above, A.J Hoge used 10 shorter utterances such as “*It never stops*”, “*It never ends*”, “*But that okay because you enjoy it*”, “*Because you're smiling*”, “*you're moving*”, “*This is great*” and “*You love it.*” The native speaker's use of coordination and subordination is less frequent when the addressees are less proficient. In other words, teacher talk is likely to consist

of fewer clauses per sentence when addressed to low proficiency learners than to the higher ones. This is logical because the more clauses the sentence contains, the more complex the ideas carries. Hence, the speech becomes more difficult to understand.

4.2.5. Use of tag question

The use of questions to learners non native speaker than that to native speaker ones. This is acceptable because non native usually need to be stimulated in order to be actively involved in the classroom process. They are not as good initiators as native speaker learners. In such a case, questions are used to serve some purposes. They can stimulate the learners' productive activity, and they might be more challenging and more effective to attract learners' attention. In short, questions are important in language classes because they are thought to be capable of facilitating and sustaining the learners' participation. Therefore, the use of questions is also one of the characteristics of teacher talk.

Richards & Lockhart (1996:114) classify the questions into three categories in terms of the purpose of questions in classroom – procedural, convergent, and divergent. Procedural questions have to do with classroom procedures and routines and classroom management. Convergent and divergent questions are designed to engage students in the content of lesson, to facilitate comprehension, and to promote classroom interaction. Convergent questions encourage similar student responses, or responses which focus on a central theme, such as, short answers” -yes” or, no” or, short statements”. They do not require

students to engage in high-level thinking. On the contrary, divergent questions encourage diverse student responses which require higher-level thinking.

The researcher didn't find tag question in those data, but A.J Hoge used yes/no question to stimulate the learners in order to be actively involved in the classroom process. The native speaker used yes/no question in video I twice, the first is " *Did it work?*", the second " *Was it successful?*". In video II 2 yes/no questions are " *Do you instantly understand it?*" and " *Can you use it quickly and easily, automatically?*" There are two utterances found in audio as yes/no question, they are " *Do you notice the topics are similar?*" and " *Do you think I'm trying to convince you of something?*". These made learners fast to response the question. This question was called convergent questions, it encourages similar student responses, or responses which focus on a central theme, such as, short answers" -yes" or, no" or, short statements". They do not require students to engage in high-level thinking.

4.2.6. Repetition

When learners show lack of comprehension, messages are repeated or recoded (e.g. through paraphrases, the substitution of difficult vocabulary with more frequent lexical items, the change of wh- with yes/no questions, etc.). In other words, in order to achieve learners' comprehension of the meaning communicated by the teachers, negotiations are generally performed. Therefore, negotiations of meaning between teachers and learners frequently occur during classroom interaction (Long, 1981:275).

Based on the data researcher found 21 repetitions, in video I they are 2 words which are classified into repetition are *grammar*, *again* and *tomorrow*. In video II there are 16 words and phrases which are classified into repetition, those are *when you use*, *many*, *again* (4 repetitions in this video), *fast*, *more vocabulary* *New grammar*, *deeply* (2 repetitions in this video), *very*, *then you repeat them again*, *repeat*, *deep* and 3 repetitions in audio there are *more*, *very* and *really*. Detailed discussion about the repetition of simple inputs is presented in the example following

Excerpt 19

“ , , , *In Middle School, in High School, in University, in language schools, everywhere in the world: **grammar, grammar, grammar, grammar, grammar.*** , , , *Well, we learn through listening, through hearing correct grammar, **again and again and again and again.*** A lot of correct grammar, , , ” (Video I)

There are two repetitions found in excerpt 19, they are *grammar* and *again*. Repeating the same word makes it easier to get meaning. A.J Hoge repeated his own utterances more often so that the learners have enough time to recognize and understand the utterances. By repetition, the words might be easily memorized, and hence, acquired. So, they use self-repetitions. This is important to keep the explicitness of the coherence of interaction; because the learners, being not-proficient, can hardly understand inexplicit coherent utterances.

Excerpt 20

“ , , , *Unfortunately, most schools have a lot of pressure to go **fast, fast, fast, fast.*** They're always pushing the students to learn ***more vocabulary, more vocabulary,*** very fast. ***New grammar, new grammar, new grammar*** , , , . ” (Video II)

The researcher found 3 utterances which are classified into repetition. They are in the word and phrase forms. The example of the word form is *fast*. Another repetition in the phrases such as *more vocabulary* and *new grammar*. The native speaker used repetition to get some purposes. Repeating the same words has twofold advantages in regard to the context of teaching a language to beginners. First, attending to less varied vocabulary is easier because in that way the learners need not exert more energy to attend to symbol-meaning associations. Thus, they can easily recognize the words, and understand the meaning of the speech. Second, by repetition, the words might be easily memorized, and hence, acquired.

Excerpt 21

“ , , , they don't love it. It's okay, and then day after day, week after week, year after year, same boring job, and they become **more** and **more** dead in their life , , *what do you **really, really, really** want to do? If you really dream big, what kind of career or job or business would make you feel excited and alive everyday? Try to do that job. Try to do that career , , .*”
(Audio)

There are two utterances which contain repetition. Those are *more* and *really*. By repetition the learners have enough time to recognize the utterances. In relation to the variety of vocabulary, experience suggests that when teaching the class of non native speakers, teachers tend to repeat the words more frequently, thus using less varied vocabulary items. Repeating the same words, rather than using their equivalence, to express similar concepts is, in fact, intended to serve the simplicity.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After going through the analysis the researcher came up with some conclusions about the simple input in Effortless English Club. Based on the result of the analysis in the previous chapter, the researcher can conclude:

1. The kinds of simple input found in A.J Hoge's speech are: 179 (22,5%) high frequency vocabulary, 61 (7,7%) Fewer contraction, 397 (49,9%), use of nouns rather than pronouns, 138 (17,3%) shorter sentences with simple grammar, 21 times (2,6%) repetition.
2. A.J Hoge made some videos and audios of learning as lesson for learners. The lessons are easy, he used some types of simple inputs in order to make the words go deep into the learners' brain, relax and focus on understanding. The most important thing is speed. The learners are expected to understand quickly and respond his speech.
3. A.J Hoge mostly used nouns rather than pronouns in giving simple input to learners because the teacher talk should be explicitly focused on understanding, using more pronouns might make the learner think more rather than when he/she listen the nouns in order to get meaning and some purposes. Beside that he didn't use question tag. A.J Hoge's speech focuses to himself and the data in the monologue form.

5.2 Suggestion

After making a conclusion, it is expected that through the result of this research, it will give a more valuable contribution to improve our knowledge and our lacking especially in this thesis, the researcher suggests :

1. Everyone who reads this thesis, studying simple input in second language acquisition (SLA) is interesting, because conversation or speech is always used by making strategies and the native speaker has his/her strategies when speaking to non native speaker.
2. Every student of English department of Dian Nuswantoro University. This thesis will support when they write a thesis about second language acquisition.
3. Every teacher and lecturer should know more about simple inputs and use them in teaching-learning processes, to explain about a topic that will be discussed. It has a purpose to help the students understand the topic, to stimulate the students' interest and attention.
4. Everyone who wants to master speaking and learning English faster, should visit Effortless English Club at www.EffortlessEnglishClub.com

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Transcript of A.J. Hoge's Speech
in Effortless English Club at (www.EffortlessEnglishClub.com)

The researcher made several marks to classify types of simple input in transcripts

Example : for fewer contractions
Example : for shorter sentences with simple grammar
Example : for the use of nouns rather than pronouns
Example : for repetition

Video I

Duration : 5 minute 28 second
 Title : Rule number 2 (do not study grammar rules)
 Speaker : A.J Hoge
 Place : At www.EffortlessEnglishClub.com

Hi! This is A.J. Hoge again, the director of "Effortless English" and today we're gonna learn about Rule Number 2. Now, rule number two is a surprise for many people. **Rule number two is simple: do not study grammar rules. Do not do it!**. Now, I know this is a tough rule for some people, because most of your life learning English *you have* been told to learn grammar rules. In Middle School, in High School, in University, in language schools, everywhere in the world: grammar, grammar, grammar, grammar, grammar.

So my first question to you is: did it work? Was it successful? If you're watching this video *you have* studied English before, in school, somewhere, and probably you focused a lot on grammar rules. So my question is: Can you speak English easily, quickly and automatically right now? If the answer's no, why not? Because *you have* studied English for many years already.

Why can't you speak quickly, easily and automatically? Why not? Well, it's not your fault, actually. The reason, the answer for most people is that you studied grammar rules too much, **you focused on grammar rules**. Why? Because **your teachers told you too**.

Why is it bad to study grammar rules? Well, because when you study grammar rules, when you focus on grammar rules, you focus on analysing English. In other words, **you think about English**, you think about the past tense, the present tense, the future, the present perfect, the past perfect. Now, for writing English, errr... **that's OK**. Why? Because when you write English you have time. **You can go**

slowly, you can write very slowly, you can think about it, you can erase your mistake... it's ok. You don't need to write fast.

But for speaking there's no time. You *do not* have time to think about the rules for the present perfect tense in English when you're listening and speaking. **There's no time. Someone asked you a question, and you must answer immediately. You have no time to think about prepositions, you have no time to think about verb tenses, possessives, all the stuff you learned. There's no time.**

How do native speakers learn grammar? Well, I'm an English native speaker and I can tell you I never studied grammar rules. Not until high school, and **we studied grammar rules for writing**. In college native speakers study grammar rules again. Why? For writing. But for speaking, we don't. So how do we learn grammar rules? Well, we learn through listening, through hearing correct grammar, again and again and again and again. A lot of correct grammar. So the best way to learn English grammar is through input. In other words, English coming in, mostly through your ears but reading is also ok, but don't read text books, don't read grammar books, just read easy English books, easy novels. But most of all you'll be listening.

Now, in the next e-mails that you get, I'll tell you exactly how to learn grammar in an easy way, in an effortless way, without studying rules. So keep getting those e-mails, read the next e-mails because in later e-mails I'll tell you exactly how to learn English grammar so you can use it quickly and very fast when you're speaking, not just writing. But for now, for today, the, the number two rule I want you to remember is: *do not* study grammar rules. If you focus on grammar rules it will hurt your speaking. **You'll speak more slowly, you'll understand more slowly.**

So if *you have* grammar books throw 'em away, put 'em in the trash, good-bye grammar books. If you want you can burn them, you know... put 'em on fire, because they're useless, they *will not* help you with your English speaking or your English learning and listening. So good-bye grammar books, no more grammar rules. Yeeeh! **That should make you happy.**

Ok, good enough. This is the second rule for learning to speak excellent English. Tomorrow you'll get the next rule, rule number three tomorrow. So I hope you enjoyed this e-mail course and these videos and I'll see you next time. Bye-bye.

Video II

Duration : 8 minute 28 second
 Title : Rule number 4 (Learn Deeply)
 Speaker : A.J Hoge
 Place : At www.EffortlessEnglishClub.com

This is A.J. again, director of "Effortless English". Welcome to the fourth rule for speaking excellent English. Now, **this rule is also very simple**. In fact, **all of these rules are simple**, but when you use them, when you use all of them, change the way you use English, *you will* get fantastic results. So **rule number 4 is also very important**. Rule number 4, again, is very simple, and it is this: Learn deeply. Deep learning.

What does that mean? Well, deep learning basically means repeating what you learn again and again and again, many, many times. So this, again, is very different from the way you learned in school. Unfortunately, most schools have a lot of pressure to go fast, fast, fast, fast. They're always pushing the students to learn more vocabulary, more vocabulary, very fast. New grammar, new grammar, new grammar. Every week new grammar. Every week a lot of new words, right? 'cause they're going through these text books and they're trying to finish the text book very quickly.

So, what's the problem? Well, **the problem is, the students**, you, you learn a lot of stuff, but then you forget it, **you forget what you learnt**. Or you remember the basic idea but you can't use it. So, for example, all students *who have* studied English learned the past tense, you learned the past tense, but you studied it in a text book and then, boom, very fast, you went and **you learned more grammar**. **You learned possessives, you learned the future, you learned the present perfect**.

So you're constantly going very fast, so you never mastered the past tense. You *did not* learn the past tense deeply, deeply, deeply like a native speaker. That's why you make mistakes with the past tense, still. You studied many years but you still make mistakes with the past tense. It's because you never mastered it, you never learned it very, very deeply.

So you need to slow down and repeat everything you learn again and again and again. For example, when people use my lessons, when they buy my lessons I tell them: you listen to the same lesson set, the same group of lessons, the same topic, every day for two weeks. **That's right. It's the same lessons**, maybe two or three lessons, you listen to the same ones on Monday, Tuesday, same lessons, Wednesday, same lessons, Thursday, Friday, Saturday, for one week, two weeks. If it's still difficult, then you do it again, three weeks, four weeks. **It's not a race**.

You want to learn everything very deeply so that you really learn it, so **that you never forget it, so you can really use it. That's deep learning.**

So if *you have* an audio article or a podcast, something you're listening to and **you like it, don't just listen one time, one time is not enough. Five times is not enough.** You should listen to that (the article, the speech, whatever it is), you should listen to it 30 times, 50 times, 100 times or more.

Now, you can have a few things or maybe *you have* two or three audio articles and each day you listen to them all, but then you repeat them again, and then you repeat them again, and you repeat them again. **You're learning** deeply, deeply, deeply. Even after you know the vocabulary, continue listening to the same thing. Because knowing the vocabulary just means

you can take a test and you say the meaning, but when you hear it, do you instantly understand it? Can you use it quickly and easily, automatically? If the answer's no, you need to repeat more, you need to listen to that same word, phrase, sentence, article, lesson, again and again and again. Many, many times. This is one of the key secrets to speaking faster and to really learning grammar correctly and using it correctly.

So, focus... for example you listen to a story in the past tense. Listen to that story again and again and again and again, one week, two weeks, three weeks. Then another story in the past tense, one week, two weeks, three weeks. And then another story in the past tense, one week, two weeks, three weeks. **You never stop!**. I'm a native speaker and all my life I've been learning the past tense. I still listen to the past tense now, and *I will* as long as I live.

So you never stop this basic, key, verb tenses, grammar, learning all of it, the... the.. the c-... the most common words, you gotta keep listening to them like a native speaker, **you hear them every single day. You repeat** them again and again. I've heard the past tense... I don't know, tens of thousands of times, millions of times. I've heard the basic most common vocabulary in English every day thousands, tens of thousands, millions of times, and ***I will continue to hear them.*** That's why I can use them quickly and automatically, and **maybe you can't.**

You just need more repetition, you gotta learn more deeply. Focus on the most common verbs, the most common vocabulary, the most common English, through listening and then, repeat, repeat, repeat. When you do that, **that's the key**, that's **the secret**, that's ***how you will develop, that's how you will get automatic speaking.***

OK? So that's our rule today for rule number 4: deep, deep learning, repeat everything a lot, repeat it many times. So I'll see you tomorrow for rule number 5. Have a great day. Take care. Bye-bye.

Audio

Duration : 13 minute 51 second
 Title : Superior Man
 Speaker : A.J Hoge
 Place : At www.EffortlessEnglishClub.com

Hi, this is A.J. Welcome to the next lesson. This lesson is called the way of the superior man and we're going to talk about a book with the same title, the way of the superior Man, by David Deida. **His last name is D-e-i-d-a. David Deida, another very interesting book.** I'm trying to introducing you to a lot of interesting books and after these lesson are all over may be you can go find these books and read them yourself. What a cool idea, but first let's get started. Get your body strong, strong psychology, right? Breathe deep, chest up, chin up, eyes up, smile big, deep breaths, move your body, come on, get some energy in your body. **Let's get started.**

So, the way of the superior man, it's an excellent book and *it is* in fact written for men, although I think *there are* a lot of great ideas in there for women, too. But I do think that men especially will enjoy the book. So, if you're man, I especially recommend that you go get it. But even if you're woman you could read it. You're allowed too. It's okay. Now, this book is really about how to be a superior man, **I guess what the title says.**

How to be a great person is what it really means. How to live that life of your dreams, very similar to a lot of the topics we're talking about, right? They all have a similar theme. Do you notice the topics are similar? Do you think I'm trying to convince you of something? Well *I am*. I'm trying to convince you to live the life of your dreams, whatever that it. I don't know what *it is*, but you know. Whatever those big dreams you have, I want you to get them. Now, of course, one of those dreams is to speak excellent English and **I'm helping you with that right now**, too.

And you're going to continue helping yourself speak excellent English, even after you finish all of these lessons. You're going to find more listening, more English listening and **you're going to listen to it everyday**. You're going to find cool, fun, interesting English books, novel especially. And you're going to read them every day. You're going to keep following this system even after you finish all of my lesson. **It never stops. It never ends.** But that okay because you enjoy it. Because **you're smiling. you're moving. This is great. You love it.** So why

would you stop? No reason, you're going to keep going forever. Alright, so get that big smile, come on-smile and **let's get started**.

I'm going to read a section of the way of the superior man. This section talks about fear because what stops us? What stops us from living our dreams? Usually **it's fear**. Some kind of fear, fear of failure is a very common one. Probably the most common, I think, fear of what other people think, fear of what people's opinions. Fear of not being normal. Well, all these fears. **Everybody has them**. It doesn't matter who *they are*, even if *they are* a top performer. Even if *they are* super rich, super successful, super wonderful, everything is great in their life. ***They have fear*** and ***they had fear***. So *we have* to learn how to deal with fear. So let me read about this topic, from David Deida and then we'll talk about it more. Here we go:

“pick an area of your life. Perhaps your intimate relationship, your career, your relationship with your children, or your spiritual practice. For instance, you are currently doing something to earn a living. Where do your fears stop you from making larger contribution to mankind, from earning a higher income or from earning money in a more creative and enjoyable way? If you are absolutely fearless, would you be earning a living in exactly the same way as you are now?

Your edge, your limit, is where you stop. Where you compromise your fullest potential, your biggest dream and instead cater to your fear. Have you lost touch with the fears that are limiting and shaping your income and style of livelihood? If you have deluded yourself and feel that you are not afraid, then you are lying to yourself. All men are afraid unless they are dead.

If you cannot admit this, you are pretending to yourself and to others. Your friends will feel your fear even if you do not. Thus, they will lose trust in you, knowing you are deluding yourself, lying to yourself and are therefore likely to lie to them, consciously or unconsciously. Or perhaps you are very aware of your fears, your fear to take risks, your fear of failing, or your fear of succeeding. Perhaps you are comfortable with your life and you fear the lifestyle change that might accompany a change in career. Even though the new career will be closer to what you really want to do with your life.

Some men fear the feeling of fear and therefore don't even approach their edge, don't even approach their potential or their limit. They choose a job they can do well and easily. And don't approach the fullest potential they

have within them. Their lives are secure and comfortable but dead. They like aliveness. They like depth. They like the inspirational energy that is the sign of a man living his fullest. If you are this kind of man, who is hanging back, working hard perhaps but not challenging yourself, well then, other men will not be able to trust you. They will not trust that you can and will help them live fully.”

Okay, **that is the end of the section. Lets talk about it.** What does it mean? So, *he is* talking about fear and one of his points, point number one, every one has fear. **All men and woman have fear. We’re all afraid of something. We’re all afraid of what other people will think. No body likes to be criticized.** For example. We’re all afraid of failing, maybe some people little bit afraid, some people very, very afraid. But **all of us have that fear. Sometimes *we have fear of success*. We’re afraid that our life will not be comfortable anymore, “oh my god, if I’m successful then I’ll have more stress,” or something. Or I’ll be a bad person, or, I don’t know. We all have that kind of fear, too. Sometimes very small in some people and in some people *it is* a very big fear. **The point is, every body has fear.** So, he’s saying that *you have* to live with your fear. ***You have to see your fear. You have to recognize it. You have to welcome it. You have to accept it.*** You say “yes, I have fear. Yes, I’m afraid of this.” **That’s okay. That’s the first step. *You have to accept your fear. You have to be honest.*** If you tell yourself, if you tell everybody” I’m not afraid of anything. I’m not afraid. I’m doing what I *want to do*” then you’re probably lying, may be you’re subconsciously lying. But **that’s what he’s saying.****

So next he’s saying that you must go past your fear. If you stop because of fear, your life will become dead. It’s very strong language he’s using, right? **He’s very strong about this.** He’s saying if you stop because of fear *you will* become dead, *you will* become a weak man. He’s talking about men here but, it’s the same for women. So he’s saying you’ll become a weak man, a lying man.

Other men won’t respect you. They won’t trust you. Because they see you’re afraid and ***you’re not living your true life.*** You’re not living your full potential, your full ability. You’re not trying to live your real dream. So, he’s saying if you do that, if you stop because of fear, then other people, they’ll stop respecting you. ***They will know. And you will feel dead. Some part of you will feel dead.***

On the other hand, the good news, he’s saying if you do continue, *you have* the fear-yes-but keeping going. You keep pushing yourself, challenging yourself. ***Then you will feel alive. You will feel energy. People will notice.*** *They will* see that you are living your dream or trying to, at least. And in this article he is specifically talking about jobs and work. And, I choose this for a reason because

it's one area most people do stop because of fear. Most people work a job that they hate, they actually hate the job. They go everyday, but they never change. **They're afraid to try something more.**

Other people just do something that's comfortable. **They don't hate their job.** But **they don't love it. It's okay**, and then day after day, week after week, year after year, same boring job, and they become more and more dead in their life. And unfortunately, I think that's probably the normal think. I think most people do that. I've seen it in my family have done it. **I've seen a lot.** Most people I meet, they're not super excited and thrilled and feeling wonderful about their job or their career. Because they're not living their real dream. **They gave up. They quit.** Don't do that. If *you have* done that, well, it's never too late to change. **You can change right now. Just do it. So he's saying start here.** Start with your job start with your career. What do you really, really, really *want to* do? If you really dream big, what kind of career or job or business would make you feel excited and alive everyday? Try to do that job. Try to do that career. **You might need to study more. You might need to learn a lot. You might need to take a big risk.** You might need to quit your job that *you have* now. **It might take time.** But start trying to do it now. Keep working at it. **Do it. Don't stop because of your fear.** And he says this is a neverending process. **You never stop challenging yourself.** You never stop pushing past fear. **The fear will always be there.** *There will* always be something new, a bigger dream you *want to* try and the fear is going to try to stop you and you always have to keep going. As long as you're alive. **This will happen. It will always happen. It never, ever stops.**

It's true in my life. I've seen it. Y'know when I quit my job to start Effortless English, I was afraid. In fact I was terrified, very afraid. I was afraid I was going to fail. I was afraid *I would have no* money. Be homeless, crazy fears but I did it.

anyway. And I'm very happy that I did because now *I am* very excited. **I feel very alive. I love what I do, but I'm not stopping.**

Now, **I want to grow Effortless English. I want to bring more people into the company. I want to do seminars. All of these give me more new fears.** Oh my god, maybe I won't be very good at a seminar. **I have to stand in front of hundreds of people.** Oh my god, I'm afraid, right? **The fears always come.** Just you just keep going anyway. I'm not going to be stopped by those fears. **I will continue. And you must continue as well.**

Alright, **that's enough for now.** Stay strong. Big smile, strong psychology, challenge your fears. Keep going. **See you next time.**