

ANALYSIS OF SPOKEN DISCOURSE PATTERN OF ENGLISH CLASSROOM OF SENIOR HIGH SCHOOLS IN PURWOREJO, CENTRAL JAVA

Sudar

Muhammadiyah University of Purworejo
rofiqsdr@gmail.com

Abstract: *Discourse analysis is one of the linguistics discipline which is focused investigating the language use in the natural setting. The classroom interaction is one of the field of the study of the language use naturally. It is possible to analyze the language phenomena which is used by English teachers and their students. This paper is an attempt to make an analysis of a natural language use based on the theory developed by Sinclair –Coulthard analysis model (1975) cited in (McCarthy, 1992). This model has a significant contribution for English language learners who are interested in the field of Discourse analysis. This study suggest that the discourse pattern developed by Sinclair-Coulthard used by English teachers and their students of Senior High Schools, Purworejo, central Java.*

Key Words: *Discourse analysis, spoken discourse, discourse structure.*

Abstrak: *Analisis wacana adalah salah satu disiplin ilmu linguistik yang secara khusus mengkaji penggunaan bahasa secara alami. Interaksi kelas adalah suatu wahana penggunaan bahasa secara alami. Hal tersebut sangat mungkin untuk menganalisis fenomena bahasa yang digunakan oleh guru bahasa Inggris dan para siswanya. Tulisan ini sebuah usaha untuk membuat sebuah analisis tentang penggunaan bahasa secara alami berdasarkan teori wacana yang di tulis oleh (Sinclair –Coulthard, (1975) dikutip oleh M Charthy, (1992). Model analisis wacana ini mempunyai kontribusi yang signifikan bagi para pembelajar bahasa yang tertarik untuk menganalisis wacana. Penelitian ini menginformasikan bahwa pola wacana yang diciptakan oleh Sinclair –Coulthard diimplementasikan oleh guru bahasa Inggris dan siswanya di sekolah menengah atas Kabupaten Purworejo, Jawa Tengah.*

Kata Kunci: *Analisis Wacana, wacana lisan, aturan wacana.*

INTRODUCTION

Discourse Pattern of Spoken Discourse mostly used by many speakers of any languages. Actually, not all of language users are aware of using discourse pattern in their speeches. Because this, the research aimed to analyze and to describe the using of discourse patterns, particularly the discourse pattern used by English teachers and their students in the English Classroom interaction. The discourse pattern that will be investigated is the theory of discourse pattern which is developed by Sinclair and Coulthard (1975), and it was expanded by M Charthy, (1992). This research is conducted because the researcher wants to describe clearly how

is the process of using discourse pattern of spoken discourse developed by English teachers and their students in the classroom interaction. This research is limited only investigating the nine state senior high schools in

Purworejo as samples of the research. The nine senior high schools are senior high school 1 Purworejo until senior high school 9 Purworejo, Central Java. The researcher assumed that the English teachers and their students performed the discourse patterns differently. The researcher believes that the discourse pattern outside the classroom interaction is different from the discourse pattern used by English teachers and their students in the classroom. This research only focused on the use of discourse pattern in the classroom interaction. In relation to the theory of discourse pattern, the research starts from the basic knowledge of discourse. Discourse is the study of language in everyday sense in which most people use the term, (Jhonstone, 2008: 2). Further, she also said that discourse is basically, the study of a language, however it is useful to try specify what makes discourse analysis different from other approaches to language study, (Jhonstone, 2008). Discourse is about the use of a language in the context of speech. Discourse is about the language used by any people in the different contexts. The discourse can be in the context of education, culture, economic, science and other context of life. This study is an attempt to analyze the use of a language by English teachers and their students in the context of classroom. This study focuses the use of a language in the classroom of senior high school in Purworejo. The use of a language particularly in the senior high schools 1 Purworejo until senior high school 9 Purworejo. The researcher analyzed the utterances developed by English teachers and their students in the classroom interaction. Because of this, the researcher would like to discuss the teacher's talk and student's talks. Teachers talk and students talks are the main data to be analyzed from pattern of spoken discourse developed by Sinclair and Coulthard, (1975) cited by Ellis, (1988). Teacher talk' is the special language the teacher uses when addressing L2 learners in the classroom. It shares a number of common characteristics in the classroom such as a teacher initiation, a pupil response, and teacher feedback. The prevalence of IRF/E in classrooms has been well-documented by Barnes (1976) cited in Rod Ellis (1988) and Sinclair and Coulthard (1975 cited in Rod Ellis 1988). The important point, however, is that the basic pattern of classroom discourse differs considerably from the discourse patterns found in normal conversations outside the classroom.

The classroom is crucible-the place where teachers and learners come together and language learning. The teacher also brings into the classroom the syllabus, often embodied in a textbook. Everything still depend on how they react to each other, learner to learner as well as teacher to learner when they all get together in the classroom. it is more a matter of their constant interaction- the fact that every time they come together they somehow have to get along, and in a way which actually helps the learners to learn. In choosing to co-operate the learners make a significant contribution to the management of the interaction that takes place in the classroom.

The management of the interaction in the classroom

In this special sense interaction is a source of ‘co-production’ and it is worth spending some time on the complications this idea involves. The main problem is that everybody is managing at least five different things, at the same time, all the time. These five factors are listed below as questions, along with the labels they are usually given in the classroom research literature:

1. Who gets to speak? (participants’ turn distribution)
2. What do they talk about? (topic)
3. What does each participant do with the various opportunities to speak? (task)
4. What sort of atmosphere is created? (tone)
5. What accent, dialect, or language is used? (code)

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 of Classroom Interaction Analysis developed by Dick

T E A C H	ACT INFLUE NCE	<p>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.</p> <p>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 him?” or “go on” are</p>
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E R T A L K		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.
	DIRECT INFLUENCE	5. LECTURING: giving facts or opinions about content or procedure: expressing his own ideas, asking rhetorical questions. 6. GIVING DIRECTIONS: directions, commands, or orders to which a student is expected to comply 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.
		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. 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.
		10.SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

Now, the concept of power that is relevant to this study has been established, it is important to take a closer look at the IRF/E pattern that will be the starting point to the analysis of the interaction where a student's opportunities for power in the IRF/E pattern will be examined. Van Lier (1996) stated, 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). The IRF/E sequence, also referred to as exchange was presented by Sinclair and Coulthard (1975) in their discourse analytical study where the researcher stands for Initiation, R for Response and F for Feedback (or follow-up). Mehan (1979) cited in Cazden (2001) are use the 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. Traditionally, the teacher is also regarded as ‘the primary knower’, which allows the teacher to evaluate or give feedback on the student’s response and make the student aware whether or not the response was the one the teacher was aiming for with his/her Initiation. This form of interaction is seen suitable for the classroom setting, since the teacher can check the “knowledge” and progress of the students and the students get immediate feedback on their answers. It also enables the connection of sentences into a coherent interaction as will now be shown.

The importance of the Follow-up turn is also shown by Sinclair and Coulthard (1975), who found that when a teacher did not give any Feedback on students’ Response to emphasize that there are not always right answers, the students’ participation collapsed since they did not see the use of such questions. The importance of the Follow up turn in the IRF/E pattern will be discussed more closely in the next section. This form of interaction, the teacher-led IRF/E pattern where the student’s response is seen as being squeezed in between the teacher’s interactional turns (Van Lier 1996) is often thought to lead to the teacher’s dominance in the interaction. 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). This form of questioning and the unequal division of knowledge in the IRF/E pattern is often regarded as resulting in teacher’s power in the IRF/E pattern (Sinclair and Coulthard (1975)).

The IRF/E pattern is usually seen as allowing the teacher to lead the lesson to a planned direction and to be able to hand out speaking turns so that she/he can control classroom interaction. Van Lier (1996) criticizes the traditional IRF/E structure as not representing “true joint construction of discourse” because it does not allow exploring ideas or thoughts presented by students. Van Lier (1996:156) 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, Van Lier (1996).

The IRF/E pattern: new insights

Schiffrin (2006:711-712) said that in modern educational contexts the students can also become initiators 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. Furthermore, IRF/E discourse pattern, in modern educational contexts, teacher and students have equal right to display. This theory is possible to be used by English teachers and their students in the classroom interaction. This theory gives more chances both teachers and students to interact among of them. The new paradigm of classroom interaction develop students confident to use a language naturally as a mean of communication. Further, teachers and students in the classroom have equal right to initiate the interaction. Students are not only as a passive listener, on the contrary students can be active speaker in the use of a language in classroom.

RESEARCH METHOD

Research Design

It is a qualitative research. There are four types of research traditions, namely: psychometric, interaction analysis, discourse analysis, and ethnography, (Chaudron, 1993:13-14). This research belongs to discourse analysis.

Creswell (2009: 176-177), said there are five qualitative research approaches, namely: narrative, phenomenology, ethnography, case study, and grounded theory. Other experts, Kemmis and Wilkinson (1998), Cheek (2004), and also Creswell (2009) said that, other qualitative approaches are participatory action research and discourse analysis. In this research, the researcher uses discourse analysis, particularly critical discourse analysis (CDA). Creswell (1994) said there are six assumptions of qualitative research, namely: (a). qualitative researchers are concerned primarily with process, rather than out-comes or products, (b). qualitative researchers are interested in meaning, how people make sense of their lives, experiences, and their structure of the world, (c). the qualitative researcher is the primary instrument for data collection and analysis: data are mediated through human instrument, rather than through inventories, questionnaires, or machines, (d). qualitative research involves field work, the researcher physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting, (e). qualitative research is descriptive, the researcher is interested in process, meaning, and understanding gained through words or pictures,(f), the process of qualitative research is inductive in that researcher builds abstractions, concepts, hypotheses, and theories from details. This research is qualitative field research. It means that the data should be collected from the real setting.

Object of Research

The research was conducted in the English classroom interaction. The population of this research was the English teachers and their students of nine different senior high schools in Purworejo. The nine senior high schools are SMA N 1, SMA N 2, SMA N 3, SMA N 4, SMA N 5, SMA N 6, SMA N 7, SMA N 8, and SMA N 9 Purworejo. 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.

Unit of Analysis

The unit analysis of this research is the utterances produced by the English teachers and their students in the classroom interaction. The utterances as the source of data will be about the performance of IRF/E pattern. To make a clear description, the researcher described the

instrument that he used to analyze the data. The informants of this research were English teachers and their students from nine different Senior High Schools in Purworejo, Central Java.

Techniques of Data Collection

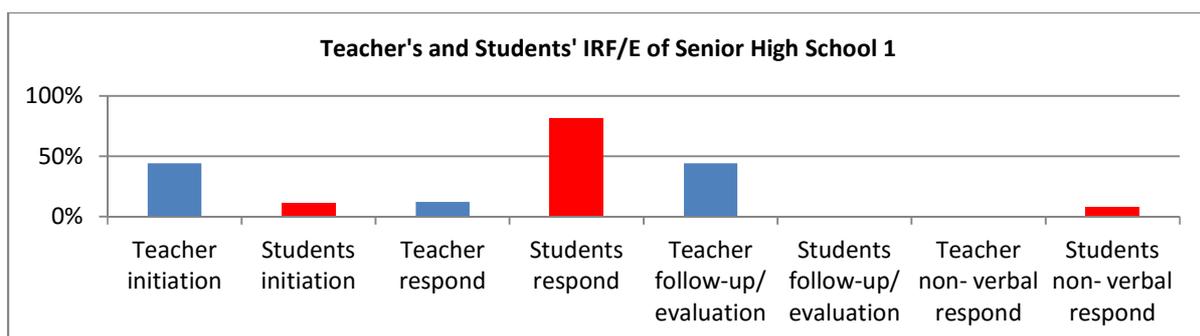
<i>Dimension</i>	<i>Analytical category</i>	<i>Description</i>
<i>Cognitive Processing</i>	Exploratory/interpretative	Critical and exploratory activity that includes planning, hypothesis testing, evaluation and experimenting
	Procedural/routine	Procedural on-task activity that focuses on handling, organizing and executing the task without reflective analysis
	Off task	Activity not related to the task
<i>Social Processing</i>	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	Students dominating the work, unequal

	Conflict	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

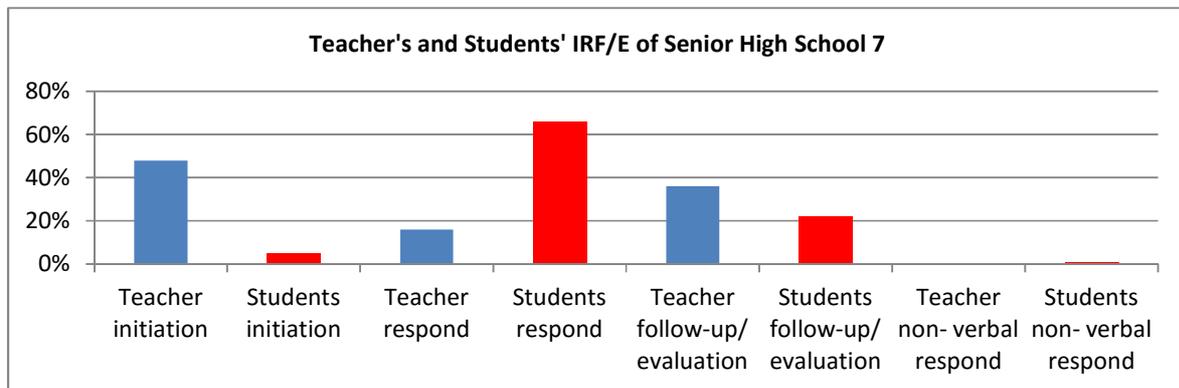
FINDINGS AND DISCUSSION

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

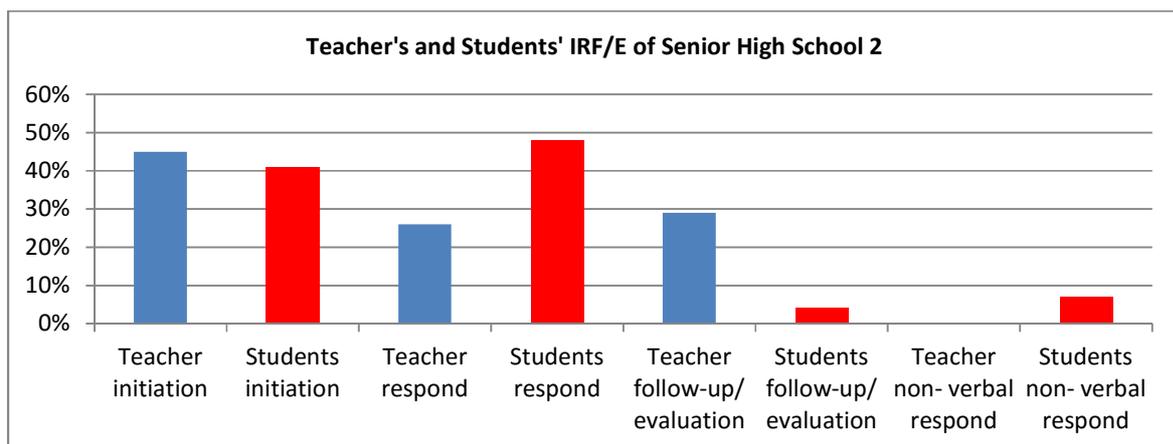


The first was the implementation of IRF/E discourse pattern of senior high school 1 Purworejo. The result was as the follows: English teachers of senior high school 1 Purworejo initiate the classroom interaction at the level of 40% while the student's initiation was at the level of 10%. It means that the English teacher is 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 respond the teacher's speech. Students were more powerful to respond 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%.



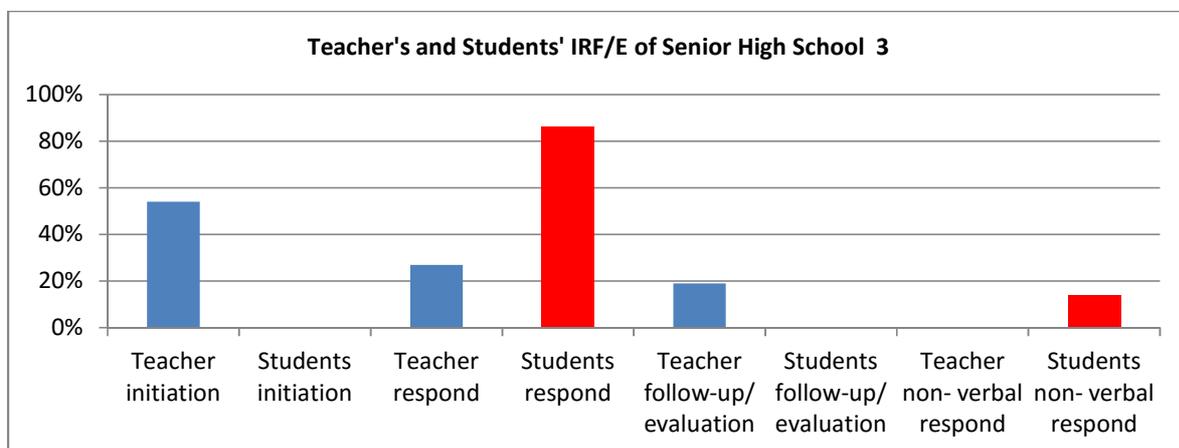
Teacher's initiation developed by English teacher of senior high school 7 Purworejo was at the level of 48%, while student's initiation was at the level of 3%. It means that the English teacher initiation was more powerful compare to the student's initiation. Student's response was at the level of 65% 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.



The teacher' 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

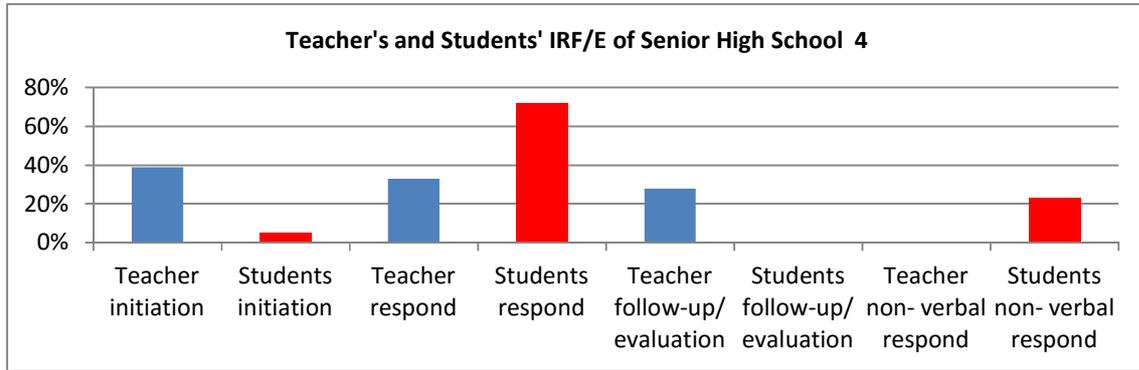
students have high chance to initiate in the classroom interaction particularly when they initiate the other student's group in the discussion. Student's response was at the level of 49% while teacher's response was at the level of 25%, it was said that student's response was more powerful than teacher's 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.



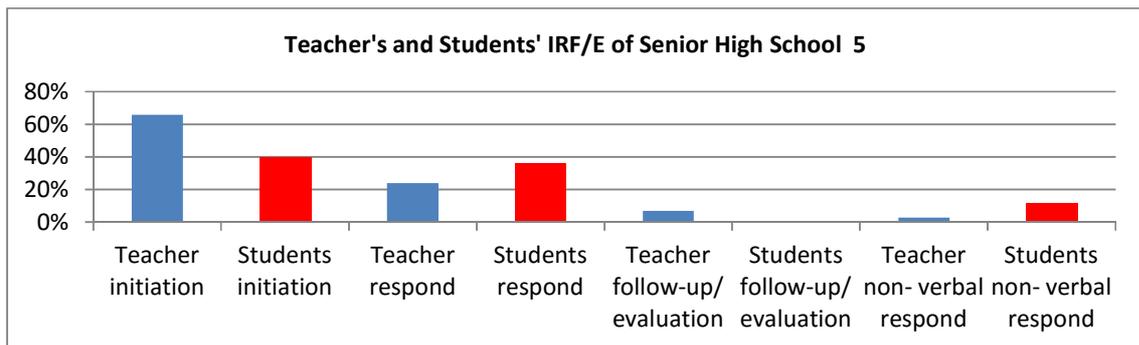
The English teacher's initiation was at the level of 52 %, while students of senior high school 3 Purworejo never developed an initiation in the classroom interaction. Teacher's response was at the level of 25% while student's response was at the level of 85%. It means that the students were more powerful 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.



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 70% while teacher’s response was at the level of 31%.

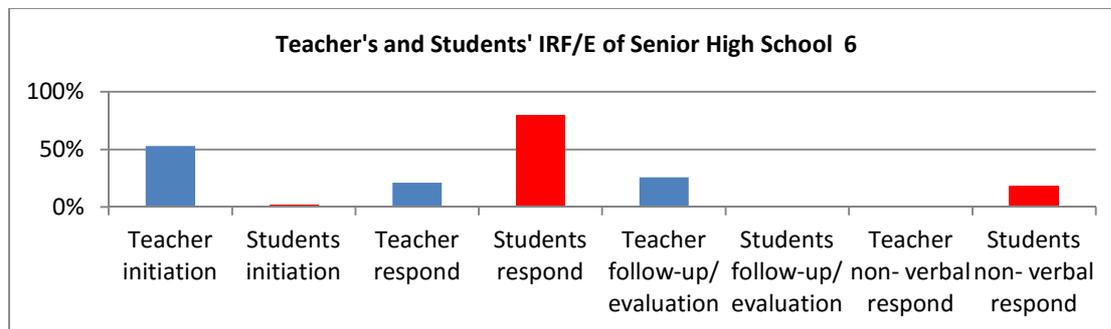
Furthermore, teacher’s follow-up was more powerful than student’s follow-up. Teacher’s follow-up was at the level of 28% on the contrary student’s follow-up was at the level of zero. It means that students never evaluate the teacher’s ideas in the classroom interaction. Students were more powerful to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



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

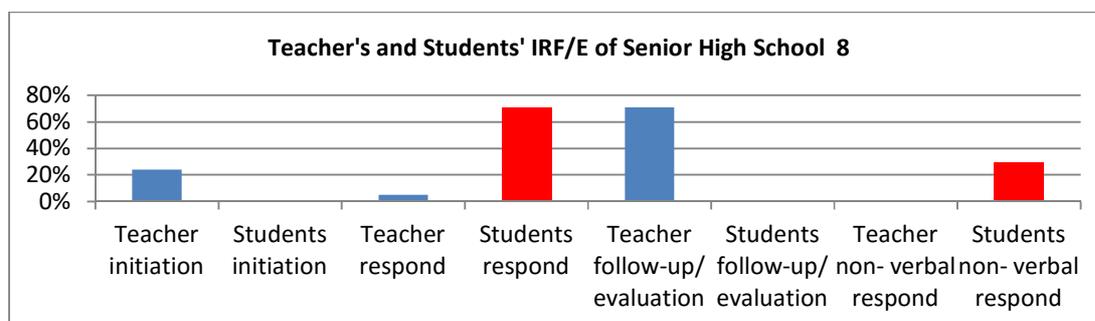
interaction. Student's response was at the level of 35%, on the contrary teacher's response was at the level of 22%.

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%.



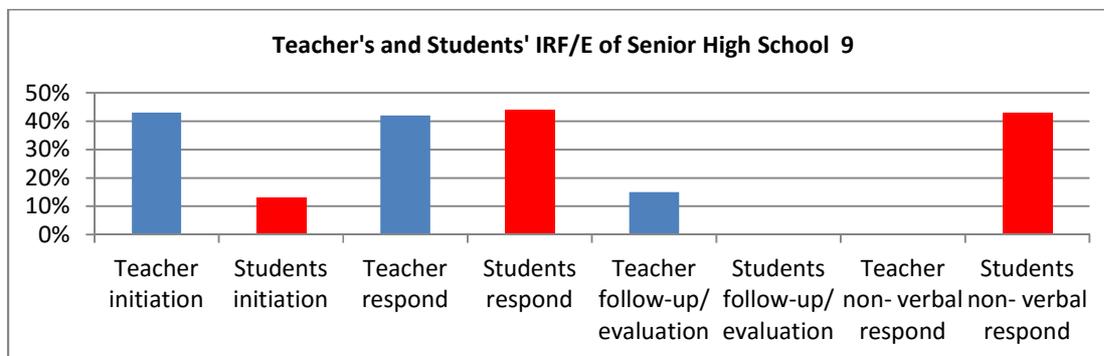
Teacher's initiation of senior high school 6 Purworejo was more powerful than student's initiation. Teacher's initiation was at the level of 51% while student's initiation was at the level of 1%. Student's response was more powerful in the classroom interaction than teacher's response. Student's response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



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.



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 used simultaneously. It means that even it was in modern context of education, the old paradigm was still used. At the present, Van Lier

paradigm (1996) philosophical value of IRF/E used in traditional classroom interaction and the modern philosophical values of IRF/E (Schifrin, 2006) used in the modern classroom interaction.

Discussion

Based on the data analysis about the using of discourse pattern in the classroom interaction conducted by English teachers and their students, it is really significant that mostly the English teachers started the classroom interaction by initiating the speeches among of their students. The classroom interaction will be life because of teachers' initiation. On the contrary, mostly the students from nine different senior high schools in Purworejo, Central Java doing the respond of teachers 'initiation.it meant that when English teachers initiate (I) the classroom interaction, students respond (R) the teachers 'speech. Further, teachers also follow up (F) the students' speech. Referring to the implementation of discourse pattern developed by Sinclair-Coulthard (1975) and expanded by Van Lier (1996), and the new paradigm of classroom interaction developed by Schifrin (2006), English teachers and their students from nine different senior high schools in Purworejo used that pattern. It is more democratic in some senior high schools, students are not only to respond the teachers' speech they also initiate the classroom interaction. Students from senior high school 1, senior high school 2, senior high school 7, senior high school 5, and senior high school 9 initiated the classroom when they were in group discussion, students initiated among of their classmates. Actually, when students respond the teachers' speech are not only in form of verbal speech, mostly the students did non-verbal respond whether to their teacher's speech or to their classmates. For example of non-verbal speech done by students to respond by nodding their head, shaking their head, raising their hand, waving their hand. This the implementation of discourse pattern in senior high schools Purworejo. It reflecting that English teachers and their students developed the classroom interaction dynamically.

CONCLUSIONS AND SUGGESTION

Conclusion

Based on the findings and discussion of research data, students were in high position to respond. Students were more passive in the classroom interaction while 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 seven and senior high school two Purworejo. It happened because the students have a chance to share with their classmates in the group presentation about the topic of discussion. Teachers did not perform non-verbal response in the classroom interaction: on the contrary, some students in the classroom interaction performed non-verbal responses. 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 of Discourse Pattern, on the contrary, in the acceleration English classroom interaction the English teachers and their students used modern of Discourse Pattern. Now, 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.

Suggestion

English teachers and their students in the classroom interaction are better to use new paradigm of discourse pattern. It is more democratic. The communication between English teachers and their students, students and among of other students can be developed optimally when the English teachers and their students really used the modern discourse pattern. Both modern and classical discourse pattern can be used flexible. The English teachers should adapt themselves in the implementation of the discourse pattern. The setting of the schools, the input of learning, and the classification of schools have high influence in the process of using discourse pattern. Another important principle, western and Indonesia have different cultures in term of communication. Further, they used discourse pattern differently in different contexts of schools.

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