

Analyzing Teacher-Student Interaction in English-Medium Classrooms: Flanders' and Initiation-Response-Feedback Model in-Focus

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ABSTRACT

This study analyzed teacher-student interaction in English-medium classrooms using Flanders' Interaction Analysis and the Initiation-Response-Feedback (IRF) pattern frameworks. Eight teachers from the College of Teacher Education (CTE) at a private higher institutions participated in the study: three were observed during their teaching process for a total of six hours, and five were interviewed. Using the Flanders' Model, the main categories involved were indirect teacher talk, direct teacher talk, student talk, and silence. On the other hand, using IRF, the results revealed that head acts involved initiating acts, which consisted of requestives, directives, elicitation, and informatives; responding acts, which composed of positive, negative, and temporization responses; and then follow-up acts, which comprised of endorsement, concession, and acknowledgement. The study underscores the significance of balancing direct and indirect talk to foster more dynamic and interactive classroom environments. Mapping out specific interaction patterns such as initiating insights for educators to refine their teaching strategies and enhance student engagement and learning outcomes.

Keywords: *education; teachers and student; interaction categories; initiation-response-feedback pattern; Philippines*

INTRODUCTION

Classroom interaction is a crucial element in the English-medium learning context. Effective teacher-student interaction is essential for engaging students and improving their performance (Tjalla et al., 2023). This interaction significantly influences both learning development and classroom management. Positive interactions also contribute to students' academic self-concept, motivation, and achievement (Sen, 2021). Addressing these dynamics is key to optimizing educational outcomes in English-medium settings.

However, teachers in English-medium classrooms encounter several challenges that impact effective interaction. They often deliver lengthy and complex instructions too rapidly (Margaretha, 2015), which can overwhelm students and hinder comprehension. Additionally, unclear terminology in their teaching methods (Sowell, 2017) further complicates students' understanding. Non-verbal cues such as dismissive gestures (Beccles et al., 2016) and a lack of informative feedback (Gentrup et al., 2020)

contribute to ineffective communication and poor student engagement. Moreover, the teacher's dominance in classroom interactions often limits student participation and effective discourse (Pratiwi, 2018).

This study highlights the importance of understanding and improving classroom interactions in English-medium settings. Its findings significantly affect academic institutions, language teachers, learners, and researchers. By providing insights into the development of language programs that enhance classroom interactions, the study influences global language pedagogy and teacher training programs. It offers practical guidance for teachers to boost engagement and create more inclusive learning environments. Consequently, it supports the enhancement of students' communicative competence and contributes to the researchers' professional growth.

Despite existing research using the Initiation-Response-Feedback (IRF) model and Flanders' Interaction Analysis, more studies are needed to combine these frameworks. Specifically, no studies analyze teacher-student interactions in English-medium classrooms at the College of Teacher Education within a private higher institution. The complexities of interactions, including initiation, handling diverse responses, feedback provision, and teacher dominance, still need to be explored. Addressing these gaps is essential for understanding how classroom dynamics impact teaching-learning and second language acquisition. Thus, a comprehensive analysis of these interactions is urgently needed.

This study aims to address these gaps by examining interaction categories using Flanders' Interaction Analysis and the IRF model. It aims to identify the specific interaction patterns teachers and students employ in English-medium classrooms. By integrating these theories, the study seeks to provide a detailed understanding of how these patterns manifest in classroom interactions. The research focuses on documenting the types of initiation, response, and feedback patterns used in the classroom. This approach ensures that the objectives are met and offers valuable insights into the nature of classroom interactions.

The study offers a comprehensive view of classroom interaction, contributing to optimizing student learning outcomes. It provides actionable insights for improving teaching practices and creating effective learning environments. By identifying and addressing detrimental interaction patterns, the research helps raise teachers' awareness and suggests strategies for better classroom engagement. Additionally, it informs teacher preparation programs, equipping educators with tools for effective communication. Ultimately, the research enhances both teaching and learning processes in English-medium classrooms.

METHOD

This descriptive-qualitative study involved eight teachers from the College of Teacher Education program at a private higher institution. Three teachers were observed during the teaching process, while five were interviewed, meeting Dworkin's (2012) recommendation of the five to fifty participants for qualitative research. Observations were documented using Flanders' interaction analysis (1959) and

Sinclair’s initiation-response-feedback (IRF) model, while semi-structured interviews with five teachers provided additional data for triangulation.

Ned A. Flanders developed the Flanders Interaction Analysis Categories System (FIACS) to study classroom interactions, categorizing verbal behavior into ten specific categories: seven for teacher talk, two for student talk, and one for silence or confusion. Teacher talk is divided into indirect and direct categories. The indirect talk includes 1) accepting feelings, 2) praising or encouraging, 3) accepting or using students’ ideas and 4) asking questions. Direct talk includes 5) lecturing, 6) giving directions, and 7) criticizing or justifying authority. Student talk is categorized as either 8) student talk response or 9) student talk initiation. The final category, 10) silence or pause or confusion, captures periods of silence or confusion where communication is not understood.

On the other hand, Sinclair and Coulthard’s initiation-response-feedback (IRF) pattern, developed in 1975, analyzes classroom discourse through three core moves: initiation (teacher’s question or prompt), response (student’s reply), and feedback (teacher’s reaction). Tsui (1994) improved this model by introducing more types of feedback, including reformulations and elaboration, and recognizing follow-up moves that extend beyond initial feedback. Further, Tsui acknowledged student-initiated interactions, highlighting student agency in the classroom. She also provided a more detailed categorization of moves within each phase, offering a more comprehensive framework for understanding the complexities of classroom interactions. See table 1 below.

Table 1. An Intuitive Taxonomy of Discourse Acts

Head Acts	Subclasses	
Initiating Acts	1. Requestives	a) Request for action
		b) Request for permission
		c) Offer
		d) Invitation
	e) Proposal	
2. Directives	Advisives	Advice
		Warning
	Mandatives	Instructions
		Threats
		Nominations
3. Elicitations	Elicit:	
	a) inform	
	b) confirm	
	c) agree	
	d) repeat	
	e) Clarify	
	f) commit	
4. Informatives	a) Report	
	b) Expressives	1. Assessing
		2. Compliment
		3. Criticism
		4. Self-denigration
		5. Self-commendations
		c) Clue

Responding Acts	1. Positive-response 2. Negative-response 3. Temporization
Follow-up Acts	1. Endorsement a) Positive evaluation b) Negative evaluation c) Comment
	2. Concession
	3. Acknowledgement Accept
Second Follow-up moves	Turn-passing

Data analysis followed Miles and Huberman’s (2014) techniques. First, data were transcribed from observations and interviews, allowing researchers to examine classroom interactions closely. Second, data condensation involved selecting and categorizing data using Flanders’ Interaction Analysis and the IRF model. Third, the data display organizes the information to facilitate concluding. The codes OB, IT, and S stand for Observee, Interviewee, and Student respectively. Finally, conclusions were drawn and verified through repeated analysis to ensure accuracy.

FINDINGS AND DISCUSSION

Many types of interactions between teachers and students have emerged from Ned Flanders’ FIACS interaction study. The teachers and students’ classroom interactions were evaluated using the FIACS approach. These include direct and indirect teacher talk, student talk, and silence. A variety of interactions have been discovered through observation and interviews.

Table 2. Interaction Categories

Main Categories	Subclasses
Indirect Teacher Talk	Accepts feelings (OB2, OB3, IT1, IT3, IT4, IT5) Praises/encourages (OB1, OB3, IT3, IT4, IT5) Accept/uses ideas (OB1, OB3, IT1, IT3, IT4, IT5) Asking questions (OB1, OB2, OB3, IT1, IT2, IT3, IT4, IT5)
Direct Teacher Talk	Lecturing (OB1, OB2, OB3, IT1, IT2, IT3, IT4, IT5) Giving directions (OB2, IT3, IT4, IT5) Criticizes students/Justifying authority (OB1, IT1, IT3, IT4, IT5)
Student Talk	Students responds (OB1, OB2, OB3, OB4, OB5) Students initiation (OB1, OB2, OB3, IT1, IT5)
Silence	(OB2, OB3, IT1, IT3, IT4)

OB- Observee; IT- Interviewee; S- students

Indirect Teacher Talk

Bates and Watson (2020) define indirect teacher talk as interactions between teachers and students that encourage reflection, independence, and increased engagement in education.

Accepts Feelings. The teacher provides a type of teacher talk to reassure students that they can express themselves freely without fear of consequences (Rizkiyah & Salamah, 2023). As observed, OB2 gave the students a 15-minute break after an hour of conversation, realizing they had lost energy from dealing with complex and abstract ideas. Similarly, OB3 respected the students' feelings and accepted their recommendation to create their own TOS, which they found difficult, rather than completing the assignment.

On another note, IT1 engaged students by soliciting input on activities, whereas IT3 listens to students' complaints about grades and modifies them as necessary. IT4 employs humor to reduce tension and respect students' feelings. IT5 conducts informal interactions with students, allowing them to share their experiences and address daily issues. These tactics build a supportive classroom environment in which students feel heard and appreciated, resulting in increased involvement in the learning process. Teachers' attention to students' emotional needs is critical for sustaining a positive and productive educational environment (Valente et al., 2022)

Praises or Encouragement. Gratitude and applause are powerful tools used by teachers to boost motivation and confidence, promoting students' development and performance in learning (Henderlong & Lepper, 2022).

OB1 and OB3 acknowledges students' input by responding "hmm," "okay, that's a good point," which demonstrates active listening and attention. This also prompts further conversation. Similarly, IT4 and IT5 shows their dedication to fostering involvement by welcoming all opinions and establishing a space for students expression in class discussions. This findings show that teachers proactively listen and offer genuine compliments to help students gain confidence and willingness to engage. Johnson (2017) agrees, stating that teacher praise improves student motivation, resilience, tenacity, and comfort in presenting ideas publicly.

Accepts or Uses Ideas of Students. This category indicates how the teacher considers and applies the student' concepts during instruction (Huriyah & Agustiani, 2018). It was observed that OB1 and OB3 effectively acknowledged students' perspectives by expanding on them and supporting their ideas. This engagement motivates the learners to participate more. Additionally, IT1 and IT5 accepts students' ideas by incorporating them for instructional continuity. IT3 ties student ideas to prior knowledge, improving retention, and values varied viewpoints to foster a good environment. Then, IT4 stressed the essence of recognizing student's efforts, even when they are erroneous, and responding constructively. Gray (2021) underlined the importance of creating acceptance, respect, and encouragement for student feel like they belong at school.

Ask Questions. This encourages students to engage critically with the material and encourages classroom discussion when they have questions or need clarification (Rhamadina et al., 2023). All teachers facilitated discussions by posing various questions. They engaged the students by encouraging them to explore different perspectives and share their thoughts openly. ITs and OBs employed techniques like Socratic method and devil's advocate to engage students and gauge learning. They focus on prior information, probing questions, and formative evaluation, activating students' prior knowledge for deeper understanding.

Direct Teacher Talk

Direct teacher's talk occurs with active control, promoting compliance, and limiting student responses (Karuniasih et al., 2019). This study identified that participants employed direct talk, which encompasses lecturing, giving direction, and criticizing or justifying authority.

Lecturing. Lecturing emerged as one of the primary categories identified by researchers. Here, all the participants delivered factual information, personal insights, and concrete examples to enhance students' understanding and memory retention of a subject matter. They connected previous and current concepts and summarized the discussion. Barbadillo, Barrete, Ponce, and Syting (2024) supported this notion by observing teachers utilizing these kinds of lectures to introduce concepts to students and ensure their comprehension of the lesson.

Giving Directions. The study found that teachers consistently provide clear and comprehensive directions to students, demonstrating strong sense of respect and consideration.

OB2: *Can you close the door at the back, please?*

S: (closes the door)

OB2: Thank you.

As observed from excerpt above, OB2 requested students to close the back door in a kind manner. This act is also manifested by IT3 and IT4 as they gave directions using "kindly" to show respect for students. Moreover, IT5 stipulated that it is important for teachers to provide complete instructions for any activities to ensure clarity and compliance. Rohmah (2017) emphasizes the importance of teacher-assisted learning, urging teachers to minimize verbosity and ensure concise, easily comprehensible task instructions to avoid student confusion.

Criticizes or Justifying Authority. It is a method used by teachers to address and correct students' unacceptable behavior by accurately assessing the situation and setting reasonable expectations (Karuniasih et al., 2019). Hence, the participants in this study used their authority to direct students' attention, set rules, and establish a common understanding between students and teachers, defining acceptable behavior boundaries.

OB1: 40, score to beat. Okay, *shhh*.

OB1 shows his authority by reprimanding students who don't listen, while IT1, IT3, IT4, and IT5 used various methods to criticize and justify authority. They stressed during the interview that, despite their different approaches to exercising authority in the classroom, they recognized the importance of establishing and maintaining authority as teachers. They each have distinct methods for achieving this, whether through setting clear objectives and consequences (IT1), leveraging expertise and reliability (IT3), relying on students' interest and respect for teachers (IT4), or using disciplinary measures (IT5). Borah (2021) emphasizes the importance of authority in the teacher-student dynamic, direct communication in education, and the effectiveness of lesson planning strategies.

Student Talk

Robertson (2017) defines student talk as various classroom methods where students exchange ideas, improving academic performance and understanding new content through spoken discussion (McElhone et al, 2017). This category was also specified in two forms: student talk response and student talk initiation.

Student Talk Response. Students engage in class for various purposes, including learning, applying new knowledge, explaining reasoning, examining thinking processes, and recognizing the need for modification (Rahayu & Wirza, 2020). It was observed that students actively participate in class discussions, often providing explanations and answers. This suggests that teacher-led elicitation promotes active student participation, critical thinking, and a supportive, engaged learning environment. Safitri and Jufrizal (2021) emphasized the importance of teachers' questions in initiating and learning, encouraging all students to respond, promoting active listening and participation.

Student Talk Initiation. The interchange of thoughts and opinion among students in the classroom, facilitating the sharing and extension of collective knowledge (Hoffer, 2020). The study highlights the importance of classroom discussions, where students not only respond to teacher prompts but also initiate conversations by asking questions or sharing ideas.

S: ...and here's where I'm confused, Sir. When it comes to the concept of reader-oriented, isn't still fifty-fifty?

OB1: Reader-oriented approach draws...

The student's active participation in the learning process by asking questions and seeking clarifications, expressing perplexity and seeking more information on reader-oriented methods. In OB2, OB3, IT1, and IT5, students often initiate discussions with their teachers to express uncertainty, request clarification, or ask questions about specific topics to improve their understanding. This demonstrates that classroom interaction extends beyond passive knowledge dissemination, with students actively participating in learning and contributing to knowledge building, fostering a dynamic two-way exchange between teachers and students.

Silence or Confusion

Yue and Wang (2022) define silence or confusion as the students' inability to participate or voice opinions during discussions. However, it does not necessarily indicate lack of interest, but rather their processing of information. This is evident in the statement below.

OB2: The meso compound has a plane of symmetry. How about this?

S: Constitutional

OB2: Constitutional?

S: (*confusion*)

OB2: Identical

S: *Ha? Why sir?*

OB2: Identical, look...

S: Ahhhhhh

The statement above demonstrates students' confusion, which does not mean they are absent-minded. Instead, thinking or processing a teacher's question. OB3 perceives silence as a lack of understanding, repeating the question and emphasizing essential phrases. IT4 advocated for clear explanations, while IT1 and IT3 advocate for simplified instructions to prevent confusion, highlighting the importance of active participation and thorough topic analysis.

This study shows that teachers used adaptive teaching strategies like repeated explanations, direct methods, and group discussions to enhance comprehension and learning (Barbadillo et al., 2024). Teachers encouraged dynamic, two-way interactions with students, interpreting silence or confusion as a request for clarification, which ultimately enhanced academic and learning outcomes.

Initiation-Response-Feedback Patterns Observed in English-medium Classroom

Initiation-Response-Feedback (IRF) is a classroom engagement system where teachers pose questions, students answer, and the teacher critiques. This approach can enhance language acquisition, as suggested by Li's (2018) study.

Table 3. Subcategories of Initiating Acts

Main Categories		Subclasses
Initiating Acts	Requestives	Request for action (OB1, OB2, IT1, IT5)
		Request for permission (OB1)
		Offer (OB1, OB2)
		Invite (OB2, OB3, IT1, IT4, IT5)
Directives		Advice (OB3, IT4)
		Instruction (OB1, OB2, OB3, IT1, IT2)
		Nomination (OB2, OB3, IT1, IT4)
Elicitation		Inform (OB1, OB2, OB3, IT1, IT2, IT3, IT4)
		Confirm (OB1, OB2, OB3)

	Clarify (OB1, OB2, IT1) Agree (OB1, OB2)
Informatives	Report (OB1, OB2, OB3, IT1, IT2, IT3, IT4, IT5) Expressive (OB1, OB2, IT3) Assessing (OB1, IT1) Compliment (OB1, IT1, IT3) Criticism (OB1, IT1)

OB- Observee; IT- Interviewee; S- students

Initiating Acts

The initiation phase involves students responding to teacher questions, followed by feedback in the form of imperative or declarative sentences, aiming to encourage student participation.

Requestives. Requestives, as defined by Kartini, Syakira, and Aisyah (2022), are actions the teacher asks the students to perform. The judgments made by the teacher have an impact on how involved the students are in the classroom.

OB1: Alright. *Please continue, gang.*

The excerpt shows that OB1 made requests to students, a practice also followed by OB2. According to Tsui (1994), requests involve giving the addressee the option to respond either positively or negatively. IT1 and IT5 stressed that polite language in classroom interaction improves student compliance. This approach promotes a positive and productive environment through consistent and aware use of polite language (Elisdawati et al., 2018). Additionally, the student identified a distinct category of request where students seek permission, often initiating these interactions themselves, which contrast with the more common teacher-initiated interactions.

S: *Could you keep our score silent, sir?*

OB1: Yes.

A: Thank you, sir.

The study found that teachers are not always the sole initiators of interactions; students also initiate to their advantage. This means that students influence classroom dynamics and shape their learning experiences by negotiating their needs with teachers. After an hour of discussion, OB2 observed students' exhaustion and provided a break, demonstrating a speaker-initiated intervention that aligns with Tsui's (1994) framework.

OB2: *Do you want to rest?*

S: Yes, sir.

OB2: Alright. I'll give you a rest for like 15 minutes...

The statement above exemplifies the use of offers as requestives, with OB2 initiating interactions by extending favors to benefit students. Similarly, OB1

demonstrated this by accommodating a student's need for more time. Johnson (2017), highlights the importance of such supportive environments, where teachers' considerate actions promotes student motivation, engagement, and empowerment.

OB2: Two alcohol pentanes but it's not appropriate... *Okay, any questions so far?*

S: None.

Another type of requestives identified in teacher-student interactions is the invitation, where OB2 encourages students to ask questions before moving on to the next concept. This was further exemplified in the observation of OB3, where he asked students if they had any questions before continuing with the lesson. This approach was supported by IT1, IT4, and IT5, who encourages students interactions, such as offering points for questioning. The teacher acts as a facilitator, encouraging students to engage in collective dialogue and critical thinking, a departure from traditional Teacher-Student-Teacher-Student turn-taking (Willemsen et al., 2018).

Directives. Directives are teacher-initiated actions aimed at influencing student behavior, preventing misunderstanding, hindering learning, and potentially impacting academic performance (Sumedi & Rovino, 2020).

OB3: *So, you must be careful in evaluating the student because it can affect your performance as a teacher...*

OB3 provides advice to students, similar to IT4's approach. This encouraged them to reflect and make informed decisions, particularly regarding their performance. Advises aim to improve student performance by offering guidance, overcoming challenges, and maximizing capabilities (Sande, Kleemans, Verhoeven, & Segers, 2019). Teacher's guidance empowers students, improves decision-making, and enhances outcomes, especially for motivational issues (Barberos, Gozalo, & Euberta, 2019).

OB1: *Return the paper to the owner.*

S: (return the paper)

Within the category of directives, another notable subcategory found in the observation is mandates. OB1 instructed students to return test papers, while OB2 and OB3 provided instructions with objectives. Additionally, IT1 and IT2 believed that clear instructions help students meet teacher's expectations and achieve objectives, emphasizing the importance of clear communication. Teachers should focus on simple and straightforward communication when instructing their students, selecting keywords carefully and ensuring clear understanding (Wang, Zhao, & Zhang, 2020).

OB3: That is partly true that output-based education is performance-based... *What else, Albarito?*

S: Outcome-based education, sir, is all about learner-centeredness...

Moreover, OB3 implements nomination strategy to engage students more by directly calling their names. OB2 and IT4 also utilized this to prompt responses or correct answers, showing that teachers primarily use nominations to encourage participation and idea-sharing. Incorporating this initiating act effectively captures students' attention, especially those sleepy or distracted. IT1 supports this, as does Anderson (2019), who stated that nomination can wake up a sluggish class.

Elicitation. In 1975, Sinclair and Coulthard coined "elicitation" to refer to classroom utterances that elicit verbal responses. Tsui later defined it as any speech aimed at eliciting a compulsory response.

OB1: ...*How is Jacob different from the rest of the structuralists?*

S: Robert Jacobson is...

OB1 uses the elicit: inform subcategory to ask students questions to elicit knowledge and emphasize ideas. OB2, OB3, IT2, IT3, and IT4 also elicit questions, necessitating students to respond. These questions show teachers' interest in students' ideas and opinions. Notably, IT1 stated that students also ask questions out of curiosity, shifting from the traditional teacher-led initiation. This action helps students deepen their understanding of concepts, as shown in the extract below.

S: ... *here's where I', confused, sir. When it comes to the concept of reader-oriented, isn't it still fifty-fifty?*

OB1: Reader-oriented approach draws...

S: ... *What is their distinction then?*

OB1: Reader-oriented is very neutral.

In this manner, the student initiate interaction by asking questions, which teacher answers, leading to follow-up questions and re-initiation. IT1 stressed that students typically drive this process, using questions to elicit information. Using questioning as a means of elicitation highlights the importance of creating an active learning environment where students feel empowered to voice their ideas and engage in meaningful conversation. Ultimately, this suggests that incorporating interactive teaching methods can enhance student learning outcomes and promotes a deeper understanding of the material.

OB1: ... it only changed when Pocahontas came, right? *Is Pocahontas a Disney ba?*

S: Yes, sir.

Moreover, the researchers found that teachers use familiar questions to confirm students' knowledge, promoting interaction and understanding, as per Goodboy and Myer (2008). This action reinforces learning and creates a supportive educational

setting. Along with this, OB1 used elicitation for clarification due to misunderstandings. This is exemplified by his statement below.

OB1: Wait, question.

S: Sir?

OB1: *Is that what a structuralist intends to say that we will focus only on the good?*

From the other observation, OB1 used probing questions to understand ambiguity in student responses. Aside from this, IT1 frequently encourages students to clarify their understanding of a topic, particularly when the explanation is unclear or they have unanswered questions. In this sense, teachers should encourage students to ask clarifying questions to enhance their learning (Benton & Li, 2021). Further, during observation of OB2, the researchers noted that the teacher elicited interaction to seek agreement from the students after making an assumption.

OB2: Can we call it identical?

Ss: Yes, sir.

OB2: *Identical in terms of the chemical formula, right?*

SS: Yes, sir...

OB2 demonstrated that a meso compound is an identical molecule, and he used the affirmative “right” to invite agreement. This approach strengthens students’ understanding and solidifies their knowledge, as students respond with “yes, sir,” demonstrating the power of agreement. OB1 was also observed using an affirmative “right,” potentially inviting the students to agree with his statement. OB1 and OB2 effectively elicit student agreement, which strengthen students’ understanding through confirmatory questions. As per Sinclair & Coulthard (1975), this promotes engagement in a dynamic, participatory learning process.

Informative. This act includes providing information, sharing experiences, delivering judgments, and expressing beliefs, which are sub-categorized under report, expressive, assessing, compliment, and criticism (Syting, Mediano, Cruz, & Tayo, 2014).

OB2: ...by the way, tomorrow, I won't be around. We have a seminar about DOST. By Wednesday, I'll give you instructions for our laboratory...

The report highlights organized updates and information distribution in English-medium classrooms, with OB2 providing course schedules, content, and lab instructions. IT1 and IT2 use a student-centered approach, while IT3 emphasizes comprehension through examples and personalized information. IT4 emphasizes clarity through conversations and strategic questions, emphasizing teachers’ role as mentors in structured information delivery in English-medium classrooms. Host (2023)

emphasized that teachers serve as explicit learning mentors, providing students with lessons to develop necessary skills.

OB2: What is the meaning of enantiomer?

Anyone?

S: Enantiomer, sir, all the curial centers are changing.

OB2: ...*Thank you so much for that.*

The statement combine informative presentation with personal engagement and appreciation, increasing the authenticity of the discussion. The OB1's informal tone and IT3's concern for students' well-being add emotional depth, stressing the importance of interpersonal skills and compassion. According to Coristine et al (2022), teachers kindness can lead to students feeling valued and encouraged to be an active learners.

OB1: *The characters nowadays, if you are playing the antagonist, being ugly is not necessary...*

This OB1's assessment of character representations in literature from different periods encourages critical analysis of societal conventions and cultural values. This was supported by IT1, which promoted balanced input by recognizing opportunities for growth before addressing areas that require improvement. With this, it helps students broaden their knowledge (Syting et al., 2024).

S: ...it is meant to deduce the meaning...

OB1: *You were right when you said Derrida somehow posited the reversal.*

This study also revealed that teachers often compliment their students' talks which boost their confidence. This action emphasizes precision, genuineness, and matching students' excitement and effort in their presentations, ensuring preparedness is rewarded for each reviewed factor. It encourages craft dedication and promotes transparency. Providing compliments to students is a powerful tool for their emotional satisfaction and guidance (Deng, Du, & Zhang, 2021).

OB1: Where did the pattern come from?

S: ...it was observed in his transformation...

OB1: So, what is the common narrative...?

Because we are not only talking about psychoanalysis.

We are trying to correlate it with structuralists... You should interpret the emotion felt by the character...

A few minutes after the teacher complimented the student, the teacher addressed one student's answer as it lacked depth and failed to accurately answer the question. This situation implies that the teacher used criticism to help students understand their mistakes and enhance their thinking and reasoning skills. This is supported by IT1,

which stresses the need to resolve communication failures swiftly and commit to specificity in areas that require development. This means that honest discourse and helpful criticism in the classroom is crucial (Kutasi, 2023).

Table 4. Subcategories of Responding Acts

Main Categories	Subclasses
Responding Acts	Positive Response (OB1, OB2, OB3, IT3)
	Negative Response (OB1, OB2, IT5)
	Temporization (OB1)

OB- Observee; IT- Interviewee; S- students

Responding Acts

This term referred to the spectrum of reactions displayed by students following a teacher’s initiation (Selvaraj et al., 2021). However, in the present study, it was found that this concept also encompasses the varied responses by teachers to students’ initiation. This realization stemmed from classroom observations, where instances were documented of students initiating discussions and teachers subsequently responding. Furthermore, this action encompasses positive response, negative response, and temporization.

OB1: Are you trying to describe, for example, what makes Kara a representation of good and what makes Mia a representation of bas using intertextuality?

S: *Yes, sir.*

The sample extract demonstrates positive teacher-student interaction in an English-medium classroom. As observed, OB1 initiates a conversation by asking the student a question. Then, the students responded by saying, “yes, sir.” This behavior is common in OB2 and OB3, indicating that students’ responses align with the illocutionary intent of the teacher’s initiating act. This responding act also occur in IT3’s interaction with his students. However, the students initiated a conversation with the teacher in this instance.

IT3: ...I divided the class into four, and then one of the groups told me that they were not satisfied with the given grades. I asked them, “What is your justification?” *Then, meron talaga silang justification... I added points. I listen to my students.*

IT3 addressed students’ complaints by listening, asking for justification before adding points. This positive response allows teachers to understand students’ perspectives, identifying areas for improvements, and make necessary changes for enhanced learning. According to Willis (2018), the practice of respectful classroom interaction significantly enhances the overall learning of students. Moreover, in English-medium classrooms, negative responses also occur.

S: ...writing comes first, according to Mr. Derrida.
 OB1: What comes first?
 S: Writing comes first...
 OB1: *I'm not sure whether Derrida stipulated that. I am not sure they did the reverse...*

Here, the teacher expressed a lack of agreement with the assertion while questioning the validity of the student's statement. Sometimes, for clearer and more accurate information, it is necessary to respond negatively or express disagreement with the initial statement. Likewise, OB2's interaction with his students revealed a negative response to a question. This means they may not have understood the discussed concept. However, as per IT5, when a student's answers are not aligned with the questions, they may suggest an idea and seek help from the class. According to Wuttke and Seifred (2019), when teachers detect an error, they must handle it effectively since learners can only learn from mistakes and devise solutions with adequate feedback.

Another identified responding act was temporization. It is frequently utilized when the teacher needs additional time to gather information, weigh options, or evaluate the situation comprehensively before taking a first stance (Chen et al., 2021).

S: Can we proceed to psychoanalytic criticism, sir?
 OB1: *Can you maximize your part to fit into the remaining time?*
 S: Yes.
 OB1: Okay.

In response to the student's inquiry, OB1 momentarily delayed providing a direct answer. This interaction indicates that the teacher may have been taking time to consider the question or formulate a thoughtful response. By considering various possible responses before replying directly, teachers can tailor their feedback to suit individual student needs better (Hattie, 2018).

Table 5. Subcategories of Follow-up Acts

Main Categories		Subclasses
Follow-up Acts	Endorsement	Positive evaluation (OB1, OB3, IT1, IT2, IT5)
		Negative Evaluation (IT1)
	Concession	(OB1, IT2)
	Acknowledgment	Accepts (OB1, OB2, IT1, IT3, IT4, IT5)

OB- Observee; IT- Interviewee; S- students

Follow-Up Acts

Follow-up, as the concluding part of a turn, serves to provide feedback on students' responses. Integrating constructive feedback into teaching and learning

process foster close social relationships between teachers and students (Yulia & Zainil, 2021). Ultimately aiding students in achieving their learning objectives (Kartini et al, 2022). This categorized into endorsement, concession, and acknowledgment.

Endorsement. This type of follow-up involves actively supporting the result of the interaction, often through commenting on the information provided. Essentially, it entails endorsing or reinforcing positive outcomes by offering supportive feedback to students or providing commentary during subsequent interactions (Figueroa, 2001).

OB1: ...using the structuralist movement, how will you explain those suppressed feelings?...

S: ...it is something that we should voice out about our feelings.

OB1: *Hmmm, so maybe what you are saying, gang by identifying information, is that at the very first, we all try to conceal our real identity... If you analyze, there should be an explanation.*

This scenario indicates that as part of interacting with students, teachers provide positive evaluations instead of merely stating, “yes,” or “okay.” This supportive method expand students’ knowledge and cultivates a motivating learning atmosphere. More so, negative evaluation by the teacher also occurs, concerning students’ conduct or task outcomes. Negative evaluation involves evaluating, pinpointing areas of concern, and suggesting potential corrective actions (Khat & Vogel, 2022).

IT1: ... *This is something that is not correct. I will define clearly which of these areas they have to improve and so that next time they will know which part there has been achieved or not...*

The excerpt proves that teachers are committed to addressing students’ mistakes openly and offering constructive feedback for areas of improvement. Khat and Vogel (2022) argued that negative evaluation can be beneficial as it motivates students to seek for improvement and consider it a chance to exert extra effort to learn from their mistakes.

Concessions. Concessions as follow-up act is used to addressed and acknowledge negative reactions from students, aiming to mitigate their impact on self-image (Kartini et al., 2022). See sample statement below.

OB1: There is a stepmother... So, where did you correlate it?

S: The transformation and the shoes of Cinderella represent something...

OB1: Hmmm

S: For example, sir, she transforms into...

OB1: *Actually, I understand.* What is a referent?

OB1 initially expresses confusion about a student's response to a concept relation. However, instead of dismissing or criticizing, he concedes, acknowledging the student's effort. This shows that the teacher minimizes any potential damage that might have occurred due to the student's response being initially unclear or incomplete. To add, the teacher shows sensitivity by avoiding language that could make students feel reprimanded for wrong answers. The teacher's demeanor towards a student who makes mistakes influences the teacher-student relationship. However, IT2 expressed the views that it is not always appropriate to agree with students' incorrect answers, as it might encourage them to continue participating even when their answers are incorrect. Moreover, he stressed the importance of fostering participation positively to motivate students. Additionally, it is crucial to pinpoint their mistakes and identify aspects of their answers that can be linked to the lessons to pique their interest in participating.

Acknowledgement. This study indicates that teachers show agreement and understanding through phrases like “mmm” and “yeah,” expressing appreciation for students efforts (Maziani, 2021).

OB2: ...what do you call this molecule right here?

S: Diastereomer

OB2: Diastereomer?

S: nagbali-bali man gud, sir.

OB2: *Yeah. It is rotating. Meaning they are just identical, okay.*

The statements above show that in English-medium classrooms, CTE teachers commonly acknowledge students' effort in participating and providing answers to the initiated questions. They also considered the importance of acknowledging when answers are incorrect or divergent from the expected response. At the same time, correcting this without being overly critical, opting for a gentle approach to avoid making students feel rejected or discourage. As Zhao (2021) accentuated, teachers need to respond to incorrect answers with encouragement to maintain a non-judgmental atmosphere in the learning process. Acknowledgment from teachers boosts student confidence and motivation to participate, reinforcing that mistakes are integral to learning.

CONCLUSION

This study highlights the importance of effective classroom interaction patterns used by teachers. Indirect and direct teacher talk - from accepting feelings and encouraging to giving directions and justifying authority - is crucial in creating a supportive and dynamic learning environment. The study found that both teachers and students actively contribute to classroom conversations, with patterns like Teacher (I)-Student ®-Teacher (F) and Student (I)-Teacher ®-Student (F)(I). In addition,

recognizing when students are silent or confused, teachers often repeat or rephrased instructions to ensure better understanding and engagement. This research is important because it shows the need for flexible teaching strategies that respond to student needs, creating an interactive and responsive classroom.

The implications of this study for curriculum development and teaching practices are substantial. Teacher education programs should comprise training on various communication strategies, accentuating the significance of acknowledging and facilitating student-initiated interactions. This method can form a more engaging and inclusive classroom atmosphere. Furthermore, delaying responses (temporization) should be prevent students from seeing it as avoidance. Future research may look into the long-term effects of these interaction patterns on student engagement and learning outcomes and the effects of different types of follow-up moves. By cultivating a more interactive and responsive teaching approach, educators can be better meet student needs and enhance the overall learning experience. Implementing these insights into curriculum and teacher training programs can lead to more effective and meaningful learning environments.

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