

TEACHER TALK IN TEACHING ENGLISH FOR STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD)

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Abstract. *This research was intended to describe the teacher talk performed by the English teacher when teaching students with Autism Spectrum Disorder (ASD) in inclusive setting. It aimed at classifying the types of direct and indirect teacher talk performed by the teacher, describing the teacher's perspective toward it, and describing the students' response toward it. The data gained through observations and interview. The findings of this study showed the teacher employed 3 direct teacher talk; lecturing, giving directions, and criticizing/justifying authority, and 4 indirect teacher talk; accepting feeling, praising/encouraging, accepting/using ideas of students, and asking questions. It revealed that the teacher perceived her talk provide the students eleven function of teacher talk; initiating interaction, comprehending information, stimulating their response, controlling their misbehavior, avoiding confusion, comprehending instructions, motivating participation, encouraging doing good deed, managing activity, raising confident, and keeping enthusiasm. It showed the good use of teacher talk could provide eleven functions to help the students in teaching learning process.*

Keywords : *Teacher talk, teaching English, students with autism spectrum disorder (ASD)*

INTRODUCTION

Talking about Autism Spectrum Disorder, henceforth the abbreviation ASD would be used for this term, some common people may think that it is a disease. Even other people seemed to see children with ASD as being disabled, 'mentally retarded' and unable to learn much more than life skills (MacKenzie, 2008, p. 12). However, ASD is better than that, it is not a disease; it is a disorder of the developing brain (Feinstein, 2010, p. 194). Magyar (2011, p. 3) emphasizes that ASD is neurodevelopmental disorders that share a

common set of clinical symptoms, including impairments in socialization, abnormal language development, and a restricted repertoire of behaviors and interests. Persons with ASD could not understand the other people's emotional signals, their facial expressions, body language, or words, to figure out how they are feeling as well as understanding his own feelings, and were unable to put those feelings into words (Veague, 2010, p. 2). In other words, Autism is a developmental disorder that impacts the way a person perceives and communicates, often resulting in challenges

with social interactions and processing information.

There are some common characteristics which the students with ASD have such as impairment in communication, impairment social interaction, unusual behavior and interest, attentional difficulties, cognitive deficits, unusual responses to sensory stimuli, and anxiety (Saskatchewan Education, 1999, p. 7). In the case of difficulties in language communication, students with ASD particularly have problem in the area of pragmatics or the social use of language. Several studies found children with ASD were struggle in initiating interaction (Hauck, Fein, Waterhouse, & Feinstein, 1995), maintaining communication (Willemsen-Swinkles, Buitelaar, Weijen, & Engeland, 1998), responding to another's distress (Bacon, Fein, Morris, Waterhouse, & Allen, 1998), and establishing joint attention (McArthur & Adamson, 1996). These problems lead them to have difficulties in initiating conversation, using rules, and maintaining a topic. In this case, the government of Indonesia provides the opportunity for the students with special needs to study in general classroom known as inclusive setting. In the words of Harrower and Dunlap (2001, p. 762), the participation in inclusive classroom setting can provides opportunity for students with autism to develop their social interaction. However, the support from the teacher is needed to help them to experience success in these educational setting. In the term of support from the teacher, we know that the people with autism rely heavily on verbal instructions, modeling, and gestures (Macduff, Krantz, & McClannahan, 1993, p. 89). In this case, the teacher talk should play its role. Through the talk, the teacher can provide verbal instruction to guide the student to be involved in teaching learning activity. In the words of Mercer (1995, p. 25), teacher use talk to guide students learning activity through eliciting relevant

knowledge from students, so that they can see what students already know and understand, responding to things that students say. In line with that Nazari and Allahyar (2012, p. 21) argue that "good teacher talk" are able to facilitate learning and promote communicative interaction in the classroom. Thus, teacher talk plays big role in supporting the learning process of students with ASD through promoting active interaction during teaching learning activities as well as guiding the students to be actively involved in the class.

Richards and Schmidt (2010, p. 588) claim that teacher talk is the variety of language used by teachers when they are in the process of teaching. It is one of the major ways for the teacher to deliver information to learners as well as to control their behavior (Reddy, 2007, p. 26). Nunan (1991, p. 189) emphasizes that teacher talk plays an integral role in the organization of the classroom. It means that through their talk the teachers can control the students' behavior as well as to help the teachers to control the organization of the classroom. Flanders (1961, p. 176)claims that there are two types of teacher talk based on their influence to the learners, they are: direct and indirect teacher talk. Direct teacher talk comprises lecturing, giving directions, and criticizing or justifying authority. While accepting feeling, praising or encouraging, accepting or using ideas of students, and asking questions pervade indirect teacher talk.

Several studies related to teacher talk and education for student with ASD has been conducted in the previous years. Berry (2006) did the study to learn what discursive strategies the teachers used to facilitate the engagement of students with learning disabilities in large group collaborative lessons. He found that the use of teacher talk through engagement strategies is effective for involving students in small group interaction. Conducting the study in English college class, An and Fei

(2013) claim the quality and quantity of teacher talk in English class influences and even determines the success of the class. Moreover, it can be used to manage, arrange, and organize the teaching learning process in English class. Walsh (2002) examines the ways in which teachers, through their choice of language, construct or obstruct learners' participation in face-to-face classroom communication. He notes teachers' ability to control their use of language is at least as important as their ability to select appropriate methodologies, has implications for both teacher education and classroom practices. In short, these studies have found teacher talk can benefit the teacher and learners in their teaching and learning process. It is effective for involving students in small group interaction as well as to help the teacher to manage, arrange, and organize the teaching learning process in English class.

Therefore, the researcher wanted to know about the teacher talk performed by the English teacher in Indonesia when teaching students with ASD in inclusive setting. Thus, in this occasion in order to classify the types of direct and indirect teacher talk in teaching English for students with ASD and describe the teacher's perspective to use these kinds of talks as well as to describe the students' respond toward it, the study about teacher talk in teaching English for student with Autism Spectrum Disorder (ASD) would be conducted.

METHODOLOGY

This research belongs to qualitative research in the form of case study. In the words of Chaudron (1988, p. 15), qualitative research in education is the description of classroom behavior, classification of processes, and more subjective interference toward generalization. Thus, the qualitative method was chosen for this study because it was

appropriate with the focus of this research, the description of teacher talk used in teaching English as a foreign language for students with autism. According to Lodico, Spaulding, and Voegtler (2010, p. 156), case study research is a form of qualitative research that endeavors to discover meaning, to investigate process, and to gain insight into and in-depth understanding of an individual, group, or situation. Emphasizing these ideas, Creswell (2012, p. 477) suggests in a case study, the focus was on developing an in-depth understanding of a case, such as an event, activity, or process. In education, this often includes the study of an individual or several individuals, such as students or teachers. Thus, the case study approach was suitable for this study which intends to give description and explanation in depth understanding about the teacher talk used by the English teacher when teaching English for students with Autism Spectrum Disorder (ASD).

In this research, the researcher aimed at classifying the types of direct and indirect teacher talk performed by the English teacher when teaching students with ASD in inclusive setting, describing the teacher's perspective toward it, and describing the students' response toward it. The types of teacher talk were 3 direct teacher talk; lecturing, giving directions, and criticizing/justifying authority, and 4 indirect teacher talk; accepting feeling, praising/encouraging, accepting/using ideas of students, and asking questions. Then, the eleven function of teacher talk were initiating interaction, comprehending information, stimulating their response, controlling their misbehavior, avoiding confusion, comprehending instructions, motivating participation, encouraging doing good deed, managing activity, raising confident, and keeping enthusiasm.

The subject of this study was the teacher of SMPN 32 Surabaya who teaches English for the student with Autism Spectrum Disorder (ASD) in inclusive

setting. In this study, the subject was determined purposively. The reasons were the teacher was available and willing to be observed and become the subject of this research.

The data in this study in the form of utterances; sentences, phrases, clauses, or words obtained from observing the teaching learning process and from the interview. The source of the data in this research was the teacher who teaches English for students with autism in inclusive setting at SMPN 32 Surabaya.

The Types of Direct and Indirect Teacher Talk Performed By the Teacher

Ned Flanders in 1961 proposed 7 categories of teacher talk, they were lecturing, giving directions, criticizing and justifying authority, accepting feeling of the students, praising/encouraging, accepting/using ideas of students, and asking questions. Referring to the data taken from the observation, it was revealed that in general the teacher use all of the seven categories.

Based on the data obtained from the observation, it was revealed that the English teacher performed all types of direct and indirect teacher talk while teaching students with Autism Spectrum Disorder (ASD). These types of indirect teacher talk were accepting feeling, praising or encouraging, using the idea of student, and asking question. While the types of direct teacher talk were lecturing, giving direction, and criticizing or justifying authority.

Flanders (1961, p.176) noted that each of teacher talk categories have its own characteristics. Lecturing category characteristics including giving the information and facts for the students, providing teacher's own ideas and opinion, and telling the students who have made mistake the correct response without communicate criticism. For the giving directions category including giving

directions, requests, or command that the students were expected to follow. In term of criticizing the students including the teacher's efforts to change the students' unacceptable behavior to acceptable pattern, stating why the teacher was doing what he was doing, extreme self-reference, communicating anger, displeasure, annoyance, and dissatisfaction with what students were doing. For accepting feeling category including accepting, discussing, referring to, or communicating understanding of past, present, or future feeling of the students in a non-threatening way, it may be positive or negative. In praising and encouraging dealing with the judgment or evaluation for the good deed the students have done, while encouraging deals with encouraging the students to continue, trying to give them confidence, or confirming that their answer was correct. In term of accepting and using ideas of students, it deals with clarifying, using, interpreting, and summarizing the ideas of the students. Then, any verbal expressions which need answer were the characteristics of the last category, asking questions. The observation data showed that the teacher utterance when teaching students with ASD had fulfilled each of these categories.

In performing each type of Teacher Talk, the English teacher did not use all the types in each meeting. According to the data from observations, she always used Lecturing types in all of four meetings. Same thing was revealed for giving directions, praising/encouraging, and asking questions, the teacher used these types of talk in all of four meetings. In the term of criticizing/ justifying authority, the English teacher never used this type when she was observed in the second meeting. She also missed the chance to use accepting feeling type when being observed in the first meeting. In term of accepting/ using ideas of students, the teacher did not use this type in the last meeting. Table 1 summarized the

types of Teacher Talk performed by the English teacher for each meeting.

Table 1. Types of Teacher Talk performed by the teacher

Types of Teacher Talk		1 st meeting	2 nd meeting	3 rd meeting	4 th meeting
Direct Teacher Talk	Lecturing	√	√	√	√
	Giving Directions	√	√	√	√
	Criticizing/justifying authority	√	x	√	√
Indirect Teacher Talk	Accepting feeling	x	√	√	√
	Praising/encouraging	√	√	√	√
	Acceptin/using ideas of students	√	√	√	x
	Asking questions	√	√	√	√

Based on Table 1 it can be seen that the teacher missed the chance to use criticizing/justifying authority in the second meeting. It can be happened because in the second meeting, the Students with ASD never make unaccepted behavior. It means that there was nothing for the English teacher to be criticized, which made it the reason for the teacher not to use this type of talk. In the first meeting the teacher missed the chance to use accepting feeling category. It was because in the first meeting there was no situation that needed the teacher to help the students to accept their feeling like in the second meeting when one of the Students with ASD felt shy to show her work to the teacher. In the third meeting the teacher could use this type of talk to help one of the Students with ASD to be more confident with his new hair style. Then, in the last meeting, the teacher helped one of the Students with ASD to accept her feeling and willing to join her group again. In term of accepting/ using ideas of students, the teacher missed the chance to use it in the fourth meeting. It seemed that the cause of this phenomenon was the English teacher only used asking questions category once in this meeting. This situation reduced the opportunity for the Students with ASD to

express their ideas. According to the data from the first, second, and third meetings, the Students with ASD could express their ideas when they were asked a question by the teacher.

The Teacher's Perspective toward the Use of Direct and Indirect Teacher Talk

According to Spencer and Simpson (2009, p. 55) there are eleven benefits from the good use of teacher talk for the students, such as; initiating interaction between the teacher and the students, helping the students comprehending information given, stimulating respond from the students, controlling students' misbehavior, avoiding confusion, helping the students comprehending instructions/ directions given, motivates students to participate in teaching learning process, encouraging students to do a good deed, manages students activity, raising students' self confident, and keeping students' enthusiasm toward teaching learning process.

Table 2. The teacher's perspective toward the use of direct Teacher Talk

The use of Teacher Talk	Direct Teacher Talk		
	Lecturing	Giving Directions	Criticizing/justifying authority
Initiate interaction	x	x	x
Comprehending Information	√	x	x
Stimulate appropriate response	√	√	x
Control misbehavior	x	x	√
Avoid confusion	√	√	x
Comprehending instruction/direction	x	√	x
Motivates participation	x	√	x
Encourage to do a good deed	x	x	x
Manage students' activity	x	√	x
Raise self confident	x	x	x
Keep students' enthusiasm	x	x	x

The data from the interview with the English teacher about her perception toward the use of direct teacher talk were summarized in Table 2. It revealed that she perceived Lecturing feature could help the Students with ASD comprehending the

information given, avoiding confusion, and stimulating them to give appropriate responses. It means that the Students with ASD could comprehend the information and avoided from being confused that made them could give the appropriate answer. This findings was supporting the ideas of Reddy (2007, p. 26), he claimed that teacher talk could be used to deliver information from the teacher to his students.

While Giving directions type was perceived could be used to manage their activity, help them comprehend the instruction as well as avoid confusion which can lead them to give appropriate responses, and motivates them to participate in teaching learning process. These findings strengthen the idea proposed by Spencer and Simpson (2009, p. 53), drilling the procedure clearly when giving directions for Students with ASD, could help them to comprehend it leading them to give appropriate response to it. In addition, through this type of talk the teacher seemed could help them to manage their activity. It was in line with the idea proposed by Mercer (1995, p. 25) who claimed that the use of teacher talk could help the teacher to manage the students' activity. These findings was also supported the study conducted by An and Fei (2013) who revealed that the use of teacher talk could help the teacher to manage students' activity during teaching learning process.

In term of Criticizing/ justifying authority category, the teacher believed that this feature could be used to control the Students with ASD' misbehavior into the acceptable pattern. The teacher believed that after treated by this feature the Students with ASD could control their misbehavior and changed it into the appropriate pattern. These findings were in line with the idea proposed by Reddy (2007, p. 26) who claimed that teacher talk was one of the major ways for the teacher to control their behavior.

Table 3. The teacher's perspective toward the use of indirect Teacher Talk

The use of Teacher Talk	Indirect Teacher Talk			
	Accepting feeling	Praising/ encouraging	Accepting/ using ideas of students	Asking questions
Initiate interaction	√	√	x	√
Comprehending Information	x	x	x	√
Stimulate appropriate respond	x	√	x	√
Control misbehavior	√	x	x	x
Avoid confusion	x	x	x	√
Comprehending instruction/direct ion	x	x	x	x
Motivates participation	√	√	√	√
Encourage to do a good deed	√	√	x	x
Manage students' activity	x	x	x	x
Raise self confident	√	√	√	x
Keep students' enthusiasm	x	√	√	x

The data from the interview with the English teacher about her perception toward the use of indirect teacher talk were summarized in Table 3. It revealed that she perceived Accepting feeling feature could help the Students with ASD to initiate interaction between the teacher and the Students with ASD, control students' misbehavior, motivates their participation, encourage them to do a good deed, and raise their self confident. It is in line with the ideas of Spencer and Simpson (2009, p. 55) who noted the teacher needs to understand what their students feel in order to help them to deal with their feeling.

When the Student with ASD does something right, praise it right there and at this time (Saskatchewan Education, 199, p. 50). It can encourage him to do it again in the future. The findings of this study supported this idea, praising/ encouraging

type were perceived could raise the Students with ASD' self confident, motivate them to participate in teaching learning process, stimulate them to give appropriate response, and initiate interaction with the teacher. In addition, this type of talk also could encourage them to do a good deed, as well as keep their enthusiasm toward teaching learning process. These findings was strengthen the study proposed by Ma (2008, p. 94), she revealed that the use of praising could improve students' behavior and motivation.

If the idea of the students was not appropriate, the teacher was suggested to accept it then modify the idea to lead it to be a better one (Blosser, 2000, p. 8). The finding of this study showed that the English teacher perceived that Accepting/using ideas of students type of talk could keep the Students with ASD' enthusiasm toward teaching learning process. In addition, she also perceived that this feature could raise their self confidence and motivation to participate in teaching learning process.

Reducing the choice given to the Students with ASD can lower the opportunity of facing confusion for them (Spencer & Simpson, 2009, p. 62). It was in line with the findings of this study, the teacher perceived Asking questions type of talk could avoid the Students with ASD from the state of confusion. In addition, she also perceived this feature could help them to comprehend information, stimulate them to give appropriate response, initiate interaction, and motivate them to participate in teaching learning process.

The Students with ASD' Response toward the Use of Direct and Indirect Teacher Talk

In term of Lecturing type of talk, the Students with ASD' response showed that this feature could help them to comprehend the information given, avoid them from

confusion, and stimulate them to give appropriate response. This findings was supporting the ideas of Reddy (2007, p. 26), he claimed that teacher talk could be used to deliver information from the teacher to his students. This study revealed that the students with ASD could comprehend the information given and avoid confusion. These findings supported the idea of Spencer and Simpson (2009, p. 54), they claimed providing additional information such as clue and paraphrasing the teacher's idea could help the Students with ASD to comprehend the content material.

In the terms of Giving direction type of talk, the Students with ASD' response showed that this type of talk could help them to comprehend instruction/direction, stimulate them to give appropriate response, manage their activity, avoid confusion and motivate their participation in teaching learning process. These findings supporting the idea proposed by Spencer and Simpson (2009, p. 53), they claimed that drilling the procedure clearly when giving directions for Students with ASD, could help them to comprehend it and lead them to give appropriate response to it. It was in line with the idea proposed by Mercer (1995, p. 25) who claimed that the use of teacher talk could help the teacher to manage the students' activity. These findings was also supported the study conducted by An and Fei (2013) who revealed that the use of teacher talk could help the teacher to manage students' activity during teaching learning process.

For criticizing/ justifying authority type of talk this study revealed that that after treated by this feature the Students with ASD could control their misbehavior and changed it into the appropriate pattern. These findings were in line with the idea proposed by Reddy (2007, p. 26) who claimed that teacher talk was one of the major ways for the teacher to control their behavior. This belief in line with the idea proposed by Spencer and Simpson (2009, p.

53), when Student with ASD misbehaves and teasing other students, approaching and telling him that what he does was not appropriate and can disturb other students can control Student with ASD's misbehavior.

For Accepting feeling type of talk, the response from the Students with ASD showed that this feature could raise their confidence, motivate them to participate, encourage them to do a good deed, and control their misbehavior. Spencer and Simpson (2009, p. 55) noted the teacher needs to understand what their students feel in order to help them to deal with their feeling.

In the term of Praising/ encouraging type of talk, the Students with ASD' response showed that this feature could encourage them to do a good deed, raise their self confidence, motivate their participation, and keep their enthusiasm toward teaching learning process. It was supported the idea from Saskatchewan Education (199, p. 50), praising the students at the right time could encourage them to do it again in the future. In addition, this study also revealed that they could give appropriate answer and willing to initiate interaction. These findings was strengthen the study proposed by Ma (2008, p 94), she revealed that the use of praising could improve students' behavior and motivation.

In the term of Accepting/ using ideas of students, the Students with ASD' response showed that after treated by this feature they wanted to participate in teaching learning process and seemed to be more enthusiast and confident. It supported the idea proposed by Blosser (2000, p. 8), if the idea of the students was not appropriate, the teacher was suggested to accept it then modify the idea to lead it to be a better one. It was because by accepting the ideas of the students, means that the teacher appreciated the students.

For the last type of talk, Asking questions, the response from the Students

with ASD showed that this feature could help them to comprehend the information, guide them to produce appropriate response, initiate interaction, and motivate them to participate in teaching learning process. In addition, they also perceived this feature could help them to avoid confusion. This findings support the idea proposed by Spencer and Simpson (2009, p.62), reducing the choice given to the Students with ASD can lower the opportunity of facing confusion for them

CONCLUSION

This research revealed that the teacher use all of seven teacher talk categories provided by Ned Flanders, three types of direct teacher talk and four types of teacher talk. These types of direct teacher talk were lecturing, giving direction, and criticizing or justifying authority. While the types of indirect teacher talk were accepting feeling, praising or encouraging, using the idea of student, and asking question.

In the teacher perception, lecturing feature could help the Students with ASD to understand the material as well as what the teacher expects them to do. In addition, it could avoid the Students with ASD to met confusion state. For the Students with ASD, this type of talk was proven can help ASD students to get the point of the content and knew what the teacher expected them to do. In giving direction, the teacher perceived the use of this feature could help the Students with ASD to comprehend instruction/direction, stimulate them to give appropriate response, manage their activity, avoid confusion and motivate their participation in teaching learning process. For the Students with ASD, this type of talk was proven can help ASD students to give appropriate response to the teacher's instruction. It means that they understood and knew what the teacher expected them to do. In the term of criticizing or justifying authority categories, the teacher perceived it

could control the Students with ASD' misbehavior and change it to appropriate pattern. For the Students with ASD, this type of talk was proven can help ASD students to control their misbehavior. It is proven that after treated by this strategy, the ASD students' misbehavior can be controlled.

In case of accepting feeling category, the teacher perceived it could help them to raise their confidence, encourage them to initiate interaction, control misbehavior, motivate them to participate, and encourage them to do a good deed. For the Students with ASD, this type of talk was proven can help ASD students to build up their own feeling and increase their self confidence as well as their willingness to participate in teaching learning process. In case of praising/encouraging category, the teacher perceived it could encourage the Students with ASD to do a good deed, raise their self confidence, initiate interaction, motivate their participation, help them to give appropriate response, and keep their enthusiasm toward teaching learning process. For the Students with ASD, this type of talk was proven can help ASD students to keep their enthusiasm toward the teaching learning process. After treated by this feature, the ASD students seemed to be more enthusiasts and more motivated. In the term of using the idea of students category, the teacher perceived it could raise their self confidence, keep their enthusiasm, and motivate them to participate in teaching learning process. For the Students with ASD, this type of talk was proven can help ASD students to raise the enthusiasm of the ASD students toward teaching learning process. For the last category, the teacher perceived it could help them to comprehend information, stimulate them to give appropriate response, initiate interaction, avoid confusion, and motivate them to participate in teaching learning process. For the Students with ASD, this type of talk was proven can help ASD students to help them

to comprehend the questions asked by the teacher. This strategy can lead the ASD students to give appropriate and correct answer to the questions given.

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