

## Building Bridges with Words: Teacher–Student Talk Dynamics in Young Learners’ English Classrooms

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### Abstract

*Understanding effective teaching strategies alongside student needs plays a crucial role in selecting materials that align with students’ preferred learning styles. When teaching English to young learners, age is a significant factor, as early childhood is considered a critical period for language acquisition. During this golden age, the collaborative efforts of parents and teachers can enhance students’ cognitive development, leading to better learning outcomes. This study utilized a literature review method, drawing from various previous research studies. The analysis followed several steps, starting from identifying the problem to interpreting the data. Classroom interaction emerged as a key component of the learning process, where both teachers and students are expected to actively participate. The findings reveal a noticeable imbalance between teacher talk and student talk, as supported by prior research. This imbalance highlights an important issue that educators need to address to foster a more engaging and participatory learning environment for students.*

**Keywords:** Classroom Interaction; Teacher Talk; Student Engagement; Young Learners

### INTRODUCTION

Learning is an essential process in life (Lengkoan et al, 2022). In the learning process, the teacher must teach his or her students effectively. In order to teach effectively, teachers must adopt good methods and strategies, because a good learning style should show students’ concepts and information that seem familiar and interesting, because language learning depends on how it is presented to the learner, the teacher’s effective attitudes and behaviors in the classroom can have a positive impact on the student’s life (Liando et al., 2022; Liando & Tatipang, 2022; Kandati & Tatipang, 2021). The effective attitude and behavior of a teacher is one of the determining factors for the mental development of further students, also the attitude of a teacher is not only seen in teaching time, but also seen in his behavior in everyday life by the students.

When teaching English to young learners, teachers have many options when it comes to choosing teaching strategies. What teachers teach and how to effectively improve classroom conditions can help teachers to improve students’ skills especially in English. By the understanding of teaching strategies in the classroom, teachers can know how to treat and teach English to young students so that learning can be carried out as expected (Lumentut & Lengkoan, 2021). An understanding of teaching strategies and an understanding of student needs can help teachers to choose materials that suit with students’ learning styles. In teaching English to young learners, age is considered a critical time to develop language skills, especially English skills.

In the process of teaching and learning English, the teacher is often be the center of the students to ask everything they don't know, and in this case the teacher needs to emphasize the fulfillment of the material during the teaching and learning process Liando et al., (2023), besides that, they must also be able to treat individual students with the use of language. One of the terms that has become the center of attention in teaching English to young learners is teacher talk, according to Ellis, (2008), "Teacher talk is a special language, Used by teachers when speaking to L2 learners in class". Teacher talk or the language used by the teacher is one of the language inputs that help students learn a second language. Teacher talk also functions as a trigger for interactions that occur in the learning and teaching process, which can help students understand the material interactively.

In fact, the educational process needs to allow students to ask, guess, think, and even discuss course materials in order to create interactions between students. In (Davies, 2011) Cooner and Hickman see the classroom as crowded human environments in which one person, namely the teacher, is responsible for preventing and coping with disturbances and for fostering and enhancing learning processes. In Classroom interaction, teacher and the students interact with each other and through this effect they speak and act in the classroom. (Brown, 2007) Interaction is defined as the joint exchange of thoughts, feelings, or ideas between two or more people (students and teachers or teachers, students and students) who bring about the interaction. The interaction between teachers and students is a communication process that is carried out reciprocally in conveying messages to students. The interaction cannot be separated from the communication element, which involves the communicator, communicant, message, and media components.

The process of teaching English to young students using the term teacher talk must be balanced with student talk. When the teacher is dominant in talk, the students will become passive and static. They cannot freely accept the input given on the contrary. When there are fewer English teachers, it will have a strong impact on the lack of knowledge, because teacher talk should only be used for "conducting instruction, cultivating their intellectual and managing classroom activity", (Nunan, 2002). Classroom interactions are one of the most important parts of the teaching and learning process and are important to the success of the teaching and learning process. As pointed out by Liando & Tatipang, (2023); Liando & Tatipang, (2025) and Wray, (2001), classroom interactions focus primarily on class-wide interactions between teachers and students. Classroom interaction should stimulate student interest so that they can learn to participate more actively in the activity. Student interests can be influenced by certain environmental factors such as teachers and students' talk. Related to this research, this research aims to investigate three things, (a) the most dominant between teacher's talk and students' talk in classroom interaction, (b) the purposes of teacher's talk and students' talk, and finally, (c) types of teacher' talk and students' talk occur in classroom interaction.

There are several points that should be the focus of this study. First, the implementation of language interaction in the classroom distinguishes several categories, which are mainly used by teachers and students during interaction in the classroom. Second, in view of the categories mainly used by teachers, the roles of teachers can be divided into managers, supervisors, facilitators, and controllers. However, there are some issues that teachers need to fix based on their interactions, where, a balance between teacher talk and student talk by the teacher is needed in

the classroom so that it can help students to actively participate in class, convey ideas, ask questions or correct during the learning process.

## REVIEW OF LITERATURE

Learning as a system consists of a unity of various components that work together, synergize, and complement each other to achieve the expected learning objectives. Learning is a system consisting of many components, namely students, teachers, learning objectives, learning materials, learning methods, learning tools/tools, learning evaluation, and environment/context. Each component stands alone, however when proceeding in a learning activity, they depend on each other together to achieve learning goals. In practice, teachers' talk often dominates in the classroom, where in (Sari, 2018) her study about, "A descriptive study of classroom interactions". The result showed that during interaction, teacher dominates the interaction. supported also by (Suryati, 2015) Reports on teachers' use of interaction strategies in middle school English education (ELT) show that teachers spend 93% of their teaching time on teacher-student interactions and 7% on student-student interactions. (Sagita, 2018) found that the total number of teachers' speeches was 56.4% of the hours of instructional time. On the other hand, student conversation was 42.8%, indicating that the teacher's conversation was dominant in the classroom.

Moreover, teachers are suggested to provide more indirect teacher talk to boost interactive classrooms, because students were not given enough opportunities to develop their communication (Nasir et al., 2019). Even so, (Wasi'ah, 2016) stated that the students talk was simple and short. Therefore, there is a need for a balance between teachers' talk and students' talk in the classroom interaction. Another related finding from (Mulyati, 2013) interactions in the classroom are still dominated by the teacher, and this has been shown in the course of observations and interviews. Teachers expect students to speak more and speak more in the classroom (Firdaus, 2016), but they also said it is difficult for teachers to encourage students to speak more and to find strategies to do so. English teachers need to clearly identify how and when to use their talk in the classes they teach. Thus, the use of teacher talk will be more appropriate by describing where the teacher's talk can be used based on the student's condition.

## METHOD

The methodology of this research used the literature review, where the research is based on the existing research conducted by previous researchers. The study of literature occupies a very important place in research (Danandjaja & James, 2014). Although people distinguish between Library research and other types of research, those require a bibliography. In addition, there are also those who try to distinguish between library research and field research. There is an inherent difference between library research and field research, the main difference being that is the purpose, function or location of the study of the literature in each of the studies. According to (Hasibuan, 2007), A literature review includes explanations of theories, conclusions, and other research material obtained from references for use as a basis for research activities. The description of this literature review aims to develop a clear framework for thinking about solving the problems previously described in problem formulation.

The literature review includes a review, summary, and thoughts of the author of the library of the library (articles, books, slides, internet information, etc.) of the discripted theme, and is generally at the beginning of the chapter. Research results performed by other researchers can be included as a comparison of the research results to be examined here. Libraries Search Theoretical studies are intensified as the first steps to prepare for research structures to get similar research information, while library searches are greater than to perform named functionality to obtain research data. The research of the excipient library limits the activity of library data without field research. (Sari & Asmendri, 2020). The subject of this research were books, articles from journals, proceedings and some sources related to teachers' talk and students' talk in the classroom, and these would be classified based on the content prepared in the results and discussions.

In making this literature review study, the steps taken are:

a. Problem formulation

In holding this problem formulation, the researchers look for relevant literature or in accordance with the research topic or scientific paper that is carried. For instance, looking for books, journals, and other types of literature that are relevant to the topic. Furthermore, in this study, the topic of teachers' and students' talk was chosen based on the researchers' experiences and observations in schools which was then formulated into a problem that required a precise and complete explanation.

b. Choosing Specific Sources and Identification

The literature sought is literature that is relevant to the research, so it can help the researchers to get an overview of the research topic raised. The sources of this research are obtained from books and journals both nationally and internationally and this greatly helps the researchers' knowledge of the topic to be studied, because these sources will provide various kinds of descriptions of summaries of several previous studies. In identifying, the researchers record all data and information obtained from the literature that has been specifically selected. This data list will be used by the author in compiling the contents of the literature review.

c. Data evaluation

The evaluation process is carried out by looking at the existing literature, what are the contributions to the topics discussed. In addition, in evaluating the data in this literature study, the researchers must seek and find data sources that are in accordance with the needs of the research raised. Data can be qualitative data, quantitative data or a combination of both.

d. Analyze and interpret

Discuss and summarize the existing literature. The contents of the literature review are adjusted to all the data that was successfully obtained and transported

during the reading and analysis process. In-depth content may be required if it is necessary to address criticism and suggestions in their entirety.

## RESULTS AND DISCUSSION

### a) Classroom Interaction

Interaction is a single exchange of thoughts, feelings, or concepts between a teacher and a student or a student and another student and thus complement each other and thus is a fundamental point in the learning process to thrive. (Valentika & Yulia, 2020). Classroom interaction basically has to do with the teaching style that dictates classroom interaction. Teachers practicing teacher-centeredness in the classroom may leave students in a passive state in the classroom because the teacher is always talking (Huriyah & Agustiani, 2018b). It just means that the teacher doesn't give the student a chance to speak. In contrast, student-centeredness indirectly enables students to become active because the teacher is a facilitator.

Teachers and students are the two actors in the interaction in the classroom. In addition, teachers and students have a functional role in the area of activity in the world of education. Each of the teachers and students influence each other and influence between the two (Paranduk et al., 2020). If one of the two is not present, then the continuity of the educational process may not run well. Because teachers and students must have a close and good relationship in order to achieve teaching and learning objectives. As stated by (Yoana et al., 2020), What matters most in classroom communication is not how many times a teacher talks, but how a teacher provides understandable information that helps students understand and master the language. The most important process of teaching and learning in the EFL classroom is the interaction between teachers and students. (Yanita et al., 2016) believed that under teachers' education achievements, there were quality or interactions with the students.

The traditional teaching and learning process in the classroom is often a one-way street where students only listen to what the teacher says (Nasir et al., 2019). Therefore, students are more actively involved in interacting with teachers and between students. The percentage of students' ability to understand and remember previously learned materials is only 5% by listening to the teacher's explanations. Therefore, ideal classroom interactions should provide students with discussion, encourage them to practice their language, facilitate inquiry, and take some responsibility for learning. In this sense, teacher discussions are for the learner's convenience and should not dominate the educational process.

There are three categories of interactions Classrooms like: teacher-learner interaction, learner-learner Interactions and Teacher-Class-Whole Interactions (Murtiningrum, 2009).

1. Interaction between teacher and learner Teacher-student interaction took place during class learning process, teachers interacted with learners Teaching method used in the process of education and learning, This Sometimes students are not inquisitive about learning. Make the learner interesting, the trainer requested a query Students are referred to as via way of means of name, if the trainer so goals recognise the learner's expertise or train the students Difficulty of the project at hand.

2. Interaction between learners the interaction between learners took place during the class Teachers primarily use personal work as a learning process Group assignment. When the teacher gives the learner a task and they have some difficulty in understanding the material Sometimes you don't know what a word means in English. she Instead of asking her teacher, I decided to talk with my boyfriend.
3. There was interaction between the teacher and the entire class during the Learning process when teachers provide learning materials Instructed the learner and these patterns Most commonly used in the classroom when they have Interaction.

#### a. Teachers' Talk

Talk could be defined as a tool for changing attitudes, generating decisions and actions (Huriyah & Agustiani, 2018b). Talk can also be defined as learning, a means of communicating meaning, a tool for reflection and understanding, and a social purpose. In relation to the classroom environment, teacher-learner conversations can be defined as the language that teachers and learners use to interact with the classroom.

Teacher's talk is important and it has been extensively researched and documented. This is especially important in language classes, where the medium is the message (Wasi'ah, 2016). The modifications teachers make to their language, the questions they ask, the feedback they provide, and the type of instruction and explanation they provide all have important implications for effective classroom management and acquisition by learners of the target language.

The language used by the teacher or teacher's talk occupies an important position in influencing the performance of the English mastering process. Teacher lectures are used to handle the scholar's learning hobby of building proportions of scholarly information shared with scholars (Pourhaji & Sadeghi, 2021). In addition, teachers talk for the learner is usually diagnosed as a probably treasured supply of understandable enter that's regarded as an important for language acquisition

In an interaction class, teachers talk is used by teachers for several purposes. This goal will have its own impact on the student learning process. Therefore, when teaching learning, teachers use teachers' talk to do three things and for more details the concept of the purpose of this teacher talk will be described in the table below.

**Types of Teachers' Talk**

	<b>Types of Teachers' Talk</b>	<b>Purpose</b>
<b>Teachers' Talk</b>	1. Elicit relevant knowledge from students	To see what students already know and understand
	2. Respond to things that students say	To provide explanations, correct, and direct learning so that it can be directed properly Share with students in ways Educational Importance also
	3. Describe the classroom experiences	Experience is revealed and emphasized.

(Wasi'ah, 2016)

However, the interactions in the classrooms are very complex. Students have difficulty expressing themselves, which has caused many problems in the development of educational-learning processes through communication interactions (Al-Adeimi & O'Connor, 2021). For these reasons, it is important for teachers to be aware of how much they speak and what kind of speech they should make and to promote communication cooperation in their lessons.

In addition, one of the theories from Flanders which discusses the concept of teachers' talk which is divided into seven categories with two different types of concepts. The Flanders system is an observation tool used to clarify the language behavior of teachers and students when interacting in the classroom (Firdaus, 2016). Flanders instruments are designed to observe only verbal communication in the classroom and do not take into account nonverbal gestures. These seven categories fall into two major categories: reaction and initiation Flanders in (Nasir et al., 2019) will be displayed in the table below.

#### **Flanders Interaction Analysis Categories (FIAC) Teacher Talk**

<b>Students' Talk (Indirect Influence)</b>	<ol style="list-style-type: none"> <li>1. Accept emotions: Accept and clarify in a way that does not threaten the emotional tone of the student. Emotions can be positive or negative. Contains emotional predictions or memories.</li> <li>2. Praise or Encouragement: Admire or encourage student behavior or behavior. A joke that relieves tension, not the expense of others, nods his head or says, "Um, hmm?" Or includes "Next".</li> <li>3. Accept or use student ideas: Clarify, build, or develop ideas proposed by students. If the teacher comes up with more ideas, go to Category 5.</li> <li>4. Ask a question: Ask a question about the content or procedure with the intention of the student answering.</li> <li>5. Presentation: Express facts and opinions about the content and procedure, express your thoughts, ask rhetorical questions.</li> </ol>
<b>Students' Talk (Direct Influence)</b>	<ol style="list-style-type: none"> <li>6. Show directions: commands, or directions that students should follow.</li> <li>7. Criticize or justify authority: An utterance aimed at changing a student's behavior from an unacceptable pattern to an acceptable pattern. Explain why the teacher yelling at someone does what he does. Extreme self-reference.</li> </ol>

(Nasir et al., 2019)

The growing interest of teachers in conversation analysis is driven by the following factors that refuse to use language teaching methods as a major determinant of learning success: The basic premise of teaching was to first find the right way. Remember that the effectiveness of the teaching method is entirely determined by the choice of teaching method. Research such as (Scherer and

Wertheimer, 1964) and (Smith, 1970) studied the comparative effectiveness of methods such as grammar translation, Auditory language and cognitive codes, but unable to prove One is more successful than the other (Ellis, 1985). Although obvious Differences in methodological principles lead to very similar methods Classroom communication mode, the result of which is language learning the results are similar.

Without learning, there is no teaching. Therefore, speaking with teachers as a tool to implement a curriculum to achieve learning goals plays an important role in language learning. Many studies have investigated the relationship between teacher speaking and language learning. As stated by (Nunan, 1991) pointed out: "The teacher's talk is crucial not only for the organization of the classroom, but also for the importance of the learning process get. It is very important to the organization and management of the classroom, as teachers realize this through language success or failed learning plans. From a learning perspective, a teacher's speech is important because it can be a major source of understandable information in a target language that students can use to obtain. "The number and type of teacher talks are even considered the decisive factor the success or failure of classroom teaching. (Hakansson, in Zhou Xing and Zhou Yun, 2002). The frequency of teacher talk used by teachers in contexts that are not in accordance with the conditions of students will provide an atmosphere boring learning because students only passively listen to what the teacher says or even ignore what the teacher says.

Pointed out by (Stern, 1983), There is no learning without input. "If the second Language is learned as a foreign language in a non-supportive language course Environment, instructions are likely to be the main or even the only source of the target Language input". "Teachers, like learners, bring certain characteristics that may be related to educational treatment into language teaching: age, gender, previous education and Personal qualities. Most importantly, the language teacher brought it a language background and experience, as a professional training for linguists and teachers, the previous language Teaching experience, and more or less formed theoretical presuppositions Language, language learning and teaching" (Stern, 1983). These characteristics the different characteristics and forms of Chinese teachers are reflected in teachers' talk. Stern's teaching mode reveals the important role of language teachers and teachers talk in the process of language learning.

## b. Students' Talk

In students' talk, three aspects are distinguished: the student's response to the conversation, the student's initiation of the conversation, and silence or confusion (Sari, 2018). Student conversations identified utterances made by students during the learning process Observed by researchers to see what types of student conversations occur in the classroom. Therefore, after analyzing the data, the researchers found the three types of students' talk and their purposes below:

### Types of Students' Talk

	Types of Students' Talk	Purpose
<b>Students' Talk</b>	1. Students' talk responses	Students give responses to teacher.
	2. Students' talk initiations	Expressing own ideas.



3. Silence or confusion	Communication cannot be understood by the teacher.
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(Sari, 2018)

#### a. Students' Talk Response

Observations in the classroom have shown that students use their talk to do conversations for one purpose. Purpose: To answer questions about the class (Sari, 2018). They have already learned or learned when the teacher is going to repeat the previous lesson. Students' responses to the teacher's verbal interactions were also brief (Huriyah & Agustiani, 2018). A student's reaction to the conversation happened when the teacher asked the student whether they had already understood what they had learned.

#### b. Students' Talk Initiation

Most students' talk begin in the classroom. This is mainly because students preferred to base their thoughts on what the teacher had already said rather than repeating it (Weizheng, 2019). This occurred when the teacher asked a question about the material and the student answered the teacher. They answered this question about what they know and what they think.

#### c. Silence and Confusion

Sometimes students are silent because they do not understand the teacher's question (Genidal Riadil, 2020). As a result, the students did not respond to the teacher. The teacher gave hints to help students find answers.

Flanders divides student interviews into two categories. They respond to start a conversation with the teacher. The explanation is as follows. 1. Student reaction to conversation. Talk about the students according to the teacher. Moreover, the teacher initiates contact, asks the student for comment, or composes the student situation. The freedom to express one's thoughts is limited. 2. Start a student conversation. Talk to the students who start them. Express the thoughts. Start a new topic. Freedom of expression is a set of thoughts that go beyond conventional structures and ask thoughtful questions.

### Flanders Interaction Analysis Categories (FIAC) of Students

Talk	
<b>Students' Talk</b>	1. Student Response: The student gives the teacher a predictable response. Teachers initiate contact or require students to make statements and set limits on what students say.
	2. Start Student Conversation: Conversation initiated by the student. Unpredictable statements in response to teachers. Change from 8 to 9 when students present their ideas.

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3. Silence or Confusion: Pauses, brief periods of silence and confusion when the observer cannot understand the message.

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(Flanders, 1989)

A Students' talk is a repetition of a teacher's conversation or a peer-to-peer conversation (Firdaus, 2016). When students learn a language, they develop it, even when they learn a foreign language at the beginning of the class. If they mimic your teacher's story and need more time, first record each speech your teacher calls a "quiet hour" to express your ideas in a discussion and finally master communication skills. The students' talk can be said to be the speech when the learner makes a speech (Sari, 2018). Mimic the role model of his / her teacher and express or give his / her thoughts Comments and critiques about something in the class.

The learner's speech can be said that he / she is the learner's speech Mimic the role model of his / her teacher and express or give his / her thoughts Comments and critiques about something in the class. According to (Harmer, 2012), the learner is divided into three parts. The parts are as follows.

1. Young learners, especially learners up to 9 years old. We have a way to teach young people Learner. You can ask teens to deal with learning problems directly in a way that young learners cannot recognition.
2. Adolescents, adolescents are often considered problem students. However, their greater ability for abstract thinking and a passionate dedication to what they do when they study will make them some of the most exciting students for their teens. Most people understand that you should be able to take responsibility for learning and achieving the right goals enough to do what you are asked to do.
3. Adult learners, adult learners are by no means completely problem-free Learners and they have many characteristics someone who learns and educates from time to time there is a problem. You may be critical of the teaching method You may have experienced failures and criticisms at school It scares them and makes them uneasy Learn a language and many older people are afraid of their own language Intellectual ability can decline with age.

## CONCLUSION

Survey results studies can conclude the interactions that occur in the classroom it usually works well in the process of education and learning. The teacher used several communication lines. Different from the teacher Interviews with professional teachers for lectures, instruction, criticism, etc. In addition, classrooms interaction generally work but not as expected because the analysis that has been done, the results are obtained, where there is an imbalance between teacher talk and student talk which is supported by several results from previous studies. This is one of the aspects that need to be considered by the teacher in the learning process so that it can make students more active.

However, there are some problems that teachers face based on interaction. Although the interactions were primarily in English, communication is still dominated by teachers, as observations and interviews show. Teachers expect students to speak

more and speak more. It is also difficult for teachers to encourage students to speak more and find strategies for doing so.

Researchers have also found some results that lead to it. This paper describes the types of teachers' talk that take place in (1). Interactions in the classroom (2) Types of learning occur in the classroom Interaction between teacher and learner in interaction (3). 1. Teacher Talk are held in the classroom as follows, specifically lectures Facts or opinions about content procedures and giving to him / her explanation. 2. A slimmer conversation in the classroom is the start of a slimmer conversation Express your own ideas 3. Teacher-student interaction in the classroom fully interactive interaction.

Based on the results above, the researchers have some recommendations for more realistic coaching and learning interactions in additional sessions and classrooms. This observation examines how instructors and students communicate in the classroom. Further studies is suggested to analyze every other component on a way to set the lecture room interplay turn out to be greater attractive. It may be higher if the observe is performed in longer time so as to provide contribution in different context.

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