Title: A Functional Analysis of EFL Classroom Talk: The Case of Exp.

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Abstract: This study investigated EFL classroom talk using Halliday and Matthiessen's (2013) meta-functions framework. Four female participants, including two experienced and two inexperienced teachers, taught similar grammar subjects to their intact classes. Classes were video-recorded and transcribed by the researchers. The meta-functions included topical themes, multiple themes, theme markedness and theme patterning. The results demonstrated differences between the experienced and inexperienced teachers' discourse on the use of simple themes, multiple themes, marked themes, and theme patterning. The total number of simple themes used by the inexperienced teachers was higher than their experienced colleagues, except for the interrogative clauses. However, the experienced teachers used more interpersonal and textual themes. In addition, patterns of theme development were found to be different in discourses of experienced and inexperienced teachers. This researcher concluded that the experienced teachers' talk was more cohesive, elaborated, and systematic. Moreover, it was shown that experience can play an important role in shaping language teachers' talk and theme/rheme distinction can be used as an effective tool to investigate the nature of it. Several implications concerning various stakeholders are provided at the end.

Keyword: Theme/Rheme Distinction, Teacher's Talk, Simple Theme, Multiple Themes, Theme Marked.

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