

## **AN ANALYSIS OF TEACHERS' BELIEFS ON TEACHER TALK IN AN EFL CLASSROOM**

**Annisa Nurhabibah**

[annisa.nurhabibah3103@gmail.com](mailto:annisa.nurhabibah3103@gmail.com)

Universitas Singaperbangsa Karawang

**Maman Suryaman**

[maman.suryaman@fkip.unsika.ac.id](mailto:maman.suryaman@fkip.unsika.ac.id)

Universitas Singaperbangsa Karawang

**Praditya Putri Utami**

[praditya.putri@fkip.unsika.ac.id](mailto:praditya.putri@fkip.unsika.ac.id)

Universitas Singaperbangsa Karawang

### **Abstract**

The teachers use teacher talk as the use of language in giving instructions to students in English classroom. In this case, teacher talk needs the belief that in the teacher. This qualitative case study is aimed to analyze teachers' beliefs on teacher talk in EFL classroom. The data were collected through interview with the teachers by having English background in one of Senior High School in Karawang, West Java, Indonesia. The result found out there are teachers experience as a student of language learning, experience in teaching, teachers try to teach using self-personality, teaching according to the curriculum guidelines, teachers never used education research or English research to base teaching in EFL classroom, teachers often access the site on high level, teacher confidently demonstrates their ability, teachers give an inspirational story, teachers have good English, and teachers provide strategies.

*Keywords:* Beliefs, EFL Classroom, Teacher Talk

### **INTRODUCTION**

Teaching English in Indonesia is more complicated than teaching Indonesian in the native land. The teacher needs to improve their ability in English and prepare what will be used as learning material. For the lesson to be well presented, then an English teacher needs to give material properly. The teacher can deliver material with teacher talk. Fikri, Dewi, and Suarnajaya (2014) mention that the language of teacher talk is magic that can be employed by the teacher in the classroom. It can probably change everything in the classroom. The teacher can talk about everything that makes the student understand their language meaning in the classroom. In teacher talk, these talks are not only something that comes out of the teacher's mouth and what is discussed with the teacher, but they explain an important meaning with language in the teaching and language learning process.

Yanfen and Yuqin (2010) the language used by the teacher in the language class are used as a source that presents language knowledge and is also used to teach

how to communicate language and showed class activities. Besides, the speaking teacher plays an important role in the process of evaluating as an interactive subject because many teachers try to be interactive which will make more interaction between the teacher and students. Stanley, P., & Stevenson, M. (2017) teachers in English classrooms may be oblivious to how difficult their interaction is for students' understanding. In conversation, the teacher can transfer meaning to the student, or students do not accept what the teachers say.

Cristina and Georgiana (2012) mention the disadvantage of using L1 in an EFL classroom. First, the use of L1 becomes a habit for students and teachers in the learning process. Second, L1 can often be misunderstanding whenever the learners get their target language because some language targets don't have the right meaning in the first language. Third, the teacher uses L1 when teaching students in an EFL classroom. It can be a negative transfer to the target language, because sometimes in certain cases, the original language is different when translated into the target language. To assist the teacher in teaching in an EFL classroom, teacher talk can use in language classes. Teacher talk has its function both in content and media of the target language. The language used on teachers in the classroom function as a source of knowledge, use to teach communication in language, and regulate teaching activities in the classroom. Therefore, teacher talk provides an important role in language teaching as an interactive tool (Nasir, C., Yusuf, Y. Q., & Wardana, A., 2019).

For the lesson to be well presented, then an English teacher needs to give content properly. The teacher can deliver material with teacher talk. Fikri, Dewi, and Suarnajaya (2014) mention that the language of teacher talk is magic that can be employed by the teacher in the classroom. It can probably change everything in the classroom. The teacher can talk about everything that makes the student understand their language meaning in the classroom. In teacher talk, these talks are not only something that comes out of the teacher's mouth and what is discussed with the teacher, but they explain an important meaning with language in the teaching and language learning process. Based on researcher's experience, teacher talk needs to apply in the classroom using English. Students can absorb the material delivered by the teacher is not wrong when interpreted. Although, it is difficult because it takes a lot of preparation and a lot of learning.

Wenden (1998) in Abdi, H. And Asadi, B. (2015) argued that, in second-language and foreign-language literature, these two words are used interchangeably to refer to the same construct. The word, language learning principles, has not been explicitly established by researchers in previous studies. It appears either that the researchers have assumed that the term can be understood intuitively or that the construction is too complex to be managed effectively. For many other experiments, the word "beliefs about learning" is used as a established concept without further clarification, although some studies describe the word "beliefs" only. Freeman and Johnson (1998) in Gilakjani, A.P., and Sabouri, N. B. (2017) argued that teacher education could also interfere with modifying teachers' beliefs if that is crucial to their professional development. Researchers continued that education programs and teacher educators should understand how their learners / teachers develop beliefs and how they impact principles of teaching. Gross (2008) mentioned that eachers'

belief in what they do is of utmost importance and may have an effect on their classroom performance. Indeed, belief can be reorganized or refocused through being revealed to input from other professionals and various type of activities.

According to the background above, the research question is formulated as follow: How is teachers' beliefs in teacher talk in an EFL classroom?.

However, prior research on the analysis of teacher talk mostly focused on teacher's beliefs that knowledge about teacher talk features and its adequate influence on second language learners to be included in formal training programs (Shinde, Mahesh B., and Karekatti, Tripti, 2010). Other prior research focused on experienced vs. inexperienced teacher talk that different in their number of years of teaching experience (Doqaruni, Vahid, 2015). Therefore, relate to this study focus on teachers' belief on teacher talk in EFL classroom.

## **LITERATURE REVIEW**

### **Teachers' Beliefs**

Belief is the interpretation of experiences that are socially structured and as a construction of mental and affective experiences in a commitment. Then, belief is the simple inferred part of something people agree or do, which is preceded by the phrase, 'I believe that' (Larenas, Claudio Diaz, Hernandez, Paola Alarcon, and Navarrete, Mabel Ortiz, 2015). Teacher's beliefs are perceptions that can be seen in statements and behavior. Teachers' beliefs about what they do are very important and involve their classroom behavior (Mardali, J and Siyyari, M, 2019). Teachers' beliefs about what is an environment of positive learning probably should not involve beliefs about effective learning. Thus, the teacher may only focus on the positive environment and how it occurs but not focus on effective learning (Turner, Julianne C., Christensen, A, and Meyer, Debra K, 2009). Gilakjani and Sabouri (2017) tell that beliefs are a process of understanding how teachers make their teaching work important in understanding teaching methods and what they do in the class. Turner, J. C., Christensen A., and Meyer D. K. (2009) mentioned that teachers' belief in learning seems to be focused on a great deal of evident, behavioral evidence rather than on the evaluation of student understanding. Gaith in Khader, F. R. (2012) said that teachers' belief is the entire genesis of a variety of issues relevant to belief on teaching and learning practices, curricula and technical education in general, and the development of a philosophy of education that affects pedagogical goals and values.

Kindsvatter, Willen, and Ishler (1988) in Abdi, H and Asadi, B (2015) mention five sources of teachers' beliefs. First, teacher's experience as language learners. Every teacher had experienced when they became the students about how they contributed to building their beliefs about language teaching. Second, experience of teaching. Teaching experience is certainly the main belief for teacher with the methods that have been given to students and how the method works. Third, teacher's personality. Some teacher has their preferences in choosing methods for students. It is possible because of the method suitable for the teacher's personality. Fourth, experience from school, government, society. In schools, institutions, or communities, certain teaching methods are preferred. Besides,

methods or approaches that lead to the community or school system are probably the most effective to use. Fifth, education-based or research-based principles. Teacher can derive their belief in learning principles of second language research, education, or even mind school such as psychology.

Vibulphol (2004) studied the conviction of EFL pre-service teachers' belief and their experience in the classroom in Thailand. He observed that the teaching of pre-service teachers in the classroom, for example in the use of materials and exercises, the use of English as a means of instruction, their instruction in vocabulary, and their emphasis on type or meaning, is affected by his / her belief in language learning. Utami, Diana Nur (2016) mentioned that the most critical thing to make teachers conscious of their beliefs about language learning is to make a meaningful improvement in the EFL classroom evident. Different programs can be performed to improve the pedagogical expertise of teachers, such as courses on teaching methods, professional education, seminars on pedagogical and educational aspects and also offering financial assistance to teachers to expand their schooling to a higher level.

### **Teacher Talk in EFL Classroom**

Teacher talk is language used by teacher on giving instruction in the classroom. Skinner (2019) showed two features common to second language classrooms. First, teacher talk in language classrooms is a special kind of classroom discourse that gives a name 'doubling up' to the second language status because the subject matter – lexis, structure, and phonology, but tool of communication or media. The second one, teacher talk is really important in language teaching because students need opportunities to communicate in the second language for meaningful learning. Even teacher talk can encourage or discourage students' communication. Yanfen and Yuqin (2010) mentioned that teacher talk has its own characteristics as an integrated component of teaching foreign languages, in that both the subject and the medium are the target language. The language used by teachers in language courses is used as a means of knowledge of the language and is often used to teach language communication and manage classroom events. Then, teacher talk plays a very significant role as an engaging resource in the teaching process. Teachers would use a number of communication tools, such as repeating, urging, prodding, and extension, which would cause further connections between teachers and students. They also added that teacher talk plays a significant role in developing connections between teachers and students. Teachers will also seek to consider which languages will be more successful in providing an atmosphere in which students feel more relaxed and secure and becoming more interested in engaging language classroom activities. In fact, more constructive statements and motivating words should be used by students.

Flanders (1970, p. 5) as quoted Hai and Bee (2006) in Nasir, C., Yusuf, Y. Q., and Wardana, A. (2019) in his Flanders Interaction Analysis Category System (FIACS) classifies teachers in seven categories: direct influence and indirect influence. These types of direct impact are as follows: (1) Lecture: the teacher gives information or views on the material or process of his own thoughts, gives his own

interpretation or appeals to an source other than a student. (2) Giving directions: the teacher provides guidance, instructions or directives that the student is supposed to comply with. (3) Criticizing or justifying authority: this is intended to change the behavior of students from an unacceptable to an acceptable pattern. When a teacher tells students not to ask pointless questions, this action is included in this classification. The teacher's 'what' and 'why' are also in this classification. In the meanwhile, the forms of indirect control are as follows. (4) Accepting feelings: the teacher acknowledges the feelings of the students in a non-threatening way, and the teacher feels like they should not be disciplined for expressing their feelings. Feelings may be optimistic or negative; expectation and memory of feelings should also be considered. (5) Praise or encouragement: the teacher praises or supports student activity or actions. Such as , when a student gives an answer to the teacher's question, the teacher provides a constructive reinforcement by saying 'good,' 'very good,' 'better,' 'correct,' 'excellent,' 'carry on,' etc. In addition, jokes that relieve anxiety, not at the detriment of another person, are nodding head or the word 'uh-huh?' 'Or 'go on'. (6) Accepting or using students 'thoughts: students' thoughts are acknowledged only and not their feelings. When a student has any ideas, the teacher can repeat them in a nutshell in his own style or language. The teacher can explain, create or grow ideas or suggestions made by the student. (7) Asking questions: the teacher raises questions about material or activities based on their opinions and wants the students to respond. Often the teacher raises a question, but their does not provide any answers to their lesson, so these questions are not included in this section.

Chaudron (1988: 1172) in Wang (2014) summarized features of teacher talk in second language or foreign language classroom. They are as follows: First, the teacher's speaking speed seems slower. Second, often some pauses express thoughts over some time during which the teacher talk. Third, pronunciation of teacher talk is clearer and easier to understand. Fourth, in choosing vocabulary, teacher talk use easier vocabulary. Fifth, use a lower level (use a little subordinate clause). Sixth, use more narrative sentences or declarative sentences than interrogative sentences. Seventh, teacher repetition is more frequent.

Christian Montessori School of Ann Arbor (2017) mentions the advantage of teacher talk. First, teacher talk as training competencies that probably can teach the program with expertise and self-confidence. Second, promoting and publicizing that might be inspiring to successful attendance. Third, knowledge and speaking skills help another teacher to be successful in their teaching classroom. Fourth, access the site about the advantage of teaching includes articles, audios, videos, and more. Fifth, the strategies are to aid students' critical thinking, motivate themselves, and responsible.

## **RESEARCH METHODOLOGY**

### **Research Design**

This research used qualitative case study as the study focuses on classroom phenomenon. In this study focuses on the answer to research question. This study focused on teacher talk with teachers' beliefs on teacher talk in an EFL classroom.

### **Research Site and Participants**

The researcher chose two English teachers in one of senior high school in Karawang to be participants because there is one of the best school in Karawang. In this research, the researcher chooses English teachers with purposive sampling. It will make the research easier with only two participants because the researcher only needs to focus on two participants to gain the information. Interview data that researcher take become the documents that will be analyzed by the researcher after interview has been done.

### **Instrument and Data Collection**

The instrument of this study is interview guidelines. In this study, collect data of this study consist of interview. An interview is a conversation between researcher with participants in long distance to get certain information. In the study, the researcher made ten questions of interview relate to beliefs on teacher talk in an EFL classroom. The researcher used interview online to two teachers by having English background.

### **Research Procedure**

Procedure of the study there are: (1) Prepare the study. Determine the subject to be used as research material, determine the object used as research material, read prior research that matches the title, ask permission for research on teacher to be studied. (2) Implementation the study. The implementation carried out consisted of several activities. There are: The English teachers did the interview, after the data is obtained, it analyzed using data analysis by Miles and Huberman (1994), such as data reduction, data display, and conclusion drawing and verification. (3) Reporting the study. Analyze research data, discuss analytical data, raw conclusions to answer the research question.

### **Data Analysis**

In this study, the researcher analyzes the data use Miles and Huberman (1994, p. 10-12), the phase is: (1) Data reduction. In this phase, researcher selecting, focusing, simplifying, abstracting, and transforming the data that is shown in transcription. As a data collection process, further sections of data reduction making themes and coding. (2) Data display. The second step is to display the data. The researcher display compressed collection of information that allows the drawing of conclusions. The reduction and display of data were based on the formulation of the research problem. The formulation of the research problems is as “how is teachers’ belief in teacher talk in an EFL classroom?”. In this phase, researcher created by providing a set of organized and possible information to draw conclusions, since the data gathered during the qualitative research process typically takes the form of narrative, requiring simplification without reducing its contents. After the data displayed, a conclusion is drawn. (3) Conclusion drawing and verification. In the third phase, researcher drawing up and checking of conclusions. From the start of data collection, qualitative research starts to determine what it means to identify regularities, patterns, interpretations, possible arrangements, causal flows, and suggestions. The conclusion drawn is started after

data interview have been collected by creating a temporary conclusion. In other words, it can be said that the argument is continuously evaluated and checked to reach a correct conclusion on teacher beliefs about teacher talk in an EFL classroom.

## **FINDINGS AND DISCUSSION**

### **Findings**

From the interview with an English teachers with 10 questions for 60 minutes shows the result of teachers' beliefs about teacher talk. In this interview, the participants can answer the research question.

This interview is conducted by involving two teachers as respondents.

P 1 : Participant 1

P 2 : Participant 2

#### 1. Teachers' Beliefs

Teacher's experience as language learners. Every teacher had experienced when they became the students about how they contributed to building their beliefs about language teaching.

Experience when I was an English student in MTs, I studied with a teacher who was very attractive, attractive, and patient, and that was one of the reasons why I became an English teacher until now. (P1)

Experience when I was a student while studying English only followed the directions of the teacher. (P2)

Experience of teaching. Teaching experience is certainly the main belief for teachers with the methods that have been given to students and how they work.

The experience is a fun thing when a method that has been planned carefully and then applied in the classroom during the teaching and learning process and got an amazingly interactive response from students. (P1)

The experience when I gave the method was trying to explain in detail so that students easily understood that English was easy. (P2)

Teacher's personality. Some teacher has their preferences in choosing methods for students. It is possible because of the method suitable for the teacher's personality.

The method was chosen to be applied in class must be subjective. In accordance with what the teacher's likes and the teacher's characteristics,

then try to apply whether it will be in accordance with the students' personality. (P1)

The method used should certainly inspire and the teacher maximizes his professionalism as a guide and educator, students are easy to adapt to the material presented. (P2)

Experience from school, government, society. In schools, institutions, or communities, certain teaching methods are preferred. Besides, methods or approaches that lead to the community or school system are probably the most effective to use.

The method chosen is sometimes in accordance with the government's curriculum reference set and sometimes also looks for new and innovative things.] (P1)

All material is adjusted to the direction of the established curriculum based on extensive study. (P2)

Education-based or research-based principles. Teacher can derive their belief in learning principles of second language research, education, or even mind school such as psychology.

I never use English research, maybe someday it could be tried as material for my Classroom Action Research later.] (P1)

I never use English research, but students need to be introduced to a variety of authentic learning topics based on the facts of their ability as reference material for their knowledge of English. (P2)

Access the site about the advantage of teaching includes articles, audios, videos, and more.

I have accessed the media. Often looking for learning methods with video. (P1)

I often access media on the internet as another reference in learning. (P2)

## 2. Teacher Talk

Teacher talk as training competencies that probably can teach the program with expertise and self-confidence.

The teacher as a performer sometimes is very confident in teaching the class for the material . But sometimes for very difficult material, I doubt it a little and it will be reflected when the class lacks confidence. (P1)

The perfection of a teacher's ability should certainly be done to stimulate students to imitate their teacher as a central figure in the class, so that they are motivated to do learning optimally. (P2)



Promoting and publicizing that might be inspiring to successful attendance.

I once gave inspirational stories of successful people. How they were when they were young and what was the process they did to become successful. For example, when teaching class X, the theme is "Interview with the Inventor. (P1)

Attendance is an absolute requirement that is very important in learning, so a teacher gives students motivation. (P2)

Knowledge and speaking skills help another teacher to be successful in their teaching classroom.

English proficiency tests. And after becoming an English teacher must always update themselves with new things about the development of English learning. (P1)

The teacher is a central figure as a strategic role model in transferring knowledge, so the teacher has good English language skills. (P2)

The strategies are to aid students' critical thinking, motivate themselves, and responsible.

As far as my experience. Maybe when teaching the material "Interview with the Inventor" class X. Students are invited to make spontaneous English questions that are directly brought up to interview a scientist. In this case, students are invited to think critically. Understanding the life story of the scientist also means that students are invited to have self-motivation to take responsibility after photographing the life stories of successful people. (P1)

Many learning situations intersect with the reality of life and many even contradict the learning theories they get. As a result, they provide many questions related to the current situation. As a teacher as much as possible provide answers and motivation to students. (P2)

## **Discussion**

In teaching English in the classroom using teacher talk, teachers need belief in their experience and behavior when becoming a teacher or before achieving an idea of becoming a teacher. After knowing teachers' beliefs and teachers' practices in interview to participants, the researcher tries to find out what the teachers' beliefs about teacher talk in an EFL classroom.

By gaining the data through interview, the researcher tries to answer research question in this paper.

In answering the research question, it will explain with divide the ten statements, there are:

*Teacher's experience as language learners.* Kindsvatter, Willen, and Ishler (1988) in Abdi, H and Asadi, B (2015) mentioned that every teacher has experienced how they contributed to building their beliefs about language teaching when they became the students. P 1 mentioned that the experience as a student of language learning influenced the teaching and he could become an English teacher

as he is now. He believes that the experience of being a student in language classroom can influence teaching in EFL classroom.

*Experience of teaching.* According to Kindsvatter et al (1988) in Abdi, H and Asadi, B (2015) mentioned that teaching experience is certainly the main belief for teachers with the methods that have been given to students and how the method works. P1 said he give the methods to the students are carefully planned and applied in the classroom, P 2 also said she applied the teaching by detail explaining and students respond to the learning process.

*Teacher own personality.* Some teacher has their preferences in choosing methods for teaching students, it is possible because of the method suitable for the teacher's personality. Khojastehmehr & Takrimi (2009) mentioned that the teacher should have a good personal character (flexible, supportive towards students, kind and friendly, has a lovely character, often cheerful and smiling, fair attendance for all students, being able to communicate with uninterested students, allowing the use of the mother tongue to facilitate student participation). P 1 state in the interview that he tries to teach using self-personality then applies to the students. Also, P 2 state she teaches using her own personality method to maximize a professional to make students easily adapt to the material being presented and adjust between teacher and students.

*Experience from school, government, society.* In schools, institutions, or communities, certain teaching methods are preferred. Besides, methods or approaches that lead to the community or school system are probably the most effective to use. Teachers guide to the prescribed curriculum. They teach according to the curriculum guidelines based on extensive studies and add the other innovation as mentioned P 1 and P 2.

Education-based or research-based principles Teacher can derive their belief in learning principles of second language research, education, or even mind school such as psychology. P1 and P 2 mentioned that they have never applied education-based or research-based to the teaching-learning process because teachers have not explored that far. But, soon it will be done as a reference in teaching EFL classroom as said by P 1.

*Access to the site about the advantage of teaching.* Blömeke, S., Felbrich, A., Müller, C., Kaiser, G., & Lehmann, R. (2008) mentioned that education authority research had established the importance of measuring teacher knowledge at different stages of teacher education. Accessing site for teachers is often the thing to do, especially access the video as P 1 said. P 2 also said she often access the internet as a reference because windows of the world are easily obtained, especially for English foreign language.

*Teacher talk as training competencies.* Teachers' competencies have been expanded concerning the reform of education studies, the development of teacher education, the scientific results of education sciences and other fields (Selvi, Kiymet, 2010). As a central figure, P 2 said that she confidently demonstrates their speaking ability and knowledge about English to stimulate students follow a teacher and P 1 also add the statement that students are motivated to learning seriously.

*Promoting and publicizing.* Students attendance is important for learning activities. P 2 mentioned that attendance is an absolute requirement that is very

important in learning, so a teacher provides students with motivation. Teacher give an inspirational story about successful people to provide motivation for students attendance in the class to perfect language learning as mentioned by P 1.

*Knowledge and speaking skills help another teacher to be successful in their teaching classroom.* Khojastehmehr & Takrimi (2009) said that the teacher should have a lot of skills, such as using computer and instructional tools to educate, using the internet to develop teachers' own teaching technique and/or review teachers peer fluently, learn new teaching techniques, and introduce effective teaching in the classroom. As English teachers, P 1 said that he has good English and constantly self-updates with new things about developments in learning English in EFL classroom and P 2 said the teacher is a central figure as a strategic role model in transferring knowledge. So the teacher has good English language skills.

*The strategies are to aid students' critical thinking, motivate themselves, and responsible.* Teachers provide strategies for teaching students to think critically, have the motivation to learn English, and be responsible for what the students do. According to Septiani, Emiliasari, and Rofi'i (2019) state that the teachers are a factor in encouraging good education, because teachers may encourage students to have a good life skills and have the ability to succeed in a globalized age. An example from P 1, he made the strategy is during interview with the subject "Interview with the inventor," students were invited to create an English question immediately present to interview a scientist. From this, students are invited to think critically, motivate students about a scientist's life story, and how students are responsible after seeing the scientist's life story.

## **CONCLUSION**

After conducting the research, the conclusion of the research has been presented in previous chapter in order to answer the research question. This conclusion explain teachers' beliefs about teacher talk in an EFL classroom. The conclusion of the research as follows:

Experience as a student of language learning influenced the teaching. In experienced the methods to the students are carefully planned, applied in the classroom by detail explaining, and students respond to the learning process. Teachers try to teach using self personality, maximize a professional, and adjust between teacher and students. Teachers teach according to the curriculum guidelines based on extensive studies and add the other innovation. Teachers have never used education research to base teaching in EFL classroom. Teachers often access the site on high level to add the knowledge even more during distance education. As a central figure, the teachers confidently demonstrate the ability to stimulate students to follow a teacher and are motivated to learn seriously. Teacher give an inspirational story about successful people to provide motivation for students attendance in the class to perfect language learning. As English teachers have good English and constantly self-update with new things and can transfer knowledge to students in EFL classroom. Teachers provide strategies for teaching students to think critically, have the motivation to learn English, and be responsible for what the students do.

From the conclusion above, the researcher would give some suggestion as to the following: For the teachers, the teachers should apply education-based or research-based for better in teacher's beliefs and teachers should give the innovation in language learning in EFL classroom. For the students, the students should learn to use English in EFL classroom to support a teacher talk and teacher's ability in their English skills. For other researchers, the researcher suggests investigating ways teachers remain convinced of teacher talk needs to be applied to EFL classroom and many more points in teacher's beliefs to be more powerful.

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