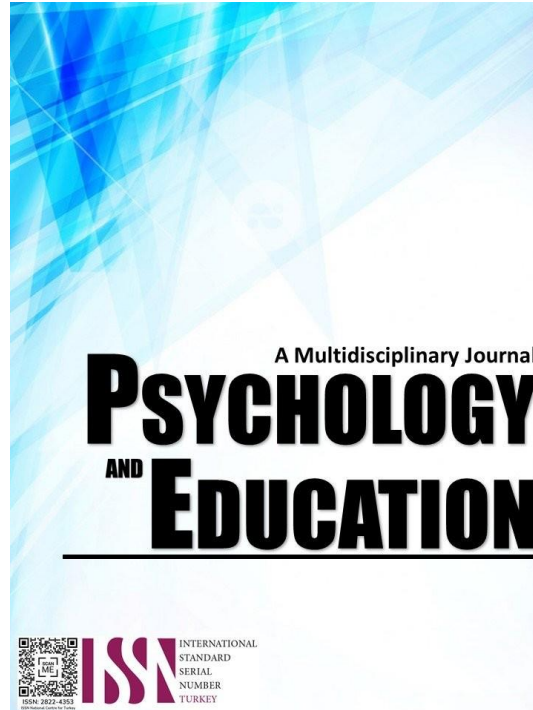


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PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 16

Pages: 521-540

Document ID: 2024PEMJ1476

DOI: 10.5281/zenodo.10512785

Manuscript Accepted: 12-28-2023

Teacher and Student Interaction: An Analysis of Flint and Feedback Response Pattern

Christian Jay O. Syting,* Gretchen C. Mediano, James G. Cruz, Shanylle P. Tayo
For affiliations and correspondence, see the last page.

Abstract

This descriptive qualitative research aimed to describe the teacher and students' interaction using the Foreign Language Interaction (FLINT) system. This study also utilized Initiation-Response-Follow-up Acts (IRF) to identify the categories of initiation, response, and follow-up acts used in CTE classrooms at the University of Mindanao. The study utilized purposive sampling to select the participants. Then, data collection was done through an interview and observation conducted among eight (8) participants: five (5) CTE teachers for the interview and three (3) CTE classrooms for a 2-hour observation each. The results show that in terms of initiation, students occasionally initiate conversation, and then teachers often follow up with a response. Thus, it does not imply that follow-up happens after every contact in the classroom. Moreover, the data gathered revealed that the teacher and students take equal turns in the learning process. Teachers encouraged students to reflect on their thinking and learning processes and promote student autonomy. This includes accepting students' feelings, praising or encouraging them, using their ideas, asking questions, and giving time to support silent and confused students during class. On the other hand, students occasionally respond to teachers' initiation and even initiate queries and share ideas. Regarding turn-taking, it was found that one or two moves are needed, such as a follow-up move and an initiating move or a responding move and an initiating move. Hence, it cannot be argued that the order of initiation-response-follow always governs classroom engagement.

Keywords: *education, FLINT, IRF, teachers, students*

Introduction

The interactions between students and teachers and how students view their teachers significantly impact their engagement in academic tasks (Amerstorfer, 2020). Relationship-building between teachers and students increases students' motivation for learning (Mercer & Dörnyei, 2020). One of the problems in teacher-student interaction is the teacher's biases in evaluation which, in turn, may affect the kind of feedback given, how frequently the teacher calls on students, and the type of support and assistance offered (Chin, Quinn, Dhaliwal, & Lovison, 2020).

Teachers' biases in evaluation during teacher-student interaction are proven in Sedova and Navratilova's study in 2020. In this study, problems in teacher-student interaction are emphasized by the teacher labeling students who engage exclusively in response to the teacher's questions as "silent students." They were rarely called upon because the teacher typically assigned them simple tasks (Chin et al., 2020). On the other hand, vocal students who frequently respond to the teacher's questions are often called on by the teacher, especially to answer a difficult question. When called on, they are given more time to elaborate on their answers and often remain in prolonged interaction with the teacher (Bartholomew & Prins, 2021). Arsyan (2019) stated that teachers often fail to recognize silent learners because they believe they are unmotivated and lazy, so teachers treat silent students differently (Hanh, 2020). Due to this tendency, teachers tend to call on vocal students frequently (because they believe they will succeed) while calling on silent students less frequently (Sedova & Navratilova, 2020). This is related to having an immediate negative impact on students' self-confidence and generating fear in them, which leads to minimal involvement (Buffet, 2019).

Undoubtedly, teachers treat different types of students differently (Wormeli, 2018). Teachers biasedly treat vocal students as 'partners'; expressly, teachers grant vocal students the opportunity to deepen their utterances and enhance them with clarifications and syntheses, and analytical scaffolding is made available to them (Sedova & Navratilova, 2020). This means that during the interaction, the teacher offers process feedback to these students having the chance to feel effective (i.e., the urge for competence), more in control of their learning (i.e., the need for independence), and enjoy a more favorable classroom environment (Aelterman, Vansteenkiste, Haerens, Soenens, Fontaine, & Reeve, 2019). Furthermore, teachers mostly give vocal learners social scaffolding focused on coordinating the students' speaking turns during the lesson (Sedova & Navratilova, 2020). On the contrary, teachers only use questions to attempt and engage silent students, but they only sometimes engage in in-depth discourse with them (Hanh, 2020). This strategy neglects the promotion of accountability and its reinforcement in students by having the students in the subject of class and supposedly encouraging them to interact and discuss (Rahimi, Amri, & Narius, 2018). As a result, the teacher's bias affects the performance of the students; likewise, the teacher's efficacy since the students no longer participate (Bates & Watson, 2020).

Research Questions

The purpose of this study is to describe the interactions between the teacher and students in the classroom. To ensure that the objective is met, the study is guided by these research questions:

1. What are the categories of interaction used in the classroom?
2. What do teachers in classroom interaction use the initiation feedback response patterns?

Literature Review

There have been studies concerning the detrimental impact of teachers' biases. According to Hanh (2020), when teachers get along better with some students, they implicitly give more abundant opportunities than others and provide them extra credit; as a result, they create educational inequalities and unfair advantages. The social repercussions are the most overtly apparent; students who do not receive the special treatment feel rejected and rapidly develop a dislike for the teacher (Sedova & Navratilova, 2020). As much as possible, students would refrain from sharing their ideas with the class, concluding the lesson, and even raising questions about the parts of the lesson that left them confused (Bates & Watson, 2020). As a result, teachers affect every aspect of their pedagogy, from the evaluation, which lacks improvement, to grading, which requires insightful criticism (Reibel, 2021). Since teachers need to pay attention, they could make assessments that ignore the students' needs, and students can find it challenging to relate, which might prevent them from giving their best performance (Bartholomew & Prins, 2021). When this cycle begins, a student's confidence is suddenly in jeopardy (Buffet, 2019).

Teacher-student interactions are fundamental in fostering a positive learning environment, and they help students build self-worth and enhance mental health (Hagan-Burke, Burke, & Krause, 2021). Similarly, these beneficial connections can lessen behavioral issues and foster academic success (Buffet, 2019). Unfortunately, the teacher's unfair educational assessment is one of the factors that corrupt the relationship-building between teachers and students (Chin et al., 2020). Disregarding this communication issue between the teacher and the students' interactions not only affects meeting the teaching objectives in the classroom but also affects nurturing the students' accomplishments (Hattie & Timperley, 2020).

Although some studies deal with the FLINT system (Sani, 2022; Sedova & Salamounova, 2020; Sofyan & Mahmud, 2014; Black, 2004), no study deals explicitly with the teacher-student interaction of college education teachers describing classroom interaction and contributors who may influence teacher-student interaction at the University of Mindanao—moreover, the previous studies needed to account for different results from different contexts adequately. The biases in evaluation that affect teacher-student interaction have to be addressed since it has been overlooked due to commonly held negative views (Furrer & Skinner, 2019).

Using this rudimentarily by painting all students who do not contribute vocally with the same group is, at best, stereotyping and, at worst, a poor method of instruction, as Sequeira (2020) would call it. Additionally, this study will look into how members (the students) of the community (the school) communicate with and adapt to one another in order to foster an inclusive classroom environment (Andrews, 2019).

Methodology

Participants

The participants of this study were eight teachers from the College of Teacher Education program at the University of Mindanao. Five (5) of the participants were interviewed, and the other three (3) underwent observation. The number of participants is supported by Creswell (2018), who states that 5–25 (preferably at least six) participants were required for qualitative research interviews. With that, the number of participants for in-depth interviews and observation is enough to meet the requirements of the study.

Furthermore, the researchers used a purposive sampling technique to select the respondents for the study. According to Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood (2015), purposeful sampling is a non-probability sampling technique used to select participants based on specific characteristics or criteria relevant to the research question. In other words, researchers deliberately choose participants who are most likely to provide valuable information related to the research question. It helps researchers select participants with relevant knowledge, experiences, or perspectives related to their research question. In addition, the researchers ensured that the participants were carefully and fairly selected and eager to truthfully and transparently share the different interactions that were executed and observed inside the classroom. Also, the researchers guarantee that all chosen participants have earned at least five years of working experience in the field and have been teaching face-to-face at the University of Mindanao. Meanwhile, the exclusion criteria

include the University of Mindanao CTE with five (5) years of below-grade teaching experience. These criteria would allow the researchers to select individuals who are eligible as participants in this study (Creswell & Clark, 2003).

Instruments

The researchers used an unstructured interview in this study, (5) five teachers were asked open-ended questions to obtain responses from the research participants to attain triangulation. The researchers made an interview guide to gather responses from the teachers that the researchers interviewed. The interview guide contains the research questions created by the researchers and validated by the pool of experts to ensure its credibility. Also, the researchers asked follow-up questions whenever they saw fit. In addition, the (3) three Education teachers will be observed for (2) two hours each for the researchers to evaluate them based on their interactions with their students. Lastly, the researchers utilized an observation checklist to evaluate the teacher-student interaction.

Procedure

This study utilized a qualitative-descriptive design. According to the National University (2023), descriptive-qualitative research uses extensive data gathering from various sources to gain a more profound knowledge of the research participants' beliefs, viewpoints, and attitudes. This qualitative design includes the researcher's queries to those who are familiar with the phenomenon. Alternatively, it collects data from secondary sources, such as books, periodicals. As the name implies, this research describes the phenomenon rather than addressing "how" and "why" concerns. While research that is causal, explanatory, or exploratory provides the answers to these issues,

Also, a Qualitative study is an approach to exploring and interpreting the nature of social or human issues assigned to individuals or groups. The research method includes evolving questions and techniques, data usually collected in the setting of the participants, inductively constructing data analysis from information to general themes, and interpretations of the significance of the data by the researcher (Creswell, 2018). Furthermore, the participants' experiences, viewpoints, and actions are gathered in qualitative research. According to Bradshaw, Atkinson, and Doody (2017), descriptive-qualitative designs are excellent for studies that call for data from people directly affected by the issue under study. One of the advantages of qualitative research is its capacity to explain processes and patterns of human behavior that can be challenging to quantify (Cleland, 2017).

This study made use of two (2) studies that are concerned about the interaction between teachers and students – Foreign Language Interaction System (FLINT) AND Initiation-Feedback-Response pattern (IRF). Markowitz created the FLINT system, which is further developed by adding the categories of joking, correcting without rejection, directing pattern drill, and converting the Flanders system, Silence or confusion, into five: Silence (no verbal interaction), silence (where the teacher uses audio-visuals), confusion (work-oriented), confusion (non-work-oriented), and laughter. The Foreign Language Interaction (FLINT) system created by Markowitz (1971, as mentioned in Brown, 2001:170) analyses the activities of the interactions. The researchers adopted this study to make a base description of interpreting the data collected. FLINT system contains categories and indicators which pertain to the types of talks that occurred during the interaction. The first research question focuses on the categories of interaction, and the FLINT system aids the researchers in figuring out these categories of interaction in the classrooms.

On the other hand, the researchers utilized Tsui's IRF to describe how the interaction was delivered and received. IRF, the interaction pattern between the teacher and the learner, refers to the interactive order of conversational utterances. The previous patterns of interaction were adopted and revised by Tsui in order to create a more detailed description of how teachers and students act during turn-taking. Consequently, the researchers broke down the categories of interaction and gave a more sensible reason for how and why these categories of interaction happen.

In collecting the necessary data for this study, the researchers interviewed and observed the participants. Before that, the researchers obtain personal consent from the participants by a signed letter, agreeing they are about to be recorded, get their personal views, and be observed in the class. For the interview part, teachers were audiotaped and were asked the following interview main two questions and a probe afterward. Each participant recorded the interview's onset up until the last part. For the observation part, the researchers asked permission from the teachers to conduct observation on the class prior while they are having their discussion.

The researchers videotaped the class and jotted down observations based on the student-teacher interaction classroom checklist. After the class discussion, the observations are compiled and gathered to match the areas in the checklist if the expectations are met and achieved.

Ethical Considerations

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Results and Discussion

Teacher and Students' Interaction in Classroom

Several categories of interaction have emerged based on the Markowitz of the FLINT system. The FLINT system of Flanders was used to determine the classroom interaction between College Education teachers and students at the University of Mindanao. This includes Indirect Teacher Talk, Direct Teacher Talk, Student talk, and Silence. Based on the observation and interview, several interaction categories have emerged.

Table 1. *Categories of Interaction*

<i>Main Categories</i>	<i>Subclasses</i>
Indirect Teachers Talk	Accept students feelings (IT1, IT2, IT3 and OT1)
	Praises or encouragement students (IT2, IT4 and OT1)
	Accept/uses ideas of students (IT1, IT2, IT3, IT4 and OT1)
	Ask questions (IT1, IT2, IT1 and OT3)
Direct Teachers Talk	Lectures or give information (IT1, IT2, IT5, OT1 and OT3)
	gives information (IT1, IT2, IT3, OT2 and OT3)
	Criticises students or justifies his/her authority (IT1, IT3, and OT3)
Student Talk	Responds to teacher (IT1 and IT5; OT3)
Silence	Initiate talk (IT3 and OT1)
	Unwilling to Participate (IT2 and IT3; OT1 and OT2)

Indirect Teacher Talk

Indirect teacher talk refers to communication strategies employed by teachers to encourage students to reflect on their thinking and learning processes, promote student autonomy, and foster a more student-centered learning environment. (Bates & Watson, 2020). This occurs in various forms, such as accepting students' feelings, praising or encouraging students, accepting/using the ideas of students, and asking questions.

Accept students' feelings. This pertains to the teachers accepting the students' feelings, which creates a safe and supportive classroom environment that acknowledges and promotes their academic achievement and well-being (Cefai, Cavioni, & Downes, 2019). According to Crabbe, Pivnick, Bates, Gordon, & Crosnoe (2019), recognizing and accepting students' feelings is a way to foster positive educational pathways. Educators should pay attention to students' emotions and take them seriously to build positive relationships and create a supportive learning environment.

Teachers can demonstrate acceptance of students' emotions by respecting their circumstances and giving them detailed feedback to lift their spirits. This occurs not only during interviews but also through observation. IT1 said that IT1 is very careful in interacting with students and providing feedback because it might trigger their emotional well-being. This was evident to IT2, who said about comforting her students by asking questions and being sensitive by observing. Similarly, IT3 said she had to check on her students and extend her patience. Also, based on the observation of OT1 stated that patience and empathy are needed in teaching and directing students. This is supported by Lee & Lee (2020), who stated that teachers can provide comfort to their students through caring actions, such as active listening, providing emotional support, and creating a safe and supportive classroom environment, which can promote academic and social outcomes. More so, this was supported by Haryadi, Situmorang, and Khaerudin in 2021, who said that regularly

checking in on students, especially during periods of remote or hybrid learning, is essential for building positive relationships, addressing their individual needs, and promoting academic success.

The teacher should embrace their feelings to ensure that the kids know they are accepted for who they are. The teacher is also aware that they can learn as quickly as possible by collaborating with them. As IT1 and IT2 emphasize, they know how to communicate with students and provide feedback by being considerate when giving instructions and posing questions. As a result, the student can develop a relationship of trust with the professors and freely and fearlessly express their thoughts and ideas. However, IT3 and OT1 stated during interviews and classroom observations that being patient with and empathizing with the kids can aid the teaching process. In this way, students would be able to communicate their thoughts and feelings to a teacher with whom they feel comfortable opening up and who accepts them as a way to better themselves, boost their self-esteem, and encourage academic engagement and well-being, particularly in times of stress or uncertainty. Thus, according to Mallee, teachers with a positive attitude about emotions are more likely to create a climate in the classroom where students' feelings are respected and embraced.

Praise or encourage student. Praise and encouragement are forms of positive reinforcement teachers, and parents use to acknowledge and reinforce desirable behaviors in children. Appropriate verbal praise may even help in the personality development of students (Yao et al., 2021). As a result, they developed an innate drive. Because of this, students' academic success, learning motivation, and personality development are all positively impacted by self-discipline and learning attitudes brought on by teachers' praise (Yang, 2020). Kelvin (2017) emphasized that the teacher can promote various elements of the student's output through verbal praise, which is a highly effective motivational approach. This does not only happen in interviews but also observation. Positive politeness is also evident in IT2's response, as IT2 believed that finding time to ask students during an activity will encourage the students to speak. In addition, IT4 said that giving a task will boost the student's confidence, such as performing or showing their talents, and exposing them to a larger crowd will help maintain students' courage to engage. The researchers observed that OT1 also encouraged students to share ideas and answer the teacher's questions. This highlights that teachers praise and encourage students to share ideas and encourage them to answer the teachers' questions. These findings were supported by (Alcott, 2017), who showed that teacher's praise and encouragement for students in academic environments, encouragement may be very beneficial, and encouragement from significant persons (such as parents and instructors) to stay motivated with their studies may be helpful for students who lack academic self-confidence.

Furthermore, Wong, Shea, Wang, & Cheng (2019) believe encouragement has both social and cognitive advantages. Just as those who exhibit the virtue of encouragement tend to be more socially connected, praise and encouragement can effectively enhance students' self-efficacy, task persistence, and academic achievement.

The participants in this study who were observed while teaching and interviewed continue to believe that student's perceptions of what makes them succeed or fail can be influenced by being praised for their accomplishments, given the correct answer, and encouraged to pursue academic excellence consistently. IT2 and IT4 indicated that they assign activities to enable students to showcase their abilities and provide thoughtful responses to their inquiries to build their self-confidence. Through the teachers' encouragement and appreciation, the kids will put out their best effort and become motivated to engage in the class. Additionally, the OT1 rewards a student for responding correctly, encouraging participation, and increasing student engagement. Therefore, the more praise and encouragement students receive, the more they will participate, try their best, and feel at ease speaking up and sharing in class. This implies that it enables the students to grow in passion and improve their learning retention. Besides, it significantly affects students when they realize that someone values their work and effort, even to the tiniest degree, which might help them succeed academically.

Accept/use ideas of students. This pertains to a teacher's willingness to value and incorporate student perspectives and suggestions into classroom activities and discussions. Through this approach, through fostering student involvement, the content results in higher satisfaction levels and more pleasant emotions among the students (Hernik & Jaworska, 2018). This occurred both on observation and interview as IT1 said that giving activities will let students come up with a particular meaning which may serve as a building block of their understanding. Also, IT2 said that she always respects students' ideas, and IT3 added that she describes her class as an open book that students can share and experience without restriction. Besides, IT4 shared that letting students be more creative and innovative in terms of learning output is also a way of accepting their feelings.

Moreover, we observed that OT1 accepted the wrong answer but was looking for the exact and correct answer. This entails those teachers accepting and using students' ideas by respecting their opinions, even if it is a right or wrong answer. This clearly states that letting students talk and accept their ideas can make them more creative, engaged, and confident to learn new understanding. This is supported by Kocak & Kocabas (2020), which found that allowing students to participate in classroom activities, discussions, and decision-making can increase their engagement and motivation, improve their learning outcomes, and promote their sense of ownership and responsibility in their education. More so, Koenka & Ronau (2020) stated that teachers allow students to share and voice their ideas in the class, and they respect what students share. Thus, incorporating students' ideas and perspectives in the classroom has been

found to enhance student engagement and motivation and promote deeper learning and understanding. Students' thoughts are repeated by teachers so that they can deepen their understanding and acquire new information about the subject.

When teachers assign or assess students an assignment, IT1 and IT4 claim that they should encourage student expression and participation to assist students in understanding the material more thoroughly. Instead, the instructor should view it as a chance to share fresh perspectives. However, OT2 contends that we should only sometimes concur with their responses or adopt student recommendations. This is because specific questions have a predetermined solution; if they imply incorrect answers, accept their assumptions. IT2 noted, however, that students should accept each other's answers if they are shared. By doing this, students will imprint in their minds that the instructor is open to embracing any discussion-related ideas and using them to build a meaningful teaching-learning environment.

Ask Questions. Asking questions denotes the process of posing inquiries to students to elicit their understanding, encourage critical thinking, and promote active participation in the learning process. Also, asking questions can enhance students' cognitive development, language proficiency, and comprehension of complex concepts (Lopez, 2019). This occurs not only during interviews but also occurs during observation. IT1 believed that asking questions relating to students' experiences, feelings, and reflections on the lesson is necessary. These types of questions will help stimulate the students' engagement during class. On the same note, IT2 added that it is common when teachers ask to create a welcoming space for learning. Also, during the observation, OT1 asks for clarification and violent reaction, and OT3 asks a direct question.

Furthermore, IT3 said that she would initiate the asking if no one asks in the class and scaffold the question, and IT4 added that they would also be given a chance to ask the question to spark interest in the subject and will encourage students also to ask questions. This is supported by Bartholomew & Prins (2021), stating that effective questioning strategies by teachers can improve student engagement, enhance critical thinking skills, and deepen students' understanding and retention of concepts. More so, Saleh and Aljjohani (2020) added that asking questions is an effective strategy that encourages student engagement, participation, and critical thinking. It can enhance students' learning experiences by promoting active inquiry, conceptual understanding, and problem-solving skills.

Both IT2 and OT1 elicit clarifications and violent reactions from the students to determine whether they have grasped the discussion and clearly understand the lesson objectives. This ensures that the students have achieved the targeted learning outcomes from the conversation. This is so they can determine whether students understood how the explained issue relates to other topics. Additionally, IT1 and OT3 emphasize that asking straightforward questions can demystify a complex subject and avoid misunderstandings throughout the teaching-learning process. Asking them about their lives and experiences allows for more interaction. In this regard, IT3 and IT4 emphasized that the teacher should do so if someone does not ask the first inquiry. These methods can be learned to help students improve their ability to pose and develop questions. A teacher's questions should be intended to assess students' past knowledge and comprehension, engage and challenge them, and elicit memory, which can then draw on previous information and experiences to generate fresh insights and meaning.

According to Ahmadi and Salahshour (2018), Indirect teacher talk refers to a way of speaking in which the teacher does not directly address the students but talks about a topic or issue relevant to the lesson. This method of communication is frequently employed when giving advice or criticism to students to support their development of original thoughts and comprehension of a subject. Also, encouraging students to reflect on their thoughts and employing indirect teacher speaking, notably through questions, enhances the students' reading comprehension. Therefore, encourage teachers to use indirect teacher speaking in the classroom to foster student autonomy and critical thinking abilities. Indirect teacher talk strategies include open-ended questions, promoting student reflection, and providing non-directive feedback. By doing this, teachers can inspire their students to reflect more thoroughly on the material they are studying, form their perspectives, and ultimately develop into independent thinkers.

Direct Teacher talk

According to Cohen and Lotan (2018), direct teacher talk refers to the explicit and straightforward language teachers use to convey information and provide clear instructions to students, often involving a lecture or a presentation format. (Cohen & Lotan, 2018). This occurs in various forms, such as teacher lectures or giving information, giving information, criticizing students, or justifying his/her authority.

Lectures or give information. A typical form of instruction is the lecture, in which a teacher addresses a group of students and gives a presentation or talk. During a lecture, the instructor imparts knowledge about a particular subject or topic, frequently assisted by visual aids or other materials. Typically, a lecturer aims to inform students and aid their comprehension of the subject. This occurs not only during the interview but also during the observation as IT1 said that he gives direction and reminders from time to time for students to see the relevance of their task and to do it religiously.

Furthermore, he added that he always tries to give a concrete example and authentic assessment. This was also evident from IT2, who said that there are many activities in her subject, GE20, where she can ask students to have self-performance and speaking engagements. Also, IT5 said that in his class, aside from discussion, they have a break where they talk about different things about life and something that the students can express themselves. In addition, as we observed in both OT1 and OT3, they share beliefs and experiences regarding past learning encounters. This is supported by Pekrun (2021), who found that teachers' lectures can be efficient with interactive discussions and activities. He found that students who received this type of instruction better understood the material and were more engaged in the learning process. However, he also noted that lectures should be delivered engagingly and dynamically, with opportunities for student participation, to be most effective. More so, Klapproth, Federkeil, Heinschke & Jungmann (2020) say that the effectiveness of using concrete examples in instruction can improve students' learning outcomes and transfer of knowledge.

The lecturers in this study's interview and observation employ them as a teaching-learning strategy and assurance that the students have understood the material. It was discovered that teachers use a teacher-centered approach in IT1, IT2, and IT5 and direct students about the discussion of the themes or activities. They impart knowledge by giving instructions, posing questions, and conducting assessments. OTs 1 and 3 also said they express and share their ideas during discussions. However, another observation of OT1 and OT2 is that they used a projector and PowerPoint to explain the learning objectives that the students must meet thoroughly. At the same time, OT3 used a whiteboard marker to write on the board and clearly explain the topic to the students. By this, the students will clearly understand what the teachers want them to know.

Give information. Giving information refers to conveying knowledge or data to an audience. This can take many forms, such as lectures, presentations, written materials, or interactive discussions. The goal of giving information is to educate or inform the audience on a particular topic or subject. This happens during the interview and observation, as IT1 said that a teacher should establish rapport and make sure that students know each other. Also, IT2 said that she always gives feedback and corrects students with standards to be followed to be aware of learning purposes positively. Besides, IT3 said collaboration is always tangled with communication between students and teachers to build knowledge.

Furthermore, IT3 added that teachers are supposed to scaffold, so if the teacher will not collaborate with students, students would also feel that this teacher is unwilling to help and even include them during discussion. In the observation, OT2 scaffolded students' concerns about the report and also, and OT3 made sure the students understood the topic being discussed, especially the math formula. This was supported by Baepler, Walker, and Driessen (2019), who said that giving lectures is a standard teaching method used in higher education to deliver information and facilitate understanding of complex topics. Lectures often introduce new concepts, provide historical context, and present different perspectives. Additionally, lectures can serve as a platform for discussion and critical thinking. In this situation, the teacher informs the students by providing information. Both IT1 and IT3 agree that building a rapport with students before attempting to inform them will help them work together. Additionally, IT2 thinks that she can inform students and ensure they understand the learning goal by providing feedback to students. Furthermore, IT3 and OT2 demonstrate how providing information also supports students' efforts to comprehend the lesson's main points with precision. On the other hand, OT3 concurs that educators need to ensure that students comprehend the subject matter when they engage in discussion. By doing this, the students will comprehend concepts clearly and work with the teacher to understand knowledge.

Criticizes or justifies own authority. Teachers criticizing students' behavior or academic achievement or establishing their authority to maintain control in the classroom is called teacher criticism or justification of their authority in education. Such tactics can impair students' motivation, decrease their participation in learning, and contribute to a hostile classroom environment (Furrer & Skinner, 2019). This occurred not just during the interview but also during the observation. This was clear from IT1's response that a teacher should always give an orientation before collaborating with the students.

On the other hand, IT3 said that giving students some space to use their common sense before offering assistance if they run into problems and ask for help is essential. This is also evident in OT2's class, where she gives time for students to voice their opinions and allow them to initiate the asking rather than waiting for the teacher to call them. The children's academic success in later years improved with the depth of their understanding of teacher criticism. Nevertheless, both types of research focus on the general criticism teachers use throughout the teaching and learning process (Fong et al., 2018). In addition, when students see constructive criticism from their professors, they will contrast it with the failure they have already experienced. In this situation, the student may be able to come up with a solution after receiving criticism and turn it into advantages for their motivation, affect, and cognition.

During the interview and observation, teachers admitted that they offer a form of reminder in classroom interactions to instruct and guide the class. IT1 instructs students to assist them by threatening to deny graduation if they do not cooperate. Additionally, IT3 claims that if she approaches the pupils, it is an insult to their intelligence. Because of this, she allotted pupils some time, and in addition to OT3, he calls students on his initiative rather than waiting for them. By doing this, the teacher assumes

responsibility for managing the interactions in the classroom. As a result, to control the students, the teachers need to establish their authority.

A communication method known as "direct teacher talk" involves the teacher speaking directly to the class and giving them information or directions. This can be done through lectures, shows, or other teacher-led teaching methods. They discovered that direct instructor discourse increased students' vocabulary learning outcomes when combined with other vocabulary instruction strategies, including visual aids and interactive exercises (Yang & He, 2018). However, as part of a larger educational plan that includes direct and indirect teaching methods, teachers may use direct teacher talk. Teachers can employ direct teacher discourse to deliver structured and explicit instruction, but they should also include interactive activities and chances for student participation. Also, teachers should adapt their teaching strategies to each student's unique needs and skills. Teachers can deliver effective instruction that fosters learning and understanding in all learners by utilizing a flexible and well-balanced approach to teaching that includes direct teacher discourse as one element of a more comprehensive strategy (Amiryousefi & Moinzadeh, 2019). Overall, direct teacher talk can be a valuable tool for teachers looking to provide clear and concise instruction to their students. Even so, teachers must use it strategically and in conjunction with other teaching techniques to ensure that students remain engaged and actively process the information.

Student Talk

Student talk refers to the conversation and discussion that occurs among students in a classroom setting, which allows them to share ideas, opinions, and thoughts, and to build upon their collective knowledge. (Liao & O'Brien, 2018). This occurs in various forms, such as students responding to teachers and initiating the talk.

Students respond to teachers. This happens when students initiate to talk towards their teachers if they have clarification, suggestion, or responses based on the teacher's queries is conducted by Simon (2019) states that it allows the students to understand what the teacher is doing to promote learning as well as what changes need to be made. Sharing ideas with peers helps the strategy improve engagement; this is a step from the traditional recitation method, in which a teacher asks a question, and the student responds. Not only did this happen during the interview, but it also happened during the observation. It was proven from IT1 and IT5's responses where said that since some students struggle with speaking, teachers should establish activities that allow students to express their thought in their own words if they want to speak. Aside from that, IT5 believed that break time during the discussion could also be an excellent time for students to open up. Similarly, in OT3's class, where students responded accordingly to their shared ideas, teachers promptly answered their queries and concerns. This was supported by Mercer and Dörnyei in 2020, that teachers typically encourage students to actively participate in their studies because their commitment and effort have a beneficial impact on learning success and achievement. In relation above, reminding students to express their needs verbally and purposefully showing them numerous ways to start conversations with classmates and teachers will enhance their development of this crucial social communication skill. As IT1 and IT5's stated, they allow students to express their thoughts and themselves; they have these open discussions where they will talk about different stuff and exchange conversations to promote healthy student-teacher relationships and achieve a friendly and positive classroom. On the other side, in OT3's class, he always ensures that every student's queries are acknowledged and maintained to respond accordingly to their shared ideas and concerns.

Student initiates talk. When students are trying to talk to develop their comfort in participating in the class, this was manifested by Beltran in 2018, stating that students who are actively engaged in the learning process become more driven to learn, attentive, interactive, and inclined to talk and exchange ideas with both the teacher and other learners (Beltran, 2018). Not only does this occur during the observation but also the interview. IT3 said that during the first day of class, they have an orientation where everybody is encouraged to talk and have an open discussion. This is also evident in OT1's class, where students are encouraged to answer the teacher's questions and share ideas. This is supported by Hawaii public schools course description catalog (2019), where students gain skills for thinking philosophically, critically, and ethically throughout the inquiry as they encounter a wide range of interdisciplinary subjects and concerns in each field of knowledge.

As stated above, another effective strategy a teacher may employ to demonstrate what is expected is establishing and maintaining a positive learning class while encouraging students to speak when responding. This was evident in IT1's statement, where she emphasized encouraging students to talk and express themselves in an open discussion. Similarly, in OT1 management in class, students should correspond to their teachers' questions and share their thoughts with their classmates.

Student talk refers to verbal discussion of academic stuff. This communication is possible both within and outside of the classroom; the conversation may occur in different contexts, such as between a teacher and a student, a student and a teacher, or a student and a student. Research pertinent to this setting primarily explored student talk in groups or pairs during collaborative writing activities when students co-authored their written compositions (Niu, Jiang & Deng, 2018) or peer-to-peer interactions for writing revision (Xu & Kou, 2018). Moreover, 6 Ways to Build Strong Teacher-Student Relationships with SEL (2022) discussed that you could achieve this by

paying close attention to your students in class and allowing them to express their opinions about their families. Lastly, by speaking kindly to students and offering them constructive criticism. These ideas are predicated on the core idea that effective instruction motivates learners to be engaged in classroom discourse (Snell & Lefstein, 2018).

Silence

According to Smith and King (2018), since non-contribution tends to be viewed negatively, Silence in the classroom can be damaging and frequently elicits negative feelings from other students. The teacher's and student's academic and emotional performance are frequently impacted by the classroom's stillness and subsequent negative energy. This refers to a need for more verbal communication by students or teachers.

Silence. Students typically stay silent in class and are unwilling to participate in the teaching interaction, which is considered a passive tendency. It seriously lowers the effectiveness of classroom instruction. According to Xu (2020), when students are in a condition of damaging Silence in the classroom, they are not actively engaged in teaching and learning or even allow their thoughts to leave the room.

Not only does this happen during the observation, but it also happens during the interview as IT2 responded that when there is a student who is confused or silent or shy, she will head off toward that student and encourage him to speak or introduce himself as she handled GE 20 Purposive Communication. In similar, IT3's stated that since most of the time, students are silently reflecting, she would stop asking for volunteers and instead initiate the discussion by posing the question. She would then scaffold the question so that students might respond or contextualize it so that they could relate to it and learn something. This could also be seen in OT2, where students are given time to voice their concerns about the topic, and in OT1's class, where he calls the students by their names to break the Silence. In support of this, Liu et al. (2020) said that damaging Silence in the classroom has grown to be a significant, passive aspect of the effectiveness of teaching and learning.

Silence is defined as forbearance from speech or noise. Recently, Duran (2020) asserted that the boundary between speech and Silence, or between perspectives and words, is complex and frequently predetermined. Silence may indicate unutterable thoughts, unalterable truths, or realities that are or appear to defy expression. In a classroom setting, Silence denotes a lack of or restricted engagement in the discussion but is also typically interpreted as an adverse reaction from the students to the teacher. According to Abbas (2020), students being silent results in a loss of social connections. This communication breakdown will cause several issues, including students' inability to practice their language skills or even reach the learning objectives. Moreover, Aubrey, King, and Almukhaild (2020) noted that linguistic, psychological, and societal variables may have contributed to the students' Silence. Further, Lopez (2021) stated that linguistic factors (restricted vocabulary, grammar, and expressiveness), as well as psychological factors, can be the cause of students' first-day Silence (shame, boredom, insecurity).

Initiation-Response-Feedback Pattern in Classroom Interaction

The most frequent form of classroom interaction during the learning process is Initiation-Response- Feedback (IRF). The process of IRF exchange in a classroom interaction is specified as the turn-taking of teacher-student-teacher in the classroom. In the "initiation" (I) part, the teacher typically asks a question, to which the student responds (R). Afterward, the teacher will provide some feedback or evaluation (F). To be seen as more pedagogically interactive in this order, the teacher should ask more referential questions than display questions. Tsui presented a descriptive framework 1994 for the sequential patterning of conversational utterances in a particular context as it evolves tum-by-tum. This method of conversation analysis in classroom conversation includes Initiation-Response-Follow up, a common type of teacher-student interaction.

Table 2. Initiation Feedback Response Pattern

Head Acts		Subclasses
Initiating Acts	Requestives	Request for Action [OT1, IT1, IT4, & IT5] Offer [OT1, IT1, IT4, & IT5] Proposal [OT1, IT1, IT4, & IT5]
	Directives	Advises [OT2, IT1, IT2, & IT3]



	Elicitations	Inform [OT2] Agree [OT2] Repeat [OT2] Clarify [OT2] Report [OT2, IT1, & IT2] Expressive [OT1, IT1, & IT2]
	Informatives	Assessments [OT1, IT1, & IT2] Favorable reaction agreement, acceptance, or reinforcement [OT2]
Responding Acts	Positive Response	
Follow Up Acts	Negative Response	Student's answer fell short [OT2]
	Temporization	Responses are weighed before concluding [OT2]
	Endorsement	Giving additional feedback [OT2]
	Acknowledgment	Accept [OT1]

Initiating Acts

These These acts are interactional beginnings such as a negotiatory query, compare or contrast, and a follow-up that prompts students to discuss (Vahedi & Mousavi, 2021). Initiating acts refers to teachers asking questions to encourage students to facilitate their comprehension (Ferdian, 2020). In this study, multiple initiations were seen and classified based on the researchers' encounters. As a result, the researchers discovered various subclasses of classroom interactions divided into requests, directives, elicitation, and informative.

Requestives. According to Tsui (1994), requestive acts initiate action in which the addressee can reply positively or negatively. In a classroom, a teacher will ask the class to participate in a presentation but will give them the choice of reacting favorably or unfavorably, which refers to questions about 'student explanation' – what they aim to do or say about a topic (Rodriguez & Wilstermann, 2018). As the teacher requested that the activity be taken, the researchers can categorize it as a request for action. This is observed in the statement below.

OT1: Have you come across this reading before? OS1: Wala pa sir.
OT1 :...Well, let us read first. Tapos, tell me who has an idea later.
OS1: (Raise hand) Sir?
OT1: Yes?
OS1: I think..um..it talks about the quality sir, sa mga pennies.
OT1: Okay. Yes, tama. What about the others? OS2: Ako, sir.

As shown above, the statement shows a form of request as it shows an act by OT1 asking something from the students. OT1 used to request an action to ask the students to do something. As Tsui (1994) states, request action acts in which the addressee is given the option of responding positively or negatively are called requestives (Vahedi & Mousavi, 2021). In this extract, OT1 asked students if they had an idea, but OT1 gave the option of responding positively or negatively. OT1'S question helps students to facilitate their comprehension and to promote classroom interaction which is considered a procedural question – this initiates teacher-student engagement (Ferdian, 2020).

Moreover, OT1 also offers students to read before concluding to solidify their ideas. However, in the classroom discourse, the action was beneficial to OT1 because OT1 wanted the activity to be carried out; for this reason, the researchers can classify it as an initiating act – a request for action. In another case, the researchers also noticed some initiating acts of the teachers where they propose their initial plan for activities – for instance, showing a PowerPoint presentation containing the quizzes they plan to utilize and the topics they will bring into the activities.

On another note, during an interview with IT1 and IT4, the researchers found that their way of initiating an interaction in the classroom should not only start by simply throwing questions but by offering an avenue for the students to talk and share first with their classmates. These participants believed that collaboration produces a more effective initiating factor of engagement in class. IT1 and IT4's perception of initiating acts are the following statements below:

IT1: I think encouragement that they need for them to collaborate uh I mean that is superficial pero I think that is better kasi nga students today if they will not threatened they will not do it and they will not follow so mao na sya akong ginabuhat..

IT4: I consider group work most of the time before starting my class.to boost engagement kumbaga.

IT5: I share maybe aside from the topic kasi nagsisimula talaga yan sa teacher kung hindi siya welcoming, aura or present takot po yung student mag share ng kanyang experiences

After reviewing the participant's responses, the researchers noticed that IT1 and IT4 both have different answers from the rest of the participants – collaboration as an initiating action. The only difference is, aside from giving way to collaboration, IT1 believed that there should be guidelines to the 'encouragement' within the collaboration to make students feel threatened. IT1 did not specify to what kind of 'encouragement' they refer; instead, IT1 just said that this encouragement is needed for students to do what should be done, not only to collaborate. Moreover, IT5 also highlighted how a teacher should be welcoming for the students to feel safe. IT5 refers to having a warm classroom that emphasizes equity and community. By considering these two concepts, a teacher may establish a setting where students feel safe, acknowledged, and valued and access challenging coursework that stimulates and develops them in meaningful ways.

Directives. This is a form of initiating act that pertains to an attempt by a teacher to get the students to do something (Putri, Vianty, & Silvhiany, 2021). Directives refer to various functions such as asking, ordering, requesting, advising, and so on (Putri et al., 2021).

These actions emphasized the significance of the appropriate use of directives by the teachers since ineffective use of directives can cause misunderstandings in learning and consequently affect students' academic performance (Vahedi & Mousavi, 2021). Moreover, these acts warn or alert students of the effect of actions on their academic performance (Vahedi & Mousavi, 2021). This form of initiating act is present in the statement below:

OT2: ...that is why, dapat magsanay mo sa writing, sa notebook ninyu. Magparequire jud kog writing notebook. For you to improve in writing...

OS1: True ma'am. Pangit kayg agi. OT2: Right?

OS2: Yes, ma'm.

Compared to the previous initiating act, directives are characterized as those initiating acts that prospect an action from the addressee and expect them only to comply (Vahedi & Mousavi, 2021). It can be carried out through an order, advice, or warning. OT2 provided the students with instructions on what they were expected to do. In the above statement, OT2 told the students about the evident 'ugly writing' of the students. Before advising them to practice, OT2 warned the students about how terrible writing negatively impacted their academic test essays. Then, OT2 suggested utilizing a notebook to practice the students' writing. OT2 used elicitation at the end of utterances, but the statement can be considered advice. OT2's initiating action shows that the teacher provides guidance and advice that the student must comply with.

Correspondingly, the way teachers initiate directive functions can also be signified by the teachers' answers during in-depth interviews. The researchers have gathered different responses on how to engage by using directives. This can be manifested in the following statements below:

IT1: so.... sometimes we can give advance organizer to our students so that they will be directed on what to learn uh.. we can give also mga graphics, since we can also give mga.... Examples that are realistic in nature.

IT2: I get in touch to the.... situation of the student I encourage him to... where we can ask the students to have their self-performance or uh speaking engagement

IT3: ...interpreting different classroom situations, giving of synthesis as well as evaluating different scenarios or situations.

It is apparent from the teachers' responses above that they have different ways of providing guidelines for the students to learn effectively. IT1 cited that using advance organizers and graphic materials is the best way to give direction to a student's learning since IT1 can utilize these graphic materials as a medium for presenting realistic examples that the students can relate to and help them build direction in their learning. Besides, IT2 highlighted the importance of encouraging students to self-performance and speaking engagement. Wherein these activities may serve as an avenue for guiding the student's ability to grow individually. On the other hand, IT3 believed that providing scenarios where students can evaluate and give synthesis is the way to initiate guidelines.

This activity may help students deepen their understanding of the topic and hone their critical decision-making skills.

Elicitation. This form of initiating act that opens interrogations (Vahedi & Mousavi, 2021). An elicitation is a form of feedback teachers can use with their students. In particular, it is the pedagogical strategy teachers use to elicit or bring out from students their understanding of a topic or subject. Researchers discovered a few elicitation categories teachers utilized to facilitate learning (Vahedi & Mousavi, 2021). This form of initiating the act is utilized to encourage to provide information, elicit agreement, elicit repetition, and stimulate clarification. The researchers present the following excerpt to see samples of their discovery.

OT2: What do you think is the main idea of this passage?

OS1: It is about the copper penny, sir. OS2: Value of the penny sir.

Tsui (1985) classified the excerpt above as a form of inquiry for which OT2 enabled students to control their turn-taking without teacher interference. OT2 increases the student's potential by giving an 'opinioning' question for students to answer (Vahedi & Mousavi, 2021). In this excerpt, OT2 asked the students, "What do you think is the main idea of this passage? This kind of question sought the students' opinions, and it was challenging linguistically since it called for presenting the student's thoughts and ideas rather than rote memorization (Chin et al., 2020). This is a form of initiating actions that elicit information from students to increase their learning and understanding of the lesson.

OT2: Sige, basaha sa ninyu then tell me later kung unsa inyung nasabtan.

OT2: Okay, S1 please stand up and share with us..kung unsa imong nasabtan sa passage.

OS1: I think sir, um...uh..kanang ano siya sir about sa weather..yata haha

OT2: Well, that is a good try. Kay muar jud siyag about sa weather no? Pero notice na naay mga unfamiliar words sa dria.. OT2: For example, the word bereft. Diba..dili man kayo na siya familiar. Well, ang meaning ani is deprived of something. Pero the thing is, pag mag summarize mo dapat avoid unfamiliar words kay dili dayun makasabot ang reader aside na lang kung gamit kag ano..um.clues.

OT2: Big words are unnecessary stuff when it comes to summarizing. Do you agree that using lengthy and unfamiliar words is not useful in summarizing?

OS1: Yes sir, kay dili dayun masabtan po.

Aside from the previous statement, the researchers found other elicitation acts utilized during their observation. The above statement shows an elicitation act during a quiz about summarizing. OT2 begins with eliciting agreement by first that big words are unnecessary when summarizing. Then, OT2 proceeds to seek agreement from the students by asking them if they agree. OT2 successfully elicited a deal since, aside from settling, S1 also briefly explained why lengthy and unfamiliar words might confuse the reader of the summary. It is evident from this statement that OT2 utilized elicitation, specifically drawing agreement from the students.

OT2: Again. Be mindful of using words to make up your summary.

OS1: Yes po, sir.

The statement above is another elicitation act witnessed from one of the classroom observations. Before OT2 started the quiz for summary, OT2 reminded the students to be mindful of using words in summarizing. OT2 gave a statement that serves as a recap of the discussion. This elicitation act repeats ideas and may be considered a reminder (Tsui, 1994).

OT2: Did you see the difference between the two passages? OS1: Ano po..kanang sa first po kay mas complete po?

OT2: Yes. Tama ka. The first summarized text kasi..um..naa siyay mga details na nagsupport sa main idea while ang ikaduha kay wala na siyay nagsunod na details diba na magsupport.

At the end of OT2's discussion, OT2 checked if the students could now distinguish between the two passages presented on the board. The two passages differ in how the other passage needs to present key points to support the main idea. OT2 then asked about the difference between the two passages to the students, which is a form of elicitation act – clarify. OT2 elicits a question that will make the topic easier to understand (Vahedi & Mousavi, 2021).

Informatives. The final subclass of initiating acts proposed by Tsui (1994) was informative. This initiating act refers to supplying information, relating the experience, transmitting evaluative judgments, or conveying beliefs. This is when teachers assist the students in better understanding a subject, problem, or method by using utterances that report information, deliver information expressively, and assess the student's performance (Arsyan, 2019). These were the final subclasses of beginning acts that Tsui (1994) proposed.

OT1: Sorry. Excuse me. OT1: Who's next?

OS1: Siya po, ma'am. OS2: Ako po. Ma'am. OT1: Oh! All right.

Regarding information, the researchers have noticed that this was the most common initiating act applied in the classroom. OT1 stated that there would be a person who would observe the class. This utterance is a report of information that serves as an alert for the

students to know about the presence of a significant person (e.g., Rahmi, Amri & Narius, 2018; Rashidi & Rafieerad, 2010; Putri et al., 2021). OT1 made this statement to inform the students of the situation.

OT1: Kinsa next magreport? Around the time sa second reporter naay musulod para magobserve. OS1: Okay po. Ma'am.
OT1: Ayaw kakulba ha. Laban lang.

Another form of information is visible in the statement above. In the example, notice that OT1 apologized to convey feelings. It meant a sense of attitude about the current error. As they frequently use conventional expressions to actualize ideas and since the responses they would give were significantly distinguishable, it was simple to identify this statement as to inform expressively (e.g., Rahmi et al., 2018; Rashidi & Rafieerad, 2010; Putri et al., 2021).

OT1: Wala man jud nagasulat na karon ay..
OS1: Hahaha... Sorry ma'am. Mas dali daw ni po. Kanang mag picture na lang daw po.
OT1: Mao jud. Pasa na lang og mga ppt. Then students just take pictures.
OS1: Yes ma'am.
OT1: Lagi...because of technology – Kasi unlike the traditional, there are students who just record using their phones.

Instead of simply informing, the statement above is when OT1 gave a judgment towards a scenario the reporter gave. OT1 assessed that students no longer prefer writing since they would record the topics. OT1 also utilized the information to make judgments or evaluations of an event and express a favorable assessment, providing information or imparting knowledge and expressing sentiments and views (e.g., Rahmi et al., 2018; Rashidi & Rafieerad, 2010; Putri et al., 2021). For the students' understanding to expand, OT1 shared an explanation that serves as an informative assessment.

Similarly, during the interview, the researchers were able to see a glimpse of how the teachers provide assessments and information to the students, in which most of them believe in considering the students' feelings in giving assessments. This can be exemplified in the following statements below:

IT1: they should be given, they are.... to be given a correction for their.. learning purposes positively..when you provide feedback you'll need to follow strength on the students then what are the weaknesses and what can you recommend to improve their performance you always follow that one so that parang dili pud ma disturb ang ilahang ano ba feelings o di pud ma apektohan...

IT2: I always respect the idea of the students. Although that idea might....might not be mine but because we are on the process of engaging the talking engagement of the students so, everything must be considered into a very umh... what is that constructive criticism

In order to ensure the students will improve after being assessed, IT1 provides feedback that In order to ensure the students will improve after being assessed, IT1 provides feedback that follows the strengths and weaknesses of students in a positive way. It is because most of the interviewed teachers observed that students are becoming more sensitive nowadays. That is why, according to most participants, staying professional when giving assessments is essential instead of attacking students personally. Besides, IT2 emphasizes the importance of constructive criticism in assessing the students since this will benefit the students in becoming more compassionate and understanding, thus improving relationships personally and professionally with their teachers.

Initiating Acts

The start of class and the end of class are two crucial times during teaching. Events that occur during these periods may impact both learners' motivation to learn and their capacity to integrate critical ideas (Dwiana, Basthomi, Anugerahwati, & Syahri, 2021). According to research, students' understanding and context transfer dramatically increase when teachers establish clear links between concepts throughout class sessions, no matter how fleetingly (Hariri & Moini, 2020). When a teacher begins the session, it should be remembered that each student has unique personal qualities, motivations, and cognitive abilities. So, a lesson stage should be carefully planned to reduce stress and capture their attention. Warm-ups should be a part of this—ask teaser questions first and inquiries that will arouse interest and establish expectations (Batson, 2021). For instance, brainstorm and reconstruct previous content. This approach helps students access existing information and directs meetings (Ferlazzo & Sypniewski, 2018).

Responding Acts

A responding act is an expression that satisfies the interactional expectation put forth by the previous initiation and does not question the latter's pragmatic assumptions (Tsui, 1994). These acts refer to students' variety of response actions from a teacher's step of initiation

(Selvaraj, Azman & Wahi, 2021). These actions pertain to temporization, a positive action, and a negative responding act. Detrich, Cleaver, and States implied in 2019 that the teacher's initiation symbolizes a response to the participants' initiation move. It implies that the students interact to respond to the teacher's input.

Positive Response. This response act shows a favorable reaction to agreement, acceptance, or reinforcement (Gan, An, & Liu, 2021). A learner's positive response relies on how appropriate and engaging a teacher's initial action is (Gan et al., 2021). Moreover, a supportive and enthusiastic teacher's attitude influences students' attitudes and behavior positively (Lee, 2019). A teacher's discouraging approach is more likely to demotivate students from studying (Li, 2022). This act is evident in the statement below:

OT2: Are you good?
OS1: Yes sir.

As shown above, OT2 elicited, "Are you good?". As a result, the students nodded in agreement with the teacher. This reaction action comprised proactive measures to deliver a desired response, which achieved the initiating act's illocutionary purpose (Gan et al., 2021). As the researchers have noticed, OT2's constant utterance of "Are you good?" during the discussion is OT2's way of checking if the students are still with him, listening and engaged with OT2's discussion. OT2's elicitation produces a positive response from the students by saying, 'Yes, sir,' since OT2 initiates an act that makes them feel 'belongingness.' This activity usually receives a positive response since these acts indicate that teachers are driven and interested in supporting the students to progress further (Buecker, Nuraydin, Simonsmeier, Schneider & Luhmann, 2018).

Negative Response. This response act is a reaction where the stimulus is minimized or avoided altogether (Gan et al., 2021). A negative response happens when there is a dissatisfied student (Hansen, 2021). However, sometimes, a student has a concern they never bring to the teacher's attention. Moreover, it may later show up as an end-of-course the teachers least expect. The statement below shows an example of a negative responding action.

OT2: Dili dapat about weather ang key point ani ha..it is about the tiny spider. Do you understand?
OS1: No, sir.
OT2: I mean it does not talk about the spider alone but also its size

'Do you understand?' was the OT2's elicitation in the excerpt above. OT2 inquired if the students understood the discussion. They answered, "No, sir," as their response. The statement shows that the student's answer fell short of the initiating action, making it a harmful responding act (Gan et al., 2021). In the statement above, OT2's 'explanation' regarding the topic is poorly elaborated, so the students are still confused about what OT2 means. In order to instruct all students, teachers must have a firm grasp of their subject matter and the flexibility to relate one idea to another and resolve misunderstandings. Teachers must understand how elaborating on concepts helps students understand or solve misunderstandings about the topic (Shanmugavelu et al. 2020).

Temporization. Another type of student responding act found is temporization. This is where elicitation is to put off both positive and negative responses until some later time before taking a conclusion (Gan et al., 2021). This is manifested in the statement below:

OT2: Give 1 if it's wrong. If the answer is focused on itsy bitsy then 2 points. Got it? OS1: Sir what if the passage tells us about the weather?
OT2: Focus man is...mainly talked about kay ang spider. So it's not about the weather.

Unlike the first two responding acts, where a one-sided response is given, the excerpt above is from an elicitation where things are weighed before concluding. OT2 asked the class if they were on the same track as the teacher. While some students responded "no," one student used temporization to react to OT2's initiative. The student did not respond to OT2's query; instead, the student asked a question related to the topic, which drew a discussion. This reaction opens to a later conclusion that may be both positive and negative (Gan et al., 2021).

Responding Acts

Even if most interruptions are minor and manageable right away, it is helpful to record the questions and check in with the student afterward (Hansen, 2021). If a student is still making social learning errors and redirections have failed, a teacher may need to reteach the material to them to avoid confusion (Shanmugavelu et al., 2020).

The crucial phases are to explain the rule or procedure to the student, demonstrate what that looks like, and then provide the student with a chance to practice. As a result, this will help students build and solidify their responses (Gan et al., 2021).

Follow-up Acts

According to Selvaraj et al., in 2021, follow-up completes the cycle by bringing the initiation and reaction to a conclusion. Follow-up acts indicate that the student receives instant approval, feedback, or assessment for their answer. As Arsyani Ani stated in 2019, feedback is regarded as information transmission; thus, they were expected to reply favorably to student contributions and grow, develop, or offer extra information. Moreover, Chin et al. (2020) asserted that a comment might elicit an answer through exemplification, justification, or enlargement. Also, students who can take constructive criticism effectively comprehend that feedback highlights what they need to do to improve rather than criticizing them personally.

Endorsement. This follow-up form may serve as approval (Selvaraj et al., 2021). This act may refer to a teacher giving additional feedback that emphasizes confirming a student's performance or showing actions that pertain to approval, for instance, nodding the head for approval (Jaeger, 2019). The passage below shows this form of follow-up action.

OT2: Remember, be careful with words when it comes to summarizing.

OS1: Sir okay lang ba ang 'the value of copper penny during World War II'?

OT2: That's good too! But perhaps you could add the detail 'when' to emphasize the time.

Most people love receiving praise, and it can help us feel more confident and valued when others recognize our efforts. Giving students constructive criticism is essential to improve learning and confidence (Appel, 2021). Notice how the OT2 praises the student's answer and delivers an encouraging comment for improvement.

OT2 follow-up is an example of a supporting comment – endorsement.

Acknowledgment. This is another form of a follow-up act where a person's reaction to a stimulus is accepted (Selvaraj et al., 2021). Unlike endorsement, acknowledgment is a greater type of confirmation than simply awareness, which is when a teacher acknowledges the thoughts and feelings of the students by complimenting, listening to, adding to, and so on (Mousavi & Vahedi, 2021). On the other hand, endorsement is the ultimate form of confirmation and indicates that a lecturer concurs with the learner (Jaeger, 2019). The statement shown below is an example of acknowledgment.

OT1: Haluh. Wait..sorry. Excuse me ha. Kaalala mo atong mga pictures gud na kailangan pa siya iscratch bago mag appear. Benta kayo to sa mga bata.

OS1: Ma'am naa sad tung mga pambata gani na puzzle po OT1: I remember! Oo, those puzzles na kanang colorful sad ay, makalingaw and educational at the same time.

OS2: Yes po ma'am. Klase klase jud to sila.

There are small steps that teachers can take to bring more equity into their spaces. Teachers can give students more voice in the classroom: ask them what interests them, how they learn best, and what questions they have about the topic; open discussions; and plan activities and lessons around their interests (Spiegel, 2021). Looking at the excerpt above, recognizing shared interests or acknowledging shared experiences creates strong bonds in the classroom. For instance, recognizing the need to find a way to get students to feel better about things inside the classroom may help them interact (Mousavi & Vahedi, 2021). This recognition of interests includes sharing experiences, ideas, beliefs, and how they learn best (Spiegel, 2021).

Follow-up Acts

Discussions can significantly increase student motivation, develop intellectual flexibility, and promote democratic behavior. They give students a chance to hone various abilities, such as the capacity to state and defend opinions, consider opposing viewpoints, and gather and assess evidence (Selvaraj et al., 2021). Leading a conversation can be nerve-wracking because talks are spontaneous and call for us as teachers to relinquish some degree of control over the information flow, even while discussions offer opportunities for inquiry and discovery (Mousavi & Vahedi, 2021). The teachers, fortunately, guarantee that interactions are dynamic without becoming investigative and without losing focus by carefully organizing our responses (Shanmugavelu et al., 2020). Planning a discussion can be made more accessible by considering cognitive, social/emotional, and physical elements that might encourage or hinder a fruitful exchange of ideas (Jaeger, 2019).

Conclusion

It follows from the research findings that neither the exact form of the Feedback-response pattern nor student or instructor dominance are possible outcomes. In this instance, it naturally depends on classroom engagement. In other words, the teacher and the students have an equal opportunity to participate actively and in a dominant manner in the classroom. This result contrasts with those of earlier

studies, which revealed that even when the pattern was tried to be applied in the classroom (e.g., Rahmi et al., 2018; Rashidi & Rafieerad, 2010; Putri et al., 2021), the teacher continued to dominate the interactions throughout the period. However, other research showed that the student response shaped the activities in the classroom (Selvaraj et al., 2021).

The findings reveal that when it comes to initiation, teachers act first, followed by the occasional student initiative. So, it is not implied that follow-up occurs following each interaction in the classroom. Also, the information gathered showed that the teacher and the students participate equally in the learning process. Teachers encouraged students to evaluate their learning and thinking processes to foster student initiative. This entails acknowledging students' emotions, complimenting or motivating them, utilizing their suggestions, posing inquiries, and allotting time to help silent and confused students in the classroom.

On the other hand, students occasionally respond to teachers' questions and even raise their concerns or provide their perspectives. It was discovered that a responding move and an initiating action, or a responding move and a follow-up move, are required when it comes to turn-taking. As such, it cannot be maintained that classroom engagement always follows the order of initiation-response-follow. Occasionally, students would initiate conversation. The lecturer often followed up with a response either. Thus, it does not imply that follow-up happens in every contact in the classroom. This is consistent with interaction sequence researchers Karini, Syakira, and Aisyah's (2022) findings. They claimed that more than simply analyzing is required to end the sequence. The teacher may occasionally need to speak longer to show the students that the pattern is ending.

The study's outcome formed a realization that the specific form of the IRF pattern would not lead to either a teacher's or a student's dominance. In this case, it inevitably depends on how the students are participating in class. Enhancing students' interactions with teachers will have significant, beneficial, and long-lasting effects on their academic and social growth. Accomplishments and improvements will not come from merely enhancing the interactions between students and their teachers. Nevertheless, students with close, collaborative ties with their teachers will perform better academically than those with more problematic relationships. At this point, the researchers learned that a student who has a great sense of personal connection with her teacher engages in frequent communication with the teacher and gets more encouragement and praise from her teacher than mere criticism - the student will be more likely to demonstrate more trust in her teacher, cooperate in learning more, perform better in class, and accomplish academically at greater levels. On the assumption that the course material is engaging, age-appropriate, and well-matched to the student's abilities, positive teacher-student relationships encourage students' desire to study

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Affiliations and Corresponding Information

Christian Jay O. Syting, PhD

University of Mindanao – Philippines

Gretchen C. Mediano

University of Mindanao – Philippines

James G. Cruz

University of Mindanao – Philippines

Shanylle P. Tayo

University of Mindanao – Philippines