

# FEATURES OF TEACHER TALK TO LEAD STUDENT INVOLVEMENT IN CLASSROOM DISCUSSION IN AN EFL CLASS AT SMA NEGERI 1 GRESIK

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## Abstrak

Diskusi kelas menuntut siswa untuk terlibat aktif sehingga diskusi kelas tersebut dapat berjalan baik. Permasalahan yang sering dihadapi oleh para guru dalam melaksanakan diskusi kelas adalah bahwa siswa sering merasa enggan dan malu untuk memberikan kontribusi mereka selama diskusi kelas berlangsung. Penelitian ini bertujuan untuk menggambarkan (1) fitur penuturan guru apa sajakah yang dapat memicu keterlibatan siswa dan (2) keterlibatan apa sajakah yang dilakukan siswa selama diskusi kelas sebagai respon terhadap penuturan guru yang digunakan. Penelitian ini adalah penelitian deskriptif kualitatif. Peneliti menganalisis data secara kualitatif. Subjek dari penelitian ini adalah seorang guru bahasa Inggris dengan pengalaman mengajar selama lebih dari 7 (tujuh) tahun dan para siswa kelas XI MIA 8 di SMA Negeri 1 Gresik. Data penelitian diperoleh melalui kegiatan pengamatan dan wawancara. Peneliti menggunakan field note, rekaman video, dan panduan wawancara untuk membantu peneliti dalam memperoleh data. Berdasarkan hasil yang diperoleh, dapat disimpulkan bahwa guru menggunakan 9 (sembilan) fitur penuturan guru untuk memicu keterlibatan siswa. Fitur-fitur tersebut adalah *direct repair*, *display question*, *referential question*, *extended teacher turn*, *extended student turn*, *seeking clarification*, *confirmation check*, *teacher echo*, and *teacher interruption*. Fitur-fitur tersebut dapat memberi kesempatan bagi siswa untuk terlibat langsung dalam diskusi kelas. Penelitian ini juga menemukan bahwa siswa melakukan beberapa keterlibatan selama diskusi kelas sebagai respon terhadap usaha guru dalam memicu keterlibatan siswa. Keterlibatan-keterlibatan tersebut adalah menanyakan pertanyaan, menjawab pertanyaan, serta mengutarakan pendapat.

**Kata Kunci:** *Interaksi kelas, penuturan guru, SETT, keterlibatan siswa, diskusi*

## Abstract

Classroom discussion requires students to get involved actively so that the classroom discussion can go well. The problem that is often faced by the teacher in conducting classroom discussion is the fact that students are often reluctant and shy to give their contributions during the classroom discussion. This study is aimed to (1) describe the features of teacher talk the teacher used to lead student involvement and (2) what involvement students did during the classroom discussion as the response toward the teacher talk. This study is a descriptive qualitative study. The researcher analyzed the data qualitatively. The subjects of the study are an English teacher with more-than-7-year-teaching-experience and eleventh graders at SMA Negeri 1 Gresik. The data were obtained through observation. The researcher used field note, video recording, and interview guide to help her obtain the data. Based on the result, it can be concluded that the teacher used 9 (nine) features of teacher talk to lead student involvement while conducting classroom discussions. Those features were *direct repair*, *display question*, *referential question*, *extended teacher turn*, *extended student turn*, *seeking clarification*, *confirmation check*, *teacher echo*, and *teacher interruption*. Those features were able to give chance to students to give their contributions in classroom discussion. This study also found that students did some contributions to respond the teacher's attempt to lead their involvement. Those contributions were asking questions, answering questions, and sharing ideas.

**Keywords:** *Classroom interaction, teacher talk, SETT, student involvement, discussion*

## INTRODUCTION

Dagarin (2004) defined classroom interaction as a two-way process of transferring and receiving messages between teacher and students in a teaching learning process. It means that both teacher and students communicate to each other to have the same understanding about the teaching learning materials. The interaction can be a teacher-student interaction, student-teacher interaction, or student-student interaction.

Classroom interaction is an important aspect in English teaching learning process besides the material taught. Allwright (1984, p. 158) said that the importance of classroom interaction is that it is included in every belief of teaching activities. It can influence the success or the failure of English teaching learning process. By doing classroom interaction, both the teacher and the students can improve their abilities and skills in using English; either in spoken form or in written form. Without an interaction in teaching learning process, teacher will not be able to deliver the information, for example, explaining the materials or answering students' questions. The students also will not be able to ask questions and give their opinions to help them understand the materials. If this condition happens in a real teaching learning process, teacher will not be able to know and determine whether the students have achieved the competence required or not.

Classroom interaction can be divided into two forms; those are classroom verbal interaction and classroom nonverbal interaction. Classroom verbal interaction is an interaction using words that are expressed verbally; it consists of teacher and students' utterances while the teaching learning process is being held. Classroom nonverbal interaction is another way to deliver messages without using words; it can be facial expressions, gestures, intonation, and so on. This kind of way is used to clarify the meaning. This study will focus on the classroom verbal interaction because it is related to language teaching that is aimed to make the learners able to communicate using the target language.

Classroom verbal interaction takes most time of teaching learning process. It happens naturally since the teacher should explain the materials, answer students' questions, give instructions, and so on. The students perhaps will also ask or answer questions and give opinions while the teaching learning process is being held. The language that is used by both teacher and students along the teaching learning process is called classroom language.

Classroom verbal interaction can be divided into two; they are student talk and teacher talk. Student talk is the utterances said by the students in an EFL class whereas teacher talk is all the utterances delivered by the teacher while the teaching learning process is being held (Lynch, 1996:6). Teacher talk usually becomes an important source for the students' language input (Al-Otaibi, 2004). Teachers should provide students with a good and correct language because it can be students' reference in using language. If teachers provide students with an incorrect language, it can be fossilized in students' mind and make them use the language

incorrectly. Furthermore, a good and correct teacher talk can represent the teacher's ability and make students understand the teaching-learning materials better. In conclusion, teacher talk can determine the success of a teaching learning process (Parrish, 2004).

Teacher talk can be classified into some features, for example, giving instructions or questions, repeating students' sentences, giving feedbacks, etc. Those features can be analyzed using SETT (Self-Evaluation of Teacher Talk). SETT is a framework that is designed to help teachers delineate the communication in their classroom and make them understand the communication itself deeper (Walsh, 2006). SETT consists of 14 (fourteen) features that are used to classify the teacher talk. 'This framework relates language used by teachers to pedagogic purpose so that teachers or researcher can know the appropriate teacher talk in a particular mode (Walsh, 2006).

There is an aspect that is expected from a teaching learning process; it is student involvement. Student involvement is the efforts that students do to get achievements in their learning process (Astin, 1984). People usually call it as student involvement. This aspect is expected because from student involvement teachers can know whether or not students have understood the teaching-learning materials.

Student involvement is a quite serious concern in teaching learning process; especially in Indonesia. It is because many Indonesian students think that English is a difficult language to learn. Many of them still cannot speak fluently because they do not know how to speak well. They seldom practice their spoken English, especially outside the English class (Syafryadin, 2013). Students' fear of making mistakes and being laughed by their friends make them shy, or even afraid to participate actively in their English class. They will be silent whenever the teacher asks them questions, asks for their opinions, or asks for their willingness to present something in front of their friends. This situation can give difficulties to the teacher in determining students' ability, comprehension, and skill. Because of that situation, teachers have an important role in leading student involvement; and one of the ways to lead student involvement is by using teacher talk.

One of the teaching-learning activities which needs student involvement is discussion. Discussion is an activity in which the teacher and students are talking about a case or a topic by sharing information, ideas, opinions, or evidences to each other to get a conclusion of the case or the topic (Ewens, 1986). From the definition above, the researcher concludes that student involvement is really needed in this activity because the participants of the discussion should share their ideas, opinions, or evidences so that they can make a conclusion of the case or topic they are talking about. But in reality, students are often afraid to participate in discussions. They are shy to deliver their opinions or questions in a discussion until the teacher points and asks them to give their opinions or ask questions. Based on the situation above, teachers do have an important role in leading student involvement by using teacher talk.

Walsh's (2002) research about teacher talk and learner involvement revealed that there are some features of teacher talk can construct or obstruct learner involvement in the teaching learning process. Another research conducted by Al-Otaibi (2004) revealed that positive teacher talk can give good effect to students' performance by the end of language course.

Based on the reasons stated above this study is conducted to describe which features of teacher talk that can lead student involvement and the kinds of involvement students did during classroom discussion.

## METHOD

Related to the research question, the researcher used descriptive qualitative as the research design. The data presented was in the form of words. Qualitative research is a research that is conducted in their natural setting; the researcher acts as a part of the research field. It purposes to interpret the meanings of the phenomena observed (Denzin and Lincoln, 2005; Ary et al., 2010). The researcher described the features of teacher talk that were used by the teacher to lead student involvement and what involvements students did in classroom discussion activities in an EFL class at SMA Negeri 1 Gresik.

The subjects of this study are an English teacher who has more than 7-year-experience in teaching English at SMA Negeri 1 Gresik and the students of class XI MIA 8. The researcher chose a teacher who has more than 7-year-experience because the researcher thought that the longer experience a teacher has, the better understanding and ability she has in managing the students. The teacher's name is Mrs. Siti Azizah, S. Pd. She has taught English at SMA Negeri 1 Gresik for 7 years. She teaches some classes in this academic year and she recommended XI MIA 8 to be the class observed because the students have more knowledge and are the most active class than other classes she teaches.

The researcher used two instruments in this study, i.e. field note and interview. The technique that was used to obtain the data was observation. The researcher chose this technique because the data that the researcher wanted to obtain is the teacher talk which can lead the student involvement in discussions in an EFL class at SMA Negeri 1 Gresik.

The researcher conducted the observation 3 (three) times. On the first observation, the researcher observed the school --classroom environment and English teaching learning process. It was aimed to introduce the researcher to the students so that they could be familiar with her. On the second to the third observation, the researcher sat at the back of the class and observed the teaching learning process silently by focusing on the teacher talk and the student involvement. The researcher used a recorder and field note to collect the data while observing the teaching learning process. The researcher wrote the whole activity of the teaching learning process on her field note; both of the teacher and the students' activities. Besides writing the whole activity of teaching learning process on the field note, the researcher also recorded it using a recorder. The recorder was placed close to the teacher so that the teacher and the

students' voice could be recorded well. It was aimed to facilitate the researcher in recalling the teaching learning process while analyzing the data.

The interview for the teacher was conducted after the third observation. The researcher interviewed the teacher using Bahasa Indonesia to make the researcher understand what the teacher meant better. The researcher asked some questions to the teacher related to the teaching learning process (how the teacher teaches the students) and the student involvement during the teaching learning process. The interview for students was conducted on the second to the third observation after the class. The researcher asked some questions related to their feeling in learning English and their involvement while attending the English class.

Furthermore, the data obtained during the implementation need to be analyzed in order to answer the research questions. There are some steps of the data analysis technique:

1. The researcher tried to be familiar with the data by re-reading the field note and listening to the video recorder repeatedly. The researcher transcribed the video recorder into a written form without correcting the grammatical errors to maintain the sense of the utterances delivered. The researcher also wrote the nonverbal language (facial expressions, gestures, etc.) to strengthen the utterances delivered. Then the researcher organized the data based on its source (video recorder transcription, field note, and interview) to make the data analysis process easier.
2. The researcher coded the data obtained into some categories. The researcher sorted them and chose the data that would be much related to the answer of the research questions.
3. The researcher interpreted the data by reflecting the data coded with her ideas, knowledge, and theoretical orientation in Chapter II. After being interpreted, the data were represented in the form of words.

## FINDINGS AND DISCUSSION

### Features of Teacher Talk in Leading Student Involvement in Classroom Discussion

The researcher conducted the observation three times and during the observation, the teacher conducted classroom discussion in every meeting. On the first meeting, the teacher conducted classroom discussion before and after listening activity to discuss the content of the audio played and the students' answer of their works. On the second and third meeting, the teacher conducted classroom discussion after each student presentation to discuss about the presentation performed.

Based on the observation result, the researcher found that the teacher used nine features of teacher talk promoted by Walsh (2006) to lead or construct the student involvement (to give students chances to give their contribution). Those features, which are called constructive features of teacher talk, are direct repair, display question, referential question, extended teacher

turn, extended student turn, seeking clarification, confirmation check, teacher echo, and teacher interruption.

The first feature of teacher talk that the teacher used to lead student involvement was direct repair. Direct repair was used when the teacher corrected students' or her speech directly. The following is the example of direct repair used by the teacher.

Extract 1:

- T : Transportation. Now you say it. Ehm... Husein. (Pointing another student)
- S1 : Ocean, maybe.
- T : I'm sorry?
- S1 : Ocean. (Saying it in a wrong pronunciation)
- T : **Ocean.** (Correcting the pronunciation directly)
- S1 : Ocean. (Pronouncing the word correctly)

Extract 1 shows that the class was discussing the content of the song they would listen. The teacher pointed a student and asked him to give his opinion toward the topic discussed. Then the student said the word 'ocean' in a wrong pronunciation (osean). The teacher corrected the mistake directly by saying it in the right pronunciation (/ʊʊ ʃ ə n/). The student then repeated pronouncing the word 'ocean' in the right pronunciation. Based on the observation result, this feature can give students chance to get involved in classroom discussion.

The second feature of teacher talk that the teacher used to lead student involvement was display question. It was used when the teacher asked students a question she had known the answer. The following is the example of display question used by the teacher.

Extract 2:

- T : No? you will be. Spain is very beautiful one; but... something happen in Spain. *Indonesia... ada masalah, ya?*
- S : *Nggak tau.*
- T : **You know what the problem? Indonesia and Spain?**
- S : No.
- T : Drugs. One of Spanish, kay, so... facing... facing the execution; *menghadapi eksekusi.*

Extract 2 shows that a student gave her contribution during the classroom discussion by saying 'Spain'. Then the teacher started to talk about Spain and asked students whether or not they know about the conflict between Indonesia and Spain only to check whether or not students know about it. Students responded it by saying 'No', means that they do not know the problem between Indonesia and Spanish. Based on the observation result, this feature can give students chance to get involved in classroom discussion.

The third feature the teacher used to lead student involvement was referential question. It was used when

the teacher asked students the question she did not know the answer. The following is the example of referential question used by the teacher.

Extract 3:

- T : Okay, thank you so much MIA Delapan. You're name is *Seng... apa? Seng apa?*
- S : Sengkaling.
- T : **So, what you got for your bazaar?**
- S : Ice creaaaam.... (Answering simultaneously)
- T : Okay, okay. Ehm...

Extract 3 shows that the teacher asked students what kind of food they should sell on the school bazaar. She asked it because she really did not know about it. Students responded it by answering 'Ice cream' to tell the teacher what they should sell on the school bazaar. Based on the observation result, this feature can give students chance to get involved in classroom discussion.

The fourth feature that the teacher used to lead student involvement was extended teacher turn. It was used when the teacher said more than one clause while giving contribution. The following is the example of extended teacher turn used by the teacher.

Extract 4:

(A student had finished presenting his presentation in front of the class)

- T : **Nice presentation. As usual, anyone want to do something? Okay, about the presentation. Not only, not only questions but also... if you want to give suggestions, it's okay, please. So, Jun, the question is...**
- S2 : Why do you choose this topic? *Apa? Padahal iku apa?* Although there is more nice... interesting?

Extract 4 above shows that the teacher said more than one clause on her turn after a student performed his presentation in front of the class to give other students chance to give their contributions. She informed that students could deliver not only their questions but also their ideas or suggestions about the performer's performance and ask a student what question he wanted to ask. Based on the observation result, this feature can give students chance to get involved in classroom discussion.

The fifth feature was extended student turn. It was used when there was a student who gave her/his contributions more than one clause. The following is the example of extended student turn used by the teacher.

Extract 5:

- S3 : *Aku tanya nggak papa, Ma'am?*
- T : Yes, usually you give comment. Yes, Dimitri.
- S3 : **I think I hear some of wrong spelling just like**

**got (past form of get), you said it got (the English term of kambing). And then for the content is, maybe for me, too long; too much. Maybe you should add small of pictures and the text.**

Extract 5 above shows that there was a student who asked if he could give his contribution after the performance was over. The teacher let him by saying 'Yes, usually you give comment. Yes, Dimitri'. The student then delivered his contribution, which was more than one clause, without any interruption from the teacher. Based on the observation result, this feature can give students chance to get involved in classroom discussion.

The sixth feature the teacher used to lead student involvement was seeking clarification. It was used when the teacher wanted students to explain what they had said. The following is the example of seeking clarification used by the teacher.

Extract 6:

S4 : Love song.

T : Thank you for Eka. You said just now that the song will be about love. **How it could be? Why you said it's about love?** I don't give you the clue, you got only the lyric.

S4 : I miss Daniel...

Extract 6 shows that the teacher was looking for further explanation from her student by asking her why she said it while discussing the content of the song they would listen. The teacher wanted to know the reason that made the student get the answer only by reading the lyric of the song. The student responded it by saying 'I miss Daniel'. Based on the observation result, this feature can give students chance to get involved in classroom discussion.

The seventh feature the teacher used to lead student involvement was confirmation check. It was used when the teacher wanted to make sure that she/he had understood students' contributions. The following is the example of confirmation check used by the teacher.

Extract 7:

T : Okay, that's... (Students start to discuss the picture themselves)

S5 : Transportation

T : Okay. Ya? Zulfikar? **The song will be about transportation?**

S5 : No.

Extract 7 shows that the teacher was uncertain about what the student had said while discussing the content of the song they would listen because he said it

slowly when the class is noisy. She then asked the student to make sure that she had understood what he had just said by rephrasing his contribution into her own words. The student responded it by saying 'No'. It means that what he meant was not like what the teacher asked him. Based on the observation result, this feature can give students chance to get involved in classroom discussion.

The eighth feature that the teacher used to lead student involvement is teacher echo. This feature is used when the teacher repeats her/his previous utterances or repeats student's contributions. The following is the example of teacher echo used by the teacher.

Extract 8:

T : Okay, hey. Is there any of you that fully fill... no? Okay. How many gap left? *Berapa yang tertinggal?*

S : Two.

T : Two. **Which number? Which number?**

S4 : Two and seventeen.

Extract 8 shows that the teacher asked the students which number they had not filled yet after listening the song to discuss students' answers. The students answered 'Two'. The teacher then asked the students the other numbers they had not filled yet and repeated her question twice. A student then answered her question by saying 'Two and seventeen'. Based on the observation result, this feature can give students chance to get involved in classroom discussion.

The ninth feature that can be used to lead student involvement is teacher interruption. It is used when the teacher interrupts students' contributions. The following is the example of teacher interruption used by the teacher.

Extract 9:

S6 : I think the title.... (Other students were noisy)

T : **Sshh... (S6 held his words back) Listen to Huda Imanudin.**

S6 : I think the title is Jet lag.

Extract 9 shows that the teacher interrupted the student's contribution and asked other students to be silent and to listen to what their friend would say. The student then could give his contribution completely. Based on the observation result, this feature can give students chance to get involved in classroom discussion.

Seeing the fact that the students were quite active during classroom discussion, a question was raised in the researcher's mind. The researcher was quite curious whether or not the students had been that active since the beginning. The researcher asked that question to the teacher during the interview and the teacher answered, "*Kalau dulu itu ada beberapa siswa yang nggak bisa ngomong gara-gara takut. Mungkin saking nervousnya, badannya itu sampe gemetar. Tapi lambat laun, para siswa itu akhirnya mulai merasa terbiasa. Mungkin karena ada saatnya mereka harus speaking sendiri, jadi mereka mau nggak mau harus ngomong.*". The teacher's answer explained to the researcher that as the time passed, the students' confidence in giving contributions

during the classroom activities has been increased and it makes them quite active in giving their contributions.

During the interview session, the researcher also asked the teacher whether or not all students get involved actively in classroom discussion. The teacher then answered, "*Ya, ada beberapa siswa yang aktif berpartisipasi. Tapi ada juga yang kurang, ya. Tapi kalo di kelas sebelas MIA delapan ini sebagian besar muridnya aktif.*" The teacher's answer explained to the researcher that most students in class XI MIA 8 are so active to get involved and give their contributions during classroom discussion. It supported and strengthened the facts the researcher found during the observation which showed that most students got involved actively during classroom discussion.

### **Kinds of Student Involvement Done in Classroom Discussion**

Among the three activities that can be done in classroom discussion, students did all of them during the activities. They asked and/or answered questions and gave comments on the topic they were discussing.

The first and second contribution that students did during classroom discussion were asking and answering questions. Students asked questions when they have something in mind that they were curious about and could not find the answer themselves. Moreover, students answer questions to help their friends who asked the question to solve and make them understood the problem. The following is the example of asking questions and answering questions done by students

Extract 10:

- T : Not only, not only questions but also... if you want to give suggestions, it's okay, please. So, Jun, the question is...
- S2 : **Why do you choose this topic? Apa padahal iku apa? Although there is more nice... interesting? (Asking question)**
- S7 : **Because Kyai Haji Ahmad Asrori Al Ishaqi is founder Al-Khidmah and I am his Al-Khidmah jamaah so I choose him. (Answering question)**

Extract 10 above shows that the teacher gave students chance to ask and/or give comments toward the performer's performance to get further explanation and/or to improve the performer's future performance. A student then raised his hand and asked the performer the reason(s) that made him chose Kyai Haji Ahmad Asrori Al Ishaqi as the topic of his presentation since he thought there were other topics which were more interesting than the performer's topic. The performer then answered the

question by explaining the reason why he chose that topic.

The third involvement students did during classroom discussion was sharing ideas. Students deliver their ideas when they do not agree with the statement delivered before or to the fact that does not agree with their opinion or belief. They could deliver their opinions after the teacher gave them chance to give their contribution, for example:

Extract 11:

- T : Anyone want to say something about Dinar's presentation? I invite you to give your comment on Dinar's presentation
- S8 : *Aku tanya nggak papa, Ma'am?*
- T : Yes, usually you give comment. Yes, Dimitri.
- S8 : **I think I hear some of wrong spelling just like got (past form of get), you said it got '(the English term of kambing). And then for the content is, maybe for me, too long; too much. Maybe you should add more of pictures and the text.**

Extract 11 above shows that the teacher conducted classroom discussion after a student performed his presentation in front of the others. Then she gave a chance for any students who wanted to ask questions or give comments about their friend's performance. A student then raised his hand and asked the teacher if he wanted to say something. The teacher gave him a chance and then he delivered his opinions about his friend's performance by saying that he should mind his pronunciation and the content of the presentation (because the performer put too long video on his presentation).

In summary, the teacher used 9 (nine) features of teacher talk to lead students involvement in classroom discussion; those are direct repair, display question, referential question, extended teacher turn, extended student turn, seeking clarification, confirmation check, and teacher interruption. The student responded the teacher by asking questions, answering questions, and sharing ideas; moreover, both teacher and students used 2 (two) languages in holding the teaching learning process, those are English and Bahasa Indonesia, thus, students could understand the materials better.

### **CONCLUSION**

Based on the data representation and discussion on the fourth chapter, it can be concluded that the teacher used teacher talk to lead student involvement in classroom discussions. Among the 14 (fourteen) features of teacher talk that can be used, the teacher used only 9 (nine) of

them. Those features were used because it could give students chance to get involved in the classroom discussion. As the response to the teacher talk, students did some involvements in the classroom discussion. The involvement students did were asking questions, answering questions, and sharing ideas.

### SUGGESTIONS

After doing the research, the researcher wants to give suggestion to the teachers. For the teachers, they are suggested to give the students chance to get involved in the teaching learning process. It is because some teachers like to talk during the classroom activities and forget to give students chance to get involved in the activities because they keep busy talking by themselves. Therefore, letting students to get involved in classroom activities can help in their learning process.

Teachers are also suggested to use their authority to control the class thus the teaching learning process can be conducted well. It is because there are some teachers who do not discipline students once they behave badly or unacceptably. Teachers, sometimes, let students to be noisy and then discipline them after a period of time. Therefore, a conducive classroom situation can make the learning-teaching process more comfortable; either for the teacher or students.

For the institutions, they are suggested not to give announcements using speaker too often because it can interrupt the learning-teaching process and ruin the students' mood to get involved in it. Some schools often use speaker to give announcements outside the school break time. It means that it will be heard by all the school citizens and interrupt the learning-teaching process. Therefore, interruption during learning-teaching process can ruin students' mood and make them loss their interest in the learning-teaching process.

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