

UNIVERSITY OF EDUCATION, WINNEBA

**PATTERNS OF CLASSROOM INTERACTION IN AN ENGLISH LANGUAGE
LESSON: A CASE STUDY IN THE DENKYEMBOUR DISTRICT**



VICTORIA OFFEIBEA

MASTER OF PHILOSOPHY

2023

UNIVERSITY OF EDUCATION, WINNEBA

**PATTERNS OF CLASSROOM INTERACTION IN AN ENGLISH LANGUAGE
LESSON: A CASE STUDY IN THE DENKYEMBOUR DISTRICT**



**A thesis in the Department of Applied Linguistics, Faculty of Foreign
Languages Education, submitted to the School of
Graduate Studies, in partial fulfilment of the requirement
for the award of the degree of
Master of Philosophy
(Teaching English as a Second Language –TESL)
in the University of Education, Winneba**

SEPTEMBER, 2023

DECLARATION

Student's Declaration

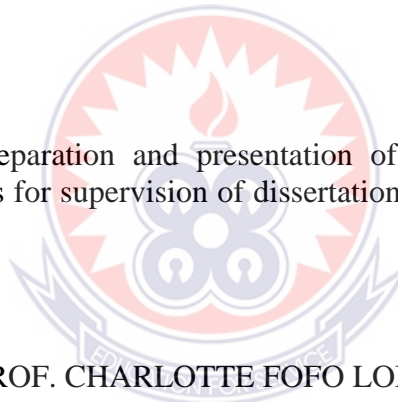
I, VICTORIA OFFEIBEA, declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE

DATE

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.



NAME OF SUPERVISOR: PROF. CHARLOTTE FOFO LOMOTEY

SIGNATURE.....

DATE.....

DEDICATION

I dedicate this thesis with my profound gratitude to my husband, parents, siblings, supervisor and to all my love ones.



ACKNOWLEDGEMENTS

First and foremost, my profound gratitude goes to the Almighty God for His strength and blessings for completing this thesis. I also wish to express my sincere gratitude to my workaholic supervisor, Prof. Charlotte Fofu Lomotey, for her prudent guidance, support, love, suggestions, and critical constructive comments, which have stretched my potential and ability as evident in this thesis without which this work would have been impossible and all lecturers in the Department of Applied Linguistics of UEW.

Also, I must express my profound gratitude to my Revd. Minister, parents, siblings, and my lovely husband for their fervent prayers, love, financial support, and encouragement for helping me come this far. Finally, I would like to express my greatest love to Mr. Alexander Obeng, Mr. Enoch Mensah and Mr. Alfred Nusinyo Dornyo for providing me with immense support and their constant encouragement throughout my study. Thank you.

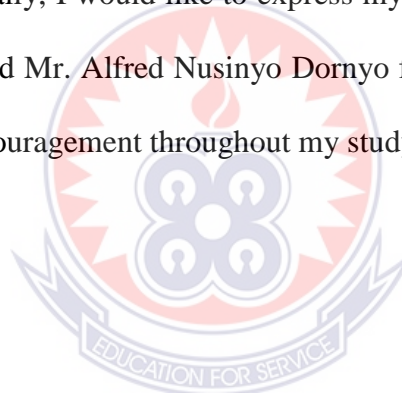


TABLE OF CONTENTS

Contents	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the study	1
1.2 statement of the problem	6
1.3 Research objectives	8
1.4 Research questions	8
1.5 Significance of the study	8
1.6 Delimitation of the study	9
1.7 Limitation	10
1.8 Organization of the study	10
CHAPTER TWO: LITERATURE REVIEW	11
2.0 Introduction	11
2.1 The concept of classroom interaction	11
2.2 Interaction styles in the classroom	17
2.2.1 Teacher speaking to the whole class	21



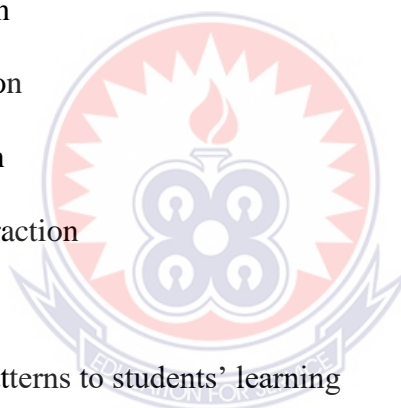
2.2.2 Teacher speaking to an individual student with other members of the class as listeners	22
2.2.3 Teacher speaking to a group of students	22
2.2.4 Students speaking to the teacher	23
2.2.5 Student speaking to a student	23
2.2.6 Student speaking to group members	24
2.2.7 Summary	24
2.3 Characteristics of classroom interaction	25
2.4 Classroom interaction strategies	28
2.5 competencies for classroom interaction	29
2.5.1 Accuracy	30
2.5.2 Fluency	30
2.5.3 Listening and understanding	31
2.5.4 Summary	33
2.6 Theoretical framework	33
2.6.1 Teacher talk	35
2.6.1.1 Indirect influence	36
2.6.1.1.1 Dealing with feelings	38
2.6.1.1.2 Praising or encouraging	40
2.6.1.1.3 Using ideas of students	42
2.6.1.1.4 Asking questions	45
2.6.1.2 Direct influence	47
2.6.1.2.1 Giving information	49
2.6.1.2.2 Giving direction	49
2.6.1.2.3 Criticizing student behaviour	51



2.6.2 Student talk	52
2.6.2.1 Student talk response	53
2.6.2.1.1 Student talk initiation	53
2.6.2.1.2 Silence pauses in the interaction	53
2.6.2.2.1 Confusion	55
2.6.3 Summary	56
2.7 The role of classroom interaction	57
2.7.1 Increasing students' language store	57
2.7.2 Developing communication skills	58
2.7.3 Building confidence	59
2.7.4 Strengthening social relationships in the classroom	60
2.7.5 Summary	61
2.8 Related studies	61
2.9 Conclusion	64
CHAPTER THREE: METHODOLOGY	67
3.0 Introduction	67
3.1 Research approach	67
3.2 Research design	68
3.3 Study population	69
3.4 Sampling and sample size	70
3.5 Data collection instruments	71
3.5.1 Lesson recordings	71
3.5.2 Interview	72
3.5.3 Focus group discussion	73
3.6 Validity of instruments	75



3.7 Data collection procedure	75
3.8 Data analysis	76
3.9 Inter-rater reliability test	78
3.10 Ethical considerations	79
3.11 Conclusion	80
CHAPTER FOUR: RESULTS AND DISCUSSION	81
4.0 Introduction	81
4.1 Patterns of interaction in the ESL classroom	81
4.1.1 Teacher-whole class interaction	82
4.1.2 Teacher-group interaction	86
4.1.3 Student-teacher interaction	90
4.1.5 Student-group interaction	94
4.1.6 Student-whole class interaction	97
4.1.7 Summary	100
4.2 Benefits of interactional patterns to students' learning	102
4.2.1 Increase in students' language store	102
4.2.2 Developing communication skills	104
4.2.2.1 Fluency	105
4.2.2.2 Clear expression of ideas	107
4.2.2.3 Developing listening and speaking skills	110
4.2.3 Building confidence	113
4.2.4 Encouraging prompt feedback from students	115
4.2.5 Improving students' retention	117
4.2.6 Promoting co-operative learning	120
4.2.7 Strengthening social relationships	123



4.2.8 Reducing classroom anxiety	126
4.2.8.1 Breaking of boredom	127
4.2.8.2 Conducive environment	129
4.2.8.3 Active class participation	130
4.2.9 Identifying students' weaknesses	132
4.2.10 Summary	135
4.3 Conclusion	135
CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND	
CONCLUSIONS	138
5.0 Introduction	138
5.1 Summary of findings	138
5.1.1 Interactional patterns in the ESL classroom	139
5.1.2 Effect of interactional patterns on teaching and learning	140
5.2 The importance of interactional patterns in fostering learning in the ESL classroom	141
5.3 Pedagogical implications	143
5.4 Suggestions for future research	145
5.5 Conclusion	146
REFERENCES	148

LIST OF TABLES

Table	Page
2.6. Flander's interaction Analysis Category (FIAC)	34



LIST OF FIGURES

Figure	Page
2.1. The relationship between plans and outcomes	17



ABSTRACT

This study aimed at investigating the patterns used in classroom interaction as well as how the patterns enhance teaching and learning in English language lessons in senior high schools in the Denkyembaour District. Utilizing a qualitative research approach that employed a case study, interview, classroom lesson recordings, and focus-group discussion were employed to gather data from 526 participants (520 students and 6 teachers of English) and analysed thematically. The findings revealed that the teachers apply at least six identified interactional patterns in their classrooms: teacher-whole class, student-teacher, student-student, teacher-group, student-group, and student-whole class interaction, with teacher-whole class interaction being the most dominant used pattern. The results also showed that the various interactions help to develop students' communication skills, increase their language stock, and promote cooperative learning. Others are to strengthen social relationship with students and improve their retention of concepts they learn. Moreso, it came out that the patterns build confidence in learners, while anxiety and boredom were seen to have greatly reduced. The patterns also made it possible for teachers to receive prompt feedback from their learners, as well as assisted the teachers in the identification of students' weaknesses. Based on the findings, it is recommended that teachers design their techniques and activities to encourage greater involvement in the classroom and integrate different learning styles to increase complete participation, interaction, and successful teaching and learning.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides an overview of the research by discussing the background of the study, stating the problem, outlining the objectives, formulating research questions, stating the purpose, highlighting the significance, explaining the organization, discussing the limitations, and specifying the delimitations. The primary aim of this study is to examine the patterns of classroom interaction in schools in the Denkyembuor District of the Eastern Region.

1.1 Background to the study

The classroom is a dynamic environment that undergoes changes throughout the course of a lesson as the teacher interacts with the learners. The teacher brings their educational background and life experiences, while the students bring their own experiences, knowledge, and expectations. Additionally, the classroom activities and the students' prior beliefs and learning experiences shape the learning environment. Each student has their own reasons for taking the course and specific needs they hope to fulfill (Allwright & Bailey, 1991). In order to foster effective teaching and learning, interaction plays a crucial role in the classroom. The interaction between the teacher and students and among the students themselves constitutes necessary components of a communicative approach. These interactions facilitate effective communication within the classroom, ensuring a smooth teaching and learning process. When there is active engagement and interaction between the teacher and students, as well as among the students, instructional goals can be achieved. In addition, the gap that may exist between the teacher and students is bridged, resulting in a balanced teaching and learning process.

By promoting interaction and communication, the classroom becomes a collaborative and inclusive space where the teacher and the students actively participate in the learning process. This collaborative environment enhances understanding, encourages meaningful exchanges of ideas, and creates a supportive atmosphere for all learners (Ellis, 1990). According to Ellis, interaction is focused on conveying meaning and is essential for effective information exchange and the prevention of communication breakdowns. Brown (2015) also highlights the significance of interaction in second language (L2) learning. Through interaction, learners not only enhance their communicative abilities but also construct their identities through collaborative efforts and negotiation. Thus, interaction is a reciprocal event involving at least two participants and actions. Wagner (1994, p. 8) emphasizes that interactions occur when the teacher and students naturally influence one another through mutual communication. Therefore, interaction is not limited to one-sided communication; it requires the exchange of messages to achieve effective interaction. Interaction holds great importance for students, as it allows them to express their ideas and opinions, particularly within the classroom setting.

The classroom serves as the primary space for the teaching-learning process, where various perspectives on the nature and goals of language teaching converge and interact (Tudor, 2001). It is here that language teaching aims to fulfill its role in facilitating effective communication and the development of practical communicative skills, driven by the growing demand for language education due to increased international exchanges. This shift challenges the traditional view of language as merely a linguistic system and instead emphasizes language as a tool for communication and self-expression (Tudor, 2001). According to Celce-Murcia (2001), classroom interaction is a dynamic process that occurs between participants in the language learning process, where both the teacher and the learner influence each other. It is continuous and ever-changing, as the factors and context shift from

minute to another. The teacher's actions elicit reactions from the students, and an intentional effort is made to foster mastery of English language skills by utilizing English throughout the interaction. English is used as a scaffolding tool in the students' daily activities (Diknas, 2004).

To create a conducive classroom climate for effective teaching and learning, there are crucial strategies that teachers can employ. The pattern of interaction between the teacher and students, including verbal exchanges, asking questions, responding, and reacting, contributes to building a positive classroom climate. In a classroom setting, the most significant factors are the interactions and exchanges initiated by the teacher and the students. Interaction plays a crucial role in creating meaning. Vygotsky (1978) emphasized the significance of social interaction in learning, highlighting the need to re-evaluate the value of interaction patterns between students and teachers in the language classroom. The exposure of learners to the linguistic environment, as manifested in the interaction between teachers and students, contributes to language learning in the classroom. This interaction involves reciprocal action, both verbal and nonverbal, among two or more participants (Celce-Murcia, 1987).

Researchers like Allwright and Bailey (1991) focus on classroom-centered research to gain insights into classroom teaching and learning. By examining classroom interaction, they aim to identify phenomena that facilitate or hinder learning. Ahmad (2013) suggests that various aspects of the classroom, such as noise levels and the interaction between students, teachers, and the learning environment, significantly impact teaching and learning. The learning environment and classroom management can enhance comfort and productivity for teachers and students. When students feel comfortable, motivated, and actively participate in a positive classroom environment monitored by the teacher, the effectiveness of learning increases (Bartlett, 2003). Therefore, it is crucial to emphasize these aspects in the secondary school system in Ghana.

A conducive learning environment, a strong student-teacher relationship, and high learning motivation contribute to learning comfort and long-term student achievement. English has become a global language, reflecting the effects of globalization worldwide. It plays a crucial role in various areas such as education, science, technology, politics, and trade. Ghana is a multilingual country with approximately seventy-nine local languages (Lewis, 2009). Consequently, English has been selected as the medium of instruction in all Ghanaian schools and serves as the lingua franca of the nation. In schools, English is considered the formal language, while indigenous languages are normally deemed inappropriate for educational purposes, especially at the secondary level (Owu-Ewie, 2006). Thus, English is learned as a second language, and it is vital for students to acquire proficiency in it as it is a prerequisite for securing jobs and gaining admission into senior secondary schools and tertiary institutions.

English serves as the medium of communication in all departments and offices for conducting business and other activities. In essence, an individual's success is heavily reliant on their command of the English language. Without it, pursuing further education, securing employment, and accessing better opportunities within the country can prove challenging. Educational institutions now place greater emphasis on communication and interaction among students, moving away from traditional teacher-centered instruction. Thus, classroom interaction plays a vital role in modern educational institutions. Consequently, effective communication between learners and teachers, both in oral and written forms, is crucial. This approach emphasizes real communication and the integration of learned aspects through interaction (Long & Robinson, 1998). Accordingly, teaching and learning in the classroom should be student-centered. The classroom can be defined as a space where individuals gather to learn, with one person assuming the role of the teacher (Jacob, 2011). The teacher has specific responsibilities and should possess competence in order to fulfill their duties

effectively. Teacher competence, as defined by Gupta (1999), encompasses the knowledge, skills, attitudes, values, motivations, and beliefs, necessary for success in the teaching profession.

In Ghana, the classroom serves as the primary environment for teaching and learning English as a second language, from basic to university levels. It is crucial to create a well-organized and engaging classroom environment, as it acts as a valuable tool for teachers, motivating students to achieve effective learning (Dean, 2000). According to Creemers and Rezigt (1996), the classroom environment encompasses the physical setting, social dynamics, atmosphere, and norms and values. Additionally, Brophy and Good (1986) assert that the classroom climate significantly influences student achievement, highlighting the importance of providing an effective environment conducive to engagement and learning. Therefore, fostering effective interaction between English language teachers and students is essential.

Effective teaching involves establishing good communication between teachers and students, as well as promoting interactions among students. Optimal classroom productivity is achieved through the cooperative efforts of teachers and students. Furthermore, cultivating a positive teacher-student relationship is pivotal, as Marzano (2003) asserts that it serves as a cornerstone, facilitating the success of other aspects of the classroom. According to Downey (2008), the quality of the teacher-student relationship directly impacts the degree of learning that takes place in the classroom. Many linguists argue that a successful L2 (second language) classroom hinges upon interaction, the teacher-student relationship, and a positive environment (Fraser, 2012). To summarize, effective teaching and learning of the English language require trained teachers, willing students, a positive relationship between teachers and students, and effective communication. The present study examines the patterns of interaction in the senior high school classroom and the benefits that are derived from these interactions.

1.2 Statement of the problem

Previous literature underscores the critical role of interaction between teachers and students in facilitating a productive teaching-learning environment. Siddiqui (2005) emphasizes that such interaction is intrinsic to fostering student engagement, enhancing learning, and motivating students, thereby pivoting the classroom dynamic from a teacher-centered to a more student-centered approach. Despite the substantial body of research advocating for interactive teaching strategies that promote meaningful communication among students in their target language, challenges persist in their actual implementation. For instance, while grammar instruction is recognized as an essential component of language learning, many Senior High School English teachers continue to rely on traditional methods, opting for deductive approaches that prioritize the transmission of grammar rules over student involvement (Rivers, 2000).

Observations reveal that this tendency toward conventional teaching strategies limits students' opportunities to engage actively in the learning process, resulting in a disengaged classroom atmosphere (Smith & Johnson, 2018). Reports by Johnson and Johnson (1998) demonstrate that students in traditional English classrooms often assume passive roles, driven by factors such as fear of making mistakes or the dominance of more vocal peers. Furthermore, Taylor et al. (2017) document instances of diminished student participation and suggest a prevailing teacher-fronted approach that lacks the communicative language teaching methods necessary for authentic English language use.

Despite these findings, there remains a substantial gap in the research regarding the specific teacher attitudes and behaviors that impede effective classroom interaction. For example, Gorham (1988) identified negative teacher behaviors—such as insulting or shouting at students—that significantly demoralize learners and stifle interaction. Similarly, Shaw (2001) explored the influence of gender dynamics and cultural contexts on classroom

interactions but did not provide comprehensive strategies for mitigating these challenges. Nugent (2009) attempted to assess the impact of teacher-student interactions on motivation and achievement, yet the implications of these interactions on the practical linguistic capabilities of students in rural and suburban settings remain insufficiently addressed.

Additionally, while Tudor (2001) speaks to the dynamics of mutual interaction that enhance the shared learning environment, there is limited exploration of how these interactions manifest specifically in English classrooms, particularly in underrepresented areas like the Denkyembuor District. The problem identified is that there are many instances where teacher-student interactions are predominantly reduced to superficial exchanges—often limited to yes/no responses—indicating a lack of genuine conversational engagement between teachers and students. This raises concerns regarding students' proficiency and confidence in using English, integral for meaningful classroom interaction. As such, this research aims to identify the patterns of interaction within English classes in the Denkyembuor District and how these patterns can be leveraged to enhance both teaching and learning outcomes. In conclusion, while existing literature provides a foundation for understanding the importance of interactive teaching methods, significant gaps remain in exploring the specific mechanisms, attitudes, and contextual factors that contribute to the current state of classroom interactions, particularly within rural educational landscapes. This study seeks to fill those gaps by examining the interaction patterns and their effects on language acquisition within the target population.

1.3 Purpose of the study

The primary purpose of this study is to investigate the dynamics of teacher-student interactions in Senior High School English classrooms within the Denkyembuor District, with the aim of understanding how these interactions influence student engagement, language proficiency, and overall learning outcomes. The study seeks to identify the challenges that

hinder meaningful communication between teachers and students, specifically in the context of grammar instruction, and to explore the impact of traditional teaching methodologies on student participation and motivation. By analyzing the existing patterns of interaction, the research aims to highlight the necessity of transitioning from teacher-centered to student-centered approaches in English language education, promoting more interactive teaching strategies that foster active learning environments.

Additionally, the study intends to elucidate the effects of teacher attitudes and cultural dynamics on classroom interaction, particularly in rural and suburban settings where students may experience anxiety and lack confidence in using the target language. Ultimately, the research aspires to provide practical recommendations for educators to enhance their communication strategies and facilitate a more engaging and interactive classroom atmosphere, thereby enriching students' language learning experiences and improving their ability to communicate meaningfully in English.

1.4 Research objectives

The objectives of the study are to:

1. examine the patterns of classroom interactions;
2. investigate how the interactional patterns enhance the teaching and learning of English.

1.5 Research questions

The study was underpinned by the following research questions:

1. What are the patterns of classroom interactions?
2. How do the interactional patterns enhance the teaching and learning of English?

1.6 Significance of the study

Limited research has been conducted on classroom interaction in Senior High Schools in Ghana (Owu-Ewie, 2006). This study aims to investigate the nature of classroom

interactions and the practices employed by teachers in Senior High School. By shedding light on interactive strategies used in the classroom, this research is beneficial to teachers and students. The findings of this study have the following implications:

1. Informing policy makers: The results aid in the formulation of effective policies that promote successful teaching and learning. Positive classroom interaction will serve as evidence of the need for such policies.
2. Providing insights into classroom interactions: The study offers valuable information about the types of classroom interactions that occur in Senior High Schools. This understanding can contribute to the improvement of teaching methods and student engagement.

In sum, this research endeavours to fill the gap in the existing knowledge on classroom interaction at the secondary level in Ghana. The outcomes provide valuable guidance to policy makers, enhance teaching practices, and enhance the overall learning experience for students. Furthermore, the results of the study help researchers to carry out similar studies to enhance the generalization of the findings of the study. That is, the results and research processes of this study serve as a guide to other researchers conducting a similar study.

1.7 Delimitation of the study

The study was delimited to Form 2 students of Akwatia Technical Institute and Takrowase Senior High School but not with all the students. In terms of students, only a sample of SHS2 classes was used for the study even though there were sixteen (16) SHS2 classes. The study was limited to classroom environment and student's interaction in class. Even though there were a number of classroom factors that influence teaching and learning, the study was delimited to classroom interaction. Again, the study was delimited to the teaching and learning of English language. Classroom interaction as a factor has an impact on

the teaching and learning of every student. However, the study was limited to the teaching of English language; hence, English language teachers and their students were recruited as the sample at the expense of other students and their teachers.

1.8 Limitations

The use of two schools and one subject for the study placed a limitation on the generalization of the results. This means the results have a limitation to be generalized to the entire country and all subjects. The use of classroom lesson recordings and interviews as major tools for data collection was another limitation to the study. The use of interview was susceptible to faking of responses. Therefore, the possibility of faked responses in the results could have an effect on the reliability of the results.

1.9 Organization of the study

The rest of the study is organized as follows: Chapter 2 focuses on review of literature. The discussion was on conceptual review, conceptual framework and empirical review. The conceptual review focused on the concept of classroom interaction; definition, importance and factors that influenced classroom interaction. Flanders interaction analysis system was reviewed under the conceptual framework. The empirical review focused on the nature of classroom interaction and the role of classroom interaction. Chapter 3 describes the methodology used in the study. The discussion comprised the population and sampling, the research instruments and design, and the procedures used in the data collection and analyses. Chapter 4 focuses on the discussion of results based on the research question. The final chapter, Chapter 5, is devoted to the summary, conclusion, and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature on the patterns of classroom interaction that occur in the English language classroom at the second-cycle level. The chapter reviews the conceptual and empirical literature on classroom patterns of interaction between English language teachers and students. The chapter discusses the concept of classroom interaction, patterns of classroom interaction, and characteristics of classroom interaction. It also presents discussion on the framework as well as the role of classroom interaction. The chapter ends with a discussion on classroom interaction strategies, competences for effective classroom interaction, importance of classroom interaction, challenges of classroom interaction, and related studies.

2.1 The concept of classroom interaction

The idea of classroom interaction has been defined in a variety of ways by different educational experts. For instance, Tsui (2001) explains the term *classroom interaction* as the interaction that takes place in the classroom between the teacher and the students as well as among the students themselves. Language used by the teacher and students, the interaction that resulted, and its impact on second language (L2) learning were the main topics of earlier research of L2 classroom interaction. She adds that only recently have studies started to look at the underlying elements that influence interaction, like in a classroom. Additional insights into the intricacies of classroom interaction are provided by the teacher and learner perspectives, the social and cultural backgrounds of the teacher and students, and the psychological aspects of second and foreign language learning.

According to Richard et al. (2014), classroom interaction includes the social interactions and verbal and nonverbal communication patterns that take place in classrooms.

Strong student-teacher interactions, according to Hamre et al. (2001), offer a singular entry point for teachers looking to enhance the social and learning environments of classrooms and schools, which support this idea. For their academic work to be more effective, students and teachers must form beneficial social interactions. In the opinion of Stipek (2002), many kids who are not doing well academically are also the ones who have a bad relationship with their teachers. This viewpoint can be expanded to include students who find it difficult to socialize with their classmates in a classroom setting. These students often fall behind in many classroom activities. The idea of interaction is continuous contact between teachers and their students in the form of approachable or proactive actions. The aforementioned assertion implies that pupils acquire knowledge by speech, or through vocal interactions. To ensure that successful learning occurred, teachers needed to be dynamically involved in interactions with their students (Hamre et al., 2012). The claim made by Mohrman et al. (2003) that persistent change is not the consequence of plans, blueprints, or occurrences, but rather results from the combination of these factors, support the hypothesis of Hamre and the others.

Rhalmi (2016) also claim that the words *interaction* and *action* are morphemes that are combined to form the word *interaction*. It is a cooperative or complementary influence. Interaction is a term used in English language instruction to describe the language (or action) used to carry on a discussion, to impart knowledge, or to interact with students throughout teaching and learning. The right development of the language of communication in the lesson is hampered when students, whose learning the instructor is supposed to aid, tend to avoid engaging in the interactive process during a lesson. Continuous language use is the key to developing language proficiency in any given language. Students who routinely use the language they are learning and who receive prompt feedback when they make mistakes tend to make significant learning gains. Brown (2001) explains that interaction is the cooperative interchange of thoughts, feelings, or ideas between two or more people that has a reciprocal

influence on one another. His perspective includes a straightforward understanding of how interactions work. In a nutshell, he sees communication as the process of transmitting an idea from one person into the mind of another.

Malamah (1987) adds that interaction entails reciprocal behaviour which causes individuals to act upon one another. The idea that there are always multiple parties involved in an interaction is integrated into this definition. This point of view makes it clear that interaction only happens when the persons concerned act upon one another. One party's action will cause the other party to respond, and that response will then have an impact on the subsequent action. There can barely be interaction when a response is not prompted by an action. As a result, interaction greatly depends on the behaviour of the parties involved.

In a language classroom setting where the students are always listening to the teacher speak and have little or no opportunity to participate, leading to inadequate interaction, the students are unable to advance as expected. Additionally, Brown argues in Sagita (2018) that through interaction, students can build their language repertoire as they hear authentic language materials read or spoken to them, as well as the ideas put forth by their peers during small-group discussions and student presentations for the entire class. Students can utilize all the language they know in contact, including what they have formally acquired and what they have picked up informally through casual conversations.

The two crucial language abilities of speaking and listening are developed more effectively in the classroom through contact among students. According to Jones (1996), it aids in the learner's development of critical thinking and peer discussion skills. He contends that engagement in the classroom exposes students to a wide range of language learning opportunities and assists them in identifying their preferred learning styles and communication styles with classmates. Additionally, it helps the student to become familiar

with the different kinds of interaction that can occur in the classroom. More advantages for pupils are provided by teacher-student contact in the classroom.

Walsh (2013) describes classroom interaction as a method of spreading a message from one person to another that requires a common skill set from all participants. Walsh (2013) continues by arguing that allowing students to interact in the classroom encourages them to communicate and express themselves. Therefore, the teacher will frequently start the conversation with the whole class by asking questions throughout the lesson and requesting answers from the students. More specifically, he observes that teachers do identify particular pupils to answer questions or complete tasks, a practice known as teacher-student interaction. Interaction between the teacher and students, which happens continuously as response acts, is what makes teaching a dynamic act. A productive class hour, according to Tickoo (2009), can be summed up as follows in terms of classroom interaction and activities:

1. The teacher talks to the entire class;
2. The teacher engages in conversation with a pair, a group, or a single student;
3. Students engage with one another in groups, couples, solo conversations, or as a whole class;
4. Students work with materials or aids and retry the job individually or in groups.

Additionally, teachers plan activities in the classroom to encourage student-student interaction, another name for peer learning. According to Thoms (2012), interaction not only fosters learning but also serves as a primary source of information about what and how to learn. Due to this, classroom contact may be seen as both a process and a tool. In Hall's (2003) theory, the instructor serves as the subject matter expert who draws knowledge from the students and uses it to assess their comprehension of the content by asking them questions. The pupils then offer the anticipated answers to the questions. The teacher

provides feedback regarding the students' responses after assessing whether or not they are correct.

In its most authentic form, instruction is always a collaborative effort. The interaction between teachers and students in the classroom is almost exclusively reactive. Richard et al. (2014) emphasize how interactions are the social relationships that take place in classrooms. This demonstrates how people communicate with one another in a peaceful way by nature. Hearteld (2001) noted, among other things, that students with superior achievement and conduct on the results of multiple measures were consistently found in classes that were perceived as having more teacher-student engagement, goal direction, and less tutorial and friction. According to Kalu (2004), the ways in which students engage in the classroom have a big impact on their academic performance. How classroom interaction is organized depends on the teacher's goals and the needs of the students. The interactants' ability to communicate with one another is crucial to the classroom's organization (Walsh, 2013). If the teacher can provide effective speeches in class, it will be obvious that the pupils are interacting with one another and learning more.

According to Ellis' argument in Nurpahmi (2017), teachers' use of teacher talks when speaking to students who are learning a second language is unique. In a conversation that promotes learning, participants exchange information, invite others to speak, build on one another's ideas, challenge one another, and then try to combine their knowledge to create meaningful connections (Hennessy et al., 2016, cited in Rodnes et al., 2021). Additionally, Siddiqui (2005) argues that teacher-student interaction is an essential component of the teaching-learning process. He continues by saying that it inspires kids and promotes learning. It promotes a change in the learning environment from one that is teacher-centered to one that is student-centered while maintaining a teacher-led activity approach. Recently, there has been a paradigm shift to support classroom instructiveness. In order to improve learners'

communicative abilities in the classroom and, ultimately, their academic performance, a learning method that promotes classroom interaction between the instructor and the learners, as well as among learners, is pursued.

According to Richards and Rogers (1991), interaction is the core of communication in the age of communicative language instruction. Thus, interaction is crucial for language teachers. Every language learning activity must include communication since it is a key component of communicative language education. In situations where they are learning a language, students are expected to interact and communicate with others. Through actual interaction, they will pick up communication and social skills. Therefore, interactions among language classroom participants can be used to observe communication in a language teaching and learning environment. A learner's knowledge and linguistic repertoire can also be improved through engagement during the teaching-learning process. It takes on a vital role in developing learners' linguistic resources and giving them the necessary communication skills (Thapa & Lin, 2013). Through speaking exercises like debates and discussions among students about desirable themes, this communication skill is developed (Naimat, 2011). Classroom engagement, according to Thapa and Lin (2013), is a crucial social activity that helps students to develop knowledge, self-confidence, and an identity as proficient language user. Because of this, students gain better knowledge and confidence through becoming familiar with interacting with the facilitator (teacher) and their peers.

A shared body of knowledge is created through instructor and student interaction (Allwright & Bailey, 1991). Additionally, it helps them everyone grasp one another's expectations for their participation in the classroom and their respective roles within it. Interaction can improve students' conversational abilities and make it easier for English language learners to pick up the target tongue (Hall, 2001). Given the aforementioned, the teacher, who is in charge of the teaching and learning process, must consider how well

learners understand competency and classroom interaction. Language learning in the classroom is defined as a process that involves interaction. It not only promotes linguistic growth but also has an effect on learners' actual general development. Students pick up language expertise and skills through interaction. Through classroom interaction, teachers and students can design learning experiences that pique students' interests and enhance their ability to engage with others. Additionally, the plan generates results (input, practice chances, and receptivity) through classroom interaction (Allwright & Bailey, 1991, p. 25). The syllabus, approach, and environment for the lessons that the teacher will teach must all be planned. Figure 2.1 illustrates this. In a nutshell, the goal of classroom interaction is for students to meaningfully communicate with one another in their target language.

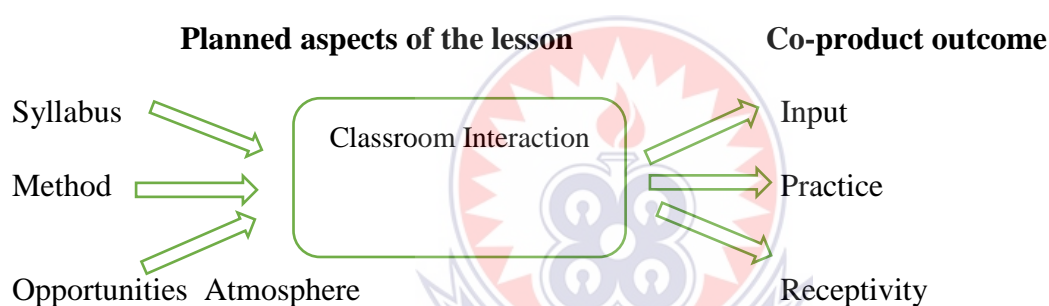


Figure 2.1. The relationship between plans and outcomes

2.2 Interaction styles in the classroom

The interaction between students and students, teachers and students, and any other possible patterns of classroom interaction are just a few examples. The Interaction-Response-Feedback (IRF) structure can be modified by teachers in the classroom using at least three of the most widely used interactional patterns (Sundari, 2017). The first pattern of classroom interaction is the IRE, which stands for teacher initiation, student response, and teacher evaluation. At all levels, the IRE is a prevalent pattern of conversation in the classroom. In the IRE pattern, the teacher directs the lesson and determines the topic. The majority of discourse analyses in the classroom focus on this particular pattern. The IRE pattern was also referred to as the triadic conversation or the recitation script. A student is asked a question by

the teacher that the teacher usually already knows the answer to. In class discussions, it is expected that students would respond to the question in a succinct but accurate manner.

According to Sinclair and Coulthard (1975), the second type of classroom interaction is known as IRF (teacher initiation, student reaction, and teacher follow-up). The novel idea behind the Initiation-Response-Evaluation (IRE) pattern was called IRF. For the purpose of analyzing spoken language in classroom interactions, Sinclair and Coulthard (1975) developed the IRF. The researcher can utilize this pattern as a method to focus on analyzing classroom discourse, which primarily focuses on interactions between the teacher and pupils. In the IRE pattern, the instructor wraps off the progression by giving a detailed assessment of the last section's responses. As a result, in the IRF pattern, the teacher asks students for clarification and conducts additional follow-up on the evaluation (Wells, 1993, cited in Hall & Walsh, 2002). IRF is directly tied to the teacher's feedback or follow-up comments regarding the pupils' responses. In addition to the classroom, it pushed students to respond fully and clearly in a variety of settings. The interaction between the teacher and the entire class was the first pattern found in the data. It occurred when teachers interacted with all of the students in the classroom - not just one or two - by asking questions, giving instructions, and communicating with everyone. Any pupil may answer, according to the teacher. Then, in response to the teacher's inquiries, the learners will scream and shout.

Harmer (2007) notes that teacher-student contact (whole-class) is most frequently practiced throughout cultures. Because teachers can easily regulate and efficiently manage the classroom, this pattern is helpful when providing detailed explanations and assessing language development. In a study by Nisa (2014), it was discovered that teachers use this mode to introduce the lesson, provide feedback, and present the material. In the EFL/ESL classroom, interactions are mostly between the teacher and the students. The teachers will occasionally select one student to answer the questions in front of the class while standing

normally. Additionally, for whatever reason, they circulate the room talking to students one-on-one or in groups. The research of Rido (2017) yields a similar conclusion. He found that master teachers frequently chose particular students to respond to questions in the classroom. Teacher mobility is another kind of engagement that is demonstrated in the language classroom in addition to choosing particular pupils. After giving instructions, teachers go round the class and approach each individual or group of students. The reasons include developing a rapport with the students as well as observing and analyzing their activity.

Several research outcomes also include teachers moving throughout the class. According to Wachyudi et al. (2015), teachers stand and walk around during class to keep things interesting. Teachers approach pupils who have a lack of understanding of the subject or a given task. In their 2014 study, Rido et al. found a similar outcome. When asking questions and listening to the students' comments, they advised teachers to wander around the classroom and approach the pupils. Interaction among students has also been noted in language classroom settings. In order to encourage student interaction when learning a language, the teacher occasionally arranges the furniture. As peers or speaking partners for classmates, they are sometimes included in classroom activities to excite them.

In Flanders' study, the interaction patterns between students and teachers fluctuate depending on the educational level (Flanders, 2005). These patterns may be seen at various educational levels. According to Inamullah (2008), there was a difference between the amount of discussion time students had in secondary and tertiary level classes, with secondary level classes having more talk time than tertiary level classes. The talk time of the tertiary level teacher was longer than that of the secondary level teachers. Comparing the two levels of education, the secondary level had much longer periods of silence. As a result, secondary level student contact patterns differ from tertiary level student interaction patterns.

A specific form of teacher talks and student discussion that occurs in the classroom will determine the type of interaction that takes place there. According to Krashen (1992), there are at least three different types of classroom interactions: student-centered, teacher-centered, and teacher-dominated. When a teacher talks to students for a long time without giving the students much time to speak, the classroom is said to be teacher-dominated. There is also the teacher-centered method, where the teacher takes charge of the class and makes sure that all students are actively participating in discussions. In contrast to the first strategy, the third one is student-centered. With this strategy, the teacher only serves as a facilitator, while the students take a more active role in class discussion.

Dagarin (2004) identifies least three different types of interactions that regularly take place in classroom settings. In-class interaction between students and teachers comes first. This exchange encourages the teacher to enlighten the students and offer them feedback. The most common way that students interact with their teachers is via asking questions. The second type of engagement is classroom interaction among pupils. The third type of interaction is between the teacher and the entire class. Tang (2010) asserts that in the majority of EFL/ESL classroom settings, teachers always start teacher-whole class interaction by posing questions to which students must respond.

In order to encourage pupils to speak during class discussions, the teacher frequently asks questions aloud. There are three different forms of teacher whole-class interactions, according to Dagarin (2009), who gives credence to Tang's hypothesis. These interactions include explanations, compliments, information, and instruction. Since the teacher-whole class method frequently occurs in the English language classroom, it is easy to draw the conclusion that it is a fundamental type of contact that encourages students to speak. Ogbu (2011) also suggests four different types of common patterns of classroom interaction:

1. Teacher-student interaction pattern: a teacher's interaction with a single student or a group of pupils. It is further divided into cooperative, competitive, and individualistic interaction patterns.
2. Students-students pattern: This is the pattern in which students respond to one another's behaviours, attitudes, and opinions throughout class.
3. The teacher-material interaction pattern: refers to when the teacher works with educational tools, machinery, and equipment to help pupils learn new skills, emphasize a point, or make specific concerns more understandable to them.
4. Students-material interaction pattern: when students use models or specimens to conduct experiments or look at instructional materials, machinery, and equipment.

When the patterns are used properly in the delivery of each lesson, it will be to the learners' advantage. It should be noted that the instructor must carefully watch to make sure that only the positive aspects of each classroom interaction style are completely utilized while avoiding the negative aspects. From the discussion, the following interactional patterns in the classroom are aimed at teaching a language:

2.2.1 Teacher speaking to the whole class

It is a typical classroom interaction pattern that occurs when a teacher engages with the entire class at once (Darain, 2004). This style of classroom interaction is characterized by teacher initiations, student reactions, and teacher follow-ups (Minghzi, 2005). In this situation, the teacher's job is that of a mediator. According to Hammer (2001), the moderator's position is typically used for activities such as role-checking, providing students with materials or information, organizing drills, reading aloud, and other tasks related to a teacher-fronted classroom. According to Coulthard (1977), teachers across a wide range of fields have exhibited a strong preference for this type of contact. He went on to say that the teacher can discuss the course material with the students, ask questions, use their suggestions,

give instructions, lecture, offer criticism, or defend the reasons why certain talk responses were made by students.

On the other hand, students gain from learning from their teachers about how to interact in the most productive way. In the teacher-learner interaction process, students attempt to exhibit their speaking and listening abilities in front of their teachers. As a result, the English language teacher should always discover extremely effective ways to communicate with their learners in their lesson delivery. Hammer (2009) contends that throughout lessons, English language teachers need to concentrate on three crucial factors. It is important to utilize language that the learners can understand, thus level-appropriate terminology must be used. Once more, English language instructors should be aware of how they communicate to the pupils and change their intonation, tone, and volume. Students may increase their vocabulary as a result of teacher-student interaction.

2.2.2 Teacher speaking to an individual student with other members of the class as listeners

The interaction type that is most frequently used in English language classes is this one. According to Dagarin (2004), there are various types of interactions that take place when a teacher speaks to a specific student in a group setting. This type of interaction occurs when a teacher addresses the entire class while anticipating only one student to answer. This strategy can also be utilized to lead learners into a less supervised activity or a less formal conversation at the start of the lesson.

2.2.3 Teacher speaking to a group of students

The teacher participates in group work with the students during this contact in the classroom (Minghzi, 2005). According to Brown (2001), students are given a test that requires group work and self-initiated language during group work. In this type of classroom engagement, the instructor takes on the role of an organizer, instructing students on what

needs to be done or dividing them into pairs or groups before calling the session to an end at the appointed time (Hammer, 2001).

2.2.4 Students speaking to the teacher

It is considered student-initiated interaction when it happens in the classroom. This point of view is backed by Minghzi (2005), who claims that a student approaching a teacher is an example of a learner initiative. This type of engagement is especially prevalent in a learner-centered classroom. In a classroom where the teacher is the focus, it is uncommon. It typically happens when a student does not understand the lesson or is unable to ask for clarification.

2.2.5 Student speaking to a student

This kind of contact is closely related to activities involving pairs. Pair work, as opposed to group work, entails cooperation and self-initiation by just two pupils. Dialogue is the primary activity in this kind of classroom interaction. The benefits of dialogue for the children participating are numerous. According to Brown (2001), it enables students to speak during class discussions, negotiate meaning, and become more motivated to talk. The idea that language is effectively produced through interaction between learners has received a lot of attention. Johnson (1995) intimates that if student-teacher contact is well-structured and supervised, it can play a crucial role in a student's cognitive and speech development, which will result in academic success. It is a potent approach for students to support what they have learned when they discuss the course material with their peers. Since this contact makes students active rather than passive participants in the English language classroom and is also the quickest and most reliable way to acquire the language, teachers should promote it as a learning strategy.

2.2.6 Student speaking to group members

This kind of engagement frequently happens in cooperative projects. According to Lynce (1996), this form of contact can offer more opportunity for language production. However, it has drawbacks, especially when a teacher uses it to allow students to speak their mother tongue. With this, Brown (2001) contends that outcomes occur when the pupils share a native tongue. However, this shortcoming can be remedied if the instructors emphasize to the students how crucial practice in the target language is to succeed ss.

2.2.7 Summary

In the above discussion, various modes of classroom interaction are projected. In all, the teacher is the focal point who initiates and regulates the interaction and ensures learners interact within the scope of discussion; providing direction and support when needed. It is also worth noting that the learner is considered to possess knowledge of a topic under discussion but that, the teacher's responsibility is to elicit such information through the provision of guidelines so as to stimulate learners' classroom engagement. There are various interaction styles in the classroom, including the IRE and IRF patterns. In the IRE pattern, the teacher asks a question and the student responds, while in the IRF pattern, the teacher asks for clarification and conducts follow-up. Whole-class interaction, where the teacher interacts with all students, is common in many cultures and helps with providing explanations and assessing language development. Teachers may also interact with individual students or groups, and they may circulate the room to observe and engage with students. Student interaction can be encouraged through activities and arranging furniture. The patterns of interaction can vary depending on educational levels, with more discussion time in secondary level classes. Classroom interactions can be teacher-dominated, teacher-centered, or student-centered. There are six types of interactions in the classroom: Teacher-whole class, teacher speaking to an individual student with other members of the class as listeners, teacher

speaking to a group of students, Students speaking to the teacher, Student speaking to student, Student speaking to group members. Each interaction style should be used effectively to benefit the learners, taking into account the positive aspects and avoiding the negatives.

2.3 Characteristics of classroom interaction

Interaction is what communication is all about, according to Brown (2001), who uses the term to characterize the essence of communication. Anytime, everywhere, including in a classroom, there is interaction as long as people are exchanging information, taking action, and receiving a response. The teacher influences the student and vice versa, according to Celce-Murcia (2001), who also claims that classroom interaction is a two-way process between the participants in the language learning process. Additionally, pedagogic interaction, which refers to interaction in the process of teaching and learning, is a category for interaction in the classroom (Wilhelm, 2001). Wilhelm adds that context is continuously changing and that pedagogic engagement takes place in a dynamic, ongoing process. Therefore, in order to elicit the desired response from the students, the teacher must take action. The reaction can be a response to a question, a drill item, a word spoken out, or a written sentence. This makes it clear that classroom interaction is any interaction that takes place during the teaching-learning process and is controlled by the teacher. The main objective of learning a foreign/second language is to be able to communicate, be it orally or in writing. Interaction is at the core of communication. To achieve that goal, the students or learners must cooperate and engage with one another, with the teacher, or with someone else who is familiar with language learning.

A classroom is an area where teaching and learning activities can occur. All types of educational institutions, including public and private schools have classrooms. Thus, the goal of the classroom is to create a secure environment free from outside distractions where

students can learn. The goal of classroom interaction is for the students to participate actively in class discussion. Students interact with each other when the teacher is there as well as with the teacher when the teacher is probing everyone's ideas. There are several ways to communicate with students in the classroom. In order to achieve its goals, the educational process and the teaching and learning activities that go along with it depend on teacher-student interaction in the classroom.

The teaching and learning process involves interaction on a daily basis. In the classroom, it is managed by both the teacher and the students. Students typically voice their thoughts during class discussion. This is supported by Allwright and Bailey (1991), who argue that through classroom engagement, a plan generates results (input, practice chances, and receptivity). In practice, they claim that the instructor must prepare his lesson plan, including the curriculum, approach, and environment. The facilitator can create efficient strategies for giving students the chance to engage in meaningful classroom interaction when the material to be presented is planned out well in advance. The ability to modify relevant and efficient pedagogies during the delivery of the lesson, which often places the learner at the Centre of the teaching-learning process, is another benefit of adequate prior preparation for the teacher. The student is given plenty of time on task to practice using the language when they are the focal point of the course, especially in a language school. Additionally, positive classroom interactions support particular teacher attitudes (McNergney & Carrier, 1981). They include but are not limited to:

- i. adequacy and fairness of instruction and grading
- ii. fairness in authority and effectiveness of control, and
- iii. Consideration, friendliness, and concern for interpersonal relations.

The students on their part also tend to exhibit certain attitudes such as:

- i. taking on new or difficult activities and assignments
- ii. independent pursuit of learning activities, and
- iii. extra school work

Tickoo (2009) states that in classroom interaction and classroom activities, a productive class hour can be described as follows:

- i. The teacher interacts with the whole class
- ii. The teacher interacts with a group, a pair, or an individual pupil
- iii. Pupils interact with each other: in groups, in pairs, as individuals, or as a class
- iv. Pupils work with materials or aids and attempt the task once again individually, in groups, and so on.

It should be mentioned that communication revolves around interaction. As such, it is the main objective of learning a foreign/second language. In other words, interaction leads to communication since engagement between people who have something to communicate is a necessary component of communication (Rivers, 1987).

Making classroom engagement dynamic requires considering at least five aspects (Gebhard, 1998). These are

1. Reduce the central position of the teacher.
2. Appreciate the uniqueness of individuals.
3. Provide chances for students to express themselves in meaningful ways
4. Give opportunities for students to negotiate meaning with each other and the teacher.
5. Give students choices as to what they want to say, to whom they want to say it, and how they want to say it.

It should be mentioned that communication revolves around interaction. As such, it is the main objective of learning a foreign/second language. In other words, interaction leads to

communication since engagement between people who have something to communicate is a necessary component of communication (Rivers, 1987).

2.4 Classroom interaction strategies

Classroom interaction strategies play a pivotal role in creating a conducive learning environment that fosters active student participation and engagement. These strategies, according to Borich (2016), encompass a range of techniques and approaches that educators utilize to encourage effective communication, collaboration, and critical thinking within the classroom setting. One commonly employed strategy is the use of open-ended questions. By asking questions that require thoughtful responses, teachers promote active engagement and deeper understanding among students. Brophy (2014) opines that open-ended questions encourage students to think critically, formulate their thoughts, and articulate them effectively. This strategy not only enhances student learning but also promotes the development of effective communication skills.

Another effective classroom interaction strategy is cooperative learning. This approach, according to Johnson et al. (2013), emphasizes collaborative group work, where students work together in small groups to accomplish a common goal. Cooperative learning encourages peer-to-peer interaction, as students share ideas, collaborate, and learn from one another. By fostering an environment of teamwork and mutual support, students build social skills, develop problem-solving abilities, and gain a deeper understanding of the subject matter. Additionally, Kember and Leung (2005) observe that the use of instructional technology can greatly enhance classroom interaction. Integrating technology into teaching strategies allows for increased student engagement and interactivity. Tools such as interactive whiteboards, online discussion boards, and educational apps facilitate real-time communication, enabling students to actively participate, share ideas, and learn from one

another. Furthermore, technology allows for instant feedback, which strengthens the learning process and helps students track their progress (Mayer, 2014).

Lastly, employing active listening techniques is essential for effective classroom interaction. According to Palloff and Pratt (2013), active listening involves giving students' undivided attention, listening attentively to their ideas, and providing meaningful feedback. This strategy builds trust and respect between teachers and students, creating a safe and supportive learning environment. Students feel heard and valued, leading to increased confidence and motivation to participate actively in class discussions. In conclusion, classroom interaction strategies encompass a wide range of approaches aimed at promoting student engagement. It plays a crucial role in creating a dynamic and engaging learning environment. These strategies enable teachers to effectively elicit responses and foster classroom dialogue, modify speech to cater to diverse learner needs, address errors in a constructive manner, improve questioning techniques, attending to learners' linguistic level, implementing collaborative learning, build positive teacher-learner rapport, and reduce classroom anxiety. By incorporating these strategies, teachers of English language can enhance student' participation, promote active learning, and create an inclusive and positive classroom atmosphere. Explained below are each of these strategies to understand their significance in facilitating an effective classroom interaction and promoting learning outcomes.

2.5 Competencies for classroom interaction

Gupta (1999) highlights that teachers must have specific abilities to encourage productive creativity. To effectively influence their students' learning, language educators must excel in oral communication. Speaking is the practical way to interact with the English language, making learning pointless without it. Being skilled in speaking is a difficult skill that requires exposure and practice (Mora, 2010). Speaking in a foreign or second language is

especially challenging (Khadidja, 2010), and proficiency in speaking develops gradually. Regular practice in speaking English, with the opportunity for correction from those with expertise, lessens the difficulties in achieving proficiency. Teaching English necessitates considering accuracy, fluency, and vocabulary. As a result, instructors are expected to be skilled speakers. Khadidja (2010) identifies the following as the main characteristics of speaking abilities:

2.5.1 Accuracy

Precise communication is crucial in the process of learning a foreign or second language. If individuals fail to accurately comprehend the structures of communication, they risk not being able to effectively convey their message and may potentially lose the interest of their listeners. Speaking accurately in a foreign or second language entails three main aspects: grammar accuracy, vocabulary accuracy, and pronunciation accuracy. Grammar accuracy involves evaluating how well learners utilize grammatical structures, taking into account the complexity and length of their statements. Vocabulary accuracy refers to the proper use of language in speech, with a good understanding of different word classes aiding in conveying thoughts effectively. Pronunciation accuracy focuses on how individuals articulate the language. It is important for students to be aware of the dynamics, distinctions, and emphasis of sounds in words in order to have a better understanding of spoken English.

2.5.2 Fluency

Fluency in language is a complex skill that involves both accuracy and the ability to communicate clearly and coherently. Mora (2006) emphasizes the importance of speaking accurately and fluently suggesting that fluency goes beyond just being grammatically correct and others highlighting the need to minimize hesitation in communication. The idea that fluency involves expressing ideas without hesitation is important because hesitation can hinder effective communication and engagement. This suggests that language teachers should

not only focus on teaching grammar but also on helping students express themselves smoothly.

Mora (2006), also stresses that language teachers should be proficient in the language they teach, as they serve as models for their students. This supports the idea of using language as a tool for communication rather than just a set of rules, which is an important aspect of the communicative approach to language teaching. Larsen-Freeman (2006), further reinforces the importance of fluency in language teaching by arguing that teachers should create an environment where learners can use the language meaningfully. This suggests that fluency involves not only correctness but also the ability to apply language skills in authentic communication. Swain's concept of "comprehensible output" aligns with the idea that fluency is crucial for meaningful interaction in the classroom. Swain (1995), suggests that language learners need opportunities to produce language in order to enhance their skills, but this requires a level of fluency that allows them to express themselves without hesitation. In conclusion, Mora (2006), highlight the importance of fluency in language communication, which goes beyond just being grammatically correct. This has implications for both teaching and learning, as teachers need to foster fluency in their students and create meaningful interactions in the classroom. Larsen-Freeman (2006) and Swain (1995), further support the significance of fluency in language teaching and learning.

2.5.3 Listening and understanding

Creating a positive and inclusive learning environment is crucial in the English language classroom. To promote understanding among students, teachers need to employ various strategies such as cultural sensitivity, constructive feedback, collaborative learning, and technology-mediated communication. By incorporating these elements, educators can foster an environment where students feel respected, supported, and engaged in their language learning journey. The following discuss the importance of each of these aspects in

enhancing language acquisition and facilitating meaningful interaction between teachers and students:

1. Cultural sensitivity and understanding: Understanding and respecting the cultural background of students is crucial in the process of learning a language. Kramsch (1993), emphasizes the significance of being culturally sensitive in teaching. Teachers who are mindful of the diverse cultural backgrounds of their students can adjust their teaching methods to create an inclusive and supportive learning environment.
2. Feedback and constructive communication: Providing feedback that is helpful and supportive is an essential aspect of effective communication. Hattie and Timperley (2007), highlight the importance of feedback that focuses on the task, the process, and the self-regulation of the learner. Teachers can facilitate understanding by giving specific feedback on language usage, offering guidance for improvement, and acknowledging students' efforts.
3. Collaborative learning and peer interaction: Collaborative learning, as advocated by Vygotsky's socio-cultural theory, emphasizes the significance of social interaction in the learning process. Teachers can encourage peer interaction and collaboration in the English language classroom, creating an environment where students learn from each other. This approach not only enhances language skills but also promotes mutual understanding among students.
4. Technology-mediated communication: Technology can play a vital role in facilitating communication and understanding in the digital age. Warschauer and Meskill (2000) explore the benefits of using technology as a means of communication in language learning. Online forums, video conferencing, and collaborative document editing platforms provide additional avenues for interaction and understanding between teachers and students. In sum, promoting understanding in the English language

classroom involves active listening, cultural sensitivity, constructive feedback, collaborative learning, and the integration of technology. By incorporating these elements, teachers can create a positive and inclusive learning environment that encourages and promote meaningful interaction between teachers and students.

2.5.4 Summary

The section delved into the concept of classroom interaction from various perspectives. It discussed how classroom interaction is defined and its role in second language learning. The review highlighted the importance of teacher-student and student-student interactions, and how it impacts academic performance and social development. It also explored the benefits of classroom interaction in enhancing language learning, critical thinking, and peer discussion skills. It emphasized the role of teachers in promoting effective interactions in the classroom and the need for a student-centered approach to teaching. Overall, it underscored the significance of classroom interaction in facilitating communication, linguistic growth, and creating a conducive learning environment for students.

2.6 Conceptual framework

The interaction analysis system, which was primarily created by Ned Flanders, serves as the conceptual foundation for this study. The Flanders System of Interaction Analysis (FIA) is a common abbreviation for the system. The interaction analysis method developed by Flanders is an observational instrument that is used to categorize the verbal conduct and actions of teachers as they engage with students. As far as language learning is concerned, Flanders and Moskowitz (quoted in Brown, 2001) divided classroom language activities into two categories: teacher-talk and student-talk. And the other category is silence. In all, ten categories interaction behaviour are associated to the model. Seven of those categories are for teacher talk and the two categories are for student talk, with category ten for silence or

confusion. The teacher talk category has two main influences, direct and indirect. Table 1 gives a summary of Flander's interaction Analysis Category (FIAC) adopted for the study.

Table 2.6. Flander's interaction Analysis Category (FIAC)

Category		Interaction Behaviour
	Number	
Teacher talk (Indirect)	1	Accepts feeling: accepts and clarifies an attitude or the feeling of tone of a student in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
	2	Praises and encourages: praises or encourages students' action or behaviour. Makes jokes that release tension, but not at the expense of another individual. Nodding, or saying 'umhm?' or 'go on' are included.
	3	Attempts or uses ideas of students: clarifying, building or developing ideas suggested by a student. Teacher extensions of student's ideas are included but as the teacher brings more of his ideas into play, shift to category five.
	4	Asks questions: asking a question about content or procedure with the intent that a student may answer.
Teacher talk (Direct)	5	Lecturing: giving facts or opinions about content or procedure; expressing his own ideas, giving own explanation, or citing an authority other than a student.
	6	Giving directions: directions, commands or orders to which a student is expected to comply.

	7	Criticizing or justifying authority: statements intended to change students' behaviour from non-acceptable to acceptable pattern; stating why the teacher is doing what he is doing; extreme self-reference.
Student talk	8	Student talk; response: talk by students in response to a teacher. Teacher initiates the contact, or solicits student statement, or structures the situation. Freedom to express own ideas is limited.
	9	Student talk; initiation: talk by students which they initiate. Expressing own ideas initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions, going beyond the existing structures.
Silence	10	Silence or confusion: pauses, short periods of confusion in which communication cannot be understood by the observer.

2.6.1 Teacher talk

In the language classroom, teacher talk plays a pivotal role as it guides and manages student interactions. Teacher talk, according to Walsh (2006), refers to the language used by educators to instruct students. It dominates classroom discourse to foster engagement and maintain control. Various methods can be employed to analyze teacher talk, and this study identified two main categories under teacher talk; direct and indirect influences. The Self-Evaluation Teacher Talk (SETT) method by Walsh (2006), further categorizes teacher talk into questioning skills and the description of pedagogical goals. Other models introduce three categories, encompassing giving questions, providing feedback, and delivering correct answers. The four modes of management, skills and system, material, and classroom contribute to the overall structure.

The managerial mode serves to convey information about learning management, while the material mode facilitates language practice around specific topics. The skills and

system mode aims to provide language practice related to a particular language system or skill, and the class context mode encourages students to express feelings, experiences, and attitudes to enhance oral fluency. Interaction strategies such as scaffolding, live improvement, content feedback, extended wait times, referential questions, seeking clarification, extended student turn, teacher echo, teacher distraction, extended teacher turn, turn completion, display questions, form-focused feedback, and confirmation checks are instrumental in shaping effective classroom communication (Suryati, 2015)

2.6.1.1 Indirect influence

Indirect teacher talk influence in Flanders' analysis system involves instances where the teacher conveys information or instructions without directly addressing the student. A language classroom can be understood as the subtle and implicit factors that contribute to language learning, often through exposure, immersion, and authentic language use. As distinguished from direct influence, which involves intentional and immediate impact by the teacher, indirect influence operates more passively, relying on environmental and contextual elements. This can include hinting at ideas, providing opportunities for students to think critically, or using nonverbal cues to guide behaviours or responses. Flanders' system categorizes indirect talks into types such as accepting, encouragement, clarifying and questioning. Scholars in the field have identified key aspects of indirect influence in a language classroom:

Indirect teacher influence can be achieved through **language immersion**: placing students in an environment where the target language is consistently used, both inside and outside the classroom, can indirectly influence language acquisition (Smith & Johnson, 2019). Exposure to real-life language situations helps learners adapt to the natural flow of communication. Teachers can also use **authentic materials**. For instance, research by Brown et al. (2020) suggests that integrating authentic materials such as newspapers, videos,

podcasts, and literature exposes students to real-world language usage. This indirect exposure helps learners develop an understanding of colloquialisms, idioms, and cultural nuances.

1. **Cultural engagement:** Scholars like Garcia and Lee (2018) argue that incorporating cultural elements into lessons and activities allows students to indirectly absorb language through the exploration of customs, traditions, and societal norms associated with the language being studied.
2. **Peer interaction:** According to a study by Wang and Martinez (2017), interacting with peers who are fluent or proficient in the target language provides students with opportunities for authentic communication. Collaborative activities, group discussions, and language exchange programs contribute to indirect language learning.
3. **Media and technology:** The utilization of multimedia resources, language learning apps, and online platforms can expose students to diverse accents, speech patterns, and language registers, as noted by Jackson and Brown (2018). These technological tools offer indirect learning opportunities beyond the traditional classroom setting.
4. **Contextual learning:** According to Johnson and Smith (2016), creating meaningful contexts for language use, such as simulated real-life situations, encourages students to apply their language skills in authentic scenarios. This indirect application helps reinforce language learning in practical contexts.
5. **Language-rich environment:** Research by Gonzalez et al. (2019) suggests that surrounding students with a language-rich environment, both within and outside the classroom, contributes to indirect language learning. Labels, signs, and displays in the target language enhance exposure and reinforce vocabulary.
6. **Task-based learning:** According to a study by Lee and Davis (2021), designing tasks and projects that require students to use the language in problem-solving or creative

contexts provides indirect opportunities for language application. This approach promotes the integration of language skills in a purposeful manner.

7. **Cultural events and activities:** Participation in cultural events, festivals, and activities related to the target language community creates indirect exposure to the language and its cultural context, as highlighted by Chen and Kim (2018).

Indirect influence, as supported by these academic perspectives, complements direct influence in fostering a well-rounded language learning experience. The combination of both direct and indirect elements contributes to a comprehensive and effective language education

2.6.1.1.1 Dealing with feelings

Indirect influence in a language classroom can be understood as the subtle and implicit factors that contribute to language learning, often through exposure, immersion, and authentic language use. As distinguished from direct influence, which involves intentional and immediate impact by the teacher, indirect influence operates more passively, relying on environmental and contextual elements. Scholars in the field have identified key aspects of indirect influence in a language classroom:

Managing and addressing emotions in a language classroom is a critical aspect of fostering a positive and effective learning environment. Recognizing and responding to the emotions of both students and teachers contributes to a conducive atmosphere for language acquisition. The following strategies, supported by academic literature, offer insights into handling emotions in a language class:

1. Establish a supportive atmosphere: Foster a positive and inclusive classroom culture where students feel comfortable expressing their thoughts and emotions (Dörnyei, 2005). Encourage open communication and create a safe space for students to share their feelings without fear of judgment (Mercer & Dörnyei, 2020).

2. Active listening: Actively listen to students when they express their feelings. Show empathy and understanding to validate their emotions (Wang & Guan, 2018). Provide opportunities for students to share their experiences, both related to language learning and personal matters (Oxford, 2016).
3. Emotional check-ins: Begin class sessions with brief emotional check-ins, allowing students to share how they feel on that particular day. This can help you gauge the emotional climate of the class (MacIntyre & Mercer, 2014).
4. Incorporate personal connections: Relate language learning to personal experiences and interests of the students. This helps create a connection between the language and their emotions, making the learning experience more meaningful (Csizér & Kormos, 2009).
5. Addressing frustration: Acknowledge that language learning can be challenging, and frustration is a natural part of the process. Encourage students to view challenges as opportunities for growth (Dewaele & MacIntyre, 2016). Provide constructive feedback and support to help students overcome obstacles and build resilience (Hiver & Al-Hoorie, 2016).
6. Mindfulness and relaxation techniques: Integrate mindfulness or relaxation techniques into the class routine, such as short breathing exercises or moments of quiet reflection. These can help students manage stress and anxiety (Lai, 2017).
7. Group activities and peer support: Incorporate collaborative activities that promote a sense of community among students. Group work can provide emotional support as students share their language learning journey (Kessler & Plakans, 2018). Encourage peer support by fostering a culture of helping and collaboration within the class (Lantolf & Poehner, 2014).

8. Flexible teaching approaches: Be flexible in your teaching approaches to accommodate different learning styles and preferences. Recognize that students may have varied emotional responses to different teaching methods (Richards & Rodgers, 2001).
9. Conflict resolution: Address conflicts or misunderstandings promptly and constructively. Teach students conflict resolution skills and encourage open communication to prevent lingering negative emotions (Nikitina, 2016).
10. Cultural sensitivity: Be aware of cultural differences in expressing emotions. Some students may come from cultures where emotions are not openly discussed, while others may be more expressive (Kinger, 2008).
11. Teacher self-awareness: Be aware of your own emotions as a teacher. Model emotional intelligence and demonstrate how to manage feelings effectively (Mercer, 2016). Seek professional development opportunities related to managing emotions in the classroom (Farrell, 2019).

By incorporating evidence-based strategies, language teachers can create a supportive and emotionally intelligent classroom environment that enhances the language learning experience for students.

2.6.1.1.2 Praising or encouraging

In the context of indirect teacher talk, praising or encouragement play an important role in motivating student. Fostering a positive learning environment in a language interactive classroom is paramount for student motivation and confidence in language acquisition (Dörnyei, 2009; Mercer, 2016). This category involves how the teacher expresses approval or provides encouraging feedback to students' contribution. Drawing on effective praise and encouragement strategies is essential to enhance engagement and cultivate a supportive atmosphere (Deci & Ryan, 1985). The following are advised:

1. Specific and descriptive praise: Instead of generic praise, Dörnyei and Ryan (2015) argue for the importance of providing specific and descriptive feedback. By highlighting precise language achievements, educators contribute to a more nuanced understanding of language proficiency and improvement.
2. Acknowledge effort and persistence: Recognition of students' effort, dedication, and perseverance aligns with the self-determination theory (Deci & Ryan, 1985), emphasizing the significance of autonomy, competence, and relatedness in language learning motivation.
3. Use positive reinforcement: Positive reinforcement techniques, grounded in behaviourist theories (Skinner, 1953), contribute to a reinforcing cycle of language use. Acknowledging good behaviour and participation motivates students to continue engaging in language activities.
4. Encourage Risk-Taking: Creating an environment that encourages linguistic risk-taking aligns with Vygotsky's (1978) sociocultural theory, emphasizing the role of social interaction and collaboration in language development.
5. Celebrate small achievements: Celebrating small language learning milestones corresponds with the concept of "micro-progress" (Dörnyei, 2007), emphasizing the importance of recognizing incremental steps in language proficiency development.
6. Provide constructive feedback: The combination of praise and constructive feedback aligns with the *feedback sandwich* approach (Hattie & Timperley, 2007), where positive reinforcement precedes and follows constructive criticism to maintain a positive learning atmosphere.
7. Use non-verbal cues: Incorporating non-verbal cues into praise resonates with the principles of affective filter theory (Krashen, 1982), suggesting that positive affect enhances language acquisition by reducing anxiety.

8. Create a supportive classroom culture: Fostering a supportive community reflects social constructivist principles (Vygotsky, 1978), emphasizing the importance of social interactions and collaborative learning in language development.
9. Incorporate goal setting: Setting language learning goals aligns with goal-setting theory (Locke & Latham, 2002), emphasizing the role of specific, challenging, and achievable goals in enhancing motivation.
10. Individualized feedback: Providing personalized feedback is consistent with differentiated instruction principles (Tomlinson & Allan, 2000), recognizing the diverse strengths and learning needs of individual students.
11. Link praise to learning objectives: Aligning praise with specific learning objectives resonates with the principles of task-based language teaching (Willis & Willis, 2007), emphasizing the connection between language use and meaningful tasks.
12. Be genuine and sincere: Ensuring genuineness in praise corresponds with authenticity in teaching (Van Lier, 1996), fostering a positive teacher-student relationship and building trust.
13. Use positive language: Choosing positive language is in line with the positive psychology movement (Seligman & Csikszentmihalyi, 2000), emphasizing strengths, positivity, and well-being in education.

By incorporating these strategies rooted in educational theories and research findings, language educators can enrich the interactive classroom environment, promoting effective and enjoyable language learning experiences for students.

2.6.1.1.3 Using ideas of students

According to Flanders, indirect teacher talk involves acknowledging and incorporating students' ideas into discussions in the language classroom. It includes teacher behaviour such as asking for student thoughts and ideas about the topic under consideration.

Also, it is a pedagogical strategy rooted in theories of student-centered learning and language acquisition. The following approaches draw on established educational theories and research findings:

1. Student-centered activities: Designing activities that encourage student contributions aligns with the principles of constructivist learning theories (Vygotsky, 1978; Piaget, 1952). These approaches emphasize the importance of active student participation in the learning process.
2. Brainstorming sessions: Initiating brainstorming sessions reflects the pedagogical emphasis on collaborative learning (Johnson & Johnson, 2009). This cooperative approach fosters creativity and linguistic exploration within a dynamic classroom environment.
3. Classroom polls and surveys: Conducting polls and surveys within the classroom corresponds with principles of formative assessment (Black & Wiliam, 1998). This allows educators to gather feedback on student opinions and tailor instruction accordingly.
4. Personalized learning projects: Assigning personalized projects aligns with the tenets of differentiated instruction (Tomlinson, 2001), recognizing and accommodating diverse learner needs and interests in the language learning process.
5. Interactive games and simulations: Incorporating interactive games aligns with the principles of game-based learning (Gee, 2003). Game-based approaches have been associated with increased engagement and motivation in language learning contexts.
6. Student-generated content: Encouraging students to create content aligns with the concept of learner autonomy (Holec, 1981). Empowering students as contributors to the learning process promotes a sense of ownership and responsibility.

7. Open-ended questions: Posing open-ended questions aligns with the Socratic Method (Paul & Elder, 2006), encouraging critical thinking and promoting meaningful communication in the language classroom.
8. Language exchanges: Facilitating language exchanges aligns with the principles of communicative language teaching (CLT) (Richards & Rodgers, 2001). CLT emphasizes authentic communication as a central element of language learning.
9. Reflection journals: Introducing reflective writing activities aligns with metacognitive theories of learning (Flavell, 1979). Reflective practices contribute to the development of metacognitive skills and self-awareness in language learners.
10. Peer teaching: Implementing peer teaching sessions corresponds with social constructivist theories (Vygotsky, 1978), emphasizing the role of social interaction and collaboration in language development.
11. Task-based learning: Structuring language learning activities as tasks aligns with task-based language teaching (TBLT) principles (Willis & Willis, 2007). TBLT emphasizes language use in real-world, problem-solving situations.
12. Incorporate cultural perspectives: Exploring language in a cultural context aligns with intercultural competence frameworks (Byram, 1997). Integrating discussions about customs and societal norms enhances students' understanding of language in diverse cultural contexts.
13. Flexible lesson plans: Being open to adjusting lesson plans aligns with the concept of responsive teaching (Richards & Lockhart, 1996). Responsive teaching allows educators to adapt instruction based on ongoing assessments of student needs and interests.

By integrating these approaches grounded in educational theories, language educators can create a dynamic and student-centered learning environment, enhancing engagement, motivation, and language learning outcomes.

2.6.1.1.4 Asking questions

Asking questions in a language classroom is a fundamental instructional strategy with multifaceted purposes, including assessing comprehension, fostering critical thinking, and encouraging active participation. The following strategies are informed by established educational theories and research findings:

1. **Open-ended questions:** Open-ended questions align with the principles of constructivist learning theories (Vygotsky, 1978; Piaget, 1952). These theories emphasize the role of student engagement and active participation in constructing their understanding of language concepts.
2. **Probing questions:** Probing questions draw inspiration from the concept of metacognition, encouraging students to reflect on and deepen their understanding of language (Flavell, 1979). This approach fosters a more profound exploration of linguistic topics.
3. **Socratic questioning:** The utilization of Socratic questioning techniques reflects a pedagogical approach rooted in the Socratic method (Paul & Elder, 2006). This method emphasizes the development of critical thinking skills and analytical abilities.
4. **Conceptual questions:** Conceptual questions are aligned with the principles of cognitive learning theories (Anderson, 1995), targeting key language concepts, grammar rules, and vocabulary to reinforce learning objectives effectively.
5. **Real-world scenario questions:** The integration of real-world scenario questions is consistent with the principles of task-based language teaching (TBLT) (Willis &

Willis, 2007). Task based language teaching emphasizes the practical application of language skills in authentic situations.

6. Reflective questions: Reflective questions draw on metacognitive theories (Flavell, 1979) and self-regulated learning concepts (Zimmerman, 1989), prompting students to introspectively consider their language learning process and strategies.
7. Sequential questions: The use of sequential questions aligns with the scaffolding approach derived from Vygotsky's sociocultural theory (Vygotsky, 1978). This method supports the gradual progression of ideas and language skills.
8. Collaborative questions: Collaborative questions are in line with the principles of collaborative learning (Johnson & Johnson, 2009). This approach promotes communication among students, fostering a social context for language practice.
9. Cultural awareness questions: Cultural awareness questions integrate concepts from intercultural competence frameworks (Byram, 1997), encouraging students to consider cultural nuances in language use.
10. Task-based questions: Task-based questions draw on task-based language teaching principles (Willis & Willis, 2007), emphasizing the practical use of language in problem-solving activities.
11. Inquisitive language games: Inquisitive language games align with the principles of game-based learning (Gee, 2003). Game-based approaches have been associated with increased engagement and motivation in language learning.
12. Assessment questions: Assessment questions can be viewed through the lens of formative and summative assessment practices (Black & Wiliam, 1998), aiding in the evaluation of students' language proficiency.

13. Adaptive questions: Adaptive questioning strategies resonate with the concept of differentiated instruction (Tomlinson, 2001), tailoring questions to address individual learning needs effectively.

14. Non-verbal cues: The use of non-verbal cues aligns with communication theories (Mehrabian, 1971), enhancing clarity, expression, and creating a positive and inclusive language learning environment.

In conclusion, indirect teacher talk, as outlined by Flanders' analysis system, encompasses a range of strategies aimed at promoting student engagement, motivation and emotional support within the classroom. By incorporating student ideas, offering praise and encouragement, addressing feelings, and posing thought-provoking questions, teachers can create a conducive learning environment that fosters student participation and growth.

2.6.1.2 Direct influence

Direct influence in a language classroom denotes the immediate and purposeful impact that an instructor has on the language learning process of students. This impact can take various forms and is frequently linked to the explicit teaching and guidance provided by the teacher. Below are key components of direct influence in a language classroom:

1. **Instructional approaches:** Teachers employ specific instructional strategies to directly shape language acquisition. These strategies may encompass explicit explanations of grammar, vocabulary drills, pronunciation exercises, and other targeted language activities.
2. **Feedback:** Teachers offer direct feedback on students' language performance, aiding them in recognizing both strengths and areas for improvement. This feedback can encompass correction of errors as well as positive reinforcement for correct language usage.

3. **Modeling:** Teachers act as language models, showcasing accurate pronunciation, grammar structures, and language usage. Students often learn by observing and emulating their teacher's language skills.
4. **Structured lessons:** Direct influence involves the planning and implementation of structured lessons that address specific language learning objectives. Teachers design activities and exercises to guide students through the learning process.
5. **Explicit Instruction:** Teachers explicitly teach language rules, structures, and patterns to enhance students' comprehension of the language. This may involve explaining grammar rules, delving into cultural nuances, and emphasizing language conventions.
6. **Prompting and questioning:** Through well-crafted prompts and questions, teachers guide students to think critically about language use, motivating them to apply their knowledge in meaningful ways. This encourages active engagement with the language.
7. **Scaffolding:** Teachers provide support and scaffolding to assist students in grasping challenging language concepts. This support can be gradually withdrawn as students gain proficiency and confidence.
8. **Cultural context:** In language learning, recognizing the cultural context is vital. Teachers may directly influence students by incorporating cultural elements into lessons, fostering a deeper appreciation and understanding of the language within its cultural framework.

Direct influence operates in conjunction with other forms of influence, such as indirect influence, where students learn through exposure, immersion, and authentic language use. Both direct and indirect influences are integral to creating a comprehensive language learning experience.

2.6.1.2.1 Giving information

Indriyani & Trioktawiani (2019) argue that teacher direct talk in the Flanders' Interaction Analysis Category, refers to a teaching style where the teacher takes the lead in guiding the lesson and imparting knowledge. Within this category, lecturing is a specific type of teacher direct talk. They observe that lecturing involves the act of conveying factual information or expressing opinions about a given subject matter. This often includes elaborating on specific content or procedures, presenting one's own ideas, providing personal explanations, or citing authoritative sources other than the students themselves. In a formal context, lecturing is a method of instruction that seeks to impart knowledge, clarify concepts, and guide learners through the exploration of a particular topic. The lecturer assumes an authoritative role, sharing information in a structured manner and often utilizing various teaching aids to enhance understanding. Lecturing can serve as a valuable tool for facilitating learning and fostering intellectual engagement within an educational setting. It also involves the teacher delivering information to the students through a structured and formal presentation. The teacher typically stands at the front of the classroom and delivers a prepared talk, often supported by visual aids like slides or a blackboard. This style of communication is characterized by the teacher speaking for most of the time, while students primarily listen and take notes.

2.6.1.2.2 Giving direction

Erlia (2021) posits that giving direction in the Flanders Interaction Analysis Category refers to a specific type of verbal interaction between a teacher and students during teacher direct talk. He believes that it involves the teacher providing clear and explicit instructions or guidance to direct the students' behaviour or actions in the classroom. The concept of giving directions in an educational setting refers to the explicit instructions, commands, or orders that a student is expected to follow (Erlia, 2021). This is a critical aspect of classroom

management and effective teaching. Clear and precise directions help students understand what is expected of them and can minimize confusion or misunderstandings. It's important that educators communicate directions in a respectful and assertive manner, using language that is appropriate for the age and developmental level of the students.

When a teacher gives direction, they may use imperative language (e.g. *Open your books to page 10, Take out a pen and paper*) or provide step-by-step instructions (e.g. *First, read the passage silently. Then, answer the questions on the worksheet*). The purpose of giving direction is to guide students in understanding what is expected of them, ensuring clarity, and providing a framework for instructional activities. During this interaction, the teacher takes a more active role, as they provide necessary instructions or guidance for the students to follow. The teacher may also use non-verbal cues such as pointing or gesturing to reinforce the verbal direction. Giving direction, according to Da Luz (2015), is an essential component of effective classroom management and instruction. It helps to establish routines and structure, ensuring that students know what is expected of them and how to proceed with various tasks or activities. Clear and explicit directions reduce confusion, maximize instructional time, and facilitate smooth transitions between different activities or learning tasks. Furthermore, giving direction promotes student engagement and participation by providing a clear path towards learning objectives. It enables students to focus their attention, follow instructions accurately, and actively engage in the learning process. Overall, giving direction in the Flanders Interaction Analysis Category refers to the teacher's verbal communication that provides explicit instructions or guidance to direct students' behaviour and actions in the classroom context, promoting effective classroom management and facilitating student learning.

2.6.1.2.3 Criticizing student behaviour

This refers to a specific type of teacher talk categorized under teacher direct behaviour (Flanders, 1970). This behaviour focuses on the teacher directly addressing and critiquing a student's behaviour or actions in the classroom. Criticizing or justifying authority in the context of education involves providing statements that are intended to change student behaviour from an unacceptable pattern to an acceptable one. This may involve the teacher explaining the rationale behind a particular rule or expectation, offering constructive feedback, or addressing behaviour that is not in line with classroom norms. When offering criticism or justifying authority, it is important for educators to strike a balance between maintaining authority and showing understanding and empathy toward students. When a teacher engages in criticizing student behaviour, they are directly commenting on the behaviour or actions of an individual student, highlighting any issues or concerns they may have (Wardana, 2018). This type of teacher talk can be both positive; to reinforce good behaviour, or negative; to address and correct inappropriate behaviour.

Wardana (2018) intimates that criticizing student behaviour often involves the teacher verbalizing their observations, concerns, or expectations directly to the student. It can include pointing out a specific misbehaviour, such as talking out of turn, not following instructions, or being disruptive. The teacher typically communicates their dissatisfaction with the behaviour and may provide guidance or consequences for the student to understand the desired classroom expectations better. Meanwhile, Liau & Zhao (2010) believe that by directly addressing and criticizing student behaviour, the teacher aims to guide students towards more appropriate conduct and help maintain a productive learning environment. It allows the teacher to establish boundaries, reinforce expectations, and address any disruptive or inappropriate behaviour promptly. This type of teacher talk focuses on using clear

communication and feedback to address behavioural issues and guide students toward more positive classroom behaviour.

2.6.2 Student talk

According to Özüdođru (2020), student talk in the Flanders Interaction Analysis Category refers to the language used by students during classroom interactions. This category focuses on identifying and analyzing the amount and type of student participation and engagement in a classroom. It involves examining the nature of the language used by students, their level of involvement in discussions, and their contributions to the overall learning process. When assessing student talk, Özüdođru (2020) examines the following aspects:

1. **Initiation:** This refers to the student's ability to initiate and sustain communication. It includes asking questions, expressing opinions, making suggestions, and seeking clarification.
2. **Content:** Analysts assess the relevance of the student's comments or questions to the topic being discussed. They look for responses that contribute to the overall learning objectives or provide valuable insights.
3. **Length:** The duration and depth of student responses are considered. Longer and more elaborate responses indicate a deeper level of understanding and engagement with the classroom material.
4. **Type of language:** Student talk can vary between simple surface-level responses, such as short factual answers or yes/no responses, to more complex and critical thinking-oriented language. Analysts evaluate the quality and complexity of students' language usage.
5. **Appropriateness:** The student's language and behaviour are assessed for their appropriateness in the context of the classroom. This includes adhering to rules,

showing respect towards peers and the teacher, and following guidelines for productive discussions.

Özüdoğru (2020) contends that by focusing on student talk, the Flanders Interaction Analysis Category aims to encourage meaningful student engagement, promote active learning, and assess the effectiveness of classroom discussions. It provides insights into how well students understand and participate in the learning process, enabling educators to adapt their teaching strategies accordingly.

2.6.2.1 Student talk response

Student talk refers to the communication and interaction initiated by students in response to the teacher (Da Luz, 2015). This can occur when the teacher solicits input or feedback from students, creates opportunities for discussion or collaboration, or structures activities that encourage student participation. While the teacher typically initiates and guides these interactions, it's important for students to feel that they have the freedom to express their own ideas within the parameters set by the teacher. Da Luz (2015) argues that encouraging student talk fosters a more dynamic and engaging learning environment.

2.6.2.1.1 Student talk initiation

Cassum & Gul (2017), posit that initiating a talk as a student involves expressing one's own ideas and taking the initiative to introduce a new topic. This entails the freedom to develop opinions and thought processes, such as asking thoughtful questions and going beyond existing structures. They believe it showcases the ability to think critically and independently, contributing to a more dynamic and engaging learning environment.

2.6.2.1.2 Silence pauses in the interaction

As mentioned by Mentari (2021), silence or confusion during communication refers to pauses or short periods of uncertainty in which the message being conveyed is not understood by the observer. In a formal context, this may occur due to various reasons such as language

barriers, complex subject matter, or unclear articulation. Mentari (2021) contends that addressing and resolving such instances of confusion is essential to ensure effective communication and comprehension in educational setting. Sagita (2018) also believes that silence pauses can serve different functions in a classroom setting. Firstly, they can provide students with time to process information or reflect on their thoughts before responding. This can be particularly valuable in complex or challenging tasks, as students need time to think critically and formulate their ideas. Additionally, he contends that silence pauses can also indicate a pause in the flow of conversation, signaling a natural break or transition in the discussion.

However, Woolfolk & Brooks (1993), have it that excessive or prolonged silence pauses can also be undesirable as they may indicate a lack of student engagement or participation. In an ideal learning environment, students should feel comfortable expressing their thoughts and opinions, and silence pauses should be minimal. If silence pauses become too frequent or lengthy, it may be a sign that students are hesitant to contribute or lack confidence in their abilities. Sagita (2018) intimates that teachers can play a crucial role in managing and utilizing silence pauses effectively. They can use strategic wait time, which is the intentional delay between asking a question and expecting a response, to give students an opportunity to respond. By allowing an appropriate amount of time for students to process and respond, teachers can encourage active participation and thoughtful contributions.

Furthermore, teachers should also be aware of the different types of silence pauses. Silence pauses can be categorized as either procedural or substantive. Procedural silence pauses occur during administrative or logistical tasks, such as handing out materials or transitioning between activities. Although these pauses are necessary, teachers should aim to keep them short and efficient to maintain the momentum of the lesson. On the other hand, substantive silence pauses occur during meaningful academic discussions, and these pauses

should be encouraged to allow students to think deeply and engage in higher-order thinking. In conclusion, silence pauses play a significant role in the Flanders Interaction Analysis Category of Student Talk. While they can provide students with valuable processing time and contribute to the flow of discussion, excessive or prolonged silence pauses may indicate a lack of student engagement. Teachers should aim to manage silence pauses effectively by providing strategic wait time and encouraging active participation in order to create a dynamic and inclusive learning environment.

2.6.2.2.1 Confusion

In the Flanders Interaction Analysis Category, *confusion* refers to the level of mental disorientation or lack of understanding displayed by participants during an interaction. When analyzing student talk, confusion can be identified through verbal and non-verbal cues that indicate a lack of comprehension or uncertainty about the topic being discussed (Fitri & Syafri, 2017). Fitri and Syafri (2017) further explain that confusion in student talk can arise due to various reasons. It might be caused by a teacher's unclear instructions, a student's difficulty understanding a concept, or insufficient background knowledge on a given topic. Confusion can also be a result of the complexity or abstract nature of the material being taught. As posited by Hai and Bee (2006), verbal cues that indicate confusion in student talk can include hesitant speech, frequent requests for clarification, asking repetitive questions, or providing incorrect or irrelevant answers. Non-verbal cues such as puzzled expressions, frowns, or averted eye contact can also express confusion.

Pathak and Chaudhary (2012) also believe that the presence of confusion in student talk is an important aspect to consider as it indicates that the learning objectives might not be achieved. When confusion is identified, it is crucial for the teacher to address it promptly by providing appropriate instruction, explanations, or guided practice. This can involve rephrasing questions or instructions, using visual aids, or providing additional examples or

resources. Moreover, confusion can be minimized through the use of effective instructional strategies that cater to diverse learning needs and abilities. Teachers can implement differentiation techniques, such as small group discussions, peer tutoring, or personalized instruction, to help clarify concepts and enhance comprehension (Manoj, 2018). In conclusion, confusion in student talk is an indicator of a lack of understanding or mental disorientation during an interaction. It is important for teachers to identify and address confusion promptly by providing appropriate instruction and support to ensure effective learning. By creating a supportive and inclusive learning environment, teachers can help minimize confusion and promote student success.

2.6.3 Summary

The theoretical framework for this study is rooted in the Flanders System of Interaction Analysis (FIA), developed by Ned Flanders. This system provides a conceptual foundation for understanding and categorizing verbal conduct and actions in the classroom setting, particularly in the context of language learning. Flanders interaction analysis category (FIAC) model divides classroom language activities into two categories: teacher-talk and student-talk. The FIA model includes various components for analyzing teacher and student behaviours during interactions, such as teacher talk (both indirect and direct influence) and student talk (including responses and initiation, silence or confusion). The model asserts that verbal communication is predominant in classrooms, with teachers significantly influencing students, and the interaction between them being crucial to the teaching-learning process. In summary, the FIA model provides a comprehensive framework for understanding and analyzing teacher-student interactions in language learning settings, encompassing both direct and indirect influences. It emphasizes the importance of verbal communication in the classroom and recognizes the broader context that shapes these interactions.

2.7 The role of classroom interaction

Classroom interaction is a crucial element in language learning, especially when it comes to acquiring a target language. It goes beyond the traditional teacher-student model and involves various roles and activities that contribute to a comprehensive language learning experience. The varied roles of classroom interaction in this setting include Increase in students' language store, developing communication skills, building students' confidence and strengthening social relationship in the classroom. Here are some key roles of interaction in the language learning classroom:

2.7.1 Increasing students' language store

Dobao (2014) emphasized the significance of real-world texts and peer interactions in vocabulary building. Research by Nation (2001) supports this, stating that, exposure to diverse and authentic texts is essential for vocabulary development. Through constant interactions, students expand their language store by actively using and practicing vocabulary, sentence structures, and communication strategies. The patterns that involve peer-to-peer interactions, such as student-student and student-group interactions, are particularly effective in promoting language development. As students engage in such interactions, they tend to learn from those they engage. With respect to teachers, students are known to imitate some of their teachers in a lot of ways including even their choice of diction. When students acquire and use these words they pick from their teachers, they become part of them and add up to their store of language.

Furthermore, studies like those conducted by Cobb and Horst (2001) highlight the effectiveness of incidental vocabulary acquisition through extensive reading. These findings underscore the importance of incorporating authentic materials and encouraging peer interactions for robust language development. One important factor is the opportunity for students to engage in conversations with their peers and teachers. For Lantolf and Thorne

(2006), this conversational practice allows students to utilize and reinforce their language store by actively speaking and understanding the language in a natural, interactive setting. Through interaction, students are able to receive immediate feedback on their language use and are exposed to a variety of speech patterns and vocabulary. In summary, this exposure and practice contribute to the expansion of students' language store and development of comprehension skills.

2.7.2 Developing communication skills

Thapa and Lin (2013) assert that interaction plays a vital role in improving linguistic resources aligns with research by Bucholtz and Hall (2005). Bucholtz and Hall (2005) suggest that language acquisition is facilitated through meaningful communication and negotiation of meaning. Skills in communication involve active listening, speaking, responsiveness, understanding nonverbal cues, observing, empathizing and adapting your style to the audience, as well as giving and receiving feedback. The classroom interactional patterns do contribute to the development of all these communication skills as students engage in verbal exchanges, express their ideas, articulate their thoughts, and actively listen to others. Bucholtz and Hall (2005) further believe that classroom interaction provides a space for learners to practice and refine their language skills through meaningful conversations, contributing to improved language competence.

When learners are able to meaningfully communicate their ideas and thoughts, the effectiveness of the teaching-learning process is improved since they tend to participate fully in the process. Studies such as those by Luz (2015) and Mackey and Goo (2007) have provided empirical support for the positive impact of communicative tasks, like debates, group activities and discussions, provide students with the opportunity to apply the language in real-life contexts, which in turn enhances their speaking and listening skills. Therefore, integrating such communicative exercises into language instruction enhances students' ability

to express themselves effectively. According to a study by Leong & Ahmadi (2017), the interaction that takes place in the classroom has a beneficial impact on students' spoken language abilities. This they believe is because it gives them the opportunity to practice articulating their thoughts, viewpoints, and emotions in English, consequently enhancing their overall communication skills. Furthermore, Dubcovsky (2018) emphasizes the significance of collaborative learning environments in language classrooms, highlighting that interactions with peers and the teacher enable students to receive immediate feedback, negotiate meaning, and gain proficiency in using the language. Overall, classroom interaction creates an authentic and supportive setting for students to practice and improve their communication abilities in English language.

2.7.3 Building confidence

Classroom interactions play a vital role in building students' confidence in an English language classroom. Through meaningful exchanges with their peers and the teacher, students have opportunities to express themselves, articulate their thoughts, and receive feedback. This process helps in bolstering their confidence in using the English language. According to Mercer's (2016) study on the role of interaction in language learning, classroom interactions provide students with a supportive environment where they can experiment with language, make mistakes, and receive constructive guidance, contributing to increased student confidence. Moreover, in a study by Zhang and Rahimi (2014), it was found that interactive classroom activities help students overcome the fear of speaking in a second language, thereby increasing their confidence in using English. Thapa and Lin (2013) also assert that by participating in discussions, role-plays, debates, and collaborative tasks, students develop their language skills while gaining the confidence to communicate effectively. These interactions also contribute to creating a positive classroom atmosphere, which further nurtures students' confidence in expressing themselves in English. Therefore,

classroom interactions serve as a powerful tool in enhancing students' confidence in using the English language.

2.7.4 Strengthening social relationships in the classroom

August and Rook (2013) note that social relationship broadly as the connections that exist between people who have recurring interactions that are perceived by the participants to have personal meaning. Therefore, classroom interaction plays a vital role in promoting social relationships in the language classroom, as it nurtures the development of social skills such as politeness, tolerance, and respect for others and so on, needed by people to function successfully in any culture. This is further supported by McCroskey (2001) who asserts that by engaging in discussions, group work, and collaborative activities, students have the opportunity to interact with their peers in meaningful ways. Through these interactions, students can build rapport, develop trust, and establish friendships, which are essential components of a supportive and inclusive learning environment.

Additionally, the sharing of personal experiences, opinions, and cultural perspectives during classroom interactions can lead to a deeper sense of community and understanding among students, thereby fostering positive social relationships. Furthermore, studies by Johnson and Johnson (1994) emphasize the positive impact of cooperative learning on social relationships within the classroom. In effect, classroom interaction develops the learners' socialization. As students interact with other learners in the classroom on a daily basis, they tend to collaborate a lot more often with them which eventually lead to improved performance academically. According to Naimat (2011), interaction among students themselves or with their teachers will strengthen their social relationship since it gives them the chance to learn from each other and also receive feedback on their performance. Also, Willis and Willis (2007) opine that tasked-based language teaching engages students in real-world communication tasks, requiring collaboration and fostering a sense of shared purpose

and accomplishment. Therefore, as teachers of language incorporate this cooperative nature of activities, it will contribute to the development of their social relationships.

2.7.5 Summary

This literature review focused on the role of classroom interaction in an English language classroom. It was discovered that effective classroom interaction is essential for developing communication skills, increasing students' language proficiency, and building students' confidence. Additionally, it plays a crucial role in strengthening social relationships within the learning environment. Again, it was discussed that effective classroom interaction is vital for creating a dynamic and engaging learning environment in an English language classroom. It helps students improve their communication skills, as they have the opportunity to practice speaking and listening in a real-life context. Classroom interaction also fosters an increase in students' language store by providing exposure to new vocabulary and language structures. Furthermore, it plays a key role in building students' confidence and self-esteem, as they have the chance to express themselves and receive feedback from their peers and teachers. Strong social relationships are also formed through classroom interaction, creating a supportive and collaborative learning environment. Thus, by prioritizing classroom interaction, teachers can create a dynamic and engaging learning environment that benefits students academically, socially, and emotionally.

2.8 Related studies

In Ibrahim's (2012) study, the emphasis was on examining the role of classroom interaction in second language teaching and learning. The research, involving English language teachers in high schools, utilized a mixed-methods approach to assess the impact of classroom interaction on second language acquisition (SLA). The results indicated that effective interaction, along with constructive feedback, played a crucial role in enhancing SLA and students' motivation for learning. Meanwhile in the research by Ahmad, Shakir, and

Siddique (2019), the focus was on analyzing the communication patterns and feedback provided by a teacher in a language classroom. It was discovered that the teacher predominantly engaged in monologues, with minimal student participation, which was found to have a negative impact on student engagement.

Other researchers like Camp (2011) conducted a study on teacher perceptions of relationships with students in a small town elementary school. Through interviews, observations, and journals, themes of relationships, culture, high quality instruction, and behavior management were identified. Teachers emphasized the importance of positive relationships and supportive environments for academic and behavioral success, as well as the influence of classroom and school culture on student outcomes. Furthermore, Aliicbay (2008) conducted a study exploring effective teaching methods for enhancing students' understanding of literature in high school classrooms. Through video recordings of multiple sessions across different schools, it was observed that active student participation, facilitated by teachers' actions and demonstrations, led to improved interactions and engagement within the classroom.

In Kasim's (2004) research, the focus was on the interactions between teachers and students in the Speaking II Class at the English Department of State University of Malang. Data were collected through non-participant observation, recording, and interviews, with a qualitative approach using an observational case study design. The study found that classroom interaction (CI) is structured in patterns, with student-student (S-S) CI being the most dominant pattern. Also, Gablinske (2014) focused on the affective domain of teacher-student relationships in an English language classroom. Using a single case study design and a constructivist perspective, the research found that the interpersonal relationship between the teacher and students has a significant impact on the teaching and learning of a second language (L2).

Sundari (2014) examined interaction in language classrooms in foreign language settings, involving 20 experienced English language teachers in Jakarta. Different teaching methods were observed, with some teachers emphasizing the use of the target language leading to better English language proficiency among students. Omodan and Tsotetsi (2018) also investigated student-teacher relationships and their impact on academic performance in Nigerian secondary schools, finding a significant correlation between relationships and performance. The study suggested that engaged and motivated students tend to perform better academically.

Fosen (2016) examined teacher-student relationships in Muslim communities in Pakistan and their influence on interactions, noting that positive teacher-student relationships led to better interactions. However, some teachers showed negative attitudes towards students based on religion. Ortiz (2014) studied teacher behaviors influencing student academic engagement and emergent literacy skills in inner-city pre-school students, finding correlations between certain teacher behaviors and student engagement. Turano (2005) discussed the factors influencing classroom environments, emphasizing the importance of physical space, time management, behavior management, and teacher effectiveness on student learning. Effective teacher-student interactions are dependent on a conducive classroom environment, behavior management, and teacher effectiveness. Other researchers like Tognini (2007) analyzed teacher-learner interaction in primary and secondary school classes in Western Australia, highlighting the importance of teacher-student interaction for effective language learning.

Marija (2016) identified factors affecting classroom participation among sophomore business students in Croatia, revealing that logistics, student traits, classroom climate and professors' influence impact participation levels. Lin (2009) explored students' experiences with different interaction activities in an EFL writing class in Taiwan, suggesting the need for

more support for low achieving students to enhance their learning outcomes. Nugent (2009) also aimed to assess the impact of student-teacher interactions on motivation and achievement. Findings showed that equipping teachers with resources and support beyond academic instruction could improve student outcomes, highlighting the importance of teacher-student relationships.

Wenglinsky (2001) explored the connection between classroom practices and student academic performance using quantitative methods, finding that teachers can significantly influence student learning. Tran and Le (2013) conducted research in Vietnamese L2 schools to examine the strategies English teachers used to manage large classes. Their qualitative study involved ten teachers, who mostly reported using teamwork, group work, and pair work to encourage student responsibility and engagement. Overall, previous studies underscore the significance of various aspects of classroom interactions, such as teacher-student relationships, motivation, and positive teacher attitudes. Effective teacher-student interactions require a conducive classroom environment, supportive behavior management, and motivated students in addition to committed teachers.

2.9 Conclusion

This chapter aims to explore and analyze the use of the FLANDERS Interaction Analysis framework in examining classroom interaction, with a specific focus on English language teaching. It begins by examining the characteristics of classroom interaction, including the types of interactions (such as teacher-student interactions and student-student interactions), the patterns or structures of these interactions, and the functions they serve in the learning process. The research also explores various classroom interaction strategies that can enhance student engagement, participation, and learning outcomes. These strategies include asking open-ended questions, providing wait time for students to respond, using probing or elaboration prompts to encourage deeper thinking, and fostering collaborative

discussions among students. The study also highlights the role of effective classroom interaction in creating an engaging and inclusive learning environment. It emphasizes that an interactive classroom atmosphere develops students' communication skills, building students' confidence, increase in students' language store, and socialization among students. The research suggests that teachers should be aware of their instructional methods and adapt their interactions to cater to different learning styles, abilities, and cultural backgrounds.

The conceptual framework for this chapter is rooted in the Flanders System of Interaction Analysis (FIA), which provides a conceptual foundation for understanding verbal conduct and actions in the classroom. The FIA model categorizes teacher and student behaviours during interactions and emphasizes the significance of classroom interaction in language learning, including the development of communication skills, language acquisition, and the strengthening of social relationships within the learning environment. Again, the literature review saw a synthesis of research studies that have utilized the Flanders framework. These studies span various educational settings and subject areas, highlighting the impact of different interaction dimensions on student outcomes. The review also evaluates the methodological approaches employed in previous research, emphasizing the importance of rigorous data collection and analysis.

Additionally, the review addresses the implications of the Flanders' framework for educational practice and teacher professional development. It acknowledges that insights derived from this framework can inform instructional strategies, classroom management techniques, and teacher-student communication skills. It also advocates for the use of Flanders as a formative assessment tool, enabling teachers to reflect on their interaction practices and improve student learning outcomes. This chapter further explores various aspects of classroom interaction, teaching competencies, and the role of democracy and equity in the learning environment, specifically in English language teaching. It emphasizes

the importance of teacher competencies in fostering productive creativity in students, particularly in spoken communication skills. It also highlights the role of democracy and equity in creating a collaborative and respectful classroom environment. In conclusion, this chapter offers a comprehensive analysis of the use of the Flanders' framework in examining classroom interaction, specifically in the context of English language teaching. It highlights the framework's usefulness in capturing the complexity of teacher-student interactions and suggests avenues for future research. Additionally, it emphasizes the importance of incorporating strategies and principles of democracy and equity to create an engaging and supportive learning environment.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology that was adopted in carrying out the study. The methods and approach used in this chapter are discussed under the following; research approach, design, population, sample and sampling procedure, research instruments, and validity. The rest are data collection procedure, data analysis, inter-rater reliability test, and ethical considerations. For the avoidance of doubt, this research work is presented in the APA 7th edition referencing style.

3.1 Research approach

In this research, the researcher used the qualitative research approach. This method is usually used to examine questions that can best verbally describe how participants in a study perceive and interpret various aspects of their environment. Qualitative research is about exploring the richness and complexity of human experience, seeking to understand the meaning individuals and groups ascribed to their lived realities (Creswell & Poth, 2017). It provides a deeper understanding of human experiences and social phenomenon, offering valuable insights into the complexities of the research topics. Suryana (2010) affirms that qualitative research is a type of research that does not include any calculation or enumeration. Therefore, the data concerned appear in words rather than in numbers. Qualitative research refers to process-oriented methods used to understand, interpret, describe, and develop a theory on a phenomenon or setting.

The researcher situated the study in the qualitative approach for the following reasons: First, qualitative research can help study language in its natural condition and typically requires no variable manipulation (Asamoah-Gyimah & Duodu, 2007; Hancock et al., 2009). It is sufficient to know that the data that have been examined in the current study reflect the

use of naturally occurring language by the teachers and students, making qualitative research the most appropriate one to use. As a result, the language used in the conclusions is seen as language in its natural form. More specifically the findings are understood or described exactly as they are. Second, according to Lambert and Lambert (2012), qualitative descriptions are concerned with developing explanations for social phenomena. This means that qualitative research not only describes or interprets naturally occurring behaviour or language but also contributes to providing a vivid explanation of the social world we live in by describing why a particular society does what it does and how such a thing is done. In obtaining data for the research, two kinds of instruments were employed; classroom lesson recording and interview.

3.2 Research design

Specifically, a case study was used for the study to closely examine the patterns of classroom interaction and its effect on students learning in two Senior high schools within the Denkyembuor district. Case study helps explain both the process and outcome of a phenomenon through complete observation, reconstruction and analysis of the cases under investigation (Tellis, 1997). A case study can be considered a full-bodied research method particularly when a holistic in-depth investigation is required. Recognized as a tool in many social science studies, the role of the case study method in research becomes more prominent when issues regarding education (Gulsecen & Kubat, 2006), and sociology (Grassel & Schirmer, 2006). The researcher used this design because she needed a detailed description of the patterns of classroom interaction rather than statistics. The case study method is action-oriented, and the results can be applied to enhance practice (Cohen et al., 2003). Despite these advantages, the case study approach has also come under fire, including the fact that the results are hard to generalize. This is because these studies frequently focus on their instance or a small number of instances of a phenomenon and use a relatively small sample size. In

spite of these, the case study approach was thought to be more appropriate for the study because its benefits outweighed its disadvantages.

3.3 Study population

According to Gay (2000), the population of a study is the total of all items in which the researcher is interested. It is also a group of individuals that have one or more characteristics in common that are of interest to the researcher, and to which the results would apply (Best & Khan, 1993). According to Seidu (2007), population refers to the entire group of people, objects, animals, institutions and establishments which the researcher intends to study. The population of the study was made up of staff of the English department and students of Akwatia Technical Institute and Takrowase Senior High School. These schools were opted for because the researcher teaches in one of the schools, Akwatia Technical Institute, and Takrowase Senior High School is also in a suburb of the district. The two schools were selected because the researcher intended to increase the sample size of the research, which will lead to a more robust data and generalizable results. The researcher believes in accordance with the generally held view that a larger sample can help mitigate the effects of outliers and provide a clearer picture of trends. The staff strength of the two schools is ninety-three (93) and forty-one (41) for Akwatia Technical Institute and Takrowase Senior High School respectively. Of these numbers, there are seventy-eight (78) males and fifteen (15) females at Akwatia Technical Institute, of which six (6) are English language teachers. At Takrowase Senior High School, there are thirty-five (35) males and six (6) female teachers of which two (2) teach English Language. In respect of the Form 2 students, there are nine hundred and sixty-two (962) in Akwatia Technical Institute and two hundred and twenty-seven (227) in Takrowase Senior High School. The target population was Form 2 classes of the aforementioned schools as well as the English language teachers of these classes.

3.4 Sampling and sample size

A sample size refers to a portion or subset of an accessible population from which data are collected (Etikan et al., 2016). To ensure reliability, the sample size must be adequately sized; however, it should not be excessively large to avoid resource wastage. Research suggests that a sample size of 10% of the population is generally sufficient for reliable results (Sapford & Jupp, 2006). In this study, the participant selection process was both strategic and systematic to ensure the inclusion of individuals who met specific criteria. A total of six (6) out of the sixteen (16) Form 2 classes across two schools were sampled. The selected classes included: Form 2 Electrical Engineering Technology (2EETA), Fashion Design and Technology (2FDT), Building and Construction Technology (2BCT), Business Studies Accounting (2BSACC), General Arts (2A), and Agricultural Science (2ASCI). Additionally, six (6) English teachers—four (4) from Akwatia Technical Institute and two (2) from Takrowase Senior High School—were selected for interviews.

Sampling involves choosing a group of people or entities for study (Levy & Lemeshow, 2013). A smaller sample, although less expansive, is often preferred when detailed and rich information is required (Easterby-Smith et al., 2002; Strydom & Vente, 2002). The two schools were purposively selected to provide insight into both technical (Akwatia Technical Institute) and general academic (Takrowase Senior High School) environments, allowing for a broader range of perspectives and enhancing the richness of the data collected. The rationale for selecting Form 2 students was based on their academic progression; third-year students had already completed their coursework, while Form 1 students had not yet covered enough material.

At Akwatia Technical Institute, there are 13 Form 2 classes, while Takrowase Senior High School has 4. To obtain a representative sample, a cluster sampling technique was used. At Takrowase Senior High, classes such as Agricultural Science and General Science are

combined for English lessons, and similarly, General Arts classes meet together. Therefore, both groups were purposively included in the study. At Akwatia Technical Institute, classes were grouped by similar disciplines: Catering and Hospitality Management with Fashion and Design Technology; Automobile, Mechanical, and Electrical Engineering; Computer Hardware with Accounting and Business Information Technology; and Welding Fabrication Technology with Building and Construction Technology. A class was randomly selected from each of these clusters.

Moreover, the selection of English language teachers was based on the focus of the study being limited to English lessons. Consequently, six (6) English language teachers were purposively chosen—four from Akwatia Technical Institute and two from Takrowase Senior High School. In total, five hundred and twenty (520) Form 2 students were selected, comprising two hundred and ninety-three (293) from Akwatia Technical Institute and two hundred and twenty-seven (227) from Takrowase Senior High School. This comprehensive selection approach aimed to achieve a well-rounded representation while ensuring the collection of rich qualitative and quantitative data.

3.5 Data collection instruments

To enhance the validity and trustworthiness of the study, various instruments of data collection were employed. Three instruments; lesson audio recording, interview and focus group discussion were developed and employed for data collection:

3.5.1 Lesson recordings

The data collection process for the lesson recordings involved a systematic approach to ensure both accuracy and ethical considerations. A total of six hours of English language lessons were recorded, with each session lasting one hour, sourced from two educational institutions: Akwatia Technical Institute and Takrowase Senior High School. Prior to the

recordings, the researcher meticulously set up and tested a Sony digital audio recorder to ensure optimal functionality and minimize disruptions during the lessons.

In addition to technical preparations, the ethical dimensions of data collection were addressed by obtaining informed consent from all participants, including both students and English language teachers. The researcher clearly communicated the purpose of the recordings, outlining how the data would be utilized in the study and highlighting the prospective benefits these recordings could provide to the learning process. This careful consideration of consent and participant awareness underscores the commitment to ethical research practices and reinforcing the integrity of the data collected. Following the recordings, the audio was transcribed for further analysis, providing a rich dataset for examining teaching methodologies and student engagement in the English language classroom.

3.5.2 Interview

An interview is unique research too where information is gathered during verbal conversation with individuals. Sugiyono (2009) points out that an interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a topic. Owu-Ewie (2012) stresses that there are three forms of interviews: structured interview, semi-structured interview, and unstructured interview. Effectively, an interview is a formal conversation between an interviewer and interviewee where the former seeks answers from the latter. An interview is a source of accurate information from the interviewee only when it is handled carefully. An interview is a structured conversation where the interviewer asks questions, and the interviewee delivers answers. The data collection process for the interview instrument in this study involved several key steps to ensure a thorough and effective gathering of information. The researchers opted for a semi-structured interview format, which strikes a balance

between structured and unstructured interviews. This approach allowed for open-ended dialogue while still guiding the conversation with specific questions.

Initially, a general interview guide was developed, outlining the ten key questions to be posed to English language teachers. This guide was designed to elicit in-depth responses related to classroom interaction, ensuring that participants could express their viewpoints in their own words. The semi-structured nature of the questions facilitated a flexible conversation, enabling the interviewer to probe deeper based on the interviewee's responses. Interviews were conducted in a person-to-person setting, ensuring a comfortable environment that encouraged honest exchanges. Each interview was recorded using an audio recorder, providing an accurate account of the conversation for later analysis. Following the interviews, the recordings were transcribed meticulously to capture the nuances of each participant's perspective. Overall, this systematic approach aimed to create a space for genuine discourse, allowing for rich qualitative data collection while ensuring the reliability and validity of the information gathered. The carefully crafted semi-structured questions, combined with the individual interview setting, helped to uncover meaningful insights into the classroom dynamics experienced by the teachers.

3.5.3 Focus group discussion

In conducting the focus group discussions, the researcher employed a systematic approach to ensure rich, qualitative data collection that aligned with the study's objectives. The process began with the careful selection of participants, from a larger pool of 520 students, narrowing the sample down to 100. These participants were chosen randomly from six different academic programs, ensuring a diverse representation relative to their disciplines. To facilitate a dynamic and engaging discussion environment, students were grouped into smaller cohorts of five. By selecting 100 students, the researcher hopes to achieve a manageable yet representative sample size that reflects the diversity of the larger

population. Selecting approximately 19% of the total population allows for sufficient variation and representation across different demographics, programs, and experiences of the students, thereby enhancing the generalizability of the findings.

The researcher developed a semi-structured interview guide based on insights gathered from the literature review, with a focus on classroom interaction as a key theme enhancing student learning. Initially, each group received a paper outlining seven relevant questions structured similarly to those found in the original questionnaire. This provided a clear framework for their discussions, while still allowing flexibility for participants to express their thoughts freely. Employing the Responsive Interviewing protocol, the researcher encouraged a conversational style during the focus group discussions, allowing for follow-up questions and probing to delve deeper into students' responses. This adaptive questioning facilitated a deeper exploration of emergent themes and clarified complex ideas expressed by the participants.

To enrich the focus group experience and foster collaboration, participants engaged in group discussions and collectively formulated their answers. This approach not only promoted interaction among students but also provided a platform for diverse viewpoints to surface, enhancing the richness of the data collected. Throughout the discussions, the researcher took careful notes and, where permitted, recorded conversations to accurately capture the nuances of student perspectives. After the completion of the focus group discussions, the gathered data was meticulously analyzed, focusing on recurring themes and patterns that elucidated how classroom interaction contributes to learning experiences. This qualitative methodology not only highlighted the complexities of student learning but allowed the researcher to gain valuable insights directly from those actively engaged in the educational process.

3.6 Validity of instruments

Validity is the extent to which findings from data analysis accurately depict the phenomenon being studied, according to Mugenda & Mugenda (2009). Content, criteria, and construct validity piqued the attention of the study. To determine whether the focus group discussions, structured interview guide, and lesson recording measured what was intended, content validity was employed. The perspective of the researcher's supervisor was very helpful in determining how relevant the instrument was to the study's goals. Finally, the piloting, Testing, and retesting of the instruments helped minimize any discrepancies that might have occurred during the actual study. The final instruments for validation included suggestions to the researcher from the pilot program as well as the supervisor's comments and feedback.

3.7 Data collection procedure

The researcher collected a letter of introduction from the University of Education, Winneba. This was presented to the Principal and Headmaster of the Akwatia Technical Institute and Takrowase Senior High respectively to seek their consent in carrying out the study in their schools. They in turn gave the necessary assistance, support and cooperation for the exercise. Further, approval was sought from the Head of English language departments of the schools who then occasioned formal meetings between the researcher and the teachers in the department for her to introduce herself and brief them about the study. The occasion was also used to inform the teachers about the classes and the teachers who will be involved in the study. In addition, the appropriate schedule for the classroom lesson recordings, teacher interviews and students focus group discussions were also agreed on.

Cresswell (2009) noted that data collection procedures in qualitative research include collecting information through unstructured or semi-structured observation and interviews, documents and visual materials, as well as establishing the protocol for recording information.

The data collection was done in three phases: classroom lesson recording, interview sections, and focus group discussions. The time allocated for the classroom lesson was sixty (60) minutes per class and ten minutes per participant for the interview and twenty minutes for the focus group discussion with each group. In all, seven (7) hours of lessons were recorded, one (1) hour of interview and three hours and twenty minutes for the focus group discussion respectively. Concerning the interview, the teachers were assured of confidentiality of whatever that was going to transpire between them and the researcher. The allotted time for the interview and discussions was made known to the students and teachers to psych them to at least spend some time with the researcher to answer some questions.

3.8 Data analysis

Data analysis, according to Glesne (2016), is the process by which researchers attempt to control and interpret their data in order to change it from its original form into one that conveys the promise of the study's conclusions. It is a three-tiered transformation process that incorporates description, analysis, and interpretation (from organization to meaning). While the researcher departs from the data that was originally collected and draws inferences to complete otherwise significant but unfinished statements or to use language or grammar appropriate for a dissertation, the researcher stays close to the data that was originally collected in the description.

A thematic analysis was employed with the use of descriptive transcripts of all the recordings created. In Glesne (2016), the setting in which the events took place is depicted using descriptive language. By repeatedly listening to the interviews, the analysis was able to pinpoint the main faults with the study. To create interpretations, the interview transcripts were also read aloud multiple times. The researcher looked beyond the facts and enquired into the implications of the findings. Based on the study questions, the data were organized into topics for analysis using codes and themes. Tesch (1990) recommended that researchers

constantly look for patterns in the data that suggested certain components belonged together. To draw analytical conclusions, recurring characteristics in the coding were identified. The researcher was able to recognize emerging concerns because of this method.

Patton (2002) advises that due to the uniqueness of each qualitative study, the analytical approach should also be unique in getting the correct data, using the necessary skills and methods. Armed with this knowledge, the data collected were analysed following the steps outlined by Rubin and Rubin (2005) for responsive analysis techniques:

- Recognition: determining the concepts, themes, events and topical markers in interviews;
- Clarity and synthesis: through systematic examination of the different interviews to gain understanding of the overall narrative;
- Elaboration: generating new concepts and ideas after clarification and synthesis;
- Coding: systematically labelling concepts, themes, events and topical markers, giving them a brief label to designate each and then marking it in the interview text where they are found;
- Sort: sorting the data units and ranking them and building relationships towards a theory.

In the course of this study, I employed advanced speech recognition software to transcribe audio recordings of classroom sessions. This decision was motivated by the need for an efficient and accurate transcription method that would allow me to focus more on data analysis rather than spending excessive time on manual transcriptions. The classroom recordings encompassed a variety of interactions—between teachers and students, as well as among students themselves—which provided a rich dataset for my study. By utilizing speech recognition technology, I was able to convert spoken language into written text quickly, facilitating a more streamlined approach to handling large volumes of audio data. The otter.ai

software I selected offered impressive accuracy in recognizing diverse speech patterns, which is particularly important in the classroom setting where varied voices and speed rates were found in speech.

The transcription process began with the careful selection of recordings that best represented the classroom interactions under investigation. Following the initial transcription by the otter.ai software, I undertook a thorough review of the transcribed text to ensure fidelity to the original audio content. This quality assurance step allowed me to correct any inaccuracies that may have arisen during the automated transcription process, particularly those related to specialized educational vocabulary or overlapping speech, which can be common in dynamic classroom environments. By incorporating speech recognition software into my research methodology, I was able to enhance my productivity significantly while maintaining the integrity of the data. This approach not only saved time but also provided a solid foundation for subsequent qualitative analysis, enabling me to draw meaningful insights about the patterns of interaction occurring within the classroom.

3.9 Inter-rater reliability test

Inter-rater reliability measures the agreement between subjective ratings by multiple raters, inspectors, judges, or appraisers. It answers the question, is the rating system consistent? High inter-rater reliability indicates that multiple raters' ratings for the same item are consistent. Conversely, low reliability means they are inconsistent. Therefore, the researcher handed ten percent (10%) of the data transcribed over to a well-informed colleague to rate it. It was realized upon his rating that he also identified majority of the items identified by the researcher with some few differences which were discussed by the two to arrive at a consensus. The researcher's findings were reliable because most of the findings were also identified by the colleague. The inter-rater coefficient was 0.71, showing a high reliability.

3.10 Ethical considerations

The claim made by Deyhel et al. (1999) is that all research on education, whether qualitative or quantitative, is essentially applied research. Most of the time, the findings of this type of research have immediate or distant practical applications or ramifications (p. 610). Since relationships are formed during the study process, ethical concerns are a major concern for all researchers. The design of qualitative research studies must take additional ethical considerations into account because the success of this type of research depends on the emergence of unique connections between researchers and informants. Deyhel provides a warning to researchers to be aware of ethical concerns, particularly in social research because it involves data about individuals. In social research, moral consideration and respect for participants are paramount (Punch, 2009). In the district where the research was conducted, the researcher is a teacher by profession. As a result, she had personal ties to the teachers and students, which made it possible for her to get all the information she required. The researcher was clear in stating the goal of her study to this participant taking Deyhel, et al.'s (1992) caution into consideration regarding how information is obtained and disclosed.

Although many qualitative researchers like Deyhel et al. (1992), Stake (1995), and Yin (2009) are aware that there is no set of ethical guidelines specific to qualitative research, this is not the case. According to best practices, the study's design should place a high priority on mindfulness and introspective techniques. To achieve this, the researcher provided the participants with the opportunity for inquiries, explanations of the procedure, and guarantees of secrecy. In this study, several ethical concerns were considered. This covers privacy, anonymity, and informed permission. According to Seidman (2006), informed consent is employed to give potential participants the choice to decide whether they want to participate in the study or not. It explains how participants must be aware of the goals, objectives, and any negative effects of their involvement. Additionally, it clearly states that individuals could

revoke their consent at any time. This concurs with statements made by Mertens (2010) and Cohen et al. (2000) that informed consent results from the participant's right to freedom.

In this study, each participant was given a thorough explanation of the study's objectives prior to their participation. However, precautions were taken to ensure that the responses of the participants remained private. Participants were informed that the study would keep their answers private, that no one familiar to them would have access to the data, and that no names would be used in the study. In the current study, the participants' anonymity was also heavily considered. Oliver (2010) observes that because anonymity allows the participant to have their identity concealed, it is a crucial issue in research ethics. This was done to avoid any potential victimization of participants.

3.11 Conclusion

This chapter's main goal was to identify the various scientific methods and approaches required for the study project in order to arrive at empirical findings. The research strategy and methodology utilized to achieve the goals of the study were covered in this chapter. Examining the patterns of classroom interaction and how it enhances teaching and learning amongst Akwatia Technical Institute and Takrowase Senior high school in the Denkyembour District, Eastern Region. The study made use of qualitative research design techniques. The chapter was divided into sections that addressed the population, sampling technique and representative size, instrumentation, and data collection and analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter discusses the research findings based on the qualitative data gathered from classroom lesson recordings, interviews and focus group discussions. The recorded data were transcribed verbatim in English Language. The thematic analysis method was used to analyse the data which involved the reading and re-reading of text. To gain an understanding of the patterns that occurred in the classroom and how it enhances teaching and learning in the classroom. Classroom lesson audio recordings, reflective interviews of six English language teachers and focus group discussions with one hundred students from the two schools were conducted. All the six (6) English language teachers participated in the study: four (4) teachers from the technical school and two (2) from the grammar school. The results are presented in two sections based on the research questions. Additionally, the conceptual framework employed for the present study was the Flanders' System of Interaction Analysis (FIACS) to examine the interactional patterns in the English language learning classroom. This framework provides a comprehensive method for observing and categorizing the verbal behaviour of teachers and students during instructional sessions. By analyzing the different categories of teacher talk and student talk, I aimed to understand how these interactions contribute to the acquisition of English language by students.

4.1 Patterns of interaction in the ESL classroom

This research question sought to identify the various interactional patterns that occurred. The pattern of classroom interaction in an ESL (English as a Second Language) classroom can vary based on various factors, including the teaching approach, class size, student proficiency levels, and the teacher's style. On the basis of that, the study identified six interactional patterns. These patterns are teacher-whole class interaction, student-teacher

interaction, student-student interaction, teacher-group interaction, student-group interaction and student-whole class interaction. Siddiqui (2005) notes that interaction between students and teachers is an essential part of the teaching-learning process. Therefore, classroom interactional patterns create a vibrant learning environment that enhances language acquisition, critical thinking, collaboration, and cultural understanding. It promotes student engagement, confidence, and motivation, leading to more effective and enjoyable ESL learning experiences. For instance, in ESL classrooms, student-student interaction and group work are commonly used to promote interaction among students which encourage students to communicate with each other in English language, practice language skills, and become competent users of the English language. The results are presented in the sections that follow:

4.1.1 Teacher-whole class interaction

Teacher-whole class interaction refers to the communication and engagement that takes place between the teacher and the entire class during a lesson or an instructional session. It involves the teacher addressing the whole class as a collective group, providing instructions, delivering lectures, asking questions, facilitating discussions, and eliciting responses from the students as a whole (Walsh, 2011). This form of interaction is an essential component of classroom instruction and plays a crucial role in facilitating learning and knowledge dissemination. Research in the field of education has explored various aspects of teacher-whole class interaction and its impact on student learning outcomes (Pianta et al., 2012). Through various forms of communication, such as providing instructions, delivering lectures, asking questions, facilitating discussions, and eliciting responses, teachers engage the entire class as a collective group. This interaction creates a social-emotional environment that influences student behaviour and learning outcomes. An example of teacher-whole class interaction is seen in Extract 1:

Extract 1

Akwatia Technical Institute

Class: 2EETA

Teacher 1: *I believe you were all present at assembly this morning.*

Students: *Yes sir...*

Teacher 1: *What did the headmaster say?*

Student 12: *He advised us to be serious with academic work and also visit the library to read whenever we have free period.*

Student 10: *He introduced two new teachers to the whole school.*

Teacher 1: *You are all right.....so our lesson today is "Summary writing."*

Teacher 1: *Summary is a brief statement that informs the audience of the main ideas of a longer piece of writing. Essentially, a summary is used to give an overview of what happens in the writing. It is important to only include the main ideas since the aim of the summary is to draw the reader's attention to the important events. In summary writing, you are required to state the main ideas in fewer words to enable you to write concise answers. You must eliminate all illustrative materials, examples and also try as much as possible to substitute phrases and clauses with single words. Also, you must avoid repetitions and eliminate all modifiers.*

Teacher 1: *Government uses taxes to provide workers' salaries or remunerations. Okay. You see in this one.*

Student 20: *So please sir, can we use remuneration and salary interchangeably?*

Teacher 1: *Yes, you can use remuneration in place of salary.*

In this extract, the teacher introduced his lesson by addressing the entire class collectively and engaging them in a discussion related to the morning devotion they attended earlier in the day. The teacher initiated the interaction by asking a question about what the headmaster said during the assembly. The students responded as a whole class, indicating that they were present and acknowledge the question. Student 12 provided a specific response, stating that the headmaster advised them to be serious with their academic work and make use of the library during free periods. Student 10 put in additional information by mentioning

the introduction of two new teachers to the entire school. The teacher accepted the students' responses and introduced the topic by addressing the entire class collectively, providing instructions and delivering a lesson on *Summary writing*. The teacher explained the concept of summary to the whole class and at a point answered a question from Student 20, who sought clarification on the use of the terms, *remuneration* and *salary*. The teacher responded by affirming that both terms can be used interchangeably, providing additional information and addressing the student's question. This interaction aligns with the teacher lecturing, questioning, students' response, teacher acceptance and clarification from Flanders' framework.

This interactional pattern demonstrated the teacher's role in directing the discussion and eliciting responses from the whole class. It allows for the exchange of information, sharing of opinions, and engagement with the topic being discussed. The teacher-whole class interaction aligns with the findings of Walsh (2011) that, teacher full class interactions provide opportunities for students to participate, contribute, and learn collectively as a group. This finding was also in line with the findings of Mingzhi (2005) that, the teacher-whole class classroom interaction is characterized by teacher initiation, students' response, and teacher follow-up. The role of the teacher in this type of interaction is to be a moderator. This interaction was the dominant pattern in all the six English language lessons. It took center stage in the classrooms with the teachers talking to the learners, asking questions, and giving feedback to the students. This result is in line with a study conducted by Rafiearad and Rashidi (2010) which showed that teacher-whole class interaction was dominant in the EFL class. Another instance of teacher-whole class interaction is found in Extract 2:

Extract 2

Akwatia Technical Institute

Class: 2EETA

Teacher 4: *Good morning, class.*

All Students: *Good morning, sir.*

Teacher 4: *What did we discuss last week?*

Student 9: *We talked about clauses.*

Teacher 4: *What is a clause?*

Student 18: *A clause is a group of words that contain a finite verb and is used as part of a sentence.*

Student 39: *Sir, please you also said a main clause is the one that can stand by itself as a sentence within a larger sentence and make sense.*

Teacher 4: *Very good. Now let's move on to subordinate clause. A Subordinate clause, like phrases, functions in sentences as a single part of speech. As I said in the last lesson, a subordinate clause can be used as an adjective, an adverb, or a noun. Thus enabling us to express ideas that is difficult to state with single word-nouns or modifiers alone.*

Teacher 4: *Are we together?*

Students: *Yes sir.*

Teacher 4: *Then read the sentences on the board and let us identify all the subordinate clauses and group them according to their functions.*

Extract 2 also exemplifies teacher-whole class interaction in which Teacher 4 initiated by greeting the class and then proceeding to review the previous week's lesson. The teacher addressed the whole class as a collective group, seeking responses and participation from the students. Student 9 responded by mentioning that the previous topic was about clauses, demonstrating teacher questioning and student response from Flanders' model. Teacher 4 continued the interaction by asking for a definition of a clause, and Student 18 provided a comprehensive answer, with assistance from the teacher, facilitating learning and knowledge

dissemination. Additionally, Student 39 recalled a specific detail mentioned by the teacher in the previous lesson, demonstrating the students' engagement and retention of information.

The teacher accepted the students' responses and understanding, reinforcing their correct answers and proceeded to introduce the concept of subordinate clauses and explained their functions. Throughout the interaction, the teacher used question, acceptance, and clarification and praise, in accordance with the principles of Flanders' model. The interaction in this scenario aligns with the characteristics of described by Dagarin (2004) as a common type of interaction in the English Language classroom that is established when the teacher talks to the whole class at the same time. This also gives students the opportunity to ask their teachers language-related questions. Teachers on the other hand receive prompt feedback on students' progress in the target language as they actively engage them in series of conversations. This finding agrees with the findings of Poulou (2009) and Camp (2011) that teachers promote student engagement, active participation, and the acquisition of the target language. In effect, it is a way of drawing students' attention to useful language items and promoting the production of the target language as students respond and initiate their own interaction. This interactional pattern helps both English language teachers and students to increase their vocabulary.

4.1.2 Teacher-group interaction

Teacher-group interaction refers to the engagement that take place between the teacher and small groups of students within the classroom setting (Johnson & Johnson, 2008). Unlike teacher-whole class interaction, where the teacher addresses the entire class as a collective group, teacher-group members interaction focuses on interactions between the teacher and specific groups of students. During teacher-group interaction, the teacher engages in discussions, provides guidance, offers support, and monitors the progress of the group in respect of the assigned task. This form of interaction allows for more personalized attention

and facilitates collaboration among students within their assigned groups. Furthermore, the teacher divides the class into groups and assigns them a task related to the topic. This demonstrates the teacher's facilitation of discussions and collaborative learning within the whole class setting. The teacher gives clear instructions and sets a time limit for the activity, actively monitoring students' progress by walking around the class as indicated by the findings of Lee and Li (2015). Further, Teacher-group interaction promotes active participation and collaboration among students. By engaging in group discussions and activities, students have opportunities to practice and apply their English language skills in real-life contexts. Through meaningful interactions with their peers, they can exchange ideas, express their thoughts, and receive constructive feedback, which enhances their language fluency and communicative competence. An example is illustrated in Extract 3:

Excerpt 3

Akwatia Technical Institute

Class: 2FDT

Teacher 6: *The word debate literally means discussion or argument. It is a formal type of writing wherein the writer presents his or her opinions either in favour of the topic or against the topic. So, as I told you in our previous meeting, a debate needs to be written logically in order to persuade the reader. Always remember that the arguments stated should be clear, precise, and bold. What are the guidelines I told you to observe when you are writing a debate in a speech form?*

Student 30: *Sir you said the first thing to do is to address the house, raise your opponent's points, raise your own points, and finally conclude.*

Teacher 6: *Very good. Now fall into your groups, whereas groups one and four speak in favor of the topic, groups two and three should also speak against the motion. Remember you are working within 35 minutes.*

Teacher 6: *Since your group is the first to speak on the negative side of the motion, you have to supply any important introductory material omitted by the first speaker but remember not to repeat facts that are already presented.*

In this extract, the interaction is observed as the teacher engages with small groups of students to facilitate a debate activity. The teacher introduced the concept, explaining its

purpose and characteristics. He emphasized the importance of logical writing and persuasion to the reader. The teacher asked students to mention the guidelines for writing a good debate in a speech form and student 30 answered it. The teacher accepted the student's answer with a praise which is in connection with the principles of Flanders' model. Afterwards, the teacher assigned the students groups. This assignment encourages students to collaborate within their groups and work together towards a common goal. This finding is in line with the findings of Brown (2001) that, in group work students are assigned tasks which involve collaboration and self-initiated language. Whilst the students work in groups, the teacher acts as a facilitator, guiding and monitoring the progress of each group and also providing support and clarification as needed, ensuring that students understand the guidelines and objectives of the debate activity (Hammer, 2001). This interactional pattern provides students with more speaking time and through that students are able to use and actively produce the target language. Jones (2007) adds that when students are working together as a group using English language, they turn to talk more, share their ideas and feel secure and less anxious.

Another instance of teacher-group interaction is found in Extract 4:

Extract 4

Akwatia Technical Institute

Class: 2FDT

Teacher 4: *So, as we discussed in our previous lesson, a narrative essay is recounting, retelling, or telling somebody a story, or sharing any experience you have encountered with someone.*

Teacher 4: *What are some of the narrative topics we discussed in our last meeting?*

Student 65: *A visit to the Accra Shopping Mall.*

Teacher 4: *Very good. Which other topic did we discuss?*

Student 76: *A trip to Makola Market*

Student 30: *The inter-school football tournament.*

Teacher 4: Very good. *I believe you remember the features we discussed as well.*

All Students: *Yes madam.*

Teacher 4: *Okay, now fall into your groups. Each group should choose any simple narrative essay topic and discuss how you will go about it. You are using 25 minutes. Time starts now.*

Teacher 4: *(walks around the class monitoring.)*

Teacher 4: *Remember that giving an account of a journey you have embarked on is a past narrative so all your tenses should be the past. And when giving an account of a journey, you cannot possibly include every detail in a short account, so make sure you keep in mind the main objectives of the journey and the incidents that relate to these objectives.*

Extract 4 shows another instance of Teacher-group interaction. It occurred when the teacher was seen interacting with her students in group work. The teacher gave a recap of the definition of a simple narration. Afterwards, she encouraged the students to recall the topics discussed in their previous lessons. Student 65, 76 and 30 gave accurate responses to the questions and the teacher accepted and used their views to explain the features of a narrative essay. The teacher further assigned the students to groups to work on any simple narrative topic of their choice. As students were working collectively, the teacher moved round monitoring and providing the needed support. This form of interaction promotes group discussions, where students share their ideas and cooperatively work towards a better understanding of the subject matter.

This interactional pattern helped the teacher in monitoring students understanding and encouraging peer learning among the students. It also fosters collaboration and supports the students in achieving common goals through shared knowledge and skills. By assigning tasks that require collaboration and teamwork, the teacher promotes the development of communication and problem-solving skills among the students. This creates a supportive and interactive learning environment, enhancing student learning outcomes, critical thinking, and social skills (Rosenberg & Asterhan, 2018). The teacher's engagement with groups allows for

more personalized attention and deeper understanding of the subject matter, allowing students to actively build their listening, speaking, reading, and writing skills. This supports the findings of Khadidja (2010) that becoming competent in a second/foreign language is a very difficult task which takes a longer time to develop. Therefore, engaging students with task which involves more interactions helps them grasp all the four skills.

4.1.3 Student-teacher interaction

Student-teacher interaction takes place between students and their teachers within the classroom. Mingzhi (2005) argued that it is regarded as learner-initiative, meaning a student initiates the interaction process to speak to the teacher. This interactional pattern occurred when students did not understand information given by the teacher and therefore needed clarification. Students can ask questions, seek clarification, and engage in discussions with the teacher to deepen their understanding of the subject matter. Through this interaction, students can clarify concepts, address doubts, and gain further insights into the topics being taught. This is seen in Extract 5 as follows:

Excerpt 5

Akwatia Technical Institute

Class: 2BCT

Student 10: *Where did Ghanaian Highlife music emanate from?*

Teacher 6: *The origin of Ghanaian highlife music can be traced to the southwest coast of the country inhabited by mostly Fante-speaking people.*

Teacher 6: *How do you understand the text?*

Student 18: *Sir, it's about highlife and how it was introduced in Ghana.*

Teacher 6: *Yes, it's okay, but it's so bonny and so skeletal, we want you to add a bit of flesh to it. Ooooooh! Is it difficult for you? Yes! Ella, what do you say?*

In Extract 5, Student 10 initiated the interaction by asking a question to seek clarification and deepen the understanding of Ghanaian Highlife music and the teacher gave a

prompt feedback. Afterwards, the teacher used questioning, outlined in Flanders' model, to elicit students' understanding on the passage. Student 18 gave a response and the teacher accepted but critiqued it, which somewhat made the student confused. The response of Teacher 6 shows how Student-teacher interaction allows for personalized attention and support. By encouraging the student to add more details and providing guidance, the teacher offers tailored assistance to help them improve their speaking and listening skills (Johnson et al., 2017). The teacher's criticism also demonstrates how student-teacher interaction can foster motivation and engagement. By providing positive reinforcement and inspiring students to add depth to their answers, teachers can create a supportive and stimulating learning environment where learners build their confidence and improve their communication skills as they initiate the interaction in the course of the lesson. This confirms the findings of Yismaw (2005) that, constant interaction between teachers and students helps reduce classroom anxiety. Another example is found in Extract 6:

Extract 6

Akwatia Technical Institute

Class: 2BCT

Student 56: *Sir please I saw emm, synecdoche as one of the literary devices from a literature book. Can you please explain it to me?*

Teacher 2: *Yes, synecdoche is a figure of speech in which part is used to represent a whole. Let's look at this expression 'hired hands' is used to represent workers and 'grey hair' can also be used to represent old age.*

Student 24: *Sir please what is the difference between a synecdoche and a metonymy?*

Teacher 2: *As I said earlier, synecdoche is when a word for a part of something is used to refer to the whole thing whereas metonymy is when a word associated with something is used to refer to the thing itself. Example 'crown' is used to mean a king or a queen.*

Extract 6 also depicts another instance of student-teacher interaction in the context of a literature class. It occurred when Student 56 and Student 24 needed clarification from their

teacher. Student 56 sought clarification on the word *synecdoche*. The teacher responded by providing a clear definition and examples, addressing the student's query and promoting better comprehension. The interaction between Student 24 and Teacher 2 highlights the individualized support that student-teacher interaction provides. The student specifically asks for clarification, and the teacher responds by explaining the distinction between the two literary devices. This personalized guidance helps students to initiate their own interaction and also creates the opportunity for students to actively produce the target language (Mingzhi, 2005). The teacher's prompt and informative responses foster a positive and supportive learning environment, inspiring students to inquire and explore further (Bartlett, 2003). Through such interactions teachers get to understand individual differences among students (Folmer et al., 2010).

4.1.4 Student-student interaction

This interaction type is closely linked to pair-work activities. Unlike group work, pair-work involves collaboration and self-initiation by only two students. The main activity involved in this type is dialogue. Dialogue offers several benefits for the students involved. Brown (2001) observes that it allows students to initiate interaction in the classroom, speak, negotiate for meaning, and increase their motivation to speak. It is the view of Johnson (1995) that if learner-learner interaction is properly structured and managed, it can be an essential factor in cognitive and speech development which will lead to improved educational achievement of a student. This interaction pattern is referred to as *student talk* in Flanders' Analysis system. An example is illustrated in Extract 7:

Excerpt 7

Akwatia Technical Institute

Class: 2BSACC

Teacher 2: *Pair with your partner and practice the dialogue below:*

Student A: Are you playing tonight?

Student B: I'm not sure; I might.

Student A: Why? Isn't the team already selected?

Student B: No. It's made up only a few hours before the game.

Student A: Your coach must have a good reason for doing that. Good luck all the same.

Student B: Thank you.

In Excerpt 7, we can observe instances of pair work or student-student interaction. This interactional pattern occurred during a reading and comprehension exercise when the teacher wrote a short dialogue on the board and randomly paired students to enact it. This pattern encourages students to initiate their own interaction, identified in Flanders' model as student initiation and collaboration. By engaging with their peers in discussions, problem-solving activities, and collaborative tasks, students actively use the language to articulate their thoughts, share ideas, and seek solutions. This frequent communication helps improve their speaking and listening skills, vocabulary usage, and overall fluency. A learner's knowledge and linguistic repertoire can also be improved through engagement with peers during the teaching-learning process. This gives credence to an opinion of (Naimat, 2011) that through speaking exercises like dialogues and discussions among students about desirable themes, students' communication skill is developed. It takes on a vital role in developing learners' linguistic resources and gives them the necessary communication skills (Thapa & Lin, 2013). Students' engagement with their peers, according to Thapa and Lin (2013), helps them develop knowledge, self-confidence, and an identity as proficient language users. As a result, students become more knowledgeable and confident.

Another example is shown in Extract 8:

Extract 8

Akwatia Technical Institute

Class: 2BSACC

Student 40: Remember, sir said subordinate clauses are always initiated by a subordinating conjunction.

Student 41: So, if that is the case then I think “whether he is innocent” is the subordinate clause for question 3.

Student 40: Yes, that’s the correct answer for question 3.

Extract 8 occurred when students were paired and instructed to identify and discuss subordinate clauses in sentences. Student 40 explained what the teacher said to Student 41. This result agrees with the findings of Hammer (2012) that pair work allows students to interact independently without the guidance of a teacher, thus promoting learner independence. By working together in pairs, they actively produce the target language, think critically, and contribute their ideas to complete the given task. Students also share knowledge, explain concepts to their partners, and provide support, fostering a cooperative learning environment to their overall acquisition of English language skills (Brown, 2001).

4.1.5 Student-group interaction

Student-group interaction is also related to group work. It refers to the communication between a student and groups of students within the classroom (Johnson & Johnson, 2008). This approach emphasizes cooperative learning and provides students with opportunities to interact, share ideas, collaborate, and collectively work towards a common goal. In this interaction type, students get more opportunity to initiate their own interaction among the group in discussions and through that, it provides them with more speaking time to use and actively produce the target language. Students often find group activities more engaging and motivating compared to individual tasks. The opportunity to interact with peers, contribute to

group outcomes, and receive peer feedback enhances their sense of ownership, interest and motivates them in the learning process. An example of this pattern is illustrated in Extract 9:

Extract 9

Takrowase Senior High School

Class: 2GA

Student 12: *I think that as student spend more time on social media, they become addicted and will even use it to chat whilst teachers are teaching in class. And these same students will use their mobile phones to cheat during examination. That is my view.*

Student 5: *Students take inappropriate photographs in the dormitories and post them on social media which I think will tarnish the image of our schools.*

Student 31: *Students can receive more educational resources with their cell phones to serve as a supplement to their books.*

Student 10: *Allowing students to use mobile phones will help students to communicate with their parents back home when there is an emergency.*

Extract 9 illustrates an instance of student-group interaction. It happened when the teacher grouped the students and tasked them to debate on a topic *The use of mobile phones in the boarding house should be banned*. Whereas Groups 1 and 4 were speaking in favour of the motion, Groups 2 and 3 were tasked to speak against the motion. Students 12 and 5 were seen expressing their viewpoints on the negative effects of mobile phones on students' academic performance whilst Students 31 and 10 express their views on the positive effects to their group members respectively. Student 12 raises concerns about the potential negative effects on students' attention in the classroom. Their viewpoint sparks a conversation among the students, allowing for collaboration to explore different perspectives and share experiences. The discussion shown in this pattern aligns with Flanders' categories where there is student-initiation and response.

Student 5 expresses concerns about students take inappropriate photographs in dormitories and post them on social media, and this may impact the reputation of their

schools. The group interaction enables students to learn from each other's experiences and gain a deeper understanding of the potential consequences. This result agrees with the findings of Prince (2004) that student learn cooperatively as they share ideas in order to achieve a common goal. By considering different viewpoints and engaging in a constructive conversation, they collectively explore the topic and develop a comprehensive understanding of the subject matter. This level of engagement promotes motivation and interest in the learning process, as they are actively involved in a meaningful conversation with their peers. Another example is illustrated in Extract 10:

Extract 10

Takrowase Senior High School

Class: 2GA

Student 119: *Please let us take our time to read and understand the introductory paragraph well because I quite remember sir said the whole idea of the passage is carefully expressed there in a general way.*

Student 61: *I think when we read the passage thoroughly we will get the tittle from the main theme. I also remember sir said the main theme is usually expressed in the topic sentence.*

Student 207: *I think the main reason why the writer is against the land tenure system is that it cannot be used security for loans.*

Student 109: *When you read the passage carefully, you will realize that the main problem retarding the growth of the agricultural sector is the periodic changes in the rainfall pattern.*

Extract 10 also depicts another instance of student-group interaction. It occurred when the students were seen expressing their views during a group work assigned by the teacher in a summary writing lesson. Student 119 drew group members' attention to the introductory paragraph since the main idea of summary passage is expressed in the introduction. Student 61 also directed the group as to how to get the main theme from the passage, making reference to the teacher's statement regarding the topic sentence. Student 207 also expressed his view on the main reason why the writer is against the land tenure system. Additionally,

Student 109 drew the group's attention to the main problem retarding the growth of the agricultural sector. This interactional pattern encourages students to communicate and improve upon their language. Students work together, share ideas, and collectively achieve common goals. It is connected with the *student initiation* and *student response* in Flanders' interaction categories. Student-group interaction plays a significant role in promoting active learning, peer collaboration, and individualized support within the classroom. It provides an opportunity for students to engage with the teacher in a smaller setting, enabling a deeper understanding of the subject matter and fostering a sense of community and teamwork among students.

4.1.6 Student-whole class interaction

Student-whole class Interaction refers to the engagement that takes place between a student and the entire class. According to Mingzhi (2005), this interactional pattern is commonly applied when the speaking activities are student-fronted in presentation and workshop. It involves student leading full-class discussions, question-and-answer sessions, and interactive activities that involve the participation of all students simultaneously. Engaging students in whole-class discussions helps them improve their communication skills, including expressing their thoughts clearly, actively listening to others, and effectively articulating their ideas in a group setting (Khadija, 2010). An example is found in Extract 11 as follows:

Extract 11

Takrowase Senior High School

Class: 2ASCI

Teacher 5: *Okay class, we have come to the end of the discussion. Now I want you to go back to your original seats and let's have our presentations.*

Student 50: *Mr. Chairman, cell phones should be allowed in schools because if there is any emergency case, students can easily contact their parents during break or after class. Also in today's world, there is a lot of progress in*

technology about mobile phones. Students can be taught how to use mobile phones to search for information related to their studies.

Teacher 5: *Very good. Group 2 who's your presenter? You have just 5 minutes so don't waste time.*

Student 32: *Mr. Chairman, my opponent said students should be allowed to bring mobile phones to school for emergency reasons but it's ridiculous because if there is any emergency, the parents can quickly call the school's office and they will send someone down to tell the child. Mr. Chairman, many students have been affected by this and allowing them to bring cell phones to school will make things worse, like distracting their attention in class, playing games, listening to music instead of learning and the worse aspect of it is, watching pornographic materials.*

Teacher 5: *You have all done well.*

In Extract 11, the students were asked to resume their seats after a group work on the debate topic *The negative effect of the use of mobile phones in the boarding house*. The teacher instructed all the groups to appoint people to represent each group. Student 50, representing Group 1, outlined the benefits of mobile phone usage in the boarding house whereas Student 32 also spoke against the motion, the negative effect of mobile phone usage in the boarding house. This interaction encourages students to actively develop their communication skills through discussions, respond to questions, and share their ideas and opinions while using English language to acquire fluency (Mora, 2010). They also learn to listen attentively to their peers and through that they encounter different accents and speech patterns which further develop their listening comprehension abilities. Also, students build their confidence in using English language as they present their results to the whole class. Another example is presented in Extract 12:

Extract 12

Takrowase Senior High School

Class: 2ASCI

Teacher 4: *Go back to your seat and let's start the presentations. All the presenters should come and line up here.*

Students: *Yes madam.*

Student 38: *I once went to my village named Fankyenekor. My grandparents live there, and we had to go and visit them. We first had a long ride by bus. From there we took an old taxi to the village. Fankyenekor was a small village. All the houses were cemented except a few with a very muddy street. There were hens, goats and cows roaming around everywhere. I could not see any men on the street. I asked my father and he told me all men work on the fields the whole day. I saw some boys and girls studying beneath a tree and I was surprised to know that it was the school. My grandparents welcomed us warmly into their I shall never forget my visit.*

Student 109: *Our school organized an Inter-school games last semester. Many schools participated in the games besides our school. There was a huge crowd of students who had gathered in the playground to cheer their respective teams. Our school had conveniently reached the final. So, it had to be played between our team and Kade Senior high school. These two teams played Our principal, who was also the chief guest, presented a trophy to our team besides other awards such as man of the match and other awards. We enjoyed ourselves very much.*

Extract 12 happened when Teacher 5 gave her students group work on narrative essay. After the discussions, the teacher told the students to present their results to the class. Student 38, representing Group 1, started her presentation by reading one simple narrative essay on a trip to her village during the last vacation. Student 109 also presented her essay on a recent *Inter-school tournament*. This result depicts the student-whole class interaction where students initiate their own interaction by speaking to the whole class whilst presenting their sample narrative essay to the whole class. This interaction gives students opportunity to practice presentations in English language which at the same time helps them master the language to communicate confidently. It takes on a vital role in developing learners' linguistic resources and giving them the necessary communication skills (Naimat, 2011; Thapa & Lin, 2013). Students' engagement with their peers helps them develop knowledge, self-confidence, and an identity as proficient language users. As a result, students become more knowledgeable and confident.

4.1.7 Summary

In summary, the interaction patterns promote active engagement, collaborative learning, and the development of critical thinking and communication skills. They allow students to actively participate in the learning process, share their knowledge, and benefit from the collective wisdom of the entire class. These also facilitate the English language acquisition in the classroom by providing language input, modeling, active participation, listening practice, vocabulary expansion, critical thinking opportunities, error correction, and social interaction. These create a dynamic and immersive language learning environment that helps students develop their English Language proficiency effectively.

In Akwatia Technical Institute, various classroom interaction patterns were observed across four classes: 2EETA, 2FDT, 2BCT, and 2BSACC with 77, 68, 72, and 76 students respectively. The most frequent interaction pattern was teacher-whole class interaction, occurring 39 times in 2EETA, 37 times in 2FDT, 23 times in 2BCT, and 46 times in 2BSACC. This indicates a strong emphasis on the teacher engaging all students together as a group. Teacher-group members interaction showed varying frequencies, with the teacher interacting with small groups 12 times in 2EETA, 23 times in 2FDT, 32 times in 2BCT, and 16 times in 2BSACC. This suggests a moderate focus on group dynamics and collaboration in selected classes. In terms of student-teacher interaction, students interacted with the teacher 8 times in 2EETA, 30 times in 2FDT, 10 times in 2BCT, and 25 times in 2BSACC. This pattern highlights instances where students sought feedback or clarification directly from the teacher. Student-student interaction varied significantly, with interactions occurring 10 times in 2EETA, 7 times in 2FDT, 23 times in 2BCT, and 32 times in 2BSACC. It indicates the level of collaborative learning among students, especially in the later two classes.

Interactions within small groups of students were recorded 21 times in 2EETA, 16 times in 2FDT, 17 times in 2BCT, and 14 times in 2BSACC. This pattern suggests that while small group work occurred, it may not have been a primary focus across all classes. The student-whole class interaction pattern was less frequent, with students interacting with the whole class 3 times in 2EETA, 8 times in 2FDT, 5 times in 2BCT, and 11 times in 2BSACC. It shows limited instances where students addressed or engaged the entire class. In the classroom interaction patterns observed at Takrowase Senior High School, various types of engagement were noted across two classes: 2GA and 2ASCI with 98 and 129 students respectively. Teacher-whole class interaction occurred 30 times in 2GA and 45 times in 2ASCI, highlighting the teacher's engagement with the entire class, where they address all students simultaneously. Teacher-group members interaction was recorded 35 times for 2GA and 36 times for 2ASCI, showing the teacher's focus on smaller groups and facilitating more targeted discussions.

Student-teacher interaction happened 20 times in 2GA and increased to 40 times in 2ASCI, reflecting instances where students directly engage with the teacher, asking questions or seeking clarification. Conversely, student-student interaction occurred 38 times in 2GA but decreased to 20 times in 2ASCI, highlighting collaboration and discussion among students that fosters peer learning. Student-group members' interaction was observed 25 times in 2GA but dropped to 6 times in 2ASCI, indicating how students interacted within their assigned groups, though the frequency varied significantly between the two classes. Additionally, student-whole class interaction was less frequent, with 9 occurrences in 2GA and 14 in 2ASCI, representing moments when students engage with the entire class, through presentations or contributions to discussions. Overall, these patterns illustrate the dynamics of interactions in the classroom, showing varied levels of engagement between teachers and students, as well as among students themselves.

4.2 Benefits of interactional patterns to students' learning

The aim of this research question was to ascertain the benefits of the classroom interactional patterns to students' English language learning. Effective classroom interactional patterns are fundamental to the success of teaching and learning. It plays a crucial role in enhancing teaching and learning experiences by facilitating effective communication, promoting active engagement, and fostering a supportive learning environment (Walsh, 2012). In respect of this, the analysis suggests that classroom interactional patterns develop students' communication skills. It also came out that the patterns build confidence and promote cooperative learning among learners. Again, it was found that social relationships of students were greatly strengthened by these interactional patterns. Further, the language store of students was also observed to have been increased due to the interactional patterns. Moreover, retentive memory of students was greatly improved as a result of the classroom interactional patterns. Again, the interactional patterns were found to have made lessons very interactive. As a result, anxiety and boredom on the part of the students were reduced appreciably. The patterns also made it possible for teachers to receive prompt feedback from their learners, and assisted the teachers in the identification of students' weaknesses. These are discussed in the sections that follow.

4.3.1 Increase in students' language store

The various interactional patterns provide students with ample opportunity to engage in meaningful conversations, discussions, and presentations. Through these interactions, students expand their language store by actively using and practicing vocabulary, sentence structures, and communication strategies. The patterns that involve peer-to-peer interactions, such as student-student and student-group interactions, are particularly effective in promoting language development. As students engage in such interactions, they tend to learn from those they engage. With respect to teachers, students are known to imitate some of their teachers in

a lot of ways including even their choice of diction. When students acquire and use these words they pick from their teachers, they become part of them and add up to their store of language. More often than not, many a student have used words that they do not even understand let alone spell. Responses from students in the focus group discussion are outlined as follows;

Student 1: *I am able to learn new vocabularies from my teacher and friends during reading and comprehension lesson.*

Student 7: *It helps in learning and acquiring of new vocabularies*

Student 18: *I get new words from my classmates and teacher when they speak in class*

The excerpts from the focus group discussion clearly demonstrate the connection between the interactional patterns and the increase in students' language store. The statement from Student 1 highlights how the interactional patterns, particularly the teacher-student and student-student interactions, contribute to expanding the student's vocabulary. Through discussions of new vocabulary items in the lesson, the students are exposed to new words and as they learn their meanings, it invariably leads to increase in their language store. This is in line with the findings of Gilmore (2007) which confirms that by engaging with others, students can expand their language knowledge by absorbing authentic linguistic content through listening or reading, and by participating in conversations or dialogues with their peers. Similarly to Students 1, Student 7 emphasizes how the interactional patterns facilitate the learning and acquisition of new vocabularies. The interactions with the teacher and classmates provide opportunities for them to encounter and incorporate new words into their language store.

Student 18 recognizes that the verbal exchanges that occur during whole class or group interactions allow for the introduction of new words. The students' language store expands as they listen to their classmates and the teacher use unfamiliar vocabulary, and subsequently incorporate those words into their own vocabulary. In all, these students

demonstrate that the interactional patterns provide them with opportunities to learn and acquire new vocabularies. Through listening, speaking, and engaging in collaborative activities, students expand their language store and strengthen their linguistic abilities. Their teachers also gave their comments on this:

Teacher 5: *Engaging my students in group discussions equips them with more vocabularies.*

Teacher 3: *I ensure my students acquire new words in class during my reading and comprehension lessons and also use them in their expressions.*

Teacher 5's statement specifically highlights the contribution of the student-group interactional pattern to increasing their language store. This means that engaging in group work provides opportunities for collaborative discussions and shared learning experiences. Through interactions with group members, the student encounters new words and adds them to their vocabulary.

Teacher 3 also acknowledges that the teacher-student interactional pattern is instrumental in their acquisition of new words. When the teacher introduces and teaches new vocabulary especially during comprehension lessons, the student acquires these words. Subsequently, the student utilizes the new words when expressing themselves, thereby reinforcing their language store. Also, the view of teacher 3 reveals that students build their language store more especially during reading and comprehension lessons. This finding agrees with the finding of Fisher et al. (2009) that vocabulary can be acquired through reading and comprehension and that increase in students' vocabulary improves comprehension. This shows that students can use all they possess of the English language in real life exchanges.

4.3.2 Developing communication skills

Classroom interactional patterns contribute to the development of communication skills. Students engage in verbal exchanges, express their ideas, articulate their thoughts, and

actively listen to others. Through these interactions, students learn to communicate effectively, practice active listening, and engage in respectful dialogue. They also learn to adapt their communication style based on the context and audience. Communication involves conveying thoughts and emotions, as well as sharing information with others (Peters, 2012). Baker (2011) also describes communication as the act of transmitting and receiving information. To be effective at communicating, there are a number of skills that you can rely on. The skill utilized depends on the specific circumstances, the intended audience, and the message that needs to be communicated (Sen, 2007).

Skills in communication involve active listening, speaking, responsiveness, understanding nonverbal cues, observing, empathizing and adapting your style to the audience, as well as giving and receiving feedback. The classroom interactional patterns do contribute to the development of all these communication skills as students engage in verbal exchanges, express their ideas, articulate their thoughts, and actively listen to others. Communication is an essential part of the classroom setting since no meaningful learning occurs without it. When learners are able to meaningfully communicate their ideas and thoughts, the effectiveness of the teaching-learning process is improved since they tend to participate fully in the process. This in turn brings about improved achievements even in other fields of study since English language is the medium of instruction in the educational system. As illustrated by the excerpts from the focus group discussion, the instructional patterns employed contributed to fluency, clear expression of ideas, and development of listening and speaking skills.

4.3.2.1 Fluency

The term fluency is defined as the ability to use language quickly and confidently without too many hesitations or too many unnatural pauses to cause barriers in communication (Bailey, 2003). Fluency is also defined as the flow of one's speech (Jaros-

White, 2023). Fluency in the process of learning English has frequently occurred in the minds and thoughts of teachers and students. It is an expectation for anyone who wishes to be competent in a target language that they have spent their time and effort to acquire or study. Shahini and Shahamirian (2017) argue that one of the major characteristics of communicative competence is fluency. Fluency, according to Chambers (1997), is considered an important indicator for progress in language learning and it is one of the conditions which ensure that success in communication has been achieved. Gorkaltseva et al. (2015) theorize that many ESL/EFL students have little fluency, but considerable grammatical knowledge to do a test. In this case, the students do not need more grammatical knowledge but fluency. Therefore, the learners' speaking fluency needs to be the focus of attention in the teaching contexts (Albino, 2017).

With that in mind, one can begin to understand what language fluency is in relation to how words sound as you articulate them. Someone fluent in a language can easily string words together into coherent thoughts. The words will form a followable tempo without intermittent starts and stops. In other words, the language flows from the speaker with relative ease; they do not stumble on their words when trying to form a logical phrase or sentence. Comments from students on the development of fluency are:

Student 9: *Interacting with my friends during class discussions has made me a lot more eloquent and fluent. Nowadays, I am able to lead morning assembly without being afraid of making mistakes in my delivery.*

Student 77: *Interacting with my classmates has made me speak fluently without making so many mistakes as I used to.*

Student 51: *These days I don't pause too often when I'm talking to my friends as well as teachers using English language.*

From the statement of Student 9, we realize that the learner is of the view that he has improved eloquence- and fluency-wise. His statement is clearly an indication that the opportunity he has had to engage in discussions in class has afforded him the chance to

become eloquent and fluent. The assertion from Student 77 suggests that they have noticed a marked change in their oratory. This is in line with the assertion of Mora (2010) that fluency is the ability to speak fluently. This therefore confirms the view that the instructional patterns positively impact the fluency of the learners. Student 51's assertion shows that as students get the opportunity to interact with their peers and teachers, their eloquence and fluency gradually improve. The teachers also had this to say:

Teacher 1: *I use debate to ensure that my students get the opportunity to be fluent in the language and to speak without making too many mistakes.*

Teacher 4: *Classroom interactions provide a wonderful platform for the learners to use English language in a sustained manner and for a longer period of time. A situation they usually do not find themselves in and this gives a valuable prospect to improve on their language.*

It can be inferred from the responses that the language teachers purposefully design and use various patterns of interaction in their lessons to give learners a greater opportunity to interact so as to improve their fluency. The statement of Teacher 1 exemplifies the view that the teachers employ patterns that give room to the students to improve. In a similar vein, the statement by Teacher 4 further buttresses the assertion of Walsh (2013) that with classroom interaction, teachers allow learners to interact and express themselves. It is widely accepted that interaction between students and teachers positively influences the learning process.

4.3.2.2 Clear expression of ideas

Clarity is the ability to communicate your thoughts and opinions effectively in writing or speaking. There are actually different cultural approaches to how ideas are communicated in both writing and speaking. In English language, it is the responsibility of the speaker to deliver the message in a way that is easy for the listener to understand. In other cultures, it is the responsibility of the listener to make meaning from what is said. For this reason, communicating ideas in English tends to be straightforward and direct and to the point as well.

There are actually different styles of presentation of ideas. Some prefer putting across their most important ideas at the end of their presentation or essay or even email, whereas, others present the main idea right away, and then support it with more information. In expressing ideas, care should be taken in the choice of diction so as not to use words that might confuse the target audience. In other words, one necessarily, does not have to use a ten-dollar word when a fifty-cent word will easily do. In other words, do not use a longer, more complex word, when a simpler word will work just fine. You certainly do not need to use bigger, more complex words to communicate your ideas. Instead, you want to get more control over the words that you have and vary your vocabulary. It is very important to be able to rephrase or explain things if the audience or a particular person does not understand what you said. Usually, when someone does not understand a speaker, it may be a pronunciation issue, or it may be that the choice of diction did not really fit the context. That is when you want to be able to come up with synonyms in order to be more expressive in a different way.

Moreover, if the audience or person still does not understand the word being used, that is when a more descriptive language is used. In other words, the idea or concept is described in another way so that they can understand it better. The views expressed above give credence to the assertion of Khadija (2010) that, engaging students in whole-class discussions helps them improve their communication skills, including expressing their thoughts clearly, actively listening to others, and effectively articulating their ideas in a group setting, as seen in the excerpts from the students' focus group discussion as follows:

Student 13: *It helps in expressing ones thought or ideas meaningfully.*

Student 79: *I am able to answer questions the way I intend answering them without leaving room for follow up questions.*

Student 38: *All my mates understand and like my views on issues and even try to associate themselves with my contributions during lessons.*

Deductively, it is realised from the excerpt above that employing various classroom interactional patterns invariably enables learners to comprehensively express their ideas. These responses confirm the assertion by Khadija (2010) that engaging students in whole-class discussions helps them in clearly expressing their thoughts. The use of classroom interactional patterns therefore aids learners in clearly expressing their ideas.

Additionally, other opinions expressed by students are as follows:

Student 79: *I am able to answer questions the way I intend answering them without giving leaving room for follow up questions*

Student 38: *All my mates understand and like my views on issues and even try to associate themselves with my contributions during lessons”*

These are a proof that the students’ ability to clearly express themselves improve tremendously on participating in various classroom interactional activities in their lessons. Furthermore, they further buttress the points already made about the effect that classroom interaction has on learners’ improvement in their ability to clearly and succinctly express their ideas. Furthermore, responses from their teachers give support to the view that classroom interaction brings about improvement in learners ability to express their ideas.

Teacher 1: *I use role play to ensure that my students express their thought and ideas in a meaningful context.*

Teacher 4: *Classroom interactions provide a platform for students to express their views appropriately.*

It is realised from the responses that classroom interactions have on learners’ ability to express themselves, the teachers intentionally employ activities that give the learners ample opportunity to improve in the said area. This view is amply demonstrated in the statement by Teacher 1 and Teacher 4 respectively:

Teacher 1: *I use role play to ensure that my students express their thought and ideas in a meaningful context.*

Teacher 4: *Classroom interactions provide a platform for students to express their views appropriately.*

These views also provide support to the belief that interactions in the classroom gives the learners the chance to improve on the skill of expressing their ideas.

4.3.2.3 Developing listening and speaking skills

According to Richards (2008), the primary methods of communication, and the fundamental language abilities developed innately, are listening and speaking. They are also perhaps the most difficult skills in comparison to reading and writing. Listening and speaking are two of the four language skills. The other two language skills are reading and writing. Listening and speaking skills are vital language skills to develop when learning English or any other language. Listening skills are **passive language skills**, that is, they are used to understand other persons' production of language/speech. Listening skills are skills that contribute to ones' ability to accurately receive information when communicating with others. These skills are an important part of effective communication. Developing good listening habits can help to ensure you understand the information correctly, interpret messages accurately and optimize your conversations and communications for efficiency.

By having strong listening skills, one will be able to understand everything that is happening around him/ her. Some people realize they can speak well but do not understand when others speak back to them. Others find that listening to others feels easier than creating their own sentences in English. Speaking on the other hand is an active skill in language learning. Learning English without practicing it is pointless and speaking is the way to practice it. According to Mora (2010), one can express their opinion freely only through speaking. Therefore, speaking is a basic skill that should be mastered by English Language students. English speaking skills are often the hardest to develop out of all the language skills. This is often the case simply because learners do not always have much opportunity to speak English, unless they are already living in an English-speaking country. By having good

speaking skills, one will be able to say anything she wants to say without any problem. This will open up the world of communication both professionally and socially.

Responses from the interview and focus group discussion shed more light on why teachers employ classroom interactional patterns in improving the listening and speaking skills of learners in their lessons.

Teacher 5: *Through regular classroom interactions I am able to improve my students listening and speaking skills.*

Teacher 2: *I usually use dialogues and language drills to facilitate listening and speaking in my class.*

Teacher 3: *I vary my classroom speaking activities in order to help my students speak and refine their listening skills as well.*

It is instructive to note that the teachers tailor their classroom interactional patterns to encourage the learners to engage in listening and speaking activities. For instance, the assertion by Teacher 5 is a clear message that he as an instructor deliberately creates opportunities for the students to interact a lot more so as to improve upon their listening and speaking skills. This assertion is in consonance with Thapa and Lin (2013) that interaction in the classroom becomes the central factor which equips students with the appropriate skills for communication. Additionally, the view of Teacher 2 also depicts another situation where the teacher consciously creates an enabling classroom environment that presents the students with enormous opportunity to interact with his peers. As a result, the learner is able to develop both listening and speaking skills.

Furthermore, the claim of Teacher 3 is a further testament that the teachers intentionally employ classroom interactional patterns and use activities that will give the learners the chance to speak as well as do enormous listening. As learners do more listening, it in turn improves the speaking skills. This statement is in line with Hammer (2007) that students improve on their communication skills as they constantly speak in class. Eventually, both listening and speaking skills are improved since one has to listen attentively in order to

respond appropriately (Thapa & Lin, 2013). It can be inferred from the foregoing that teachers consciously employ the various interactional patterns in their classrooms to give their learners the opportunity to hone their listening and speaking skills. Students also added their voice to their teachers' assertions as follows:

Student 31: *I develop my speaking skills through regular interactions with my peers in class.*

Student 67: *I develop my listening and speaking skills as I get involved in classroom discussions.*

Student 67: *"I develop my listening and speaking skills as I get involved in classroom discussions".*

The responses show that constant interaction in class enables students to develop their listening and speaking skills. The statement by Student 31 directly emphasizes the relationship between speaking activities and the development of speaking skills. By actively engaging in discussions, students continuously practice and refine their speaking abilities. Regular exposure to speaking activities helps students improve their listening and speaking skills. This statement agrees with Khadidja (2010) in her opinion that as students speak English language as often as possible it helps to reduce difficulty in mastering it. The responses also show that through constant engagement in the classroom, students get the opportunity to improve their listening and speaking skills.

Overall, the responses from teachers and students affirm the view that engaging in speaking activities, such as debates and discussions, or dialogues is instrumental in developing communication skills. These activities provide opportunities for students to improve their eloquence, fluency, confidence in public speaking, and overall speaking abilities. Through consistent practice and participation, students enhance their communication skills and become more proficient communicators.

4.3.3 Building confidence

Students who are confident are more inclined to participate in class discussions, seek assistance when necessary, comprehend new concepts more quickly, and display enthusiasm for learning (Tomlinson & Imbeau, 2023). According to Rizzi et al. (2020), confidence is the sense of belief in one's own capabilities, attributes, and discernment. Without it, children would struggle to develop the skills they need to embrace their full potential in and out of school. Self-confidence helps students handle setbacks easily. It builds resilience which makes them accept the normalcy of failure and take more chances. When your students feel confident in their own strengths, they can maintain self-worth despite setbacks or perceived weaknesses. They can actualize their full potential and develop the best version of themselves. Having confidence means having faith in one's abilities and aptitudes to manage in different situations. By this, confident people trust that they can engage with the world and are more willing to rise to challenges and take on responsibilities

Additionally Thapa and Lin (2013) observe that in the language classroom, interaction is an essential social activity for students through which they not only construct knowledge but also build confidence and identify as competent language users. As such, encouraging students to interact among themselves and their teachers will go a long way in building their knowledge as well as their confidence. Responses from the students' support this assertion:

Student 25: *It boosts one's confidence*

Student 18: *It builds our confidence*

Student 10: *It builds your confidence in terms of expressing your views to the whole class*

Student 35: *It helps boost a learner's confidence level*

Student 6: *It helps in boosting one's confidence in presentation*

From these responses, it is evident that students build their confidence through interaction with their peers and teachers, especially during in-class activities: class presentation, discussions about desired topics among students, and debates. The students' responses emphasize that as teachers encourage their students to interact with their peers, especially during class discussions and whole class presentations, it enables them to build their confidence and become competent users as well. This view is in line with Miller (2000) that, in the language classroom, engaging in interaction is crucial for students as it helps them not only develop their understanding of the subject but also enhances their self-assurance and self-perception as capable language learners. Therefore, the student will build their knowledge as well as their confidence if teachers encourage them to interact with their fellow learners and teachers. Some responses from teachers' interview are as follows:

Teacher 2: *It makes the student active and boosts the level of confidence.*

Teacher 4: *Involving my learners in an active interaction will help build their confidence.*

Teacher 6: *I usually create a friendly environment to enable my students interact freely to build their confidence.*

Per these assertions, it is important to recognize that teachers adjust their classroom interactions to promote active engagement among students, helping to boost their confidence and proficiency in using the English language. For instance, the assertion responses show that as teachers, there is the need to deliberately engineer active interactions in their English language lessons since students do not only construct knowledge but also build confidence and identity as competent users. This result agrees with the result of Li (2006) who notes that teachers need to create a safe and nonthreatening learning environment where students feel comfortable in participating in activities and in which students develop confidence to achieve higher academic standards.

4.3.4 Encouraging prompt feedback from students

According to Barr (2017), encouraging prompt feedback from students is essential for fostering a dynamic and effective learning environment. By actively seeking feedback, English language teachers create opportunities for students to express their thoughts, concerns, and opinions about their learning experiences. Prompt feedback helps the language teacher to draw students' attention to useful language items or for error corrections and also provide teachers with valuable insights into the effectiveness of their teaching strategies. Interactional patterns provide opportunities for students to ask questions, seek clarification, and provide feedback to the teacher. This immediate and interactive feedback loop allows teachers to gauge students' understanding, address misconceptions, and adjust their teaching accordingly. Responses from teachers regarding this are as follows:

Teacher 2: *It helps the teacher appreciate the levels of understanding and concerns of students.*

Teacher 4: *It gives the teacher prompt feedback on progress of the lesson.*

Teacher 3: *Feedback on teachers' choice of pedagogy is prompt since teacher's interaction with learners is an indirect means of assessing the learners' grasp of subject matter treated.*

Teacher 5: *As teachers are given immediate feedback on performance from learners' responses; that serve as an evaluation.*

These responses indicate that through classroom interaction, teachers are able to receive prompt feedback from their students. Teacher 2 highlights that classroom interaction helps teachers to appreciate the levels of understanding and concerns of students so as to make necessary adjustment or provide additional supports where necessary. The opinions of Teachers 4 and 3 also show that prompt feedback from students helps English language teachers to regularly assess their own classroom interactional practices and keep improving on them. This finding is consistent with the findings of Brown (2001) that classroom interactional patterns help teachers to reflect on their own practices and improve on them.

The response from Teacher 5 also indicates that prompt feedback in the English language classroom serves as an evaluation tool through which teachers could provide immediate feedback and correct errors committed by students. Whether it is correcting grammar, pronunciation, or vocabulary usage, timely feedback helps students recognize and rectify their mistakes, ultimately enhancing their language proficiency. Students also gave responses as follows:

Student 65: Classroom interaction helps teachers to correct their students' errors.

Student 39: It helps motivate us to learn more because we receive clarifications from teachers and peers during group discussions.

Student 45: Through constant interactions, I get help from my teachers and my mates in the aspects I have difficulties.

The responses reveal that prompt feedback from interaction helps teachers to correct their students' errors. This shows that active interaction in the English language classroom helps teachers to provide immediate feedback and correct errors made by students. For instance, the view of Student 39 suggests that prompt feedback students receive from teachers and their peers during class discussions, group work, and pair work motivates them to improve on their speaking as they interact with them, negotiate meaning, share ideas, and provide feedback to one another. This confirms the assertion of Lee (2010) and Ellis (2009) that positive feedback is important because it provides effective support to the learner and also promotes motivation to continue learning. The result shows that teachers gain insight into their students learning on the basis of which they adjust their teaching practices, if necessary, to maximize learning.

The opinion of Student 45 also shows that through active interactions during English language lessons, students receive feedback not only from their teachers but from their peers as well, which fosters a supportive and inclusive classroom atmosphere and allows students to learn from each other. This finding aligns with the findings of Dilek (2012) and Kartal (2014) that through collaborative activity such as group work, students get the opportunity to

practice the target language as they get more speaking time to interact and provide feedback for one another.

Through interactions, therefore, teachers can provide immediate feedback and correct errors made by students. In the same vein, students are also encouraged to recognize and rectify their mistakes which ultimately enhance their language proficiency. Feedback serves as a tool for motivating students. When students get to know the level at which they are, they are prompted to either sit up or continue to do what they are doing and even do it better. Effective feedback may be positive or negative. It provides valuable information which is used to make important decisions both in the classroom and beyond. Teachers identify students' level of understanding in order to determine the learning preferences of individual students and get the necessary information to help guide instruction in the classroom through effective feedback. Effective feedback in the classroom serves as a foundation for positive student-teacher relationship in the classroom and when teachers and students share relevant feedback, they build a sense of trust with one another.

4.3.5 Improving students' retention

A fundamental goal of education is to promote enduring learning that equip students with the skills, knowledge, and beliefs that can be applied to solve problems in novel settings or explore issues in original ways. It is also to support students' acquisition of concepts and skills, as well as develop their understanding of how and when to apply them. Retention refers to long-term storage of concepts and skills in memory. Students forget quickly when concepts and skills are not activated and applied after initial learning (Fisher & Radvansky, 2018). By integrating learning activities that promote long-term retention, you can help make concepts available for students to apply later in the semester, outside of the class context, and beyond. Learning strategies that promote long-term retention, organization, and integration require students to actively engage with concepts and skills through deliberate

practice of relevant tasks. These learning approaches involve students in the construction of knowledge, sometimes in collaboration with peers, and falls into the category of active learning (Freeman et al., 2014). Mooring (2016) opines that improving students' retention is a critical objective for educational institutions worldwide. Ensuring that students persist and succeed in their academic pursuits not only benefits individuals but also contributes to the overall success and reputation of the institution.

Improving students' retention requires a multifaceted approach that encompasses creating a supportive learning environment, implementing early warning systems, promoting student engagement, enhancing teaching and learning strategies, and offering comprehensive student success programs. By adopting these strategies, institutions can increase the likelihood of students persisting and succeeding in their academic pursuits. Ultimately, the collective effort to enhance students' retention rates contributes not only to individual student success but also to the overall strength and reputation of educational institutions (Boud, 2013). Excerpt from students' focus group discussion are as follows:

Student 1: *As I get involved in class discussions, I'm able to recall without any struggles.*

Student 10: *Group work and pair work is good for easy recall.*

Student 15: *Group work gives me the opportunity to understand the concept more than the teacher would have done.*

Student 4: *For easy remembrance.*

Student 18: *It easily sticks in your head.*

From the statement of Student 1, it is noticed that as learners interact with their peers through discussions in class, they tend to understand the material under consideration better which by extension improves their ability to recall when need be. Students improve their retention in and outside of the classroom through interaction with their peers. This is in line with the findings of Michaelsen (2004) that, when students discuss the course material with

their classmates, it is an effective method for them to solidify their understanding of the content. Additionally, the assertions of Students 10 and 15 provide a clear indication that as the learners engage in group as well as pair works, their retention of what is learned is greatly improved. This position is in consonance with the view of Routman (2003) that, talking and working with others about what we read increases our understanding. As a result of this, the students are able to comprehend and recall new information when they are given the opportunity to interact with their peers and teachers.

Furthermore, the statements of Student 4 and Student 18 give credence to the view that classroom interactions help in developing the retention capabilities of learners. As learners interact with their peers through the various interactional activities employed by their teachers, their retention is greatly improved. Moreover, the statements of Student 25, Student 19, and Student 5

Student 25: *It also helps me to recall all that I have learnt without any stress.*

Student 19: *It does help especially in helping a learner to recollect what has been learnt since most students are able to remember or understand what their peers teach than that of the teacher.*

Student 5: *Through peer work and group work, I am able to recall faster.*

give support to the claim that classroom interactions develop and improve the retention of what students learn. Students improve their retention in and outside the classroom through interaction with their peers. This is in line with the findings of Bishop et al. (2014) that to enhance learning or reinforce what students have already learnt, it is necessary for students to talk with their mates about the details of the course.

In addition, other teachers made the following remarks:

Teacher 2: *An active interaction with my students helps them to recall all that they have learnt without any stress.*

Teacher 4: *It does help, especially in assisting a learner to recollect what has been learnt since most students are able to remember or understand what their peers teach than that of the teacher.*

Teacher 6: *Learners seem to recall concepts very well when they work on them in groups.*

Teacher 4: *It does help especially in helping a learner to recollect what has been learnt since most students are able to remember or understand what their peers teach than that of the teacher.*

Teacher 6 *Learners seem to recall concepts very well when they work on them in groups.*

These remarks give credence to the view that as English language teachers engage their students in different classroom interactional patterns such as group discussion and pair work, it helps to develop the retention capabilities of learners. Moreso, as learners interact with their peers through the various interaction activities employed by their teachers, their retention is greatly improved. This is in line with the assertion of Atta and Siddique (2013) that through meaningful interactions and cooperative problem-solving, students construct knowledge together, leading to enhanced comprehension and long-term retention of the subject matter.

4.3.6 Promoting co-operative learning

Interactional patterns such as student-student, student-group member, and student-whole class interactions encourage cooperative learning. Students collaborate, share ideas, and collectively solve problems, which foster critical thinking, teamwork, and mutual support. Cooperative learning enhances students' communication skills as they interact freely with their peers whilst playing with the target language. Lucena and Jose (2016) observe that promoting cooperative learning enhances students' speaking and listening skills as they actively interact amongst themselves. By fostering collaborative interactions and creating a supportive learning environment in the ESL classroom, students are empowered to actively participate in discussions through which they express their concerns in respect of the lessons and gain deeper understanding. Cooperative activities such as student-student interaction and student-group interaction foster high levels of student engagement and motivation. Through

collaborative efforts, students feel a sense of ownership and responsibility for their learning outcomes. They become motivated to actively play with the target language, English language, which in turn enhances their communication skills. The following were provided by students:

Student 15: *It gives the weak and average student opportunity to learn from the brilliant students.*

Student 12: *We learn new concept from our friends as we interact in class discussions.*

Student 2: *Sharing of ideas becomes easier without being shy due to learning with their own age or classmates.*

Student 7: *Learners are able to ask questions and express their views with their peers.*

From the excerpts, it is evident that student-student interaction pattern or student-group interaction pattern promotes cooperative learning in the ESL classroom and as a result, they incorporate the elements of listening, speaking, questioning, responding, reflecting, exchanging viewpoints, and debating during discussions among learners. The excerpts from the focus group discussion show that students work collaboratively in order to seek a solution to a common problem by assisting each other. The opinion of Student 15 for instance, shows that learners with low ability in groups are given assistance through interactions with other learners who are brighter. The viewpoint of Student 12 also shows that engaging students in cooperative activities such as group work, pair work and full class discussions in the ESL classroom promotes team learning where students learn from one another.

This finding agrees with the findings of Anekwe (2006) and Okoli (2006) which indicate among others that cooperative learning helps participants to strive for mutual benefits among group members. Also, the opinion of Student 2 suggests that incorporating cooperative activities in the ESL classroom helps students express their concerns with respect to the lessons and receives deeper understanding whereas, the shy ones who find it difficult to

communicate during full class discussions get the opportunity to interact within small group discussions. This finding is in line with Naegle (2002) that, when students talk with their peers about the content of the course, it is a powerful way for them to reinforce what they have learned. Therefore, teachers must encourage such type of interaction between learners because it is the fastest and the best way to learn a second language. The following statements were provided by the teachers:

Teacher 4: *Peer learning helps students to actively and confidently partake in teaching and learning as they share and receive ideas from their colleagues.*

Teacher 6: *Involving my students in group work encourages them to speak more especially the shy ones who hardly speak in class.*

Teacher 3: *Group work and peer work motivates students to cooperate with one another during lessons.*

From the excerpts, it is noticed that as teachers involve their students in collaborative task in the classroom, students are empowered to actively participate in discussions through which they express their concerns with the lessons and gain deeper understanding. Teacher 6's view indicates that involving students in cooperative learning fosters high levels of student engagement and motivation. Through collaborative efforts, students who hardly speak in class are motivated to interact with their peers during small group discussions, peer work, etc., which as a result promotes the production of the target language. This finding aligns with the findings of Parsons and Taylor (2011) suggesting that the active involvement and shared accountability in cooperative learning settings create an atmosphere that provides intrinsic motivation and sustains effort of students during lessons.

The view of Teacher 4 also indicates that, peer learning gives students the opportunity to actively get involved during lessons in the ESL classroom. They become motivated to actively participate, contribute meaningfully, and strive for success, as they recognize the value of their contributions within the group. Each student's success becomes intertwined

with the success of the group. This sense of interdependence fosters a supportive environment where students encourage and assist one another. This finding agrees with the findings of Johnson and Johnson (2018) that, the mutual support network created through cooperative learning enhances students' confidence, self-esteem, and sense of belonging, thereby increasing their commitment to the learning process.

4.3.7 Strengthening social relationships

According to Cash and Toney-Butler (2022), social relations are broadly defined as any relationship or interaction between two or more individuals. August and Rook (2013) also define social relationship broadly as the connections that exist between people who have recurring interactions that are perceived by the participants to have personal meaning. Classroom interaction does not only promote English language development, it also nurtures the development of social skills such as politeness, tolerance, and respect for others and so on, needed by people to function successfully in any culture. In effect, classroom interaction develops the learners' socialization. As students interact with other learners in the classroom on a daily basis, they tend to collaborate a lot more often with them which eventually leads to improved performance academically. According to Naimat (2011), interaction among students themselves or with their teachers will strengthen their social relationship since it gives them the chance to learn from each other and also receive feedback on their performance. Gillies and Boyle (2010) opined that students gain academically and socially when they are given the opportunity to interact with their peers to accomplish shared goals.

Li and Lam (2013) agree that learners who are involved in cooperative activities such as full class discussions and group work develop skills for interpersonal communications. This is seen in the statements by some of the students:

Student 5: I am able to cooperate with others in class

Student 16: *Some students feel shy to ask questions in class but due to group discussions, they find it easy to ask their peers questions about things they don't understand.*

Student 27: *It helps the student to socialise with his/her classmates*

Student 33: *It helps us students to share our ideas.*

Student 55: *It helps promote tolerance among my peers as I listen to their views and they listen to mine as well.*

Student 37: *Pair work motivates me to learn from my friends*

Student 10: *I build good interpersonal relationships with others as I involve myself in group discussions.*

From their responses, it is evident that students strengthen their social relationships with their peers and teachers as they express their opinions, share ideas, and accept other views through class discussions, pair work, and group work. For students, interactions strengthen relationships, either among themselves or with their teachers since it give them the chance to learn from each other and to get feedback on their performance as stated by (Naimat, 2011). When students are given the platform to interact with their peers, they will establish social relationships and reduce isolation in the classroom. Socialising with other students equips learners with vital skills they will need in later life. Interacting with others in class gives students the chance to establish boundaries, note how others react to their actions and find ways of resolving conflicts amicably.

Richard et al. (2014) perceives classroom interaction as the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. For example, the view of Student 55 succinctly encapsulates the belief that classroom interactions help strengthen the social relationships that learners build with their peers. The statement of Student 55 is closely linked to that of Student 20. As learners interact regularly in class, social relationships are built and strengthened, which in turn leads to learners collaborating in a myriad of other ways, which more often than not impacts their

academic work positively. The statements from Students 33 and 66, further reinforce the idea that classroom interactions strengthen social relationships. Moreover, the opinions of Student 16 and 27 are captured as:

Student 16: *Some students feel shy to ask questions in class but due to group discussions, they find it easy to ask their peers questions about things they don't understand.*

Student 27: *It helps the students to socialize with his/her classmates.*

Undoubtedly, when learners interact with their peers in class, it strengthens their social relationship with them which in turn makes them open up and thus encourages them to share their problems and eventually assist them to get solutions.

Teachers also gave their responses as:

Teacher 5: *I establish a social relationship with my students through class discussions and group work.*

Teacher 2: *Students build good relationships with others as I engage them in peer work and group work during English language lessons.*

The statement of teacher 5 clearly shows that teachers build social relationships with their students as they regularly engage them in class discussions. This enables students to express their opinions, share ideas, and accept the views of others. This opinion is in line with that of Hamre et al. (2001). They put forward that strong student-teacher relationships provide a unique entry point for educators working to improve the social and learning environments of schools and classrooms. Learners must develop useful social relationships with their teachers to facilitate their academic work. The view of Teacher 5 further reinforces the idea that classroom interactions strengthen social relationships amongst teachers and students. As learners interact regularly in class, social relationships are built and strengthened, which in turn leads to learners collaborating in a myriad of other ways which more often than not impacts their academic work positively. This view is in line with Stipek (2002) who argues that many of the children who are under performing academically are the very ones who have

poor relationships with their teachers. This view can be broadened to include learners who do not mingle easily with their peers in the classroom setting. Such students tend to lag behind in many activities that go on in the classroom.

4.3.8 Reducing classroom anxiety

The interactional patterns provide a supportive and inclusive learning environment that can reduce classroom anxiety. By engaging in group or pair work, students may feel less pressure compared to speaking in front of the whole class. The opportunity for individual interactions with the teacher also allows students to address concerns or ask questions privately, alleviating anxiety and promoting a positive classroom experience. According to Arabai (2015), creating a supportive and inclusive learning environment is crucial in alleviating classroom anxiety among students. To achieve this, teachers can implement various strategies. To begin with, it is essential to establish a welcoming atmosphere by personally greeting students, learning their names, and showing genuine interest in their well-being. This fosters a sense of belonging and helps students feel more comfortable. Also, encouraging open communication allows students to express their thoughts and concerns freely. By promoting a classroom culture where questions are welcomed and mistakes are viewed as learning opportunities, students feel supported and anxiety is reduced. Additionally, breaking down tasks into manageable steps helps students to tackle assignments or exams without feeling overwhelmed. Clear expectations, coupled with constructive feedback, can provide a sense of direction and progress, thereby minimizing anxiety.

Furthermore, fostering peer support and collaboration within the classroom is beneficial. Pairing students or forming study groups enables shared learning and mutual encouragement, reducing the feeling of being alone in their academic journey. Teaching stress management techniques also equips students with valuable tools to regulate their emotions and cope with anxiety-inducing situations. Celebrating progress and achievements

acknowledges students' efforts and growth, fostering a positive and motivating environment. Finally, providing information about available resources, such as tutoring services or counseling, offers reassurance and support. By implementing these strategies, teachers can create an environment that promotes students' emotional well-being, reduces anxiety, and facilitates a positive attitude towards learning (Zheng & Cheng, 2018). The different ways by which anxiety is reduced through interaction are discussed as follows:

4.3.8.1 Breaking of boredom

Creating a supportive and inclusive learning environment is crucial in reducing classroom anxiety among students. Sharp et al. (2016) stresses that the main cause of classroom boredom is when students are less engaged and are also given less opportunity to take active role in the teaching and learning process. In the same vein Zawodniak et al. (2021) concluded in his findings that students feel bored in teacher-centered classes where students are given less opportunity to play active role in the classroom. To achieve this, teachers can implement various strategies to promote learner autonomy in the language classroom through which students can acquire the target language at a faster rate. An interactive classroom helps reduce classroom boredom. It is essential to establish a welcoming atmosphere by personally greeting students, learning their names, and showing genuine interest in their well-being. This fosters a sense of belonging and helps students feel more comfortable. The opinions expressed by teachers are as follows:

Teacher 2: *It removes boredom in class whilst teaching is ongoing.*

Teacher 3: *Classroom interactions can serve as an avenue to break boredom and ease tension among learners as they relax and interact with the teacher and their colleagues.*

The responses contribute to the notion that classroom interactions in the language classroom helps reduce boredom. Teacher 2's statement specifically shows that as he engages students in different classroom interactional patterns in the ESL classroom, boredom is

reduced. The assertion of Teacher 3 highlights the contribution of the different classroom interactional patterns as they serve as an avenue for English language teachers to create a conducive environment for effective interactions which will promote the acquisition of the target language. Students also gave responses as:

Student 79: *Interacting in class makes me active during lessons, I don't sleep when class is interactive.*

Student 94: *Interacting with teachers during lessons keep us active.*

Student 118: *I always become active in class when we are asked to interact among ourselves.*

The statement from Student 79 reveals that classroom interactional patterns like pair-work and student-group member interactional pattern gives students the opportunity to be actively involved in the teaching and learning process which as a result will yield in the second language acquisition. The responses from Students 94 and 118 show that during English language lessons, when students are actively involved in classroom interaction for instance full class discussions, group work, etc. will help students to actively get involved and through that, boredom will be reduced. This finding agrees with the findings of Zawodniak et al. (2021) that students are bored in the teacher-centered classes in which students are given less opportunity to participate. The finding is also in line with the findings of Routman (2005) that when students interact with one another, they turn to learn more and be actively involved in lessons. As a result, the production of the second language will be promoted. Overall, the findings reveal that classroom interactional patterns like pair-work, student-group interactions help English language teachers to create a conducive learning environment for their students to be actively involved in the teaching and learning process which in turn result in the promotion of the second language acquisition. This finding is in line with findings of Sharp et al. (2016) that promoting learner autonomy in the language classroom will help reduce negative emotions such as boredom.

4.3.8.2 Conducive environment

According to Bartlett (2003), the effectiveness of learning will be increased if the learning environment is comfortable and conducive for learners. Therefore, when students are given the opportunity to freely interact in the language classroom, they tend to grasp new concept introduced to them promptly and properly, since the environment created in the classroom is conducive. As teachers involve their students in student-fronted activities such as group discussions, pair-work, and student-whole class interaction will help create a positive learning environment for full class participation. In the same vein, Worde (2003) posits that having a relaxed classroom environment is essential in reducing classroom anxiety. Bekalu (2010) also demonstrates that, the learning environment is a potential source in which language anxiety could develop. These are supported by responses of teachers as follows:

Teacher 6: *The classroom environment becomes conducive for learning as I involve my learners in class discussions.*

Teacher 2: *Learning becomes fun as students interact in a non-threatening environment.*

Teacher 5: *Students express their opinions freely during my lessons because I always engage them in student fronted activities.*

The responses suggest that the classroom environment becomes conducive as teachers give their students more opportunity to actively interact among themselves in class. The statement from Teacher 6 reveals that when teachers create an opportunity for students to actively interact in the English language classroom, it promotes a conducive learning environment. Again, the statement of Teacher 2 suggests that active participation and engagement of students in the language classroom will make learning enjoyable for students as they freely express their views in a non-threatening environment where students get to play with the second language. The opinion of Teacher 5 reveals that students learn to articulate their ideas clearly when they are given the opportunity to engage in collaborative activities

such as pair work and group work, role play etc. Worde (2003) posits that having a relaxed classroom environment is essential in reducing classroom anxiety. The responses from the teachers indicate that, when students are given the opportunity to freely interact in the language classroom, they tend to grasp new concepts introduced to them promptly and properly, and this is as a result of the classroom environment being conducive. This finding is in line with the findings of Bartlett (2003) who hypothesizes that effectiveness of learning will be increased if the learning environment is conducive. In summary, these statements highlight the significance of classroom interactions in promoting a conducive environment where students actively express their views in a non-threatening environment and as a result promote the production of the target language. This finding agrees with Nagasi (2009) that both classroom interaction and self-esteem are highly influenced by the learning environment.

4.3.8.3 Active class participation

Interactional patterns foster active student engagement. When teachers encourage discussions, group activities, and problem-solving tasks, they create a participatory learning environment (Cooper, 2018). This active engagement enhances students' motivation, improves students' communication skills, and facilitates a deeper understanding of what is being taught. Walsh (2012) claims that by involving students actively in the learning process, teachers nurture a dynamic and interactive classroom, igniting a passion for lifelong learning. Engaging students actively in class interactions help minimize classroom anxiety and eliminate boredom as well. Responses from teachers are:

Teacher 1: *It makes the class lively and participatory as they interact in small groups.*

Teacher 6: *Classroom interactions make my students participate fully in class lessons especially during group discussions.*

Teacher 4: *My students enjoy my lessons because I always encourage active class participation.*

The statements from the teachers' interview give indication that English language teachers of Akwatia Technical Institute and Takrowase High School actively involve their students during English language lessons. The statement by Teacher 1 for example, indicates that active classroom interaction will make the students enjoy learning more rather than passive listeners. The view of Teacher 6 also indicates that classroom activities such as group work encourage students to participate fully and also get the opportunity to use the language with their peers in class. The view of Teacher 4 suggests that classroom anxiety is reduced since students enjoy the English language lesson as a result of being encouraged to actively interact during English language lessons. This response from the teachers' interview reveals that active classroom interaction between teachers and students during English language lessons will help to reduce classroom anxiety thereby helping stimulate the production of the second language. This finding agrees with the findings of Yismaw (2005) that anxiety affects academic performance of students. It must therefore be reduced to the barest minimum if not completely eliminated. Statements by students during the discussion are:

Student 70: *I actively get myself involve or participate in group work and pair work with my mates.*

Student 65: *Our English language madam motivates us to interact in her class by giving us a lot of group work and role play during literature lessons.*

Student 89: *We enjoy the lesson when our English language teacher allows us to participate in class discussions.*

These responses show that students' participation in the English language classroom heavily depends on the kind of interactional patterns the teacher employs in the lessons. The students' responses indicate that group work, pair work, full class discussions, role play, and other student-fronted activities help students to actively participate and through that get ample time to use and actively produce the target language. The findings of Michaelsen (2004) further gives credence to this finding. Brown (2001) notes that when students interact among

themselves, it gives them the opportunity to initiate interaction in the classroom and they eventually produce the target language.

In a nutshell, active engagement in the English language classroom enhances students' motivation, improves students' communication skills, and promotes language production.

4.3.9 Identifying students' weaknesses

According to Ghufron and Ermawati (2018), identifying students' weaknesses is crucial for effective teaching and learning as it enables teachers to provide targeted support and tailored interventions. Additionally, teacher-student interaction during English language lesson helps teachers to teach effectively as they provide more speaking time for students to interact (Sieber et al., 2020). In the ESL classroom, an effective teacher-student interaction could help teachers identify students' weaknesses in language production. Using different interactional patterns during instruction allows teachers to meet diverse needs and uncover specific challenges faced by students. Regular one-on-one interactions provide opportunities for open conversations to gain deeper insights into weaknesses. Peer collaborative activities like group discussions and pair work give the teacher an ample amount of time to monitor the students' level of understanding of the lesson content. By employing the collaborative strategies, teachers can identify students' weaknesses and create an inclusive learning environment that promotes growth in the production of the target language (Wen, 2018).

Statements by teachers to this effect are as follows:

Teacher 1: *Classroom interactions help to identify weak students*

Teacher 3: *Classroom interaction is very beneficial to teachers since it enables the teacher to group students into ability groups*

Teacher 5: *It helps the teacher to discover the weaknesses of the students*

The statements made by the teachers emphasize the role of classroom interactions in identifying students' weaknesses. These interactions play a significant role in understanding students' abilities, grouping them appropriately, and discovering areas of weakness. Teacher

1 highlights how classroom interactions help teachers identify weak students. By engaging in discussions, observing students' participation, and listening to their responses, teachers gain insights into individual strengths and weaknesses. This active involvement allows them to identify students who may be struggling or facing challenges in specific areas. This finding is in line with an assertion by Lin and Chen (2017) which states inter alia that, engaging students with different interactional patterns can help teachers identify students' weaknesses in English language acquisition. Therefore, observing how students interact with each other can help teachers identify areas where students struggle with fluency, grammar, vocabulary, or pronunciation. Teacher 3 emphasizes that classroom interaction is beneficial for teachers as it enables them to group students into ability groups. By actively interacting with students, teachers can assess their performance and capabilities. This information helps them form groups that are more conducive to addressing individual needs and providing targeted instruction, thereby identifying and addressing weaknesses more effectively.

Teacher 5 emphasizes that classroom interaction helps teachers discover the weaknesses of students. Through regular interaction, teachers have the opportunity to observe students' progress, analyze their work, and provide feedback. These interactions shed light on areas where students may be experiencing difficulties, allowing teachers to intervene and provide appropriate support. The teachers' responses from the interview indicates that, creating opportunity for students' to be engaged in interactions with their peers and teachers can help teachers build a strong and positive relationship with students that can aid in understanding the weaknesses and strengths in students' language proficiency. This finding agrees with a view of Pilkington (2018) that, by analyzing how student interact with their peers and teachers, teachers can identify areas where students may be struggling to fit. Therefore, this knowledge can help teachers develop more supportive and inclusive learning

environments for all students as they effectively engage them in different interactional patterns.

Students also provided responses such as:

Student 32: It makes the learner to know his/her weakness and build upon them

Student 86: It helps the learner to know his or her strength and weaknesses and develop the weaknesses

Student 10: I get to know the aspects I am weak at and improves upon it as I interact with my teachers and group members.

Student 32 and 86 highlight that constant interaction in the classroom helps them to identify the aspect where they are weak and improve upon. Showing that through active interactions, students will overcome their weaknesses by receiving support from both teachers and their own peers. Whether grammar, pronunciation, or vocabulary usage, constant interaction will help students recognize and rectify their weaknesses and overcome them with time, ultimately enhancing their second language production. Student 10 also emphasizes that active interaction in the language classroom is beneficial to students as it enables students to rectify aspect they fall weak and improve on them. The students' views reveals that when they actively engage with teachers and peers in interactions during English language lessons will create more opportunities for students to overcome their weakness and produce the target language. This finding aligns with the findings of Marzano (2001) that, the way students interact in the classroom can reveal a lot about their level of understanding of concepts and their level of engagement in the classroom. In summary, these statements highlight the significance of classroom interactions in identifying students' weaknesses. By actively engaging with students, teachers can gather valuable information, group students according to their abilities, and discover areas where students require additional assistance. Such insights aid in designing targeted interventions, providing personalized support, and

fostering an inclusive learning environment that promotes student growth and success in the acquisition of the target language.

4.3.10 Summary

This chapter of the research work provides a detailed analysis of the qualitative data collected from classroom lesson recordings, interviews, and focus group discussions. Thematic analysis was used to examine the patterns that occurred in the classroom and how they impacted teaching and learning. The results, based on research questions, are presented in two sections and focused on the interactional patterns in English language learning classrooms using Flanders' System of Interaction Analysis (FIACS) framework. The study involved six English language teachers and one hundred students from two schools, with the aim of understanding how teacher and student interactions contribute to the acquisition of English language skills.

4.3 Conclusion

The analysis of the data using the FIACS framework revealed that English teachers in Akwatia Technical Institute and Takrowase Senior High School practice six different interactional patterns in the classroom and significantly, these patterns suggest a strong correlation between the six interactional patterns and the acquisition of English language skills. Firstly, these findings highlight the importance of examining classroom interactional patterns in English language teaching to understand their impact on student learning outcomes since the findings have revealed that different classroom interactional patterns elicit different outcomes. It is therefore important for the teacher to know when and how to engage each of these classroom interaction patterns.

It is also important to consider the various types of interactions, such as teacher-student, student-student, and student-group interactions, and how they contribute to language development and communication skills. The findings further suggest the need for further

research on how specific interactional patterns influence student engagement, language acquisition, and academic achievement. Furthermore, teachers' attention has been drawn to the fact that they can use a combination of teacher-student, student-student, and student-group interactions to create a dynamic and engaging learning environment that promotes language fluency and communication skills. Again, by encouraging students to participate actively in group activities, discussions, dialogues, and presentations, teachers can enhance students' language skills and confidence in using English whilst providing prompt feedback and creating a supportive and nonthreatening learning environment can help reduce classroom anxiety and promote positive attitudes towards learning. Moreover, understanding the benefits of different interactional patterns can help teachers to tailor the classroom instructional strategies to meet the diverse needs of students and facilitate their language development. This could be done right from the beginning when the English Language curriculum is being developed. Lastly, teachers can understand that focusing on building strong social relationships and fostering a sense of belonging in the classroom can contribute to students' overall academic success and emotional well-being.

On the whole, these implications highlight the significance of considering classroom interactions in English language teaching. By acknowledging the impact of interactional patterns on student learning outcomes and language development, teachers can work towards creating more effective and inclusive educational environments. For researchers, this emphasizes the importance of conducting further studies to explore the specific ways in which different interactional patterns influence student engagement and language acquisition. By delving deeper into this area, researchers can provide valuable insights that can inform instructional practices and curriculum development in English language teaching. For teachers and policy makers, these implications suggest practical strategies for enhancing language learning through fostering diverse interactional patterns in the classroom. By

combining various modes of interactions and encouraging student participation, teachers can nurture language fluency, communication skills, and overall language development. Moreover, prioritizing a supportive and positive learning environment can create a conducive atmosphere for language acquisition and academic success. In conclusion, understanding the implications of interactional patterns in English language teaching can lead to more holistic and student-centered approaches to education. By prioritizing effective classroom interactions, educators can empower students to develop their language skills, build confidence in their abilities, and achieve both academic success and emotional well-being.



CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

In this chapter, the summary and conclusions drawn based on the results of the study were presented. The recommendations and suggestions for further research were also considered. The purpose of the study was to find out the patterns of classroom interaction and how they enhance the teaching and learning of English language during English Language lessons in two second – cycle institutions within the Denkyemba District. Two research questions were formulated to guide the study. The study adopted the qualitative research approach and the case study design. Purposive and Cluster Sampling Techniques were used to sample five hundred and twenty (520) students and six (6) English language teachers from the two aforementioned schools for the study. Interview, classroom recorded lessons and focus group discussions were used as the research instrument. The data were transcribed and analysed using thematic coding. The study employed Flanders' Interaction Analysis System (FIACS) as a conceptual framework to identify the various patterns of classroom interactions that are employed by teachers in their lessons. The model classifies classroom activities into three main categories, namely teacher talk, student talk and silence. Under the teacher talk, there are seven sub-categories which are further grouped into direct and indirect talk. Under the student talk on the other hand are Student Talk Response and Student Talk Initiation.

5.1 Summary of findings

The main aim of the study was to identify the patterns of classroom interaction and also ascertain how the interactional patterns enhance teaching and learning. The study findings are presented in accordance with the research objectives. The summary of the findings are as follows:

5.1.1 Interactional patterns in the ESL classroom

The first objective sought to identify the patterns of classroom interaction. The classroom interactional patterns identified are teacher-whole class interaction, student-teacher interaction, student-student interaction, teacher-group members' interaction, student-group members' interaction, and student-whole class interaction. Out of the six patterns, teacher-whole class interaction was seen to be the most extensively employed pattern in the lessons. The teacher-whole class interaction was applied when teachers took the role of giving student information, asking questions, reading aloud, and performed other teacher-fronted activities. Dagarin (2004) reveals in his study that the teacher-whole class pattern is a common type of interaction in the English language classroom and is established when the teacher talks to the whole class at the same time. This result is in line with a study conducted by Rafiearad and Rashidi (2010) who analyzed patterns of classroom interaction in Iran and found that teacher-whole class interaction was dominant in the EFL class. However, the least pattern used was the student-whole class interaction, showing that the English language teachers dominate their classroom interactions.

One of the factors I believe contributes to the prevalence of teacher-centered whole class interactions is that, in the traditional education system, there is this longstanding belief that teachers are the ultimate authority figures and repositories of knowledge in the classroom. This traditional model has created a dynamic where teachers take on a dominant role in classroom discussions, expecting students to passively receive information rather than actively engage in the learning process. Consequently, teachers struggle to adapt to new, more dynamic teaching approaches that emphasize student participation and collaboration. Moreover, the challenge of managing large class sizes hinder teachers' ability to foster individualized interactions with each student or implement more interactive teaching strategies. As a result, teacher-whole class interaction becomes a convenient, albeit less

engaging, method for disseminating information to a large group of students simultaneously. This is seen as a time-efficient way to deliver information to a large group of students at once.

Additionally, some teachers lack the training, resources, or confidence to incorporate student-centered approaches that prioritize active student involvement. Consequently, teacher-led instruction remains the predominant mode of communication in the classroom, especially for such teachers. In all, the prevalence of teacher-centered whole class interactions is shaped by a combination of traditional pedagogical practices, practical constraints, and teacher preferences. Nonetheless, there is an increasing recognition of the need to cultivate more student-centered, interactive learning environments to enhance student engagement and academic success.

5.1.2 Effect of interactional patterns on teaching and learning

It was found that classroom interactional patterns enhance teaching and learning. In this sense, it was found to develop students' communication skills, increase the language stock of students, as well as promote cooperative learning. Others are to strengthen social relationship of students and improve students' retention of things they learn. Moreover, it came out that the patterns build confidence in learners. Anxiety and boredom on the part of the students were also seen to have greatly reduced. The patterns also made it possible for teachers to receive prompt feedback from their learners, as well as assisted the teachers in the identification of students' weaknesses. According to Thapa and Lin (2013), in the language classroom, interaction is an essential social activity for students through which they not only construct knowledge but also build confidence and identity as competent language users. As such, encouraging students to interact among themselves and with their teachers goes a long way in building their knowledge and their confidence. Activities such as debates, discussion,

role-play, and dialogues should thus be employed by ESL teachers to foster the development of the target language.

5.2 The importance of interactional patterns in fostering learning in the ESL classroom

The interactional patterns enhance students' engagement in the ESL classroom. Effective classroom interaction encourages active participation and engagement from all students. It helps teachers to create a supportive and inclusive environment. According to Bartlett (2003), effectiveness of learning will be increased if the learning environment is comfortable and conducive for learners. Therefore, engaging students in different interactional patterns helps create a conducive and supportive environment for learning where students freely interact in the language classroom. Students tend to grasp new concepts introduced to them promptly and properly, since the environment created in the classroom is conducive. As teachers involve their students in student-centred activities such as group discussion, and pair-work, it helps create a positive learning environment for full class participation. In the same vein, Worde (2003) notes that having a relaxed classroom environment is essential in reducing classroom anxiety. In addition, Ostemian (2000) observes that a positive classroom environment offers the best conditions and chances to enhance students' learning and interaction which in turn makes them feel part of the learning process.

Also, classroom interactional patterns provide valuable opportunities for teachers to offer constructive feedback on students' language errors. However, it is vital for ESL teachers to strike a balance between error correction and promoting fluency. Correcting every single mistake can undermine students' confidence and impede their development of fluency. The interactional patterns enhance balanced participation. When the various classroom interactional patterns are utilized effectively, it creates room for equitable opportunities for

students to learn collaboratively (Brown, 2001). Classroom collaborative activities such as small group discussion and pair work provide support for teachers to encourage less confident students to participate by providing scaffolding, such as sentence starters or think-pair-share activities. This helps to develop students' oral proficiency and confidence in using the English language.

The interactional patterns help ESL teachers to incorporate pair and group work activities into the classroom which in turn fosters collaborative learning and provides students with valuable opportunities to practice English language in real life contexts. Setting classroom activity in pairs or in groups brings advantages for both students and teachers. Hammer (2007) argues that pair and group activities provide ample room and opportunities for students to use the language with their peers. According to Nisa (2014), pair and group work are used to stimulate the use of language among student in the speaking classes. The writer further intimates that the inclusion of pair and group work activities is highly beneficial as it fosters collaborative learning and enables students to apply English in meaningful contexts.

Classroom interactional patterns enable English language teachers to design activities that allow students to practice all the four key language skills (listening, speaking, reading, and writing) in a connected and meaningful way. Arslan (2008) stresses the need for integration in language learning since each skill is connected to the other in real life communication. He further states that using the integrated-skill approach will expose students to real life language and also provide them with more opportunities to interact naturally in the target language. For instance, conducting discussions on reading passages integrates listening, speaking, and reading skills, whilst collaborative writing tasks involve both speaking and writing skills. By integrating these language skills, students can develop adequate proficiency in the language. Teachers must therefore provide ample opportunities

for enhancing all facets of language through collaborative learning activities such as stimulated conversations in pair and group work, storytelling, and picture descriptions.

5.3 Pedagogical implications

The patterns of classroom interaction in an ESL (English as a Second Language) classroom have significant pedagogical implications. Here are some key considerations for ESL teachers and students: For students to progress in the target language, teachers of English language should actively engage their students in effective interactions. Effective classroom interaction encourages active participation and engagement from all students. Teachers should therefore create a supportive and inclusive environment where students feel comfortable expressing themselves in English (Dean, 2000). Dean further claims that the focus on making the classroom well organized and more attractive environment will motivate the students to obtain effective learning. A study by Bartlett (2003) gives credence to Dean's assertion that the effectiveness of learning will be increased if the learning environment is comfortable.

To achieve balanced participation in the ESL classroom, teachers should employ various strategies. They can for instance provide scaffolding, such as offering sentence starters or guiding questions, to support less confident students in expressing their thoughts. Another effective approach is to incorporate collaborative activities like think-pair-share, where students discuss ideas with a partner before sharing them with the whole class. These strategies not only promote oral proficiency but also enhance students' confidence in using English as they gradually become more comfortable participating in classroom interactions.

Teachers of ESL should incorporate collaborative learning in the classroom. For instance, setting classroom activity in pairs or in groups brings advantages for students and teachers. Hammer (2007) is of the view that pair and group activities provide ample room for students to use the language with their peers. According to Nisa (2014), pair and group work

are used to stimulate the use of language among student in the speaking classes. Nisa further states that the inclusion of pair and group work activities is highly beneficial as it fosters collaborative learning and enables students to apply English in meaningful contexts. However, it is crucial for teachers to structure these activities thoughtfully, ensuring that students receive clear instructions and are assigned specific roles. It is also important for teachers to actively monitor group interactions, to ensure that students remain focused on the task at hand, and as well as provide guidance whenever necessary.

Creating an environment that reflects authentic language use is crucial in the ESL classroom interactions. Rivers (1987 as cited by Nisa, 2014) contends that students increase their language stock through interaction as they listen to or read authentic linguistic material or the output of their fellow students in discussions or dialogues. Therefore, teachers should expose students to meaningful language by incorporating real-life examples, utilizing multimedia resources, and engaging in discussions that align with students' interests and experiences. This approach does not only help students to develop language skills but also equip them with the ability to apply these skills beyond the confines of the classroom (Jing, 2006).

In order to foster a dynamic and effective classroom environment for ESL learners, teachers should focus on integrating the four essential language skills; listening, speaking, reading, and writing. Integrating these four skills helps to improve language learning process (Jing, 2006). Jing further remarks that the way students communicate in real life coincides with the integrated skills teachers employ in the ESL classroom. This can be achieved through carefully designed activities such as debates, discussions, role-plays, or reading circles. These encourage students to engage with language in a meaningful and interconnected manner. For instance, conducting a discussion on a reading passage enables

students to practice listening, speaking, and reading skills simultaneously. Similarly, collaborative writing tasks facilitate the integration of speaking and writing abilities.

Moreover, reflective practice plays a pivotal role in the development of ESL teachers. It is essential for teachers to regularly assess their own classroom interaction patterns and make necessary adjustments (Brown, 2001). By evaluating the effectiveness of instructional pedagogies, student participation levels, and the overall learning environment, teachers can identify areas for improvement. Seeking feedback from students and colleagues allow for valuable insights that can enhance pedagogical practices and foster a more engaging and supportive classroom atmosphere. In an ESL classroom, students often have different levels of proficiency and individual learning needs. It is crucial for teachers to adapt their instructional strategies and classroom interactions to meet these diverse needs. By providing support and scaffolding for struggling learners while offering challenges to more advanced students, teachers can effectively cater for the unique requirements of each student. This individualized attention and support greatly contribute to improved learning outcomes. By considering these pedagogical implications, ESL teachers should endeavour to employ pedagogical approaches that create an interactive and nurturing classroom environment that fosters language acquisition, student engagement, and cultural understanding.

5.4 Suggestions for future research

Based on the findings of this research, the following are suggested for further research: To be able to generalize the findings, it is recommended that a large number of schools are used in conducting further studies. Further studies could also be conducted in other subject areas to find out if the revealed findings are limited only to English language as a subject or not. Lastly, research could also be conducted to examine measures that can be taken to improve interaction in the teaching and learning process.

5.5 Conclusion

This study examined the patterns of classroom interaction and how they enhance teaching and learning of English language. The conceptual framework that underpinned the study was Flanders' Interaction Analysis System (FIACS). The study adopted the qualitative research approach and the case study design. Classroom lessons were recorded from six (6) English language lessons: two (2) from Takrowase Senior High and four (4) from Akwatia Technical Institute. Also, six (6) English language teachers were interviewed and ten (10) focus group discussions were held to collect data from hundred (50) students. The data were transcribed and analysed using thematic coding. The findings for Research Question 1 are: teacher-whole class interaction, student-teacher interaction, student-student interaction, teacher-group interaction, student-group interaction, and student-whole class interaction. The findings showed that the teacher-whole class interaction was the dominant pattern employed by the English language teachers, whereas the least pattern used was the student-whole class interaction, suggesting that the English language teachers in the schools dominated the classroom interactions. It is advised that teachers incorporate learner-centered activities such as dialogue, drill, role-play, debate, and pair work into their lessons to encourage greater involvement of learners in the classroom and integrate all the different learning styles to increase complete participation in order to promote the development of proficiency.

Results of analysis for Research Question 2 revealed that teachers and students are aware of the significant roles of the classroom interactional patterns. The findings were: developing of students' communication skills, building of students' confidence, promoting cooperative learning amongst students, strengthening students' social relationships, building students' confidence, increasing students' language store, and reducing anxiety and boredom. The patterns also made it possible for teachers to receive prompt feedback from their learners, as well as assist in the identification of students' weaknesses. From the findings, it

can be concluded that the patterns of teaching-learning interaction are diverse and dynamic, indicating that classroom interaction is not solely controlled by teachers. Therefore students' active participation in English language lesson activities will significantly enhance their acquisition of the target language. It must be emphasized that classroom interactional patterns are an influential factor in the teaching-learning process. It is therefore imperative that teachers, being the bedrock of all classroom activities, develop and enhance these dynamic patterns in the classroom.



REFERENCES

- Ab Jalil, H., & de Laat, M. (2014). Discovering the pattern of interactions in online discussions using the social network analysis principle. *Malaysian Journal of Distance Education*, 16(2), 83-108.
- Ahmad, M. A. (2013). Impact of classroom interaction on English language learning satisfaction. *Journal of Education and Practice*, 4(19), 170-178.
- Albino, G. (2017). Improving speaking fluency in a task-based language teaching approach: The case of EFL learners at PUNIV-Cazenga. *Sage open*, 7(2), 2158244017691077.
- Alexander, R. (2018). Developing dialogic teaching: Genesis, process, trial. *Research Papers in Education*, 33(5), 561-598.
- Ali, M., Masroor, F., & Khan, T. (2020). Creating Positive Classroom Environment For Learners' Motivation Towards Communicative Competence in The English Language. *Journal of the Research Society of Pakistan*, 57 (1), 317.
- Allwright, D & K. M. Bailey. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: Cambridge University Press
- Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the student engagement instrument. *Journal of School Psychology*, 44(5), 427-445.
- Arslan, A. (2008). Implementing a Holistic Teaching in Modern ELT Classes: Using Technology and Integrating Four Skills. *International Journal of Human Sciences*, 5(1).
- Aryaeian, N., & Rezaee, A. A. (2023). Iranian EFL Teachers' Cognition of Corrective Feedback as an Element of Classroom Management: A Qualitative Study. *Journal of Modern Research in English Language Studies*.
- Astuti, M. M. (2011). *An analysis of classroom interaction in the English teaching and learning process of the bilingual class in the first grade of SMPN 1 Prambanan*. A Thesis of English Education Department, Faculty of Languages and Arts, Universitas Negeri Yogyakarta.
- August, K. J. & Rook, K. S. (2013). *Social Relationships*. In: Gellman, M. D., Turner, J.R. (eds) *Encyclopedia of Behavioural Medicine*. Springer, New York, NY. https://doi.org/10.1007/978-1-4419-1005-9_59
- Bailey, T. R. (2003). *A researcher's perspective*. *New directions for community colleges*, 2003(122), 93-100.
- Baker, C. (2011). Foundations of bilingual education and bilingualism. *Multilingual matters*.

- Bartlett, L. (2003). Teachers' perceptions of classroom management, problems and its influence on teaching. *Education*, 124(2), 290-298.
- Beccaria, L., Kek, M., Huijser, H., Rose, J., & Kimmins, L. (2014). The interrelationships between student approaches to learning and group work. *Nurse Education Today*, 34(7), 1094-1103.
- Benham, P. (2009). *Classroom Discourse: Analyzing Teacher/Learners Interactions in Iranian EFL Task-Based-Classroom*. Iran: Islamic Azad University.
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.
- Boekaerts, M., de Koning, E., & Vedder, P. (2006). Goal-directed behavior and contextual factors in the classroom: An innovative approach to the study of multiple goals. *Educational Psychologist*, 41(1), 33-51.
- Borich, G. D. (2016). *Effective classroom interactions: An experience-focused approach to education*. Routledge.
- Bouras, H., & Keskes, S. (2014). Teacher-learner rapport impact on EFL learners' motivation. In *International Conference on Social Sciences and Humanities*.
- Brackett & Rivers (2014), Transforming students' lives with social-emotional learning. *Phi Delta Kappan*, 96(4), 56-61.
- Brophy, J. E. (2014). *Motivating students to learn*. Routledge.
- Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), *Handbook of research on teaching (3rd ed.)*. New York: McMillan.
- Brown D. H. (2015). *Teaching by Principle: An Interactive Approach to Language Pedagogy (4th Edition)*. USA: Longman.
- Brown, A. (2016). Creating an Engaging and Meaningful Learning Environment in English Class. *Journal of Language Teaching and Learning*, 12(3), 67-82.
- Brown, H. (1994). *Principles of language learning and teaching*. New Jersey: Prentice Hall.
- Brown, H. D. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman Inc.
- Buchler, R. K. (2013). *Anxiety-reducing strategies in the classroom*. Western Michigan University.
- Burden, P. (2004). The teacher as facilitator: Reducing anxiety in the EFL university classroom. *JALT Hokkaido Journal*, 8 (1), 3-18.
- Burns, A. (2000). *Investigating Global Practice in TEYL*. London: British Council Brand and Design.

- Cameron, L. (2001). *Teaching Language to Young Learners Cambridge*: Cambridge University Press.
- Camp, M. D. (2011). *The power of teacher-student relationships in determining student success*. University of Missouri-Kansas City.
- Cash, E. & Toney-Butler, T. J. (2022). *Social Relations. In Stat Pearls*. Stat Pearls Publishing.
- Cassum, S. H., & Gul, R. B. (2017). Creating enabling environment for student engagement: Faculty practices of critical thinking. *International Journal of Higher Education*, 6(1), 101.
- Cazden, C. B. (2001). *Classroom Discourse: The Language of Teaching and Learning*. Heinemann.
- Celce-Murcia, M. (1987). *The communicative competence: The organization of language teaching. In J. Cummins & M. Swain (Eds.), Bilingualism in Education*. Longman.
- Celce-Murcia, M. (2001). *Language teaching approaches: An overview In Teaching English as a second or foreign language* (2nd ed., pp. 3-10).
- Celik, S., Aytın, K., & Bayram, E. (2013). Implementing cooperative learning in the language classroom: Opinions of Turkish teachers of English. *Procedia-Social and Behavioral Sciences*, 70, 1852-1859.
- Chambers, F. (1997). What do we mean by fluency? *System*, 25(4), 535-544.
- Chaudron, C. (1988). *Second Language Classrooms: Research on Teaching and Learning*. Cambridge University Press.
- Claire, K. (1993). *Context and Culture in Language Teaching*. Oxford University Press.
- Cobb, T., & Horst, M. (2001). *Growing Academic Vocabulary with a Collaborative On-Line Database*. Retrieved from <http://elc.polyu.edu.hk/conference/papers2001/cobb.htm>.
- Cohen, L., Manion, L., & Morrison, K. (2003). *Research Methods in Education*. Routledge.
- Communication Games between Teachers and Students at the Tertiary Level: A Study Based on Transactional Analysis Theory. Retrieved on 15/07/2023 from <https://www.researchgate.net/publication/342347506>
- Coulthard, M. (1975). *Towards an analysis of discourse: The English used by teachers and pupils*. Oxford University Press
- Coulthard, M. (1985). *An Introduction to Discourse Analysis*. New York: Longman.
- Creemers, B.P.M. & Reezigt, G.J. (1996). School level conditions affecting the effectiveness of instruction. *School Effectiveness and School Improvement*, 7, 197–229.

- Crystal, D., & Davy, D. (2016). *Investigating English style*. Routledge.
- Da Luz, F. S. dos R. (2015). The relationship between teachers and students in the classroom: Communicative language teaching approach and cooperative learning strategy to improve learning.
- Dagarin, M. (2004). Classroom Interaction and Communication Strategies in Learning English as a Foreign Language. *English Language and Literature Teaching*, 1(2), 127-139.
- Damhuis, R., & de Blauw, A. (2008). Effective language teaching: a theoretical framework based on classroom interaction. *Research Papers in Language Teaching and Learning*, 9(1), 57-70.
- Damhuis, R., & de Blauw, A. (2008). High quality interaction in the classroom: a focus for professional learning. *L1 Educational Studies in Language and Literature*, 8(4), 107-12
- Dean, C. B. (2000). The nature of motivation in language learning. *ERIC Clearinghouse on Languages and Linguistics*, 12, 83-99.
- Dictionary, O. (2008). Oxford learner's pocket dictionary.
- Diknas (2004). *Language Learning Curriculum and Material Development*. Department of National Education, Republic of Indonesia.
- Dilek, I. (2012). *A quasi-experimental study on the effects of cooperative learning activities in reading classes*. Unpublished MA thesis, Karadeniz Technical University, Trabzon.
- Dinas Pendidikan dan Kebudayaan. (2004). *Buku Pedoman: Penyelenggaraan Kelas Imersi Propinsi Jawa Tengah*. Semarang: Pemerintah Propinsi Jawa Tengah.
- Downey, J. A. (2008). Recommendations for Fostering Educational Resilience in the Classroom. *Preventing School Failure* 53
- Dreyer, C. and Oxford, R. (1996). *Learning strategies and other predictors of ESL proficiency among Afrikaans-speakers in South Africa*. In R. Oxford (ed.) *Language Learning Strategies Around the World: Cross-Cultural Perspectives*. Manoa, HI: University of Hawai'i Press
- Ellis, R. (1990). *Second language acquisition and language pedagogy*. Clevedon: Multilingual Matters.
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal: An electronic refereed journal for foreign and second language educators*, 1(1).
- Erlia, W. (2021). Roles of the teacher for increasing learning quality of students. *ETUDE: Journal of Educational Research*, 1(3), 77–86. <https://doi.org/10.56724/etude.v1i3.35>

- Evans, L. (2018). Bridging the Gap: Practical Applications of English Language Skills. *TESOL Journal*, 25(4), 113-130.
- Fisher, J. S., & Radvansky, G. A. (2018). Patterns of forgetting. *Journal of Memory and Language*, 102, 130-141. <https://doi.org/10.1016/j.jml.2018.05.008>
- Fitri S., & Syafri H. (2017). English Language Teaching and Research.
- Flanders, N. A. (1970). *Analyzing teacher behavior*. Reading, Mass: Addison Wesley.
Retrieved from:
https://shodhganga.inflibnet.ac.in/bitstream/10603/74930/7/07_chapter%20ii.pdf
- Folmer-Annevelink, E., Doolaard, S., Mascareño, M., & Bosker, R. J. (2010). Class size effects on the number and types of student-teacher interactions in primary classrooms. *The Journal of Classroom Interaction*, 30-38.
- Fosen, D. M. (2016). *Developing good teacher-student relationships: A multiple-case study of six teachers' relational strategies and perceptions of closeness to students*. UCL (University College London).
- Fraser, B. J. (2012). Two decades of classroom environment research. In H. J. Walberg (Ed.). *Educational environments: Evaluation, antecedents and consequences*. Elmsford, NY: Pergamon Press.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). *Student engagement: Potential of the concept, state of the evidence*. *Review of Educational Research*, 74(1), 59–109.
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410-8415. <https://doi.org/10.1073/pnas.131903011>
- Gebhard, J. G. (2013). *Teaching English as a Foreign or Second Language, Second Edition: A Teacher Self-Development and Methodology Guide*. University of Michigan Press.
- Gebhard, J.G., & Oprandy, R. (1999). *Language Teaching Awareness. A guide to exploring beliefs and practices*. Cambridge University Press.
- Gillies, R. M., Ashman, A. F., & Terwel, J. (2007). The teacher's role in implementing cooperative learning in the classroom: An introduction. *The teacher's role in implementing cooperative learning in the classroom*, 1.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. **Language Teaching*, 40(2), 97-118.
- Gorkaltseva, E., Gozhin, A., & Nagel, O. (2015). Enhancing oral fluency as a linguodidactic issue. *Procedia-Social and Behavioral Sciences*, 206, 141-147.
- Grassel, M., & Schirmer, M. (2006). *Case Study Research in Education: A Qualitative Approach*. SAGE Publications Ltd.

- Gulsecen, S., & Kubat, R. (2006). A Case Study of Constructivist Instructional Strategies for Adult Learners. *Journal of Adult Education*, 35(1), 1-14.
- Gupta, A. (1999). The concept of teacher competence. *Journal of Education for Teaching*, 25(2), 131-142.
- Gupta, K. (1999). *A practical guide for need assessment*. San Francisco: John Wiley & Sons. Inc.
- Hai S K., & Bee L.S. (2006). Effectiveness of Interaction Analysis Feedback on the Verbal Behavior of Primary. *School Mathematics Teachers. Jurnal Pendidik dan Pendidikan, Jil, (2) 1*, 115-128, 2006.
- Hall, D. (2001). Classroom Interaction Patterns and Students' Use of English as a Second Language.
- Hall, J. K. (2003). Classroom interaction and language learning. *Ilha Do Desterro*, 44, 165–187.
- Hammer, J. (2009). *The Practice of English Language Teaching*. London: Longman.
- Hammer, M. (2007). *The Practice of English Language Teaching*. Pearson Longman.
- Hammer, M. R. (2001). *Classroom interaction: A critical look at the forms and functions of teacher-student talk*. Lawrence Erlbaum Associates.
- Hammer, M. R. (2009). *Classroom interaction: Communicating to learn. Journal of Classroom Interaction*, 44(1), 4-10.
- Hamre, B. K., Pianta, R. C., Mashburn, A. J., & Downer, J. T. (2007). Building a science of classrooms: Application of the CLASS framework in over 4,000 US early childhood and elementary classrooms. *Foundation for Child Development*.
- Hancock, B., Ockleford, E., & Windridge, K. (2009). *An Introduction to Qualitative Research*. Nottingham University Press.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow, England: Pearson Longman.
- Harmer, J. (2012). *Essential teacher knowledge: Core concepts in English language teaching*. Pearson Education.
- Harwood, N. (2010). *English language teaching materials: Theory and practice*. Cambridge University Press.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.
- Hearteld, S. S. (2001). An investigation of personality classroom interaction and student evaluations. *Journal of Research in Science Teaching*, 11: 212-216.

- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.
- Henry, A., & Thorsten, C. (2018). Teacher–student relationships and L2 motivation. *The Modern Language Journal*, 102(1), 218-241.
- Hidayati, L. A., & Kharisma, I. (2018). Students' perception In Learning English Using Cooperative Learning Activity. *Learning*, 11(19), 1.
- Holley, F., King, J & Weber, N.B. (1974). *A New Reading: A New Freedom*. Gilbert A. Jarvis and ACTFL. *The ACTFL Annual Review of Foreign Language Education*, 7. Skokie, IL: National Textbook Co., 1975. 169-217.
- Holliday, A. (2005). *The struggle to teach English as an international language*. Oxford University Press.
- Holtrop, S. (1997). *Roles and Responsibilities of a teacher*. [Online] Available at <https://www.huntington.edu/education/lessonplanningroles.html>
- Hughes, Cavell & Wilson (2001). Further support for the developmental significance of the quality of the teacher–student relationship. *Journal of School Psychology*, 39(4), 289-301.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Penguin Books.
- Inamullah, M. (2005). *Patterns of Classroom Interaction at Different Educational Levels in the Light of Flanders Interaction Analysis*. Dissertation. Pakistan.
- Indriyani, C. E., & Trioktawiani, F. R. (2019). Teacher talks: an analysis of direct and indirect influences for young learners in EFL class. *JELE (Journal of English Language and Education)*, 5(2), 99–106.
- Jacob, E. (2011). Effective teacher-student interactions in the classroom: Implications for students with emotional and behavioral disorders. *Behavioral Disorders*, 36(4), 195-209.
- Jia, X. (2013). The application of classroom interaction in English Lesson. *ICETIS Journal*, pp. 209-212.
- Jing, W.U. (2006). Integrating skills for teaching EFL—Activity design for the communicative classroom. *Sino-US English Teaching*, 3(12).
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (2013). *Cooperation in the classroom*. Interactions book Co.
- Johnson, J. L., & Johnson, D. W., & Johnson, R. T. (1994). Individual versus group feedback in cooperative groups. *The Journal of Social Psychology*, 134(5), 681-694.

- Johnson, K. E. (1995). *Understanding Communication in Second Language Classroom*. Cambridge: Cambridge University Press.
- Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. Routledge.
- Johnson, K. E., & Golombek, P. R. (Eds.). (2011). *Research on second language teacher education: A sociocultural perspective on professional development*. Routledge.
- Johnson, M. (2020). Future Aspirations in English Class: Enhancing Language Skills and Goal-Setting. *Journal of English Education*, 18(1), 78-93.
- Johnson, R. T., & Johnson, D. W. (2008). Active learning: Cooperation in the classroom. *The annual report of educational psychology in Japan*, 47, 29-30.
- Johnson, S. R., Finlon, K. J., Kobak, R., & Izard, C. E. (2017). Promoting student–teacher interactions: Exploring a peer coaching model for teachers in a preschool setting. *Early Childhood Education Journal*, 45, 461-470.
- Jones & Kahn (2017). The evidence base for how we learn: Supporting students' social, emotional, and academic development. *Journal of Student Wellbeing*, 1(1), 1-5.
- Jones, Bouffard & Weissbourd (2013). Educators' social and emotional skills vital to learning. *Phi Delta Kappan*, 94(8), 62-65.
- Kalu, A. (2004). Classroom interaction patterns, teacher and student characteristics and students' learning outcome in Physics. *Journal of Classroom Interaction*, 39(2): 24-31.
- Kartal, Ş. (2014). *The effects of cooperative learning method on students' attitudes towards English classes and their achievements: Nevşehir Üniversitesi*, Unpublished doctorate thesis, Inonu University, Malatya.
- Kember, D., & Leung, D. Y. (2005). The influence of active learning experiences on the development of graduate capabilities. *Studies in Higher Education*, 30(2), 155-170.
- Khadidja, K. (2010). *The effect of classroom interaction on developing the learner's speaking skill*. (A Thesis, Mentouri University, 2010).
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological bulletin*, 119(2), 254-284.
- Krapp, A. (2003). Interest and human development: An educational-psychological perspective. *Development and Motivation, BJEP Monograph Series*, II(2), 57–84.
- Krashen, S. D. (1992). *Fundamentals of Language Education*. Laredo Publishing Company.
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Lawrence Erlbaum Associates.

- Lantolf, J. P., & Thorne, S. L. (2006). A linguistics of communicative activity. *Bilingual Education and Bilingualism*, 62, 170.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University Press.
- Lee, H. H., & Li, M. N. F. (2015). Principal Leadership and Its Link to the Development of a School's Teacher Culture and Teaching Effectiveness: A Case Study of an Award-Winning Teaching Team at an Elementary School. *International Journal of Education Policy and Leadership*, 10(4), n4.
- Leong, L. M., & Ahmadi, S. M. (2017). AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING SKILL. *International Journal of Research in English Education*, 2(1), 34-41.
- Leung, S. (2017). The Value of Real-Life Experiences in Language Learning. *Journal of Language Education and Research*, 15(2), 45-58.
- Lewis, M. P. (2009). *Ethnologue: Languages of the World* (16th ed.). SIL International.
- Liau, Y. & Zhao. (2010). An investigation and analysis of teacher talk of collage English teacher. *Foreign Language Teaching and Research*.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Lin, Y.G., & Chen, Y.H. (2017). Exploring EFL Student Interactional Patterns: An Analysis of Native Speaker and Taiwanese Student Dyads. *International Journal of Applied Linguistics and English Literature*, 6(1), 132-139.
- Liu, F., Maitlis, S. (2010). Non-participant Observation. In Albert J Mills, G. Durepos, & E. Wiebe (Eds.), *Encyclopedia of Case Study Research* p.610-612. Thousand Oaks, CA SAGE Publications. Retrieved from: <http://srmo.sagepub.com/view/encyc-of-case-study-research/n229.xml>
- Liu, M. & Zhu, L. (2012). An Investigation and Analysis of Teacher Talk in College English Class. *International Journal of English Linguistics*, 2 (5), 117-121.
- Long, M. & Crookes, G. (1987). Intervention points in second language classroom processes. In B. Das (Ed.). *Patterns of Classroom Interaction*. Singapore: SEOMEIO Regional Language Centre. .
- Long, M. & Sato, C. (1983). Classroom foreigner talk discourse: Forms and functions of teachers' questions. In H. Seliger & M. Long (Eds.). *Classroom Oriented Research in Second Language Acquisition*. Rowley, MA: Newbury House.
- Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39-52). John Benjamins Publishing.

- Long, M. H., & Doughty, C. (Eds.). (2009). *The handbook of language teaching*. Wiley-Blackwell.
- Long, M. H., & Robinson, P. (1998). *Focus on form: Theory, research, and practice*. Oxford University Press.
- Lucas, T., & Grinberg, J. (2008). Responding to the linguistic reality of mainstream classrooms: Preparing all teachers to teach English language learners. *In Handbook of Research on Teacher Education*.
- Lynce, T. (1996). *Communication in the Language Classroom*. New York: Oxford University Press.
- Mackey, A., & Goo, J. (2007). Interaction research in SLA: A meta-analysis and research synthesis. *In Conversational Interaction in Second Language Acquisition: A Collection of Empirical Studies*.
- Malamah, A. & Thomas. (1987). *Classroom Interaction*. Oxford: Oxford University Press
- Manoj A.V., (2018). *Educational Technology (A Text Book of Paper III for B.Ed. students)*. Saradhi Publishers & Distributors. Kottayam.
- Marzano, R. J. (2001). Classroom instruction that works: research based strategies for increasing student achievement. *Alexander, va.: Association for Supervision and Curriculum Development*.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom Management That Works. Research-Based Strategies for Every Teacher*. New York: Pearson Education.
- Mayer, R. E. (2014). Incorporating motivation into multimedia learning. *Learning and Instruction, 29*, 171-173.
- McCroskey, J. C. (2001). The relationship of teacher clarity and immediacy with student state receiver apprehension, affect, and cognitive learning. *Communication Education, 50*(1), 59-68.
- McLaughlin, Robert, Hurt, L., & Eric J. (2012). Applied Introduction to Qualitative Research Methods in Academic Advising. *A. NACADA Journal, 32*(1), 63-71.
- McNergney, R. F., & Carrier, C. A. (1981). *Teacher development*. Macmillan Publishing Company.
- Menken, K., & Kleyn, T. (2010). The long-term impact of subtractive schooling in the educational experiences of secondary English language learners. *International Journal of Bilingual Education and Bilingualism, 13*(4), 399-417.
- Mentari, R. S. (2021). *An analysis of classroom interaction in English foreign language (EFL) classroom at the 11th grade of SMAN 1 Bengkulu Tengah. IAIN Bengkulu*.
- Michaelsen, L. K. (2004). *Getting started with team-based learning*. In Team-based learning.

- Miles, B.M., Huberman, M.A., Saldana, J. (2014). *Qualitative Data Analysis: A Method of Source Book*. United States: Sage Publication.
- Miller, J. M. (2000). Language use, identity, and social interaction: Migrant students in Australia. *Research on Language and Social Interaction*, 33 (1), 69-100.
- Mingzhi, X. (2005). Enhancing interaction in our self-classroom. *Celea Journal* 28 (2), Pp. 56-62.
- Mohrman, S. A., Tenkasi, R. V., & Mohrman Jr, A. M. (2003). The role of networks in fundamental organizational change: A grounded analysis. *The Journal of Applied Behavioural Science*, 39(3), 301-323.
- Mora, M. (2010). *Teaching speaking*. Medan: State University of Medan.
- Naegle, P. (2002). *The New Teacher's Complete Sourcebook: Middle School*. Scholastic Inc.
- Naimat, G. Kh. (2011). Influence of The Teacher-Students Interaction on EFL Reading Comprehension, *European of Social Science Vol.23* No. 4, pp.672-687.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press, 10, 126-132.
- Neer, M. R. (1990). Reducing situational anxiety and avoidance behavior associated with classroom apprehension. *Southern Journal of Communication*, 56 (1), 49-61.
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in higher education*, 31(2), 199-218.
- Niki, F. R. (2011). *Flanders Interaction Analysis*. Retrieved July 10, 2022, from <http://www.slideshare.net/selvabarady/flanders-interaction-analysis>
- Nisa, S. H. (2014). Classroom interaction analysis in Indonesian EFL speaking class. *English Review: Journal of English Education*, 2(2), 124-132.
- Nugent, T.T. (2009). The Impact of Teacher Student Interaction on Student Motivation and Achievement. *Orlando, Florida*, pp.1-129.
- Nunn, K.P, (1996). Personal hopefulness: A conceptual review of the relevance of the perceived future to psychiatry. *British Journal of Medical Psychology*/ Volume 69, Issue 3/ p.227-245.
- Nurpahmi, S. (2017). Teacher talk in classroom interaction. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 3(1), 34-43.
- Ogbu, J. E. (2011). Effects of interactive application patterns on students' cognitive achievement in basic electricity. *Journal of Science Teachers Association of Nigeria* 46(1) 71 – 81.

- Omodan, B. I., & Tsotetsi, C. T. (2018). Student-teacher relationship as a panacea for students' academic performance in Nigerian secondary schools: An attachment perspective. *Journal of Social Studies Education Research*, 9(4), 82-101.
- Ostemian, K. (2000) Students noted for belonging to school community. *Review of educational Research*, 70(3), 323-367
- Owu-Ewie, C. (2006). English in Ghana: Endangerment and attitudes. *World Englishes*, 25(1), 83-97.
- Owu-Ewie, C. (2006). "The Language Policy of Education in Ghana: A Critical Look at the English-Only Language Policy of Education." Pp. 76-85. Somerville, MA: Cascadilla Proceedings Project.
- Oxford, R. (1990). *Language Learning Strategies*. Rowley, MA: Newbury House
- Oxford, R. L. (ed.) (1996). *Language Learning Strategies around the World: Cross-Cultural Perspectives*. Manoa, HI: University of Hawai'i Press.
- Özüdoğru, M. (2020). The use of a student response system in teacher training classrooms and its effect on classroom environment. *Acta Didactica Napocensia*, 13(1), 29–42. <https://doi.org/10.24193/adn.13.1.4>
- Palloff, R. M., & Pratt, K. (2013). *Lessons from the virtual classroom: The realities of online teaching*. John Wiley & Sons.
- Palmer, P.J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Fransisco-Bass.
- Pappamihel, N. E. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. *Research in the Teaching of English*, 327-355.
- Pathak R.P., & Chaudhary J. (2012). *Educational Technology*. Dorling Kindersely (India) Pvt. Ltd. Pearson.
- Pheasanty, A, R. (2003). Classroom Interaction and the Effectiveness of Teaching Learning English as a Local Content Subject at the Elementary School. *Final Project*. Semarang State University.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In *Handbook of research on student engagement* (pp. 365-386). Boston, MA: Springer US.
- Pikington, R.M. (2018). Classroom interactions and student identities in an adult ESOL classroom. *Interactional Journal of Educational Research*, 89, 18-29.
- Poulou, M. S. (2009). Classroom interactions: Teachers' and students' perceptions. *Research in Education*, 82(1), 103-106.

- Preston, L.R. (2010). *A Glimpse into Classroom Interaction*. Unpublished master's Dissertation, Barcelona.
- Pujiastuti, R. T. (2013). *Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)*. Research paper. Jakarta: universitas Indonesia
- Raharja, B. J., & Ghozali, I. (2020). Discourse analysis on teacher-students interaction pattern of English teaching learning process. *Journal of Applied Linguistics, Translation, and Literature*, 1(1), 1–6.
- Rashidi, N. & Rafieerad, M. (2010). Analyzing patterns of classroom interaction in EFL classrooms in Iran. *Journal of Asia TEFL*, 7(3), 93–120.
- Rashidi, N., & Naderi, S. (2012). The effect of gender on the patterns of classroom interaction. *Education*, 2(3), 30-36.
- Ribas, W. (2010). *Instructional Practices That Maximize Student Achievement: For Teachers by Teachers, second edition* (2010).
- Richard, Jack. C. Lockhart. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
- Richards, J. C. (2008). *Teaching listening and speaking*. Cambridge University Press, 35(4).
- Richards, J., & Rogers, T. (1991). Interaction and Communication in Communicative Language Teaching. *TESOL Quarterly*, 25(2), 169-185.
- Rido, Akhyar., Ibrahim, Noraini., & Nambiar. (2014). *International Journal of Language Education*, Vol. 2 No. 1, 2018 pp. 40-50.
- Rido, F. (2017). Enhancing Teacher-Student Interactions in EFL Classrooms. *International Journal of Language Education and Applied Linguistics*, 6(1), 34-45.
- Riduwan, (2004). *Methods and Techniques for Arranging Thesis*. Second printing. Bandung: Alfabeta.
- Rivers, W. M. (1987). *Interactive language teaching: Interaction as the key to teaching language for communication*. New York: Cambridge University Press.
- Rødnes, K. A., Rasmussen, I., Omland, M., & Cook, V. (2021). Who has power? An investigation of how one teacher led her class towards understanding an academic concept through talking and microblogging. *Teaching and Teacher Education*, 98, 103229.
- Roffey, S. (2012). How teachers can build social and emotional skills (Part I). *Educational and Child Psychology*, 29(4), 89-100.

- Rosenberg, H., & Asterhan, C. S. (2018). "WhatsApp, teacher?"-student perspectives on teacher-student WhatsApp interactions in secondary schools. *Journal of Information Technology Education: Research*, 17, 205-226.
- Rotgans, J. I., & Schmidt, H. G. (2011). Situational interest and academic achievement in the active-learning classroom. *Learning and Instruction*, 21(1), 58-67.
doi:10.1016/j.learninstruc.2009.1011.1001.
- Russell, J., Ainley, M., & Frydenberg, E. (2005). Schooling issues digest: Student motivation and engagement. *Canberra, Australia: Australian Government, Department of Education Science and Training*.
- Sagita, I. (2018). Teacher Talk and Learner Talk in The Classroom Interaction (An Interaction Analysis to an English Language Class at SMP N 2 Sindang). *Wiralodra English Journal*, 2(1), 98-106.
- Sandra T., & Eric D. (2009). *The Home Learning Environment and Achievement during Childhood*. Blackwell Publishing.
- Sari, F. M. (2019). Patterns of teaching-learning interaction in the EFL classroom. *Teknosastik*, 16(2), 41-48.
- Sarobol, N. (2012). Implementing Cooperative Learning in English Language Classroom: Thai University Students' Perceptions. *International Journal of Interdisciplinary Social Sciences*, 6(10).
- Scarcella, R. (2002). Some key factors affecting English learners' development of advanced literacy. *Developing Advanced Literacy in First and Second Languages: Meaning with Power*, 209-226.
- Sen, L. (2007). *Communication Skills*. PHI Learning Pvt. Ltd.
- Septiningtyas, M. (2016). A Study of Interaction in Teaching English to Young Learners (TEYL) Classroom using Flanders' Interaction Analysis System. Yogyakarta: *The Graduate Program in English Language Studies Sanata Dharma University*.
- Shahini, G., & Shahamirian, F. (2017). Improving English speaking fluency: The role of six factors. *Advances in Language and Literary Studies*, 8(6), 100-104.
- Shaw, I., & Gould, N. (2001). *Qualitative Research in Social Work: Context and Method*. Sage Publications.
- Shute, V. J. (2008). Focus on formative feedback. *Review of educational research*, 78(1), 153-189.
- Siddiqui, H. (2005). Teacher-Student Interaction: A Catalyst for Learning. *Journal of Educational Psychology*, 68(1), 89-103.

- Simich, C. and Dudgeon. (1998). Classroom Strategies for Encouraging Collaborative Discussion. *Directions in Language and Education National Clearinghouse for Bilingual Education*. (2), 1-12
- Sinclair, J. M., & Coulthard, M. (1975). *Towards an Analysis of Discourse: The English Used by Teachers and Pupils*. Oxford University Press.
- Smith, J. (2019). Building Empathy and Understanding Through Classroom Interaction. *English Teaching Forum*, 47(3), 25-32.
- Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning environments research*, 15, 171-193.
- Sundari, H. (2017). Classroom interaction in teaching English as foreign language at lower secondary schools in Indonesia. *Advances in language and Literary Studies*, 8(6), 147-154.
- Sundari, H. (2017). Classroom Interaction in Teaching English as Foreign Language at Lower Secondary Schools in Indonesia. *Advances in Language and Literary Studies*, 8 (6), 147-154.
- Sundari, H., Rafli, Z. & Ridwan, S. (2017). Interaction Patterns in English as Foreign Language Classroom at Lower Secondary Schools. *Journal of English Education*, 6 (1). Retrieved on 20/07/2023 from: <https://journal.uniku.ac.id/index.php/ERJEE>
- Swain, M. (1995). *Collaborative dialogue: Its contribution to second language learning*. Servicio de Publicaciones. Universidad de La Laguna.
- Thapa, C. B., Lin, A. M & Choutari, N. (2013). August <https://neltachoutari.wordpress.com/2013/08/01/interaction-in-english-language-classrooms-to-enhance-nepalese-students-language-learning>.
- Thibaut, K., & Ali. (2004). International School Stub Students ISS. *The Social Psychology*. New York.
- Thoms, J. J. (2012). Classroom discourse in foreign language classrooms: A review of the literature. *Foreign Language Annals*, 45(S1), 8–27. Retrieved from <https://doi.org/10.1111/j.1944-9720.2012.01177.x>.FOREIGN.
- Tickoo, M. (2009). Promoting Classroom Interaction: A Conversation Analysis Perspective. *RELC Journal*, 40(1), 5-27.
- Tognini, R., & Philp, J. (2009). Language acquisition in foreign language contexts and the differential benefits of interaction. *Walter de Gruyter GmbH & Co. KG*, 47 (3-4), 245-266.
- Tomlinson, C. A., & Imbeau, M. B. (2023). *Leading and managing a differentiated classroom*. ASCD.
- Tony Lynch. (1996) - *Communication in education*. Oxford University Press

- Training, M. T. D. (2012). *Effective communication skills*. Bookboon.
- Tsui, A. (1995) *Introducing Classroom Interaction*. London: Penguin.
- Tsui, A. B. M. (2001). Classroom Interaction (Chapter 17). In Carter, R. & Nunan, D. (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Tudor, Ian. (2001). *The Dynamics of the Language Classroom*. New York: Cambridge University Press.
- Turano, A. A. (2005). *The impact of classroom environment on student learning*.
- Ur, P. (2000). *A Course in Language Teaching: Practice and Theory*. Foreign Language Teaching and Research Press.
- Vygotsky, L. S. (1962). *Thought and language*. MIT Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wachyudi, K., Srisudarso, M., & Miftakh, F. (2015). Analisis pengelolaan dan interaksi kelas dalam pengajaran Bahasa Inggris. *Jurnal Ilmiah Solusi*, 1(4), 40–49. Retrieved from <https://doi.org/10.1017/CBO9781107415324.004>.
- Wagner, E. D. (1994). In Support of a functional definition of interaction. *The American Journal of Distance Educational*, 8(2), 6-29.
- Walsh, S. (2002). Construction or obstruction: Teacher talk and learner involvement in the EFL classroom. *Language teaching research*, 6(1), 3-23.
- Walsh, S. (2006). *Investigating Classroom Discourse*, London: Routledge.
- Walsh, S. (2011). *Exploring classroom discourse: Language in Action*. Oxon: Routledge Taylor & Francis Group.
- Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.
- Walsh, S. (2013). *Classroom discourse and teacher development*. Edinburgh University Press.
- Wardana, A. (2018). *A Qualitative Study of Teacher Talk in an EFL Classroom Interaction in Aceh Tengah, Indonesia*. Department of English Education, Faculty of Teacher Training and Education. Banda Aceh: Syiah Kuala University.
- Wells, G. (1993). Reevaluating the IRF sequence: A proposal for the articulation of theories of activity and discourse for the analysis of teaching and learning in the classroom. *Linguistics and Education*, 5(1), 1-37

- Wenglinsky, H. (2001). Teacher classroom practices and student performance: How schools can make a difference. *ETS Research Report Series* 2001, i-37.
- Wenwu, H. (2000). Education democratic nature of the inter-subjectivity and the way. *Journal of education theory and practice*, 29 (2): 3-6
- Wibowo, L. (2016). Classroom interaction in an EYL classroom. *English Department Graduate School Widya Mandala Catholic University Surabaya*.
- Wilhelm, J. et al. (2001). *Scaffolding Learning*. New Hampshire: a division of Reed Elsevier Inc.
- Wilhelm, M. (2001). Action in the language classroom. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp. 33-48). Longman.
- Willis, J. (1996). A flexible framework for task-based learning. *Challenge and Change in Language Teaching*, 52, 62.
- Wittrock, M. C. (2013). *Handbook of research on teaching*. Routledge.
- Woolfolk, A.H., & Brooks, D.M. (1993). Nonverbal Communication in Teaching. *Sage Journals*.
- Xuerong, F. (2012). Excellent English teachers' classroom strategies: A case study of three college English teachers in China. *Higher Education of Social Science*, 2(1), 1-7.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75(4), 426-439.
- Zhang, L. J., & Rahimi, M. (2014). EFL learners' anxiety level and their beliefs about corrective feedback in oral communication classes. *System*, 42, 429-439.