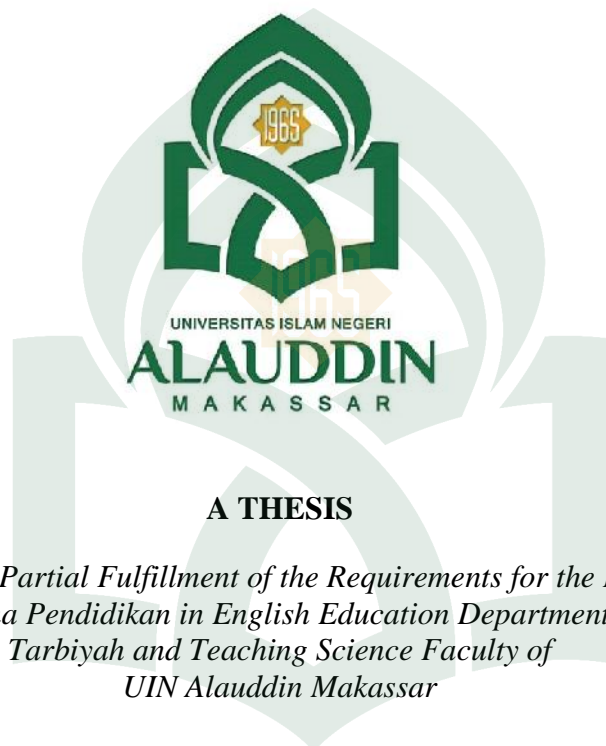# THE ANALYSIS OF YOUNG LEARNERS' CLASSROOM
INTERACTION AT AN ENGLISH COURSE
IN ASIA DUTA WONOMULYO

A THESIS

*Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar*

By:

Ani
Reg. Number: 20400113072

ENGLISH EDUCATION DEPARTMENT TARBIYAH AND

TEACHING SCIENCE FACULTY ALAUDDIN

STATE ISLAMIC UNIVERSITY

2017

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama   : Ani

NIM   : 20400113072

Tempat/Tgl.Lahir   : Polman, 26 Agustus 1991

Ju/Prodi/Konsentrasi : Pendidikan Bahasa Inggris

Fakultas/program   : Tarbiyah dan Keguruan UIN Alauddin Makassar/Strata 1

Alamat   : Samata, Gowa

Judul   : The Analysis Of Young Learners' Classroom Interaction At an English Course In Asia Duta Wonomulyo

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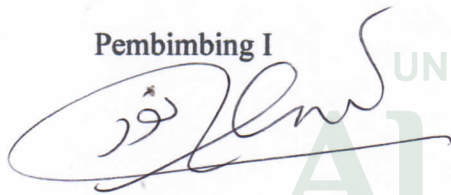Penulis,

Ani
NIM. 20400113072

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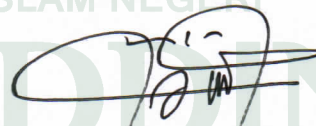Demikian persetujuan ini diberikan untuk proses selanjutnya.

Samata,   2017

Pembimbing I   Pembimbing II

Sitti Nurpahmi, S.Pd., M.Pd   **Andi Asmawati, S.Pd., M.Pd**
NIP. 197403082009012003   NUPN. 9920100351

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PENGESAHAN SKRIPSI

Skripsi yang berjudul, "*The Analysis of Young Learners' Classroom Interaction at an English Course in Asia Duta Wonomulyo*", yang disusun oleh **Ani, NIM: 20400113072**, mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, telah diujikan dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari Kamis, Tanggal **24 November 2017** bertepatan pada Tanggal **05 Rabiul Awal 1439 H**, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Fakultas Tarbiyah dan Keguruan, Jurusan Pendidikan Bahasa Inggris dengan beberapa perbaikan.

Samata-Gowa, 24 November 2017
05 Rabiul Awal 1439 H.

DEWAN PENGUJI
(SK.Dekan No.2927 Tertanggal 24 November 2017)

Ketua   : Dr. Kamsinah, M.Pd.I.   (.............)

Sekretaris   : Sitti Nurpahmi, S.Pd., M.Pd.   (.............)

Munaqisy I   : Dr. H. Nur Asik, M. Hum   (.............)

Munaqisy II   : Dr. H. Abd Muis said, M. Ed.   (.............)

Pembimbing I : Sitti Nurpahmi, S.Pd., M.Pd   (.............)

Pembimbing II: Andi Asmawati, S.Pd., M.Pd   (.............)

Mengetahui :
Dekan Fakultas Tarbiyah dan Keguruan
UIN Alauddin Makassar

Dr. H. Muhammad Amri, Lc., M.Ag.
NIP: 19730120 200312 1 001

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The Researcher

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ABSTRACT

Title	: *The Analysis of Young Learners' Classroom Interaction at an English Course in Asia Duta Wonomuly*
Researcher	: **Ani**
Reg. Number	: **20400113072**
Consultant I	: **Sitti Nurpahmi, S.Pd., M.Pd**
Consultant II	: **Andi Asmawati, S.Pd., M.Pd**

The objectives of this research were to describe the type of classroom interaction in young learners' classroom interaction and to describe the influence of students' talk in classroom.

This research used a descriptive qualitative method. An English teacher and 25 students in Englis course. The data derived from some instruments: the video-recording/document, observation, and interview process. The data were analyzed qualitatively after recording the way the teacher talked and the way the students responded them during teaching and learning process.

The findings of the research showed that the interaction in the classroom is in two way communications; they are: 1) interaction between teacher-students interaction, 2) students teacher interaction. Teacher – students interaction can be seen from the teachers' activities such as dealing with feelings, praising and encouraging, accepting or using the ideas of students, asking question, giving information, giving direction and criticizing students. Student- teacher interaction is reflected in students' specific and initiated responses, while student-students interaction appears in students' discussion or group work during teaching and learning process.

It is recommended that further research to take another scope of classroom interaction such as on teacher type of question, teacher talk, student talk and many other to give more significant contribution to teaching and learning Language in classroom interaction.

BAB I

INTRODUCTION

A. Background

Teaching to young learners may be challenging, rewarding, and even surprising. Since young learners tend to have boundless physical energy, poor discipline, awareness and short attention spans, a challenging part of teaching was copying with many un expected events that occur in the classroom each day. Many teachers feel deflated after their lessons since it was demanding to teach and control the learners' behavior at the same time (Schneiderová 2013).

According to Shin (2010) Teaching English to Young Learners (TEYL) is a rapidly growing field around the world, and English education is increasingly found at the primary levels". However, starting earlier is not necessarily the solution for producing better English speakers. Therefore, EFL teachers of young learners do to take advantage of the flexibility of young minds and the malleability of young tongues to grow better speakers of English.

Classroom was considered as the most important place for foreign language learners to apply and practice the target language. that for foreign language learners, classroom is the primary forum for them to use and experience the target language, (Chavez, 1986). In order to make foreign language learners learn target language better, they should create communication both with their teacher and their fellow students in the classroom. Communication in the classroom can be built through interaction.

1

To have reciprocal interaction, done by each to the other, the role of the teacher is not only transferring the knowledge but also stimulating students' participation. When the interaction occurs, students have more opportunity to demonstrate their language they learn. Besides, students can use the language they possess in real situation because they have a lot of language practices during learning language.

Webster (2008) said, that they importance of interaction Patterns of verbal communications between a teacher and students can influence the classroom environment, quality of the instructional program, and students management in the classroom. When interaction happens, teachers may easily checked their students' proficiency in learned the target language and students can increase their language mastery during classroom activities such as discussion, listening, reading and doing some dialogues. Trough interaction, students can increase their language as the listen from their teacher and from their fellow students and it helped foreign) learners to learn the target language easily and quickly.

The amount of classroom interaction in young learners' classroom was far from satisfaction. Based on the preliminary observation that is observed in young learners' classroom in Asia Duta Wonomulyo, Polewali Mandar (Polman) the children seemed to the rather shy, unwilling to tell something and ignore, not to want to give information to the teacher. They spoke little, often in short phrases or even in monosyllables, it could be seen when the children knew the answer to the teacher's question; however the children mumbled in their seats, when one of them was chosen by teacher to say something, they gave their gesture that they did not know the

answer. In contrast, they talked a good deal, asked question and contribute to discussions. In order to stimulate young learners classroom that seemed passive, teacher needs to give some strategies, such as idea in order to make students confident in giving more idea in the classroom, or giving praises or encourages the students that motivated them in participating in the classroom. Therefore, classroom interaction should be analyzed to get some reference in developing interactive language teaching for foreign language classes. to describe the type of classroom interaction used in teaching English language to young learners at English course in Asia Duta Wonomulyo, Polman.

Based on the reason above, the researcher is interested in analyzing of young learners classroom interaction at an English course in Asia Duta Wonomulyo.

B. Research Problem

The research questions of the research are formulated in the following question:

1. What are the types of classroom interaction used in teaching English language to young learners at English course in Asia Duta Wonomulyo, Polman?
2. How does classroom interaction influence the students' talk?

C. Research Objective

Based on the research question above, the aims of this research are:

1. To find the type of classroom interaction use in teaching English language to young learners at English course in Asia Duta Wonomulyo, Polman.
2. To describe how the classroom interaction influence the students' talk.

D. Research Significance

1. Theoretical Significance

This research was expected to gave contribution in knowledge development of English teaching in classroom interaction, and how to learn effective, innovative and can improve Students learning achievement.

2. Practical Significance

This research highlighted on the interaction of young learners classroom at English course in Asia Duta Wonomulyo, Polman was giving contribution for teacher and learners. For English teacher, the result of the studied can be used as one of references in managing their talking time in English course classroom for the development of this education field. For english learner, the result of this research can help them to understand the English speaking in classroom interaction and can improve students learning achievment.

E. Research Scope

This research focused only on analyzed of young learners' classroom interaction at English course in Asia Duta Wonomulyo Polman. The interaction that analyzed in this research is the type of classroom interaction. The investigation were limited only to described the type of classroom interaction between teacher and students that mostly occur during the classroom activities at an English course in Asia Duta Wonomulyo, Polman.

F. *Operational Definition of key Terms*

1. Young learners

In Asia Duta Course the young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two group: they are younger group '6-8 years old' and older group '9-12 years old.

The term young learner covers a wide age range. This can be anybody from the age of three to the age of eighteen. There is a big difference between what a –three-year-old child can do and what a child of fifteen can do. We should consider their development too. According to their level, they are called as students of lower classes such as first, second and third years students and upper classes namely fourth, fifth and six years students.

2. Classroom interaction

Classroom interaction of young learners are interaction between teacher and student. According to Webster: The classroom interaction was the communicative process involves interaction between at least two people who share a list of signs and semiotic rules.

BAB II

REVIEW OF RELATED LITERATURE

A. Some Related Research Findings

Many studies have been performed by researchers related to describing of classroom interaction to Young Learners. Some of them are mentioned with their report as follows:

The first, Herawati (2013) Conducted a research entitled "*Teacher Talk in Young Learners' Classroom Interaction (A Descriptive Study at Fifth Grade Students at SD Nur El-Hikmah Kutawaringin).* This research used a descriptive qualitative method. An English teacher and 24 students of class V were selected as the subjects of this research. The data derived from some instruments: the video-recording, observation, and interview process. The findings of the research showed that: 1) the teacher used display more frequently than referential questions; 2) the students tended to use more verbal than non-verbal responses in replying teacher's questions.

The second, Pujiastuti (2013) Conducted a research entitled "*Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English For Yong Learners (EYL)"*. Employing a qualitative research design and case study approach, the data for this study were collected in a classroom context where the participants were an English teacher for young leaners and her 15 students

in one private primary school in Bandung in the form of observation and interview. The results indicate that all of the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feelings.

The last, Sakina, 2013 Condected a research entitled " *An Analysis Of Anamalous Exchange In Young Learners Classroom Interaction"*. The research imployed aqualitative design embracing charcteristic of a case study. The data were from video of teaching learning process in elementry school. The participants of this research were an english teacher and 21 fifthgraders of an elementry school in Bandung. The data gained were transcribed and analyzed by using frameworks of Froign Language Interaction Analysis (FLINT) system. The findings showed that the classroom interaction was domented by Teacher Talk in wich the teacher delivered information mostly through question and answer activities. Answered question from the learner and no feedback from the teacher contributed to the occurrence of anomalous exchanges.

Some researchers that the researcher mentioned are about classroom interaction to young learners. The findings showed that there were several categories how the teacher interact to the young learners. This research will also analyze the classroom interaction to young learners and how if influence the students talk.

B. *Some Pertinent Ideas*

a. Interaction

Interaction collaborative exchange of thoughts, feeling or ideas between two or more people (students and teacher, or students and students) resulting in reciprocal effect on each other (Brown 2011).

b. Classroom Interaction

Classroom interaction is the communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as *"reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another"* (Wagner, 1994:8). Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication.

a. Type of Classroom interaction

Thurmond (2003) defines interaction as *"*The learners engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment."

From this quote we understand that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. We shall focus in this research work only on two main types. That:

1. Teacher-Learner Interaction

This type of interaction as Coulthard (1977) in Khadidja's Journal mentions has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students" ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective.

During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the

teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

2. Learner-Learner Interaction

Johnson (1995) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. Paula (2002: 128) adds also that *"talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned."* The teachers, then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

b. The component of classroom interaction

1. Collaborative Dialogue

Collaborative dialogue happens effectively between learner and learner or learner and assistant interaction. Vygotsky was more interested in the individual's potential level of development than his /her current level of development. Two individuals may be at the same level of actual development as determined by their test scores, for example, but may exhibit different levels of potential development as determined by their differing abilities to solve the

same problem with a different degree of assistance from an adult (Johnson, 2004) Dialogic interaction is the result between learners and other members of their sociocultural world such as parents, teachers, coaches, and friends.

According to Vygotsky's theory, learning is an integral activity of learner's self and adult guidance or collaboration with more capable peers. Therefore, collaborative dialogue is "a knowledge of building dialogue, in which language use and language learning can co-occur. It is language use mediating language learning. It is cognitive activity and it is social activity." (Swain, 2000:) Or it may be realized in the format of an everyday conversation. Classroom interaction should take the role as collaborative dialogues do for its significance in communicative language teaching. Furthermore, it also accelerates the development of SLA if the classroom settings play an effective role as social settings.

2. Negotiation

Ellis (1990) claims in Interaction Hypothesis that when L2 learners face communicative problems and they have the opportunity to negotiate solutions to them, they are able to acquire new language. Negotiated interaction is essential for input to become comprehensible. It turns counter to Krashen's Input Hypothesis, which stresses that simplified input along with contextual

support is the key for comprehensible input. The notion of negotiation is generally defined as 'discussion to reach agreement'.

3. Co-construction

Co-construction is defined as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning reality. "(Jacoby & Ochs 1995:171), interactional competence involves the knowledge of language that is jointly co-created by all participants in interaction. All the participants have the responsibility to construct a successful and appropriate interaction for a given social context. Meaning is negotiated through face-to-face interaction and is jointly co-constructed in a locally bound social context.

In classroom interaction, the L2 learners construct the awareness of self-regulation gradually from dialogic interaction when they negotiate with peers and tutors. As Aljaafren and Lantolf (1994:470) claims, "The learner becomes more consistent in using the target structure correctly in all contexts. In most cases, the individual's use of the correct target form is automatized. Whenever aberrant performance does arises, however, noticing and correcting of errors does not require intervention from someone else. Thus, the individual is fully self-regulated". The ability of constructing second language acquisition develops through classroom interaction.

c. Teaching English to Young Learners

As you go through the basic principles of teaching young learners, please think about how these theories can be applied to your TEYL classroom situation. According to Shin (2013) there are some ways how children learn as follow:

1. How children learn children are active learners and thinkers

Children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration.

2. Children learn through social interaction.

Children construct knowledge through other people, through interaction with adults. Adults/teachers work actively with children in the Zone of Proximal Development (ZPD). Zone of Proximal Development (ZPD) difference between the child's capacity to solve problems on his own and his capacity to solve them with assistance

3. Children learn effectively through scaffolding by adults.

The adult's role is very important in a child's learning process. Like Vygotsky, Bruner focused on the importance of language in a child's cognitive development. He shows how the adult uses "scaffolding" to guide a child's language learning through finely-tuned talk. (Cameron, 2001).

Teaching English to Young Learners (TEYL) is a rapidly growing field around the world, and English education is increasingly found at the primary levels. However, starting earlier is not necessarily the solution for producing better English speakers (Haas 2000). Therefore, what can EFL teachers of young learners do to take advantage of the flexibility of young minds and the malleability of young tongues to grow better speakers of English?

a. Supplement activities with visuals, realia, and movement.

Young learners tend to have short attention spans and a lot of physical energy. In addition, children are very much linked to their surroundings and are more interested in the physical and the tangible. As Scott and Ytreberg (1990) describe, "Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times."

1. Use brightly colored visuals, toys, puppets or objects

2. Community donations for toys and objects

3.   Create a"Visuals and Realia Bank"

4. Use Total Physical Response (TPR) by James Asher (1977)

5. Use TPR Storytelling by Blaine Ray

b. Involve students in making visuals and realia.

Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the

context as well as to relevant vocabulary items. Students are more likely to feel interested and invested in the lesson and will probably take better care of the materials (Moon 2000).

1. Students draw different characters for a story or make puppets, masks, play-do sculptures

2. Collaborate with the art teacher to make the visuals you need for you activities

3. Students contribute their own toys for the lesson ("Show and tell")

c. Move from activity to activity.

Young learners have short attention spans. For ages 5–7, Keep activities around 5 and 10 minutes long. For ages 8–10, keep activities 10 to 15 minutes long. Scott and Ytreberg (1990) suggest creating a balance between the activities in the column on the right side.

1. Quiet/noisy exercises

2. Different skills: listening/talking/reading/writing

3. Individual/ pairwork/ groupwork/ whole class activities

4. Teacher-pupil/ pupil-pupil activities

d. Teach in themes.

A thematic unit, a series of lessons on the same topic or subject, can create broader contexts in which to teach language, recycle language from

lesson to lesson, and allow students to focus more on content and communication than on language structure.

1. Common themes for YLs: animals, friends, family, environment, citizenship, shopping, or units revolving around a storybooks, e websites, celebrities, or movies students likThemes based on curricula from students' other subjects are also effective (Haas 2000)

2. Use stories and contexts familiar to students. Use of stories and contexts in home country or culture can help YLs connect English with their background knowledge, which is limited because of their young age and inexperience.

3. Take a favorite story in the L1 and translate it into English

4. Allow students a chance to personalize content every lesson

e. Establish classroom routines in English.

YLs function well within a structured environment and enjoy repetition of certain routines and activities. Having basic routines in the classroom can help to manage young learners.

f. Use L1 as a resource when necessary.

Use L1 in the classroom as a resource for forwarding the learning process without becoming too reliant on it. Concentrate on building communicative skills. Save your time for the target language actually within students' reach

1. Quickly make a difficult expression comprehensible by translating into L1

2. Use L1 for complicated directions for activities

a) Pupil Talk Response

1) Pupil Talk Response : Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.

2) Pupil-talk-initiation : Talk by pupils which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and line of thought, like asking thoughtful questions; going beyond the existing structure. Silence/ confusion

3) Silence or confusion : Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer

According to FLINT created by Moskowitz as cited in Brown (2001), classroom interaction can be seen based on several elements. These include teachers talks, students' talks, and the talks of teacher and students. Teachers talks are: (1) dealing with feeling, (2) jokes, (3) using ideas of students, (4) asking questions, (5) giving information, (6) giving direction, (7) criticizing students' behavior. Students' talks include: (8) students' responses, (9) students' initiated responses, (10) silence, (11) silence during audio-visual

equipment, (12) confusion, work-oriented, and (12) confusion, non-work-oriented. While the teacher and students' talk are (13) laughter, (14) using the native language, and (15) non-verbal.

d. Example of Classroom interaction (Naegle 2002)

1. Repetition

T: What is the girl in the picture doing?

S: The girl smiling.

T: Great! Everyone, repeat after me: The girl in the picture…

Ss: The girl in the picture…

T: is smiling.

Ss: is smiling.

2. answers teacher's questions

T: The girl in the picture is smiling. Are the cats smiling too?

S: No.

T: Can you make a sentence? *(with gesture)*

S: No, the cats are not smiling.

T: The girl in the picture is smiling. Why is she smiling?

S: She loves cats.

T: Good! Let's put that together. She is smiling because…

S: She is smiling because she loves cats.

C. *Theoretical Framework*

This research is begun by identifying problems and learning objectives and describing the types of classroom interaction, it means the researcher identify problems that exist on student, it is also regard to object of learning student, particularly problems and object learning in classroom interaction is there feedback or not, after researcher find a solution that is essential for student that is student have to active.

The theoretical framework underlying this research is presented in the following diagram:
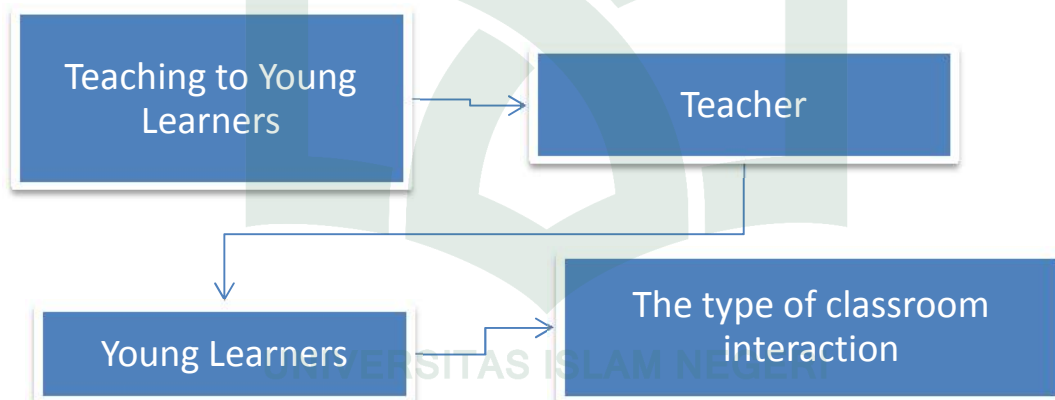
The theoretical explanations, researcher analyzed the type of classroom interaction on learning language of teaching to young learners, there were two ways to know what type the use in classroom interaction such as teachers and young learners. The teacher teach and learning language and gave some

question in classroom interaction. Young learners gave the feedback during in the classroom interaction.

BAB 111

RESEARCH METHOD

A. Research method

    1. Research design

The design of the research was qualitative descriptive. A qualitative descriptive research is a method in researching the status of a group of humans, in order to create an object, the picture or painting, descriptive in systematic, factual accurate regarding the facts or phenomena are investigated (Cevilla,1993). A qualitative descriptive method aims to describe anything that was currently in effect. Within the research there was an efforts to describe, to record, to analyzed and to interpret the interaction between teacher and student in classroom. In other words, qualitative descriptive research aims to get an information about situation and condition that exist (Mardalis, 1999). Qualitative descriptive research was designed to gather information about the real circumstances. (Cevilla, 1993).

The goal of this research was to get a clear description of young-learner classroom interaction. Since the classroom interaction was a process which involved human behavior in the natural setting, qualitative description is used in the research. As Nuna (1985) suggestion, qualitative method concern with the understanding of human behavior from the exploratory, descriptive and process-oriented.

B. Subject of the Research

In this research, the researcher analyzed the classroom interaction of young learners of English course in Asia Duta by the English teacher and English student.

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C. Research instrument

This present research used observation, interview, and note-taking in collection data;

1. Observation

To record the interaction between the teacher and learners during the learning process on elementary graders classroom, the observation conducted through videotaping as the important tool in this research to analyze the result.

2. Interview

To support the data collection, interview was done to add information that was needed in this research. Two teachers of young learner's course were chosen as the interview.

2. Note-taking

Note-taking was established as the technique to collected the data in order to capture the missing stages in the classroom interaction when interpretation of videotaping began.

D. Procedure of collection Data

The research used these procedures in collecting the data consist of:

1. Observation

The observation was the purposed observation in order to get the data needed in this researched. There are steps of observation, they were:

1. Doing videotaping recorded at elementary grades classroom at an English course in Asia Duta.

2. Watching the result of the video recording

3. Transcribed into written from to investigate the categories of classroom interaction on elementary graders classroom

4. Analyzed the result according to describing the category to use in classroom interaction between teacher and young learners that mostly occur during the classroom activities at an English course in Asia Duta.

E. *Technique of Data Analysis*

The analysis of process the data are explained by this picture below

Collecting all t data		
p		DATA REDUCTION
R		
O		
C		DATA DISPLAY
E		
S		DATA CONCLUTION
S		
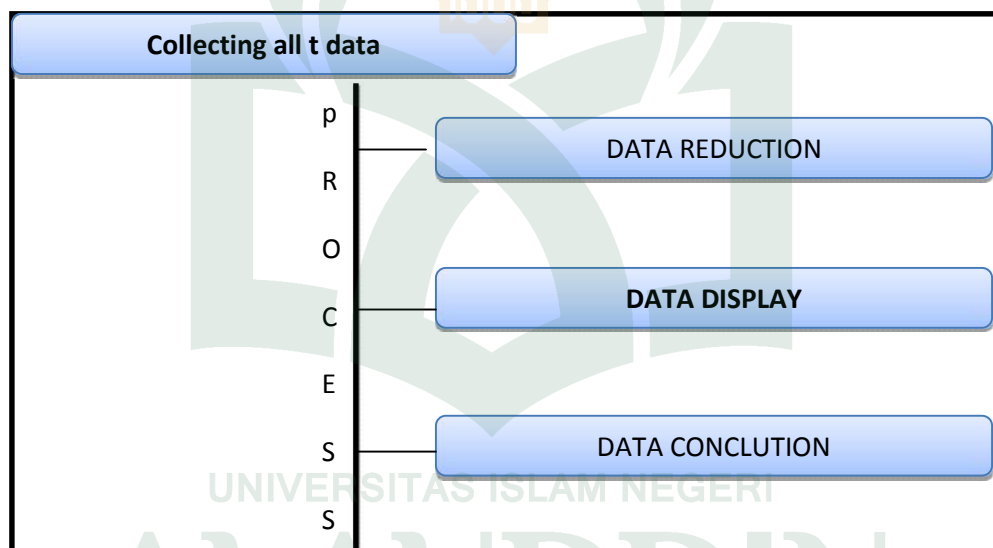
(Adapted From Nasution, 2010)

According to (Nasution,2010), data analysis includes the steps of reduction or words, display the data, and draw conclusions or verification

1. Reduction

Reduction process it can be carried out immediately after the data was obtained. Interviews results, observation and recording of video are arranged in the from of

patterned and grouped according to the research question. In this process, the research will collect all information from observation, interview results, and recording of video that have english learners' in classroom interaction.

2. Display data

The data is grouping in spesific ways. Data from reduction data will more categorize in short items. In this process, the researcher takes data from classroom interaction of teachers talk and students talk.

3. Conclution process

The researcher will find out the interaction of teachers and students in classroom interaction of english course in Asia Duta Wonomulyo, Polman. Forthermore, will be discussed based on the theory and reinforced with data and information from the analysis of documents, observation, interview, recording of video, then researcher discrabing the conclution of the study.

Those steps above are still in general. It will be better if each data collection from three instrument is seperated. After collection the data through classroom observation, interview, and recording of video, those data were then analyzed by qualitative descriptive data analysis. The data analysis was divided into three steps: data analysis classroom observation, data analysis interview, and data analysis recording of video. In analysis is presenting the analysis of the each research instrument, this study propused descriptive explenation. The following are steps of data analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Findings*

The observation data was obtained by using Foreign Language Interaction Analysis, while observation was arranged to complete the data from observation, interview and document was selected from two classes of English course in Asia Duta Wonomulyo Polewali Mandar where each class consist of twelve until thirteen, so the amount of the students approximately twenty five. Because of this, twenty participants were felt sufficient amount to be participant of this research.

The objectives of this research are:(1) What are the types of classroom interaction used in teaching English language to young learners at English course in Asia Duta Wonomulyo, Polman, (2) How does classroom interaction influence the students talk.

According to FLINT created by Moskowitz as cited in Brown (2001), classroom interaction can be seen based on several elements. These include teachers talks, students' talks, and the talks of teacher and students. Teachers talks are: (1) dealing with feeling, (2) jokes, (3) using ideas of students, (4) asking questions, (5) giving information, (6) giving direction, (7) criticizing students' behavior. Students' talks include: (8) students' responses, (9) students' initiated responses, (10) silence, (11) silence during audio-visual equipment, (12) confusion, work-oriented, and (12)

confusion, non-work-oriented. While the teacher and students' talk are (13) laughter, (14) using the native language, and (15) non-verbal.

In the following, the writer provides the result of observations obtained to know the implementation of elements in FLINT for classroom interaction. Here were the result the writer explained it perelement.

1. **the types of classroom interaction used in teaching English language to young learners at English course in Asia Duta Wonomulyo, Polman**

a. **Teacher-student interaction in talk**

Teacher talks here refer to talks or expressions the teacher used in classroom interactions. The talks include (1) dealing with feeling, (2) jokes, (3) using ideas of students, (4) asking question, (5) giving information, (6) criticizing students' response.

1) Dealing with Students' Feeling

One of the teacher talks in FLINT was dealing with feelings. This refers to accepting, discussing, referring to, communicating, and understanding feelings of students in nonthreatening way. These were the examples from the result of observation:

S: Can I go to toilet Mam?

T: "Of course"

(source: Observation 1, teacher and student)

From the dialog above we can see teacher dealt with student's feeling by accepting students' aspiration. The teacher said 'of course'. Without any threatening intonation or gesture as indication of accepting in non- threatening way.

    2) Jokes

In this study, jokes refer to whatever the teacher said which makes the students laugh. Jokes include deliberate joking, kidding, making puns, attempting to be humorous, and it was provided by the teacher's stimulus. The jokes should also never considered annoying student's feeling. Here was the example the writer found from observation.

     T: Sekar, read the teks pragraph one?

     S: *Hah*, *semuanya kah Miss* (confusion laughing)

     T: *Iya, sampai habis 1 buku* (laughing) Pragraph one Sekar!

     S: Yes, Miss.

     T: Come on.

From the dialoge above, we can see the students' laugh, because the students do not pay attention and get confusionwhen the teacher gave the student read the text. The teacher repeated again to be clear.

    3) Using the Ideas of Students

Using ideas of students includes clarifying, interpreting and summarizing their ideas. Teacher uses students' ideas as encouragement and stimulating more interaction. Basides, students will feel more respected and hopefully they won't have doubt anymore to offer their

answer or opinion. Here is the example the writer found from observation.

T: Can you give me example of any dance?

S: "*Seperti gaya Michel Jackson kah Miss*", (the students showed with example)

T: Good, okay, what else?

From the extract we can see teacher used students' idea to explore the example of the lesson, when teacher instruction to the student, they were getidea to the teacher and all friends in the class.

4) Asking Question

This technique was mostly useful to foster interactive language classroom. The question are those which the answer were anticipated. Then thetorical questions were not included in this category. Here were some of the findings:

T: Do you have any question?

S: What is the meaning "rhythm"?

T: What is "ryhthm" in Indonesia?

S: I think……?

T: Yes, I think? "ryhtm" in Indonesia.

S: ……………….

T: Ryhtm is "*irama*".

(source: Observation 3, teacher and EC-4B)

Here is another example of asking question :

T: What is "Birthday"?

S: *Ulang tahun*

T: Yes, *Ulang tahun*

S: Miss, *apa*"Date of birthday"?

T: *Tanggal ulang tahun*.

From the extracts we can see the teachers successfully enhanced more interaction by delivering question to the students. It seemed that both of the teachers are very good and experienced in using questioning technique. Here is data from observations:

5) Giving Information

One of the teacher's role in interactive language teaching is the teachers as the source of information. Giving information could be giving facts, his/her own opinions and ideas. It could be also lecturing or asking rhetorical question. These is example of giving information:

T: Let's think how to operate computer. What is the first thing we shouldn do?

S: Press power button on the CPU, Miss.

T: Are you sure? I think we should plug the cord first. (Giving her own opinion)

S: O yes, that is right, Miss

6) Giving Direction

Giving direction was very important in the classroom interaction. Giving direction here refers to giving request or command that studentsare expected to follow, directing various drills, facilitating whole-class and small-group activity.

T: Now, let's do the exercise. "Open your book on page 72. Whatdo you see there"?

S: *Mengisi* table miss.

T: That's right! You choose good answer and then you must write in the table. I am going to devide you into some groups. One group are three students. Please do the assigment on page 72. And then you must present with your friends.

In the conversation above, the teacher gave some direction to the students about group work and how to do the assignment of the lesson that day. On the other classes, there were also direction. Here is one of the examples:

T: "Ok students, open your book on page 63, the lesson about celebration"

S: Yes Miss

(*source: Observation 1,*)

The extract above shows how the teachers gave demand and the direction to her students. To make easier students in searching topic that will belearned. From the example above, the teacher often gave direction to the students in order to get the aim of the lesson. Moreover, by giving direction and requests, teacher can make sure that the process of classroom interactions is running well.

7) Criticizing Students' Behavior

Criticizing students' behavior refers to rejecting, or trying to change the non acceptable behavior, communicating anger, annoyance, displeasure, or dissatisfaction of what students' doing. From the observation, the writer found that it was necessary for teachers to criticize students' behavior for the sake of conditioning good atmosphere of teaching and learning as exemplifield from the findings below

T: Do this assignment in the group with discussion?

S: Kevin, done Miss.

T: "This is group and then discussion with your friend"

S: No Miss, *aku mengerjakan sendiri*.

T: *Tidak boleh mengerjakan sendiri, ini tugas kelompok.*

b. Students-teacher interaction in Talks

From students' talks will be explained one by one. These five kinds categories of students' talks. Students' talk involve students' responses to the teacher whether they are (1) specific or (2) initiated, (4) work-oriented confusion or non-work-oriented confusion. Here are the writers will be described from the students' talks. The writers found any example students' talks and from the data also explain that related with students' talks.

a) Specific Students' Response

Specific students' responses here refer to responses of the students within a specific and limited range of available or previously practiced answer, like reading aloud, dictation, and drills.

T: How are you today?

S: "I am fine, Miss, and you"?

T: I am fine to, Thank's

From the interaction above, even though it was not a reading aloud task, dictation, or even drills, but the sentence "I am fine, Miss, and you?" is somehow previously and continuously practiced answer. Therefore, it is also included as specific students' response.

The writer found other examples of specific students response in the second observation. Teacher in EC-4B directed the students to read aloud a text while she checked their pronunciation. Here is a dialogue:

T: Every body pay attention your friends will read the name of month. Are you An an and Rachel.

S: Yes, Miss.

T: Okay, Lets star.

S1: January, March, May, July, September, November.

S2: February, April, June, August, October, December.

T:Okay, Thank's you An an and Rachel, very good.

From the example we can saw the fourth observation in each class were the lowest frequency of the category. That is because at that time teachers did not make a lot of request or demand enable the students to respond specifically.

b) Students' Initiated Responses

Students' intiated response refers to initiating participation, openended students' response to the students with students' own ideas, opinions, reactions and feelings. It also can be giving one answer from many possible answers that have been previously but from which students must now make a selection. Here are the example of students' initiated responses that founded during the observation:

T: Students you must remember your birthday. Then you stand up and you will be tell with all friend.

S: "Miss, *hari, bulan and tahun semuanya kah…?"*

T: It is up to you. You can tell every thing.

S: Okay, Miss.

In the interaction above, a student asked the teacher to make clearer response what he should do about assignment. This question is initiated by the student himself while he also used *Bahasa Indonesia* to ask the question.

c) Work-Oriented Confusion and Non-Work-Oriented Confusion

Confusion refers to more than one person at a time talking, so the interaction can not be recorded. While having work-oriented confusion, students call out excitedly, they are eager to participate or respond, and concern with the task at hand. Conversely, students will be out of order, not behaving as the teacher wishes, and not concerning with the task at

hand at the moment is categorized as non-work-oriented confusion. Here is the example:

T: ……..What do you mean " earliest"

T: ……..What do you mean " earliest"

S: (The students tried to answer at the same time)

T: Yes, X, what do you know "earliest"?

S: *Paling pertama*, Miss.

T: Yes, *paling pertama.*

The extract above shows that the work-oriented confusion appeared when the students tried to answer the question from the teacher. The writer also concluded from the observation appeared when the teacher explain the lesson or gave individual assignment to the students. Here is the data about work-oriented.

c. Student and Teacher Talks

Students and teacher talks refer to some categories of interaction that can appear from students, teacher, or both students and teacher. They are (1) laughter, (2) using native language, and (3) non-verbal interaction. These three kinds of categories that can combined with one of teacher or students talks.

1) Laughter

Laughter here was laughing and giggling by the class, individuals, and or teacher. Laughter can be the symbol of enjoyment being in a situation. A classroom must not be a place of pressure where the students can not be free to offer opinions and even laugh (of course at the right and proper situation and frequency). Here is the example about laughter:

T: what is *Ikam* (laughing), speak English *ikam*.

S: (laughing) *ikam* tu iya You Miss.

The extract above we can see the teacher and the students felt relax in the class. The students always be active and the students almost every meeting jokes with friends. Moreover, when in teaching and learning process the students jokes.

2) Native Language

The using of native language here is always combined with other categories from teacher and students talks. The findings showed that teacher often used native language in teaching and learning process. Meanwhile the students tended to use morenative language than English. Both teacher always enhanced the students tended to use English in the class all the time but still give them freedom to mix up the language with Bahasa if they did not know the translation in English. That is to keep students free to express their ideas and opinion while they don't know how to express it in English.

The writer found the example from using the native language in every meeting. When the teacher explain the lesson or talk with students. Sometimes the students missunderstand what the teacher talks. The teacher gave them freedom to mix up the language with Bahasa Indonesia

For example:

T: Okay student, pay attantion. Perhatikan anak-anak.

T: I need you to introduce your name. jadi kalian memperkenalkn diri kalian.

Another example:

S: can i borrow your *penggaris*?

S: ne'(bahasa mandar yang artinya "ini")

The extract above we can see the teacher and the students used to mix up the language with Bahasa If they did not know the translation in English. That was to keep students free to express their ideas and opinion while they don't know how to express it in English.

2. How does classroom interaction influence the students talk.

The influence of students talk in classroom interaction include; Students' self confidence, students participation.

a. Students' self confidence

In the classroom, surely can raise students' self confidence because they will feel respected of being part of the class. Some findings the writer found is:

T: Danilo, what is your father's job?

S: He is Police, Miss?

T: "A police"! Good, what about others?

S: Businessmen, Miss.

T: Yes, "businessman", what else?

From the example above we can see the teachers repeated students' responses after they are asking a question. Therefore, we can say that teachers can use questioning technique to enhance this technique.

b. Students' participation

From the studied, the writer found that the students were active enough in the classroom interaction. The result showed that students' participation (specific students' responses and open-ended responses) were high enough from the total appearances of interactive type in classroom interaction of students talks. Specific students' response is response to then teacher within a specific or limited range of available or previously practiced answer like reading aloud, dictation and so on. Students' open-ended response to the teacher with students' own ideas, opiniopns, reactions, feelings and giving one form among many possible answers that have been previously practiced but from which students must now make a selection. Students are more active in specific responses than open-ended responses.

a. Active Language Use

Activities are the ways of language practising which are used more:

We should make sure that the activity is in fact based mainly on using language. This may sound obvious, but it is surprising how many otherwise excellent language-practice tasks fall into this trap. It is tempting to think that if students, particularly children are happily absorbed in doing a task in an English lesson, they are therefore learning English-but it is not always so. They may, of course, be achieving other equally-or more-important educational objectives, for the sake of which we may opt temporarily, to sacrifice language-learning efficiency

b. Learner Activation

The activities should be designed to concentrate on the students' needs. These activities should also include and involve several subjects and different skills. A well-designed grammar or language skill exercise practice actively, then should be based on a task that has clear objectives and entails the active use to the structure being practiced, and it should maintain learner interest and motivation through careful choice of topic, use of information-gap procedures, role-play, personalization, etc.

Activities is a loose term used to give a general description of what will happen in a class. It is important to realise that we are not concerned here much about items of language; we are talking about what, generally and physically, the students are going to do.

c. Students motivation

The topic chosen in teaching learning processes such as hobbies and favorite meals gave impact on student's motivation both in responding to the teacher's questions and initiating the interaction. It means that the student were brave and confident enough to intiate interaction with the teacher.

B. Discussions

In this session, the result of the research was discussed related to the theories collected in Chapter Two. By the discussion. It can be seen how the theories meet the reality; whether they can fit the reality easily or conversely it they show many different sides of the real classroom interaction.

To study and describe what happens in the classroom, to know classroom teaching and learning and what goes on in a language classroom, we have to gain knowledge about the classroom, classroom interaction, The classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his or her role in the classroom. Teaching is an interactive act. In the classroom, communication between the teacher and pupils goes on constantly as initiatory or responsive acts.

For example:

T: Danilo, what is your father's job?

S: He is Police, Miss?

This communication is called "interaction".

It points to how the teacher and the students interact and how students interact amongst themselves, all of which affects language learning

The teacher initiates interactions with the whole group of students and with individuals, right from the beginning of a language course. Initially the students can only respond non-verbally or with a few target language words they have practised. Later on, the students have more control of the target language and can respond more appropriately and even initiate interaction themselves.

What happens in a productive class hour is described by M.L. Tickoo (2009) under the following heads:

1. The teacher interacts with the whole class.

2. The teacher interacts with a group, a pair or an individual pupil.

3. Pupils interact with each other: in groups, in pairs, as individuals or as a class.

4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

The influence Studies of the classroom, both primary and secondary, have shown that the language used by the teacher affects the language produced by the learners, the interaction generated and hence the kind of learning that takes place. Classroom language and interaction are even more important because language is the subject of study as well as the medium for learning. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry out tasks and activities, they are not only learning about the language but also putting to use the language that they are learning

The dominant pattern of interaction is that of the teacher's question, the student's response and the teacher's feedback. This is commonly found in all classrooms and is typical of classroom exchange. Teacher's talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important component of classroom interaction..

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and the discussion above, the researcher concluded the following things:

1. The types of classroom interaction there were classroom interaction between teacher and students and classroom interaction between students and teacher. Teacher – students interaction can be seen from the teachers' activities such as dealing with feelings, praising and encouraging, accepting or using the ideas of students, asking question, giving information, giving direction and criticizing students. Student- teacher interaction is reflected in students' specific and initiated responses, while student-students interaction appears in students' discussion or group work during teaching and learning process.

2. classroom interaction influence students' self confidence and students' participation. Students' self confidence Tehy feel respected of being part of the class and teachers repeated students' responses after they are asking a question. The students' participation were active enough in the classroom interaction. That students' participation (specific students' responses and open-ended responses) were high enough from the total appearances of interactive type in classroom interaction of students talks.

B. SUGGESTIONS

The researcher suggests the following things:

1. For the teacher; it would be better if the teacher conducts needs assesment in the beginning of every study. It is to identify what his/her students actually need. By doing this, the learning process can be more interesting for the students.

2. For the students; they are recommended to use any types to study in classroom interaction that best suit their needs in learning. They are also recommended to ask their English teacher what they want in learning. By doing so, they help teachers and goverment in achieving curriculum goals.

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