

Spoken Discourse Analysis of Senior High Schools English Classroom Purworejo, Central Java

Sudar

English Education Study Program
Muhammadiyah University of Purworejo
Indonesia

Abstract

Discourse analysis is one of the linguistics which investigate language use naturally. The classroom interaction is one of the field of the study of the language use naturally. How is the English teachers and their students developed discourse pattern in the classroom interaction? The purpose of this study is to describe the using of discourse pattern implemented in the classroom by English teachers and their students. The results of this study gives significant contribution to the English teaching leaning process, particularly for the teachers in order that they can cultivate and organize the classroom dynamically, further teachers and students are able to create challenging classroom interaction. To analyze the data, the researcher used the qualitative descriptive research. The researcher used the qualitative descriptive analysis which is developed by Mile & Huberman, (1994). Based on the data analysis, it is fund that discourse pattern which is created by Siclair-Coulthard analysis model (1975) cited in (Charthy, 1993) is used by English teachers and their students differently. It meant that the English teachers and their students implemented the discourse pattern in the classroom based on the setting of nine different senior high schools in the different environments. Discourse pattern used in the excellent senior high schools are different from the classical senior high schools in the southern part of central Java, Indonesia.

Key Words: classroom, discourse analysis, discourse pattern, interaction, spoken discourse

Cite as: Sudar, S. (2017). Spoken Discourse Analysis of Senior High Schools English Classroom Purworejo, Central Java. *Arab World English Journal*, 8 (1).

DOI: <https://dx.doi.org/10.24093/awej/vol8no1.14>

Introduction

The main aim of learning language is to use it for communication purposes in its actual class setting in which classroom interaction is a key to achieve this. Basically, oral interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other, (Lucha, 2015). Further, Luchasays that all over the world, classroom interaction is usually dominated by question and answer, with teachers asking most of the questions. It is because questions provide the practice and feedback essential for the development. Question is a tool used in the direct interaction between the teacher and learners.

According to Razzaghi (2012) the smoothness of teachers' daily work is greatly dependent on how successful their communication with pupils. A successful interaction relationship brings about a nice atmosphere which makes pleasant working possible. Talking about a language, it cannot be distinguished from other reality because language is not just a means of describing the reality but also a part of the reality itself, (Passo, 2013). An ideal learning environment provides opportunities for learners to be able to interact with a community where pertinent issues and problem-solving situations may arise, (Slatter, 2011). Furthermore, Marshall, (2012) argues that an interaction between students and teachers have potential to shape the course of students to learn. Teacher questioning is a popular way of creating opportunities for interaction. The types of questions and questioning strategies used by the teachers to elicit responses may very likely affect both the quality and quantity of interaction, (Arizavi, 2015) states that in traditional science classrooms, teacher talk has been prevalent. The Initiate-Respond-Evaluate (IRE) pattern is an example of teacher talk being dominant in traditional class discussion. In this pattern of discourse, the teacher initiates discussion by asking questions, students respond to the questions, and the teacher then evaluates the students' responses immediately without allowing much student-student interaction or giving the students opportunities to contemplate their responses on their own. In this process, students are deprived of displaying much of the reasoning required to understand the concept in depth. The discourse pattern that will be investigated is the theory of discourse which is developed by Sinclair and Coulthard (1975), and it was expanded by M Charthy, (1993). This research is conducted because the researcher wants to describe clearly how is the process of discourse pattern of spoken discourse developed by English teachers and students in the classroom interaction. This research is limited only investigating the nine state senior high schools in the southern part of central Java province in Indonesia as samples of the research. The researcher assumed that the English teachers and students in the nine different classroom interaction performed the discourse patterns differently. To describe and investigate the data taken from the field of the research, the researcher adapts the philosophy of discourse pattern developed by the experts. Jhonstone, (2008:2) explains that discourse is about the use of a language in the context of speech. The discourse can be in the context of education, culture, economic, science and other context of life. Liying, (2015) points out that the role of teacher talk has urgent function such as; restricting, facility, learning opportunities and it has high contribution in the language classroom. Haneda (2005) thinks that, whole-class interaction is likely to occur more frequently than dyadic interaction and is thus a major site for second language learning and teaching in the everyday reality of classroom. The IRE format makes teacher to keep control of both content and participation of students in the classroom interaction. Further, Haneda, (2005) declares that the distinction between monologue and dialogic discourse can usefully be applied to triadic dialogue. The IRE mode of triadic dialogue approximates monologic discourse by requiring

students to accept the teacher’s perspective on the other hand triadic dialogue , in which the third move” follow up” on the students response by either elaborating on it or requesting further information about (IRF) can encompass a range from monologue to dialogic discourse. Jackman, (2014) mentionsthat the present movement in education that seeks to bring students to the center of teaching –learning process is a case in point. New educational paradigm is the articulation of power in the classroom. The power in this study is defined as the potential of teachers and sometimes students to take the lead in the subject-referent discourse. It creates meaningful academic engagement or contrariwise to divert interest or attention. Lynda, (2013) notesthat studies of classroom discourse reveal a pervasive and predictable pattern of interaction that is teacher- directed and it consist of three interactional exchanges: Initiation, Response, and Feedback or Evaluation (IRF/E). It is recently referred to as a “triadic dialogue”.

This study is an attempt to analyze the use of a language by English teachers and students in the context of classroom. This study focuses the use of a language in the classroom of senior high school inthe nine state senior high schools in the southern part of **central Java** province in **Indonesia**.The researcher analyzed the utterances developed by English teachers and students in the classroom interaction. The talk of teachers and students are the main data to be analyzed from pattern of spoken discourse developed by Sinclair and Coulthard, (1975) as cited by Ellis, (1988). Teacher talk’ is the special language the teacher uses when addressing second language learners in the classroom.

Successful classroom interaction cannot be taken for granted. As language teachers, though, they can be more positive and reflect that using another language successfully, for most people, involves being able to manage interaction successfully in that language. They manage interaction in the language classroom for the sake of giving everyone the best possible opportunities for learning the language.

Table 1. Classroom Interaction Analysis developed by Dick Allwright (1991: 202).

T E A C H E R T A L K	I N D I R E C T I N F L U E N C E	<ol style="list-style-type: none"> 1. ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a tone- threatening manner. Feeling may be positive or negative. Predicting or recalling feeling are included. 2. PRAISE OR ENCOURAGES: Praise or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying, ” um hm?” or “go on” are included. 3. ACCEPT OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five. 4. ASK QUESTIONS: asking a question about content or procedure with the intent that a student answers.
---	---	--

D I R E C T I N F L U E N C E	<p>5. LECTURING: giving facts or opinions about content or procedure: expressing his own ideas, asking rhetorical questions.</p> <p>6. GIVING DIRECTIONS: directions, commands, or orders to which a student is expected to comply</p> <p>7. CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from non- acceptable to acceptable pattern: bawling someone out: stating why the teacher is doing what he is doing: extreme self- reference.</p>
	<p>8. STUDENT TALK-RESPONSE: a student makes predictable responses to teacher. Teacher initiates the contact or solicits student statement and set limits to what the student says.</p> <p>9. STUDENT TALK-INITIATION: talk by students which they initiate. Unpredictable statement response to teacher. Shift from 8 to 9 as student introduces own ideas.</p>
	<p>10. SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.</p>

Van Lier (1996) states, the IRF/E structure is probably the element that best symbolizes classroom interaction. It has been shown to be a widely used form of interaction in the classroom setting. Nassaji and Wells (2000) cited in Cazden (2001) states the IRF/E sequence, also referred to as exchange was presented by Sinclair and Coulthard (1975) in their discourse analytical study where I stands for Initiation, R for Response and F for Feedback (or follow-up). Mehan (1979) as cited in Cazden (2001) argues that term IRF/E where the last E stands for Evaluate.

In this study, this frequently occurring classroom discourse pattern will be referred to as the IRF/E pattern since as Nassaji and Wells (2000) point out; the F that stands for Feedback or Follow-up does not restrict the nature of the third move beforehand as much as the term Evaluate does. The IRF/E pattern, as van Lier (1996:149) states, has certain classroom-specific features that are “designed for instruction”. According to Cazden (2001), Initiation is nearly always performed by the teacher and the student(s) are supposed to provide the Response to the teacher’s elicitation. The last part of the IRF/E pattern comes from the teacher who provides Feedback (or Follow-up or Evaluation) to the student’s response. As Nassaji and Wells (2000) point out, the questions teachers use in classroom interaction (Initiation in the IRF/E sequence) are most often questions that elicit expected information, i.e. information that the teacher already knows as ‘the primary knower’ (display questions). Van Lier (1996) further argues about the usefulness of the IRF/E pattern in foreign language teaching:

...the IRF/E sequence, while it is effective in maintaining order, regulating participation, and leading the students in a certain predetermined direction, often reduces the student’s initiative, independent thinking, clarity of expression, the

development of conversational skills (including turn taking, planning ahead, negotiating and arguing), and self-determination. Its prominent status in the teacher-controlled class, and the notion of teacher control in general, must therefore be carefully examined and constantly reevaluate, P.56.

Van Lier (1996) has distinguished different orientations and functions of the IRF/E pattern. The two different pedagogical orientations in which ways the teacher can use the IRF/E pattern are the 'display/assessment' orientation and the 'participation' orientation. The former is used when the teacher wants students to show their learning for the teacher so that he/she can evaluate it and the latter is used when the teacher wants the students' active participation in classroom discussion. There are also four different functions that the Response in the IRF/E pattern can serve according to Van Lier (1996:154): Repetition, Recitation, Cognition and Expression. The complexity of the student's answer and how much it demands from the student depends on whether the teacher's initiation is made to make the student repeat something, to answer to a recitation, to show his/her knowledge on something or to express his/herself more freely by giving a more complex Response.

According to Candela (1999:156), the students were able to intervene with the teacher's plans by "denying the teacher's orientation, by refusing to participate, or by defending alternative versions of particular topics" in their response. It was not, however, only the Response move that allowed the students to impact the power relations in the classroom. The students also took different roles in the IRF/E pattern: they asked questions and evaluated answers. Thus, the students can occupy any of the three moves in the IRF/E pattern.

Jones and Thorn borrow (2004) argue that the floor is not something that someone can "hold" in classroom discourse, but it is rather something that the participants in classroom discourse can participate in. They found there to be instances of multiple floors, interruptions and simultaneous talk that show that even if classroom discourse is thought to be highly structured, there is still room for the participants to affect the organization of classroom interaction. There are many participants in the classroom who all shape the interaction in the classroom and thus, can change the direction of the IRF/E pattern from the planned direction or even momentarily break the IRF/E pattern. Shiffrin (2006:711-712) said that in modern educational contexts the students can also become initiations of the information and feedback flow. Based on this description, the development of IRF/E in the classroom interaction can be displayed equally by both teacher and students.

Method

It is a qualitative research. There are four types of research traditions, namely: psychometric, interaction analysis, discourse analysis, and ethnography. Psychometric tradition belongs to quantitative research, while interaction analysis, discourse analysis, and ethnography are close to qualitative research, (Chaudron, 1994:13-14). This research belongs to discourse analysis. It belongs to qualitative research.

Creswell (2009: 176-177), says there are five qualitative research approaches, namely: narrative, phenomenology, ethnography, case study, and grounded theory. This research is qualitative field research.

This research is conducted in the English classroom interaction. The population of this research is the English teachers and students of senior high schools in the southern part of **central Java** province in **Indonesia**. The English teachers and students will be identified based on the school's location. Firstly, those who study in the favorite senior high schools were state senior high school (1) and state senior high school 7. The two favorite schools are located in the center of the city. The other seven senior high schools are in different districts.

The nine senior high schools are senior high school 1, senior high school 2, senior high school 3, senior high school 4, senior high school 5, senior high school 6, senior high school 7, senior high school 8, and senior high school 9 in the southern part of **central Java** province in **Indonesia**. Before taking the data, the researcher observed the teaching learning process in the English classroom interaction. The observation was concerned with the implementation of discourse pattern of IRF/E. The utterances as the source of data will be about the performance of IRF/E pattern. The informants of this research were English teachers and students from nine different Senior High Schools, of southern part of Central Java.

In this research, the main instrument is the researcher. The researcher really understood discourse pattern of IRF/E in the classroom interaction. To get the data, the researcher used video shooting. It was for recording the classroom interaction between English teachers and students in nine different senior high schools. To take an interview, the researcher used MP4 recorders, or tape recorder. The interview was in-depth interview, in order that the researcher was able to get the additional information about English teachers and students' competences on discourse pattern of IRF/E in the classroom interaction. To analyze the data, the researcher used the qualitative descriptive analysis which is developed by Mile-Hubarman,(1994). The steps of analyzing the data are, data collecting, data verifying, data interpreting, and data synthesizing.

The instruments that the researcher used to analyze the utterances data are the following; the first is *the use of IRF/E pattern* which was developed by Van Lier (1996: 149). The researcher used this theory as an instrument to analyze the English utterances made by English teachers and students in the English classroom interaction. Further, the researcher used the analytical framework of peer-group interaction, which is developed by Kumpulainen and David (2002:39). The analytical framework of classroom interaction was as follows:

Table 2. Analytical framework of group interaction by Kumpulainen and David (2002:39)

<i>Dimension</i>	<i>Analytical category</i>	<i>Description</i>
Cognitive Processing	Exploratory/interpretative	Critical and exploratory activity that includes planning, hypothesis testing, evaluation and experimenting
	Procedural/routine	Procedural on-task activity that focuses on handling, organizing and executing the task without reflective analysis

	Off task	Activity not related to the task
Social Processing	Collaborative	Joint activity characterized by equal participation and meaning-making
	Tutoring	Students helping and assisting another student
	Argumentative	Students are faced with cognitive/ social conflict that are resolved and justified in a rational way
	Individualistic	Student(s) working on individual tasks with no sharing or joint meaning-making
	Domination Conflict	Students dominating the work, unequal participation Social or academic conflicts that are often left unresolved
<i>Language Function</i>	Informative	Provide information
	Reasoning	Reasoning in language
	Evaluative	Evaluating work of action
	Interrogative	Posing question
	Responsive	Replying to questions
	Organizational	Organizing and/or controlling behavior
	Judgmental	Expressing agreement and disagreement
	Argumentation	Justifying information, opinions or actions
	Compositional	creating a text
	Revision	Revising a text
	Dictation	Dictating
	Reading aloud	Reading text
	Repetition	Repeating spoken language
	Experiential	Expressing personal experiences
	Affective	Expressing feelings

Results and Discussion

The result of displaying IRF/E by English teachers and students of Senior High School 1 until Senior High School 9 was the following.

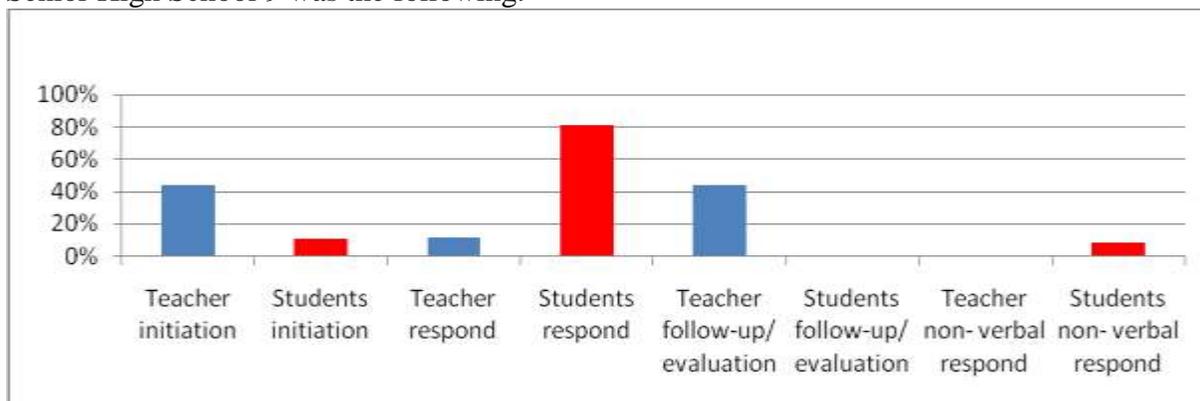


Figure 1. The display of teacher and students IRF/E pattern of senior high school 1

The first was the implementation of IRF/E discourse pattern of senior high school 1 Purworejo. The result was as the follows: English teachers of senior high school (1)Purworejo initiate the classroom interaction at the level of 40% while the student’s initiation was at the level of 10%. It means that the English teacher if more powerful to initiate the classroom interaction. Further, the student’s response was at the level of 80% while the teacher’s response was at the level of 10%, It means that students focused to response the teacher’s speech. Students were more powerful to response the teacher. Teacher’s follow-up or evaluation was at the level of 40%, students follow-up or evaluation was at the level of 0%. It reflected that the students have no power to evaluate the teacher’s speech in the classroom interaction.

English teachers of senior high school 1 never perform non –verbal response, on the contrary student’s non-verbal response developed by students of senior high school 1 at the level of 8%.

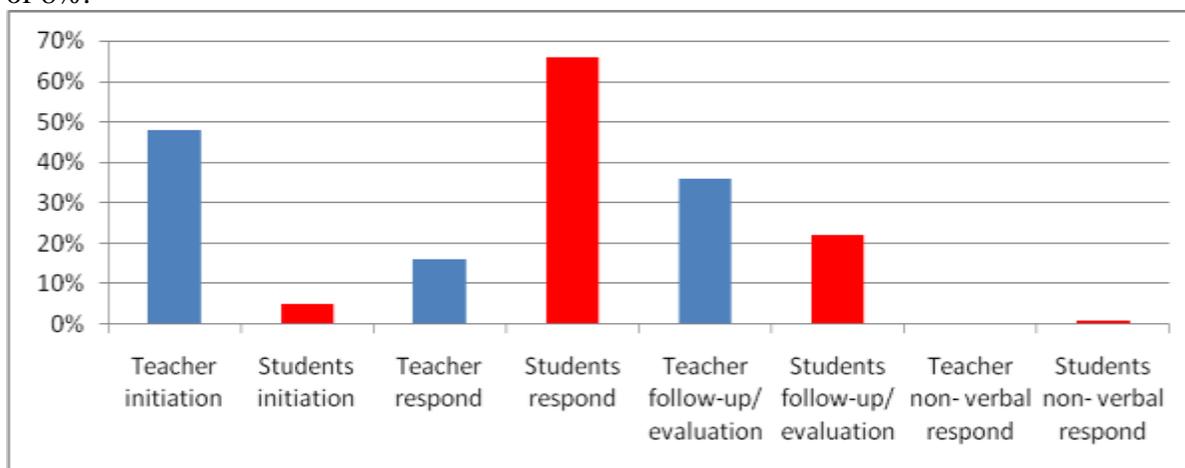


Figure 2.The display of teacher and students IRF/E pattern of senior high school 7

Teacher’s initiation developed by English teacher of senior high school 7 Purworejo was at the level of 48%, while student’s initiation was at the level of 3%, It means that the English teacher initiation was more powerful compare to the student’s initiation. Student’s response was at the level of 65% while the teacher’s initiation was at the level of 15%. It means that the students were more powerful to response the teacher’s ideas in the classroom interaction. Teacher’s follow-up or evaluation was at the level of 35% while student’s follow-up or evaluation was at the level of 20%. It means that the students have braveness to evaluate the teacher’s ideas in the classroom interaction.

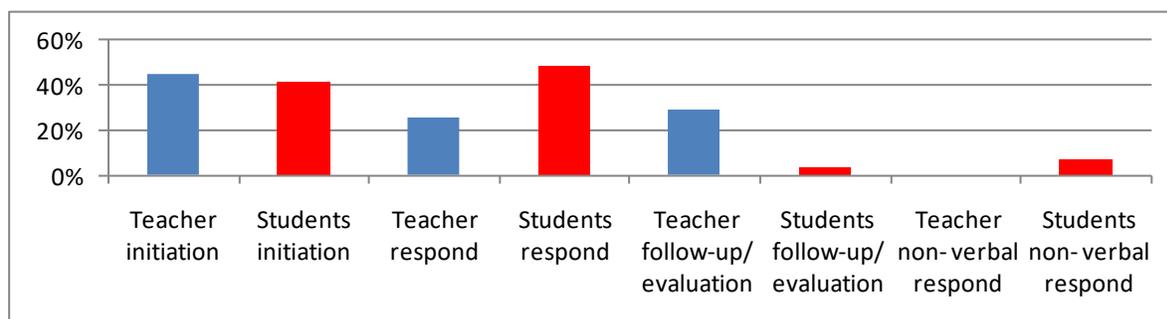


Figure 3. The display of teacher and students IRF/E pattern of senior high school 2

The teacher's initiation was at the level of 45% while student's initiation was at the level of 40%, student's initiation have most equal with the teacher's initiation. It happened because students have high chance to initiate in the classroom interaction particularly when they initiate the other student's group in the discussion. Student's response was at the level of 49% while teacher's response was at the level of 25%, it was said that student's response was more powerful than teacher's response in the classroom interaction.

Further, teacher's follow-up or evaluation was at the level 49% while the student's follow-up or evaluation was at the level of 5%. It was reflected that students have no much willingness to evaluate the teacher's ideas. Teacher's follow-up was more powerful than the student's. English teachers of senior high school 2 Purworejo never response with the non-verbal response in the classroom interaction. On the contrary, students developed non-verbal response at the level of 7%. Further, students have more power in the non-verbal response.

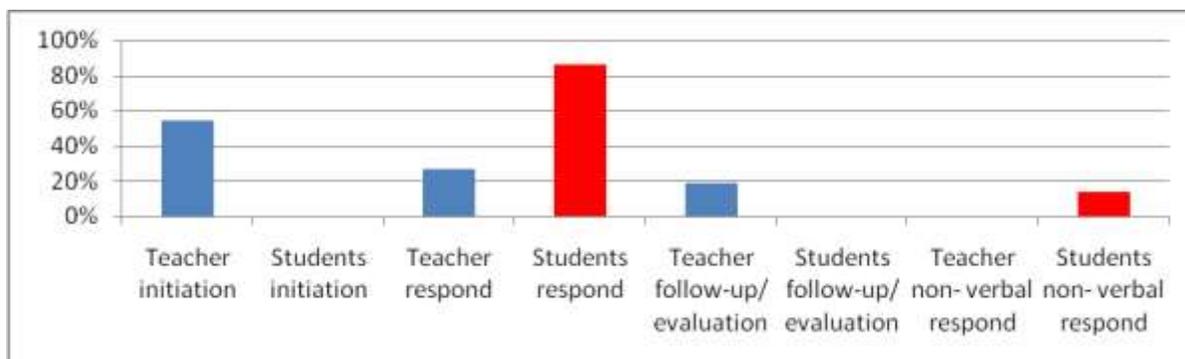


Figure 4. The display of teacher and students IRF/E pattern of senior high school 3

The English teacher's initiation was at the level of 52 %, while students of senior high school 3 Purworejo never developed an initiation in the classroom interaction. Teacher's response was at the level of 25% while student's response was at the level of 85%, it means that the students were more powerful to response the teacher's speech in the classroom interaction. Further, teacher's follow –up was more dominant than student's follow-up. Teacher's follow-up was at the level of 20%, while student's follow-up was at the level of zero.

Students never evaluate the teacher's speech in the classroom interaction. Then, student's developed non-verbal response was at the level of 11%, on the contrary teacher never developed non-verbal response, it means that students were more powerful to develop non-verbal response.

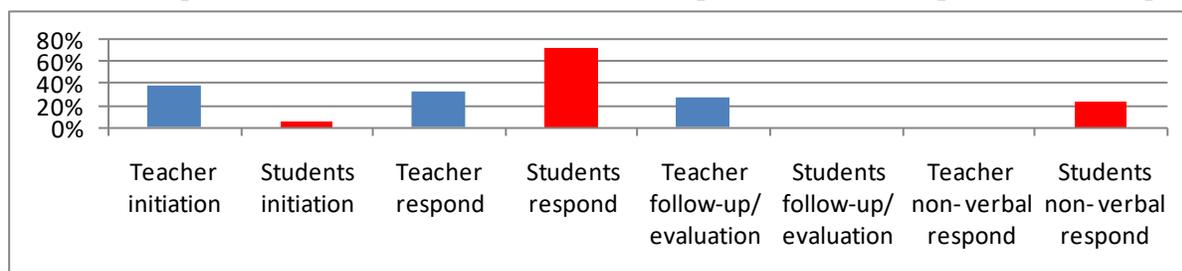


Figure 5. The display of teacher and students IRF/E pattern of senior high school 4

Teacher's initiation of senior high school 4 was more powerful than student's initiation. Teacher's initiation was at the level of 40%, while student's initiation was at the level of 5%. Further, student's response was more powerful than teacher's response developed in the classroom interaction. Student's response was at the level of 31% while teacher's response was at the level of 31%.

Furthermore, teacher's follow-up was more powerful than student's follow-up. Teacher's follow-up was at the level of 28% on the contrary student's follow-up was at the level of zero. It means that students never evaluate the teacher's ideas in the classroom interaction. Students were more powerful to developed non-verbal response in the classroom interaction than teacher's non-verbal response. Student's non-verbal response was at the level of 21%, on the contrary students' nonverbal response was at the level of zero.

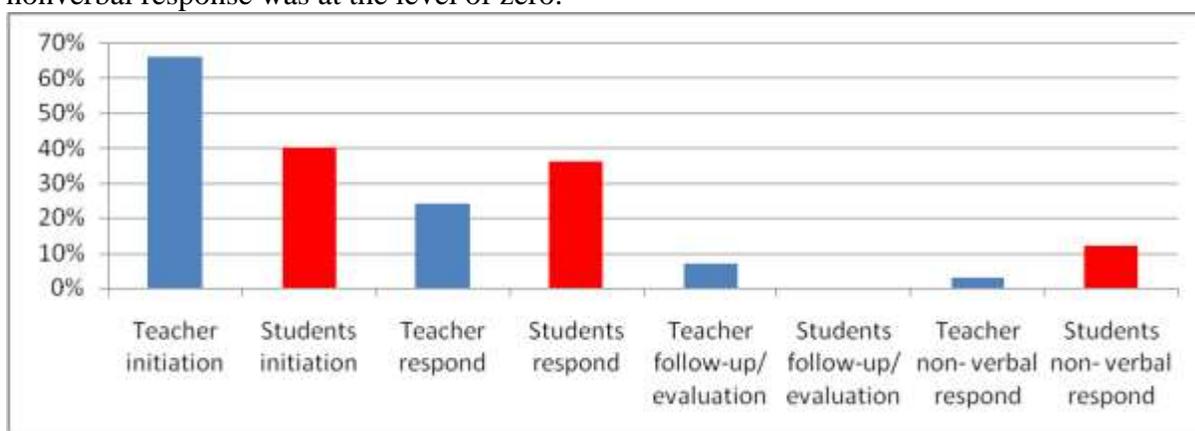
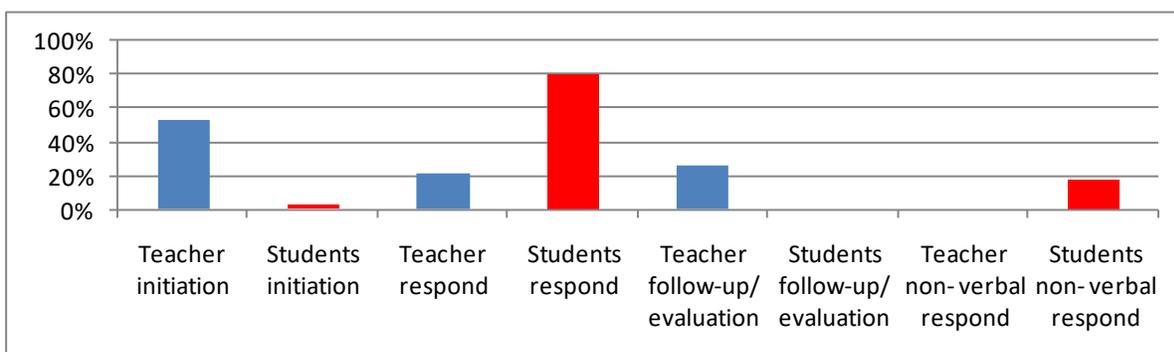


Figure 6. The display of teacher and students IRF/E pattern of senior high school 5

Teacher's initiation was at the level of 65% while student's initiation was at the level of 40%, it means that the teacher was more powerful to initiate the classroom interaction than students. Students were more powerful to response the teacher's ideas in the classroom interaction. Student's response was at the level of 35%, on the contrary teacher's response was at the level of 22%.

Teacher's follow-up was more powerful than student's follow-up. Teacher's follow-up was at the level of 7%, on the contrary student's follow-up was at the level of zero. Further, student's non-verbal response was more powerful than teacher's non-verbal response. Student's non-verbal response was at the level of 11% while teacher's non-verbal response was at the level of 2%.



Fi

Figure 7. The display of teacher and students IRF/E pattern of senior high school 6

Teacher’s initiation of senior high school 6 Purworejo was more powerful than student’s initiation. Teacher’s initiation was at the level of 51% while student’s initiation was at the level of 1%. Student’s response was more powerful in the classroom interaction than teacher’s response. Student’s response was at the level of 80% while teacher’s response was at the level of 20%. Teacher’s follow-up was more powerful than student’s follow-up.

It means that the students were never evaluating the teachers’ ideas in the classroom interaction. Teacher’s evaluate was at the level of 25% on the contrary student’s follow-up was at the level of zero. Teacher of senior high school 6 never developed non-verbal responses in the classroom interaction, on the contrary students of senior high school 6 developed non-verbal responses at the level of 19%.

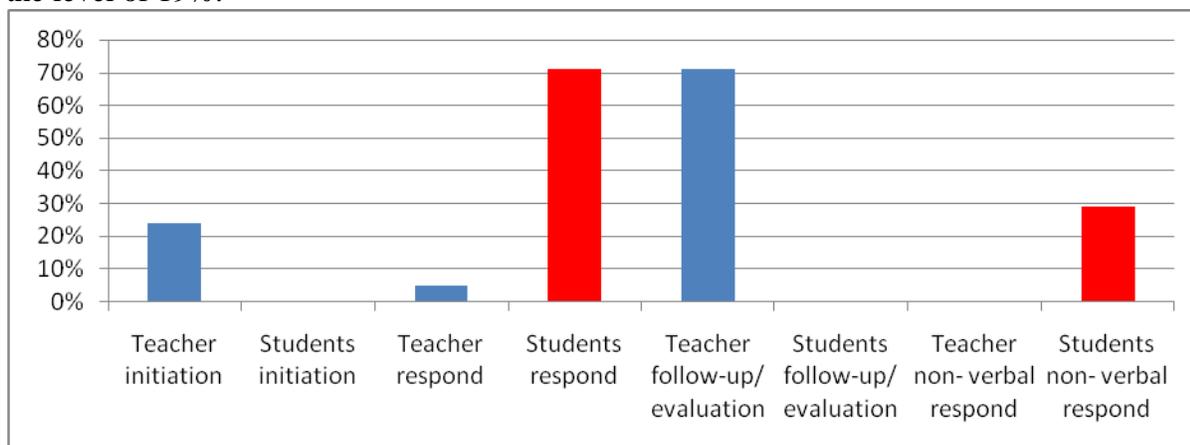


Figure 8. The display of teacher and students IRF/E pattern of senior high school 8

Teacher’s initiation of senior high school 8 was at the level of 22% while student’s initiation was at the level of zero. It means that the teacher was more powerful to initiate the classroom interaction. Student’s response was more powerful than teacher’s response. Student’s response was at the level of 70% on the contrary teacher’s response was at the level of 5%.

Furthermore, teacher’s follow-up was more powerful than student’s follow-up. Teacher’s follow-up was at the level of 70% on the contrary student’s follow-up was at the level of zero. Students never evaluate the teacher’s ideas in the classroom interaction. Student’s non-verbal response was more powerful than teacher’s non-verbal response. Student’s non-verbal response was at the level of 29% on the contrary teacher’s non-verbal response was at the level of zero.

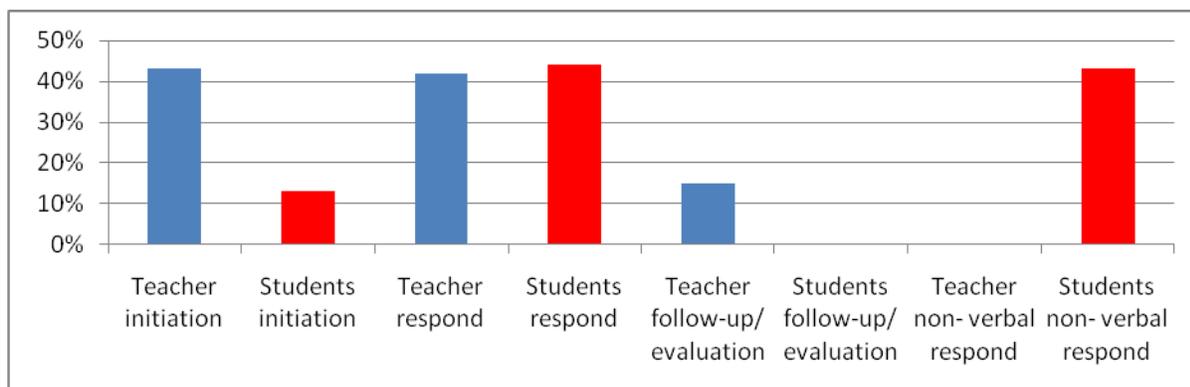


Figure 9. The display of teacher and students IRF/E pattern of senior high school 9

Teacher's initiation of senior high school 9 was at the level of 43% on the contrary student's initiation was at the level of 12%. It means that teacher was more powerful to initiate the classroom interaction than students. Teacher's response and students' response were mostly equal; teacher's response was at the level of 42% while student's response was at the level of 49%. In this point, students were more powerful to response.

Teacher's follow-up was more powerful than student's follow-up, It means that teacher's was highly to control student's ideas or behavior in the classroom interaction. Student's nonverbal response was more powerful than teacher's nonverbal response. Student's nonverbal –response was at the level of 43% on the contrary teacher's non-verbal response was at the level of zero.

Further, based on the results of data analysis about the display of IRF/E in this study, the researcher argued that both old paradigm of IRF/E (van Lier: 1996:96) cited in Cazden (2001: 21), and Shiffrin, (2006:711-712) modern paradigm, the two philosophical of using IRF/E discourse pattern was used separately. It means that even it was in modern context of education Van Lier paradigm (1996) philosophical value of IRF/E used in traditional classroom interaction, while the modern philosophical values of IRF/E (Schiffrin, 2006) used in the modern classroom interaction.

Conclusion

Based on the data analysis, students were in high position to respond which means that the students were more passive in the classroom interaction. Teachers were more active to initiate the classroom interaction. Student's initiation was lower than teacher's initiation in the classroom interaction. Students never developed the follow-up utterances. The follow-up utterances were dominated by teachers. It means that teachers were more powerful to control the students. The student's follow-up were found only in the classroom interaction of senior high school 7 and senior high school 2. It happened because the students had a chance to share with their classmates in the group presentation about the topic of discussion.

Related to the results of data analysis, teachers did not perform non-verbal response in the classroom interaction: on the contrary, some students in the classroom interaction performed non-verbal responses. It means that the students did not always perform verbal interaction in the classroom, sometimes they used non-verbal response to react to their teachers' ideas.

English teachers and students of classical classroom interaction mostly used the old philosophical value, only few of English teachers used the modern philosophical one. On the contrary, in the acceleration English classroom interaction the English teachers and students used modern philosophical value. It means that even in this modern era, both classical and modern Philosophical values of IRF/E discourse pattern can be used simultaneously, it depends on the input, the organizer, and the setting of schools.

Acknowledgement

This is a research project that was supported by a grant from Higher Education Directorate, Ministerial of Research, and Technology, and Higher Education Jakarta, Indonesia.

About the Author

Sudar Sudar is permanent lecturer at English Education Study Program, Muhammadiyah University of Purworejo, Central Java, Indonesia. He holds Drin English Language Education Study from State University of Semarang, Central Java, Indonesia. His research interests focus on language learning and teaching, particularly he is interested in teaching linguistics and Discourse (Discourse Analysis, and Critical Discourse Analysis).

References

- Allwright, D. (1991). *Focus on the Language Classroom: an Introduction to Classroom Research for Language Teachers*. Cambridge: University Press.
- Arizavi, S. (2015). Classroom Interaction and Teachers' up taken in response to Teachers' Refential and Display questions in EFL Setting. *Modern Journal Language Teaching Methods*. Volume4.Issue9(5), ISSN: 2251-6204. *Shahid Chamran University of Ahvaz, Iran*.
- Candela, A. (1999). *Student Power in the Classroom Discourse*. London: *Linguistics and Education*.
- Cazden, CB. (2001). *Classroom Discourse. The Language of Teaching and Learning*. Portsmouth: Heineman.
- Creswell. (2009). *Research Design: qualitative, quantitative, Mixed Methods Approaches*. London: SAGE Publication Inc.
- Charthy, M. (1993). *Discourse Analysis for Language Teachers*. Cambridge University Press.
- Chudron. (1994). *Second Language Classroom: Research on Teaching and Learning*. Cambridge University Press.
- Ellis, R. (1988). *Classroom Second Language Development*. New York and London: Prentice Hall.
- Haneda. (2005). Some Functions of Triadic Dialogue in the Classroom: Examples from L2 Research. *The Canadian Modern Language Review*. The Ohio State University, USA.
- Hand, B. (2015). An Analysis of Argumentation Discourse Patterns in Elementary Teachers' Science Classroom Discussions. *Journal of Science Teacher Education*, 26.221-236. DOI 10.1007/10972-014-9416-X. *The University of Iowa, Iowa IA, USA*.
- Jackman. (2014). Teacher-Students Discourse, Power Brokerage and Classroom Engagement. *International Journal Of Humanities and Social Science*.

- University of Trinidad & Tobago.
- Johnstone, B. (2008). *Discourse Analysis*. Oxford: Blackwell Publishing.
- Kumpulainen & David. (2002). *Classroom Interaction and Social Learning*. RoutledgeFalmer. London.
- Liyang. (2015). Teacher questioning as a Way to Open up Dialogue in the EFL Intensive Reading Classroom in China. *Journal of Cambridge Studies*. Volume 7 No 4. Key University, China.
- Lynda, D. (2013). The Triadic Dialogue Reconsidered: Micro genetic Processes of Transfer. *Journal of Human Development*. California State University, USA.
- Lucha, Z, T. (2015). A Study on the Implementation of Student's Classroom Oral Interaction in Sire Secondary School EFL Class: Grade 10 in Focus. *Science, Technology and Arts Research Journal*. ISSN: 2226-7522 (Print) and 2305-3372 (Online). Journal Homepage: <http://www.starjournal.org>. Institute of Language Studies and Journalism, Department of Language Studies and Literature, College University. Post Box No: 395, Nekemte, Ethiopia.
- Marshall, Jeff C. (2012). Interaction between Classroom Discourse, Teacher Questioning, Students Cognitive Engagement in Middle School Science. *Journal of Science Teacher Education*; 24:249-267. DOI 10.1007/10972-9297-9. Clemson University, Clemson, SC 29634, USA.
- Miles & Huberman. (1994). *Qualitative Data Analysis*. International Educational and Professional Publisher, London.
- Nassaji, H & G, Wells. (2000). *what is the use of "triadic dialogue": An Investigation of teacher-student interaction?* London: Blackwell.
- Paaso, Erja. (2013). Peace to Learn: A Discourse Analysis of Pupils' Perceptions. *Journal of Classroom Interaction*. 48. (1).. *Pateniemi Comprehensive School, Finland*.
- Razzaghi, Somaye. (2012). The Effect of EFL Teachers' questioning Behavior on The Amount of Learners' Classroom Discussion Interaction during Pre Reading Discussion Task. *Modern Journal of Language Teaching Methods (MJLTM Vol.2, Issue, 4, December)*.
- Schiffrin, D. (2006). *The Hand Book of Discourse Analysis*. New York: Blackwell.
- Sinclair, J & Coulthard, R.M. (1975). *Toward an Analysis of Discourse: the English Used Teachers and Pupils*. London: Oxford University Press.
- Slatter, Wendy. (2011). the teacher –community of practice-student interaction in the New Zealand technology classroom. *International Journal Technology Des Educated* 21.149-160. DOI 10.1007/10798-9111-Y. Epsom Girls Grammar School, Auckland, New Zealand.
- Thornborrow, J. (2004). *Power of Talk. Language and Interaction in institutional discourse*. London: Longman.
- Van Lier, L. (1996). *Interaction in the Language Curriculum: awareness, autonomy and authenticity*. London: Longman.