



## Teacher Talk Analysis in the Youtube Video "Differentiated Learning on Self-Introduction" From SMAN 1 Pangkalan Susu Through FIAC

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**Abstract.** *This study analyzes teacher talk in the YouTube video "Differentiated Learning on Self-Introduction" from SMAN 1 Pangkalan Susu using the Flanders Interaction Analysis Category (FIAC) system. Teacher talk, which includes both direct and indirect verbal interactions, plays a critical role in fostering an engaging and effective learning environment. The research focuses on identifying patterns of teacher-student interactions that support differentiated learning, a method designed to cater to individual student needs. The results reveal that indirect talk, such as accepting feelings and giving encouragement, accounts for 60.87% of the interactions, while direct talk, like giving instructions and lecturing, constitutes 39.13%. This balance suggests a strong emphasis on student engagement through supportive communication, essential for differentiated learning environments.*

**Keywords:** *Teacher Talk, Flanders Interaction Analysis Category (FIAC), Classroom Interaction, Differentiated Learning, Student Engagement*

### 1. INTRODUCTION

In education, good communication between teachers and students is very important for creating a lively and effective learning environment. Teacher Talk refers to the words and interactions that teachers use in the classroom. This type of talk is essential not only for sharing information but also for keeping students engaged and motivated. Research by Fithriani (2021) shows that effective communication helps students learn better and builds a stronger relationship between teachers and their students.

In classrooms that use differentiated learning, where teaching is adjusted to meet the different needs of students, analyzing Teacher Talk becomes even more important. Differentiated learning recognizes that students learn at different speeds and have different interests. According to Tomlinson (2001), teachers need to change their communication styles to fit each student's needs. Understanding how teachers talk in these situations can help us see how well differentiated instruction works.

This study will analyze Teacher Talk using the Flanders Interaction Analysis Category (FIAC) system in the YouTube video "Differentiated Learning on Self-Introduction" from SMAN 1 Pangkalan Susu. The FIAC model, created by Flanders (1970), helps categorize different types of verbal interactions. By using this model, the study aims to find patterns in Teacher Talk, showing how these interactions can help or hinder differentiated learning.

The main goal of this study is to look at both direct and indirect Teacher Talk in the chosen YouTube video through the FIAC model. By breaking down and examining these interactions, the study hopes to provide a clear understanding of how Teacher Talk affects student engagement and learning in a differentiated learning setting.

Understanding Teacher Talk in the classroom is important for several reasons. First, it helps us see how teachers engage students and support their learning. As noted by Ur (1996), how well teachers communicate with students can greatly influence their academic success. By analyzing Teacher Talk in this specific video, this study aims to add to the conversation about effective communication in education, ultimately helping both teachers and students succeed.

## **2. LITERATURE REVIEW**

In education, effective communication between teachers and students plays a crucial role in fostering a dynamic and productive learning environment. Teacher Talk, which refers to the words and interactions used by educators in the classroom, is essential for both conveying information and maintaining student engagement. Research emphasizes the importance of communication, with Fithriani (2021) noting that "effective communication helps students learn better and builds a stronger relationship between teachers and their students." This is particularly important in classrooms that use differentiated instruction, a teaching strategy that recognizes the diverse needs of students (Tomlinson, 2020).

Differentiated instruction allows teachers to adapt their teaching methods to meet the varied readiness levels, interests, and learning styles of students (Kumar & Sharma, 2022). In such settings, understanding Teacher Talk becomes even more critical, as the way teachers communicate can either enhance or hinder the learning process. Tomlinson (2020) emphasizes that "differentiation is a way of thinking about teaching and learning that recognizes students' varying background knowledge, readiness, language, preferences in learning, and interests." This approach is supported by Levy & Murnane (2022), who argue that technology can further facilitate differentiated instruction by creating personalized learning pathways for students.

This study aims to explore Teacher Talk within the context of differentiated learning, using the Flanders Interaction Analysis Categories (FIAC) system to analyze verbal interactions in the YouTube video "Differentiated Learning on Self-Introduction"

from SMAN 1 Pangkalan Susu. The FIAC model, developed by Flanders (1970), categorizes classroom discourse into direct and indirect talk. Direct talk, such as lecturing and giving instructions, can efficiently transmit information but may limit student engagement if overused (Flanders, 1970; Dagarin, 2004). On the other hand, indirect talk, which encourages student participation through open-ended questions and discussions, has been shown to improve engagement and learning outcomes (Flanders, 1970).

Positive teacher-student relationships are also key to fostering engagement and motivation. Gordon (2020) notes that "positive teacher-student relationships are crucial for fostering student engagement and motivation." Similarly, teachers with high emotional intelligence can better respond to students' emotions and create a supportive classroom environment (Davis & Houghton, 2021). In differentiated learning settings, where individual student needs vary, the quality of feedback also becomes essential. Hattie & Timperley (2019) argue that "feedback is one of the most powerful influences on learning and achievement," while Zhang & Wang (2021) highlight that timely, specific feedback significantly impacts student performance.

Understanding Teacher Talk in the classroom is important for several reasons. First, it helps us see how teachers engage students and support their learning. As noted by Ur (1996), how well teachers communicate with students can greatly influence their academic success. By analyzing Teacher Talk in this specific video, this study aims to add to the conversation about effective communication in education, ultimately helping both teachers and students succeed.

The Flanders Interaction Analysis Categories (FIAC) system, developed by Ned A. Flanders in 1970, is a framework designed to analyze and categorize verbal interactions in educational settings. The FIAC system classifies classroom discourse into several categories, primarily focusing on the interactions between teachers and students. This system is particularly useful for understanding the dynamics of classroom communication and the roles that both teachers and students play in the learning process. The FIAC framework is divided into two main categories: direct talk and indirect talk, which reflect different approaches to classroom interaction.

Direct talk encompasses teacher behaviors that involve explicit instruction and control over the conversation. This includes activities such as lecturing, giving directions, and asking questions. In this category, the teacher is the primary speaker, and students are expected to listen and respond to the teacher's prompts. Research has shown that while

direct talk can effectively convey information, an over-reliance on this approach may limit student engagement and participation (Flanders, 1970; Dagarin, 2004). Therefore, it is essential for educators to balance direct talk with more interactive methods to foster a more inclusive learning environment.

In contrast, indirect talk emphasizes student-centered interactions, where the teacher encourages students to express their ideas and engage in discussions. This approach promotes collaboration and active participation, allowing students to take the lead in their learning. Indirect talk can include asking open-ended questions, facilitating group discussions, and providing opportunities for peer interaction. Studies have indicated that indirect talk is associated with higher levels of student engagement and improved learning outcomes, as it encourages students to think critically and articulate their thoughts (Flanders, 1970; Dagarin, 2004). Thus, a balanced use of both direct and indirect talk is crucial for effective classroom interaction.

No.	Flanders Interaction Analysis Categories (FIAC)
Teacher Talk	
A.	Indirect talk
	<p>1. Accepting Feelings Accepting and clarifying students' feelings in a friendly and open manner, feelings can be positive and negative.</p>
	<p>2. Praising or Encouragement In addition, when a student answers a question, the teacher offers positive feedback by using words such as "good," "very good," "better," "correct," "excellent," and "keep going."</p>
	<p>3. Accepting or using ideas of students When a student makes a suggestion or offers an idea, the teacher can acknowledge it by summarizing or paraphrasing it in their own words. This shows the student that their input is valued, and it helps clarify or reinforce the idea for the rest of the class.</p>
	<p>4. Asking questions When a teacher asks questions, they encourage students to think critically. The teacher might be looking for responses based on their own thoughts or on the material. They can also acknowledge student answers by responding with phrases like, "I get what you're saying," and may further develop or clarify the student's ideas. This approach helps deepen understanding and encourages active participation.</p>
B.	Direct Talk

	<p>5. Lecturing</p> <p>The teacher shares information or opinions about the course material or teaching methods, expresses personal thoughts, provides explanations, references sources outside of student input, or asks rhetorical questions.</p>
	<p>6. Giving Direction</p> <p>The teacher gives students instructions or commands that must be followed, such as: A) "Pick up your book," B) "Stand up," or C) "Complete the exercise."</p>
	<p>7. Criticizing or Justifying Authority</p> <ul style="list-style-type: none"> <li>• This occurs when a teacher discourages students from asking irrelevant questions.</li> <li>• It also includes teachers who challenge students with questions like "what" or "why."</li> <li>• Explaining the teacher's reasons for their actions also falls into this category.</li> </ul>
Student Talk	
	<p>8. Student Talk Response</p> <p>The teacher's speech includes student responses to questions. When the teacher asks a question, students react or reply accordingly.</p>
	<p>9. Student Talk Initiation</p> <p>Students respond to the teacher's remarks by sharing their own thoughts, asking new questions, expressing opinions, or developing their own reasoning, often going beyond the set structure or framework.</p>
	<p>10. Silence or Pause or Confusion</p> <p>Pauses, moments of silence, and confusion that make it difficult for the observer to understand what is being communicated.</p>

Teacher Talk refers to the language and communication strategies employed by educators during classroom interactions. It plays a pivotal role in shaping the learning environment and influencing student engagement. Theories such as Communicative Language Teaching (CLT) emphasize the importance of interaction in language learning, suggesting that effective Teacher Talk should promote communication and encourage students to use the target language in meaningful contexts (Richards & Rodgers, 2001). This approach highlights the need for teachers to create opportunities for students to engage in authentic conversations, thereby enhancing their language proficiency.

Research has shown that the quality of Teacher Talk significantly impacts student participation and learning outcomes. According to Mercer (2000), effective Teacher Talk fosters a supportive environment where students feel comfortable expressing their ideas and engaging in discussions. This is particularly important in language learning contexts, where students may have varying levels of proficiency and

confidence. By employing strategies such as scaffolding and providing constructive feedback, teachers can facilitate a more interactive classroom atmosphere that encourages student involvement and collaboration (Mercer, 2000; Gibbons, 2002).

Furthermore, the role of Teacher Talk extends beyond mere instruction; it also encompasses the social dynamics of the classroom. Vygotsky's (1978) sociocultural theory posits that language is a primary tool for cognitive development, and Teacher Talk that facilitates social interaction can enhance students' language acquisition and critical thinking skills. By creating a dialogic space where students can share their thoughts and experiences, teachers can promote deeper learning and foster a sense of community within the classroom (Vygotsky, 1978; Gibbons, 2002). Thus, understanding the nuances of Teacher Talk is essential for educators seeking to optimize classroom interactions and improve student outcomes.

Interaction patterns refer to the ways in which communication or work is carried out between the teacher and students or vice versa. According to Ur (1996), these patterns are divided into 10 categories:

- a. Group Work  
Students collaborate in groups to complete tasks, encouraging more active participation.
- b. Closed-ended Teacher Questions (IRFs)  
The teacher asks questions that have only one correct answer, typically true or false.
- c. Individual Work  
The teacher assigns tasks and gives instructions for students to complete them individually.
- d. Choral Response  
The teacher models a concept, and students respond together by repeating it several times.
- e. Collaboration  
Students work together on the same tasks, helping one another to achieve the best outcome.
- f. Student Initiates, Teacher Responds  
Students ask questions they have thought about, and the teacher answers, selecting which students to respond to.
- g. Full Class Interaction

The entire class engages in discussions and debates on a given topic, with the teacher occasionally stepping in to encourage participation.

h. Teacher Talk

The teacher explains the material while students listen and take notes.

i. Self-access

A student-centered approach where students choose their own topics and assignments, working independently.

j. Open-ended Teacher Questions

Questions that require thoughtful responses, prompting students to think deeply and offer answers based on set guidelines.

Differentiated learning is an instructional approach that tailors teaching methods and resources to accommodate the diverse needs of students. This approach is particularly relevant in language learning contexts, where students may have varying levels of proficiency and different learning styles. Tomlinson (2001) emphasizes the importance of adjusting content, process, and product based on students' readiness, interests, and learning profiles. By differentiating instruction, teachers can create a more inclusive classroom environment that supports all learners, allowing them to engage with the material at their own pace and level.

In the context of language learning, differentiated instruction can significantly enhance student engagement and achievement. Research by Gibbons (2002) highlights the importance of providing varied instructional strategies to support English language learners (ELLs). By incorporating visual aids, collaborative activities, and personalized feedback, teachers can help ELLs develop their language skills more effectively. This approach not only addresses the diverse needs of students but also fosters a sense of belonging and confidence in their abilities to communicate in the target language.

Moreover, differentiated learning is particularly beneficial when addressing self-introduction topics, as it allows students to express their identities and experiences in a way that resonates with them. McTighe and Wiggins (2005) argue that allowing students to personalize their learning experiences can enhance their motivation and language skills. By providing opportunities for students to share their backgrounds and interests, teachers can create a more engaging and relevant learning environment that encourages active participation and fosters language development. Thus, differentiated instruction is

a vital component of effective language teaching, promoting inclusivity and enhancing student outcomes.

### **3. RESEARCH METHODOLOGY**

This study examines teacher-student interactions in the classroom using a qualitative approach. According to McLaughlin et al. (2012), qualitative research provides a comprehensive view of educational experiences. The literature review involved analyzing existing studies on classroom interaction, particularly focusing on the Flanders Interaction Analysis Category (FIAC) system, which emphasizes the importance of verbal interactions in teaching (Flanders, 1970). This background informed the analysis of teacher-student conversations in the YouTube video "Differentiated Learning on Self-Introduction" from SMAN 1 Pangkalan Susu. By combining literature review with video observation, the study aims to understand various teaching strategies used in an English as a Foreign Language (EFL) classroom.

Data was collected by observing the YouTube video "Differentiated Learning on Self-Introduction." Specific moments in the video were noted where the teacher interacted with the students, focusing on instances of instruction, questioning, and feedback. Chuntala (2019) highlights that observing classroom interactions helps in understanding the learning environment better. This method allowed for the observation of how the teacher engaged with students through different communication styles. The qualitative approach enabled the capture of details such as tone and body language, which are often overlooked in other research methods. Systematic marking of these moments provided relevant examples of teacher-student interactions.

Specific examples of Teacher Talk were recorded and categorized using the FIAC framework, which includes both direct talk (like giving instructions) and indirect talk (like praising students). Dagarin (2004) emphasizes that recognizing these interaction types is crucial for engaging students. Documenting these examples provided a rich dataset for analysis, ensuring that the findings were relevant and highlighted how the teacher facilitated differentiated learning



## 4. RESULTS AND DISCUSSIONS

### Indirect Talk

In this study, the researcher will analyze teacher talk using the FIAC (Flanders Interaction Analysis Categories) model. This model categorizes teacher talk into direct talk and indirect talk.

#### 1. Accepting Feelings

- *"Saya mau tau gimana sih perasaan kalian hari ini."*
- *"Udah sarapan semua kan?"*
- *"Karena di link ada yang mengisi 'I'm hungry.'"*

**Total: 3 instances**

#### 2. Praising or Encouragement

- *"Thank you [student's name] for leading our yel yel today."*
- *"Very good, everyone!"*
- *"Good job, sekarang duduk ya."*

**Total: 3 instances**

#### 3. Accepting or Using Ideas of Students

- *"Sudah bisa dibuka anak-anak?"*
- *"Jadi, kamu bisa baca dari video YouTube atau dari yang Ma'am share tadi."*
- *"15 minutes or 30 minutes?"*

**Total: 3 instances**

#### 4. Asking Questions

- *"So, how do you feel today?"*
- *"Kita bisa simpulkan bahwa perasaan kalian hari ini adalah?"*
- *"Udah sarapan semua kan?"*
- *"You understand?"*
- *"Minimal ada 3 tadi ya kesepakatan kita, name, apa lagi?"*

**Total: 5 instances**

### Direct Talk

#### 5. Lecturing

- *"Topik hari ini 'Talking about self.'"*
- *"You bisa baca dari video atau dari ppt yang sudah Ma'am share."*
- *"Ingat ya strukturnya, yang pertama opening, kemudian content, dan terakhir closing."*

**Total: 3 instances**

#### 6. Giving Direction

- *"Stand up please."*
- *"[Student's name], please lead our yel yel today."*
- *"Pick up your books, then write down about 'talking about yourself' in your books."*

- "You can practice in front of the class, record a voice note, or make a video."

**Total: 4 instances**

## 7. Criticizing or Justifying Authority

- "I think 15 minutes is enough for this task."

- "*Dibiasakan sarapan terlebih dahulu di rumah ya.*"

Total: 2 instances

## Total Interaction Count

Indirect Talk = 3 (Accepting Feelings) + 3 (Praising) + 3 (Accepting Ideas) + 5 (Asking Questions)

= 14 interactions

Direct Talk = 3 (Lecturing) + 4 (Giving Directions) + 2 (Criticizing/Justifying Authority)

= 9 interactions

## Percentage Calculation

Total interactions:  $14 + 9 = 23$  interactions

1. Indirect Talk Percentage:

$$\frac{14}{23} \times 100 = 60,87\%$$

2. Direct Talk Percentage:

$$\frac{9}{23} \times 100 = 39,13\%$$

So, Indirect Talk (60.87%) is more frequent than Direct Talk (39.13%)

## Indirect Talk

### Accepting Feelings

The teacher's efforts to acknowledge and address students' emotions, as seen in statements like "*Saya mau tau gimana sih perasaan kalian hari ini*" and "*Karena di link ada yang mengisi 'I'm hungry'*", align with the findings of Fithriani (2021). Her research highlights that effective communication, including recognizing students' feelings, enhances learning and strengthens the teacher-student relationship. By validating students' emotions, the teacher fosters a supportive atmosphere that contributes to a more effective and engaging learning environment.

### Praising or Encouragement

The frequent use of praise and encouragement, as demonstrated by statements like "Thank you [student's name] for leading our yel yel today" and "Good job, *sekarang duduk ya*," reflects Tomlinson's (2001) concept of differentiated instruction. Tomlinson

emphasizes that positive reinforcement is crucial for motivating students and acknowledging their progress. This practice aligns with her view that differentiated learning requires adapting communication to meet students' diverse needs, enhancing their engagement and motivation.

### **Accepting or Using Ideas of Students**

The teacher's willingness to incorporate students' suggestions and feedback, such as asking "15 minutes or 30 minutes?" and adapting tasks based on student input, illustrates the principles of differentiated learning described by Tomlinson (2001). By validating students' ideas, the teacher promotes active involvement and ownership of the learning process, which is essential for differentiated instruction.

### **Asking Questions**

The use of questions, like "So, how do you feel today?" and "You understand?", aligns with Ur's (1996) assertion that effective teacher communication influences academic success. Questions stimulate critical thinking and assess students' understanding, thereby supporting differentiated learning. This practice helps gauge students' comprehension and adjust instruction accordingly, enhancing the learning experience.

### **Direct Talk**

#### **Lecturing**

Lecturing, as seen in statements such as "Topik hari ini 'Talking about self,'" provides necessary information and structure. This form of direct talk is crucial for delivering content and setting expectations. According to Tomlinson (2001), while differentiated instruction requires adapting communication styles, clear explanations and structured information are essential for guiding students through the learning process.

#### **Giving Direction**

Direct instructions, such as "Stand up please" and "Pick up your books, then write down about 'talking about yourself,'" are vital for maintaining classroom order and ensuring that activities are conducted effectively. This aspect of direct talk aligns with Ur's (1996) view that clear communication is key to successful teaching and learning.

#### **Criticizing or Justifying Authority**

The teacher's explanations of their decisions, such as "I think 15 minutes is enough for this task," reflect an understanding of authority and decision-making in the

classroom. This approach supports Ur's (1996) perspective on the importance of guiding student behavior and providing rationale for instructional choices.

This study reveals that indirect talk (60.87%) is more prevalent than direct talk (39.13%). This aligns with Fithriani (2021), who emphasized the role of effective communication in creating an engaging learning environment. The higher percentage of indirect talk suggests that the teacher focuses on fostering student engagement and participation, which supports the principles of differentiated learning described by Tomlinson (2001). The balance between indirect and direct talk indicates an effective teaching approach, combining engagement and clarity..

## **5. CONCLUSION AND SUGGESTIONS**

Based on the analysis of teacher talk in the YouTube video, the study concludes that indirect talk is significantly more prevalent than direct talk, with percentages of 60.87% and 39.13%, respectively. This finding aligns with existing literature, such as Fithriani (2021), which emphasizes the importance of effective communication in fostering an engaging learning environment. The teacher's use of indirect talk, particularly in accepting feelings, providing praise, and encouraging student participation, contributes to a supportive classroom atmosphere that enhances student engagement and learning outcomes.

The balance between indirect and direct talk indicates an effective teaching approach that combines engagement with clarity, as supported by Tomlinson's (2001) principles of differentiated learning. By recognizing and validating students' emotions, the teacher not only strengthens the teacher-student relationship but also promotes a more interactive and participatory learning experience. Overall, this study highlights the critical role of communication strategies in education, suggesting that teachers who prioritize indirect talk can create a more dynamic and effective learning environment for their students.

Future research could further explore the impact of different types of teacher talk on student outcomes and engagement, providing deeper insights into effective teaching practices.

To improve teacher talk and classroom interaction, teachers should use more indirect communication, like accepting students' feelings and giving encouragement. This helps create a friendly learning environment and builds better relationships with students.

Training programs can teach teachers effective communication skills, including how to balance direct and indirect talk. Encouraging students to participate in group activities can also help them feel more comfortable sharing their thoughts and feelings.

Additionally, schools should set up ways for students to give feedback on teaching methods. This feedback can help teachers adjust their communication styles to better support their students. Observing each other's classes can provide helpful insights, and training in emotional intelligence can help teachers understand and respond to students' emotions. By using these strategies, teachers can create a more engaging and supportive classroom that improves student learning.

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