



The Impact of Lecturer Talk on EFL Context: Student's Attitudes in Focus

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Abstract

One of the most important pedagogical tools in English language training is lecture discourse, which has a significant impact on how students approach learning. Having a positive outlook is essential for improving motivation, involvement, and language skills. But nothing is known about how Lecturer Talk could encourage these kinds of views. In addition to identifying efficient communication techniques to improve motivation and engagement, this study explores the effects of Lecturer Talk on students' attitudes towards studying English. 40 students and one lecturer in the management program at STIE Yapman Majene were given questionnaires as part of a mixed-methods approach, which also included video recordings of classroom interactions. The Miles and Huberman framework was used to analyse the qualitative data, and SPSS software was used to evaluate the quantitative data. An analysis of two classroom sessions showed that lecturers' primary topics of conversation during the first session were teaching (30.64%) and giving directions (24.65%), whereas in the second session, the percentage of lecturers giving directions rose to 45.94%. An ANOVA significance value ($p < 0.05$) corroborated the statistical analysis's finding that lecturer talking and students' attitudes had a substantial positive connection ($R = 0.317$). Good lecturers encourage positive attitudes and increase students' interest in studying English, especially when they provide clear instructions and use structured teaching methods. This study supports the journal's emphasis on cutting-edge teaching methods by highlighting the crucial role that lecturer discourse plays in influencing students' attitudes and offering practical advice for teachers looking to improve communication techniques in language instruction.

Keywords: *Lecturer Talk; Students' Attitudes; EFL Learning*



1. Introduction

The process of learning English as a second language encompasses more than just mastering linguistic structures; it also involves cultivating a positive attitude towards the language itself. Students' attitudes play a pivotal role in shaping their motivation, engagement, and overall success in acquiring English language skills. A positive outlook toward English encourages persistence, reduces learning anxiety, and fosters greater participation in communicative activities. Conversely, negative perceptions may hinder language acquisition and contribute to disengagement from classroom learning (Ağır, 2019). Therefore, the exploration of students' attitudes is crucial, not only in understanding how they approach the learning process but also in designing pedagogical practices that can enhance their academic experiences.

A growing body of research highlights that lecturer talk significantly affects learners' motivation and academic outcomes. Darmiyati (2017), Ahmed et al. (2021), and Jufrida et al. (2019) underline that clear, engaging, and supportive lecturer talk correlates with improved motivation, higher engagement levels, and better performance. In contrast, unclear instructions, monotonous delivery, or excessive reliance on task-oriented explanations can demotivate learners and reinforce negative perceptions. Sakka et al. (2022) emphasize that when lecturer talk fails to consider learners' preferences, needs, and learning styles, students may struggle to comprehend or summarize key points, leading to disengagement and reduced motivation.

Students' attitudes toward learning English are multidimensional, shaped by cognitive, affective, and behavioral components (Kara, 2009). Cognitively, attitudes involve beliefs and perceptions about English as a subject; affectively, they encompass feelings such as enjoyment or anxiety; behaviorally, they reflect students' tendencies to participate in classroom activities or avoid them. Gunawan et al. (2023) found that students with positive attitudes were more likely to persist in completing English-related tasks, while negative attitudes often correlated with procrastination, avoidance, or even absenteeism.

Despite the importance of lecturer talk, challenges persist in optimizing its role. Many students encounter difficulties in following lectures due to the lecturer's lack of clarity or failure to adapt to diverse learning preferences. Over-reliance on textual explanations, limited use of interactive methods, and insufficient encouragement further exacerbate the problem. Conversely, lecturers who adopt varied communication strategies—such as asking questions, praising student efforts, or integrating humor can create a more engaging classroom atmosphere. Flanders' Interaction Analysis Categories (FIAC) provide a useful framework to analyze lecturer talk, distinguishing between indirect influences (accepting feelings, encouraging, using student ideas, asking questions) and direct influences (lecturing, giving directions, criticizing/justifying authority).

The Indonesian educational context further underscores the need to examine lecturer talk critically. English is taught as a compulsory subject at multiple educational levels, yet many students still perceive it as difficult, irrelevant, or anxiety-inducing. Socioeconomic factors, gender, and age also influence attitudes toward learning English (Rahman et al., 2021; Langat & Chepchieng, 2019; Lujan et al., 2021). Female students, for instance, often demonstrate more favorable attitudes than their male counterparts, while students from higher-income families may benefit from greater exposure and support. Such disparities highlight the need for pedagogical strategies that are sensitive to learners' diverse backgrounds. In this respect, lecturer talk represents an accessible yet powerful means of fostering inclusivity and motivation across student groups.

Another dimension worth noting is the alignment between lecturer satisfaction and student outcomes. Lecturers derive professional satisfaction from observing student progress, particularly when their communication strategies prove effective. This reciprocal relationship enhances the learning environment, as students feel supported and lecturers become more motivated to refine their teaching approaches. The significance of this interplay is highlighted in studies showing that lecturer talk not only transmits knowledge but also constructs a supportive learning climate that nurtures both academic and emotional growth (Sakka et al., 2022).

Nevertheless, gaps remain in the literature regarding the precise mechanisms through which lecturer talk influences students' attitudes toward English. While prior studies have explored the general relationship between teacher talk and learner motivation, few have focused explicitly on the role of lecturer talk in higher education contexts, particularly in Indonesia. Asma et al. (2024) reported that structured teaching and clear directions were strongly correlated with positive student attitudes and enhanced engagement, as confirmed by both observational and statistical analyses. However, broader investigations are needed to refine communication strategies that effectively integrate motivational elements while addressing diverse learner needs.

The purpose of this study is therefore threefold: (1) to examine how lecturer talk influences students' attitudes toward learning English; (2) to identify effective communication strategies that promote positive student attitudes and motivation; and (3) to provide practical recommendations for enhancing lecturer talk in English language classrooms. By addressing these objectives, this research seeks to close the knowledge gap in lecturer talk studies and contribute practical insights for educators and policymakers. Ultimately, the findings may guide lecturers in adopting more inclusive, interactive, and motivational communication practices that improve not only students' language proficiency but also their overall learning experience.

2. Literature

2.1 Lecture Talk

Lecture talk or teacher talk in the context of English as a Foreign Language (EFL) classrooms, emphasizing its critical role in facilitating effective learning interactions. Teacher talk, also commonly described as lecturer talk within the realm of English as a Foreign Language (EFL) classrooms, plays a pivotal role in fostering effective learning interactions. This form of communication includes various modes such as lecturing, issuing directions, and posing questions, which significantly shape classroom dialogue and the overall learning environment (Christianto, 2020). provides valuable insights into the role of teacher talk in facilitating English language learning among young learners. It emphasizes that teachers often lack awareness

of how their verbal interactions influence students' language development in the classroom. The study identifies both direct and indirect influences of teacher talk, such as providing information, correcting without rejection, and encouraging student participation through questions and praise (Cahyani & Chotimah, 2023).

The balance between teacher/lecturer talking time and student talking time in English as a Second Language (ESL) classrooms, emphasizing the importance of shifting from a teacher-centered to a learner-centered approach (Kostadinovska-Stojchevska & Popovikj, 2019). The reference Haqiqiyah (2021) discusses the critical role of teacher talk in enhancing students' speaking skills in English language education. It emphasizes that effective teacher talk, which incorporates self-actualization principles, significantly contributes to students' engagement and confidence in expressing their ideas (Haqiqiyah, 2021). provides insights into how the subject define and understand concepts and definitions in proof-based courses, which is relevant to the task of defining lecturer talk (Rupnow, 2024) and the significance of minimizing negative teacher talking time in the context of teaching English as a foreign language (Hamdan & Elandeef, 2021).

Flanders (1970) uses the term Flanders' Interaction Analysis Categories (FIAC) to describe the categories of Teacher/Lecturer Talk. He divided the TT into seven categories. The first four concerns how the teacher responds to the learners by accepting feelings and clarifying attitudes expressed by the learners, praising or encouraging learners' action or behavior, clarifying, building or developing learners' ideas and using those ideas in problem-solving, and asking questions. These four categories expand learners' participation and indirectly express the authority of the teacher through their support of selected patterns of the learner's behavior. The teacher assumes fewer dominant acts, and the proportion of learner talk increases. These behaviors are sometimes called indirect influences. The teacher uses the other three categories to exert direct control. Those categories are lecturing, giving direction, and criticizing or justifying authority. The teacher is directive in order to achieve compliance or to correct misbehavior. To do this, teachers should talk more and take a dominant role in classroom activities. These behaviors are sometimes called direct influence.

2.2 Students' Attitude in Learning English

Students' attitudes towards learning English are influenced by various factors, including socio-economic background, gender, and age. Research indicates that students from higher income families tend to exhibit more positive attitudes towards learning English, likely due to better access to resources and supportive environments (Rahman et al., 2021). Additionally, gender differences have been noted, with female students generally demonstrating more favorable attitudes compared to their male counterparts (Langat & Chepchieng, 2019). Age also plays a role, as older students (ages 25-38) show more positive attitudes than younger students (Lujan et al., 2021).

Moreover, positive attitudes are crucial for effective language learning, as they enhance engagement and participation in classroom activities (Coşkun, 2015). Studies have shown that students with positive attitudes are more likely to employ effective learning strategies and achieve better language proficiency (Toomnan & Intaraprasert, 2015; Abidin et al., 2012). Conversely, negative attitudes can hinder engagement and create psychological barriers to learning (Mutar, 2019). Therefore, fostering positive attitudes among students is essential for improving their English language learning outcomes.

Attitude is a concept that helps in understanding human behavior. Travers, Gagne, and Cronbach agree that attitude involves three components interacting with the object (Kara, 2009). These components include: (1) The cognitive component is associated with knowledge, beliefs, or thoughts based on information associated with the object; (2) The affective component refers to the emotional dimension of attitudes; emotions are associated with the object; (3) Behavior or conative component involving one of predisposition to act towards the object.

3. Methods

This study employed a mixed-methods approach with an explanatory sequential design, following Creswell's (2023) classification. This design was selected because it allows the researcher to begin with the collection and analysis of quantitative data, followed by qualitative data to further explain and enrich the quantitative findings.

Such an approach is considered relevant to provide a comprehensive and in-depth understanding of the relationship between lecturer talk and students' attitudes in English language learning. The research was conducted in the Management Program at STIE Yapman Majene, with one English lecturer and forty purposively selected students as participants. Data were collected through questionnaires and classroom observations supported by video recordings, ensuring both measurable outcomes and authentic classroom interactions were captured.

Quantitative data obtained from the questionnaires were analyzed using statistical tests (F-test and t-test) with the assistance of SPSS software. Meanwhile, qualitative data derived from observational notes and video recordings were analyzed using the framework of Miles et al. (2014), which consists of data condensation, data display, and conclusion drawing/verification, supported by NVivo software. The integration of quantitative and qualitative analyses ensured valid and reliable interpretations, providing a stronger foundation for understanding the role of lecturer talk in shaping students' attitudes.

4. Results and Discussions

4.1. The Types of Lecturer Talk in the English language classroom

The FIAC categorization system separated the types of lecture talks used by the researcher into seven categories: asking questions, teaching, providing guidance, criticizing or defending authority, accepting feelings, praising or encouraging, and accepting or using the student's ideas. wherein the lecturer's tolerance during the teaching-learning process was identified. Yapman Majene, an English lecturer at STIE, is a driving educator and is extremely involved in the organization, according to the study's respondents. An organization called Driving Lecturer aims to empower lecturers as learning leaders who support students' comprehensive, active, and proactive development as educators. The following were the findings from the examination of the lecturer's speech during the initial meeting.

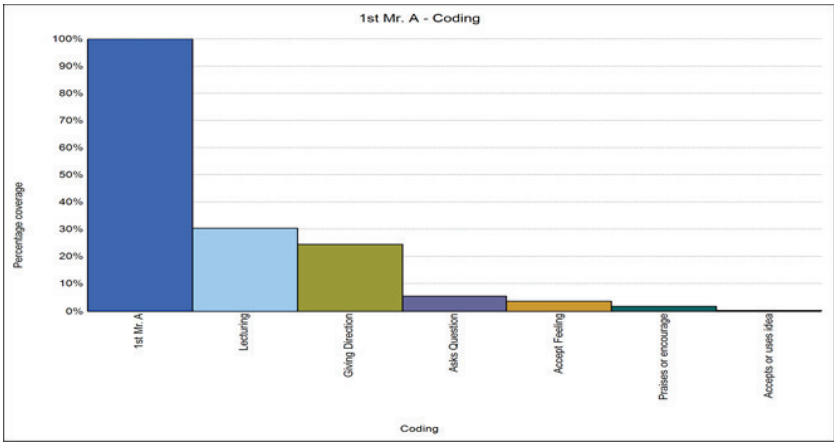


Chart 1. The First Meeting of English Teaching Classroom

Chart 1 shows that teaching is the most prevalent kind of Lecture Talk applied to interactions in English classrooms, accounting for 30.64 % of the results of Lecture Talk based on coding advice of the categories of Lecture Talk by FIAC in the percentage of the first meeting. Giving directions comes in at roughly 24.65 %, whereas Mrs. A’s second meeting’s proportion reveals that giving directions had a 45.94 % majority over lecturer discussion in English classroom interactions. Teaching categories comes next, coming in at roughly 15.58 %.

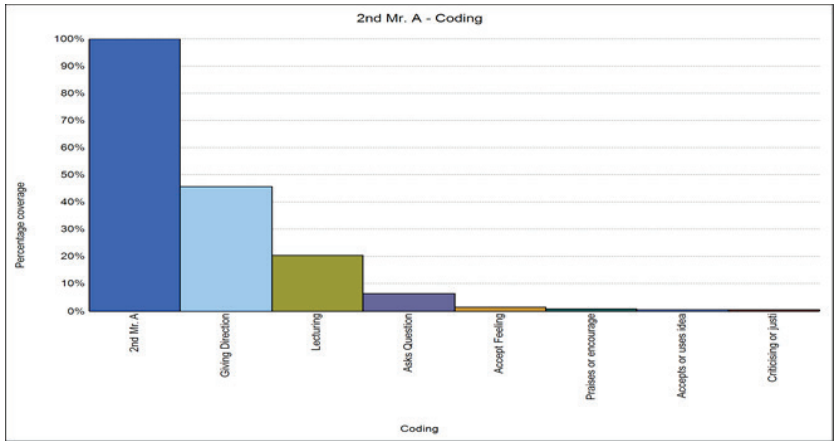


Chart 2. The Second Meeting of English Teaching Classroom

Chart 2 shows that teaching and giving directions were the most common category utilized by a lecturer in classroom interaction, according to the recording and classroom observation data of the seven categories of Lecturer Talk from two meetings. By giving directions, the lecturer can give the learners an excellent opportunity to practice their English language giving them directions to do activities. To make them practice effectively, the lecturer should give explanations and explicit instructions to maintain attention in a classroom activity. This category involves requests and commands that learners are expected to follow, directing drills, and facilitating the activity.

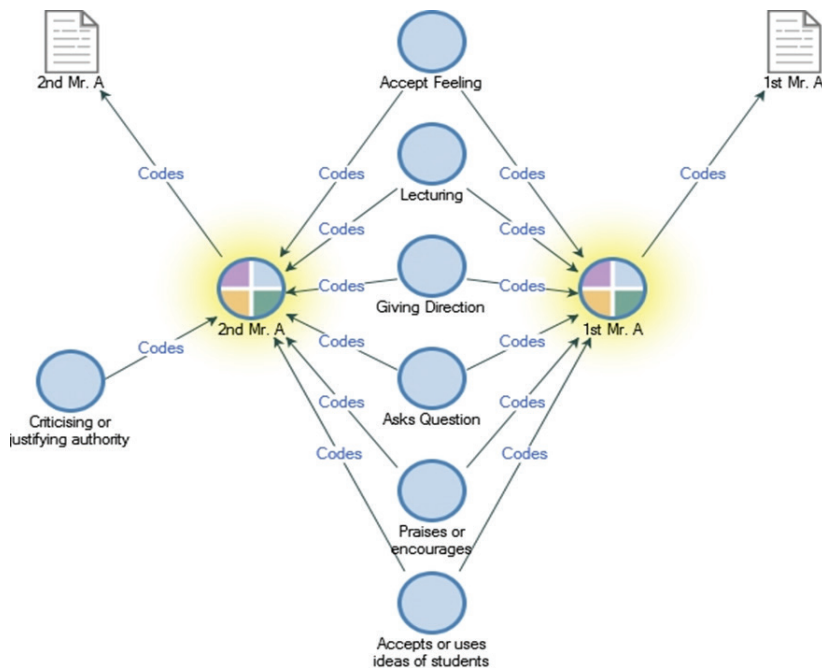


Figure 1. The Comparison of the First and the Second Meetings

4.2. Correlation of Lecturer Talk and Students' Attitude

Based on table, r count is appeared to be higher than r table and has a positive value for the validity test of attitude. Therefore, the data are relevant as a measuring tool in this research.

Table 1. Validity Test Results

No	Variables	Question	r-table	r-count	Explanation
1.	Attitude	S27	0.3044	0.472	Valid
		S28	0.3044	0.624	Valid
		S29	0.3044	0.764	Valid
		S30	0.3044	0.721	Valid
		S31	0.3044	0.770	Valid
		S32	0.3044	0.545	Valid
		S33	0.3044	0.512	Valid
		S34	0.3044	0.622	Valid
		S35	0.3044	0.702	Valid
		S36	0.3044	0.702	Valid
2.	Lecturer Talk	S37	0.3044	0.328	Valid
		S38	0.3044	0.487	Valid
		S39	0.3044	0.305	Valid
		S40	0.3044	0.631	Valid
		S41	0.3044	0.315	Valid
		S42	0.3044	0.631	Valid
		S43	0.3044	0.520	Valid
		S43	0.3044	0.601	Valid
		S44	0.3044	0.631	Valid
		S45	0.3044	0.664	Valid
		S46	0.3044	0.753	Valid

Source: SPSS Data Processed, 2024

A reliability test evaluates the trustworthiness of test results, ensuring consistent measurements on the same subject if the measured aspects remain unchanged. Cronbach's Alpha estimates reliability, where values > 0.700 indicate reliable responses, while ≤ 0.700 suggest unreliability.

Table 2. Reliability Test Results

No	Variable	Cronbach's Alpha	Explanation
1.	Lecturer Talk	0.683	Reliable
2.	Attitude	0.745	Reliable

Source: SPSS Data Processed, 2024

Based on the table 2 above, it is shown that the Cronbach's alpha in variable lecturer talk is 0.683, attitude is 0.745. All variables have Cronbach's alpha > 0.700; thus, all the variables are reliable.

Table 3. Coefficient of Lecturer Talk and Attitude

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.317 ^a	.101	.095	3.622

Source: SPSS Data Processed, 2024

The R-value illustrates the relationship between the dependent and independent variables. A number is taken that is greater than 0.3 for further analysis. In this case, the value is .317, which is a good result. The R-square shows the overall variation for the dependent variable that the independent variables might account for. A value greater than 0.9 suggests that the model can recognize the relationship. In this case, the value is .095, which is a good result. The adjusted R-square in multiple regressions illustrates the generalizability of the results or the divergence of the sample results from the population. There must be a slight discrepancy between R-square and the Adjusted R-square. The value, in this case, is .095, which is acceptable because it is close to the threshold of .317.

Table 4. Significance of Lecturer Talk and Attitude

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	232.188	1	232.188	17.704	.000 ^b
	Residual	2072.212	158	13.115		
	Total	2304.400	159			

Source: SPSS Data Processed, 2024

The following table 4 components are essential for understanding the findings: P-value/Sig value, first: In most cases, the study's significance level is set at 5% or the 95 percent confidence interval. Consequently, the p-value must be lower than 0.05. It is.000 in the table above. Consequently, the outcome is crucial; F-ratio, second: After considering the model's inherent inaccuracy, it represents an improvement in the predicted variables. A value for the F-ratio yield efficient model is more significant than 1. The value in the table above is 17.704, which is favorable. These findings suggest that the null hypothesis may be further rejected because the p-value of the ANOVA table is below the acceptable significance level.

The table below displays the relationship's strength, or how significant a variable is to the model, and how much it influences the dependent variable. This analysis supports the study's hypothesis testing.

Table 5. Coefficient Regression of Lecturer Talk and Attitude

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	31.219	2.495		12.510	.000
Lecturer_talk	.268	.064	.317	4.208	.000

Table 5 shows that the only value that matters during the interpretation process is the signature value. The value must be below the acceptable level of significance for the study, which for this study is less than 0.05 for the 95 percent confidence interval. The significant value establishes the viability of the null hypothesis. If Sig. 0.05, the null hypothesis is not accepted. If Sig. > 0.05, the null hypothesis is not disproved. There is a clear impact when the null hypothesis is rejected. A null hypothesis indicates that no effect exists if it is not refuted. This will be interpreted as rejecting the null hypothesis (0.00 > 0.05). There has not been much of a shift in how lecturers talk about students' attitude. This is because the signature value is higher.

A measure of the strength of a linear regression between two variables, the Pearson product-moment correlation coefficient (or Pearson correlation coefficient,

for short), is represented by the symbol r . The Pearson correlation coefficient, r , shows how far all of these data points are from this line of best fit (i.e., how well the data points fit this new model/line of best fit). A Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables.

4.3. Students' Attitude in Learning English through Lecturer Talk

The results of this study are based on data collected during two class meetings at Sekolah Tinggi Ilmu Ekonomi (STIE) Yapman Majene, using recordings and classroom observations. The analysis categorizes the lecturer's speech according to the FIAC system. In the first meeting, the most dominant category of the lecturer's speech was teaching, which accounted for 30.64% of the interactions. This type of speech involves explaining concepts, conveying knowledge, and teaching material to students. This shows that lecturers play an important role in providing a foundation of understanding to students through clear and structured explanations. Thus, interactions in this category support the process of knowledge transfer effectively.

Additionally, the second most common category in the first meeting is giving directions, which accounts for 24.65%. The lecturer's speech in this category involves requests, commands, and instructions designed to guide students in completing activities and staying engaged. Effective instruction helps create an organized classroom atmosphere, where students have clear guidance to carry out their tasks. This interaction also provides students with the opportunity to practice their English skills through explicitly directed activities. In the second meeting, there was a change where the category of giving directions became the most dominant at 45.94%, followed by teaching at 15.58%. The increase in the dominance of the category of giving directions reflects the lecturer's strategy in enhancing student participation through more directed instructions and structured activities. Meanwhile, although the percentage of the teaching category has decreased, the lecturers continue to maintain their role as the main facilitators in providing explanations that support student understanding. The combination of these two categories demonstrates the lecturers' efforts in creating an interactive learning environment focused on developing students' English language skills.

Data regarding learners' attitudes towards the cognitive, affective, and behavioral or conative components were gathered for this study using a questionnaire. The information displayed comes from the researcher's questionnaire results, which reveal the attitudes of the students. Statements on learners' attitudes towards English make up the data gathered from the surveys' attitude scores. There are ten questions in all. Twenty-eight is the lowest possible score, while fifty is the highest. After delivering questionnaires to the students, the scores of their attitudes towards English were determined. The following findings are based on the scores that students received after completing the questionnaires.

Three categories of learner attitudes were distinguished by Borich & Kubiszyn (1993): behavioral, cognitive, and emotional. The behavioral component focuses on how a person acts and responds in certain circumstances. Successful language learning is often associated with acquiring behaviors that identify learners with members of the target language group. The cognitive component reflects students' perceptions of the information they are given and their comprehension of the language learning process, while the affective component is closely tied to emotional responses during learning. In this study, students demonstrated positive attitudes across these three dimensions.

The DF was 40 and the t-test result was 12.510. In summary, the 2-tailed value was less than 0.05 (alpha value), and the p-value was 0.000. The outcome demonstrated that there is a significant difference in scores between significance and 0.05. The researcher concluded that lecturer talk significantly improves students' attitudes towards learning English. Learners should be at specific cognitive and affective levels that correspond to their learning, according to Bloom (1956). Based on the survey results, students expressed favorable opinions of their institution, and they perceived lecturers and classroom interactions as contributing positively to their academic experience. The utility of a subject to be learned should be clearly conveyed to students before its content is introduced, and learners need to internalize the understanding that learning is a lifelong process directly connected to their daily lives.

In this study, lecturer talk is conceptualized as both a pedagogical tool and a strategic approach employed to instruct undergraduate students at STIE Yapman Majene. Students' perceptions of their lecturers' communication are reflected in their behavior and learning attitudes. The findings indicate that lecturer talk plays a significant role in fostering positive shifts in behavior, attitudes, and engagement. These results emphasize the importance of communication strategies in higher education settings, particularly in cultivating favorable student attitudes toward English learning.

5. Conclusion

This study highlights how important the lecturer's speech is in influencing students' attitudes and level of interest in studying English. Clear instructions, stimulating questions, and constructive criticism are examples of effective communication techniques that have a good impact on students' motivation, engagement, and self-esteem. By serving as a facilitator and language model, the lecturer creates a positive learning atmosphere that improves students' communication skills and interpersonal connections. The results emphasize the significance of adaptive teaching tactics by showing that students' attitudes are impacted by how they perceive the lecturer's communication style. These findings imply that in order to improve English language learning results, lecturers and educational administrators should place a high priority on communication.

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