



## Exploring Classroom Practice Develop Students' Communicative Competence

Goestina; Sugirin

Department of English Education, Universitas Negeri Yogyakarta, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v12i8.6913>

---

### Abstract

This study explores the role of teacher talk in enhancing students' communicative competence in English as a Foreign Language (EFL) classrooms. It examines various categories of teacher talk, including giving information, directing students, praising or encouraging, and providing feedback, as well as how these interactions foster linguistic, strategic, sociocultural, actional, and discourse competencies. The research, conducted in an Indonesian EFL classroom, focuses on the communication between the teacher and students, emphasizing the importance of inclusive teaching methods, effective interaction, and classroom management. The findings highlight that teacher talk directly influences students' language development by providing necessary vocabulary, guiding participation, and creating an engaging learning environment. Moreover, teacher feedback and questioning strategies encourage critical thinking and active involvement, enhancing students' ability to use language effectively. The study further underscores that a balanced mix of instructional and managerial teacher talk can promote an optimal learning environment, fostering improved communicative competence. This research contributes valuable insights into the dynamics of EFL classrooms, particularly in the context of Indonesian education, and suggests that both teacher-student and peer interactions are vital for developing students' language skills.

**Keywords:** *Teacher Talk; Communicative Competence; EFL Classroom*

### Introduction

A classroom serves as a space where social participants come together to share and acquire knowledge. For effective knowledge transfer, classroom procedures need to be inclusive, ensuring that every student feels valued and motivated throughout the learning journey. Classroom management, which includes the strategies, techniques, and teaching methods used by educators, plays a key role in creating a conducive learning environment. Furthermore, students' interactions with their peers and the teacher are an essential part of these classroom practices. To ensure that students feel adequately prepared and have equal opportunities as their peers, they must be taught in an optimal classroom setting. Therefore, students' academic performance depends not only on the teaching methods employed by the educator but also on the overall learning environment within the school. In the context of English as a Foreign Language (EFL), the interaction between teachers and students is a fundamental aspect of the teaching and learning process. Anita, Yusuf, and Gani (2016) assert that the strength of a teacher's relationship with learners greatly influences teaching effectiveness. According to Brown (2007), interaction is a mutually beneficial exchange of thoughts, emotions, and ideas between teachers and students. In the

classroom, the teacher, students, groups, and the class as a whole interact to practice the target language. The teacher-class context effect indicates that while the teacher has a major impact on the quality of education, the relationship between teacher and student performance is multifaceted (UNESCO, 2009). Research has shown that in Indonesian English classrooms, teacher-led dynamics dominate (Milal, 2011), and studies by Maulana, Opdenakker, Street, and Bosker (2012) found limited interaction between Indonesian teachers and students. They noted that Indonesian teachers often focus on lecturing for the majority of class time, neglecting student engagement with learning progress, errors, or misunderstandings (Suryati, 2015).

The manner in which a teacher communicates directly influences student engagement, as it constitutes their primary verbal interaction. Various perspectives exist regarding teacher communication, with one approach focusing on the adjustments teachers make during instruction. These adaptations may involve altering word choice or pronunciation to aid student comprehension, particularly in foreign or second language settings. Teachers must be mindful of their language when delivering content or providing instructions to ensure clarity for all students. Simplifying vocabulary and sentence structures is one method of facilitating understanding, as noted by (Al-Ghamdi and Al-Bargi 2017).

(Mu'in et al., 2018) emphasize the importance of teacher communication in foreign language instruction, asserting its significant influence on student achievement. The concept of "teacher talk" has been explored by numerous researchers globally. (Sinclair and Brazil, 1982) provided a definition of "teacher talk" as the language utilized by teachers to provide instructions, clarify activities, and ensure student comprehension. Indonesian scholar Wasi'ah (2016) offered another definition. He said teacher talk can guide learning, build relationships, and provide material. In the 1970s, teachers' speech was studied. Since the start of teaching English, Teachers of English as a Foreign Language (EFL) have come up with ways for students to interact with each other, which has become a big deal in Indonesia. According to (Yanita et al., 2016), who emphasized the significance of interaction, establishing effective interactions between teachers and students in the classroom is among the paramount factors in teaching and learning.

(Rustandi and Mubarak, 2017) mentioned that interaction facilitates language acquisition for teachers to instruct their students. Moreover, it enhances students' language skills by allowing them to provide feedback to teachers or peers. Interaction in EFL classrooms appears to be perceived as a significant method for establishing a connection between teachers, who serve as knowledge providers, and students, who receive and process that knowledge. (Nasir et al., 2019) further emphasized that effective classroom interaction should provide students with more chances to improve their proficiency in the target language. In this context, teacher communication is viewed as a vital tool for fostering interaction. However, numerous challenges hinder interpersonal interaction within an English as a Foreign Language (EFL) classroom. (Sofyan and Mahmud, 2014) note that many English teachers, particularly in Indonesia, struggle to recall their teaching content and other significant aspects of classroom activities when asked to reflect on their performance. Various researchers, particularly within Indonesia, have conducted extensive studies on teacher communication within EFL classroom interactions.

Based on the principles of optimal classroom interaction, which involve a balanced blend of teacher-led discourse and addressing challenges stemming from limited student engagement during class activities, this study examined the types of teacher communication in an English class at SMA Muhammadiyah 1 Unismuh Makassar. Our initial observation revealed a lack of classroom dynamism, with students seemingly deprived of opportunities to enhance their English communication abilities. Hence, further investigation into this matter is warranted. Teacher-student Interaction further so that solutions to problems arising from the condition can be pursued effectively later.

## **Method**

### **Participants**

This study involved an English teacher and third-grade students from SMA Muhammadiyah 1 Unismuh Makassar, a prominent private Muhammadiyah school in Makassar, South Sulawesi. The school was selected for its strong academic reputation and diverse student population, making it an ideal setting to study EFL (English as a Foreign Language) learners. The teacher chosen for the research was an experienced educator, well-versed in applying communicative teaching strategies. The students, as active participants in English lessons, provided a valuable context for examining how teacher talk impacts the development of communicative competence.

### **Research Design and Procedures**

The research employed a qualitative design, focusing on understanding real-world phenomena through participants' perspectives. Qualitative methods, as defined by scholars like Preissle (2006) and Hammersley (2013), aim to explore, describe, and interpret social realities in their natural contexts. This design aligned with the study's aim of deeply analyzing teacher talk and its role in fostering communicative competence among students.

The study was conducted during regular English lessons over a predetermined period, using non-participatory classroom observations. This approach minimized researcher interference, allowing interactions to occur naturally. Observations focused on teacher talk, student responses, and the general classroom environment. All participants provided informed consent before the research began, and their privacy and anonymity were guaranteed.

### **Instruments**

Classroom observation served as the primary data collection instrument, enabling the researcher to document genuine interactions between the teacher and students. Audio recordings of these interactions were made to ensure accuracy and detail in analyzing the classroom discourse. The recordings were transcribed verbatim for thematic analysis.

Semi-structured interviews with the teacher provided additional insights into their strategies, intentions, and perceptions regarding teacher talk. These interviews supplemented the observational data by adding depth and context to the recorded interactions.

Document analysis was also employed to examine lesson plans, teaching materials, and other instructional documents. These sources helped highlight the teacher's planning processes and their alignment with classroom practices aimed at fostering communicative competence.

### **Data Analysis**

Data analysis was conducted in several stages to ensure a thorough understanding of the phenomena under study. First, the audio recordings were transcribed and thematically coded, focusing on patterns in teacher talk, such as types of speech acts, communicative strategies, and their purposes. The data were organized into two main categories: instructional talk (focused on content delivery and skills development) and managerial talk (centered on classroom management and student engagement).

Interview data were analyzed thematically to reveal the teacher's perspectives on their use of language in the classroom. These insights were then triangulated with observational data to strengthen the validity and reliability of the findings. Document analysis further supported the interpretations by linking observed classroom practices to instructional goals.

Triangulation was a key strategy used to ensure the credibility of the results. By combining data from multiple sources observations, interviews, and document reviews the study minimized bias and offered a richer, more comprehensive view of teacher talk in the EFL classroom.

Overall, this methodological approach provided a rigorous framework for examining the dynamic role of teacher talk in developing students' communicative competence. By integrating diverse data sources and analytical techniques, the study offered a well-rounded understanding of how teacher language contributes to effective language learning outcomes.

## **Result and Discussion**

### **The Types of Teacher Talk Occurred during The EFL Learning Process**

#### **Indirect Teacher Talk**

This category delves into the role of teacher communication, which plays a secondary role in shaping students' communicative abilities. It is employed to motivate students to engage actively and participate in the lesson.

##### **Accepts Feeling**

The teacher usually used this category of teacher talk function at the beginning of the lesson. Before students began the lesson, that was a common way for the teacher to greet the students when they came into the class.

*T: Assalamu alaikum, Wr. Wb. Good morning. T: How's life today?*

*T: Good afternoon?*

Teacher talk, particularly greetings and inquiries about students' well-being (e.g., "How's life today?" "Good afternoon?"), plays a significant role in developing students' communicative competence. Linguistically, students strengthen their competence by familiarizing themselves with daily greetings and expressions, practicing both formal and informal language use in various contexts. Socioculturally, this practice helps students understand the social norms and politeness conventions, such as when to use "Good morning" versus "Good afternoon," and encourages them to adapt to these norms in communication. Additionally, it enhances actional competence by highlighting the function of greetings as a social action that fosters relationships, preparing students to engage more effectively in communication.

##### **Praising or Encouraging**

Praising involves encouraging or instilling confidence in someone. Teachers commonly employ this method to convey appreciation for their students' contributions or actions. The provided excerpt from the transcript of audio-visual data illustrates various statements made by the teacher for this purpose. It can be shown below:

*T: Ok, Good. Applause for your friends. T: Perfect.*

*T: Ok good. Applause group six.*

Praising students' efforts, such as saying "Perfect" or "Applause for your friends," plays a crucial role in enhancing communicative competence. It strengthens linguistic competence by teaching students how to give and receive compliments, while strategic competence is developed as students learn how to maintain engagement in conversation. The teacher's encouragement fosters actional competence by helping students understand the purpose of communication and encouraging active participation. Additionally, it enhances discourse competence by modeling coherent, context-appropriate speech and teaching students to organize their contributions clearly and relevantly.

##### **Using an Idea of Students**

The teacher asks the students to repeat their answers or what they have said to clarify the student's answers. This point contains the teacher's utterances to ask students to speak clearly.

*T: ALRIGHT. Siti and Jane. So, I need you to read by yourself first.*

*T: yes of course dalam sebuah text ada kutipan or ada kata "said, says". Untuk memahami lebih lanjut terkait dengan direct speech you can see in the book.*

In the classroom, when the teacher asks students to clarify or elaborate on their answers, such as "Siti and Jane. So, I need you to read by yourself first," it serves as a powerful tool for developing communicative competence. This practice encourages linguistic competence by helping students express their ideas clearly and accurately. It also enhances strategic competence, teaching students to restate or clarify their thoughts when communication breakdowns occur. Socioculturally, it fosters an understanding of when and how to seek clarification in different cultural contexts. Furthermore, this approach supports actional competence by modeling the use of language as a tool for achieving understanding and interaction. Finally, it improves discourse competence by helping students structure their responses and guiding them to use appropriate discourse markers when necessary.

### Asking Questions

Interaction can be prompted more efficiently and effectively by posing questions to students that have predetermined answers. The researcher identified certain questions posed by the teacher from the transcript of classroom observation data, as demonstrated in the subsequent excerpt.

*T: Really? It's hot. You said it's hot. What is happen?*

*T: Do you still remember our activity in the last meeting?*

When the teacher uses questions to guide interaction, it helps students develop communicative competence. Linguistically, students learn how to form and structure their answers. Strategically, they practice providing clear, relevant responses. Socioculturally, questioning teaches the norms of classroom interaction. It also supports actional competence by helping students understand the intent behind questions and respond appropriately. Finally, questioning enhances discourse competence by fostering back-and-forth dialogue and conversation flow.

### Direct Teacher Talk

This category emphasizes the role of teacher talk, which directly impacts student performance. These functions are also employed to stimulate active participation from students during the lesson.

### Giving Information/Lecturing

The teacher provided instructional content to guide students through the lesson. Essentially, by delivering lectures, the teacher imparted new information and vocabulary to the students.

*T: Opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective....*

*T: Ok, Caption is a text that appears below an image. Most captions draw attention to something in the idea that is not obvious, such as its relevance to the text.*

The teacher's **giving information/lecturing** plays a key role in enhancing students' communicative competence by providing them with essential vocabulary and concepts. By explaining terms like "opinion" and "caption," the teacher helps students expand their linguistic competence, increasing their vocabulary and understanding of language. This also contributes to **discourse competence** by modeling how to present and structure information clearly. Additionally, students develop **strategic competence** as they learn how to incorporate new terms and concepts into their own language use, improving their ability to communicate effectively in different contexts. Through these explanations, students gain a deeper understanding of how to use language to express ideas and make meaning, supporting their overall communicative growth.

## Giving Direction

The function of teacher talks in this category focuses on how the teacher directs the students to do a specific task.

*T: Husstt.. Silent please!*

*T: Now we move to Reflection about caption.*

The teacher's **giving direction** enhances students' **strategic competence** by guiding them on how to approach and complete tasks. For example, when the teacher says, "Silent please!" or "Now we move to Reflection about caption," it helps students understand how to follow instructions and engage in specific activities. This not only improves their ability to follow directions but also supports **actional competence**, as students learn to take appropriate actions in communication, such as pausing to reflect or adjusting their behavior based on instructions. This type of teacher talk fosters students' ability to participate in structured communication and navigate classroom tasks effectively.

## Criticizing or Justifying

The teacher's feedback on the student's performance can boost their motivation to engage in the lesson. It nurtures a conducive atmosphere for language education, aiding in the swift absorption of the target language input. Educators possess the flexibility to offer positive or negative feedback depending on each student's performance.

*T: Ok, stop thank you. Advertisement kesalahan dalam pengucapan yah.*

*T: Farid, please louder your voice. No.. no.. Stop. Your pronunciation is still a lot wrong, especially kata "Exaggerate". Everybody, repeat after me /ɪgˈzædʒəreɪt/.*

Communication from the teacher holds significance for both the English instructor and the engagement of students in classroom activities. Especially when asking questions, giving information or lectures, or telling someone what to do. Students can learn grammatical skills, like how to make simple or complicated sentences, by getting information or listening to a lecture. Understand English vocabulary, including content and function words, as well as strategic skills like building or developing the ideas given by the teacher, guessing the meaning of new words, trying to translate word for word from the native language, and choosing relevant content and expressing it with the right tone of voice, body language, and gestures.

## English Teacher Applies Indirect Teacher Talk in the Classroom

The presence of a teacher is essential in the learning journey to achieve the objective of language acquisition, as highlighted by (Aisyah, 2016). Particularly in the realm of learning foreign languages like English, the teacher serves as both the focal point and facilitator within the classroom environment, as noted by (Incecay, 2010). Teachers help students learn. Language teachers provide most of the target language. The teacher gives enough correct input in the language of target. So that the students can get the correct teacher's information. The teacher-talk function indirectly affects how the students behave during the lesson. But getting the students involved in teaching and learning the language is important. Both the teacher and the students should take part in a language class. The teacher gives more input in the target language, giving the students more chances to use and practice what they have learned. In this category of teacher talk, one purpose is for the teacher to praise a student's answer or response by saying, "Good job." It tells the students that what they have said or done is important. So, they will feel more comfortable answering the teacher's questions or coming up with ideas that help them become better communicators.

Addressing emotions was the least frequent type of teacher communication observed in the classroom. This form of communication aimed to assist students in understanding their emotions and attitudes by reassuring them that they would not face repercussions for expressing their feelings (Lasantu, 2012). When students perceive that they are being respected, they tend to find the teaching and learning

process more enjoyable, thus fostering a positive environment. This occurs when the teacher acknowledges the student's idea with phrases such as "I understand your point." As part of the evaluation process, the student's argument needs to be restated using the student's own words, and the student's ideas need to be constructed or formed through a class debate as deserving of attention (French & Galloway, 1968).

Teachers' words of praise and encouragement carried the value judgment of approval (Lasantu, 2012). Intervention Praise is most effective at changing student behavior because it shows that the teacher approves and tells the student how the academic performance or behavior in question fits with what the teacher expects. When a teacher praises and encourages students, it's like giving them feedback after sharing their thoughts or ideas. During class interaction, the teacher often praises and encourages the students. By praising and encouraging the student, the teacher wants to show respect for those who are actively involved in the teaching and learning process. Any sentence that looks or acts like a question is a question. In the classroom, teacher questions are signals or prompts that tell students what they need to learn and how to learn. Arslan (2006) says the most important thing about asking questions is getting people thinking in the classroom. The second most common way for the teacher to talk in class was to ask questions. Asking questions can get students to think critically. If you ask them what they have in mind, they can explain it more.

In the end, accepting how the students feel means that the teacher can guess how they feel based on how they respond. The student's answers told the teacher how they felt at the start of the lesson, whether they were happy or sad. When a teacher praises a student's actions or behavior, this is called praise or encouragement. When a teacher praises or encourages them, the students feel good. When a student makes a suggestion or comes up with an idea, and the teacher repeats the idea in his or her own words, the teacher accepts or uses the student's idea. By giving their thoughts, students become more involved in the learning process. Students think their teacher gave them the courage to speak up in class because the teacher used their ideas to help them learn. To check student comprehension, a teacher may offer questions. All of the things listed above do happen when people learn. The teacher needed these things to make the students feel more at ease and get them involved in the learning process.

### **English Teacher Applies Direct Teacher Talk in the Classroom**

The teacher runs the class and is also the primary source of the target language. She ensures that each lesson's lessons, tasks, and goals are done. How students do things directly affects their actions when the teacher talks about a study. During the class, the teacher tells the kids how to perform better. By doing this, the teacher will talk more, take charge of the classroom, and try to get the students to behave well during the lesson. The teacher just gave a speech without asking if the students understood. The teacher took the initiative to do that. Then, giving directions is when a teacher tells a class to exercise or do some other activity as part of teaching and learning. That was something the teacher did to help the learning go well. All of the things listed above do happen when people learn. A lecture is a way to teach in which the teacher tells the students about facts or ideas in person. Most of the time, it's up to the class to take notes, which means that there may not be much or any participation in class, such as questions or discussions. When a teacher gives a good lecture, students are more likely to pay attention. Students get to use their English language skills when they give directions. Teachers should also try to give clear, short instructions in the classroom so that everything goes smoothly. So, a successful direction will lead to an excellent place to teach and learn (2014).

In the meantime, teachers should be able to show their displeasure, disappointment, and frustration to their students (Sofyan, 2014). So, the teacher has to be clear about what the students can and cannot do in the classroom. Critics shouldn't say bad things about the students or put them down because that would hurt them (Gharbavi & Iravani, 2014). Explain the material, give some directions, or ask some questions. When the teacher asked everyone in the class, everyone answered. Next, when the teacher explained something and asked a question to see if the student understood, or when a student asked a question, gave

an opinion, or shared an idea with the teacher. Each student responded to the teacher's inquiry, and they are able to engage in conversation with both the teacher and their classmates.

### **The Use of Teacher Talks for English Teacher Enhance Students' Communicative Competence**

Teacher talk is significant for teaching a language (Cook, 2000). The pedagogical theory says that the language teachers use in the classroom significantly impacts how well a class does. According to many researchers, teachers talk about 70% of the time in the classroom (Cook, 2000; Chaudron, 1988). Through teacher talk, teachers teach students new information and skills, plan learning activities, and help students practice. In English classrooms, the teacher's language is not only the subject of the class but also how the goal of teaching is reached. The arrangement of the classroom and the attainment of lesson objectives are impacted by the communication style of the teacher. Teachers' words impact both the manner and frequency of student language use. Effective teacher talk assists students in locating correct answers, while the quantity of teacher input encourages increased student participation. The greater the number of questions posed by the teacher, the more likely students are to respond.

Asking questions is an important part of how teachers talk to students, and that helps them improve their ability to communicate. By asking strategic questions, a teacher can figure out what students know, what they don't know, and where there are gaps or misunderstandings. Questions also teach, which is another important thing they do. The teaching function is about how the questions help students learn and organize new and old information. Questions give you the practice and feedback you need to grow. Questions help students pay attention to what is being taught. Questions can also help you learn how to combine different types of knowledge. In order to reach this goal, the student can use questions to review what he or she has already learned to build a solid understanding of the new topic. Also, as new information is added, questions can be used to explain how it relates to what is already known. The third thing that classroom questions do is get students excited about learning. Teachers can get students involved in the lesson by asking them questions that push their thinking and give them problems. From the point of view of the lesson, a question at the beginning can grab students' attention and give the lesson a focus.

Also, asking questions often and at different times can get students involved and give them chances to do so throughout the lesson. Research in this area shows that students are most likely to stay on task when a teacher asks questions. Lastly, questions can be used individually to bring students back to the lesson or give them a chance for one student to stand out. How teacher talk helps students improve their English language skills. In Classroom Interaction, teacher talk has many benefits. Among them are:

The students are happy to be in class so that they can do well in school. Teachers Talk can make it easier for teachers and students to work together in the classroom. Knowledge. Then, when students learn, they will know how to talk. So, they can make it better. The questions (teacher talk) will interest the students and make them want to know more. It will make the students more likely to participate in teaching and learning (Adi, 2013). Most students would agree if the teacher used all kinds of questions in the classroom, like procedural, referential, and display questions, to help them talk about their thoughts, ideas, and opinions. A teacher should be able to balance what he says with what the student says, what is going on, and the situation because this can affect how the student learns to talk. It is generally knowledge that teachers discuss the curriculum, instruction, and evaluation of teaching behavior's content. This means that teachers need to be able to bring together and use all three parts of the conversation (Sukarni & Ulfa, 2015, p. 263). Richard (1990) says that teacher talk has three main parts: (a) the physiological part. This part has to do with how the teacher's voice is made. When the teacher talks in class, he must be able to keep his voice quiet. This part concerns how teachers talk to their students in a way that fits the situation; (c) Pedagogical aspects. This concerns how teachers plan lessons so students can interact well.



## Conclusion

According to the study, teacher discussion aided in the development of communicative skills in students, including discourse, grammar, sociolinguistics, and strategy. The teacher used initiation to show that she understood how her students felt, to praise or encourage them, to use their ideas, to give information, to correct, to ask questions, and to teach. Organizing teacher talk into instructional talk gives students a chance to respond to what is being taught, and organizing teacher talk into management talk gives students a chance to do classroom activities or exercises in a structured way. The result showed that the students were strongly encouraged to participate in everything that happened in the classroom. They knew that student participation was important and what the students could get out of classroom activities.

## References

- Aisyah, N., 2016. An Analysis of Teachers' Talk in An EFL Classroom. *Journal of English and Education*, 4(2), pp. 63-79.
- Arslan. (2006). The role of questioning in the classroom. Thesis. Gaziosmanpaşa University Faculty of Education.
- Al-Ghamdi, H. & Al-Bargi, A., 2017. The impact of teacher speech modification on the quality of interaction and learning: an analysis of spoken discourse in Saudi EFL Classrooms. *International Journal of Linguistic*, 9(3), pp. 1948-5425.
- Anita, F., Yusuf, Y. Q., & Gani, S. A. (2016). "Oke, any questions?" The questioning interaction in an EFL classroom. *Proceedings of the 6th Annual International Conference Syiah Kuala University (AIC Unsyiah) in conjunction with the 12th International Conference on Mathematics, Statistic and Its Application (ICMSA)*. 328-333.
- Brown, H. D. (2007). *Principles of language learning and teaching* (4th edn.). New York: Pearson Longman.
- Creswell, J. (2009). *Educational research planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson.
- Cook, V. (2000). *Second language learning and language teaching* (2nd Edition). Beijing: Foreign Language Teaching and Research Press
- French, R. L., & Galloway, C. M. (1968). *A description of teacher behavior: Verbal and nonverbal*. The Ohio University.
- Gharbavi, A. & Iravani, H. (2014). Is Teacher Talk Pernicious to Students? A Discourse Analysis of Teacher Talk. *Procedia - Social and Behavioral Sciences*, 98(), 552–561. [https://doi: 10.1016/j.sbspro.2014.03.451](https://doi.org/10.1016/j.sbspro.2014.03.451)
- Hammersley, M. (2013) *What is qualitative research?* London: Bloomsbury Academic. Inceyay, G., 2010. The role of teacher talk in young learners' language process. *Procedia Social and Behavioral Sciences*, Volume 2, pp. 277-281.
- Maulana, R., Opdenakker, M. C., Stroet, K., & Bosker, R. (2012). Observed lesson structure during the first year of secondary education: Exploration of change and link with academic engagement. *Teaching and Teacher Education*, 28(6), 835-850.
- Milal, A. D. (2011). Indicators of practice of power in language classrooms. *TEFLIN Journal*, 22(1), 1-15. <http://dx.doi.org/10.15639/teflinjournal.v22i1/1-15>.
- Nasir, C., Yusuf, Y.O. & warda., A. (2019). A qualitative study of teacher talk in an EFL classroom interaction in Aceh Tengah, Indonesia. *Indonesian Journal of applied linguistics*. 8 (3), 525-535.

Preissle, J. (2006) Envisioning qualitative inquiry: a view across four decades.

International Journal of Qualitative Studies in Education, 19 (6), pp. 685-95 Richards. J.C., (2006). Communicative language teaching today. United States of America: Cambridge University Press.

Sofyan, R. R., & Mahmud, M. (2014). Teacher talk in classroom interaction: a study at an English department in Indonesia. *ELT Worldwide*. 1(1), 46-5.

### **Copyrights**

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).