

Teacher and Student Talk in Classroom

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Abstract

This research's main objectives aimed at describing the types of an effective teacher and student talk based on Moskowitz's FLINT analysis system; and the factors influencing its use in the teaching and learning process. The researcher applied a qualitative research design. This research participants were the teacher and students of the English Education Study Program at the State University of Makassar. One teacher and two classes were taken as the subject of this research. The data were obtained from classroom observation and interviews. In the interview, 12 students were chosen randomly. The data from observation and interviews were analyzed using an interactive model of data analysis procedure based on Miles & Huberman (2013). The findings showed that not all types of an effective teacher and student talk occurred in the observation. Some utterances cannot be classified into FLINT theory, and those utterances were then classified as a new type of teacher talk: "Assalamu'alaikum warahmatullahi wabarakatuh" and "good morning" were then classified as greeting. Moreover, the expression when the teacher is checking the students' attendance was classified as attendance checking. Meanwhile, it can be inferred that the classroom atmosphere or the students' character was the factor that mainly influences the use of effective teacher talk in the class. Then, the factors that may influence the use of compelling student talk in the class were (1) a signal of chance; (2) students' prior knowledge; (3) students' self-confidence; (4) students' curiosity; and (5) the teacher.

Keywords: *Teacher Talk, Student Talk, Classroom Interaction, FLINT*

INTRODUCTION

Classroom interaction is essential for the success of the teaching and learning process in the classroom. Rivers (1987) believed that interaction is the heart of communication. The occurrences of teacher talk become a crucial thing in the teaching and learning process. Nunan (1991) claimed that teacher talk is essential not only for classroom organization but also for acquisition. Teacher talk is vital for the acquisition process because it is probably the primary source of comprehensible target language input that the learner is likely to receive.

Some scholars have conducted studies about teacher and student talk. In the study conducted in Singapore, Silver & Kogut (2009) found that classroom talk tends to be determined by the activities teachers introduce to achieve their pedagogical goals. Setiawati (2012), in her research, found that teacher talk served not only as a medium to achieve young learner objectives but also as a tool to build better dynamic interaction between teacher and students in a classroom setting. While Sofyan & Mahmud (2014) found that asking questions dominates the teacher talk in class, and its frequency was still excessive.

Interestingly, the interactions between the teacher and the students in the language classroom are sometimes challenging to use the target language all the time, especially in the EFL (English as a Foreign Language) classroom. It happened since the EFL students have common native languages. It is supported by Levine (2011), who said that "in any class of language, the appearance of the first language is unavoidable. It could not be denied that the first language of the students will inevitably occur in second language class". Besides, the amount of teacher talk will also influence the student talk in the classroom. The more teacher talks, the less opportunity is for students. It means that teacher talking time can decrease opportunities for student talking time. If the EFL teacher ignores it, the teaching process's goal could not be achieved. Therefore, the study about teacher talk and student talk in the teaching and learning process is an important and exciting thing to be observed.

This paper attempts to stress teacher and student interaction in the classroom. The idea of this paper is to highlight the types of an effective teacher and student talk. Furthermore, it is also to highlight the factors that influence effective teacher and student talk in the classroom.

METHODS

This research employed a qualitative research design to describe the types of teacher and student talk; and the factors influencing the use of effective teacher and student talk in classroom interaction. This research involved the teacher and the students of an undergraduate program at the State University of Makassar. It took one teacher and two classes as the subject. The teacher was teaching IIEC (Intensive Integrative English Course) in two classes. The students were in the first semester. The researcher used audio and video recording to record the teaching and learning process in the class to obtain the data. Overall, there were four recordings taken from this research which represented four meetings. The recording for each meeting lasted for one and a half hours. The data were analyzed using an interactive model of data analysis (Miles and Huberman, 2013). The data recordings were transcribed into text, then interpreted and analyzed in the form of conversation extracts. The results were processed based on teacher and student talk by Moskowitz's FLINT analysis system cited in Brown (2001).

FINDINGS

This section presents the result of the research. It elaborates on the types of teacher and student talk; and the factors influencing the use of effective teacher and student talk. They are explained as follows:

1. The Types of Teacher Talk

1.1. Dealing with Feelings

Dealing with feelings is the first category in the FLINT system. It is the situation where the teacher asked or conversed with the past, present, or future feelings of the students. It can be seen in the extract below.

Extract 1

T: Nur Aisyah Karim (calling the student's role)

FS2: [raise hand]

- T: *How's your uncle Nur Aisyah? Are you the one who asks permission?*
 FS2: *Yes.*
 T: *Okay.. how's your uncle?*
 FS2: *He's fine, Sir.*

Extract 1 above happened when the teacher was checking the students' attendance. When the teacher mentioned one of the students' names, he suddenly asked the student about her uncle. It happened since the teacher recognized FS2, the student who asked permission in the previous meeting. The student said that her uncle was fine. The teacher's utterances show that he was curious about the student's family affected by the tsunami in Central Sulawesi.

1.1.1.1. Praising or Encouraging

Praising and encouraging are used by the teacher to give the students confidence. Besides, it was used by the teacher to tell the students that what they have said or done is valued. It can be seen in the conversation below.

Extract 2

- T: *What's.. the meaning, from that day on? from that day... anyone?..*
 FS5: *From that day, it means "pada hari itu." If we, add 'on' it means "sejak hari itu."*
 T: *Sejak hari itu. **Excellent. That's good.***

Extract 2 above happened when the teacher asked the students about the meaning of "from that day on." One student, FS5, answered it. Responding to the student's answer, the teacher directly said, "**Excellent. That's good**". This conversation shows that the teacher praised the student after she participated or expressed their opinion. Those expressions can be used to raise the students' motivation in learning.

1.1.1.2. Joking

Joking is included as the sub-category of praising or encouraging. The teacher tried to be humorous to break the ice in the classroom. It can be seen in the following conversation.

Extract 3

- T: *Bear, biasanya bear artinya apa?*
 SS: *'beruang' @ @*
 T: *See? So, we try to avoid over generalization of the meaning, of the word. Kalo anda artikan beruang, ya lain lagi artinya disitu. **Bear, beruang berpikir.***
 SS: *@@*

In extract three above, the teacher asked the students about the meaning of the word "bear" in another context. The teacher reminded the students to avoid overgeneralization of the meaning of the word. At the end of his statement, he gave an example when the students generalized the meaning of a word by saying, "**Bear, beruang berpikir.**" It suddenly made the students laugh in the class.

1.1.1.3. Using the Ideas of Student

Using the student's ideas is used by the teacher to clarify, interpret, and summarize the students' opinions. The example can be seen in the following conversation.

Extract 4

- T: Verb-nya yang mana?*
SS: Raises
*T: **Raises atau raise?***
SS: Raise.

Extract 4 above shows the clarification made by the teacher based on the students' answers. After listening to the students' answers, the teacher clarified the answer by saying, "**raises atau raise?**". Then the students corrected their answer by saying "raise." Using the students' ideas showed that the teacher paid attention to the student's participation in the class.

1.1.1.4. Repeating the Students' Response Verbatim

Repeating the students' response verbatim is the sub-category of using the ideas of students. It can be identified when the teacher is repeating the exact words of students after they participated. The example can be seen in the conversation below.

Extract 5

- T: Coba yang bisa menggabungkan adjective. Describing a noun. saya punya rambut hitam Panjang bergelombang.*
FS9: I have, long, black, wavy hair
*T: **I have, long, black, wavy hair.** Okay.*

It can be seen in Extract 5 above that the teacher asked the students to translate the phrase that consists of a combination of adjectives. One of the students, FS9, answered it. Then the teacher repeated the exact sentence that the students have uttered. The teacher said "okay" at the end of his statement to reinforce that the student's answer was correct. Doing so showed that the teacher has his attention to the student's participation in the class.

1.1.1.5. Asking Questions

From the whole classroom meeting, asking a question was the most dominant teacher talk uttered by the teacher. The teacher uses it to stimulate the students to talk or to get information from the students. It can be seen in the following extract.

Extract 6

- T: Okay, what is the main idea of paragraph one. Who wants to answer it?.. **why is it interpretative?***
SS: Karena dia harus berpikir.
*T: Iya, we need to interpret. We need to think. We need to conclude. We need to interpret the passage, which one is the main idea. **Okay, so, which one is the main idea? Of paragraph one?***

The conversation in extract 6 shows that the teacher asked about the student's kind of question. After the students answered it, the teacher gave some information and continued to ask the students by saying, “*Okay, so, which one is the main idea of paragraph one?*”. The expression of asking a question can be used to encourage the students to speak.

1.1.1.6. Giving Information

Giving information is used by the teacher to share information, facts, or ideas about the topics discussed. It can also be in the form of lecturing or asking a rhetorical question to the students. The example can be seen in the following extract.

Extract 7

T: Sooner or later you'll have mid-test. So, the, the... the test is about, the same thing we have in the classroom. So, phrases, mm, clauses, and sentences. So, I will provide you, with a text, and then I will require you to, recognize the phrases, the clauses, and the sentences. Phrases along with the meaning. Okay? so, the same with what we are doing in the classroom... okay, let's continue our show and tell. So, next week no show and tell yah, because we have a test. The week after, we will continue the show and tell...

Extract 7 above is taken from the second meeting of classroom observation. It shows that the teacher informed the students that they would face the mid-test. The teacher also informed the students about what they will do in the mid-test. It indicated that the teacher wanted the students to prepare themselves for the mid-test.

1.1.1.7. Correction Without Rejection

Correcting without rejection is the sub-category of giving information. The teacher uses it to tell students who have made a mistake the correct response without using any words or intonations which communicate criticism. The following extract is an example.

Extract 8

T: Past tense or present, in the, in the article.

MS3: /pri 'zent/

T: Not /pri 'zent/, but /'prez.ənt/

The situation in extract 8 shows that the student mispronounced the word ‘*present*.’ Responding to the student’s mistake, the teacher corrected it by saying “*not /pri 'zent/, but /'prez.ənt/.*” This type of teacher talk functioned to correct the students' pronunciation or students' wrong answers.

1.1.1.8. Giving Direction

Giving direction is used by the teacher to give commands and request to the students. The example can be seen in the following extract.

Extract 9

T: *Can you demonstrate that?*

FS12: *Admirer herself like, when you stand up in front of the mirror, and you feel like you're beautiful*

T: *Could you please demonstrate it?*

FS: *[Doing something to describe 'admirer herself'] oh, yes. For example, this is a mirror, looking at yourself and you say, oh, I'm so beautiful.*

Extract 9 above shows the utterances of the teacher when giving a command to the students. At that time, one of the students asked the presenter about the meaning of "admirer herself." The presenter then explained to the other students. The teacher then requested the presenter to demonstrate how "admirer herself" made it more explicit. Responding to that, one of the presenters then explained without demonstrating it. Then the teacher requested again by saying, "*could you please demonstrate it.*" The teacher uses this expression to give the students direction to do the activity in the class.

1.1.1.9. Criticizing the Students' Behaviour

Criticizing the students' behavior is used to communicate anger, displeasure, annoyance, or dissatisfaction with what students are doing. It generally happened when the students showed non-acceptable behavior such as being noisy in the class, coming late to the class or talking with friends during the teaching and learning process. It can be seen in the conversation below.

Extract 10

T: *Okay, thank you Zikria. Next, Azizah Jamal. Are you ready?*

FS11: *[nodding head]*

SS: *[the students were noisy]*

T: *Everybody, be quiet, please. Listen to your friend.*

It can be seen from the extract that the teacher invited the next student to do a 'show and tell' activity. When the student (F11) wanted to start talking, the class was noisy. The teacher then admonished the other students to be quiet by saying, "*everybody, be quiet, please. Listen to your friend*". That expression indicated the teacher's prohibition toward the student's negative behavior. In this context, the teachers prohibited the student's making noise in the class.

During the classroom observation, the teacher produced some utterances that could not be classified using FLINT theory. Those are the expressions of "*Assalamu'alaikum warahmatullahi wabarakatuh*," "good morning," and the expression when the teacher checks the students' attendance. These utterances were classified as new types of teacher talk. The expression of "*Assalamu'alaikum warahmatullahi wabarakatuh*" and "good morning" were then classified by the researcher as a greeting, in which the teacher greeted the students before began the teaching and learning process. The teacher sometimes used it to get the students' attention. While the researcher classifies the expression when the teacher checks the students' attendance as attendance checking, the teacher called the students' names one by one.

1.1.2. The types of student talk

1.1.2.1. Student's Response (Specific)

Students' responses, specifically, are used to respond to the teacher within a specific and limited range of available answers or previously practiced answers. It can be the form of reading aloud, dictation, or drills. The example can be seen in the following extract.

Extract 11

T: Are you sure no evidence? Read again... is there any evidence?

SS: ...

T: Yes or no?

SS: Yes.

T: What's the evidence?

MS3: One of the researchers, prof Mika Kivimaki, from university college London, said, our findings indicate that job strain is associated with a small but consistent increased risk of experiencing a first coronary heart disease event, such as a heart attack...

In extract 11 above, the teacher asked the students about the evidence of why work stress leading to heart disease. At first, the students said there was no evidence proving that work stress led to heart disease. So, the teacher asked the students to reread the text. There was no response from the students because they read the text. The teacher repeated his question by saying, "what's the evidence?" One of the students, MS3, answered it by reading one of the text's paragraphs that proved that work stress can lead to heart disease.

1.1.2.2. Open-Ended of Student-Initiate)

Students' responses, open-ended or student-initiated, respond to the teacher with students' ideas, opinions, or feelings. It is the most dominant category uttered by the students in classroom interaction. It can be seen in the following extract.

Extract 12

MS6: What I know about critical reading, when we read something, if there is something that we didn't understand, ee we have to seek the answer.

T: Seek for the answer?

MS6: It means that it means that we have to ask everything.

Extract 12 showed the conversation between teachers and students when they discussed the meaning of critical reading. The teacher asked the students' opinions about critical reading. Then, one of the students expressed his ideas. Responding to the student's answer, the teacher wanted to clarify his last statement by saying, "seek for the answer?". The student then continued his explanation by saying, "it means that, it means that we have to ask everything."

1.1.2.3. Silence

Silence is the third type of student talk based on FLINT theory. Silence is the pauses in the interaction. It was the periods of quiet in which there was no verbal interaction. The example can be seen in the following extract.

Extract 13

T: So, summary itu bagaimana? How did you write the summary?

SS: ...

T: How did you write the summary. Mm, how did you write them? Based on your experience.. don't worry. I'm not gonna judge it.

In extract 13 above, the teacher was asking the students about how they wrote a summary. But there were no students who answered his question. To make the students feel confident expressing their ideas, the teacher said that they could just say anything based on their experience and not worry about expressing it by saying, “*based on your experience. Don't worry, I'm not gonna judge it.*”. The student talk of silence sometimes happens for several reasons, whether the students do not know the answer to the teacher's question or are shy to speak up in the class.

1.1.2.4. Confusion, Work Oriented

Confusion, work-oriented, happens when more than one student is talking, so the interaction cannot be recorded. The example can be seen in the following extract:

Extract 14

T: To make the people interest... interest atau interested atau interesting?

MS3: Interested

T: I am interested, I am interesting atau I am interest?

SS: [cannot be recorded, students were noisy]

T: Mmm?

SS: [cannot be recorded, students were noisy]

In the conversation above, the teacher asked the students to make a critical question. After the student answered the question, the teacher clarified the students by saying, “*to make the people interest... interest atau interested atau interesting?*”. One of the students answered it. Then, the teacher asked again, and, at that time, many students spoke together and cannot be recorded. The conversation above shows that the students are calling out excitedly and eager to participate.

1.1.2.5. Laughter

Laughter happens when the students are laughing and giggling at the class or individual. The teacher also did this type. The example can be seen in the following extract:

Extract 15

T: That's plastic, right?

MS2: Yes

T: Fake flower.

MS2: Yap. @

FS18: Fake love @ @ @

SS: @@@

In extract 15 above, the teacher was clarifying about the 'flower' brought by the student. The teacher asked whether it is a real flower or not. Responding to that, the student said that the flower was fake while laughing. After that, one of his friends

continued by saying “*fake love*” while laughing. Because of that, it made the class laughing.

1.1.2.6. The Native Language Used

Using the native language happened when the students used their native language in the classroom, in which the native language of the students is Indonesian. The example can be seen in the following extract:

Extract 16

- T: Okay.. a soft, red, velvet, cloth. A five-word phrase. So? The meaning yah? What's the meaning, presenter?*
- FS1: 'Jilbab beludru..yang lembut'*
- MS2: 'Jilbab merah yang lembut'.*
- FS1: 'Jilbab merah beludru yang lembut'.*
- T: 'Beludru.' Which one 'beludru.'*
- MS2: This one, Sir [circling the word in the whiteboard]*

It can be seen in the conversation above that the teacher asked the student to translate the phrase 'a soft red velvet cloth'. Responding to that, the presenter answered it. Then, two students, FS1 and MS2, answered it by saying, “*jilbab Merah beludru yang lembut.*” It was common in the class when the students were asked to translate some words into their native language.

1.1.2.7. Nonverbal Communication

Nonverbal communication is the gestures or facials expressions used by the students to communicate without using any words. The example can be seen in the following extract:

Extract 17

- T: Yes, raise your hand. Those who say yes, raise your hand.*
- MS3: [raise hand]*
- T: Only, Zulkifli?*
- MS1: [raise hand]*
- T: Only two?*
- FS8: [raise hand]*
- FS12: [raise hand]*
- FS1: [raise hand]*
- T: Five. Raise, up high. It's okay.*

It could be seen in extract 17 above that the teacher asked the students to raise their hands if they agreed with the question made by their friends. The teacher said, "those who say yes, raise your hand," and there were some students who raised their hands.

DISCUSSION

Seventeen extracts of conversation were presented as the sample of interaction between the teacher and students during teaching and learning in the class. Overall, the researcher found that asking questions was dominated the teacher talk in the class. It is in line with the research from Sofyan and Mahmud (2014). They also found asking questions as the dominant teacher talk in the class. The fact that asking questions dominated classroom interaction is positive. Brown (2001) stated that "the most important key to creating an interactive language classroom is the teacher's initiation of interaction and one of the best ways to develop the teacher role as initiator is by developing questioning strategies." It is believed that a teacher's questions can give students encouragement and the opportunity to produce the target language in the class.

For the category of student talk, the researcher found that the category of students' responses, open-ended or student-initiated, dominated the class's student talk. It happened since in the teaching and learning process, the teacher used the communicative teaching method, and it allowed the students to initiate the interaction in the class. Evoking the students' participation by giving them a topic to discuss in the classroom will increase student participation. Pujiastuti (2013) agreed that the teacher's familiar topic would have an impact on student's motivation and make the students brave and confident to initiate the interaction with the teacher. However, it is contrary to the research from Ashari and Budiarta (2016). They found that the category of student's responses specifically was dominated the student talk in the class. It happened because the students were likely to respond to the teacher's questions or instructions with little words related to the topic discussed.

The following finding of this study is about the factors influencing effective teacher and student talk. It cannot be denied that some factors influence the teacher and student talk in the class. Referring to the interview's result with the teacher, the researcher found that the most affecting factor was the classroom atmosphere or the students' characters. Different students' characters will need a different teaching method, which can also influence teacher talk in the classroom. When the teacher found the class runs passively, an effort would be made to enhance the students to talk, for instance, by giving them questions such as a referential question. Wang (2014) found that referential questions will have different impacts on managing the students' participation. The teacher can use the referential question to encourage inactive students to participate.

Similar to the teacher, the students had several factors that may affect their talk in classroom interaction. Referring to the interview's result, the researcher discovered several factors which affected their talk, such as: (1) a signal of chance; (2) students' prior knowledge; (3) students' self-confidence; (4) students' curiosity; and (5) the teacher.

Mostly in classroom interaction, the students stayed silently when the teacher was explaining materials. Sometimes, the students would speak up in the class, only when given a chance or question by the teacher. As Tofade, Elsner, & Haines (2013) stated in their research that "teachers ask questions to help students uncover what has been learned, to explore the subject matter comprehensively, and to generate discussion and peer-to-peer interaction." Furthermore, it indicated raising a topic or asking a question along with the students' prior knowledge. It would make the students feel confident to speak in the classroom. Gee (2012) argued that it is essential to use the students' prior knowledge to foster the students' engagement and critical thinking in the class. In other words, it can increase the student to talk. It is also a natural personality trait where the students tend to speak in the classroom if they possess self-confidence. Those who are not so confident

will get difficulty in learning new materials. Sometimes, the students also always question their abilities and tend to cringe from answering questions.

Pursuing this further, students' self-confidence could also affect the student taking in the class. It is a natural personality trait where the students tend to speak in the classroom. Those who are not so confident will get difficulty in learning new materials. Sometimes, they also always question their abilities and tend to cringe from answering questions. Equally important, the teacher's stimulation or question could also be the factor that affected student talk in the class. During the interview, some students said they tended to speak up when their teacher gave a stimulation or asked a question. Besides, referring to classroom observation, the category of teacher talk of asking questions occurred several times. It is due to the teacher who used a questioning strategy to make the students talk in the classroom. Hence, it is a valuable way to enliven the class atmosphere and make the students participate actively.

CONCLUSION

Based on the research findings and discussion, several conclusions can be drawn. First, not all the categories of an effective teacher and student talk found in the classroom observation. From eleven categories of teacher talk, there were only ten categories found in the classroom observation. The type of teacher talk that did not occur in the classroom observation was criticizing students' responses. Meanwhile, from nine student talk categories, there were only seven categories found in the classroom observation. The types of student talk that did not occur in the classroom observation were silence-AV and confusion, non-work-oriented.

Second, there were some utterances produced by the teacher that could not be categorized using FLINT theory. Those are the expression of "*Assalamu'alaikum warahmatullahi wabarakatuh*," "good morning," and the expression when the teacher checks the students' attendance. These utterances were classified as new types of teacher talk. The expressions of "*Assalamu'alaikum warahmatullahi wabarakatuh*" and "good morning" are categorized as greeting. Simultaneously, the expression when the teacher is checking the students' attendance is categorized as attendance checking.

Third, the result of this study implies the effectiveness of the teaching and learning process. By knowing the factors that influence effective student talk (ST), for example, the teacher can be utilizing it to increase the student talking time (STT) in the class. So, the students will be participating actively in the teaching and learning process.

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