



Analysis of Interactional Processes in Foreign Language Classroom

KHADROUN Salem*

University of djelfa
(Algeria)

Salemkhadrone6@gmail.com

SAIDI Hadjer

University of djelfa
(Algeria)

tracymacgrow@gmail.com

Abstract

This study explores the different types of teacher talk in classroom interactions, utilizing Flanders' Interaction Analysis Category System (FIACS) as a framework to describe and analyze these types in a third-year middle school class. A qualitative approach was employed, with data collected through classroom observations and teacher interviews to gain deeper insight into teachers' choices regarding interaction and language use. The findings showed that various types of teacher talk were used in varying degrees, with indirect talk being more prevalent than direct talk. This led to greater student engagement in classroom interactions. The study provides valuable guidance for middle school teachers on how to select appropriate types of talk to promote more student interaction in the classroom.

Article info

Received

September 16 ;2024

Accepted

October 19 ;2024

Keyword:

- ✓ classroom language
- ✓ teacher talk, Flanders'
- ✓ Interaction Analysis
- ✓ Category System,

* Corresponding author

1.1. Introduction

Teacher talk (TT) holds a crucial role in language classrooms as it supports students' learning by aiding in classroom management and language acquisition. According to Nunan (1991, p.89), the success or failure of a teacher's lesson plan often hinges on the effectiveness of their classroom communication. This is demonstrated by the ability of TT to promote student learning and engagement through a conscious or unconscious alignment of teaching objectives with language use. Additionally, TT fosters student interaction and helps develop their communicative competence.

Although TT is regarded as the foundation of classroom interaction, it can occasionally limit student participation due to the teacher's dominance in classroom discourse. To address this, various methods have been created to examine and assess teacher behavior and talk, including those introduced by Flanders (1965). Flanders' system was designed to help train teachers to decrease the amount of teacher talk, or 'direct' teaching, in order to encourage more balanced interaction.

2. Review of literature

2.1. Classroom interaction

Interaction, as Flanders puts it, is the process where teachers and learners play as active participants in teaching and learning processes. The teacher interacts with his students through asking questions, providing information and facts, giving directions, praising learners' efforts or production, criticizing a student's bad behavior...etc. (Flanders, 1965, p.253). Similarly, Allwright and Bailey (1984) consider classroom interaction as a process that should be collaboratively managed by all participants. However, language teachers play a key role in this, as they determine who speaks, to whom, about which topics, and in which language. According to them, it is not something

achieved by a single person, but a process that requires collaboration from all participants involved (p.19).

It is well-recognized that participating in classroom interaction gives language learners the chance to apply new vocabulary and structures introduced in lessons, allowing them to practice these elements in a real context. Long (1996) argues that interactive engagement promotes language acquisition by generating conversational and linguistic adjustments during discourse, which supplies learners with the necessary input for learning. Pica et al. (1996, pp. 60-61) observed that learners who engaged in interaction with both their peers and their teacher demonstrated higher motivation, greater initiative, and reduced anxiety about their learning. Their language use was marked by frequent communication and encompassed a variety of sociolinguistic functions.

2.1. Defining teacher talk

Teacher talk (TT) is often defined as the specific language that teachers use in the classroom to address their students and to control and manage their teaching. Put differently it is the language used by teachers in the classroom to attain instructional purposes, provide language input and train the students to use that language in the classroom context. According to Sinclair and Brazil (1982), teacher talk (TT) refers to the language used in the classroom that takes up a significant amount of class time. It serves to give instructions on how to begin activities, provide commands to keep students focused, ask questions to assess comprehension, and correct unacceptable behaviors. Therefore, TT is the language used by the teacher to introduce the target language in a teaching setting. Additionally, TT serves as an interactive tool that encourages learners to actively participate in classroom discussions. Furthermore, TT is that language used for the management of the classroom such as giving instructions on certain tasks, explaining learning materials, or

giving orders and comments to ensure the continuity of the teaching process.

2.2. Flanders Interaction Analysis Category System (FIACS)

Interaction analysis is a very famous technique used to describe and analyze teachers' talk and behaviors in the classroom. It refers to a checklist of criteria for the classification of communication of a talk in the classroom. For Flanders (1970, p.17), interaction analysis is a helpful instrument "to decide how teachers and students can explore different patterns of interaction and discover which patterns they can use in order to improve instruction".

Flanders Interaction Analysis Category System to classroom interaction (FIACS) was developed and used to classify the verbal behaviour of teachers and students as they interact in the classroom. In other words, it is a systematic observation to identify, study, classify and measure specific variables of classroom interaction within instructional learning situation. The main aim of this category system is to distinguish and keep records of the teachers' and students' talk in

the classroom to distinguish between the actions that increase students' talk from those that minimize it. Similarly, Brown (2001, pp. 168-169) suggests that FIACS is beneficial for both researchers and teachers in several ways: 1) It offers a framework for analyzing teacher and student talk, as well as measuring the time spent on each category and the frequency of each occurrence during classroom interaction. 2) It provides a means for teachers to assess their own teaching practices, including how they pose questions to students, whether they provide excessive information, if they offer adequate praise, and if they give students opportunities to initiate conversations. 3) It helps foster a cooperative classroom environment, particularly when teachers recognize and accommodate students' emotional needs by treating each student as an individual.

The teachers' and students' verbal behaviors are encoded by into 10 categories which include teacher talk, students talk, silence or confusion. These 10 categories are classified in Table 1.

Teacher talk	Indirect influence	1.Deals with feelings
		2. Praises or encourages
		3. Accepts or uses ideas of students
		4. Asks questions
	Direct influence	5. Gives information (lecturing)
		6. Gives directions
		7. Criticizes or justifies authority
Student talk		8. Student talk, response
		9. Student initiation
Neither T nor	Student talk	Silence. Confusion

Table 1: Flanders' Interaction Analysis Category System (FIACS) (1965, p. 255)

2.3. Teacher talk in Flanders Interaction Analysis Category System (FIACS)

To systematically observe teacher talk in classroom interactions, it's essential to comprehend the meaning of each category.

1) Deals with feelings

In this category, the teacher addresses and discusses students' emotional challenges in a supportive and non-threatening manner, using both verbal and non-verbal approaches (French and Galloway, 1968). This approach helps create a safe environment for students and

boosts their confidence, encouraging more effective engagement in the learning process.

2) Praises or encourages

This category includes teachers' support towards their students 'praising, complimenting and telling them that their ideas work. This can enable them to participate more in the classroom and boost their confidence. However, teachers' appraisals should not be merely shown by saying "good job!" or "well done!" Nodding head, saying "uh huh!". It can also simply include repeating the students' answers.

3) Uses or accepts ideas of students

While this category is similar to the first, it differs in that it focuses solely on accepting students' ideas rather than their emotional expressions. This means that after a student makes a suggestion, the teacher might paraphrase, simplify, or summarize the statement. According to Sofyan and Mahmud (2014, p.47), teachers should actively acknowledge the student's contributions by clarifying, utilizing, and interpreting their ideas.

4) Asks questions

This category consists of display questions that the teacher anticipates receiving an answer to. These questions, related to content or procedures based on the teacher's concepts are designed with the expectation that a student will provide a response (Flanders, 1970).

5) Gives information (lecturing)

Giving information (or lecturing), which is considered as the most frequently used in the classroom, is a form of verbal interaction that may be used to introduce, review or highlight a particular point about a given topic. In this category, the teacher gives facts about content or procedures through printed materials, audio recordings and visual aids.

6) Gives directions

To arrange the seating of the students or manage the classrooms tasks, the teacher may give directions to get the students practice the target language. However, the teacher's

directions (or instructions) should be precise and clear so that the classroom activity can be maintained and the teaching and learning processes will succeed.

7) Criticizes or justifies authority

Criticizing and justifying authority can include the statements that are supposed to change pupils' behavior from non-acceptable to acceptable. In fact, the teacher may face difficulty in dealing with some students' behaviours especially when they are the result of puberty and teenage (Sofyan and Mahmud, 2014, p.47), so the teacher should be careful in interpreting this type of behavior. The teacher can show dissatisfaction and rejection of these behaviors through informing the learners that what they do in the classroom is not acceptable. However, this process should be accomplished in a manner that does not harm the students' self-confidence and willingness.

It's important to recognize that while FIACS is a valuable tool for analyzing teacher behaviors, it has both advantages and drawbacks. This system offers an objective way to differentiate between teacher behaviors and teacher characteristics (Evans, 1970). Its focus is on describing rather than evaluating various teaching-learning scenarios. Additionally, it is straightforward to learn and use, and it is applicable across different subject areas and grade levels.

However, FIACS has its limitations. One significant drawback is that it does not account for nonverbal behaviors that occur in the classroom (Evans, 1970). Additionally, the system does not address variations or extremes within each category. Another limitation is that it may not be suitable for certain classroom activities, such as when students are engaged in individualized work.

2. Research context

This research is an attempt to provide a deep understanding of one specific actual phenomenon, which is teacher talk. It adopts a qualitative approach as the data were collected through two qualitative tools which are:

observation of teacher talk types and a teacher's interview to obtain more insights about the students' decision concerning language use and classroom interaction.

2.1. Setting and subjects

This research involved two English language teachers, one male and one female, who are currently teaching third-year students in a middle school. The teachers were selected according to the non-probability convenience sampling method which relies on availability of the participants who are mainly close to the researcher or are easily accessible (Berg, 2009, p.32). Each teacher was observed across three sessions. The Third Year level was selected because students at this stage are able to interact comfortably with their teachers using appropriate English and are not under the stress of preparing for official exams

2.2. Data collection instruments

a- Classroom observation

Classroom observation is the first research tool used in this study. It was chosen because it is regarded as a form of qualitative approach that enables the researcher to describe activities as they happen in the classroom and to collect linguistic as well as interactional data for later analysis. Classroom observation can help the researcher to watch behaviors of people in certain contexts to achieve authentic and objective information

In table 2.1 below, the frequency and percentage of each type are presented:

Teacher talk types	Frequency		Total frequency	%
	Teacher 1	Teacher 2		
Accepts feelings	5	1	6	3%
Praise or encouragement	22	19	41	20.5%
Accepts or uses student's ideas	1	1	2	1%
Asking questions	48	15	63	31%
Lecturing	8	16	24	12%
Giving directions	21	21	42	21.5%
Criticizing or justifying authority	8	14	22	11%
Total	113	87	200	100%

Table 2.1: Frequency of occurrence of teacher talk types

about the phenomenon of interest (Mackey & Gass, 2005),

This research adopts a non-participant observation in the classroom context. Put differently, the researcher does not participate in the study and sat at the back of the classroom in order not to disturb the process being investigated While observing, the researchers uses an observation checklist which contains seven aspects for observation following Flanders' scheme for coding categories of the verbal behavior for each teacher during the study and also the frequency of occurrence of each category, and the total occurrences of each category for both teachers.

b- Interview

Even though classroom observation provides an accurate portrayal of the teacher's verbal behaviors, a second tool was used: a semi-structured interview This tool was used to make the data more valid and meaningful. The use of the interview was utilized to explore the teachers' perceptions about their verbal behaviors in the classroom and also to find out the reasons behind their behaviors. It consisted of 7 open-ended questions on the teacher's attitudes towards the types of talk observed in the classroom.

3. Results

3.1. The analysis of classroom observation

The most common type of teacher talk observed was asking questions, with 63 instances (31%), as indicated in the table above. Giving directions was the second most frequent type, occurring 43 times (21.5%). Praise and encouragement ranked third, with 41 occurrences (20.5%), followed by lecturing, which was observed 24 times (12%). Criticizing or justifying authority appeared 22 times (11%). The least frequently used types were 'accepting feelings' with six occurrences (3%) and 'accepting or using students' ideas' with two occurrences (1%). The next section provides examples of the different types of teacher talk found in both classes.

3.1.1. Description of teacher talk

a. Asking questions

Asking questions was the most prevalent type of teacher talk, accounting for 31%. In this category, the researcher observed that questions were deliberately used by the teachers, with Teacher 1 asking more questions than Teacher 2. These questions were employed to start activities, stimulate students' curiosity, and engage them in the learning process.

b. Giving directions

The second type used by the teachers was giving directions with 21.5%. The two teachers, who used the same number of directions, usually gave directions as a strategy to keep the lesson going on and to get the learners focused during the session.

c. Praise or encouragement

The third type used by the two teachers was Praise or encouragement with 20.5% (22 for Teacher 1 and 19 for Teacher 2). This type of talk is typically deliberate, as teachers offer praise and encouragement to spark students' interest in the subject being taught. It was noticed that they used this type of talk to elicit more responses from her students.

d. Lecturing

Lecturing is an essential step in classroom interaction where the teacher and

students negotiate and share knowledge. Lecturing appeared as the fourth category employed by the teacher with 12% occurrences (8 for Teacher 1 and 16 for Teacher 2). In relation to this category, each teacher gave an oral presentation of principles and facts to the students. It was found that lecturing was even used to explain the learning objectives.

e. Criticizing or justifying authority

Feedback is provided not only through praise or encouragement but also through criticism or by justifying authority. This category appeared in classroom interactions 11% of the time (eight instances for Teacher 1 and 14 for Teacher 2).

f. Accepts feelings

This category was one of the least frequent types observed in the classroom, occurring 3% of the time. Although the proportion varied across sessions, it consistently represented a smaller portion compared to the other categories

g. Accepts or uses student's ideas

The findings indicated that accepting or using a student's idea accounted for 1% of the total talk in both meetings. This type of teacher talk was also identified as the least frequently used in the classroom.

3.1.2. Direct and indirect influence

The results of this study revealed that the proportion of direct talk influence in classroom interaction was lower than indirect influence. Generally, 55.5% of teacher talk time was dedicated to indirect talk. This reflects the fact that the teacher spent most of his talking time in asking questions, praising and encouraging, accepting feelings and accepting or using students' ideas. The table below describes the frequency of the indirect talk:

Types of teacher talk		Percentage	Total Per.
Indirect Influence	1. Accepts feelings	3%	55.5%
	2. Praise or encouragement	20.5%	
	3. Accepts or uses student's ideas	1%	
	4. Asking questions	31%	

Table 2.2: Indirect talk proportion

In comparison to the proportion of indirect talk, the direct talk proportion in classroom interaction was found to be lower, at 44.5%. As a result, this indicates that the teacher spent less time lecturing, giving instructions, and criticizing or defending their authority.

The table below shows the frequency of the direct talk.

Types of teacher talk		Percentage	Total Per
Direct Influence	Lecturing	12%	44.5%
	Giving directions	21.5%	
	Criticizing or justifying authority	11%	

Table 2.3.: Indirect talk proportion

3.2.The analysis of the teacher's interview

To reinforce the observation results, interviews were conducted with two English language teachers. The teachers were required to justify their verbal behaviours.

Q1. When your students get disappointed because they find an activity difficult or because they make a mistake, you usually say "no problem, OK, it's alright". Would you explain why, please?

Teacher 1 claimed that when the students face difficulty in doing an activity or making mistakes, they get frustrated and confused so *"I try to make them feel comfortable by accepting their feelings"*. Teacher 2 said that it is important to create a safe and supportive learning environment for the students by acknowledging and accepting their feelings, especially when they express negative emotions such as disappointment, frustration, or anger.

Q2. You often repeat students' answers or use expressions such as "nice, good, why not" as a response to your students' contribution. Do you have any purpose for complimenting their answers?

Teacher 1 asserted that repeating student's answers or complimenting their responses is a key factor to set and stress self-confidence and to *"ensure that students keep learning the target language with high self-*

esteem". Teacher 2 claimed that providing positive feedback can help build students' confidence and motivate them to engage in the learning process. When students *"feel like their contributions are valued, they are more likely to participate actively in the classroom"*.

Q3. In your teaching, you tend to accept a student's idea or suggestion on how an activity should be started orally or by writing it on the board. Would you explain?

According to Teacher 1, accepting a student's idea represents a simplified technique to ensure that all learners can understand or work with the teacher. Their suggestions can provide new insights on the way they think or the way they produce information in the classroom. Validating the students' contribution can *"help me tailor the learning experience to their needs and interests, and this can lead to more meaningful learning outcomes"*. Teacher 2 states that *"when a student suggests an idea on how an activity should be started orally or by writing it on the board, I think a teacher should validate the student's contribution and encourage him to participate actively in the classroom."*

Q4. How do you explain your use of questioning to make your learners rethink what they have previously learned and relate it to the subject of learning at hand?

Teacher 1 explained that posing a series of questions not only sparks students' curiosity but also helps activate their thinking and gets them into a learning mindset. Questions, according to her, can also help them *"set up an imaginative picture of the topic they are learning, especially when visual aids are not available"*. Teacher 2 stated that by asking questions, the students can be challenged to think more deeply about the topic, make connections to prior knowledge, and apply new concepts to real-world situations. For this teacher, the type of questions he asks helps the students gain confidence and feel more comfortable to participate because they are simply easy to understand.

Q5. You sometimes use Arabic when students cannot understand your directions. Could you explain?

Teacher 1 stated that sometimes she needs to use the students' native language to help them understand instructions when they are unable to comprehend them in the target language. She also added that using Arabic is helpful to explain some complex instructions. Teacher 2 posits that the use of the native language in the classroom is necessary when dealing with instructions that are difficult to explain in the target language. However, for this teacher, it is important to use the native language only occasionally to make comprehension easier and to increase the target language use as much as possible to promote language acquisition and fluency.

Q6. You provide directions to change a student's non-acceptable behavior more than direct criticism. Would you explain?

Teacher 1 mentioned that frequently offering direct criticism hinders students'

creativity and imagination in the classroom. She explained that giving some follow-up directions instead can make the students become more disciplined and, therefore, avoid being passive. However, according to her, frequent criticism *"leads learners to hate the session and, thus, lose any interest in learning the target language"*. Teacher 2 tends to focus on giving instructions and guidance when working with his students, rather than merely criticizing their behavior. He also added that *"providing directions helps students understand what they should do to behave in a more acceptable manner"*.

Q7. How do you explain your use of short directions more than long directions in your teaching?

Teacher 1 stated that giving lengthy instructions can sometimes restrict students' learning and limit their chances to engage with their peers about the task or text content. Therefore, by giving short directions, the learners will have more space to deal with the content. She also added that, *"Learners get bored quickly, so I move on rapidly to practice and give them more space to communicate with the content and with each other"*. Teacher 1 claimed that he uses short directions more frequently than long ones because short directions are easier to understand and remember.

4. Discussion

The next section presents the key findings from the two research methods employed in this study: classroom observation and teacher interviews.

4.1. Analysis of the middle school teachers' talk

The classroom observation results indicate that questioning was the most frequently used form of communication, accounting for 62 instances (31%). However, many of these questions were display

questions, which elicit limited responses from students. During the interview, teachers concurred that questioning helps students develop critical thinking, activate prior knowledge, and foster creativity.

This is consistent with Brown's (2001) claim that questions promote student engagement. However, teachers seem to prefer using display questions because they are useful to check whether the students have grasped the key elements of the lesson. Many researchers, including Tsui (2001), highlight the importance of display questions because they are intended to assess students' prior knowledge and comprehension, as well as to encourage increased interaction and participation in the classroom.

The second type used by the teachers in the classroom was giving directions accounting for 43 occurrences (21%). This implies that an enormous amount of time giving directions, commands, or orders was spent by the teachers. This aligns with Aisyah's (2016) research, which discovered that EFL teachers frequently use directions, as learning a foreign language inherently needs teacher guidance. During the interview, teachers mentioned that they prefer to use brief and straightforward directions, often accompanied by explanations in the students' native language, to save time, keep students focused, and lessen cognitive overload.

Moreover, it can be inferred from the results that teacher's praising and encouraging took up 20.5% of the total talk with 41 occurrences. In fact, giving feedback without outright rejecting students' efforts can motivate them to engage more in discussions, as it lowers their hesitation to participate (Mustapha et al, 2010). Additionally, it indicates that teachers valued students' perspectives and attempts, as their corrective feedback was

generally suitable and supportive rather than simply critical.

In this study, the teachers said they praised their students frequently because this can be a key factor to develop their students' self-confidence and a way to motivate them to engage in the learning process. Riegel (2005) observed that praise, whether given by a teacher or a student, is a form of evaluative feedback characterized by positive expressions like "good," "nice," or "great" (p.31). However, when praise is exaggerated, it can disrupt the flow of a lesson, potentially leading to a loss of focus.

Lecturing, where the teacher provides target language input, was among the frequent types that occur while teaching. In reference to classroom observation, this type of talk took up about 12% with 24 occurrences. According to Ellis (1994), although lecturing can provide comprehensible input, it can hinder their language development or lose interest if lecturing is used excessively.

Criticising or justifying authority in this study occupied 11% with 22 occurrences from the total talk. The teachers in this research tend to avoid direct criticism and used instructions to change a student's non-acceptable behavior. In fact, Teachers should be clear and firm about classroom expectations while steering clear of harsh or frustrating comments, as these can leave students with negative feelings and affect their behavior. Allwright and Bailey (1984), caution the fact that criticism can be harmful if it is too negative or delivered in a way that is demotivating or discouraging to students. To avoid these negative effects, they suggest that teachers use criticism in a constructive way, offering specific feedback and suggestions for improvement, and framing criticism in a way that is supportive and that encourages students to continue working towards their goals.

Accepting students' feelings occurred less than other categories, and it took up 3% with six occurrences. This can be seen in the teacher's verbal and non-verbal behaviors in the classroom. In fact, observations in the classroom have shown that teachers demonstrate acceptance of students' feelings through gestures like smiling, nodding, and offering positive reassurances such as "no problem" or "it's alright."

The last type of teacher talk is accepting or using a student's ideas. This category has the least proportion among all categories 1% with one occurrence for each teacher. The teacher talk here is characterized by his acceptance of the student's suggestions or ideas either in writing or speaking using his words. This type of talk is considered as a strategy to explore new insights into students' thinking and production. This seems consistent with French and Galloway's claim that the active involvement and reinforcement by implementing students' ideas through verbal and non-verbal cues in discussion a necessary step should be taken by the teacher to foster classroom interaction and classroom learning (1968, p. 05).

4.2. Direct and indirect influence

Direct influence refers to the specific verbal behaviors that teachers use to impact their students' learning. This includes behaviors like asking questions, giving directions, and providing feedback. Indirect influence, on the other hand, refers to the more subtle ways that teachers shape their students' perceptions of the classroom environment and their own abilities. For example, a teacher who uses positive language and encourages student participation can indirectly influence their students' self-esteem and motivation to learn. For Flanders (1970), the main difference between direct influence and indirect influences is that the first one restricts the student action of freedom which results in making him less independent from the teacher

while the indirect influence "encourages participation by the student and increases his freedom of action".

In this study, in relation to the ratio of direct and indirect influence, it is shown that teachers are less direct in their teaching. As concerning, the indirect influence it is revealed that it represents 55.5% of the total talk while the direct influence occupied 44.5%. This implies that there is an increase in the interaction with their teacher and with each other. Drawing on these results, it is clearly shown that the teachers' behavior was favorable for promoting students' freedom of action and interaction.. This is due to the fact that both teachers were able to maintain an adequate indirect influence during interaction. This implies that there should be more focus on adopting a more indirect approach in order to enhance students' freedom of action and encourage participation. This finding seems in line with Brown's (2001) claim that teacher talk should not restrict students' opportunities to engage in classroom interaction (p.99). This is also in line with research findings of Malamah-Thomas (1987) which noted that if the teacher does more indirect talk in the processes of teaching and learning.

5. Implications and suggestions of the study

The findings of this study provide an in-depth understanding of teacher talk types that EFL middle school teachers use in the classroom. It also highlights their direct and indirect influence on the total classroom atmosphere. The findings of this study suggest new practical insights to EFL middle school teachers. It signals the importance of questioning and the way it affects classroom interaction. Even though the study reveals that questioning is the mostly used type in classroom discussion, it does not guarantee that questioning stimulates successful communications as put by Chaudron's (1988, p.130) claim that the general picture of classroom interaction resulting from teacher's

questioning is that questions alone may not promote a great amount of learners' target language output. Therefore, the teachers should pay attention to the form and content of their questions if they want to avoid static interactional patterns. In addition, the teachers should be creative concerning the ways they provide input because teaching materials such as textbooks are insufficient to place in real-life target language situations. This article does not impose on teachers the way they should teach, but it sensitizes teachers on the importance of the potential effect of learners' suggestions and their intellectual and emotional contributions in designing successful lesson plans.

Conclusion

This study aimed to explore and describe the various types of teacher talk present in Algerian EFL middle school classrooms. The findings showed that teachers utilized all forms of teacher talk outlined in Flanders' framework, though with varying frequencies. Additionally, the teachers tended to have a more indirect influence in the classroom, suggesting that they made efforts to offer students opportunities for meaningful interaction, allowing them to negotiate meaning and use the language effectively.

Teachers were able to help the students without rejecting or criticizing their wrong answers, resulting in an increase of good inter-relationships between teachers and students as well as a high supportive atmosphere. This is due to the teachers' intention to accept students' feelings in a non-threatening manner by providing learners with positive impressions when facing a difficult task or an activity. The teachers proved to have a very high tendency toward praising and encouraging students which, according to them, are necessary elements to construct strong learners' personalities. In addition, the results reveal that the good atmosphere that reigns in the classroom between teachers and

students was generally resulting in high level of students' participation.

The teacher more frequently posed questions in the classroom, in addition to providing instructions and offering praise and encouragement. Giving directions was commonly provided in the form of directive sentences, and it was the second type used in class. Concerning criticizing and justifying authority, the teacher avoided giving harsh and frustrating criticism as it restricts learners' creativity and productivity.

In conclusion, teachers should take a more assertive approach in encouraging increased student talk and adopting a more indirect influence to enhance the quality of interaction during EFL lessons.

References

- Aisyah, N.** (2016). An Analysis of teachers' talk in an EFL classroom. *Journal of English and Education*, 4(2), 63-79.
- Allwright, D., & K. M., Bailey** (1984). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge: Cambridge University Press.
- Berg, B. (2009)**. Qualitative research methods for the social sciences. Cambridge: Cambridge University Press.
- Brown, H. D.** (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Longman.
- Evans, T.** (1970) Flanders System of Interaction Analysis and Science Teacher Effectiveness, 43rd Annual Meeting of the National Association for Research in Science Teaching (NARST), Minneapolis, Minnesota, vol. 1–23.
- Flanders, N. A.** (1965). Intent, action and feedback: A preparation for teaching. *Journal of Teacher Education*, 14(3), 251-260.
- Flanders, N. A.** (1970). Analyzing teaching behavior. Reading, Mass.: Addison-Wesley Pub. Co.
- French, R. L., & Galloway, C. M.** (1968). A Description of teacher behavior: Verbal and Nonverbal.
- Long, M. H.** (1996). The role of linguistic environment in second language acquisition. In W. Ritchie and T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). San Diego: Academic Press.
- Mackey, A. and S.Gass.** (2005). *Second Language Research: Methodology and research*. London: Lawrence Erlbaum Associates, Publishers.
- Malamah-Thomas, A.** (1987). *Classroom interaction*. Oxfordshire: Oxford University Press.
- McKernan, J.** 1996. Curriculum action research: a handbook of methods and resources for the reflective practitioner. London: Kogan Page.
- Mustapha, M. S., Nik-Abd-Rahman, S. N., & Yunus, M. M.** (2010). Factors influencing classroom participation : a case study of Malaysian undergraduate students. *Procedia Social and Behavioral Sciences*, 9, 1079-1084.
- AAAL Conference, Denver,
- Nunan, D. (1991)**. *Research methods in language learning*. Cambridge university press.
- Pica, T., F.Lincoln-Porter, D. Paninos, and J.Linnell.** (1995). Language learners' interaction: How Does It address the input, output, and feedback needs of L2 learners. *TESOL Quarterly*, Vol 30/1. Pages 60-82
- Riegel, D.** (2005). *Positive feedback loops in second language learning* (Doctoral dissertation, Portland State University).
- Sinclar, J.McH and Brazil.**(1982). *Teacher Talk*. Oxford: Oxford University Press.
- Sofyan, R. R., & Mahmud, M.** (2014). Teacher talk in classroom interaction: A study at an English department in Indonesia. *ELT Worldwide: Journal of English Language Teaching*, 1(1), 45-58.
- Tsui, A.** (1995). *Introducing classroom interaction*. London: Penguin books
- Walsh, S. (2002)**. Construction or obstruction: Teacher talk and learner involvement in the EFL classroom. *Language teaching research*, 6(1), 3-23.