

From Teacher Talk to Embodied Actions: Investigating an EFL Primary School Teacher's Classroom Interactional Competence

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Abstract

Teacher talk and embodied actions constitute an essential aspect to facilitate students' learning and learning opportunities in EFL classroom interactions. Nevertheless, evidence has shown that the ways an EFL teacher employs teacher talk and embodied actions are still under-explored, particularly in the Indonesian EFL primary school context. Therefore, the present study is aimed at scrutinising an EFL primary school teacher's use of embodied actions along with teacher talk that leads to classroom interactional competence. Using a conversational analysis approach, the present study inspected six naturally occurring lessons conducted by a female English teacher teaching in the fifth grade. Twenty-six students were involved as the subjects. Moreover, the data of the current study were garnered using observations and included the teacher's instructional artifacts. Findings reveal some embodied actions were used by the teacher during the classroom interactions. In this case, the teacher's gazes were found to be directed at a particular student, a group of students, and objects in the classroom. Also, such gazes were found to be accompanied by deictic gestures, metaphoric gestures or beats that were used by the teacher to elicit responses from the students. Moreover, iconic gestures were also found in the data as the teacher was trying to introduce a new vocabulary. The present study reaches a conclusion that most of the interactional features found in conformity with the pedagogical goals for each micro-context or mode were used to support and mediate the students' learning.

Keywords: classroom interactional competence, conversation analysis, embodied actions, gaze, gesture, learning opportunities, teacher talk

1. Introduction

Teacher talk—the language used by a teacher to ‘talk to L2 learners’ (Kumaravadivelu, 2006, p. 67)—constitutes a fundamental aspect of L2 learning and, particularly in EFL classroom interactions. It is based on the credence that this is one of the ways through which students learn the target language (Ellis, 2015; Nunan, 1991). Consequently, scrutinising teacher talk in an EFL primary classroom setting is worth doing so that students’ learning of the target language is able to be promoted.

To begin with, to make use of teacher talk in EFL classroom interactions effectively, there are several issues that must be taken into account. In this regard, as Walsh (2002) points out, the effective use of teacher talk in classroom interactions is realised if there is a convergence of the way the teachers use language and the pedagogic goals at the moment during classroom interactions. The teachers’ uses of language that meet and fit with the pedagogic purposes at the moment on which the interactions take place are crystallised and manifested into what Walsh (2002) mentions as L2 classroom modes.

The L2 classroom mode is simply defined as ‘L2 classroom micro-context’ in which the teacher and student interaction occurs to achieve certain pedagogic goals with some particular language functions or interactional features (Walsh, 2002, pp. 62-63). It should be noted here that the term mode different from the mode which refers to a resource for making meaning (Lim, 2011, p. 11). The term mode with such a definition is interchangeable with the term semiotic resource (O’Halloran, 2011, p. 221). The mode or semiotic resource in this sense includes language, gesture, gaze, image, and so on. In another context, in systemic functional linguistics, mode constitutes one of the variables of register (field, tenor, and mode); thus, the mode in this sense refers to ‘the role assigned to language’, e.g. persuasive, argumentative, etc. (Halliday & Hasan, 1989, p. 26). Additionally, Eggins (2004, p. 91) reveals that the roles also have to do with ‘distance in the relation between language and situation’, which consists of two continua, namely spatial/interpersonal distance and experiential distance. To avoid confusion, throughout this study, the term mode will be employed to refer to the concept of mode advocated by Walsh (2006), whereas the resources, such as the embodied actions and language, are considered semiotic resources, not mode.

Understanding the classroom modes and their interactional features is essential to provide learning opportunities. In this light, based on Walsh’s (2006) notion of teacher talk above, there are four types of L2 classroom modes. These modes consist of skills and system mode, which gives the emphasis on particular language items, vocabulary or a specific skill; managerial mode, which has to do with the context where an activity is set up; classroom context mode, with the main objective to elicit pupils’ feelings, attitudes, and emotions; and material mode which refers to the context in which the instructional materials are used (Walsh, 2006, p. 169). Meanwhile, the interactional features (also known as interactures) comprise “scaffolding, direct repair, content feedback, extended wait-time, referential questions, seeking clarification, confirmation checks, extended learner turn, teacher echo, teacher interruptions, extended teacher turn, turn completion, display questions, and formed-focused feedback” (p. 67). All these interactures and modes are discerned through investigating classroom interactions.

Regarding classroom interactions with respect to the features of teacher talk above, English teachers are necessarily required to take two considerations carefully. First, some of the interactures might significantly facilitate learning opportunities, whereas the other ones might hinder opportunities for students’ learning. These are based on the evidence deriving from some studies, such as Junior, Rukmini, and Yuliasri’s (2021) inspection, revealing that seeking clarification, content feedback, scaffolding, and extended wait time constitute the supportive strategies for students’ learning, whereas teacher echo and display question were considered to be a hindrance for students. Similarly, Inceçay (2010) found that prompting and repairing are considered to be constructive categories, whereas extended use of IRF/E (Initiating, Response, and Feedback or Follow-up/Evaluation) turn-taking is considered to be the obstructive category. Another issue has to do with deviant cases with respect to

classroom modes. In this case, it has to do with what Walsh (2006, p. 88) calls 'mode divergence' in which the pedagogic goals of a particular mode do not converge or coincide with its expected language use or interactures. This issue in regard to mode divergence (as or convergence) is necessarily required to be taken into account by teachers since it becomes one of the evidence characterising classroom interactional competence—the ability to use interaction as a means of facilitating learning (Walsh, 2006a, 2011)—through which opportunities for learning are provided or hindered (Ghafarpour, 2016; Walsh, 2011, 2014).

In addition to the explication of classroom interactional competence with respect to teacher talk above, recent studies have documented significant roles of embodied resources of teacher talk in facilitating learning and learning opportunities. In this light, Sugianto and Yusuf (2023) reveal the ways a native teacher uses embodied resources (such as gesture, gaze, and facial expressions) and the interactures of teacher talk to co-construct meaning and provide opportunities for learning whilst teaching a grammatical point 'to be' in a multilingual classroom setting. Besides, Girgin and Brandt (2019) investigate the use of minimal response tokens along with embodied resources (such as prosody, gesture, and gaze) with respect to teacher third-turn feedback practices to create space for learning 'Contextual Grammar' at a university level in Turkey. The other recent evidence suggests that the use of embodied actions along with questioning practices in a pre-service teacher education program in Turkey significantly promotes learning contributions as well as develops CIC (Bozbiynk, 2017).

Similarly, the use of embodied actions has significant roles in various classroom interaction contexts and classroom activities. In this light, a work conducted by Kääntä (2010) reports the significant use of embodied actions (involving gesture, gaze, body posture and movement) and pedagogical artefacts, including teaching materials and instruments along with teacher turn-allocation and repair practices in classroom interaction in an EFL upper secondary school and Content-and-Language-Integrated-Learning (CLIL) lessons from an upper elementary school. Also, embodied actions are considered to have essential roles in L2 learning and interaction, which is likely to be developed through a recurring classroom activity (Eskildsen, 2021) as well as used in the informal formative assessment such as reference to a past learning event (RPLE) (Daşkın, 2021).

Despite the importance of embodied actions concerning teacher talk, which leads to classroom interactional competence, it has received scant attention in the context of the Indonesian EFL primary school setting. Therefore, the present study aims to contribute towards this issue by expanding its context to the Indonesian EFL primary school. In this regard, it is guided by the following research question: What does the Indonesian EFL primary school teacher talk and embodied actions reveal in regard to her classroom interactional competence?

2. Research Methods

3.1 Research Design

A conversation analysis (henceforth CA) approach was employed in the present study. It is, as Walsh (2006a) points out, CA is deemed to be relevant to be implemented in investigating L2 classroom interaction. In a similar vein, CA, according to Liddicoat (2009), is considered the study of teacher talk in interaction. In this regard, CA has some features associated with interactions. Firstly, it is considered empirical and hinged on the structural organisation of interaction as determined by the participants, not solely on the 'preconceived set of descriptive categories'; in this case, this approach is focused on the emerging pattern from the data instead of relying on any prior notions. Secondly, there is a necessity to use emic (insider) perspective as the conversation analysts try to analyse the data; in this regard, Seedhouse (2009) explicates that the emic methodology refers to a procedure in which the researcher observes the interaction based on the turns evidently conducted by the interactants; thus, it can be said the evidence is obtained through examining the turns displayed by the participants in the interactions. By having an emic (insider) view, a conversation analysis is to explicate the ways or resources in the form of units of actions are generated in an interaction (Mondada, 2007, p. 196).

Additionally, to bear in mind, CA is different from discourse analysis in which the context is static; in the context observed CA is deemed to be dynamic (Walsh, 2006a). Besides, CA is considered a bottom-up form of analysis in which participants are put at the heart of the analysis (Clift, 2016, p. 29). Hence, it is a data-driven approach. Moreover, it is through CA that the significance of the instructional practices can be figured out, i.e., whether they can generate or hinder opportunities for participation as well as opportunities for learning (Waring, 2008). Thus, it is considered worth scrutinising and suitable to use CA in the present study.

3.2 Participants

The present study was carried out at one public primary school in Bandung City. One teacher was involved in the present study. The subject was a female teacher called Icha (pseudonym), with approximately six years of teaching experience. Moreover, she held a master's degree in English language education. When the present study was conducted, she taught the English language subject in grade 5 in which there were four classes. Nevertheless, only one class was determined to be the site of the present study. It was by virtue of their consent that they participated in the present study.

Furthermore, in total, there were six video recordings to be collected as the research data. In this respect, the number is considered to be a reasonable database (Seedhouse, 1996). There were some grounds underpinning the context or setting chosen. In this way, the ease of access was the primary concern underlying the selected setting. Another reason was, as explained in the previous sections, there were still limited studies discussing teacher talk along with embodied actions within the primary school setting.

3.3 Instruments

Some sources of data were collected and used in the present study. Nevertheless, the main data were taken from the classroom observation that was video-recorded. The video recordings of the English teacher's instructions over six meetings were transcribed. The transcripts of the video recordings were consulted or triangulated with the other data sources, such as classroom observation field notes and the other instructional artefacts with respect to the teacher's teaching material.

Moreover, the subject of the data in the present study included teacher talk and embodied actions based on some parameters. In this regard, they comprised L2 classroom modes, interactional features, and embodied actions. Table 1 below shows the parameters that are used to investigate teacher talk in the present study.

The other complementary data encompassed the teacher's instructional artefacts. These involved the textbook used, PowerPoint slides, and Presentation Plus (a digital form of the textbook used but also includes some audio that encloses the textbook and teacher's book). The textbook, Power Point Slides, and Presentation Plus were employed along with other instruments, such as classroom observation recordings and interviews. In this light, it was useful to ensure what the materials were taught. Also, these were used to clarify the words that seemed hard to transcribe or unclear heard during the processes of transcribing.

Table 1: *Parameters for Coding the Teacher Talk and Embodied Actions*

Constructs	Sub-constructs
L2 Classroom Modes (Walsh, 2006a, 2011)	<ol style="list-style-type: none"> 1. Managerial mode 2. Materials mode 3. Skills and systems mode 4. Classroom context mode
Interactional Features (Walsh, 2006a, 2011)	<ol style="list-style-type: none"> 1. Scaffolding 2. Direct repair

	3. Content feedback
	4. Extended wait-time
	5. Referential questions
	6. Seeking clarification
	7. Confirmation checks
	8. Extended learner turn
	9. Teacher echo
	10. Turn completion
	11. Display question
	12. Form-focused feedback
Embodied Actions (McNeill, 2005; Peng et al., 2017)	1. Gestures
	a. Iconic gesture
	b. Metaphoric gesture
	c. Deictic gesture
	d. Beats
	2. Gaze
	a. Engaged
	b. Disengaged

3.4 Data Analysis

The collected data were analysed in several steps. In this regard, to analyse the data using a conversation analysis that also involves nonverbal behaviour, Atar, Walsh, and Seedhouse (2020) and Engida, Bewuket, and Tariku (2022) advocate several systematic steps so as to gain reasonable data. The steps encompass firstly watching the video repeatedly at least twice; the second step is doing the initial observations by examining the data set or the transcripts along with the video without prior motives; the third step is searching for action sequences in terms of the interactures or interactional features (in the present study, specifically the main focuses are on the use of Ica's embodied actions along with the interactures of each classroom micro-context or mode); then, locating the interesting cases or a set of examples of the phenomenon; lastly, doing the detailed analyses of the dataset or the phenomenon (Atar et al., 2020, p. 7; Engida et al., 2022, p. 6).

In addition to the steps advocated by Atar, Walsh, and Seedhouse above, in terms of video recordings deriving from observation, the data followed some transcribing process before these were analysed. In this case, to do the process, computer software was used. The video recordings were transcribed. In the present study, the transcription systems follow those advocated by Sert (2015) and Walsh (2006a, 2011). Besides, ELAN 6.4 (Max Planck Institute for Psycholinguistics, 2022) was also utilised so as to get detailed transcriptions. It was because the software was able to "track back frame by frame or even pixel by pixel" of the video recordings (Sugianto & Yusuf, 2023, p. 95). As the output from ELAN 6.4 in the form of transcripts was obtained, the transcribed data were coded based on the parameters regarding the teacher talk and embodied actions shown in Table 1 above. The coded data were interpreted and challenged, as well as consulted with relevant resources. The data from these transcriptions were triangulated by the other data deriving from the teacher's instructional resources.

Some techniques were employed to verify the credibility of the data. To begin with, member checking (Peng et al., 2017) was utilised. In this regard, the transcripts were communicated to the subject of this study to ensure whether the transcripts had already suited their report based on the video recording. The data from the transcriptions was also corroborated with the instructional artefacts. Also, peer debriefing was employed. Concerning this, the researcher consulted with the experts (who were also the researcher's supervisors). They were involved in this study to enquire about the objectivity of

the findings. Moreover, the findings were scrutinised and corroborated with the relevant theories and related previous studies.

In addition to obtaining trustworthy data that leads to valid and reliable findings, a rigorous fashion was employed. In this case, the present study followed Atar, Walsh, and Seedhouse's (2020) study to ensure the data were reliable and valid. They assert that the use of a transcription system which is consistently used in transcribing the data is considered to be a reasonable way to ensure the trustworthiness of the data in CA studies; it is by virtue of the use of a consistent transcription system the data valid and reliable of the representation data that can be understood by the readers are obtained (p. 6).

4. Results and Discussion

This section will explain the findings. In this case, they will be corroborated or even challenged by the respective previous studies. The explanation will evolve around the ways the teacher employed embodied actions along her talk during the classroom interactions. Following this, there will be some explanations regarding the ways the embodied actions were used along with the other semiotic resources including talk and images that assist the teacher in providing the opportunities and shaping the learner contributions during the classroom interactions.

To begin with, during the classroom interactions, the English teacher named Ica (pseudonym) utilised a number of embodied actions either along with or without her talk. As mentioned in the previous sub-chapter, she used mostly engaged gazes either directed to a particular student or a group of students or the objects around the classrooms. The use of such teacher's engaged gazes has some significant functions or roles during the classroom interaction that took place.

In this light, the use of the teacher's gaze is considered essential as the teacher tried to nominate a student to contribute to an exchange during the classroom interaction. For instance, it emerged in the skills and systems mode, illustrated in extract 1, lines 3 and 6. In these instances, initially, Ica provided a prompt about a condition in which Kevan got a bad score in a school subject, Maths (line 1 of extract 1); then, the students were asked to respond to it by giving a piece of advice using 'should.' Following Ica's prompt in line 1 of extract 1, a student named Kia raised her right hand. Knowing Kia bid at the moment, Ica gazed at her and pointed to her using the left hand in a supine position and at the same time uttered Kevan. Immediately, Kia responded with a piece of advice (line 4 of extract 1). Here, there were 3 seconds of filler that Kia expressed. Ica then provided her feedback by uttering "All right," followed by a gaze shift to Chester and her right hand in a supine position pointed at him. Without any pauses, Chester delivered his advice (line 6 of extract 1). At last, it was immediately responded to by a teacher echo in which Ica repeated a phrase of Chester's utterance.

Extract 1

- | | |
|-----------|--|
| 1 Ica | Kevan, Kevan (3) is (3) Kevan is getting a bad score of Maths, for example |
| 2 Kia | (gazes at Ica and at the same time raises her right hand) |
| 3 Ica | Kevan=
+left hand points at Kia with some beats (slight circular motions)
+gaze shift to Kia |
| 4 Kia | =Kevan should e::: (3) study= (Chester raises her right hand) |
| 5 Ica | Alright=
+gaze shift to Chester
+right hand supine points at Chester |
| 6 Chester | =Kevan should study hard=
+gazes at Ica |

- 7 Ica
=study hard, *apalagi?*
(=study hard, what else?)
+gazes at Chester
+gazes at FSs
+right hand points at FSs

Based on the extract above, the gaze is considered significant as it was used to nominate a student in an interaction. The extract above shows a mutual gaze was established between Ica and her students (Ica-Kia and Ica-Chester). It is in line with Kääntä's findings (2010) that assert mutual gaze is significant for turn allocation. However, to bear in mind, the present study reveals that Ica's gaze was used in combination with the other embodied actions, namely deictic gesture in the form of left-hand supine and right-hand supine oriented to the student's bid. Another embodied action enacted by Ica in combination with her gaze and deictic gesture was beats. Thus, it should be noted here that to elicit responses from the students, a mutual gaze is significantly effective if it is also used along with the other embodied actions, such as a pointing gesture and beats.

Moreover, the deictic gesture demonstrated by Ica here is considered to be a positive gesture, which can be indicated by an open palm display either by her left hand or right hand. This is in line with Hao and Hood's (2019) findings that reveal an elicitation is conducted through a supine or an open palm position of the hand. In addition, beats were used by Ica in the elicitation process, mainly as Kia used fillers in her turn. In this case, her filler is considered to be Kia's way of thinking about the next utterance (Basurto-santos & Pablo, 2016). A filler is not considered the core of the message, but it is deemed significant to generate smooth interaction and the goal of the exchange (Fitriati et al., 2021). In the extract above, the goal of the interaction is that the students can produce a piece of advice based on the prompt generated by Ica. By using the filler (see line 4 of extract 1), Kia has successfully reached the goal. Moreover, the beats combined with the pointing gesture here were employed by Ica to support Kia as she tried to search for the response with respect to advice. In addition, regarding the use of this filler for about three seconds by Kia (until she eventually gained the expected response) while at the same time Ica did not interrupt her, it constitutes an indication of Ica's classroom interactional competence. It is, as Walsh (2002) asserts, one of the constructive ways to keep the language use (or the interactional feature) at the moment in which the classroom interaction is in synchronicity with the pedagogic goal at the moment of the exchange.

Furthermore, the extract above also indicates Ica's classroom interactional competence. In this light, the used teacher echo, i.e. she repeated the utterance of the student's response (see line 7 of extract 1), is in conformity with the interactional feature that is commonly utilised in the skills and systems mode (Walsh, 2006a, 2006b, 2011). In this case, it is deemed a significant means of amplifying the student's response through which the other students learn too (Walsh, 2002).



Figure 1: Teacher's Gaze and Gestures as a Means for Nominating a Student

On the other occasion, Ica also utilised the other interactional feature that is commonly employed in skills and systems mode. In this light, for instance, she used display questions as she tried to introduce new vocabulary, i.e. saddle (lines 1 and 2 of extract 2). The display question is a type of question that the answer has already been known by the teacher (Walsh, 2006a, 2011). The display question here was used by Ica to elicit the response with respect to the new target vocabulary. During

the elicitation, Ica utilised an iconic gesture in the form of both her hands in prone positions, which, in this case, is associated with a saddle. Following this, there were some latched turns indicated by =, which shows that the exchanges had no pauses or silence (Walsh, 2011). These were intended to practice the way the students pronounce the word saddle (see lines 6-9). Also, at the end of the extract, she used a metaphoric gesture in the form of flicking her right fingers one by one, starting from thumb to little finger (line 10 of extract 2). Such metaphoric gesture was associated with counting finger gestures and also known as "dactylonomic practice" (Chemla, 2023, p. 25).

Extract 2

- | | | |
|--------|--|-------------------------------|
| 1 Ica | Okay, next, this is a tool: | |
| | | +raises her right hand |
| 2 Ica | Or a stuff:: where you want to sit on a horse | |
| | +prone hands extended | +beats: raises her right hand |
| 3 Ss | Saddle, saddle | |
| 4 Ica | What is that? = | |
| | +gazes at FSs | |
| 5 Ss | =saddle = | |
| 6 Ica | =Say it together = | |
| | +gazes at FSs | |
| 7 Ss | =saddle = | |
| 8 Ica | =Say it louder = | |
| | +gazes at FSs | |
| 9 Ss | =SADDLE = | |
| 10 Ica | =How do you spell it? = | |
| | =S-A-D-D-L-E | |
| | +flicks her right fingers one by one started from thumb to little finger | |



Figure 2: Teacher's Use of Iconic and Metaphoric Gestures Referring to a Vocabulary Item (*Saddle*)

It is however, on the other occasion, as Ica was trying to elicit responses regarding the use of a particular grammar point, i.e. "I am going to," Ica employed a referential question, "What are you going to be when you grow up?" accompanied by some embodied actions, such as beats of the supine right hand. At the same time her left hand was in her shirt pocket. At the moment, a nominated student named Chester made an incorrect response. Instead of saying "I am going to be a footballer", he said "I am going to be a *football" (lines 3 and 5 of extract 3). In this light, as shown by lines 4 and 6, Ica used recast or correcting a student's ill-formed speech implicitly (Lyster, 1998). In fact, the use of this recast had been successfully used by Ica as Chester had succeeded in generating the correct response, "... footballer" (line 7 of extract 3).

Extract 3

- 1 Ica: What are you going to be when you grow up?
+beats: supine hand: right hand
+left hand in shirt pocket
- 2 Ica: I am going to be::
+beats: supine hand: right hand
+left hand in shirt pocket
- 3 Chester: I am going to be a football (**incorrect**)
+gazes at the front of the class
- 4 Ica: I am going to be::
+beats: supine hand: right hand
+left hand in shirt pocket
- 5 Chester: a football (**incorrect**)
+gazes at the front of the class
- 6 Ica: I am going to be::
+beats: supine hand: right hand
+left hand in shirt pocket
- 7 Chester: I am going to be a footballer
- 8 Ica: a footballer
+nods
+turns her body towards the FSs
+walks towards FSs

Furthermore, based on the aforementioned findings, the present study reveals that during the classroom interactions the teacher did not hinge upon only her embodied actions accompanied by her talk or speech but also the other semiotic resource in the form of (animated) images that appeared on the screen and the students' textbook that had significantly provided the learners the opportunities for learning or shaped their contributions in the interactions. The evidence was illustrated, for instance, in the material mode. By means of the images shown in extract 4, at the moment of the interaction taking place, it evolved around the material that was presented on the screen in the video. The students were directed by the teacher to guess the name of the fast-food restaurant based on the clues given in the form of pictures. In this occasion, Ica's provision using another resource (images on the screen) other than the embodied actions (such as a pointing gesture with her supine right hand in line 18 of extract 4) along with her speech is deemed significant to elicit the students' responses. Additionally, even without nominating the students, most of the students were engaged genuinely in the interactions (lines 6, 11, 17, 21, and 24 of extract 4). Thus, the use of images here is considered significant during the elicitation of the responses from the students. The present study has confirmed the findings of the previous studies (Sugianto et al., 2021, 2022; Sugianto & Prastika, 2021) regarding the significance of using images particularly in the EFL classrooms.

Extract 4

- 1 Ica: (starts playing the quiz video)
- 2 Video: (Number #1)
- 3 Ica_Ge: +operates the PC
- 4 Ica_Ga: +gazes at the PC
- 5 Ica: What is that?
+crosses arms
+gazes at the screen
- 6 Ss: Oh:: McDonald, McDonald
- 7 Barra: *Iya, itu kan ada kardusnya* (Yes, it is, there is a box there)

- 8 Ica: McDonald's. Good
+crosses arms
+gazes at Ss then at PC
- 9 Video: (Number #2)
- 10 Ica: Are you sure?
- 11 Ss: Yes::
- 12 Ica: Pizza Hut
+walks towards the back of the class
- 13 Video: (Number #3)
- 14 Ica_Ge: +crosses arms
- 15 Ica_Ge: +walks towards the back of the class; crosses arms
- 16 Ica_Ga: +gazes at the Ss; then gazes at the screen
- 17 Ss: KFC
- 18 Ica_Ge: +right hand supine points at Nisa
- 19 Ica_Ga: +gazes at Nisa; then gazes at the other students
- 20 Nisa_Ge: +raises her right hand
- 21 Barra: KFC, KFC
- 22 Ica: KFC, *karena ada gambar kakek-kakek dan ayam ya*
(KFC, because there is a picture of a grandfather and a chicken)
- 23 Video: (#4)
- 24 Ss: TACO BELL, TACO BELL
- 25 Ica: *Apakah benar?* Are sure?
(Is it correct? Are you sure?)
+crosses arms +right hand thumb up at FS
+gazes at Ss
- 26 Ica: *Tahu aja ya, anak-anak ya*
(kids always know)
- 27 Ica_Ga: +gazes at FS

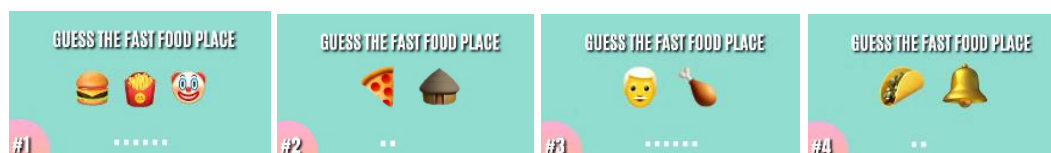


Figure 3: Video Showing for a Guessing Game

(https://www.youtube.com/watch?v=XzUsH3etB0k&list=RDCMUCvIhdlr7nu3N_fbt-IVb-g&index=7)

In addition to the material mode, some interactional features were found. In this light, the extract below reveals that the exchanges were conducted in IRF (Initiating, Response, and Feedback) pattern and display questions were also dominantly used by Ica (lines 2, 3, and 6 of extract 5). Moreover, Ica's embodied actions were mostly in a crossed-leg position. In this regard, it is considered a supportive gesture for supporting her during the material mode. In this light, as Pease (1988) points out, a crossed leg gesture is a typical gesture, for instance, used in lectures or minimising the uncomfortable feeling if an individual is required to sit for an extended period. Besides, the extract also shows that Ica's gazes were more oriented to a particular object (in this case, the textbook) in comparison to those oriented to the students. Thus, it is indicated that the way a teacher used embodied actions, such as gaze, was

distinct from one agenda to another agenda. In this light, the extract mainly focuses on the reading activity and doing the exercise enclosed in the reading of the passage. The present study was corroborated by the previous study conducted by Kääntä (2010), who found a mutual gaze in which teachers and students gaze one another if the interaction was not oriented to the textbook used. Another embodied action used by Ica based on extract 5 was an iconic gesture (in the form of clenching her right fingers). The iconic gesture was mainly to introduce or, in this case, was used to explain a new vocabulary to the students.

Extract 5

- | | |
|---------|--|
| 1 Ica | Okay, next, the question
+gazes down at the textbook
+crossed legs |
| 2 Ica | What was the first course?
+gazes down at the textbook
+gazes at FSs on her left side
+crossed legs |
| 3 Ica | What was the first course? <i>Apa?</i> (What?)
+gazes at a FS sitting in the first row
+crossed legs |
| 4 FS | Orange soup= |
| 5 Ica | =Orange soup with fish and pepper
+gazes down at the textbook
+crossed legs |
| 6 Ica | How about number two, how could they catch the orange balls?
+right hand on the hip and left hand holds the textbook
+gazes at Ss
+crossed legs |
| 7 Kevan | E:: <i>diambil pakai sumpit</i> (taken using chopsticks)
+gazes at Ica |
| 8 Kevan | E:: Chopsticks
+gazes at Ica |
| 9 Ica | By:: chopsticks
+raises her right hand
+crossed legs
+clenches her right fingers |



Figure 4 : Teacher' Iconic Gesture in the Material Mode

Moreover, the other micro-context or mode, namely managerial mode, in the data set of the present study was found to be in line with the expected interactional features. In this regard, most of the managerial mode was found to be in the form of a single extended turn of the teacher. Thus, fewer turns were conducted by the students. It was carried out by Ica for a number of reasons. They encompass ensuring the students' readiness to start the English lesson and announcing the learning agenda of a particular meeting. Such findings were in line with Walsh and O'Keefe's (2007) study that

revealed managerial mode was characterised by longer turns in comparison with the other modes. Also, in their findings, the managerial mode was characterised by the use of a transitional word, e.g. "all right or okay" (p. 11). The same way was also uttered by Ica; additionally, in the present study, Ica also used other words such as "Attention!" or "Ready!" that were used to draw the students' attention. Such discourse marker that was used by Ica was found to be different from the one that Clancy, Amador-Moreno, and Vaughan (2023, p. 7), who found the discourse marker for drawing an individual's attention is "hi or (hello) there!". Moreover, another interesting finding of the present study regarding the managerial mode is that it was found that Ica also managed to invite students to take a few turns during the interaction of this particular mode. In this regard, it is shown by lines 1-3 of extract 6. In this respect, as Ica delivered an orientation regarding the agenda that they would do, she utilised an incomplete utterance indicated by double colons: "We are going to learn about English:." (line 1 of extract 6). Such incomplete utterance was successfully responded to by the students, as shown by lines 2 and 3 of extract 6 as they responded and uttered "Super [Minds]" in line 2 of extract 6 by a student named Kevan, which was followed by the other students "[Super] Minds" in line 3 of extract 6. The use of Ica's incomplete utterance that successfully invited the students to take turns is in line with the studies of some scholars, such as Walper (2021) and Engida, Bewuket, and Tariku's (2022), who found that the use of incomplete utterance (or exactly they called it "designedly incomplete utterance") has a significant function to elicit responses from students. Here, the embodied actions, Ica's gazes at the centre of the class with crossed arms followed by gazes at female students as she walked towards the female students, were used by her to monitor the students' attention. In addition, she uttered an incomplete utterance as a follow-up action to check whether or not the students were attentive.

Extract 6

- | | |
|---------|--|
| 1 Ica | In this beautiful morning, in this beautiful day, we are going to learn about English: (.)
+gazes at the centre of the class
+crossed arms; stand in the middle of the class
+gazes at FS
+Walks toward FS; crossed arms |
| 2 Kevan | (0.5) Super [Minds] |
| 3 Ss | [Super] Minds |
| 4 Ica | English Super Minds for a new chapter
+crosses her arms
+gazes at female students
+turns her body towards male students |

At last, the classroom contextual mode was found to be the least type of mode in the present study. It was in line with the previous study conducted by Ghafarpour (2016) and Sugianto and Yusuf (2023). In this regard, it occurred due to the minimal intervention conducted by the teacher as this was a mode that is used to provide the space for students to express their ideas (Walsh, 2006b, 2006a, 2011). Besides, the embodied actions used were gaze-oriented to students. It was used when Ica monitored the students-students' exchanges. In particular, she only monitored the students from her chair, and sometimes she walked around the classroom to check the students' group work. As the classroom context mode was activated, all the students were usually found to sit on the floor in groups. This finding is in contrast with the study conducted by Asma and Samira (2024), revealing that the classroom context mode was challenging, that is, Mode-Divergent Teacher Talk in which the interactional features do not match with the pedagogical goals with the operating mode.



Figure 5 : Teacher's Use of Embodied Actions to Monitor Students

Based on Figure 5 above, it was found that a number of embodied actions were employed during the classroom context mode. In this light, Ica was found to sit on the chair, as shown in picture number 1. Also, it was found that she put both her hands in her shirt pocket, as shown by picture number 2. she also tried to make sure of the time constraint in doing the activity, as illustrated by picture 3, in which she was gazing at the watch she was wearing in her left hand. As she walked around the classroom, it was also found that her left hand gripped her right upper arm behind her back as she monitored the students, as indicated by picture number 4. Additionally, it was found that she put her left hand in the shirt pocket while at the same time she put her right hand around the chin and mouth (picture 5) as she said, "*Jangan lupa semuanya sebagian giliran ya!* (Don't forget, everyone must have the turn!)"; it was used to remind the students that they had the opportunities to contribute during the lesson was carried out. Such finding was corroborated by a study conducted by Chun (2024), who asserts that the body movement was utilised by a teacher to foster the ways students participate and engage with the tasks given. The present study also showed that an in-service teacher tended to be more facilitative to the students in providing the opportunities for students, whilst Walper, Pinuer, and Velásquez's (2024) in their study mention that the pre-service teachers in their data did not invariably promote the opportunities for talk. In a similar fashion, challenges with respect to the lack of facilitation of students' learning were also encountered by pre-service teachers in Yerian and Tellier's (2024) data. The findings above have provided highlights of the important use of teachers' teacher talk and gestures through which learning opportunities are facilitated. Thus, this eventually leads to fulfilling the students' learning needs (Xiong, 2024). It is also worth noting that a teacher is necessarily required to lessening his control of the classroom interactions for promoting students' learning by giving spaces for students to think during the interactions (Healey, 2024).

5. Conclusion

The present study reaches a conclusion that the teacher's embodied actions along with talk have essential roles for promoting classroom interactions and creating learning opportunities. In this regard, there are three types of gazes carried out by the teacher to promote classroom interaction and students' learning. The first type of gaze is directed at individual students along with gestures (such as deictic gestures) and talk (such as mentioning students' names and posing questions) to elicit students' responses and provide them with tasks. The second type of gaze is directed at a group of students. This type of gaze is used to assign tasks in groups and is utilised with gestures to show particular instructions.

The third type of gaze is directed at objects. It emphasises classroom objects, such as textbooks or screens, and provides guidance and draws students' attention.

The present study also concludes that some interactional features used by teachers have key roles in promoting students' learning. Concerning the managerial mode, to manage the classroom tasks, the teacher utilised some extended teacher talk, transitional markers (such as 'okay') and gestures. In addition, in the classroom mode, the interactional features, such as the teacher's gaze was found to be useful in monitoring and encouraging the group interactions which led to promote students' engagement.

Another conclusion obtained by the present study has to do with the use of semiotic resources, which shows significance in promoting the students' learning. In this regard, by combining the use of the teacher talk, embodied actions, and visual aids, the teacher could effectively draw the students' attention and promote their participation. It is, therefore, the verbal and non-verbal communication carried out by the teacher are necessarily required to promote active and productive classroom interactions.

Finally, apart from the significance of using CA as the approach of the present study, namely providing vivid and detailed descriptions of the interactions among the teacher and students due to its emic view and fashion, the present study should acknowledge the limitations it has and reveal recommendations for the ways to tackle them in future studies. In this case, the present study might have biased findings because it is only intensively focused on investigating one teacher's classroom interactions. Thus, it would have been more significant if it had included more teachers, including comparing female teachers and male teachers at varying levels. Another limitation has to do with its short data set included, namely, only six recordings of classroom interactions were analysed, albeit it was considered to be reliable (Seedhouse, 1996). However, lengthening the durations of classroom interactions in future studies might be preferable and significant so as to gain more safe and reliable data, which leads to adequate conclusions.

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Appendix

Transcription System (Sert, 2015; Walsh, 2006a, 2011)

T (or pseudonym)	: Teacher
S (or pseudonym)	: Student (not identified)
S1:S2:etc., (or pseudonym)	: Identified students
Ss	: Several students at once or the whole class
/ok/ok/ok/	: Overlapping or simultaneous utterances by more than one student

[do you understand?]

[I see]	: Overlap between teacher and student
=	: Turn continues, or one turn follows another without any pause
...	: Pause of one second or less marked by three periods
(4)	: Silence; length given in seconds
?	: Rising intonation-question or other
Correct	: Emphatic speech: falling intonation
((4))	: Unintelligible 4 seconds: a stretch of unintelligible speech with the length given in seconds
Kevan, Grai, Nisa	: Capitals are only used for proper nouns
T organises groups	: Writer's comments (in bold type)
+	: Indicating the onset of an embodied action
The:::	: Colons indicate lengthening the sound