neofilolog

Czasopismo Polskiego Towarzystwa Neofilologicznego
ISSN 1429-2173, eISSN 2545-3971, 2024, NR 63/2, 348–374
https://doi.org/10.14746/n.2024.63.2.7
http://poltowneo.org/

Dat Bao
Monash University
https://orcid.org/0000-0002-4143-4951
dat.bao@monash.edu

The long-term impact of lecturer talk on student learning: Japanese students' reflections

This pragmatic case study explores Japanese students' perceptions of lecturer talk in an Australian higher-education setting. The main findings cover two sections. The first section discusses positive talk focusing on pedagogical strategies that enhance student engagement. Teachers can create a stimulating learning environment that fosters active participation and meaningful connections with students through personal anecdotes, real-world applications, and interactive discussions. The second section examines negative talk with poor impact on student learning experiences. Issues such as lack of clarity, low interaction, and undesirable teaching approaches hinder students' comprehension and engagement, highlighting the importance of effective communication strategies in facilitating learning. The article concludes with practical recommendations provided by students to improve teacher communication and enhance the overall learning experience, emphasising the significance of student-centred, engaging, and inclusive teaching practices in promoting compelling lecturer talk.

Keywords: teacher talk, learning engagement, helpful talk, unhelpful talk, student learning

Słowa kluczowe: mowa nauczyciela, zaangażowanie w naukę, pomocna rozmowa, rozmowa niepomocna, nauka ucznia

1. An opening anecdote

Below is a critical incident drawn from one of the interviews conducted by the researcher for the current project. In the scenario, a Japanese student shared an experience during an encounter with his lecturer during a lesson at an Australian university.

> "Although a decade has passed, Nobuyuki still vividly remembers the lecturer's tone of voice and facial expression on that day. During an interview for this study, he couldn't help but recall an experience beyond just words. 'My lecturer didn't believe in me,' he recounted. 'I remember when returning my essay, he asked: Are you sure this was your writing?
>
> Despite receiving a High Distinction for his essay, Nobuyuki couldn't shake the doubt lingering in his mind. While awarding the grade, the teacher seemed puzzled by how a quiet and seemingly passive student with unfluent verbal English could produce such exceptional work.
>
> The look in my lecturer's eyes and his attitude were unforgettable. It was evident that my abilities were being questioned,' Nobuyuki reflected. This brief moment of doubt had a lasting impact on him for so long. When asked why he still thought about it, Nobuyuki explained, 'It wasn't just the words, but the overall impression on me. The lack of trust from someone I respected deeply affected my self-esteem. I started doubting myself and lost my passion for learning. For the remaining time of the course, every interaction with my lecturer brought back those feelings of inadequacy.
>
> Nobuyuki concluded, 'I never want to make my students feel the way I did. I think my trust is essential for their learning."

This scenario is not uncommon, but can be evidenced in a humble body of research discourse. Fisher and Rickards (1998), in a study on student perception of good teaching, reveal a preference for teachers' kind behaviour and acceptance towards students' feelings. Research by Black & Mayes (2020) discovered that student fear and uncertainty may result from power relations. When this happens, students feel lost, wondering how to let teachers know their frustration with the lack of interpersonal connectedness. As Biddle and Hufnagel (2019) note, students "voicing their experiences can be emotional work" (p. 488). The opportunity to express personal needs is often challenging, resulting in a culture of silence among students (Baroutsis et al., 2016).

When students fail to voice their concerns about teachers' everyday behaviour and ways of talking, they suffer from stress. Such restraint can be

severe and long-lasting, primarily when the learning process is controlled by educator expectations (McCluskey et al., 2013) more than by student priorities (Charteris & Smardon, 2019). Teacher talk exerts a long-term impact on student learning, including knowledge retention (Jin & Webb, 2020), ability to communicate (Aukrust, 2007), and student achievement (Mahmoodi, 2016).

Research on the long-term impact of teacher talk on student learning and development is rare. At least three sensible reasons contribute to this scarcity. Long-term studies necessitate substantial time and resources to track students over extended periods (Bertinetto et al., 2016). Secondly, the influence of numerous factors on student learning and development complicates the isolation of the specific impact of teacher talk over time. Such factors may include family background, peer interactions, environmental factors, and individual characteristics. Thirdly, ethical concerns may arise in longitudinal studies when students are reminded of the adverse long-term effects of certain teaching practices (Cohen, Manion & Morrison, 2017).

2. The focus of the study

This article looks at how Japanese students feel about the verbal performance of their lecturers in the classroom, given the valuable and useless impacts of such talk. The work does not examine the objective reality of teacher talk but gathers the perception and experience of students through their lenses. The project does not analyse talk as discourse; it does not try to identify or classify talk into categories. Many empirical studies have already investigated these areas profoundly. Instead, the present work delves into how students feel and what they want from teacher talk in a holistic, impacting way. The study focuses on determining how students perceive teacher talk as practical to their learning needs.

Every word uttered by the lecturer plays a crucial role in shaping the learning experience and outcome of international students who sometimes struggle while studying in a foreign academic environment. Understanding Japanese students' perceptions of lecturer talk in the context of Australian higher education can provide valuable insights into the cultural, linguistic, and pedagogical factors that influence their academic engagement and success. This case study explores Japanese students' nuanced perspectives, attitudes, and experiences to shed light on the impact of communication styles, language proficiency, teaching approaches, and sociocultural interactions on their educational journey in Australia. The project aims to uncover the

complexities of teacher-student understanding and its implications for education, specifically focusing on talk dynamics and talk pedagogy.

3. Researcher positioning

The researcher, positioned at the intersection of language education and silence studies, wishes to investigate the dynamic of lecture talk from a student perspective. With a focus on the efficient use of speech and silence, the researcher is keenly interested in how these elements, from a learning standpoint, contribute to effective pedagogy. Motivated by a passion for enhancing student learning experiences, the researcher aims to explore Japanese students' perceptions of lecturer talk at an Australian university. This demographic choice is not random; it stems from the researcher's familiarity with Japanese culture and experiences as a lecturer for many Japanese students. By examining students' favoured and unfavoured aspects of teacher talk, the researcher seeks to uncover insights into how these learners value instructor communication and envision ideal teaching performances. Ultimately, this inquiry aspires to inform strategies that support optimal learning environments tailored to the needs of Japanese university students in Australia.

4. Rationale of the study

Dialogue in the classroom or spoken interactions throughout instructional sessions are pivotal in shaping students' grasp of academic disciplines and cognitive growth. It significantly influences not only the content absorbed by students but also the manner in which they comprehend, assimilate, and apply that content to suit their needs. Teacher talk plays a guiding role in such dialogues between the lecturer and student and among peers, not only for vibrant interaction but also for intellectual engagement.

5. Definition of teacher talk

Teacher talk is the formal spoken discourse that teachers use when addressing students in the classroom (Nurpahmi, 2017). It is the language produced by teachers addressed to the students in classroom interaction. Rasyid and Hafsah (1997) maintain that talking is the most outstanding behaviour by teachers in the classroom which they would find it extremely difficult to minimise.

Celcia-Murcia (1989) highlights several vital functions of teacher talk, including accepting students' feelings, stimulating students' motivation and interest, using students' perceptions, and offering questions. This article is about student perceptions of the efficiency of teacher talk as a whole. The discussion does not classify types of teacher talk, but looks into the overall impact of such talk as received and evaluated by students, that is, from a lay view, rather than an expert view.

6. Background: Japanese university students in Australia

Australia views Japan as a highly valued ally, with the latest survey indicating that 74% of individuals expressed positive sentiments towards Japan (Kassam, 2022). 2004 saw the peak number of Japanese students in Australia at 16,500. Japan ranks 17th on the list of international students (Hanada, 2023). Australian universities provide a unique educational environment that significantly shapes the learning experiences of Japanese students. Australia's diverse and multicultural society promotes an inclusive atmosphere that is particularly appealing to international students, including the Japanese. This exchange enhances language acquisition and helps these students navigate and adapt to cultural differences, enriching their learning experience.

Australian institutions' curriculum and teaching styles often emphasize critical thinking, problem-solving, and student-led learning approaches. Students are encouraged to engage actively in discussions and collaborate. Such an environment allows Japanese students to develop essential soft skills and better understand their subjects. For many Japanese students, studying in Australia provides an immersive environment in which to improve their English language skills. Universities offer support services, including language workshops and conversation partners, as well as practical tools for mastering a second language. In a word, Australian universities play a vital role in shaping the learning of Japanese students by offering a culturally rich, supportive, and innovative educational environment. This experience enhances their academic achievements and prepares them for successful careers in an increasingly interconnected world.

6.1. Why Japanese students choose to study in Australia

Japanese university students once comprised a significant demographic among international students in Australia. Regarding choice, Japanese university students are attracted to studying in Australia for various reasons. The

country's high-quality education system, diverse courses and programs, multicultural environment, and the opportunity to improve English language skills are key factors influencing their decision to study abroad. Australia's reputation for safety, innovation, and research excellence also motivates Japanese students to pursue higher education there.

6.2. Levels of satisfaction

Among key factors contributing to student experiences are the quality of education, supportive learning environment, access to facilities and resources, and the opportunity for cultural exchange and personal growth. Examination of survey data based on these factors uncovers notable disparities in the responses provided by Australian and Japanese students (Edwards, 2016). Feedback and surveys indicate that Japanese university students in Australia generally report far less satisfaction than local students. Compared to their Australian counterparts, Japanese university students demonstrate significantly lower satisfaction levels in developing skills, engagement in learning, quality of teaching, support services for students, and availability of learning resources.

The welcoming and inclusive nature of Australian universities and the support services provided to international students contribute to a sense of belonging and well-being among Japanese students. The diverse student community and exposure to different perspectives also enhance their cultural awareness and intercultural communication skills, valuable assets in an increasingly globalised world.

7. Research on Japanese preferences regarding teacher talk

An intensive literature search by the researcher resulted in only a few existing studies on Japanese students' perspectives regarding lecturer talk in educational settings, highlighting the impact of communication styles on student engagement, comprehension, and overall academic experience. The cultural context of Japan plays a significant role in shaping students' views on lecturer talk. The respect for authority and hierarchical structures in Japanese society could impact students' receptiveness to different communication styles. Japanese students saw teachers who fostered open and inclusive communication channels favorably.

Research by Leichsenring (2017) highlights that Japanese students value overcoming their shyness, speaking more in the classroom, and enhancing

their communication skills. A study by Knowles (2023) on 45 Japanese students reveals that Japanese students 'appreciate the ability of the instructor to recast what they've said, taking their awkward or incorrect statements and distilling them into their essential meaning' (p. 159). A project conducted by Miller (1995) on 14 Japanese students who received a preparatory course before entering the United States for their PhD study reveals that many Japanese students do not simply respond to a request for active participation simply by participating actively. A survey by Tsuneyasu (2017) of 36 university students reveals that Japanese students need to feel comfortable before they become willing to share ideas. Many prefer to be inspired to express themselves rather than being told or forced to do so, and teacher talk plays a massive role in making that happen.

The Japanese students in the current study expressed a preference for a balanced communication approach that valued student perspectives and encouraged dialogue rather than teacher-centred communication. Excessive lecturer talk without opportunities for student interaction or input could lead to disengagement and feelings of passive learning. The findings from these studies have important implications for educational practices in Japan and beyond. Compelling lecturer talk that prioritises student engagement, clarity, and inclusivity can enhance learning outcomes and foster a positive academic environment. By contrast, prolonged lecturer talk negatively impacts students' motivation and engagement. Teacher domination of classroom discourse without allowing student interaction or input opportunities can lead to disengagement, hinder comprehension, and impede active participation. Excessive lecturer talk can limit students' cognitive processing and retention of information. Overwhelming students with a continuous stream of information through lengthy monologues can hinder their ability to absorb and internalize the material effectively. Redundant lecturer talk can hinder student understanding and critical thinking skills, limiting their opportunities for active engagement, reflection, and discussion.

8. Popular research topics related to teacher talk

Before pointing out the gap in the research, it is essential to highlight popular study topics within teacher talk. Topics that have been researched include four significant themes as follows:

- The impacts of particular pedagogies, that is, how pedagogy targets the growth in children's thinking, understanding and learning through interactions with teachers and peers (Khong et al., 2019; Jay et al., 2017).

- Dialogic interactions between teachers and students (conducted by Wells, 1999; Wells and Arauz, 2006).
- Talk intervention, understood as experimenting with ways of making classroom talk in general (not only teacher talk) productive. Studies conducted by Mercer et al. (2004), Rojas-Drummond et al. (2003), Rabel, Wooldridge (2013), and Wegerif, Mercer (2000) demonstrate the need for students to receive coaching in exploratory talk.
- Talk during teacher training. Such experimental and observational studies were based on workshops, in-class coaching/mentoring, and long-term on-site professional development. Webb and Treagust (2006) conducted research of this type, providing two one-day workshops for teachers to promote exploratory talk among students. Other researchers represent this line of research (Gillies, 2013, 2016; Gillies, Haynes, 2011; Gillies et al., 2012, 2014; Reznitskaya, 2012). The list runs on as this theme represents a vast area of research.

9. Gaps in teacher talk research

Among the themes mentioned above, teacher talk in professional development has received considerable attention, as teacher communication skills are essential in training and professional development programs. Despite such rich development, there are four areas in which empirical research remains slim. They include:

9.1. The cultural and contextual variability of teacher talk

There is a need for more research that considers the cultural and contextual factors that influence teacher talk. Understanding how cultural norms, educational systems, and classroom dynamics impact teacher-student communication can provide valuable insights for effective pedagogy. Very few studies have such a scope. Among those few is a framework called Cultural Modelling (see, for example, Lee et al., 2004), which is used to understand and interpret different cultural behaviors, beliefs, and practices by analyzing how individuals and groups create meaning and develop identities within their cultural contexts. Examples of such studies are those looking at youth of African descent in the United States (Lee, Rosenfeld et al., 2004; Rosebery et al., 2005). Cultural Modelling requires a detailed analysis of routine everyday practices, examining modes of reasoning, concepts, and habits of mind in everyday problem-solving (Lee, Spencer & Harpalani, 2003).

9.2. The impact of teacher talk on diverse student populations

Research on teacher talk often focuses on traditional classroom settings and may not sufficiently address the needs of diverse student populations, including English language learners, students with disabilities, or those from disadvantaged backgrounds. Investigating how teacher talk can be tailored to meet the needs of diverse learners is a crucial area for further study. Teacher competence, knowledge, and skills for working with students from various ethnic and cultural backgrounds are a complex issue that many teacher development programs struggle to cover and teach in their curriculum (Aisling, 2005). Student diversity is sometimes overlooked by many teachers, especially those with ethnocentric minds who see what lies beyond their own culture as a sociocultural problem rather than international richness (see, for example, Moţăţăianu, 2018). In this vein, research by Bao (2014) reveals that teacher talk is sometimes perceived by students as being of a lengthy, untimely, repetitive and disorganized nature (Bao, 2014). Based on empirical data, it was recommended that a reasonable amount of silence provided by the teacher can demonstrate adaptation of teaching to the learning pace of learners.

9.3. Technology-mediated verbal communication

With the increasing use of technology in education, there is a gap in research on how teacher talk is influenced by digital communication tools such as online platforms, video conferencing, and educational apps. Exploring the role of technology in teacher-student communication and its impact on learning outcomes is an area that requires more attention.

9.4. The long-term effect of teacher talk on student's learning passion

Many studies on teacher talk focus on short-term outcomes, such as immediate student engagement or understanding. There is a gap in the research with regard to the long-term effects of teacher talk on student learning, retention of information, critical thinking skills, and academic achievement over time. Longitudinal studies can provide valuable insights into the lasting impact of effective teacher communication. Research on the longitudinal outcome of teacher talk on student thinking and learning is scarce. One example is a study conducted three decades ago by Nias (1993) exploring the lasting value of teacher talk for students.

10. Methodology

10.1. Research approach

This study employs an adapted form of pragmatism, an educational paradigm that emphasises practical knowledge over the traditional dualistic thinking of positivist versus constructivist approaches. These traditions create a false dualism (Bradley, 2003; Pring, 2015) and a dichotomy between quantitative and qualitative methodology (Mackenzie & Knipe, 2006). Educational research has been confronted by an increasingly complex and uncertain world that requires a more nuanced and comprehensive approach. According to Crotty (1998), our postmodern world "calls all our cherished antinomies into question, and we are invited today to embrace 'fuzzy logic' rather than the logic we have known in the past with its principle of contradiction" (p. 15).

Pragmatism, which originated from the work of philosophers such as Pierce, James, Dewy, and Mead (Crotty,1998), holds that human thought is intrinsically linked to action, which is informed and influenced by experience. A core assumption of pragmatic inquiry is that it should stem from a desire to produce valuable and actionable knowledge (Kelly & Cordeiro, 2020, p. 3). This assumption is congruent with one of the principal motives for conducting this research which is to identify what students receive from teacher talk that influences their learning and development. Ontologically, pragmatism accepts that reality and how individuals see it can come from their interpretations of experiences (Morgan, 2014).

As far as methodological adaptation is concerned, the elements of pragmatism employed for this study include an emphasis on practical consequences and real-world applications of ideas and theories. In other words, the researcher prioritises outcomes and the usefulness of findings over theory and philosophical perspective. Secondly, the approach cares about real-world applicability. The elements common in pragmatic research, but not used in this project, include multiple data collection and analysis techniques. Instead, the researchers employ in-depth semi-structured interviews, believing that they work best for the context of this study. Secondly, the adaptation does not integrate techniques and theories from various disciplines to enrich the research process and expand understanding. Thirdly, the project does not involve collaboration with stakeholders other than the researcher.

10.2. Research questions

In this case study, data mainly come from participants' experiences rather than the researcher's knowledge and perception. The project offers the flexibility and space to explore student perceptions and experiences with the long-term impact of teacher talk on student lives. There are two research questions:

- What, in Japanese students' views and experiences, are some positive aspects of lecturer talk in the classroom?
- What, in Japanese students' views and experiences, are some unhelpful aspects of lecturer talk in the classroom?

10.3. Researcher positioning

Lecturing in the Australian classroom setting for the past seventeen years and having never been a student there, the author is both an insider to and an outsider of the educational system. Serving as an insider I have developed knowledge and understanding of this context; being an outsider I am in the position to remain independent in my discussion of classroom behaviour. On the one hand, I am acutely aware of the need to refrain from telling academic readers what I know. Instead, abandoning prior knowledge to keep qualitative research as unbiased as possible is essential. On the other hand, I also understand that part of my interpretation might be unavoidably impressionistic and personal, which are features well recognised in interpretive research. Arguably, it might be hard to always remain neutral in judgment. With this understanding in mind, significant efforts have been made to be as loyal as possible to what the researcher listens to, an essential attitude in qualitative inquiry.

10.4. Research location

Studying teacher talk in the context of Australian universities offers a unique opportunity to gain insights into effective communication strategies and pedagogical practices in a diverse and multicultural educational setting. Australian universities are known for their high-quality education system, innovative teaching methods, and emphasis on fostering positive teacher-student relationships. In choosing an Australian university to study teacher talk, the researcher hopes to see how students from another cultural background perceive their experience with lecturer talk in an international education setting.

Nevertheless, due to the limited space of an article, it would be hard to build a coverage of all the countries represented by international students in Australia. Due to personal interest and frequent work contact with Japanese students in Australia and Japan, the author decided to focus on this group. A second reason for this choice of participants is because of emerging concerns among the community of Japanese students in Australia, part of which seems related to the fact that the number of Japanese students in Australia has seen a gradual decline and that the satisfaction with their study experiences is not very high, with evidence provided in this work.

10.5. Participants

Six Japanese students, three males, and three females, volunteered to participate in in-depth semi-structured interviews about their experiences with teacher talk. Their names (pseudonyms) are Kazuki, Nobuyuki, Takashi, Yurie, Setsuko and Sayo. Their majors are mainly teacher education, and their ages vary from early twenties to late forties. Besides studying in Australia, most of them have been teachers in Japan for one to eight years. All the participants learned in an initial teacher education program in Australia. Except for one person currently studying, the remaining students graduated from one year to ten years ago. The reason for choosing alumni is to serve long-term reflective purposes.

Nobuyuki is a physics and chemistry high school teacher. He returned to Japan a decade ago and studied in Australia for five years, first in an English study program and later in a graduate program. Being a creative person, he sometimes uses English in his teaching in Japan to familiarise students with vocabulary in case they might need it for their future reading in English. His view on teaching and learning is that students must connect school study with real-world applications.

Setsuko graduated from her Master's program in adult teacher education eight years ago. She is a primary teacher who teaches a range of subjects, especially English. Her husband is a school principal, and she assists him in many lesser projects. Thanks to this experience, she is aware of skills that inspire learning engagement.

Yurie, who completed her Master's in Language Education nine years ago, is a team leader who manages her English language school in Japan. She works well with children and helps them learn through social play and active communication. She believes that learning must be fun and rewarding both academically and socially.

Takashi, who is in his final semester in a Master of TESOL program, is a part-time high school teacher and photographer. He has travelled extensively through 45 countries across five continents to take photographs as a hobby and for teaching. For him, the more life experience one has, the more attractive one will be as a person and as a teacher. He believes that charisma should be a part of teaching practice.

Kazuki, who graduated from a teacher education program in 2023, is a young teacher with some experience in private tutoring and school assistantship. He is a break dancer who enjoys experimenting with music and movement. He dreams of incorporating art into teaching when he has a chance to. He is currently a tutor of English in Australia but hopes to become a full-time teacher in this country for the experience before returning to Japan.

As learned from interviews with participants, the unique characteristics of these student teachers are that they are all passionate not only about teaching but also about a desire for performance. In their ways, they are highly observant and critical towards pedagogical practice. They believe teaching is more than a job, but rather a leadership mission that can make a difference in society. One participant cited this slogan from their former teacher in Japan: 'Teachers change the world.'

10.6. Data collection tool and method of analysis

In-depth qualitative semi-structured interviews were used to gather rich and detailed data on Japanese students' experiences, perspectives, and attitudes toward their lecturers' talk. This approach allows me to explore complex phenomena deeply, uncovering nuanced insights and understanding the subjective meanings attributed to participants' experiences. Each student was interviewed once, and each session lasted about 45 minutes at a location of the student's choice, which was often a quiet place on a university campus.

The researcher employed thematic discourse analysis as a qualitative data analysis technique to identify patterns, themes, and underlying meanings within interview transcripts The project uncovered the underlying structures and relationships that shape individuals' narratives and perspectives by systematically coding and categorizing the data based on recurring themes and discourses. This method enables a deeper understanding of the complexities and nuances of the qualitative data, providing meaningful interpretations and insights into the research topic.

11. Data presentation, analysis, and findings

The article is next divided into two sections. The first discusses helpful talk by lecturers, which supports learning engagement, and the second presents unhelpful talk, which complicates learning. In this study, the concept of 'helpful talk' refers to talk favoured or preferred by the student participants, based on their perspective and experience, rather than the researcher's judgment.

As the data from this project show, moments of helpful teacher talk include clear instructions, encouraging words, thought-provoking questions, incorporation of wait time, recapping key points during a lecture, connecting learning to real life, inviting reflections, and managing classroom dynamics. Below are some of these ideas being emphasised in the data.

11.1. Helpful lecturer talk

Learning must be enhanced through student engagement with teacher communication (Heilporn et al., 2021). Effective teacher communication is crucial in creating an engaging and meaningful learning experience for students. As the interview data shows, such talk includes moments at which lecturers connect with students through personal anecdotes, real-world applications, and interactive discussions to foster comprehension and engagement.

11.1.1. Relevance of personal anecdotes

Students value hearing narratives or vivid explanations related to the learning content as they provide a context that enhances understanding and retention. Learning through realistic stories can make lessons more relatable and memorable, establishing a connection between theoretical concepts and practical applications. Below are students' own words pointing in this direction:

> "I enjoyed hearing incidents about teachers' personal experiences relevant to the class material." (Yurie)

> "I appreciate the following aspects of teaching: learning through realistic discussions; seeing meaningful connection between lesson content and real-world application; and recapturing what has been discussed for easy remembering." (Kazuki)

> "As a student, I preferred teachers who shared engaging stories and encouraged active class participation through meaningful questions. These dynamic classes were enjoyable, and time seemed to fly by quickly." (Takashi)

These insights point to the need for an educational environment that fosters connection, applicability, and interactive learning. The use of lecturers' personal experiences bridges the gap between theory and practical application. Participants prefer learning experiences that are abstract and anchored in tangible contexts, allowing them to see the immediate relevance of learning content to student interests. Such engaging narratives make learning more enjoyable and enhance cognitive engagement, leading to better retention and understanding.

11.1.2. Connecting lesson content to real-world applications

An engaging teaching approach involves demonstrating the relevance and applicability of lesson content to students' daily lives. By linking theoretical concepts to practical situations, teachers can make learning more meaningful and engaging for students. Data show that establishing connections between classroom lessons and real-world scenarios facilitates a deeper understanding of the material. Students reveal these thoughts:

> "My lecturer has effective communication. She strives to make learning content relevant and applicable to students' daily lives. In my opinion, an engaging teaching approach involves connecting theoretical concepts to practical, real-world situations." (Setsuko)

In participants' experiences, ways of applying theoretical concepts to real-world scenarios include using case studies, sharing solutions to common problems, using metaphors to simplify complex concepts, employing simulations and role-playing exercises, incorporating guest speakers from industry, organising field trips, and creating opportunities for internships or work placements. All these can help students see how theoretical concepts operate in professional environments.

11.1.3. Effective dialogue styles

Students appreciate teachers who share engaging stories and actively encourage class participation through thought-provoking questions. Dynamic

classes that promote interaction and discussion create an enjoyable learning environment where time flies by quickly. This interactive approach fosters student engagement and facilitates a deeper understanding of the subject matter. One student shares:

> "Teacher discussion is a valuable tool for imparting knowledge and fostering communication. Effective teacher dialogue should be informative and engaging and promote meaningful interactions. However, teacher monologues can have adverse effects on students if they become repetitive and drain students' motivation to learn. This can lead to feelings of distrust and discrimination among students, as exemplified by suspicions of plagiarism." (Nobuyuki)

Teacher communication is a valuable tool for imparting knowledge and promoting meaningful interactions in the classroom. Effective teacher communication promotes learning and meaningful interactions in the classroom. However, if teacher monologues are habitual this can lead to disengagement and decreased motivation among students, negatively impacting the learning experience and relations with and between students. instances of suspected plagiarism, such as the case presented at the beginning of this article.

To sum up this section, compelling lecturer talk has the power to engage students through personal anecdotes, real-world applications, and interactive discussions. By making lessons relevant, relatable, and interactive, teachers can create a stimulating learning environment that promotes comprehension, engagement, and active participation among students. It is crucial for teachers to employ varied, engaging, and relevant communication strategies to enhance the learning experience and foster a positive and inclusive classroom environment. Along this line, research by Tomlinson and Bao (2014) reveals that teacher talk needs to "develop from instances of student talk so as to actively involve the students in sustained interaction related to their personal thinking, and to pose them to purposeful input." (p. 214).

11.2. Unhelpful lecturer talk

This section presents students' views on and experiences with the negative impact of teacher verbal communication on student engagement and understanding. Students were invited to explore the negative effects of certain communication styles on student comprehension and engagement. It emphasizes the importance of bridging the gap between theoretical con-

cepts and practical applications. In this study, the concept of 'unhelpful talk' refers to talk unfavoured by the student participants from their view and experience, rather than in the researcher's judgment.

As learned from the data of the study, moments of unhelpful teacher talk include vague instructions, excessive monologue, discouraging feedback that creates a hostile environment and diminishes self-esteem, oversimplified or boring discussion without engagement, self-centred talk that shows off knowledge while neglecting student needs and interests, overuse of jargon, lengthy and confusing speech lacking in clarity, inconsistent guidance that causes unclear expectations, a lack of wait time, and failure to connect content to student experience. Below are some of these ideas are emphasised in the data.

11.2.1. Poor clarity and low interaction

The students express dissatisfaction with lecturers whose talk does not support clarity and interaction, leading to difficulties in understanding the material. In specialised university lecture settings, the absence of interactive teaching methods, such as writing on the board, can hinder students' ability to grasp complex content, highlighting the significance of clear communication strategies in enhancing comprehension. One student expressed his view:

> "I dislike lecturers who give monologues and fail to build vibrant interaction with students, leading to a lack of clarity and understanding among the class. Specifically, in a university lecture setting with specialised content, having a teacher who avoided writing on the board made it challenging for me to grasp the material." (Takashi)

Other participants in the study also admit that the lecturer's lack of interaction and engagement made it difficult for them to stay focused and follow along. Some comment that teacher talk alone, without writing on the whiteboard, further complicates their learning process. They believe more opportunities for discussion and visual aids would aid in their understanding of challenging content. Another participant stated a similar concern:

> "I wish my lecturer made an effort to incorporate more interactive elements into our lectures moving forward. It's important for students to feel engaged and for the material to be easily understandable." (Yurie)

This comment goes well with the views expressed above in highlighting that the lack of interaction and engagement from the lecturer made it difficult for students to stay focused and follow along (see, for example, Barkley & Major, 2020). One participant commented that teacher talk alone, without writing on the whiteboard, might further complicate the learning process. Arguably, more opportunities for discussion and visual aids would aid in their understanding of challenging content. One student interviewee elaborates on why lectures are often uninspiring:

> "When my lecturer reads the PowerPoint slides, he speaks too slowly, causing me to read ahead silently. As I often reach the end of the text before he does, my mind starts to drift, and I lose focus. I find myself wishing for the lecture to conclude sooner. Additionally, the texts presented are all citations from sources I am already familiar with. I could easily review them at home. This makes me question the necessity of attending the lecture and investing more time than needed compared to studying independently at home." (Takashi)

The participants recommended incorporating real-life examples into the lecture to fend off such dullness. Such suggestions go well with the relevant academic discourse, which highlights that teachers need to connect knowledge with practical contexts in teaching abstract concepts (Mezirow, 1991). Besides receiving knowledge, students would appreciate opportunities for problem-solving scenarios, hands-on experiments, and critical thinking skills (Johnson et al., 2024). Along this line, Mayer (2005) recommends using multimedia tools, such as videos, interactive websites, and online simulations, to engage students during a lecture. These resources can bring complex concepts to life and cater for different learning preferences, making the material more accessible and engaging. Brookfield and Preskill (2012) highlight the connection between lecturing skills and student feelings. They argue that by promoting a culture of intellectual curiosity and debate, teachers can inspire students to participate actively in their learning process. Research by Bao (2020), however, shows that teachers' efforts to pressurise students to come up with quick answers to challenging questions, without allowing thinking time, might ruin learning with poor-quality discussion.

11.2.2. The long-term impact of negative teacher dialogue

Negative emotions induced by ineffective teacher communication can negatively impact students, influencing their future learning experiences. As the introductory anecdote in this article shows, teachers' enduring influence

on young people's thinking underscores the need for educators to choose their words carefully and focus on constructive messages in student interactions in order to foster a positive learning environment. One participant explains:

> "Negative emotions induced by teacher dialogue can have a lasting impact on students beyond the immediate lesson, impacting their learning experience in future classes. In Japan, this lingering impact on learning is highlighted, emphasizing teachers' lasting influence over young minds. Therefore, teachers must be mindful of their words and prioritize the educational value they impart during interactions with students." (Nobuyuki)

11.2.3. Relevance and practicality in teaching

Students express disinterest in teachers who delve into personal ideologies or focus solely on abstract theories without providing practical context or real-world applications. Bridging the gap between theory and practicality, such as through anecdotal explanation and suggestions for practice, is crucial in engaging students and deepening their understanding of the material. Teachers can enhance student interest and engagement by demonstrating how classroom lessons can be applied in real-life scenarios. Two students touch on this tendency whereby lecturers either fail to be practical, or try to be, but travel beyond the lesson content:

> "What I find unappealing is when instruction solely focuses on abstract theories without providing context or demonstrating how the material can be utilised in real-life scenarios. By bridging the gap between theory and practical application, teachers can foster a deeper understanding and engagement among students." (Setsuko)

> "I found it uninteresting or boring when teachers discussed their ideologies about life, such as how young people should conduct themselves or the importance of study in students' future." (Yurie)

11.2.4. The dominance of teacher views

Teacher talk can be a tool for suppression. Two students in this study express aversion to teacher-centred communication styles that prioritise teacher opinions over student input, or rely on reading quotes without adding value. Engaging students through interactive discussions and eliciting

their views is essential in creating a dynamic, inclusive learning environment that values student perspectives and encourages active participation.

This section has underscored the critical role of effective teacher communication in enhancing student engagement, clarity, and understanding. Teachers can create a supportive and engaging learning environment that promotes deep comprehension and long-term educational growth by prioritising interactive and student-centred teaching methods, bridging theoretical concepts with practical applications, and fostering meaningful dialogue that values student input. Educators must be mindful of their communication approach and seek to inspire and connect with students through relevant, engaging, and practical teaching practices. One interviewee expresses such concerns:

> "I find two major problems in teacher talk: lengthy periods of teacher-centred communication through teacher opinions without sufficiently eliciting student views; and teacher reading from quotes without adding anything novel and practical." (Kazuki)

This comment on teacher talk goes well with similar evidence in a study by Bao (2023). Sayo, a Japanese student, believed that if teachers asked students to think about an issue, they should be able to follow through with that request. Sayo shared an anecdote:

> "During one class, our teacher asked us: 'What skills and qualities make a good leader?' After students tried hard to come up with their responses, one commented that a good leader should care about the opinions of others. However, the teacher acknowledged the contribution without commenting and swiftly moved to the next part of the lesson. From then on, I became less passionate about contributing to the discussion topic." (Bao, 2023: 63)

In many cases, teachers' domineering talk without following up on what students think and know represents a poor conversation. Sometimes, even when students do not respond promptly to a question, it may be worth giving a little time or finding ways to receive student input. If the teacher has decided to wait for students to prepare to participate, the outcome of that processing space has to be pursued, such as with teacher comments or in-class discussions. In other words, how teachers monitor wait time and support for cognitive processing should be as helpful as how they monitor talk. Along this line, another study by Dallimore et al. (2004) reports that students greatly appreciate teachers who take students' ideas and expand upon them, such as by inviting the other students to discuss them.

12. Students' recommendations for improving talk pedagogy

This section is a synthesis of what the participants propose to make lecturer talk more supportive of active learning. The students also shared examples of tasks which they experienced during their study in Australia, or their own suggestions of solutions for how to make lecturer talk more efficient. Below are twelve practical suggestions, which do not come from the researcher's interpretation but are summarised from participants' suggestions.

1) Foster Connection and Acceptance: Develop strong connections with students through effective communication to enhance engagement and comfort. One engaging activity could involve creating a 'connection circle' where each student shares personal reflection and peer response.
2) Ensure clarity of purpose and relevance in teacher talk to maximize class time and student acceptance of material. A practical activity could be a 'Purposeful Communication Workshop,' where students analyse and discuss real examples from volunteers who wish to share experiences connected to lesson content. In this way, teacher talk is supported by student talk.
3) Encourage a patient and supportive teacher approach that values student input to create a positive learning environment. A relevant activity could be a 'feedback forum' where students provide constructive views on the teacher's approach and suggest ways to enhance patience and supportiveness.
4) Avoid intimidating or rigid communication styles that may stifle student interaction and lead to disengagement. A beneficial activity could be a 'communication style swap' where students role-play different communication styles and discuss how each impacts engagement and interaction.
5) Effective explanations of difficult subjects and engagement with new information are key to student learning satisfaction. An engaging activity could be a 'concept exploration gallery walk,' where students collaboratively create visual representations of complex topics and explain them to their peers.
6) Teachers should strive to capture student attention through enthusiasm and interactive teaching methods to make learning enjoyable and fruitful. One dynamic activity could be a 'passion presentation day,' where students share a topic they are passionate about in an engaging, interactive way.
7) Provide reciprocal learning opportunities to facilitate active learning by listening, absorbing, and internalising insights during teacher-led

instruction. A helpful activity could be a 'reflection relay' where students summarize critical points after a teacher-led session and pass on insights to their peers, fostering active listening and engagement.

8) Prioritise engagement and interaction to enhance knowledge acquisition and create a dynamic learning experience. A common activity in Australia is 'think-pair-share' where students analyse complex scenarios individually, discuss their insights in pairs, and then share with the class, encouraging active engagement.
9) Maintain a balanced approach to teacher talk.
10) Incorporate engaging and personal discussions to keep students attentive and foster a supportive classroom environment. A 'silent debate' task could be engaging, where students express their views using written notes before discussing collectively.
11) Tailor teacher communication practices based on individual student preferences and feedback. One way to make this possible is through a 'communication preference survey' where students provide input on their preferred communication styles, and the teacher adapts accordingly.
12) Offer engaging discussions for interactive learning while ensuring focus and inclusivity to support the learning process effectively. The lecturer might organise a 'roundtable discussion' where students take turns sharing their thoughts on a topic and are encouraged to build on each other's ideas.

13. New contributions of the project to teacher talk studies

To a small extent, this research offers two notable values. First is the importance of recognising the impact of teacher talk on student well-being. Second is the awareness, if not the emphasis, of the long-term impact of teacher talk on students' desire for and commitment to learning.

13.1. The impact of teacher talk on student well-being

The impact of teacher talk on student well-being is powerful and multifaceted. Positive and supportive teacher communication can foster a sense of belonging, build trust, and create a safe and nurturing classroom environment for students. When teachers communicate effectively and empathetically, they can enhance students' self-esteem, motivation, and engagement with learning. Clear and encouraging teacher talk can help students feel valued, respect-

ed, and understood, contributing to their emotional and mental well-being. Furthermore, teachers who use constructive feedback and praise in their communication can boost students' confidence and sense of accomplishment, promoting a positive attitude towards learning and academic success. Conversely, negative or demeaning teacher talk can have detrimental effects on student well-being, leading to feelings of anxiety, low self-esteem, and disengagement from learning. Therefore, teachers' language and tone play a crucial role in shaping students' overall well-being and educational experience.

13.2. Awareness of the long-term impact of teacher talk on students' futures

The long-term impact of teacher talk on student desire for and commitment to learning is profound and enduring. Effective teacher communication that is engaging, encouraging, and supportive can significantly influence students' motivation and passion for learning. When teachers use positive and inspiring language, they can instil a sense of curiosity, enthusiasm, and intrinsic motivation in students, fostering a lifelong love for learning. Furthermore, constructive feedback, meaningful discussions, and personalized encouragement from teachers can enhance students' self-efficacy and belief in their abilities, leading to increased perseverance and dedication to their academic goals. Teacher-student solid relationships built on open communication and mutual respect can create a nurturing learning environment where students feel valued, supported, and empowered to achieve their full potential. On the other hand, negative or discouraging teacher talk can diminish students' intrinsic motivation, hinder their desire to learn, and erode their commitment to academic pursuits in the long run. Therefore, the quality of teacher talk plays a critical role in shaping students' long-term attitudes, aspirations, and dedication to learning throughout their educational journey.

14. Concluding insights

The exploration of Japanese students' perceptions of lecturer talk in an Australian university setting has unveiled a spectrum of insights into the dynamics of effective and ineffective teacher communication. The first section highlights the transformative power of positive lecturer talk, demonstrating how engaging communication strategies can foster comprehension, engagement, and active participation among students. By leveraging personal anecdotes, real-world applications, and interactive discussions, teachers can cre-

ate a stimulating learning environment that resonates with students and enhances their learning experiences. On the other side, the negative impacts of unhelpful lecturer talk, characterized by poor clarity, lack of interaction, and disconnected teaching approaches, underscore the critical need for educators to prioritize effective communication strategies that promote student engagement, comprehension, and inclusivity.

As the voices of Japanese students shed light on the importance of teacher-student communication in the learning process, their practical recommendations for improving lecturer talk pedagogy serve as valuable insights for educators seeking to cultivate a supportive and engaging learning environment. From fostering connections and embracing student input to tailoring communication practices based on individual preferences, these recommendations emphasize the importance of student-centred, interactive, and inclusive teaching approaches. By adopting these suggestions and fostering meaningful dialogue in the classroom, educators can create a transformative learning environment that promotes engagement, comprehension, and long-term educational growth for all students. Ultimately, the collaboration between students and teachers in enhancing the discourse of lecturer talk can enrich the educational experiences and outcomes of diverse learners, transcending cultural and linguistic boundaries to create a dynamic, inclusive, and impactful learning environment.

BIBLIOGRAPHY

Aukrust V.G. (2007), *Young children acquiring second language vocabulary in preschool group-time: Does amount, diversity, and discourse complexity of teacher talk matter?* ''Journal of Research in Childhood Education", No 22(1), pp. 17–37.

Bao D. (2014), *Understanding silence and reticence*. London: Bloomsbury.

Bao D. (2020), *Exploring how silence communicates*. "English Language Teaching Journal", No 3(1), pp. 1–13.

Bao D. (2023), *Silence in English language pedagogy*. Cambridge: Cambridge University Press.

Barkley E.F., Major C.H. (2020), *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons.

Baroutsis A. et al. (2016), *Student voice and the community forum: Finding ways of 'being heard' at an alternative school for disenfranchised young people*. "British Educational Research Journal", No 42(3), pp. 438–453.

Bertinetto L. et al. (2016), *Staple: Complementary learners for real-time tracking*, (in:) Proceedings of the IEEE conference on computer vision and pattern recognition, pp. 1401–1409. Online: https://www.cv-foundation.org/openaccess/content_cvpr_2016/app/S06-44.pdf.

Biddle C., Hufnagel E. (2019), *Navigating the "danger zone": Tone policing and the bounding of civility in the practice of student voice*. "American Journal of Education", No 125(4), pp. 487–520. Online: https://www.journals.uchicago.edu/doi/abs/10.1086/704097.

Black R., Mayes E. (2020), *Feeling voice: The emotional politics of 'student voice' for teachers.* "British Educational Research Journal", No 46(5), pp. 1064–1080.

Bradley G. (2003), *The crisis in educational research: A pragmatic approach*. "European Educational Research Journal", No 2(2), pp. 296–308.

Brookfield S.D., Preskill S. (2012), *Discussion as a way of teaching: Tools and techniques for democratic classrooms.* New York: John Wiley & Sons.

Celce-Murcia M. (1989), *Interaction and Communication in the ESOL Classroom*. "A Forum Anthology", No 4, pp. 25–31.

Charteris J., Smardon D. (2019), *Student voice in learning: Instrumentalism and tokenism opportunities for altering the status and positioning of students?* "Pedagogy, Culture & Society", No 27(2), pp. 305–323.

Cohen L., Manion L., Morrison K. (2017), *The ethics of educational and social research*, (in:) Joseph W., Russell K.S. (eds.). Research methods in education. Routledge, pp. 111–143.

Crotty M. (1998), *The foundations of social research: Meanings and perspectives in the research process*. London: Sage Publications, Ltd.

Dallimore E.J., Hertenstein J.H., Platt M.B. (2004), *Classroom participation and discussion effectiveness: Student-generated strategies.* "Communication Education", No 53(1), pp. 103–15.

Edwards D. (2016), *Strong student-lecturer relationships reduce university dropout in Australia and Japan.* ACER Discover. Online: https://www.acer.org/au/discover/article/strong-student-lecturer-relationships-reduce-university-drop-out-in-austral.

Fisher D., Rickards T. (1998), *Associations between teacher-student interpersonal behaviour and student attitude to mathematics*. "Mathematics Education Research Journal", No 10(1), pp. 3–15.

Gillies R.M. (2013), *Productive academic talk during inquiry-based science.* "Pedagogies: An International Journal", No 8(2), pp. 126–142.

Gillies R.M. (2016), *Dialogic interactions in the cooperative classroom*. "International Journal of Educational Research", No 76, pp. 178–189.

Gillies R.M., Haynes M. (2011), *Increasing explanatory behaviour, problem-solving, and reasoning within classes using cooperative group work*. "Instructional Science", No 39(3), pp. 349–366.

Gillies R.M. et al. (2012), *The Effects of two Strategic and Meta-cognitive Questioning Approaches on Children's Explanatory Behaviour, Problem-solving, and Learning during Cooperative, Inquiry-based Science.* "International Journal of Educational Research", No 53, pp. 93–106.

Gillies R.M. et al. (2014), *Primary Students' Scientific Reasoning and Discourse during Cooperative Inquiry-based Science Activities.* "International Journal of Educational Research", No 63, pp. 127–140.

Hanada R. (2023), *The Interpreter. Australia's lost appeal: Reversing a downward trend for Japanese students*. Online: https://www.lowyinstitute.org/the-interpreter/australia-s-lost-appeal-reversing-downward-trend-japanese-students#:~:text=Australia%E2%80%93Japan%20educational%20links%20are,the%20Australian%20Department%20of%20Education

Heilporn, G., Lakhal, S., Bélisle, M. (2021), *An examination of teachers' strategies to foster student engagement in blended learning in higher education*. "International Journal of Educational Technology in Higher Education", No 18(1), pp. 1–25.

Jay T. et al. (2017), *Dialogic teaching evaluation report and executive summary*. London: London Education Endowment Foundation.

Jin Z., Webb S. (2020), *Incidental vocabulary learning through listening to teacher talk*. "The Modern Language Journal", No 104(3), pp. 550–566.

Johnson D.W., Johnson R.T., Smith K.A. (2024), *Cooperative learning: Improving university instruction by basing practice on validated theory*. "Journal on Excellence in College Teaching", No 25(3–4), pp. 85–118.

Kassam N. (2022), *Lowy Institute Poll 2022*. Online: https://poll.lowyinstitute.org/report/2022/

Kelly L.M., Cordeiro M. (2020), *Three principles of pragmatism for research on organizational processes.* "Methodological Innovations", No 13(2), pp. 1–10.

Khong T.D.H., Saito E., Gillies R.M. (2019), *Key issues in productive classroom talk and interventions*. "Educational Review", No 71(3), pp. 334–349.

Knowles L. (2023), *Who to Argue with: Japanese EFL students' preference for student-teacher or student-student debate format*. "The Educational Review", USA, No *7*(2), pp. 152–160.

Lee C. D. (2005), *Double voiced discourse: African-American vernacular English as resource in cultural modeling classrooms,* (in:) Ball A., Freedman S.W. (eds.), New literacies for new times: Bakhtinian perspectives on language, literacy, and learning for the 21st century. New York: Cambridge University Press. pp. 129–147.

Lee C. D., Rosenfeld E., Mendenhall R., Rivers A., Tynes B. (2004), *Cultural modeling as a frame for narrative analysis*, (in:) Lightfoot, C., Daiute, C. (eds.), Narrative analysis: Studying the development of individuals in society. California: SAGE, pp. 39–62.

Lee C. D., Spencer M.B. & Harpalani V. (2003), *Every shut eye ain't sleep: Studying how people live culturally*. "Educational Researcher", No 32(5), pp. 6–13.

Leichsenring A. (2017), *Classroom-based speaking and listening learning strategies: Japanese learner preferences*. "The Center for ELF Journal", No 3, pp. 11–20.

Leavy A. (2005), *'When I meet them I talk to them': the diversity challenges for preservice teacher education*. "Irish Educational Studies", No 24(2–3), pp. 159–177.

Mackenzie N., Knipe S. (2006), *Research dilemmas: Paradigms, methods and methodology*. "Issues in Educational Research", No 16(2), pp. 193–205.

Mahmoodi F. (2016*), The effect of teacher talk style on student achievement*. "International Journal of Educational and Psychological Researches", No 2(4), pp. 205.

Mayer R.E. (2005), *Introduction to multimedia learning*, (in:) Mayer R.E (ed.), The Cambridge handbook of multimedia learning. Cambridge University Press, pp. 1–17.

Mercer N., Dawes L., Staarman J.K. (2009), *Dialogic Teaching in the Primary Science Classroom*. "Language and Education", No 23(4), pp. 353–369.

Mezirow J. (1991), *Transformative dimensions of adult learning*. Jossey-Bass.

Miller T. (1995), *Japanese learners' reactions to communicative English lessons*. "JALT Journal", No 17(1), pp. 31–52.

Morgan D.L. (2014*), Pragmatism as a paradigm for social research*. "Qualitative Inquiry", No 20(8), pp. 1045–1053.

Moţăţăianu I.T. (2018), *Technology mediated communication in education*. "Euromentor Journal-Studies about education", No 9 (02), pp. 48–54.

Nias J. (1993), *Primary teachers talking: A reflexive account of longitudinal research*. "Education Research", No 1, pp. 132–146.

Nurpahmi S. (2017), *Teacher talk in classroom interaction*. "ETERNAL" (English, Teaching, Learning, and Research Journal), No 3(1), pp. 34–43.

Pring R. (2015), *Philosophy of educational research (3rd ed.).* London: Bloomsbury.

Rabel S., Wooldridge I. (2013), *Exploratory Talk in Mathematics: What Are the Benefits?.* "Education", No 41(1), pp. 15–22.

Rasyid M., Hafsah J.N. (1997), *Teaching English as a foreign language in Indonesia: theory, practice, and research*. FBS IKIP Ujung Pandang.

Reznitskaya A. (2012), *Dialogic teaching: Rethinking language use during literature discussions*. "The Reading Teacher", No 65(7), pp. 446–456.

Rojas-Drummond S. et al. (2003), *Talking for reasoning among Mexican primary school children*. "Learning and Instruction", No 13(6), pp. 653–670.

Rosebery A.S. et al. (2005), *The generative potential of students' everyday knowledge in learning science*, (in:) Romberg, T., Carpenter, T., Fae D. (eds.), Understanding mathematics and science matters. Mahwah, NJ: Erlbaum, pp. 55–79.

Tomlinson B., Dat B. (2004), *The contributions of Vietnamese learners of English to ELT methodology*. "Language Teaching Research", 8(2), pp. 199–222.

Tsuneyasu M. (2017), *Teacher's tendencies and learner's preferences regarding corrective feedback types*. 語学研究, No 31, pp. 35–45.

Wegerif R., Mercer N. (2000), *Language for thinking: A study of children solving reasoning test problems together,* (in:) Cowie H., Aalsvoort G. v. d. (eds.), Social interaction in learning and instruction: The meaning of discourse for the construction of knowledge. Oxford: Pergamon, pp. 179–192.

Wells G. (1999*), Dialogic inquiry: Towards a sociocultural practice and theory of education*. New York: Cambridge University Press.

Wells G., Arauz R.M. (2006), *Dialogue in the classroom,* "Journal of the Learning Sciences", No 15(3), pp. 379–428.

Received: 11.06.2024
Revised: 25.08.2024