


Teacher Talk and Learner Involvement in EFL Classroom: The Case of Saudi Setting

Dr. Ayman Hamad Elneil Hamdan ¹  and Dr. Elsadig Ali Elsadig Elandeef ²  

^{1,2}Assistant Professor, English Department, King Khalid University, College of Sciences & Arts, Dhahran Aljanoub, Saudi Arabia

 **Corresponding Author:** Dr. Ayman Hamad Elneil Hamdan, **E-mail:** aabdala@kku.edu.sa

ARTICLE INFORMATION

Received: January 22, 2021

Accepted: March 14, 2021

Volume: 4

Issue: 3

DOI: 10.32996/ijllt.2021.4.3.23

KEYWORDS

Teacher talking time (TTT), classroom interactivity, twenty-first-century skills, efficiency, SETT, positive teacher talking time

ABSTRACT

This study investigates the maximum output of minimizing teacher talk and activating classroom interactivity in teaching English as a foreign language in light of 21st-century skills. It focuses on the self-evaluation of teacher talk (SETT model) and classroom interactional competence (CIC) that guides the teachers to use interaction as a tool to give their learners enough learning opportunities. Teacher talking time is analyzed from a dualistic perspective, quantity and quality. The classroom interaction's analysis is based on the micro contexts and the pedagogic aspects. This research is conducted with a qualitative approach and content analysis method. The data source is the recording of ten English classes at the college of sciences and arts in Dhahran Aljanoub, King Khalid University (KKU). The study's findings have revealed that instructors dominate talking in English class and pose questions to students to minimize teacher talking time, and the most interactional features are based on displaying questions and teachers' domination of English classroom discourse.

1. Introduction

Understanding the discourse of the classroom is a crucial point in teaching the English language because all study room teaching is goal-focused. The teacher is responsible for what is said in the classroom. Hence, the teacher controls classroom interaction by controlling the topic of conversation, selecting the next speaker, interrupting, deciding the waiting time length, and turn-taking. This pedagogic situation constructs teacher's domination of classroom talk and centralized teacher talking time. Interactivity in the English classroom relies on the teacher's decision and the students' response depending on the teacher's questions. The success of teaching English as a secondary language demands balance in teacher talking time and student talking time.

Furthermore, it requires successful pedagogical interaction between students- teacher, student-student, and student-content in the textbook. Thus, English teachers must balance the talk in the English classroom and activate the interaction according to the pedagogic objectives that the pedagogical activity in the class environment meets the target pedagogical aims entailing interpersonal communication proficiency, cognitive academic proficiency, and adapting twenty-first-century techniques. 21st Century techniques are composed of learning ability, literacy skills, and life skills. In learning English, they include 6Cs, analytical thinking, partnership, self-expression, creativity, citizenship, and habits education. Besides, fundamental skills entailing the basic skills such as reading, writing listens, speaking, personal qualities displaying responsibility for learning, and interpersonal skills.

This study aims at investigating the maximum output of minimizing teacher talking and activating classroom interactivity in teaching English as a foreign language with adapting 21st-century techniques. It is based on analysis of content through application and usage of second language classroom mode model adapted from Steve Walsh that includes 6 significant characteristics of learning environment discourse: educator's control of the association speech enhancement, elicitation, modification, scholar-student association, and computer-assisted communication and analysis of the IRF exchange setting (i.e. educator Initiation, scholar Response, teacher results). The research includes the SETT model with four learning environment

modes defining the classroom discourse, the managerial, resources, skills and structure, and class context modes. Steve Walsh (2011) states that language scholars can enhance their teaching practice by developing a deeper understanding of learning environment discourse and, particularly, by appropriation on the complex association between language, mingling, and learning. Developing a model (self-evaluation of scholar talk and SETT model) for language scholars, Steve focuses and aims at increasing the awareness of language educator's about their activities in the classroom. Another fact in line with the model is the idea of CIC (classroom interactional competence) that governs the educator to apply interaction as an apparatus to offer and give their students enough opportunities for education

1.1 Goals of the Research Study

This research study aims to:

1. Identify the optimum output of minimizing the educator talking period in English study.
2. Increase educators' awareness of twenty-first-century skills and the digital age's English learning requirements.
3. Accentuate the importance of developing class interactivity in English lessons.

1.2 Questionnaire of the Research Study

- 1- Which modes do English tutors use to maximize English classroom interaction?
- 2- How does minimizing teacher talking time in the English classroom facilitate the learning process?
- 3- What strategies and techniques do English teachers need to minimize teacher talking time in the English classroom?

1.3 Significance of the Study

The study results will help English tutors in mastering the pedagogic model strategies and methodologies to minimize teacher talking time and construct cogent interactivity in their classroom. Furthermore, it stimulates English teachers to target the twenty-first-century skills in their class.

1.4 Research Methodology

This study is based on the content evaluation by applying the foreign language class model and framework adapted from Walsh. The information is acquired using recording the association and interaction of ten classes at the college of engineering and arts situated on Dhahran Aljanoub, KKU. The capturing of each classroom activity is performed three times. The resulting information and transcriptions of the educator talking period and interaction procedures are analyzed by applying the qualitative method.

1.5 Delimitation of the Research Study

The study focuses on minimizing teacher talking and activating classroom interactivity in teaching English as a second language with adapting twenty-first-century skills. This research study is based on content analysis using the second language classroom mode framework from Steve Walsh. The study was conducted at the college of sciences and arts in Dhahran Aljanoub, KK and it was conducted in 2020.

2. Literature Review

2.1 Teacher Talk Time

Study room talk incorporates the six principal highlights of study hall talk: educator's control of the association, discourse alteration, elicitation, fix, student connection, and PC interceded correspondence. Moreover, it involves instructor inception, understudy reaction, and educator criticism (IRF) (Shamsipour, Anahita, & Hamid. 2012). Long man word reference of language educating and applied etymology characterizes TTT as an assortment of language in some cases utilized by educators when they are currently instructing. Rod Ellis (1985) has planned his own view about educator talking time: Instructor talking time (TTT) is the common language period that the instructor utilizes while tending to L2 students in the study hall. It is made out of precise improvement of the conventional properties of educator language.

As per Li Ming (1998), TTT is an extraordinary model worked on code with twofold highlights. Nunan (1991) characterizes TTT as the sum and type of talking that educators do and he shows that instructors should focus on the measure of talk in the light of their academic targets.

2.1.1 categories of Instructor Talking Time

Instructor talking time can be grouped into positive and negative TTT. Negative TTT ought to be limited in the study hall. Dwyer (2006) states that negative instructor talking time has four measures:

- a. The principal standard is superfluous talk alluding to the educator propensity toward veered off talk that needs a reason, educational, and semantics angle. For example, an educator will, in general, discuss themselves gladly.

- b. The subsequent one repeats, which alludes to a pointless reiteration of understudies' discussion or reactions. This purposeless reiteration cause understudies to feel that the reactions are not excellent, so it shakes their presentation certainty.
- c. The third one is the ending of the understudies' quiet when suggesting issues or asking conversation starters or when holding up understudy to take part in the exercise stages. Instructors should give their understudies sufficient opportunity to think as a quiet period.
- d. The fourth basis alludes to the instructor furnishes students with data that they can find without help from anyone else like punctuation, implications of jargon things, and rectifications.

³Negative educator talking time is brought about by different causes like an absence of involvement, so an amateur instructor proposes the individual utilize the best educational technique and understudies are really learning; Absence of certainty which epitomizes a few educators' dread of quietness since they recommend that quietness implies understudies are no learning; Long superfluous clarification not utilizing elicitation; Posing loads of follow up inquiries, and An instructor may reword or sum up data as opposed to allowing the understudies a chance to construe the data according to Freeman (2011).

Positive educator talking time is a feeling of profitable talk and it has different standards: It supplies intelligible input in low tension climate and it likewise gives language model mainly when the students do not live in English talking country; It assumes a good part in learning English as an unfamiliar or second language in the light of language openness; It assumes a fundamental part in deductive methodology especially in the introduction and controlled practice (PPP), and It is essential to give language model in listening exercises, and an instructor may enjoy unconstrained discourse with the understudies. It likewise tunes language contribution to comprehensible input in the customized relevant introduction, question, and regular discussion (Freeman, 2011).

2.1.2 Limiting Negative TTT Strategies and Expanding STT

The most ideal learning dialects incorporate self-ruling learning, more students' training, and revelation learning. Negative TTT squares and restricts understudies' talking time since it results in loss of focus and weariness among students. Numerous strategies can help limit TTT in the homeroom, for example, Pair work; bunch work; agreeable work; project strategy; enduring understudies' quietness; utilizing non-verbal communication like emulate, motions, outward appearance; utilizing reality; utilizing heaps of showing helps; utilizing of innovation and utilizing elicitation method as opposed to clarification (Hedge, 2000).

2.2 Classroom Interaction

Study room association is the study cycle's focal point since study hall collaboration is identified with the material, prospectus, correspondence, inspiration, personality, hypothesis, and practice. It also shapes the studying accomplishment and the educators' communication as the mode of guidance decides the cooperation in the studying process (Ramsden, 2003). Kelahouse, Paul, and Christopher Jenks (2015) characterize study hall interactional skill as instructors' and students' capacity to utilize cooperation as a device for interceding and communication, and it shows itself using a strategy that is both merged to the academic objective and suitable to the students, and encouraging the interactional setting⁴. Yu (2010) suggests that communication comprises of two measurements: the members and the reason. Thus, instructors and understudies are the key components on the grounds that the educators oversee different parts in the collaboration and express it to the understudies. Without a legitimate reaction from the understudies, the association will not stream easily. Kalantari (2009) also said that association is brought together to open capability and communication that understudies get when effectively cooperating in objective language. For the understudies, homeroom cooperation between the instructor and the understudies is the primary admittance to the communication learning measure. The instructors can zero in on the connection to change the communication and the members' sharpness. Accordingly, to guarantee the association can be balanced with the learning interaction, the educators should have English ability that satisfies the norm, either for the explicit or instructive objective.

⁵Language ability is not at a psychological level yet in a genuine correspondence level. The capacity to comprehend study hall

³ Teacher talking time (TTT) has twofold aspect in terms of quality and quantity. It is composed of systematic simplification of the formal properties of teacher language. Moreover, it can be defined as the amount and type of talking that teachers do in the classroom. Furthermore, Teacher talking time (TTT) serves a major source of comprehensible target language input and away of creating interaction and engagement, lots of voices grow up demanding minimizing teacher talking time in the classroom. TTT may not always be counterproductive but it might be used positively.

⁴ Walsh outlines a number of ways in which teachers can develop classroom interactional competence (CIC), notably by using evidence reflecting multiple perspectives (whilst stressing the importance of adopting an emic⁴ perspective) and methodologies (e.g. observations, recordings, introspective journals, stimulated recall procedures).

⁵ According to Walsh, one of the most striking features of any classroom is that the roles of the participants (teacher and learners) are not equal.

Each mode has several pedagogical goals which are specifically related to the learning activity. For example, to manage the class, the teachers need to transmit information, introduce new activity, etc. To express students' mastery of English in classroom context mode, the teachers/lecturers need to promote the students oral fluency. Each pedagogical goal is realized in some interactional features.

talk elements is significant to keep up the correspondence practice. In this manner, instructors need to have homeroom interactional skills (Hyland, Ken. 2009).

Walsh centres around the significance of building up a fine-grained comprehension of the manners by which social connections, interactional and semantic assets join to make miniature settings in which comprehension and learning can happen (Walsh, 2011).

Walsh (2011) states that the academic objectives are classified into four miniature settings or modes, which are the setting for certain the educational objectives:

- a. The first is an administrative mode that centers around conveying data and dealing with the class.
- b. Material mode centers around the learning material.
- c. Abilities and framework mode around show language abilities, like perusing, composing, talking, and tuning in, and language segments, like punctuation, jargon, and phonology.
- d. Study hall setting mode gives the understudies greater freedom to voice their suppositions and thoughts in the language learned.

2.3 21st Century Skills

In the twenty-first century, schooling frameworks worldwide zeroed in on setting up their learners to gather substance and information. Therefore, schools zeroed in on giving education and numeracy abilities to their understudies, as these abilities were seen as important to acquire substance and information. Late improvements in innovation and telecom have made data and information omnipresent and effectively open in the 21st century. Hence, while abilities, for example, education and numeracy, are as yet essential and fundamental, they are not, at this point, adequate. To react to innovative, segment, and financial changes, schooling frameworks started to make a move toward furnishing their understudies with a scope of abilities that depended on perception as well as on the interdependencies of psychological, social, and enthusiastic characteristics (Harvey (2001). The twenty-first-century abilities are many capacities that understudies need to create to prevail in the data age. The Association for twenty-first Century Abilities records three sorts: Learning capability including basic reasoning, inventive reasoning, teaming up and conveying;

Education capacitance includes information proficiency, media learning, and innovation education, and life skills (Baruch,1999). The twenty-first-century capacitance abilities, competence, and learning skills have been identified as requirements for achievement in twenty-first-century society and working settings by scholars, business pioneers, scholastics, educators, and administrative organizations. This is important for a developing global development zeroing in on students' capabilities to succeed in anticipation of achievement in a quickly changing, computerized environment. Many of these abilities are also connected with more profound realizing, which depends on prevailing abilities, such as logical thinking, complicated critical thinking, and collaboration. These abilities contrast from the conventional scholarly capacitance in that they are not essentially content information-based. Quaver, Bernie, and Fadel (2009) satiate that the twenty-first-century abilities are made out of Mastering capacities which entails the basic reasoning, innovativeness, cooperation of correspondence, which initiates students' psychological cycles needed to develop and create a cutting edge workplace; proficiency abilities which center around how understudies can recognize realities, distributing outlets, and the innovation behind them; fundamental abilities that investigate elusive components of a scholar's regular daily existence. These intangibles focus on both individual and expert characteristics.

⁶The twenty-first Century abilities are made out of: Mastering abilities which involves mandatory reasoning, innovativeness, teamwork, which enacts student s' psychological cycles needed to adjust and enhance advanced learning; proficiency abilities which focus around how a student can recognize realities, distributing knowledge outlets, and the innovation behind the frameworks; fundamental abilities which investigate elusive components of a student's regular day to day existence. These intangibles center around scholars' individual and expert characteristics (Overtoom, 2000).

⁶The 6 Major Skills for 21st Century Students are:

- 1 - Creativity and innovation. ...
- 2- Communication and collaboration. ...
- 3- Research and Information fluency. ...
- 4- Critical thinking, problem solving, and decision making. ...
- 5- Digital citizenship. ...
- 6- Technology operations and concepts

4. Discussion

Based on the evaluation of study room association in the English classes of College of Sciences and Arts in Dharan Aljanoub, KKU, there 533 data elements which are grouped into four classes. The evaluation of every mode will showcase the pedagogical and association features application in the classes.

Interactional Features in Managerial Mode

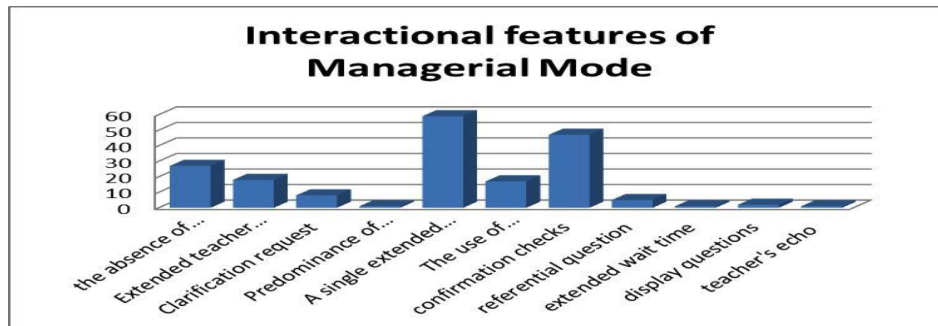


Figure 1. The results of interactional characteristics in a managerial mode

During the class management, the interaction mostly is prevailed by instruction and explanation of the tutor. The tutors also tend to include new activities in class through issuing instructions repeatedly. The absence of students' contribution primarily influences the pedagogical aim of introducing a new activity. It indicates that, generally, when the tutor issues and gives instruction, the learner listens to the instruction attentively. The details of new activity performed with extended tutor turns as interactional characteristics to impart knowledge by clarifying the information. Although the concept introduces a new activity, the tutors also use interactional elements involving the scholars, such as confirmation checks and the clarification request, to make sure that they understand and comprehend the activity. When there are activities that need to do, the tutors pass on the message using transitional indicators for making it easier for the learners to grasp the instruction. This shows that the instructors dominate the talking period in the class environment by issuing instruction, offering explanations, and confirming the learners understanding to make sure that they know and understand what to do. The educators likewise rule the interactional highlights. Another academic objective in administrative mode is to allude understudies to the material. For the most part, the educators apply broad utilization of show questions, referential inquiries to check, and the utilization of affirmation checks. When understudies offer the right response, the instructors will do the educator's reverberation to guarantee that the understudies recollect the appropriate response. The instructors mark the objective by utilizing affirmation checks as the interactional component to close action. The speakers guarantee understudies to recollect the data's entirety by applying momentary markers.

Interactional characters in Material Mode

A material mode is a miniature setting with academic objectives focused on the material. In material mode, there are 292 pieces of information for seven educational objectives, in particular (1) to assess commitments, (2) to check and show the answer, (3) to explain when fundamental, (4) to get reactions according to the material, and (5) to give language practice around a piece of material. The interactional highlights used to accomplish the educational objectives in material modes are educator interferences, content criticism, the expanded instructor turns, explanation demand, show questions, framework, restorative input, educator reverberation, broadened stand by time, power of IRF design, remedial criticism, referential inquiries, and turn finish.



Figure 2. The results of an interactional component in material mode

For the most part, the information shows that in material mode, the predominant instructive objective is to check and show answers and to get reactions corresponding to the material. The objectives demonstrate that the instructors need to have more elicitation identified with the material. The instructor needs the understudies to comprehend the material talked about. When the understudies do not give the proper reaction, the teacher will amend it. The educators apply a few interactional components to check and show answers during training. Practice time is the significant second for understudies to reinforce their material's cognizance. In this manner, the instructors assess understudies' commitment. Other academic objectives found in material mode are giving language practice around a piece of material, assessing commitments, and explaining when vital. Language practice is required because understudies convey the material in English. The educators utilize the interactional component to build up understudies' language ability. The educational objective of giving language practice around a piece of material is acknowledged by utilizing the platform, the prevalence of IRF design, referential inquiries, and turn to finish. For the most part, the language practice is led by adjusting questions or leading the cooperation, so the understudies do not understand that the instructors are giving them practice around the material.

Interactional characters in skills and system Mode

From all modes found in study hall communication, the skills and system mode is the most un-found in the information. For the most part, the class conversation is theme-based or material-based, although it is for abilities subjects. The academic objectives centered in the model are (1) to present the correct answer, (2) to empower students to create the right structure, and (3) to give remedial input. The interactional highlights discovered are structure-centered criticism, explanation demand, direct fix, and power of IRF design, framework, broadened educator turns, and instructor's reverberation.

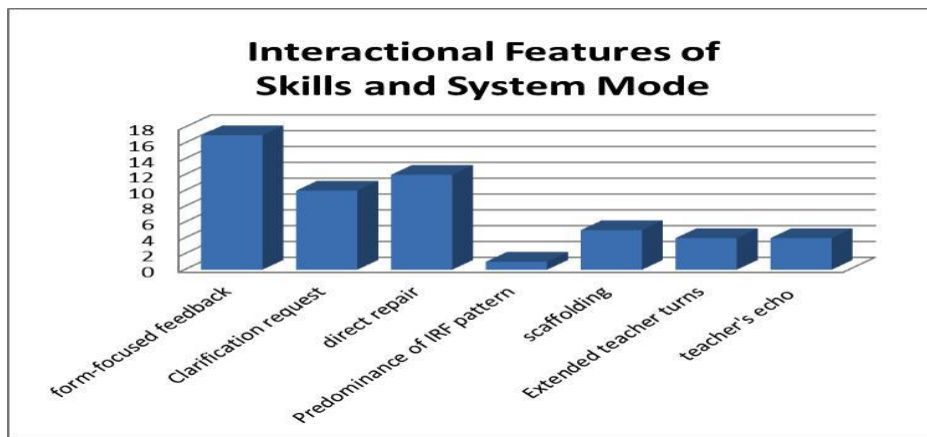


Figure 3. The results of Interactional Element in skills and system Mode

When attempting to show the right answer, the teacher, for the most part, uses structure-centred input and explanation demand as the interactional element. It shows that when the understudies commit an error in jargon, syntax, or articulation, the speakers do not give the right answer straightforwardly. They give structure-centred criticism or explanation demand to ensure the appropriate response produced comes from the actual understudies. The educational objective of empowering students to create the right structure is acknowledged in numerous association structures. It relies upon the language part should be fixed. When the understudies misspeak a word, the interactional component is an immediate fix.

Notwithstanding, when the error is identified with sentence structure or jargon, the instructors will demand an explanation from the start. After the slip-up being explained, the speakers will do the framework, power of IRF. Once it is correct, the instructors will do educators' reverberation so the understudies will recall the structure.

To empower students to deliver the proper structure, the instructors give restorative criticism or the correct answer by implication. It demonstrates that the educators need the understudies to distinguish the misstep and fix it. The speakers anticipate that the students should utilize their own thinking dependent on the learning experience, while dragging out the study hall's interactional possibility.

Interactional characters in classroom Setting Mode

Educational objectives can portray study room setting mode to allow the understudies to share the experience, sentiments, feeling, mentality, and so forth. In this mode, the teachers put forth an attempt to empower students (1) to communicate unmistakably, (2) to advance oral familiarity, and (3) to build up a specific situation. The interactional highlights applied to

accomplish the educational objectives are broadened student turns, content input, minor fix, explanation demand, referential inquiries, the short instructor turns, framework, and educator's reverberation.

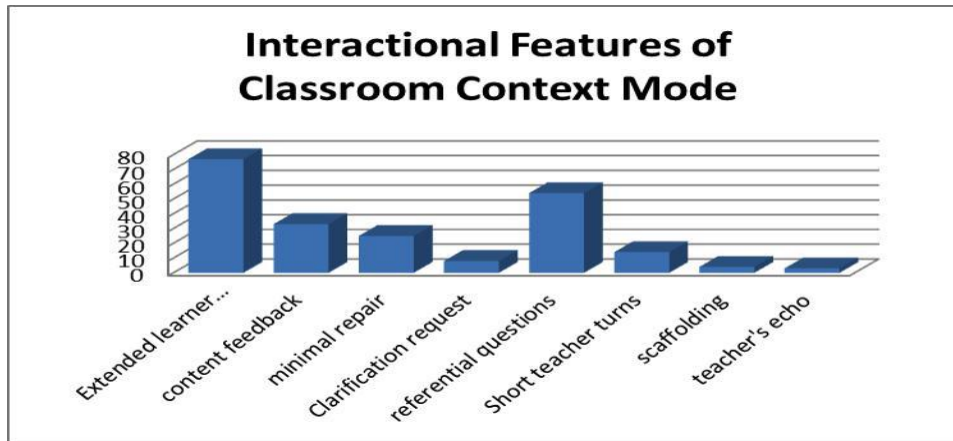


Figure 4. The results of an interactional component in study hall setting mode

All in all, in the study hall setting mode, the educators construct the setting so the material can be adapted without any problem. Whenever setting is assembled, they amplify the understudies' communication by encouraging them to communicate unmistakably and advancing oral fluency. Interactional highlights overwhelmingly found to empower students to communicate obviously is expanded student turns. It causes the understudies to have greater freedom. The instructors help by giving negligible fix, so the understudies' familiarity is not upset. To advance understudy talking time, for the most part, the instructors utilize interactional highlights like referential inquiries and negligible fix. The instructors also expand the understudy's turn by looking to explain what the understudies need to communicate.

Consequently, the understudies can communicate in English while fixing the issues. The prevailing interactional element is a referential inquiry to set up a unique circumstance. It is how the instructors construct a setting through significant inquiries. Other interactional highlights discovered are expanded student turns, short educator turn, and substance criticism. It shows that the speakers give more goes to the understudies to animate understudies to cooperate. From the interactional highlights of every miniature setting and educational objectives, the highlights generally discovered are broadened educator turn, show questions, framework, referential inquiries, and expanded students turn. It shows that in making study hall connections, the instructors intervene and help the learning by giving more clarification and starts from something that the understudies know. It implies that the instructors encourage the learning by giving more clarification or including different understudies so the communication can continue going. When the association is set, the educators increment understudies capacity to communicate by utilizing the platform, offering referential conversation starters, and expanding students' turn. Now and again, the understudies experience the trouble of communicating the idea, not because they do not have a clue about the appropriate response. They need help to direct the musings in the language. Hence, framework and expanded student turn can boost the commitment in the cooperation. Referential inquiries can be the trigger to empower students to talk more because referential inquiries presented are generally identified with their lives. It likewise affects encouraging the understudies' interactional space. To summarize, the information shows that instructors overwhelm talking time, and the understudies need help to expand their cooperation. The most interactional highlights utilized broadly are showing questions, instructor interference, and the all-encompassing educator turn. The most un-interactional highlights discovered are and the all-encompassing stand-by time. Apparently, educators will let the understudy's commitment streams and don't interfere with understudies' cooperation except if it is fundamental. Instructors help students when they face trouble, and they will, in general, urge understudies to take part through utilizing more assortment of interactional highlights. To limit instructors talking time, English educators need to utilize different educational procedures and methods to boost understudy talking time. Besides, understudies' collaboration in English study hall ought to be raised through applying different modes. In English as an unknown dialect setting, English privileges in the class are unbalanced because educators control the movement, the objective, and the connection. It is inescapable because when the understudies are not prepared to communicate, the instructors need to set up the preparation by making such interactional highlights to which understudies can react.

Consequently, the study hall connection is made to cause the understudies to comprehend the conversation and communicate. The educators controlling communication are expected to accomplish the learning targets. In any case, the

miniature setting's focal point should be coordinated with the goal that the understudies have more freedom in collaboration and adjusted support in significant exchange for different learning activities.

4. Conclusion

4.1 Summary of Findings

The findings of this study show that:

- a. English teachers dominate the teacher talking time in English class.
- b. English teachers tend to minimize teacher talking time in the English classroom by posing display questions, referential questions, and IER techniques.
- c. English teachers use various modes such as managerial, material, context, and skill mode to construct classroom interactivity.
- d. English teachers focus on critical thinking and communication skills by posing various questions stimulating high-order thinking.
- e. The students' response to English teachers provides the students with a sense of practice and feedback.

4.2 Recommendations

In light of these findings, the researcher recommends that:

Student talking time should be maximized in the English classroom by implementing various updated strategies and techniques such as cooperative learning, pair work, project learning, etc.

- a. Pedagogical training should be conducted to raise English teachers' awareness and professionalism on inculcating learner-centeredness and maximization of student talking time.
- b. English teachers should integrate twenty-first-century skills in their classes.
- c. English teachers should use various modes such as managerial, material, context, and skill mode to construct classroom interactivity.
- d. English teachers should create a friendly and intimate classroom where students feel relaxed and comfortable.
- e. Minimize teacher talking time in English class provides the learners with a good opportunity to practice English, correct their errors in terms of structure, build a sense of confidence, and activate critical thinking.

References

- [1] Baruch, Y. (1999). Response rate in academic studies-A comparative analysis. *Human relations*, 52(4), 421-438.
- [2] Brush, T. & Saye, J. (2010). Implementation and Evaluation of Student Centered Learning Unit: A Case Study. Auburn University.
- [3] O'dwyer, S. (2006). The English Teacher as Facilitator and Authority. *TESL-EJ*, 9(4), n4.
- [4] Ellis, R. (1999). *Making the classroom acquisition-rich*. In R. Ellis (Ed.), *Learning a second language through interaction* (pp. 211-229). Amsterdam: John Benjamins.
- [5] Harmer, J. (2008), *The Practice of English Language Teaching*. Person Longman.
- [6] Hedge, T. (2000). *Teaching and Learning in the Classroom*. Oxford University Press.
- [7] Hyland, K. (2009). *Academic Discourse: English in Global Context*. London: Continuum.
- [8] Harvey, L. (2001). Defining and measuring employability. *Quality in higher education*, 7(2), 97-109.
- [9] Jenks, C. J., & Seedhouse, P. (2015). Applying global perspectives on ELT classroom interaction to current issues in language teaching. In *International Perspectives on ELT Classroom Interaction* (pp. 219-226). Palgrave Macmillan, London.
- [10] Kelantari, R. (2009). Techniques for Classroom Interaction. *International Journal of Language Studies*, 3(4), 425-434. <http://www.ijls.net/volumes/volume3issue4/kalantari1.pdf>
- [11] Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.
- [12] Overtom, C. (2000). *Employability skills: An update*. ERIC Clearinghouse.
- [13] Ramsden, P. (2003). *Learning to Teach in Higher Education*. London: Routledge.
- [14] Shamsipour, A., & Allami, H. (2012). Teacher talk and learner involvement in EFL classroom: The case of Iranian setting. *Theory and Practice in Language Studies*, 2(11), 2262-2268.
- [15] Thomas, A.M. (1987). *Class Interaction*. Oxford: Oxford University Press.
- [16] Fadel, C., & Trilling, B. (2010). 21st Century Skills: Learning for Life in Our Times. *Education Review*.
- [17] Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*. London: Routledge.