



# The Comparison of Teacher Talk and Students Talk Between Male Teachers and Female Teachers in EFL Classroom Interaction Based on FIACS

Yumna Hadaya Nasution<sup>1(✉)</sup> and Hamzah<sup>2</sup>

<sup>1</sup> Master Program of English Education Department, FBS Universitas Negeri Padang, Padang, West Sumatera, Indonesia  
yumnanst@gmail.com

<sup>2</sup> Universitas Negeri Padang, Padang, West Sumatera, Indonesia

**Abstract.** Interaction between teacher and students is one of crucial point in learning process especially at language class in order to make learning process active, effective, and efficient. Regarding to the classroom interaction, of course there will be different condition and situation of each class. One of the difference of condition of classroom which is class who taught by male teacher and class who taught by female teacher. The aim of this study was to find out the differences of EFL classroom interaction between classes who taught by male English teachers and female English teachers based on FIACS. The kinds of this study is descriptive research with the qualitative approach. The sample of this study were four classes of Junior High School, consisting of two male English teachers and two female English teachers. The researcher observed and recorded the teaching and learning process to collect the data. The researcher analyzed the data by creating the transcription of recording result, analyzed the categories of interaction based on Flanders Interaction Categories System, and displayed the percentage of interaction categories of teachers talk and students talk between male teachers and female teachers. The result revealed that categories of Flanders Interaction Analysis was dominated by male teacher talk than female teacher talk. Male teacher more often did asking question meanwhile female teacher more often did giving direction. Besides, students talk response and students talk initiation was occurred more in male teacher class than in female teacher class.

**Keywords:** classroom interaction · EFL class · teachers gender · Flanders Interaction Analysis Categories System (FIACS)

## 1 Introduction

Interaction is an activity that connecting two or more individuals in daily life. Interaction is the process of reciprocity that was done by two or more human so that emerging the effect [1, p. 165]. Interaction is divided into two types, environmental interaction and social interaction. Environmental interaction is the interaction that done by human and

other organisms. Meanwhile social interaction is just done by our fellow human with contact and communication. Just as teaching and learning process in the classroom is social interaction because of teacher's gathering with a few students. Interaction between teacher and students is one of crucial point in learning process especially at language class in order to make learning process active, effective, and efficient.

In teaching and learning process, teacher and students have the same goals. Interaction takes the important role in teaching and learning process, particularly in English Foreign Language classroom. One reason is the purpose of language learning is to make language learners be more communicative. As the supporting statement by Yu that interaction can improve students' communicative competence [2]. Students are better trained in target language through interaction in the classroom. In the other words, the underlying learning process is determined by how the interaction patterns takes place between teacher and students or student and student.

There are three types of classroom interaction [3]. The first type is teacher – student interaction, in which the interaction between teacher and a student. It is occurred when teacher initiates the students, such as asking a question and then the students responded the teacher or vice versa. The second type is student – student interaction, in which it is kind of the discussion among students in the classroom. The third type is teacher – whole students, in which the teacher giving direction or lecturing to the whole students. However in this research, it would focused on teacher – student interaction and teacher – whole students interaction.

The technique of research that the researchers or experts can do to investigate the interaction in the classroom or teacher talk or students talk during the process of teaching and learning is interaction analysis. Interaction analysis includes in classroom discourse. Amidon stated that interaction analysis is a system that can be used to research how the teacher and pupils verbal interaction in the class [4]. Moreover Nunan argued that interaction analysis is more important to be researched for second or foreign language acquisition and use [5]. Therefore interaction analysis is the process of researching language class by observing, recording, taking notes and analyzing the interaction between teacher and students during teaching and learning process in the classroom.

According to Wallace (1998) interaction analysis is divided into two approaches, namely Ad Hoc and System-based [6]. Ad Hoc is guided discovery, in which the construction of instrument is more flexible and it is based on the appropriate area and interest. The participants have to design the instrument to solve the appropriate pedagogic problems and they should be a group of practitioners, outer researchers or colleague. Thus this approach can deal with the problem of teaching process in the classroom. The approach of Ad Hoc is called as Self-Evaluation Teacher Talk (SETT). Diffily and Sassman stated that teacher talk can support students' decision making, responsibility, initiative, teamwork, and also can encourage students to be passive or active in the classroom [7]. Therefor SETT is crucial to observe and investigate whether the teachers have applied and understood about the relationship of language use, interaction and opportunities in teaching and learning process.

System-based is the approach to analyze the interaction by using fixed categories that already determined [6]. There are some systems to analyze the interaction in the

classroom, those are Bellack et al. theory, Foreign Language Interaction (FLINT), Communicative Orientation Language Teaching (COLT), The Recent Version of COLT, and Flanders Interaction Analysis Categories System. Each system has its own function and advantages. Bellack et al. theory is an interaction analysis system that was found by Bellack and colleague in 1966. This system is focused on the pedagogical moves in teaching process to observe teachers' ability in building the active classroom interaction. The categories of this system are *structure*, *solicit*, *respond*, and *react*.

Foreign Language Interaction (FLINT) is the interaction analysis system that was found by Moskowitz in 1971. It only can be used in foreign language class interaction to analyze both teacher talk and students talk. There are two categories of teacher talk and students talk. Teacher talk includes direct influence and indirect influence. Meanwhile students talk includes students response (specific), students response (open-ended/ student initiated), silence, silence-AV, confusion (work-oriented), confusion (non-work-oriented), non-verbal.

Communicative Orientation Language Teaching (COLT) was found by Frohlich and Spada in 1984 most known as COLT old version. COLT old version can consider the impact of the differences of instruction on learning outcomes. Meanwhile the recent version of COLT was developed by Spada and Frohlich in 1995. It has the positive learning outcomes and its instrument has limitations as the changes for language teaching.

Finally yet importantly, Flanders Interaction Analysis Categories System was developed by Ned A. Flanders in 1970 from Bellack et al. theory. FIAC system can be used to analyze the categories of teacher talk and students talk during teaching and learning process. FIAC system also can be used not only in language class but also in others class. Flanders in [8] stated some features of this system of interaction analysis, those are: as the analysis of initiative and as the analysis of response. To analysis initiative means that to lead, to begin, to introduce the idea. Meanwhile as the analysis of response means to counter or to react to the idea after the initiation. In the other words, FIAC system is an interaction analysis system that can analyze two components: teacher talk and students talk.

Teacher talk is the way teachers take up the major portion of class time through language that they selected, such lecturing, giving direction, asking question, etc. Besides teacher talk is the kind of modification in teachers' speech that can lead to a special type of discourse [9]. Teacher talk can influence the students to act and to respond the teacher. Students talk is oral language that spoken by students to respond teacher, to ask question, to tell the idea, etc. In conclusion teacher talk and student talk are the oral language used by teacher and students so that they can interact well during teaching and learning and it will be able to create the active classroom.

Each component has two categories: initiation and response. Further each category has its own sub-categories. The sub-categories of teacher talk initiation includes lecturing, giving directions, asking question and criticizing or justifying authority. Lecturing is the teacher initiation to explain the content of learning. Giving direction is the teacher's utterance uttered to ask students to do something during learning process. Asking question is the teacher ask question to students so that the students respond the teacher.

**Table 1.** Flanders Interaction Analysis Categories

<b>Teacher Talk</b>	Response	1. Accepting feeling 2. Praising or encouraging 3. Accepting or using ideas of student
	Initiation	4. Asking questions 5. Lecturing 6. Giving directions 7. Criticizing or justifying authority
<b>Student Talk</b>	Response	8. Student response
	Initiation	9. Student initiation
<b>Silence</b>		10. Silence of confusion

Meanwhile criticizing or justifying an authority is the way of teacher to to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-defense.

The sub-categories of teacher talk response includes accepting feeling, praising or encouraging, and accepting or using students’ idea. Accepting feeling is the way of teacher to respond students feeling favorably during learning process. Praising or encouraging is kind of utterance of teacher to motivate students to be active in the class. Accepting or using students’ idea is the way of teacher to respond after students gave the idea or answer the question by accepting and re-explaining the student’s answer to the whole students in the class. Furthermore the students talk initiation is the utterance uttered by student/(s) to ask question and or to share idea. Meanwhile students talk respond is the utterance uttered by student/(s) to answer the question and or to explain their own opinion. The last category is silence, in which short period of pauses as the sign of the confusion. The categories of Flanders Interaction Analysis System can be seen in the Table 1.

Regarding to the classroom interaction, there is one of the difference of condition of classroom which is class who taught by male teacher and class who taught by female teacher. There is significant difference between male and female in using language [10]. It means that there will be differences between male teacher and female teacher in teaching especially in EFL class. Classroom interaction analysis is crucial to be conducted in order to be able to evaluate the teacher talk in teaching and how effective the class is. Therefore in this study the researcher aimed to find out the differences and similarities of classroom interaction between male teachers and female teachers based on the categories of Flanders Interaction Analysis System (FIACS).

## 2 Method

The kind of the research method of this study is descriptive research. Descriptive research is the research method that conducted in some steps: collecting data, analyzing data, interpreting data, present the result, and concluding purely [11]. The result is presented by the researcher based on the real phenomenon happened in the field. The participants

of this study were two classes of EFL class at SMP Negeri 2 Rantau Utara, Labuhanbatu, North Sumatera, Indonesia. It consisted of a male English teacher and a female English teacher. The data were the utterances uttered by the teacher and students during English learning in the classroom.

The researcher observed and recorded the interaction between teacher and students in EFL classroom. After that, the researcher transcribed the recording of the interaction and made the code. Furthermore the researcher categorized the teacher talk and the students talk based on FIAC system. Last but foremost the researcher counted the percentage of the categories of each class and compared it by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

### 3 Result and Discussion

The researcher found the result of this study that the overall categories of Flanders interaction analysis was occurred in male English teachers classes and female English teachers classes. However there are the differences of percentage of each category produced by each classes. The percentage can be seen in the Table 2.

Based on the Table 2, it shows that at male teacher class produced 362 categories or 60.43% meanwhile at female teacher class produced 237 or 39.56% categories in their EFL classroom interaction. It means that the interaction at male teacher class produced much utterances than at female teacher class. The explanation of each sub-category of teacher talk and students talk is presented as followed:

#### 1) Asking Questions

The first sub-category of teacher talk initiation based on Flanders is asking question. Asking question is the way of teacher to engage students to be active in classroom interaction by responding the teacher questions. It can be seen from the Table 2 that the quantity and the percentage of asking questions between male teacher and female teacher is different. The male teacher asked questions 95 times during the teaching and learning process, whereas the female teacher asked questions 31 times during the teaching and learning process. In the form of percentage, sub-category of asking question of male teacher is 75.39% meanwhile female teacher talk is 24.60%. It means that the male teacher did more asking question than female teacher.

The teacher can ask the question related to the learning material to evaluate whether the students have understood the lesson yet. Guzman et al. concluded from the teachers' perception that it is believed that asking question can elicit feedback from students, reviewing the lessons and generate the students' idea [12]. By asking question to a student, it may influence the other students to initiate in delivering their own idea. Therefore it is suggested for the teachers to improve asking question skill in teaching so that the teacher can create the active and qualified class.

#### 2) Lecturing

Lecturing is the second subcategory of teacher talk initiation based on Flanders. Lecturing is the teacher talk initiation by giving fact, expressing own opinion or

**Table 2.** Percentage of the Classroom Interaction

No	Categories of FIA	Sub-Categories of FIA	Male English Teacher Class	Female English Teacher Class	Total (N)
1.	Teacher Talk - Initiation	Asking questions	95 (75.39%)	31 (24.60%)	126
		Lecturing	17 (73.91%)	6 (26.08%)	23
		Giving directions	14 (23.72%)	45 (76.27%)	59
		Criticizing or justifying authority	21 (63.62%)	11 (33.37%)	32
2.	Teacher Talk - Response	Accepting feeling	27 (71.05%)	11 (28.94%)	38
		Praising or encouraging	34 (64.15%)	19 (35.84%)	53
		Accepting or using ideas of student	29 (61.70%)	18 (38.29%)	47
3.	Student Talk Initiation	Initiation	11 (52.38%)	10 (45.61%)	21
4.	Students Talk Response	Response	85 (53.79%)	73 (46.20%)	158
5.	Silence/ Confusion	Silence/ Confusion	29 (69.04%)	13 (30.95%)	42
<b>Total</b>			362 (60.43%)	237 (39.56%)	599

ideas, explaining the content or procedures of something related to the lesson to the students. As shown in the Table 2 that during the lesson time, the male teacher did lecturing 17 times meanwhile the female teacher did lecturing six times. In the form of percentage, the subcategory of lecturing of male teacher is 73.91%, whereas the female teacher is 26.08%. It can be concluded that male teacher also did more lecturing than female teacher.

### 3) Giving Directions

The third teacher talk initiation is giving direction. Giving direction is the technique in teaching to engage students do or act something such to finish the assignment, to read the text, to open the book, etc. Giving direction can be done in the opening, while teaching and learning, and in the closing of lesson. The result shown that the male teacher gave direction or instruction 14 times and the female teacher gave direction 45 times during lesson time. The difference of percentage between male and female teacher is that male teacher resulted 23.72% meanwhile the female teacher resulted 76.27%. It can be concluded that giving direction was more did by female teacher than male teacher.

Giving direction almost similar to asking question. Giving direction also can influence students to be active in the class. However giving direction giving direction involves students being more active in non-verbal communication. Meanwhile asking question can involve students being more active in verbal communication.

4) **Criticizing or Justifying Authority**

The last teacher talk initiation subcategory is criticizing or justifying authority. This kind of teacher talk initiation is one way of teacher to control and manage students in the class. It is like the power of teacher in the class as the controller. Such the statement by Harmer that the roles of teacher in English classroom interaction are as controller, organizer, assessor, prompter, participant, resource, tutor, and observer [13]. Criticizing or justifying authority can be done by teacher by uttering the statement which can change students' behavior from non-acceptable to acceptable pattern, and from the mistaken to the true one.

The result shown that male teacher criticized or justified the students 21 times meanwhile female teacher did it only 11 times during the lesson. The percentage of male teacher in criticizing or justifying authority is 63.62% whereas the female teacher is 33.37%. It means that the male teacher did more criticizing and justifying authority than female teacher. It also can be conclude that the students in the female teacher class made fewer mistakes and fuss than students in male teacher class.

5) **Accepting Feeling**

Accepting feeling is one of sub-categories of teacher talk response category, in which the teacher accepts the students' feeling or understands about the characteristics and proficiency of students. The teacher can accept students feeling by celebrating each students, make introduction or opening before lesson, and permit or make the commitment before lesson. Based on Table 2, it can be seen that male teacher accepted students feeling 27 times or 71.05% meanwhile female teacher accepted students feeling 11 times or 28.94%. It means that male teacher did more accepting feeling than female teacher.

6) **Praising and Encouraging**

The second subcategory of teacher talk response is praising or encouraging students. The kind of this subcategory is the way of teacher in motivating students so that the students participate and engage be active in the class. The male teacher resulted 34 times of praising and encouraging category meanwhile female teacher resulted 19 times. In percentage, male teacher is 64.15% whereas female teacher is 35.84%. It means that in praising and encouraging was dominated by male teacher. Male teacher mostly motivating students during teaching and learning activity than female teacher.

7) **Accepting or Using Students' Idea**

Accepting or using students' idea means that teacher respond the student after student gave his/her own answer or idea by accepting and even conveying student's idea to the whole students. This kind of sub-category is important to make students feel accepted and valued. Based on the result male teacher accepted and used students' idea 29 times while female teacher did it 18 times. It means that the percentage of male teacher in accepting or using students idea is 61.70%, meanwhile female teacher is 38.29%. Male teacher accepted and used students' idea more than female teacher.

#### 8) **Students Talk Initiation**

Students talk initiation is the category of students talk in which student(s) initiate to answer the teacher's question or sharing their own opinion before teacher ask them. It is kind of the unpredictable response from the students. For example, teacher ask the question to the student B and then the student A answered that question in advance. Based on the Table 2 it revealed that in male teacher class students initiated 11 times while in female teacher class students initiated only 10 times. The comparison between male teacher class and female teacher class in students talk initiation only 1 time difference. In the percentage, students talk initiation in male teacher class is 5.38% while in female teacher class is 45.61%. It was dominated by male teacher class.

#### 9) **Students Talk Response**

Students talk response is the second category of students talk in which students respond the teacher's question or teacher's direction. Students in male teacher class did talk response 85 times or in percentage is 53.79%. Meanwhile students in female teacher class did it 73 times or in percentage is 46.20% during lesson time. In the other words, students talk response was done more in male teacher class than in female teacher class.

#### 10) **Silence**

Silence is the condition in classroom interaction in which there is no any talk whether from teacher and or students in temporary. It is kind of pause in short time that cause of the confusion. In male teacher class silence was done 29 times while in female teacher class was done 13 times. In percentage, in male teacher class is 69.04% meanwhile in female teacher class is 30.95%. Silence occurred more in male teacher class than in female teacher class.

## 4 Conclusion

The result of each category occurred in both classes between male teacher class and female teacher class has been explained above. Based on the explanation above, it can be seen that categories of Flanders interaction analysis most occurred in male teacher class. The comparison is that in teacher talk initiation, male teacher mostly asked question to students. Meanwhile female teacher mostly gave direction. Furthermore in teacher talk response, both male teacher and female teacher dominated in praising and encouraging students. However male teacher praised and encouraged students more often than female teacher. Regarding to students talk, students talk initiation was did more in male teacher class than female teacher class. Besides, students talk response also was did more in male teacher class than in female teacher class. Lastly, silence more occurred in male teacher class than in female teacher class. However it happened because there were more interactions that occur in male teacher class. Based on ten categories of Flanders interaction analysis, silence category do not influence interaction be active class. Thus, it is important to the teachers to improve their teaching skill so that the silence category will be reduced in class interaction.



**Acknowledgment.** All praises and glory to Allaah SWT, who has given the authors strength, belief, and guidance to accomplish this article: The Comparison of Teacher Talk and Students Talk between Male Teachers and Female Teachers in EFL Classroom Interaction based on FIACS.

A great appreciation for the principal, teachers and students, who gave many contributions in finishing this research especially English teachers and students at classes of VII-7, VII-9 SMPN 2 Rantau Utara, Labuhanbatu, North Sumatera, Indonesia. I also would like to thank to my advisor, Dr. Hamzah, M.M, M.A., who guided me in writing this article.

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