



Faculty of Education

**Department of Curriculum &
Instruction and Educational Technology**

Utilizing Talk Moves to Develop Secondary Stage Students' EFL Speaking Performance and Reduce Their Anxiety

By

Sara Hamdy Abdellatif Abdelaziz

TEFL Teacher

A Thesis submitted for the degree of master in Education

Supervised by

Dr.Eman Abdelhak

A professor of curriculum and
TEFL methodology faculty of
Education Benha University.

Dr.Magda Kamel

Lecturer of curriculum
and TFFL methodology
Faculty of Education
Zagazig University.

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The current study aimed at investigating the effect of talk moves strategy on developing first year secondary stage student's speaking performance skills and reducing their speaking anxiety. The study adopted the quasi-experimental design. The participations were thirty students from secondary school for girls enrolled in the first year, Zagazig, Sharkia Governorate, who were equally divided into two groups: experimental group and control group. The experimental group was taught by the talk moves strategy while the control group received regular instruction in the second semester of the academic year (2023-2024). The experiment lasted for eight weeks. The researcher carried out eight sessions; each session took about 45 minutes, To achieve the aim of the study, the researcher designed these instruments, an EFL speaking skills checklist, a pre-post speaking skills test, a rubric of the speaking skills test and a pre-post speaking anxiety scale. The data obtained were statistically treated through the SPSS program. Results showed that the experimental group outperformed the control group in both speaking skills and speaking anxiety reduction due to the use of the talk moves strategy. These results indicated that the task-based learning strategy has a large effect on developing primary school pupils' EFL oracy skills and reducing their speaking anxiety. It was recommended the talk moves strategy should be used in EFL teaching to enhance speaking skills and other language skills.

Key words: speaking skills, speaking anxiety and the talk moves strategy.

تفعيل تحركات الحديث لتطوير أداء التحدث باللغة الانجليزية كلغه اجنبيه و خفض القلق لدي طلاب المرحلة الثانوية

المستخلص :

هدفت الدراسة الحالية لدراسة اثر استخدام استراتيجيه تحركات الحديث لتطوير أداء التحدث باللغة الانجليزية كلغه اجنبيه و خفض القلق لدي طلاب المرحلة الثانوية. و لقد تبنت الدراسة التصميم شبه التجريبي بالاعتماد على ٦٠ تلميذا من الصف الأول الثانوي بمدرسه الزقازيق الثانويه بنات، محافظة الشرقية، كعينة في الدراسة و تم تقسيمهم الي مجموعتين متكافئتين:

الأولي تجريبية و التي تلقت تعليماً بواسطة إستراتيجية تحركات الحديث و الثانية ضابطه و التي تلقت تعليماً نظامياً عادياً. و قد استمرت تجربته ثمانية اسابيع من الفصل الدراسي الثاني للعام الدراسي (٢٠٢٣/٢٠٢٤)، تم تنفيذها في ٨ جلسات، كل جلسه استغرقت ٤٥ دقيقة. و لتحقيق هدف الدراسة تم تصميم الأدوات التاليه: قائمه بمهارات التحدث باللغة الانجليزية، و اختبار التحدث باللغة الانجليزية القبلي و البعدي، و معيار تقييم لاختبار اداء التحدث باللغة الانجليزية و مقياس للقلق. و تم معالجه البيانات التي تم الحصول عليها احصائياً من خلال برنامج SPSS. حيث اظهرت النتائج ان المجموعه التجريبية تفوقت على المجموعه الضابطه في مهارات التحدث بسبب استخدام استراتيجيه تحركات الحديث. و من خلال هذه النتائج اثبت ان استراتيجيه تحركات الحديث لها تأثير ايجابي على تنميه اداء التحدث باللغة الانجليزية كلغه اجنبيه لدي طلاب المرحلة الثانوية. و أوصت الدراسة باستخدام استراتيجيه تحركات الحديث في تدريس اللغة الانجليزية لتعزيز مهارات التحدث و المهارات اللغويه الأخرى.

الكلمات المفتاحية:

مهارات التحدث، قلق التحدث و إستراتيجية تحركات الحديث.

Introduction:

Speaking may look effortless for competent speakers, but it is in fact a cognitively and socially demanding skill. This is particularly true for language learners who need to decide what to say and how to express and encode their thoughts into sounds in speech streams that make sense to their listeners. They also need to learn to interact in a range of communicative situations and respond in ways that are contextually appropriate. Learners also need to know how language is structured in different types of discourse according to situations and contexts.

Speaking is a critical skill for second language learners to communicate with native and non-native speakers and to participate in real-life situations (Jabber & Mahmood, 2020; Kohn & Hoffstaedter, 2017, it can be a vital component in affecting and shaping learners' overall language development. Learners with considerable speaking skills can achieve outstanding performance in other language skills and can develop their speaking skills through interactive practices (Rahimi & Fathi, 2022). However, in the English as a foreign language (EFL) context, issues with speaking skill development arise from constraints, such as limited classroom time and learners' unwillingness to communicate, which impedes EFL learners' opportunities for sufficient output practice during class time. Additionally, the apprehension of negative peer evaluations may discourage some learners from actively participating in interactive speaking activities with their peers (Peng, 2019). Such speaking issues contribute to a reluctance to engage in verbal communication which impedes the improvement of learners' speaking skills.

Speaking ability is described by Ur (2012) as the faculty that includes all other kinds of knowledge, and "people who know a language are referred to as 'speakers' of that language" (p. 117). Mastering speaking allows learners to communicate with others and express their opinions, thoughts, and feelings.

Besides, according to Westrup and Baker (2003), speaking proficiency increases learners' chances of receiving higher education degrees, getting proper jobs, and getting quick promotions. However, speaking is the most challenging skill, given that speakers should listen to their partners to understand the spoken communication and respond in the target language. In this process, learners encounter significant problems, such as personal (e.g., nervousness, hesitation, and anxiety), linguistic (e.g., lacking vocabulary and grammar mistakes), social (e.g., fear of making mistakes and criticism), and environmental, mainly conventional teaching methods (Chand, 2021).

Menggo (2018) claimed that strong speaking ability is not only determined by mastery of grammar but also how accurate and clear an English speaker produces the words, phrases, or sentence by sentence in the speech of information. In line with Menggo's finding, Imaniah & Dewi, (2017) claimed that the achievement of speaking ability is indicated by how a speaker is able to convey information or message both verbally and non-verbally to the receiver clearly and acceptably. An EFL teacher needs to evaluate the learning outcomes, namely students' academic performance, in this context is their speaking performance. Martosyan, Saxon & Wanjohi (2014) elaborated that it is always for educators measure students' academic performance that allows them to evaluate students' knowledge levels, the effectiveness of their own teaching process.

According to Syakur (2011), there are five components or criteria of Speaking :-

EFL Comprehension.

EFL Grammar.

EFL Vocabulary.

EFL Pronunciation.

EFL Fluency.

a)EFL Comprehension :

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) EFL Grammar :

It is needed for a speaker to arrange a correct sentence in speaking while delivering the material. It is in line with explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

C) EFL Vocabulary :

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language.

D) EFL Pronunciation :

Pronunciation is the way for speaker to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand (Burns & seidlhofer, 2010)

F) EFL Fluency :

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums"

or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

According to Öztürk & Gürbüz (2014), There are some many variables that can influence learners’ EFL speaking performance, among the four language skills, much attention of research on anxiety has been given to speaking skill. This case is also based on the fact that speaking skill is likely more complex compared to other skills. potential reactions and evaluations by other learners in class can be a dominant factor in regard to the anxiety that students experience while speaking, since students may become more anxious about making mistakes in pronunciation and fear being laughed at when they speak without being prepared in advance and when exposed to immediate questions . As anyone knows who has tried to lead an academically productive discussion (whether with pre-K students or participants in a graduate seminar), it is not simple. There are many challenges in getting students to go public with their ideas so others can hear and understand them, and getting students to listen carefully and respectfully to the ideas of their peers. There are challenges in getting students to dig deeper into their own reasoning with evidence and models, and to build on and critique the reasoning of others.

Chapin & O’Connor (2012) ,Dudley-Marling & Michaels (2012), reported that many EFL students think that being able to speak good English is not an easy process because speaking is considered the most difficult skill to be mastered; teachers have to make much effort to deal with this condition. these teachers were able to create classroom cultures of respect and risk-taking so that all students might feel safe to go public with their ideas, take up the ideas of their peers, argue productively, and make progress in reasoning through challenging academic problems. In some cases their students, documented in a number of small-scale studies, made remarkable gains on standardized tests.

Rabab'ah (2003) investigated that during the process of learning English, Arab students of English as a foreign language (EFL) encounter numerous challenges in this whole process; one of the significant problems they face is the non-availability of natural and interactive environments which could enable them to master the language easily. Michaels & O'Connor (2015) added that talk moves can be seen as vehicle that teachers can use to encourage children to (a) share, expand or clarify their initial ideas (Can you say more about it?) (b) listen to one another and take other's ideas seriously (Who think they understood what X said and can put it into their own words?), (c) deepen their reasoning (Why do you think that?), and (d) think with each other and build on each other's ideas (Can you add onto his idea? Do you agree/disagree? Why?). The use of these talk moves has turned out to be strongly related to children's academic learning.

O'Connor & Michaels (2012) defined talk moves as a helpful way for making discussions work. These talk moves can be used at any point in a discussion, in any subject domain, and are especially helpful in classroom settings. They strategically set students up to think, reason, and collaborate in academically productive ways. O'Connor & Michaels (2011) defined Talk or conversational moves as discursive practices teachers can use to elicit student thinking, promote scientific reasoning, encourage learners to explain their thinking so others can understand, and build knowledge within classroom communities.

According to (Howe & Abedin, 2013; Resnick, Asterhan & Clarke, 2015) studying the quality of teacher-student and student-to-student interaction in whole-class and group-based talk has received increasing attention over the past forty years because of its perceived role in improving pedagogical practices and student learning. According to Godfrey & O'Connor (1995) , O'Connor (1996) O'Connor (2002) O'Connor & Michaels (1993), these moves, also known as talk tools, are an outcome of two decades of qualitative classroom-based

research on how some teachers skillfully orchestrate equitable and productive discussion. Mercer & Howe (2012) and Hennessy et al (2016), recorded that researchers have increasingly focused on identifying productive talk moves used by teachers and students that are said to result in higher levels of student engagement and learning by extending their thinking, argumentation and reasoning in teacher-student and student-student interaction.

Ganesh et al (2021) clarified Talk moves used by teacher in classroom. (1); Wait Time for shy people, slower thinkers and hesitant people if they have more time to think, they will join to the discussion ; (2) Turn and Talk allows learners to turn to the person beside and discuss their response before they shared it with a large group; (3) Restating occurs when a teacher repeats a student's answer or claim verbatim with the purpose of ensuring it reaches the entire classroom; (4) Revoicing happens when a teacher paraphrases a student's ideas, but adds or removes information in order to correct a student or convey new knowledge; (5) Pressing for Reasoning refers to utterances that ask a student to explain a decision or to connect multiple ideas; and (6) Pressing for Accuracy refers to utterances that prompt for answers to a factual question.

According to O'Connor & Michaels (1993) Some talk moves, such as revoicing, position students differently vis-à-vis one another and scientific knowledge in ways that support these goals. Alexander's (2018) repertoire of learning talk consisting of: narrating, explaining, instructing, questioning, building on answers, speculating/imagining, exploring and evaluating ideas, discussing, arguing, reasoning and justifying, and negotiating. Therefore, the current study will suggest utilizing Talk Moves Strategy to develop secondary stage students' EFL speaking performance. At the same time, this strategy may reduce students' speaking anxiety.

Context of the problem:

The problem of the current study has been emphasized through :

1) Reviewing some previous studies related to EFL speaking performance such as : Brown(2004), Imaniah & Dewi,(2017), Menggo(2018). These studies revealed that developing EFL speaking performance is a challenge that need an investigation.

2) Reviewing the previous studies proved that secondary students feel anxious during EFL speaking such as Öztürk & Gürbüz (2014), Chapin & O'Connor (2012) ,Dudley-Marling & Michaels (2012).

3) Conducting some EFL teachers ,supervisors (informal /Unstructured interviews) to ask them about the importance of developing EFL secondary Students' Speaking performance and how to reduce their Speaking Anxiety.

They made sure that secondary students have many problems when speaking such as ;

-Lack of EFL vocabulary.

-Poor grammer, spelling and pronunciation.

-Students' lack of discussion during class time and as a result they have weakness in their Speaking performance.

-In addition, lack of confidence and fear of failure make learners more apprehensive and anxious when speaking. Moreover teachers use traditional methods in teaching and they don't provide opportunities for learners to express ideas or give their viewpoints about certain spoken topics. At the same time in their traditional classroom, there isn't enough time to discuss or practice speaking skill and give enough feedback to students' assignments , so these students aren't trained sufficiently to speak in a proper way .

As a result, those students need unconventional strategies to reduce their speaking anxiety and can be an effective supporter in teaching EFL speaking performance.

4) Conducting a pilot study on a group of (60) EFL first year secondary students. The pilot study (Appendix A, B & C) consisted of an EFL speaking performance test and a speaking anxiety scale. The findings of the previous instruments revealed that 90% of the learners encountered difficulties that affected their EFL speaking negatively and they felt anxious while speaking .

-Hence ,the researcher suggests using talk moves strategy to develop secondary stage students EFL speaking performance and reduce their anxiety.

Table (1)

Pilot study results

EFL Speaking performance	Sub-skills	Percentage of performance
Vocabulary	Expressing ideas on every day topics and making description.	36%
Grammer use	Using grammer structure correctly	30%
Comprehension	Asking for and giving information , expressing agreement/ disagreement , ability to engage in Oral discourse properly.	20%
Phonological skills	Producing sounds of the language correctly and producing words in sentences long utterances .	32%
Fluency	Making conversation without many pauses.	27%

According to the results of the pilot study, it has been obvious that first year secondary students are weak in EFL speaking performance.

Statement of the problem:

The problem of the current study is that first year secondary stage students are weak in EFL speaking performance and feel anxious when speaking. Addressing such a problem, the current study investigates the effect of a strategy based on talk moves on developing speaking performance and reduce their anxiety.

Accordingly, the current study will attempt to answer the following main question :

Questions of the study :

The current study will attempt to develop the EFL speaking performance and reduce speaking anxiety, which are necessary for the first year secondary stage students through the talk moves strategy.

The current study will attempt to answer the following main question:

What is the effect of a Talk Moves Strategy on developing secondary stage students EFL speaking performance and reducing their speaking anxiety?

The main question branches out into the following sub-questions :

- 1) What are the most important EFL speaking skills (performances) required for first year secondary stage students?
- 2) What is the current level of first year secondary stage students in EFL speaking performance?

- 3) What are the dimensions of EFL speaking anxiety on the part of first year secondary stage students?
- 4) How can a Talk Moves strategy develop speaking performance of first year secondary stage students?
- 5) To what extent can the Talk Moves strategy affect developing speaking performance?
- 6) To what extent can the Talk Moves strategy affect reducing the student's speaking anxiety?

Objectives of the study :

Fundamentally, this study aims at:

- 1) Developing the speaking performance required for first year secondary students via a talk Moves strategy.
- 2) Identifying the speaking performances required for first year secondary students.
- 3) Reducing student's speaking anxiety via a talk moves strategy .

Significance of the study:

Basically, the present research will hopefully be beneficial to:

- 1) EFL students in improving their speaking performance, It may help students organize their knowledge and ideas before speaking and reduce their Speaking anxiety.
- 2) EFL teachers in paying their attention to the importance of utilizing Talk Moves Strategy in the classroom, so they may give students chance to participate and discuss during class time, This study may help teachers overcome challenges in teaching secondary students' speaking performance.

3) EFL curriculum designers in drawing their attention to adopt new methods of teaching that aim at changing the role of student from a passive recipient to an active positive learner who is willing to participate in the classroom and motivating them to conduct training courses for EFL teachers to raise their awareness of talk moves strategy.

4) EFL researchers in opening new research avenues for them regarding talk moves strategy that might help other researchers and specialists in TEFL to conduct other studies in different language areas.

Delimitations of the study:

The study was delimited to:

- a) A group of first year secondary stage students at secondary school for girls in Zagazig, Al-Sharkia Governorate, Egypt.
- b) Some EFL speaking skills suitable for first year secondary stage students (phonological skills – grammar use – vocabulary- comprehension- fluency) approved by the jury members.
- c) Talk moves strategy was introduced through its procedures: (Revoicing - Restating – Reasoning – Waiting – Adding on)
- d) The study experiment was conducted during the second semester of the academic year 2023/2024.

Definition of terms:

A)Talk Moves:-

According to (Mercer & Howe, 2012; Hennessy et al, 2016).Talk Moves is defined as a strategy used by teachers and students that are said to result in higher levels of student engagement and learning by extending their thinking, argumentation and reasoning in teacher-student and student-student interaction. Talk moves are defined as “families of conventional moves” that help students

explore an essential questions or problem-solve potential solutions (Michaels and O'Connor, 2015).

Operationally, it can be defined as the first year secondary stage student's knowledge of participation during class time and ways the teacher can facilitate the progression of a discussion amongst students without being the one doing all the talking. This chart provides language for the teacher to prompt students to remain/become engaged in the conversation.

B) EFL Speaking performance :

Speaking performance is to select appropriate words and sentences according to the proper social setting, audience, situation and a subject matter (Hayriye, 2006).

Operationally, it can be defined as the first year secondary students' way to convey the message to others and to make the receiver understand the topic being uttered. Thus, their speaking should be clear, accurate and produced in a well-organized sentences following the rules of good speaking.

C) Speaking anxiety :

According to Hasibuan(2019) Anxiety is defined as a feeling in which a person feels anxious, nervous, and confused . When the students are anxious, they tend to be reluctant to speak, even afraid of errors production. This condition would affect the continuity of students' speaking performance. It is also confirmed that students complain about speaking problems such as anxious, being nervous, worried about making mistakes, and feeling shy in performing English communication.

Operationally, it can be defined as first year secondary stage student's negative attitude towards speaking and their tendencies to avoid speaking. They feel worried, stressful, and nervous when speaking because they struggle to

organize and use mechanics of speaking in addition to their negative speaking experience.

Review of literature and related studies:

EFL speaking performance:

Speaking has become an essential skill which students can exchange information, share ideas and learn more about language. The progression of good speaking skills is no longer a bonus for language learners, but an urgent aspect of their language-proficiency advancement because it has a direct impact on the personal and professional success of many of them (Kanza, 2016). Many researchers gave the speaking skill priority in their researches because of its essential role in the process of teaching and learning foreign language. Parupalli (2019) speaking is the most important skill among all four language skills in order to communicate well in this global world. This speaking skill needs to be emphasized in understanding and speaking fluently by introducing this skill early on so that you get used to developing speaking habits. Speaking is an activity of communicating with other people.

Through speaking, students can communicate and share ideas about something in the teaching and learning process (Sasabone et al, 2021). In speaking, the interactive process of meaning construction involves production, reception, and processing. Brown and Yule (2001) mention that speaking is to express needs – requests, information, services, etc. Speaking is an essential collaborative and interactive process. It is an exchange between the speakers. We can finish each other's comments, interrupt, or disagreeing or extend what is said (Cole, 2007, p.12). Speaking is not only producing sound but also a process of achieving goals and transferring messages. The speakers say words and phrases to their listeners not only to express what on their minds but also to express what they need.

Currently, the need for speaking mastery in English has been seriously increasing due to the strengthening position of English as a language for professional communication (Nazara, 2011). Miroslaw (2011, p.25) stated that speaking plays an important role to students that helps the students to convey messages, exchange information, and communicate with others, speaking is important either in personal use or in academic use. A good speaker is someone who has the ability to communicate effectively and in a way that the listener can

understand. Speaking is very important in learning a language because it could make students to be active in communicating with others and giving opinions or ideas in the teaching-learning process, especially in using English. In schools in Indonesia, English is an important subject. Language is the main tool in education, language and education are interrelated Chairina (2019).

According to Behtash (2017: 119) the components of the speaking skill are (pronunciation, vocabulary, grammar, fluency, and organization):

Pronunciation: There were four levels to mark pronunciation level including pronouncing the word completely correct, with minor errors, with a number of errors, and at the lowest level pronouncing the word incorrectly. The raters rate them from four to one respectively.

Grammar: rating criterion gave four to utilize complex syntax rules perfectly; three for applying simple rules properly, two for using both complex and simple rules with less problems, one for applying simple rules with some problems.

Vocabulary: mark four for using advanced words appropriately, three for applying simple words without any mistakes or advanced words with some mistakes two for using simple words, one for applying words imperfectly that caused interrupting communication.

Fluency: The learner's speech is generally fluent. The learner's speech is generally fluent, with minor problems. There are problems in their speech which decrease their fluency. The learner has problems with fluency that make the responses difficult to understand.

Organization: The learners' response is well organized and developed. The learners' response is organized basically and is not thoroughly developed. The learners' response is clearly organized and incomplete or involves some inaccurate points. The learners' response is not planned and is only actually on the topic.

Teachers play several roles in assisting learners in their speaking skills. Besides being an educator, teachers also act as facilitator, participant, motivator, and gives feedback when necessary. This could help learners to learn speaking skills better. Teachers play several roles in assisting learners in their speaking skills. Besides being an educator, teachers also act as facilitator, participant, motivator, and gives feedback when necessary. This could help learners to learn speaking skills better. Teachers play an urgent role during the teaching and learning process. Students cannot learn English without teachers' guidance. Sometimes teachers should motivate their students to learn English. Children

are those who like to get appraisal when they do something good (Wael et al., 2018).

Furthermore, the students need their teachers' accompaniment in doing activities. Here, teachers can respond to the students' work. According to Harmer (2001:57), teachers must play a number of different roles during the speaking process's activities. The teacher need to let the students hear him "talk out loud" as he assesses the task (I like to begin by asking what the central problem is and considering it"). In the late stages, the teacher need to show his student how to evaluate his result of the finished product by presenting (I would revisit the original goal of the project and ask myself whether I satisfied it). (Ambrose, Susan A, et.al, 2010: 214).

Atas (2015) say that speaking is the most anxiety-provoking skill compared to the other English skills like reading and writing. It is probably because unlike writing and reading which allow the learners to correct and contemplate, listening and speaking have a high level of concentration in processing input into output at the same time. This phenomenon is in line with a study done by Chiu, et al (2010) which state that the anxiety is likely to happen when the students are trying to produce the language output like speaking. The anxiety seems to affect learners' self-confidence which make them become silent in the class eventhough they have something that is worth-hearing. In addition, Chiu et.al (2010) state that when the learners have to speak using English, they easily feel anxious (p.109). The anxiety gets worse when they have to speak English without any preparation.

One of the most important affective factors which can affect students' academic performance in learning a second language (L2) is anxiety. Susanto et al, (2017) state that anxiety occurs often in every person in normal life all the time and every condition. Anxiety is considered to be one of the most important negative factors that can affect a second language acquisition. Students who lack self-confidence and have less motivation in learning tend to have better achievement in the language learning process. Language anxiety has high rank as the factors influencing language learning whatever the learning setting is. It became central to any consideration of the study related to the factors which are contributing to the learning process and learner achievement (Hurd, 2007: 488).

Basic (2011) asserted that students can have bad prior experiences about speaking a foreign language, and that can be the reason for their speaking anxiety because negative past experiences trigger the problems like stress or low self-confidence. Also, it is argued by the teachers who participated in the same study that students are generally afraid of being laughed at by their peers.

Therefore, the surroundings may have unexpected effects on the learners. Students with anxiety disorder exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and do poorly on assignments (Vitasari, et al, 2010, p. 490).

Utomo (2018) stated that embarrassment is the factor that primarily impacts students' unease in speaking English. Moreover, out of all the elements affecting students' anxiety in speaking English, the factor of apprehension towards making errors has the lowest rating. This implies that the fear of committing mistakes was the smallest and least significant factor in comparison to all the elements that influenced students' anxiety in speaking English. According to (Isnaini, 2019) students' speaking anxiety factors in English as a foreign language (EFL) were the students' excessive self-prediction, unwarranted belief to speak in English, vulnerability to anxiety, misinterpretation of physical signals due to their inability to express their thoughts in English effectively, and lack of self-confidence.

By the term talk moves we mean families of utterances that help teachers in the moment-to-moment micro-interactional challenges of orchestrating student's discussions (O'Connor et al., 2015, p. 112). Michaels et al. (2002) conceptualized teachers' talk moves as tools to enhance productive discussions in class, leading towards an inquiry class community. Talk or conversational moves are discursive practices teachers can use to elicit student thinking, promote scientific reasoning, encourage students to explain their thinking so others can understand, and build knowledge within classroom communities (O'Connor & Michaels, 2011). Some talk moves, such as revoicing, position students differently vis-à-vis one another and scientific knowledge in ways that support these goals (O'Connor & Michaels, 1993).

Talk moves used by teachers and students that are said to result in higher levels of student engagement and learning by extending their thinking, argumentation and reasoning in teacher-student and student-student interaction (Mercer & Howe, 2012; Hennessy et al, 2016). There are common features of an active approach to student learning including greater involvement in the classroom talk, an open exchange of ideas, joint inquiry and construction of knowledge, multiple voices and respectful classroom relations (Haneda, 2017).

According to Morton (2012), classroom talk is an important pedagogical tool to enhance student participation as it provides opportunities for the teacher to manipulate student conceptions in ways that support meaningful learning. During classroom discussions, the teacher could initiate and redirect student responses in ways that create the link between student prior knowledge and the

new content to be learned. Equally important is the idea that student misconceptions could be uncovered and replaced with the correct understanding during classroom interactions. Hardman (2020) insists it was the combination of features that had the biggest impact on student talk. When teachers used open questions and responded to pupils using a repertoire of ‘teacher talk moves’, students became more expansive in their contributions. Content learning improved and there were higher levels of pupil participation.

Chapin et al. (2009) shares five talk moves to support academically productive talk :

Revoicing :

Revoicing is defined by Chapin et al. (2009) as a teacher repeating some, all or part of a student contribution, First and foremost, revoicing verbatim is explained to be helpful in making quiet student contributions audible, this becomes useful when trying to use contributions as a basis for ongoing discussions, revoicing allows the original speaker, the teacher and other students time for ‘thinking space’ which is particularly helpful when student contributions are muddled or incomprehensible. Whilst these impacts are positive some literature cautions over-utilising revoicing. It has been reasoned if teachers habitually revoice all contributions students may habitually stop listening to peers (Herbel-Eisenmann et al., 2008).

Revoicing deliberately includes a verification stage, most importantly the verification stage indicates to students that their teacher is genuinely wanting to understand their thinking. In essence, the ownership of knowledge remains with the student instead of the teacher. This arguably helps build classroom cultures where teachers and students in that moment share authority, an idea deemed important in supporting the orchestration of engaging and authentic productive discussion (Engle & Conant, 2002). Blankman (2021) A version of this talk move is possible remotely with limited internet access. Give students a math problem and task them with writing or making an audio or video recording of what they’re thinking. Reply and revoice using the same medium. Ideally, do this in a way that other students can see or hear you modeling precise mathematical language, such as replying in an online forum that all students have access to.

Repeating :

According to Chapin et al. (2009), is when a teacher asks one student to repeat or rephrase another student’s idea. In a similar manner to revoicing once the

action has taken place the teacher redirects conversation back to the original speaker to confirm accuracy. Repeating allows contributions to be restated, giving students who did not hear original contributions opportunity to listen again. Additionally original speakers may rehear ideas, potentially resulting in verbal or non-verbal clarification of thought. Blankman (2021) This talk move slows down the discussion and gives students time to work with the ideas that other students are producing. By asking several students to repeat or restate someone else's idea, you help all students internalize it and ultimately orient themselves to the thinking of others. If students are able to share ideas verbally, then that should happen. However, that may not be possible for all classrooms or all students this fall, and repeating can take place in an online forum if necessary. Have some or all students post a strategy or solution to a problem you give. Other students choose someone else's post and reply by putting the same idea into their own words.

Reasoning :

Blankman (2021) This talk move is an especially powerful way for students to explain their thinking and get better at providing evidence for their claims. As students become more used to being asked for evidence of their thinking, they will eventually dig deeper themselves without prompting. It can be executed remotely, even with limited internet access. After students complete an assignment or solve a problem, call attention to all or part of their thinking and ask them "Why do you think that?" Students can write down their evidence for their answer or, if possible, record it as audio or video. This is most effective when published in a way that the entire class can see or hear.

Adding on :

Blankman (2021) this talk move is used to prompt students to further participate in the discussion and engage critically with the reasoning of others. This move is especially useful when a student contributes one step toward a more complex explanation. It invites everyone into the conversation and encourages students to continue interacting with one another's ideas. If you are teaching remotely, this talk move can take place in an online forum, too. Pose one or more questions that are open-ended or have multiple solutions, such as "When can two expressions be sometimes the same and sometimes different?" Or "How can geometry help you understand an algebra problem?" Task students not only to post an original answer to the question, but to choose one or more answers that others posted and take their idea to the next step.

Waiting :

Chapin et al. (2009) refer to waiting as either the silence immediately following a teacher's question or the silence immediately following nomination for a student to speak following a whole-class question. They also categorise comments from teachers towards nominated students such as "It's ok, we will wait" prior to speaking as waiting. The inclusion of speech as oppose to silence in this categorisation of waiting is unusual in comparison to related literature. When students hear silence after contributing, they may feel need to correct themselves, complete answers or further explain. In addition, extended silence may prompt other learners to self-select and speak Ingram and Elliott (2016).

Teachers use talk moves to encourage their students to contribute and listen to each other, to engage with the content, and to dig deeply into their own reasoning, the professional challenge for the teachers that teachers are simultaneously responsible for making what is said intelligible with special attention paid to new and complex, managing coherence so that instruction maintains logical flow among students with many perspectives, Maintaining student engagement and motivation, going beyond simply listening to inspire real interest and commitment to ideas and ensuring equitable participation so that all students are heard, not just the naturally vocal. Teacher talk moves prompt students to share and expand upon their ideas, to provide evidence for their claims, and to build on, elaborate and improve the thinking of the group. (O'Connor, Michaels, and Chapin 2015).

Henderson (2021) If talk is important for pupils to flourish, and 'learner talk' is to be developed, then teachers need to value talk, provide opportunities for students to talk in their classrooms, and understand how they themselves can facilitate whole class discussion within their day-to-day teaching and learning. The implementation of 'talk moves' may offer teachers a way forward. My study sets out to evaluate how this approach impacts on learners in my setting, whilst respecting and valuing the views of both teacher and pupil participants.

Method and procedures of the research:**Design of the study:**

The present study utilized quasi-experimental design, known as pre- post experimental group design. The experimental group was taught using talk moves.

Participant of the study:

The participants included (60) the first year secondary stage students , in

(2023-2024) Secondary school for girls, Zagazig, Al-Sharkia Governorate during the second term of the school year 2023- 2024. . They were randomly assigned into two groups, experimental (n=30) students and control (n=30) students . It was assumed that the participants formed a homogenous group. So they were expected to have a lot in common and wouldn't differ much regarding the quality of experience or their age.

In order to make sure that the development of some of the students' speaking skills were attributed only to the effect of talk moves strategy, the researcher attempted to control some variables in order to make sure that both the experimental and control groups were equivalent.

These variables were: Age: all students ' age ranged from 14-15 years. Grade: All students were in first year secondary stage.

The speaking skills targeted in the current study were also controlled before the study experiment, as follow:

Table (2)

t-test Result of the Pre administration of the speaking performance test comparing the Experimental to the control Group

Group	Number of Participants	Mean scores	Standard Deviation	t-Value
Control	30	41.6	3.2	18
Experimental	30	40	3.5	

Table (2) shows that there was no significant difference between the mean scores of the experimental and the control groups, t being (18). This shows homogeneity between the two groups. That is to say, the two groups were at almost the same level of performance in the speaking skills. Thus, any variance between the two groups that might happen after the experiment could be

attributed to the effect of the experiment. The pre-test scores revealed the participants had an average low proficiency in speaking skills.

Instruments and Materials

Four instruments were used as follows:

"For speaking skills "variable:

- 1- An EFL speaking performance checklist required for first year secondary school students.
- 2- The pre and post EFL speaking tests (two equivalent forms) to measure students' EFL speaking performance and a rubric to score them
- 3- A Rubric of scoring EFL speaking performance test
- 4- An EFL speaking anxiety scale.

The checklist:

- Purpose:

The checklist was designed to determine the most important speaking skills to be developed among the first year students at secondary school for girls. The results of this checklist were used to construct the speaking skills test that would be used as a pre-post -test.

- Description:

The initial form of the Checklist included 30 skills. Before each skill, there are three fields of responses; i.e. v. appropriate, appropriate to some extent and less appropriate.

Table (3)

Specification of EFL speaking Performance skills test

Test items	Skills measured	Number of items	Q
1	Phonological skills	Five items	Q1
2	Grammar use	Five items	Q2
3	Comprehension	Five items	Q3
4	Fluency	Five items	Q4
5	Vocabulary	Four items	Q5

The test was constructed in the light of the following sources:

- 1-Reviewing related studies related to the designing EFL speaking skills .
- 2-Reviewing related studies concerned with designing EFL speaking skills tests.
- 3-The speaking skills test identified by the results of checklist.

- Validity:

To insure the test validity, it was submitted to a group of jury members who were specialists in TEFL. They were requested to judge the following points and make necessary changes:

- 1-Determining the difficulty of the items included in the test.
- 2-Clarity of the instruction.
- 3- Appropriacy of the items to the target domains.

In the light of the jury members' modifications and results of piloting the test, the final version was prepared. The test validity was determined by using SPSS program. It was estimated according to the following formula:

$$\begin{aligned} \text{Test validity} &= \\ &= 0.87= \end{aligned}$$

The value came as (0.87) and this indicated that it was valid.

-Test reliability:

For reliability, Cronbach's coefficient Alpha formula for internal consistency was used to compute the reliability of the test. Formula of Cronbach's Alpha was used to calculate reliability coefficient of the test. Test was measured by SPSS program the coefficient Alpha for the test was (0.87). this is a statistically significant value relating to reliability of the test as a whole. Therefore the test is considered a reliable one for the current study.

Table (4)

Alpha Cronbach's coefficient stability for each question and the total score of the test.

No	Dimensions Question	Alpha Cronbach's coefficient
1	Phonological skills	0.78
2	Grammar use skills	0.86
3	Comprehension skills	0.84
4	Fluency skills	0.82
5	Vocabulary skills	0.80
Total	Total	0.87

-Piloting:

The test was piloted to a group of 10 students (not included in the participating group) to determine item analysis including item difficulty and discrimination and hence omitting unsuitable items. Results revealed that the majority of pupils obtained low scores; moreover, students reported that questions requiring inference were far more difficult than those whose answers were directly stated in the text. In addition, it was estimated that 90 minutes

would provide sample time to complete the test. This time was estimated as follows:

The time taken by the ten students

$$\begin{aligned} 900 \div 10 \\ = 90 \text{ minutes} \end{aligned}$$

-Scoring the test:

To ensure the reliability of scoring, one rater besides the researcher evaluated the ten students. The test was scored by using the speaking skills scoring rubric. When scoring the test, one point was given for each correct response or two or three according to their response in the rubric . The total score of the test was 72.

-Test administration:

In the light of the previous adjustments, the speaking skills test was pre-administered at the beginning of the second-semester of the academic year 2023/2024. It was also post-administered at the end of the semester. The test content and instructions for each speaking skills task were explained clearly and orally for the students in order to avoid misunderstanding. The researcher sometimes had to use Arabic to explain some task for students in order to make sure that they understood.

Data Analysis and Results of the research:

Hypothesis 1:

It has been hypothesized that " There is a statistically significant difference between the mean scores of the experimental group in the pre and the post EFL speaking test administration , in favor of the post speaking test administration.

A paired samples t-test was used as shown in (table 5).

Table (5)

t- test results of comparing of the pre- and post-measurements of EFL speaking Skills Test.

skills	Test	N	Mean	Standard deviation	t. value	df
Phonological skills	Pre	30	8.6	1.4	10.9	29
	Post	30	12.9	1.6		
Grammar use	pre	30	7.9	1.4	15	29
	post	30	13.6	1.3		
Comprehension	pre	30	5.6	1.2	7.5	29
	post	30	8	1.4		
Fluency	pre	30	13.4	1.9	7.7	29
	post	30	17.5	2.7		29
Vocabulary	pre	30	6	1.4	11.8	29
	post	30	10	1.6		29
Total	pre	30	41.6	3.2	20.7	29
	post	30	62.8	4.5		

**Significant at (0.05)

Table (5) indicates that there is a statistically significant difference between the pre and the post of the experimental group in favor of the latter in EFL speaking Test, t-value being (25). It is significant at (0,05) level. So, the first hypothesis was validated.

Hypothesis 2:

It has been hypothesized that " There is a statistically significant difference between the mean scores of the experimental and the control groups in the post speaking test , in favor of the experimental group . "

A one sample t-test was used to verify this hypothesis as shown in (table 6).

Table (6)

t-test of the mean scores of the post-measurement of the control group and the experimental group.

Skills	Group	N	Mean	Standard deviation	t. value	df
Phonological skills	Control	30	10.5	1.3	8.7	58
	Experimental	30	12.9	1.6		
Grammar use	Control	30	9.8	1.1	13	58
	Experimental	30	13.6	1.3		
Comprehension	Control	30	6.5	1.2	6	58
	Experimental	30	8	1.4		
Fluency	Control	30	13.8	1.9	9	58
	Experimental	30	17.5	2.7		
Vocabulary	Control	30	7.3	1.2	8.5	58
	Experimental	30	10	1.6		
Total	Control	30	49.9	3.7	11.7	58
	Experimental	30	62.8	4.5		

**Significant at (0.05)

Table (6) indicates that there is a statistically significant difference between the control and the experimental groups in favor of the later in the post administration of speaking test . t. value being (16) and significant at (0,05). So, the second hypothesis was validated.

Hypothesis :3

It has been hypothesized that " There is a statistically significant difference between the mean scores of the experimental group in the pre and the post Anxiety scale administration , in favor of the post Anxiety scale administration.

A paired samples t-test was used as shown in (table 7).

Table (7)

t- test results of comparing of the pre- and post-measurements of Anxiety scale.

skills	Test	N	Mean	Standard deviation	t. value	df
Anxiety	Pre	30	63.4	8.5	16.2	29
	Post	30	31.5	7.8		

**Significant at (0.05)

Table (7) indicates that there is a statistically significant difference between the pre and the post of the experimental group in favor of the first in anxiety scale. Test, t-value being (16.2). It is significant at (0,05) level. So, the first hypothesis was validated.

Discussion of the Results:

The results of the present study shows that the experimental group, taught through A program Based on talk moves performed better than the control one in the post administration of speaking and anxiety since there were statistically significant differences at (0, 05) between the mean scores of the experimental group and the control group in favor of the former.

The students ' progress in the post administration of critical reading skills test could be attributed to the fact that while using A program Based on talk

moves students were interested in speaking . students practiced various activities of speaking skills.

The results of the present study shows that the experimental group outperformed the control group in the post administration of speaking and anxiety skills and writing apprehension as a whole. The statistical results showed that there were statistically significant differences between the means of scores of the experimental group in their performance of each posttest compared to the pre administrations, favoring the post administrations (Tables 11-16). The means of scores of the experimental group in each test are higher than that of the control one .Hence, the significant difference, shown on the post administration of each test, is due to exposing this group to . Providing students with a variety of activities through this program , changing the method of teaching, dividing the roles among students to improve their critical reading and speaking skills and anxiety gave them the opportunity to interact with each other and to react to the material presented to them.

Through this interaction, they created cooperative environment in which less emphasis was placed on transmitting information from the teacher and more on the students . So A program Based on talk moves adopted throughout the study and the teaching strategy which is based on this approach helped the students go through several steps .

During the experimentation, it was noticed that the participants have a positive attitude towards A program Based on talk moves . For students , speaking activities changed the way they feel about speaking and anxiety scale increased their motivation and involvement and improved their communicative performance .

Recommendations

In light of the results of the current study, the following recommendations can be given:

1-EFL Curriculum designers should pay attention to the effectiveness of talk moves strategy in developing English Language in general and EFL speaking performance skills in particular.

2-EFL Curriculum designers should pay their attention to emphasize the importance of EFL speaking performance skills especially educational stages to achieve fruitful gains in the following stages.

3-EFL teachers should provide more chances for their students to use the target Language in an authentic environment.

4-Teaching should be turned from the teacher –centered to the students – centered approach to be involved in an effective learning environment.

5-Students should engage in social and authentic context to gain satisfaction ,self –confidence and reduce students’ speaking anxiety.

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