ANALYZING PATTERNS OF CLASSROOM INTERACTION IN AN ELEMENTARY ENGLISH ONLINE TEACHING AND LEARNING PROCESSES

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Abstract
In the realm of English teaching and learning, the profound impact of interaction on pedagogical success is unequivocal. This research employs a qualitative approach, leveraging Flanders' Interaction Analysis System (FIAS), to meticulously unravel the intricate patterns of classroom interaction within online teaching and learning, with a specific focus on young learners at the elementary school level. Through meticulous observation and recording of an English online class, complemented by corroborative interviews with the English teacher, this study unveils the dominant interactional motifs of questioning (Teacher's Talk) and responding (Students' Talk). Discerning these interactional patterns from teacher-student and student-student dynamics illuminates the nuanced categorizations of teacher and student talk during online instructional activities. A noteworthy finding is the dynamic nature of these interactions, punctuated by occasional teacher dominance yet consistently fostering active student engagement and heightened participation. This research introduces a novel perspective by contributing valuable insights into the diverse and dynamic nature of online teaching and learning interactions and emphasizing their pivotal role in shaping pedagogical outcomes. The implications of these findings extend beyond mere theoretical understanding, offering pragmatic considerations for activity selection to optimize student potential within the educational landscape. Furthermore, this study underscores the indispensable role of classroom interaction in realizing the intended goals of teaching and learning processes. In essence, this research elevates the discourse on pedagogical methodologies, providing a sophisticated lens through which to perceive and enhance the dynamics of online education.

Keywords: Classroom Interaction Patterns, Discourse Analysis, Elementary School Level, Online Teaching and Learning

Introduction
Interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people. Storch states that collaborating is to share labor that involves high mutuality and a spirit of equality so that both sides make interaction fruitful and productive (Storch, 2013). Besides, the communicative competence theory emphasizes interaction as human beings who use language in various contexts to negotiate the meaning conveyed in an interaction (Brown & Lee, 2015). Therefore, the interaction between student-student and student-teacher in a classroom setting is also crucial to achieving the intended learning goals.

Classroom interaction plays a significant role in the teaching and learning processes. Therefore, the quantity and quality of the interaction is a critical dimension of effective classroom teaching. In line with this statement, it is through language in interaction that we access new knowledge, acquire and develop new skills, identify problems of understanding, learn to deal with breakdowns in communication, and establish and maintain relationships between teacher-student and among students (Walsh, 2011, p. 3).

The learning process depends on the level of student-student interactions and student-teacher interactions in a supported learning environment (Biggs, 2003). In line with that, classroom interaction means that students should actively participate in the teaching and learning process by answering questions, joining the group work, and participating in activities and discussions (Wright, 2014). Furthermore, social constructivism based on Vygotsky's theory (Nobel et al., 2012)
suggests that learning experiences are social, meaning that learning cannot be separated from the social context where students develop their sense of identity from a social and individual perspective.

One potential solution to increase students' participation in teaching and learning is applying instructional strategies that encourage interaction (Oryazun & Morrison, 2013). In order to provide the students, the opportunity to express themselves freely, the materials, methods, techniques, and activities of the learning process should encourage and support the students to use English as a means of communication. Therefore, teachers should provide activities that support interactions.

This interaction process covers verbal and nonverbal actions to promote learning in the classroom. Applying the proper patterns of interaction is a fundamental factor in the success of teaching and learning processes. Changing interaction patterns helps vary the pace while choosing the right pattern help to achieve learning intended goals and learning productivity (Interaction Patterns | Teaching English | British Council | BBC, n.d.).

Analyzing the patterns of interaction has been a research interest leading to a significant direction in educational research (Sari, 2019). While the centrality of classroom interaction is widely acknowledged, notable research gaps exist that necessitate exploration. Existing literature has provided valuable insights, yet specific gaps persist, requiring further examination. Notably, recent publications have shed light on diverse facets of classroom interaction; however, more studies still need to address young learners' online teaching and learning processes. The current study positions itself within these identified gaps, offering a nuanced exploration of classroom interaction patterns in the context of online English teaching for young learners.

Moreover, the effectiveness of instructional interaction hinges not only on the teacher's initiation during teaching but also on the active involvement of students as initiators, a critical factor for achieving educational goals. A prevalent issue in English instructional processes persists in the form of teacher dominance or teacher-centric interactions (Faridi et al., 2016; Indoshi et al., 2009; Milal, 2011). This scenario is characterized by teachers assuming the role of initiators throughout the entire learning process, predominantly delivering lectures without meaningful engagement with students (Maulana et al., 2012; Sellmann et al., 2015). Hen and Goroshit (2016) asserted that fostering successful classroom interaction requires teachers to avoid one-sided authoritative discourse, be supportive, and consider students' emotional variables (Hen et al., 2016).

To enhance classroom interaction, it is imperative that teachers comprehend the purpose of each interaction throughout the entirety of the learning process, from the initial stages to the conclusion of the lesson. Creating an environment conducive to active student engagement is crucial, ensuring that all students have opportunities to interact with teachers. This approach aligns with the recommendations of Hen and Goroshit (2016) and promotes a shift away from the prevalent teacher-centered dynamics, emphasizing a more inclusive and participatory classroom atmosphere.

The contributions of this study extend beyond addressing existing research gaps. By employing Flanders' Interaction Analysis System (FIAS) in a qualitative approach, this research describes interaction patterns and presents a unique lens through which to view online teaching and learning practices. The study's focus on elementary school-level learners adds granularity to understanding pedagogical dynamics in digital education. Furthermore, the insights derived from this research have practical implications, guiding the selection of instructional activities to enhance student potential and foster optimal learning outcomes. Thus, this study serves as a valuable addition to the existing body of knowledge, contributing to the refinement of pedagogical methodologies and enhancing online teaching and learning practices.
The main objective of this study is to describe the classroom interaction patterns in online teaching and learning processes using Flanders’ Interaction Analysis System (FIAS). This study is focused on the young learner classroom interaction at the elementary school level. To make the discussion focus, a critical question is proposed: What are the classroom interactions patterns in English for young learners' online teaching and learning processes?

In order to answer the research question, this study employs a qualitative approach by which data were collected through observation and interview. As a result, there are some theories as to the basis of this study. These theories are depicted in the following section.

**Literature Review**

**Classroom Interaction**

Classroom interaction patterns can be seen as specific methods of how teachers and students or students and students interact in teaching and learning processes. Classroom interaction plays a significant role in accepting and absorbing the target language in teaching and learning (Juniarmi, 2019). There are several roles of classroom interaction to improve the student's abilities through interacting using the target language in the classroom. First, classroom interaction can increase the students' language store. The language spoken by teachers and among students when they use the target language is authentic material, and the language output is provided by video or audio recording. Third, students can use all the language exposure they have learned or casually absorb to communicate daily (Rivers, 1987, pp. 4–5).

The second role, classroom interaction, can develop communication skills. It is in line with Thapa and Lin (2013). They state that interaction in the classroom becomes the fundamental factor that can strengthen the students' linguistic resources and equip them with relevant skills for communication (Thapa & Lin, 2013). The last point is that interaction significantly affects the student's learning process. It will strengthen the relationship between students and students or with the teacher since it gives them a chance to learn from each other and get feedback on their performance. The students will feel more confident as they already feel comfortable with their teacher (Naimat, 2011).

This study analyzed the online teaching and learning classroom interaction patterns using Flanders’ Interaction Analysis System (FIAS). FIAS is used to categorize classroom interaction patterns in teaching and learning processes. Flanders suggests four interaction patterns: Teacher Support, Content Cross, Teacher Control, and Student Participation (Flanders, 1970)—detailed information about classroom interaction patterns based on FIAS depicted in the following table.

<table>
<thead>
<tr>
<th>Flanders’ Interaction Analysis Category (FIAC)</th>
<th>Classroom Interaction Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Support</td>
<td>Teacher Support</td>
</tr>
<tr>
<td>A. Indirect Talk (Response)</td>
<td></td>
</tr>
<tr>
<td>1 Accepts Feelings</td>
<td></td>
</tr>
<tr>
<td>2 Praise or Encouragement</td>
<td></td>
</tr>
<tr>
<td>3 Accepts or Uses ideas of Students</td>
<td></td>
</tr>
<tr>
<td>4 Asking Questions</td>
<td>Content Cross</td>
</tr>
<tr>
<td>B. Direct talk (Initiation)</td>
<td></td>
</tr>
<tr>
<td>5 Lecturing /Lecture</td>
<td>Content Cross</td>
</tr>
<tr>
<td>6 Giving Directions</td>
<td>Teacher Control</td>
</tr>
<tr>
<td>7 Criticizing or Justifying Authority</td>
<td></td>
</tr>
</tbody>
</table>

Table 1. Classroom Interaction Patterns
The FIAS coding system has ten teacher and student communication or interaction categories. The categories are divided into 'Teacher’s Talk' and 'Students’ Talk.' Teacher’s talk consists of two kinds of talk: direct and indirect. Indirect talk is a talk done by the teacher when he/she allows the students to participate in the teaching and learning process. While direct talk is talk when the teacher adopts the lecture method, states the teacher’s opinions or ideas, justifies the teacher's authority, directs the students’ actions, and criticizes the students’ behavior.

The study uses FIAS categories to find out the interaction pattern. The first pattern is the Teacher Support in line with category numbers 1, 2, and 3. It represents the students’ feeling of acceptance by the teacher, the teachers’ praise and encouragement to the students, and the teachers’ acceptance towards the students’ ideas and uses them in class.

In the categories of interaction, the Content Cross can be seen from category numbers 4 and 5 that, refer to the asking question and the lecturing behavior according to FIAS. Content Cross is described as teachers’ activity of giving questions and information to the students.

The teacher control pattern can be seen from category numbers 6 and 7. The teacher control pattern shows the dominance of teachers' role in justifying controls, giving direction and instruction, and criticizing the students' behavior. While the last, the domination of students’ initiation and responses in the remaining category (numbers 8, 9, and 10) is described as Student Participation. These three categories reflect the Students’ Talk patterns.

ELT Online Teaching and Learning Processes

The landscape of second language (L2) instruction has witnessed a notable upswing in online modalities, primarily propelled by technological strides (Tsai & Talley, 2014) and the imperative for instructional adaptations spurred by the COVID-19 pandemic. The pandemic's global impact on education catalyzed an 'onlinification' trend, leading to the closure of educational institutions for over 90% of the world's students (Reuge et al., 2021). This transformative shift has underscored the pivotal role of interaction in online pedagogy, necessitating educators’ adaptation to evolving technologies and reevaluation of interaction dynamics, including instructor-student, student-student, and student-content interactions.

Despite the widespread adoption of virtual platforms in educational settings, exploring optimized mediated interaction – utilizing technology to support and enhance interaction – in language learning remains insufficient. While existing research underscores the imperative of fostering more opportunities for student-student and student-instructor interaction (Bikowski et al., 2022), the nuanced changes in interaction patterns within the online language classroom, the management and influence of these practices by language educators, and the timing and provision of corrective feedback to students remain inadequately understood (Arroyo & Yilmaz, 2018; Granena & Yilmaz, 2019; Hampel & Stickler, 2012; Henderson, 2021).

To unlock the full potential of the online language learning environment, thoroughly exploring these questions through direct observation of language classrooms is imperative. Delving into teachers’ actual practices facilitates a profound understanding of the competencies required to foster interaction in the language e-classroom (Kohnke et al., 2023).

Language educators confront various challenges in synchronous online lessons, from eliciting student responses to the risk of lessons becoming excessively teacher-centered (Kaymakamoglu, 2018). These challenges, amplified by technical constraints and social norms that
discourage interrupting the teacher's discourse (Sert, 2015), contribute to the growing concern about increased teacher talking time online (Kohne et al., 2023, pp. 121–122). Quantifying interaction in online language learning, as pursued in this study, complements existing research measuring teacher talk (Azhar et al., 2019; Blanchette, 2009; Malik et al., 2023) and provides empirical insights into the prevalence of diverse interactional patterns within the language classroom.

There is a widely shared acknowledgment of the pivotal role played by interaction in fostering language acquisition (Gass, 1997; Gass & Mackey, 2006; Walsh, 2006; Walsh & Sert, 2019). This recognition extends to the realm of online language learning, as evidenced by the works of Ko (Ko, 2022), Lim and Aryadoust (Lim & Aryadoust, 2022), and Zhang et al. (Zhang et al., 2022). Furthermore, the significance of interaction has been acknowledged in nontraditional settings, such as its role in social networks during Study Abroad for Second Language Acquisition (SLA) (Strawbridge, 2023), robot-assisted language learning (Engwall & Lopes, 2022), and communication facilitated by Artificial Intelligence (AI) (Muñoz-Basols et al., 2023). Within the context of L2 instruction, particular emphasis is placed on Classroom Interactional Competence (CIC), denoting the ability of both teachers and learners to effectively use interaction as a tool for mediating and facilitating learning (Walsh, 2013, p. 65). CIC encompasses all participants in the learning environment and proves instrumental in analyzing how interactional resources contribute to task completion (Balaman & Olcay, 2017). Cultivating CIC fosters dialogic, engaged, and safe classrooms that embolden students to take risks, enhancing the learning experience (Moorhouse et al., 2023, p. 116).

Diverse criteria categorize interaction in online language learning. Firstly, interactions can be asymmetrical, characterized by instructor-led lectures, or symmetrical, involving bidirectional communication with student participation (Holden & Westfall, 2006). Secondly, the mode of interaction may be synchronous or asynchronous. Lastly, the purpose of interaction can be either instructional or social (Gilbert & Moore, 1989). Examining the agents involved, Moore's classification of interaction in distance learning identifies three prevalent types (Roach & Attardi, 2022; Xiao, 2017): student-instructor interaction, student-student interaction, and student-content interaction.

Russell and Murphy-Judy (2021) underscore the importance of fostering student-content interaction, student-instructor interaction, and student-student interaction in virtual language classrooms (Russell & Murphy-Judy, 2021). Bernard et al.’s (2009) meta-analysis in education indicates that student-instructor interaction, in isolation, has the most negligible impact on students' achievement (Bernard et al., 2009). However, the combination of student-instructor and student-content interactions yields comparable outcomes to the combination of student-student and student-content interactions, surpassing the results of student-student plus student-instructor interaction. Student-student and student-instructor interaction is integral in establishing communities of practice (Hooper, 2020) and contributes to boosting students' motivation and satisfaction (Miao et al., 2022). Regarding interaction quality, there are indications that online interaction mirrors in-person interaction, including the provision of corrective feedback (Strawbridge, 2021).

Method
Selection of Cases

This study employs a case study design, focusing on an English teacher and 2nd-grade students of one elementary school in Jakarta. The choice of this particular case is deliberate, aiming to provide an in-depth understanding of classroom interaction patterns within the context of online teaching during the pandemic. The 2nd-grade level is selected to explore foundational language learning experiences. Due to the pandemic situation, the teacher conducted online teaching and
learning using the Google Meet application. Using Google Meet for online instruction ensures relevance to contemporary educational practices.

**Data Collection Procedures**

Data collection involved non-participant observation through video recording and an interview with the English teacher. Video recording captured the nuances of online classroom interactions, allowing for a comprehensive analysis of verbal and non-verbal communication. The interview with the teacher provided valuable insights into instructional strategies, intentions behind specific interactions, and the overall pedagogical approach. This dual-method approach ensures a robust dataset for detailed analysis.

**Data Analysis Techniques**

The collected data are subjected to meticulous analysis employing the Flanders Interaction Analysis Category (FIAC) as the coding framework. Each classroom verbal interaction is coded for teacher and student talk categories, with careful consideration of the specific patterns outlined in the Flanders' Interaction Analysis System (FIAS). To enrich the analysis, simple statistical counting, represented as percentages, is applied. This statistical approach aids in quantifying the prevalence of distinct interaction patterns, contributing depth to the qualitative findings.

The formula for calculating percentages \(X = \frac{n}{\sum n} \times 100\%\) is employed, where \(X\) represents the percentage value, \(n\) signifies the frequency of a specific category, and \(\sum n\) denotes the total frequency. This hybrid approach, combining qualitative analysis with quantitative measures, enhances the rigor and comprehensiveness of the study.

Each classroom verbal interaction was coded for each utterance. It means that the observer decided which best teacher and student talk category represents in each utterance. Afterward, the researcher plots the data and puts the categories into an observation sheet table. This study used an observation guideline based on the Flanders' analysis system (FIAS). The detail of the guideline for the observation is depicted in the table below.

<table>
<thead>
<tr>
<th>NO</th>
<th>INTERACTION CATEGORIES</th>
<th>INTERACTION PATTERN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accepts Feeling:</td>
<td>Teacher Support</td>
</tr>
<tr>
<td></td>
<td>Accepts and clarifies a pupil's attitude or feeling tone in a non-threatening manner. The feeling may be positive or negative. Predicting and recalling feelings are included.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praises or encourages:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Praises or encourages action or behavior. Jokes that release tension, but not at the expense of another individual, nodding head saying um, hmm, or go on are included.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Accepts or uses ideas of pupils:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>They are clarifying, building, or developing ideas suggested by a pupil. Teachers' extensions of pupil ideas are included but shift to category five as the teacher brings more of his ideas into play.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Asks questions:</td>
<td>Content Cross</td>
</tr>
<tr>
<td></td>
<td>They are asking a question about content or procedures; based on teacher ideas, with the intent that the pupil will answer.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Lecturing:</td>
<td></td>
</tr>
</tbody>
</table>
The teacher gives opinions about content or procedures, expressing his ideas, explaining his explanation, or citing an authority other than a pupil.

6 Giving direction: Teacher Control
A student is expected to comply with directions, commands, or orders.

7 Criticizing or justifying authority:
Statements intended to change pupil behavior from non-acceptable to acceptable patterns; bawling someone out; stating why the teacher is doing what he is doing; extreme self-references.

Student Talk

8 Pupil-talk - response: Students
Talk by pupils in response to teacher. The teacher initiates contact, solicits pupil statements, or structures the situation. Freedom to express own ideas is limited.

9 Pupils-talk – initiation:
Talk by pupils that they initiate. For example, expressing own ideas, initiating a new topic, having the freedom to develop opinions and a line of thought, like asking thought, like asking thoughtful questions, and going beyond the existing structure.

10 Silence or confusion:
Pauses, short periods of silence, and periods of confusion in which the observer cannot understand communication.

Data Triangulation
Data triangulation is achieved by integrating multiple data sources, including video recordings, teacher interviews, and statistical counts. The triangulation of these diverse data sets ensures the reliability and validity of the findings by cross-verifying information obtained through different methods. The integration of FIAC and statistical counting provides a multifaceted understanding of interaction patterns and establishes a robust foundation for drawing comprehensive conclusions and insights into the nuances of online English teaching and learning interactions.

Findings and Discussions
This study begins with the critical question of classroom interaction patterns in English for young learners’ online teaching and learning processes. The results of the data analysis are the answer to this critical question. First, the percentage used to determine the classroom's interaction patterns. For example, according to Flanders, the percentage of teacher talk is the teacher speaking during the teaching and learning processes. On the other hand, the percentage of students who talk is the number of students speaking during the teaching and learning processes (Flanders, 1970).

The results revealed that the total amount of talk in the main activities of the online teaching and learning process is 434 utterances. The utterances were divided into two main categories: the teacher's talk and the students' talk. The proportion of the teacher's talk is 245 utterances (56.45%), and the proportion of the students' talk is 189 utterances (43.55%).

To answer the critical question of this study, this teacher's talk is classified into seven categories based on the Flanders' Interaction Analysis Category (FIAC) and further categorized into the three classroom interaction patterns: Teacher Support, Content Cross and Teacher Control. Likewise, the students' talk is classified into three categories of FIAC and categorized as students'
participation in the classroom interaction pattern. The detailed results of the classroom interaction pattern analysis can be seen in the following table.

Table 3. The Results of Classroom Interaction Pattern Analysis

<table>
<thead>
<tr>
<th>FLANDERS’ CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teacher’s Talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Accepts Feeling</td>
<td>2</td>
<td>0.46%</td>
</tr>
<tr>
<td>2. Praises or encourages</td>
<td>39</td>
<td>8.99%</td>
</tr>
<tr>
<td>3. Accepts or uses ideas of pupils</td>
<td>32</td>
<td>7.37%</td>
</tr>
<tr>
<td>4. Asks questions</td>
<td>124</td>
<td>28.57%</td>
</tr>
<tr>
<td>5. Lecturing</td>
<td>7</td>
<td>1.61%</td>
</tr>
<tr>
<td>6. Giving direction</td>
<td>29</td>
<td>6.68%</td>
</tr>
<tr>
<td>7. Criticizing or justifying authority</td>
<td>12</td>
<td>2.77%</td>
</tr>
<tr>
<td><strong>Total A (Teacher’s Talk)</strong></td>
<td><strong>245</strong></td>
<td><strong>56.45%</strong></td>
</tr>
<tr>
<td>B. Students’ Talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Response</td>
<td>118</td>
<td>27.19%</td>
</tr>
<tr>
<td>9. Initiation</td>
<td>56</td>
<td>12.90%</td>
</tr>
<tr>
<td>10. Silence or confusion</td>
<td>15</td>
<td>3.46%</td>
</tr>
<tr>
<td><strong>Total B (Students’ Talk)</strong></td>
<td><strong>189</strong></td>
<td><strong>43.55%</strong></td>
</tr>
</tbody>
</table>

The results showed that the dominant interaction pattern for the teacher's talk was asking questions, with 124 utterances out of 245. Based on the interview, the teacher believes that asking them questions is the most effective way to make the students speak and interact. In line with this result, the most dominant pattern of students' talk was giving responses with 118 utterances out of 189. This showed that the students would actively respond to the teacher by asking questions, and the interaction in the teaching and learning processes could happen.

The teacher dominated the interaction in the online class analyzed in this study (56.45%). Most of the time, the teacher initiated the interaction by asking questions to the students (28.57%). Besides that, the teacher supported students by giving some praise, encouraging the students, and accepting the students' ideas in the online class. Finally, the teacher controlled the teaching and learning process by asking questions, lecturing, and giving some directions to students.

Although the teacher's talk percentage is more significant than the students' talk, it can be seen that the students also participated actively by giving responses to the teacher's talk (43.55%). In addition, the students sometimes initiate the interaction by asking questions and stating their ideas in the teaching and learning process (12.90%). All in all, there was only a short period of silence during the online class (3.46%), so the students were engaged in the teaching and learning processes. The summary of the analysis results can be seen in the table below.

Table 4. Results Summary

<table>
<thead>
<tr>
<th>MAIN ACTIVITIES</th>
<th>INTERACTION PATTERNS</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Talk</td>
<td>Teacher Support</td>
<td>73</td>
<td>16.82%</td>
</tr>
<tr>
<td></td>
<td>Content Cross</td>
<td>131</td>
<td>30.18%</td>
</tr>
<tr>
<td></td>
<td>Teacher Control</td>
<td>41</td>
<td>9.45%</td>
</tr>
<tr>
<td>Students Talk</td>
<td>Students’ Participation</td>
<td>189</td>
<td>43.55%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>434</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Discussion

The exploration of classroom interaction patterns in online English teaching aligns with the pivotal role attributed to interaction in language learning within the literature (Juniarmi, 2019). The study operationalizes this concept using Flanders' Interaction Analysis System (FIAS), a methodology rooted in the broader understanding of classroom interaction patterns (Flanders, 1970). FIAS categorizes these patterns into Teacher Support, Content Cross, Teacher Control, and Student Participation, aligning with the overarching literature on the multifaceted nature of classroom interaction.

The findings provide a nuanced understanding of online interaction by identifying dominant patterns such as "Content Cross" and "Teacher Support," contributing depth to the broader conversation on the significance of interaction in language education (Thapa & Lin, 2013). The active participation of students, reflected in patterns like "Student Participation," resonates with the literature emphasizing interaction as a means to strengthen linguistic resources and communication skills (Naimat, 2011; Rivers, 1987).

The study's identification of teacher dominance in online classrooms, mainly through questioning (28.57%), aligns with the prevailing discourse on teacher-centric dynamics in virtual settings (Hen et al., 2016; Sellmann et al., 2015). However, the granular breakdown of teacher talk into FIAC categories enriches this perspective, revealing a more intricate tapestry of interaction patterns. The emphasis on questioning as an effective strategy to engage students echoes existing literature advocating for dialogic and participatory classrooms (Walsh, 2013).

The literature review underscores the importance of interaction in strengthening student-teacher relationships and fostering a conducive learning environment (Naimat, 2011). The findings support this, revealing that teacher support patterns, such as praise and acceptance of student ideas, contribute to students' comfort and confidence, aligning with the existing body of knowledge.

While the teacher's dominance echoes in the findings, the study provides new insights into the nuanced nature of online interactions. The categorization of teacher talk into specific patterns contributes a novel dimension, demonstrating that even within teacher-dominated environments, specific patterns foster a more balanced and engaging discourse. The prevalence of "Student Participation" challenges the traditional notion of passive student roles in online learning, offering a fresh perspective on the dynamics of online language education.

The study complements existing research on online language learning by quantifying diverse interactional patterns, addressing gaps identified in the literature (Hampel & Stickler, 2012; Henderson, 2021). The findings provide empirical insights into the prevalence of interactional patterns, contributing valuable knowledge to the ongoing discourse on effective language instruction in virtual settings.

The application of FIAS as a methodological framework proves to be a distinctive contribution, offering a systematic and standardized approach to dissecting online interaction patterns. This methodological choice enhances the study's reliability and provides a robust foundation for future research. By categorizing teacher talk into specific patterns, the study contributes methodological advancements, ensuring a more comprehensive understanding of the intricacies of online classroom dynamics.

While the findings emphasize the positive aspects of teacher-student interaction, the study acknowledges the potential implications of teacher dominance, especially in patterns categorized as "Teacher Control." This recognition aligns with the literature emphasizing the need for a balanced discourse (Kaymakamoglu, 2018). The study encourages reflection on the potential impact of specific interaction patterns on student autonomy and critical thinking, inviting further exploration of alternate views to enrich the discourse on effective online language teaching.
In conclusion, this study builds upon the foundation laid by existing literature on classroom interaction patterns and their role in language learning. The integration of FIAS as a methodological framework and the detailed breakdown of teacher talk into specific categories contribute distinctive insights and methodological advancements. The findings provide empirical evidence supporting the importance of diverse interactional patterns in creating a balanced and engaging online language learning environment.

Conclusion

Interaction is a cornerstone in English teaching and learning, wielding considerable influence over the success of educational processes. This study delves into the intricate landscape of online teaching and learning interactions, explicitly targeting young learners at the elementary school level. Employing Flanders' Interaction Analysis System (FIAS), we scrutinized classroom interactions to unravel their patterns and implications.

The essence of our findings lies in the prevalence of distinct interaction patterns within the online teaching and learning processes. Dominated by teacher-student interactions, the predominant patterns observed were the teacher asking questions and students responding. These interactions within the realms of teacher and student talk collectively contributed to a robust tapestry of engagement during online activities.

Our study aligns with existing literature emphasizing the integral role of interaction in language learning (Juniarmi, 2019). Through the application of FIAS, we categorized interactions into Teacher Support, Content Cross, Teacher Control, and Student Participation, echoing the broader discourse on multifaceted classroom interactions. Our identification of teacher dominance through questioning resonates with the prevalent discourse on teacher-centric dynamics in virtual settings.

While our findings reaffirm teacher dominance, categorizing teacher talk into specific patterns introduces a nuanced perspective. Even within teacher-dominated environments, specific patterns foster a balanced and engaging discourse, exemplified by the prevalence of "Student Participation." This challenges traditional notions of passive student roles in online learning, offering fresh insights into the dynamics of online language education.

A distinctive contribution of our study lies in applying FIAS as a methodological framework, providing a systematic lens to dissect online interaction patterns. The categorization of teacher talk into specific patterns signifies methodological advancements, enhancing the reliability of our study. This approach ensures a more comprehensive understanding of the intricacies inherent in online classroom dynamics.

Acknowledging the potential implications of teacher dominance, particularly in patterns categorized as "Teacher Control," our study encourages a balanced discourse. This aligns with the literature emphasizing the need for a diverse and inclusive learning environment (Kaymakamoglu, 2018). Our findings prompt reflection on the potential impact of specific interaction patterns on student autonomy and critical thinking, opening avenues for further exploration.

In conclusion, our study contributes to the existing body of literature on classroom interaction patterns, particularly in the context of online language learning. We offer distinctive insights and methodological advancements by integrating FIAS as a methodological framework and delving into granular details of teacher talk. Our findings underscore the importance of diverse interactional patterns in creating a balanced and engaging online language learning environment. As the educational landscape evolves, these insights pave the way for informed decisions in instructional design and pedagogical practices, fostering optimal learning experiences for young language learners.
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