

## **Linguistic Modifications in Teacher Talk in English for Medical Purposes Classroom**

**Abstract:** This study aims to investigate linguistics modification in teacher's discourse in an English for medical purposes (EMP) classroom at one of the medical colleges in Saudi Arabia. Linguistic modification in teacher's talk is essential part of classroom interaction as it facilitates students' understanding by reducing complexity of syntactic structures and the use of familiar structures and words. Data in this study were collected through classroom observation and informal chats with the teacher. 15 classroom observations were carried out during the First Semester of the academic year 2019/2020. When necessary, informal chats with the teacher took place at the end of observation session to get further clarification of what had happened in the classroom. The teacher talk can be described as having high frequency of self-repetition, exaggerated pronunciation, slower rate of speech, avoiding contractions, use of short sentences and phrases, paraphrasing, avoiding idioms and unfamiliar words, and pausing were marked in teacher talk. Phonological, semantic and syntactic modifications in teacher talk ensured input comprehensibility, avoided confusion and encouraged classroom participation. This study concludes that linguistic modifications in teacher talk are necessary to ensure input comprehensibility and support students' engagement in classroom interactions.

**Keywords:** Classroom interaction, discourse analysis, English for medical purposes, linguistic modification, teacher talk.

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