Original Research Article

Communicating with Islamic Communication and Broadcasting English Language Learners

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ABSTRACT

Proper Teacher Talk (TT) used in the EFL classroom contributes to the effective communication in TEFL. Teachers who are expected to implement proper and effective teacher talk are apparently seeing this as one of the most complicated elements to be appropriately integrated in EFL class due to the different context between target language and first language and also the excessive target language exposure that is given by English teacher to the students as one of authentic learning process in the classroom. Many research focus on researching effective TT strategy in general EFL classroom, however, there is ony limited number of them that focuses on researching this concept in Islamic classroom with its Islamic culture, Islamic learners and Islamic situations. This descriptive qualitative study discussed and proposed the effective teacher talks in supporting the success of teaching english as a foreign language classroom in Islamic context. This article had anaysed the interview result from 7 English-Islamic lecturers in Islamic Broadcasting and Communication Learners (KPI) major and used TT features which later focussed on its ammount, diction and questioning type under SLA theory. This article aims to explain *why* and *what types of language* of the proper communication style and strategies should be applied by the English lecturers in Islamic higher education for having the effective teacher talk to English-Islamic learners, specifically to Islamic Broadcasting and Communication Learners, that could contribute to a professional development in English Language Teaching.

Keywords: teacher taks; communication strategy; language classroom; Islamic Communication and Broadcasting Major

1. Introduction

Classroom interaction between students and teacher becomes the sophisticated issue and crucial to be rearched because of its contribution to the success of language teaching. By having effective classroom interaction, students could experience the authentic target language used in the cassroom, get enough exposure of the target language and maximize the language acquisition

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process in the classroom (Nunan, 1999; Van Lier, 2001; Paul, 2003; Thornbury, 1996). However, the excessive ammount of teachers talk seemingly demotivate and do not give enough chance to students to speak more and produce Engish language more in the classroom (Richards and Lockhart, 2000; Setiawati, 2012). Therefore, teacher and students should provide the appropriate and effective teacher talks both in procedural talk and fuctional talk in the classroom.

Teacher talk which is defined by Richards (1992) in Longman Dictionary of Language Teaching and Applied Linguistics as "the variety of language that is sometimes used by teachers when they are in the process of teaching, in order to communicate with learners, by simplifying the teacher's speech, styles of speech that is addressed to language learners" becomes one of the ground theory that is used by English teacher in nowadays era. Eventhough there are many research about teacher talks that focus on researching the appropriate ammount and questioning quality of teacher talk in classroom based on Second Language Acquisition (SLA) theory, specifically from interactionist, functionalist and cogntive perspective (Weche and Ready, 1985; McDonough and McDonough, 1997; Sueyoshi and Hardison, 2005; Szendroi, 2010; Setiawati, 2012; Gharbavi and Iravani, 2014) there are still few literature that focusses on researching teacher talk under those perspectives in Islamic Institutions, especially in Indonesia.

Reasearching teacher talk in Islamic context is really vital to be resereced in Indonesia because Indonesia has many Islamic Universities and Institutes which possess Islamic Majors. These Islamic majors have the vision and missions of *Dakwah* or disseminating Islamic value to society. Moreover, the number of both private and state university apparently increase in the last decades (Kusuma, 20017; Steele, 2012, Forlap Dikti). Based on the data accessed from Islamic department in Minister of religious affair in 2016, 57.22% students who continued their study in Islamic state universities are from *Madrasah* and Islamic Boarding schools and 40.50% others are from senior high school. The same phenomena also happened in private Islamic Institutes, there is 48.27% students from Islamic Boarding schools and *Madrasah* and 41.12% students is from senior high schools. From the data, it can be concluded that mostly the students who are continuing studying in Islamic universities are from conventional or local Islamic schools and boarding houses such as, *madrasah, pesantren, pondok, surau, dayah* (Tan, 2014). Those 'traditional' Islamic educational Institutions later would be called conventional or local Islamic schools and boarding houses. From those data, it proves that the student interest who are from conventional Islamic boarding houses and schools from rural areas for continuing studying in Islamic universities with

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religious values is steeply increasing. This fact makes the reserch about teacher talks in Islamic context becomes interesting to be researched because of its suitability with Indonesian condition.

Those Islamic Universities have many faculties and most of Islamic Universities have da'wah faculty. One of the favorite majors in dakwah faculty that is offered by the Islamic Universities and Institutes is Islamic Communication and Broadcasting Major (KPI). By attending KPI Major under Da'wah department, the students are expected to be future Islamic communicators such as, journalist, preachers, public relation who have and spread Islamic principles and ideas troughout the world (Kusuma, 2017). They also have to be literate in understanding, using, pronouncing specific terms that are closely related to Islam, such as the issue of islamophobia, Islamic bigotry issues, woman oppression by using hijab and many other Islamic issues. By seeing those characteristics, In ELT theory, this specific purpose of English Teaching for Islamic Broadcasting and Commination Learners is classified as ESP teaching as classified by Dudley-Evans and St John (1998).

Because students who are continuing study in Islamic universitites are mostly from Islamic schools or conventional Islamic boarding house, most of them are apparently reluctant to accept English as International language. As Tan (2014) and Fahrudin (2012) said, the people who are studying in Islamic schools are avoiding "the West" paradigm and being 'Westernized'. By having this paradigm, they tend to continue to Islamic schools and use Arabic language more to preserve their Islamic religious value and Islamic cultural heritage. Regarding to this issue, from her previous research, Kusuma (2017) found out that English is seen as less important subject, compared to Arabic language, to be mastered by Islamic students.

In the university level, this paradigm could not really be accepted since most of Islamic universities such as UIN Syarif Hidayatullah Jakarta[1], has a vision to be the finest Major that are competitive to develop good community both national and international level in 2026. Another proof is found from UIN Sunan Ampel Surabaya which has vision to empowering gradutes in national and international level[2]. These facts show that English subject in KPI major in fact becomes one of the fundamental subjects to be given to the students in order to prepare them to face the globalization era.

By having this target, apparently the English lecturers or instructors in this KPI major, as experienced by the writer herself, tend to bring disproportionate and sturdy English atmosphere for freshmen in the classroom by, for example, using excessive English as their main language

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[1] www.fidkom.uinjkt.ac.id/?page_id=12
[2] www.uinsby.ac.id/id/185/visi-misi-dan-tagline.html

classroom, giving all English instructions in very fast and highly-pace English especially the assignment instructions and explanations and pushing students to directly use English as their second language with little emphatetic teaching method by neglecting the scaffolding idea as required in SLA theory.

Eventhough these actions are expected by the lecturer to give more exposure in English environment, unfortunately, this condition sometimes makes the learners frightened. By having this situation, they are seemingly situated in anxious situation when they want to ask questions. The detrimental impact from this excessive English is the traumatic experience that probably is experienced by those freshmen in learning English. The lack of information related to communication strategis probably take part in it (Megawati & Mandarani, 2017). If this condition is continued without any proper treatments, the goal of the stakeholder to produce high qualified Islamic English communicator would apparently hard to be achieved.

By having the different context between target language and first language, the excessive target language exposure given by English teacher to the students and the limited number of teacher talks research that focuses on researching this concept in Islamic classroom with its Islamic culture, Islamic learners and Islamic situations, this descriptive qualitative study was done to discuss and propose the effective teacher talks in supporting the success of teaching english as a foreign language classroom in Islamic context. Therefore, this research aims to explain (1) why and (2) what should the proper communication style and strategies be applied by the English lecturers in Islamic higher education, specifically to Islamic Broadcasting and Communication Learners based on related theories such as SLA, talk and communication theory, that could contribute to a professional development in English Language Teaching especially in Islamic-ESP field.

2. Methods

Having this phenomenon, the researchers then want to investigate the importance of Teacher Talk Strategy used by the English instructors in Islamic Institutes from SLA, teacher talks and communication theories. Specifically, this study will give some practical ideas such as a resource of functional language expression of teacher talk that could be used in Islamic classroom, and the sample of open and close questions related to the teaching material that are apparently relevant to English language teaching for English KPI's instructors to communicate in more effective way to their students.

In order to do so, the descriptive study was applied in this research. This research had 7 in-service English teachers who are teaching English in KPI major and had experienced in teaching

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English in KPI for about 3-10 years for its participants. Those lecturer were chosen based on their length of teaching experience in teaching KPI students, the acreditation of their Islamic Universities which are located West and Central Indonesia which have big number of student from Islamic Conventional Boarding schools and also the type of their learners whose mostly have paradigm that English is less important than Arabic language and they are reluctant to use and learn English because of their worriedness of being westernized by learning English language.

Literature study and Interview had been conducted as data collection techique for this article. This is very vital to see the insight of lecturer's perspective on teacher talk and its application in their classroom based on the various conditions of students they had.

3. Finding and Discussion

This section describes the teachers' interview result, Islamic students' data from Islamic Education Department (Pendis) and literature review on teacher talks which focused on elaborating TT features that relate with its ammount, diction and questioning type under SLA theory. From the interview result taken from English Lecturer from Private Islamic Institution in West Lombok, the researchers found out that in English teaching for KPI the students in West Lombok are mostly reluctant to learn English because it is far from religious value, thus, the lecturer focuses on production skill such as speaking and writing by using communicative and attractive technique such as by using song, and games to elicit students motivation. Moreover, the lecturer tries to bring the topic that is really close to the student's life such as Shalat, Qur'an and any other topics from Islam. Their practical teaching is closely related to ESP teaching in the classroom. However, the instructor who has perception like this in teaching English for KPI is in quite small number since there are some KPI English instructors who are not majoring Teaching English as Foreign Laguage (TEFL) as their previous background education, and some others just follow the general guideline of Islamic English material for all Islamic learners (including dakwah management students, tarbiyah / Islamic education students) which mostly focuses only on academic writing. Whenever this action is continued, the researchers believe that the aim of English teaching for KPI students which is expected by the stakeholders would not be achieved.

In order to meet the expectations from the University stakeholders, English instructor and the students's learning background, the proper classroom communication by the instructor should be presented in front of the students. Communication which is derived from communist has a deep meaning as a similarity. In communication theory, people should consider several important

aspects. As stated by Harold Lasswell (1948) that is cited in Schramm (1972), the best way to explain the process of communication is to answer: Who Says What In What Channel To Whom With What Effect. By having this paradigm the communicator, include English Instructors at classroom, should consider the features of communication such as Communicator, Message, Media, Receiver, and Effect.

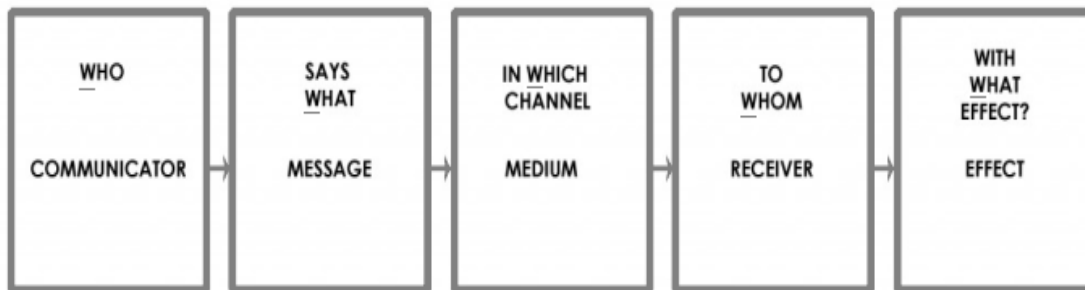| WHO	SAYS WHAT	IN WHICH CHANNEL	TO WHOM	WITH WHAT EFFECT?
COMMUNICATOR	MESSAGE	MEDIUM	RECEIVER	EFFECT

Figure 1. The Lasswell theory (1948)

That basic communication theory is in line with A Teaching-Learning Model Theory by Stern (1983). As Stern said, whenever we give the material to create proper output instructor should consider the age, sex, previous education, and personal qualities of the learners or receiver. Moreover, the teacher should also identify their language background and experience, professional training as a linguist and teacher, previous language teaching experience, and more or less formulated theoretical presuppositions about language, language learning and teaching. These characteristics of language teacher are reflected in different characteristics and forms of Teacher Talks (TT). Stern's teaching learning model reveals the important role of the language teacher and teacher talk during the process of language learning.

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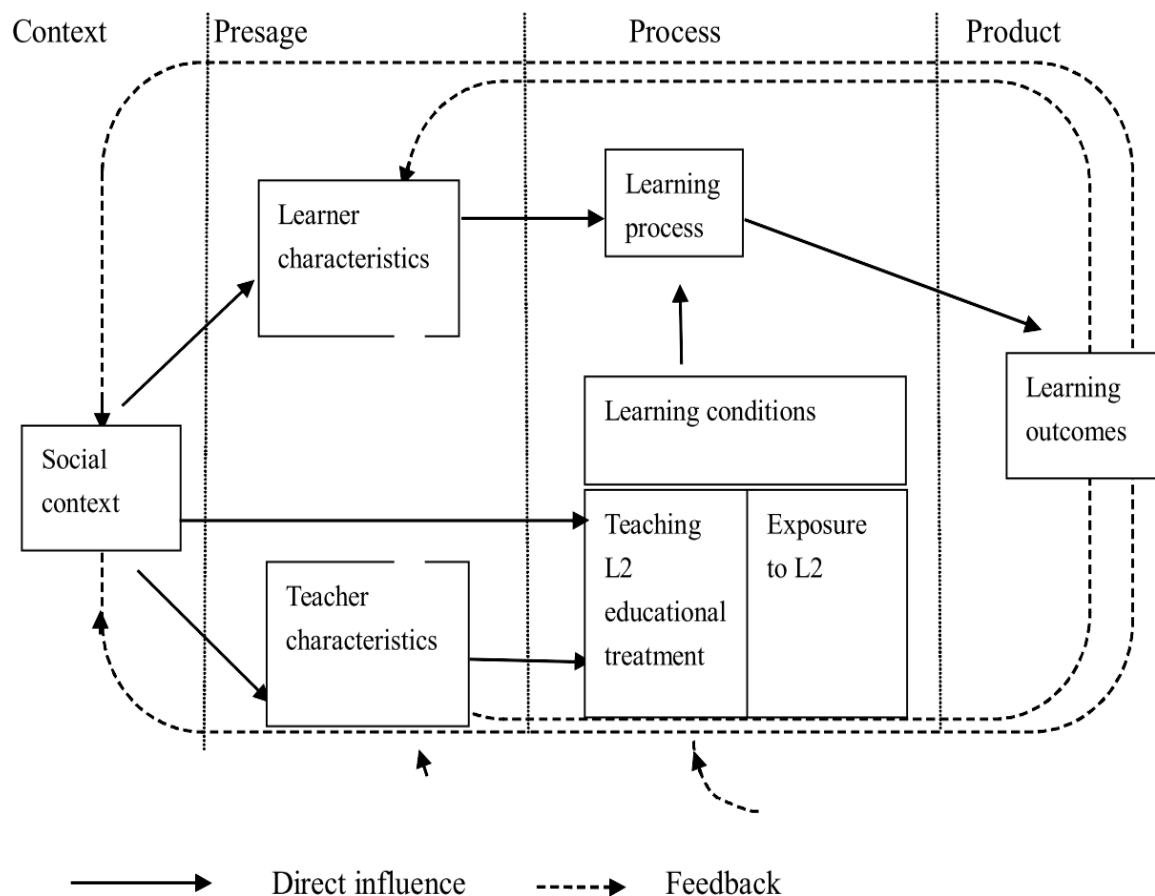Lina Masruuroh, Lyla Anggerwina Kusuma

Figure 2. Stern's teaching learning model

In classroom communication, teacher talk that is mostly influenced by teacher-student condition plays a vital role in language learning. Some researchers have discussed the connection between teacher talk and language learning. As Nunan (1991) said that teacher talk (TT) is crucial in language teaching for the organization of the classroom and also for the processes of foreign language acquisition . In organization of the classroom, TT contributes to the success and the failure in implementing lesson plans. For the process of acquisition, TT is very important as a major source of understandable target language input provided by the English Instructor for the KPI learners. The quality and the quantity of teacher talk that are characterized by learners, learner's needs and cultures for KPI students could be considered as one of crucial factor for the success of English language teaching.

For KPI students who are mostly in a beginner level, the TT amount of speaking produced by the teacher should be controlled well. In Indonesia, English teacher tends to speak more at class and they usually exert their control over students by using their talk. As Nunan (1991) said, if

instructors moderate their control by cutting their talk time, the students will be encouraged to contribute more to the discourse. Therefore, excessive teacher talk should be avoided to give learners more opportunities for producing comprehensible output themselves. Harmer (2000) also pointed out that a vital part of a teacher's job is getting students to speak and use the language they are learning. Students are the people who need the practice, in other words, not the teacher. Therefore, a good teacher maximizes student's talks (ST) and minimizes TT."

In the case of English Instructor who are teaching KPI's students, they should consider those aspects proposed by Lasswell (1984) cited in Schramm (1972), Stern (1983), Nunan (1991) and. An English KPI Instructor should consider that the receiver are the ones who are in transition period of Education which have totally different paradigm from a local orientation in their Islamic Boarding House at Senior High School level to national and international vision in University Level. By having the different paradigm, the instructor should put big empathy to the audience who mostly has great deal understanding of Middle East culture, issues, understanding, vocabularies, etc; by providing proper English materials or issues and proper teacher talks in the classroom. The proper and effective English Language instructions, language questioning and communication activities in Islamic classroom would later on called by Islamic-Teacher Talk (ITT). The next discussion would elaborate the detail information of Islamic teacher talk (ITT) that are suppose to be used in Islamic classroom.

Islamic Teacher talks

On behalf of quality, the style of teacher's utterances and questions should be given more attention. Islamic teacher talks which is known as all utterances such as instruction, questions and statement, given by the teacher in the clasroom needs to be considered well in terms of its ammount, difficulties such as diction and language structure and questioning type. Therefore this section would cover the possible procedural talk and samples of Islamic-topic-based open and close questions that could be given to the KPI's learners.

As mentioned by Mehan (1979) that the general subject lessons consist of three stages. Those stages are (1) an opening phase which is known as the beginning activity when the teahcer is going to conduct a lesson and instruct main activities, (2) a whilst phase that has many activities and exchanged information between teacher and students, and (3) a closing phase, where the teacher review and close the meeting by restating what went on in the core of the lesson. Those stages require certain language instruction, respond and questions.

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Islamic-English Teacher Talks in those stages should be suitably uttered and delivered for freshmen who are mostly in transition period from their conventional Islamic boarding house that typically has low-mid level language proficiency and local orientation. These talk should fulfill classroom communication and TT features theory. It should be adjusted by considering its quality, quantity, background of the learners and learner's need adjustment. Chaudron (1988) claimed that teacher talk is characterized by a simplification of speech in terms of grammar and vocabulary, exaggerated pronunciation, a slower pace of talk, self repetition, more frequent and longer pauses. Acording to SLA theories the features of TT are classified by its teacher's amount, and types of teacher's questions, teacher's feedback which includes teacher's correction, teacher's, teacher's assessment, teacher's encouragement and teacher's confirmation.

In order to have appropriate procedural talk for Islamic Learners / KPI students, the teacher should consider amount of utterances used in the classroom and the way the teacher gives feedback to their students. Due to the fact that almost all Islamic English learners are from Islamic boarding school which has Arabic language mastery, the integration of Arabic laguage and English could also be presented in the classroom in the same time, in order to make the learners easy to understand the common procedural language in the classroom whenever the teacher, open and close the meeting.

In order to prevent switching language directly to mother tongue language and avoiding excessive target langue used in the classroom, teacher could prepare the exact classroom statements by considering the teacher's amount, and teacher's feedback which includes teacher's correction, teacher's, teacher's assessment, teacher's encouragement and teacher's confirmation.

Regarding teacher's amount, teachers have to present high-quality English language input to their stduents and give more opportunities for students to use the target language (Harmer, 2000). This is clear that the use of English is a must in the classroom, rather than to switch classroom language to Indonesian language. Whenever the teacher proper English stimulation by giving proper English procedural talk in their class, teacher should also prepare the feedback to respond the learner's response. As explained by Cook (2000), feedback which is defined as teacher's evaluation of the students response could improve students' confidence and motivation and could give positive classroom atmosphere. Therefore, teacher's feedback which includes includes teacher's correction, teacher's, teacher's assessment, teacher's encouragement and teacher's confirmation either possitive or negative feedback should build supportive learning situation and could also properly given by means of positive appraisal, relevant comments and actions.

Teacher should be carefully responding and correcting students' production. This correction could help students understanding the structure of language, enrich student's vocabularyand improve student's understanding on target language as guideb by Ur (2000) that in giving correction, teacher should encourage students without neglecting the supportive correction and keep considering adopting correcting techniques which include (1) indicating mistakes, (3) saying the incorrect ones and provide the model of the acceptable version, (3) indicating the error and eliciting acceptable version from the learner which is commonly known as self-repair (4) indicating the mistakes and asking other students to provide the acceptable answer, (5) providing and explaing the error and the way to avoid that error.

In the next section will be given sample of procedural talk / common classroom languge that could be given to Islamic students based on the teacher's amount, and teacher's feedback which includes teacher's correction, teacher's, teacher's assessment, teacher's encouragement and teacher's confirmation. The italic shows the integration of Arabic language in English classroom setting. Those arabic phrases could be used freely or translated so that, the students could easily understand the meaning of its tranlated phrases.

Procedural talk

Beginning the class
• *Bismillah hirrahman nirrahim*, in the name of Allah the most gracious the most merciful
• *Assalamu'alaikum*, peace be upon us all, peace be upon you,
• How are you today?
Alhamdulillah, thank God you are all in a very good condition.
• Ok. Let's start our lesson today by having dua, *rabbi zidni ilma warzuqni fahma*, QS 20:114, My Lord, Increase me in my knowledge!
• *Wa ashhadu anlaa ilaaha illalaahu, wahdahu laashariika lahu, wa ash hadu anna muhammadan 'abduhu wa rasuluh.*
"I bear witness that there is no god except Allah- alone without any partners. And I bear witness that Muhammad is His 'abd (servant) and Messenger."
• *Innalhamda lillahii, nahmaduhu wa nasta'iinuhu wa nastaghfiruhu, wa na'uudhu billaahi min shuroori anfusinaa wa min sayyiaati a'maalinaa. Mainyah dihillaahu falaa mudillilahu, wa mainyudlil falaa haadiya lah.*
"*Alhumdulillah*. Indeed, all praise is due to Allah. We praise Him and seek His Help and forgiveness. We seek refuge in Allah from our souls' evils and our wrong doings. He whom Allah guides, no one can misguide; and he whom He misguides, no one can guide."

Refering Classroom materials and Giving instructions and asking
• Al-Qur'an: Can you open Al-qur'an surah Al Rad verse 11? Please recite that ayah!
• Hadist: Would you please read that authentic hadist from Bukhari Muslim?

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Controlling the class

• Astaghfirullah, can you please listen to me

• Please pay attention!

Praise and correction

• *Masyaa Allah* Brilliant! Excellent! Wonderful!

• Good! Good job! Very good!

• Insyaallah, It is ok if you do not translate "Quran" with "holly book"

• Alhamdulillah, that's better.

• Nice work! Work Harder! *Inallaha ma'a shobirin*. Allah with the patience one! Keep practicing!

Ending the class

• *Alhamdulillah*, the class is over. *Subhaana rabbika rabbil'izzati 'ammaa yasifun. Wasalaamul 'alal mursaliin. Walhamdu lillaahi rabbil 'aalamiin.*

"Glory be to your Lord, the Lord of Might above what they describe. And peace be upon those sent. And praise be to Allah, the Lord of the worlds." (Surah As-Saffat 37:180-182)

• *Inshaallah*, by the will of Allah we will see you soon next meeting.

• Clean up! Tidy up! Don't forget. *Annadhofatu minal Iman*. The cleanliness is a part of our iman.

• See you soon! *Wassalamu'alaikum Warahmatullah hi Wabarakatuh*. Peace be upon us.

By applying these clasroom language in her English class, the researcher found out that students could understand more. The teacher could also minimize the use of her Indonesian language in her classroom and control the speed and the amount of her English. Besides clasroom language, this research also aims to find out the questioning technique should be used in the classroom.

Questioning techniques could be one of the great strategies to teach KPI beginner students. Richards and Lockhart (2000) served the principal way of questions that could be used by teacher to control their classroom interaction. Questions in classrooms should cover procedural, convergent, and divergent style. Procedural questions have to do with classroom procedures and routines and classroom management. The definition of convergent and divergent questions are also in line with the characteristic defined by Long and Sato (1983) who elaborated that for communication in language classrooms "display" and "referential" questions that should be presented well by the instructors.

Display questions which are similar to convergent questions refer to ones that instructors know the answer and which are designed to elicit or display particular structures or in another term are wellknown as closed question. On the contrary, referential questions or divergent questions refer to the questions that instructors do not know the answers and it can gain various subjective information and is mostly understood as open questions. For KPI student case in Indonesia, the researchers suggest the use of display questions in the class room that could motivate students in the

initial semester and the use of referential question in the classroom should be increased and maintained gradually until the end of the course. As Donald, K and Paul D. Eggen (1989) said that the questions should be diagnostic, instructional, and motivational. Consequently, in order to achieve the goal of teaching English for Islamic Broadcasting an Communication Students expected by the stakeholders, English instructors and also KPI's students, the questioning strategy in teacher talk for KPI should also be adjusted and designed properly to meet specific needs of the learner.

Table 1

Islamic-topic-based open and close questions

Theme	Vocabularies	Language features	Close Questions	Open Questions	Level
Pillar of Islam	The Profession of Faith, Prayer / Salat, Zakat / Alms-Giving, Saum / Fasting during Ramadan, Hajj / Pilgrimage to Makkah	Simple Present	Is prayer important? Are you fasting in Ramadhan? Do you give zakat? Will you go Hajj?	Why do you think muslim should have shahada / the profession of faith?	1st semester
The 6 Pillars of iman (Faith)	Belief in Allah; Belief in the angels; Belief in the revealed books; Belief in the commissioned Messengers (Pbuh). Belief in the resurrection and the events of Qiyamah. Belief in the predestination by Allah of all things	Simple Present	Do you believe in Allah? Do you believe in Angels? Do you believe in revealed book? Do you believe in the resurrection?	Why do you believe in Allah? Why do you believe in Angels? Why do you believe in Messanger?	1st semester
Four Mandatory Attributes of Muhammad, the Prophet	siddiq (truthful), amanah (trustworthy), tabligh (deliver), fathonah (intelligent)	Simple past and Future tense	Was Muhammad truthful? Was Muhammad intelligent? Will you be truthful?	How could muhammad have a truthful personality?	1st semester
Isra' Mi'raj	Mi'raj (Ascension) and Isra' (Night Journey)	Simple Past and review	Did Muhammad have an isra' Mi'raj / The Night Journey?	How did muhammad have the night journey?	2nd semester
Ramadhan	Fasting, righteousness, piety, purification, obedience, obligatory, iftar, dawn, dusk,	Perfect tense	Have you been an obedience mankind? Have you	How have you observed your ramadhan?	2nd semester

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Theme	Vocabularies	Language features	Close Questions	Open Questions	Level
	To fast, to observe, to refrain, to recite, to break the fast, to give alms and charity		Have you purified your soul by giving alms?		
Qurban	To sacifice, to worship, to attend, to perform The pilgrim and pilgrimage, the salvation	Passive	Was ismail sacrificed by Ibrahim?	Why was ismail sacrificed by Ibrahim?	2nd semester
Islamic Golden Age	Scholar, philosopher, astronomers, Islamic theology, ilsamic Jurisprudence	Review In form of impromtu speaking, presentation, panel discussion, debate	-	What do you think about Islamic golden age? How could Islam got its golden age?	3rd semester
Hijab	To conceal, to hide, to empower, to determine, to respect, to represent, to embody Modesty, stereotypes, headscarf, humble, freedom, culture, religious garment	Review In form of impromtu speaking, presentatin, panel discussion, debate	-	What dou you think about hijab and oppression? What is your opinion about hijab, culture and modesty?	3rd semester
Islamophobia	oppressed, brainwashed, a terrorist, bigotry, the hate	Review In form of impromtu speaking, presentation, panel discussion, debate	-	Why do you think Islamophobia issue arise? How could we solve Islamophobia problems?	3rd semester

Conclusions

In principle, a good way to communicate with Islamic communication and broadcasting English language learners is done by having adjustment to the audience. Those adjustments and the similarity towards audience / learner's culture, knowledge could stimulate learner's motivation, give and set the proper materials and curriculum, present non traumatic classroom activities, give the best teaching presentation with the proper vocabularies that are suitable with Islamic context especially in Indonesia. By applying the proposed Islamic-English teacher talks in the classroom, the teacher could minimize the use of her Indonesian language in her classroom and control the speed and the amount of her English. Besides, the use of prepared classroom language, could change students' perception about English that was previously seen as the difficult subject, the minor skills, the non-valuable competence into the important, enjoyable, and valuable subject to be

master since by mastering these skills KPI students could communicate and propagate Islamic ideas to others in this globalization era and the goal of stakeholders to prepare the capable graduates for international level could be achieved. For further research, other research on investigating positive appraisal in Islamic classroom, discoursal modifications applied by English lecturer in Islamic classroom and any related research could be done by other researchers who want to do the furter Teacher talk research in Islamic context.

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