

**TEACHER TALK AND THE CHARACTERISTICS OF CLASSROOM
INTERACTION IN TEACHING ENGLISH FOR YOUNG LEARNERS ON
TEACHER VAL YOUTUBE CHANNEL**

THESIS

Submitted as a Partial Requirements
For the Undergraduate Degree



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Thank you for the attention

Wassalamu'alaikum wa rahmatullahi wa barakatuh

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DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate to this thesis to people who have been loving yesterday, now, tomorrow and ever after:

1. My beloved parents (Mr. Junianto and Mrs. Okfiyani Mudayanah)
2. My beloved brothers (Indra Pratama Zunian and Andika Trianto)
3. My big family
4. My friends (Intan Kumala Sari, Annisa Mariadi, Lailatul Azizah, Durarin Khumairo')
5. My advisor, Atin Kurniawati, S.Pd., M.A.
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MOTTO

“My heart is at peace knowing that what misses me will never be my destiny, and
what is meant for me will never miss me.”

(Umar bin Khattab)

"Surely Allah will not change the condition of a people, until they change the
condition of themselves"

(Q.S. Ar-Rad 11)

“There is no success without hard work. There is no success without togetherness.
There is no ease without prayer”

(Ridwan Kamil)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Teacher Talk and the Characteristics of Classroom Interaction in Teaching English for Young Learners on Teacher Val YouTube Channel” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 8 May 2023

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The researcher realizes that this is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 8 May 2023

The researcher

A handwritten signature in black ink, appearing to read 'Fresta Eujelysa Septiani', written over a circular stamp or watermark.

Fresta Eujelysa Septiani

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ABSTRACT

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Key words : Teacher Talk, Classroom Interaction, Young Learners

This study described the type of teacher talk and the characteristics of classroom interaction on Teacher Val YouTube channel. The objectives of this research were (1) to identify the types of teacher talk used in the English language classroom for young learners on Teacher Val YouTube channel, (2) To investigate the characteristics of classroom interaction on Teacher Val YouTube channel.

In doing this research, the researcher used a qualitative descriptive method. This research was conducted on Teacher Val YouTube Channel. The researcher chose three videos teaching and learning process in Teacher Val class to be analyzed. The data of this study are utterances in the form of sentences, clause, phrase, or even word that occurred in Teacher Val's class on Teacher Val YouTube Channel. To collect the data, the researcher used documentation technique. In analyzing the data, the researcher used Flanders' formulas and Flanders Interaction Matrix by Flander (1970).

The result of this research showed that based on Flanders Interaction Analysis Categories (FIAC), the entire teacher talk types appeared in this study, they were asking question (57,63%), praise or encouragement (50,64%), giving directions (49,22%), lecturing (28,4%), accepts or uses ideas of students (6,56%), criticizing or justifying authority (4,59%), and accepts feeling (2,61%). The higher category of teacher talk indicated that the teacher indirectly influenced the students in teaching and learning process by relying hard on asking questions. In addition, the characteristics of classroom interaction was dominated by students' participation (31,93%) and content cross (28,67%). The domination of students talk indicates that students have high participation in the classroom interaction. While, in content cross, the percentage of asking questions was higher than lecturing. It indicates that the teacher often asked questions to students rather than explaining material or conveying information to students. In conclusion, the high of asking questions effected the students' participation because the teacher often asked questions to attract students' attention and make students participate more in classroom.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool to deliver messages such as ideas, emotions, and thoughts. It is delivered by the speaker to the hearer by using gestures, sounds, or signals for many various reasons and intentions (Larasati et al., 2020). The importance of language causes the demand for language learning to increase, especially the English language. This belief has been believed by parents to prepare their children from a very young age by choosing schools that provide English as one of the subjects to be mastered. Teaching English is applied from the beginning of children's education with the belief that the sooner children learn English, the easier it will be for them to master it (Gawi, 2012).

Teaching English to young learners is not easy. Teaching English to young learners involved more than merely teaching the language to concern (Fauziati, 2014). This is significant for every teacher to concern with. Young learners have different characteristics as adult learners. Young learners are really enjoyable in playing their games. They have a lot of imaginations and fantasies. Furthermore, young learners learn language through an acquisition or subconscious process more than direct and conscious learning (Kusmaryati, 2020). However, in terms of language development, speech in children which is still limited and characterized makes the teacher must be able to process speech choices that are in accordance with the development of students' abilities (Sukmawati, 2019).

One of the points of concern with teaching English for young learners is teacher talk which absolutely plays a vital role in organizing activities. According to Nunan (1991) teacher talk is one of the important aspects not only for the organization of the classroom but also for the process of the acquisition. It means that when the students pay attention to the learning, they will obtain more language input from teacher talk. Teacher talk can offer useful and applicable language practice which gives benefits to the learners. It cannot be denied that teacher talks used by both teachers and learners to interact with one another can influence student outcomes. Teacher talk has significant relation to classroom interaction. Through teacher talk, characteristics of classroom interaction could also be defined (D. S. Putri, 2015). Classroom interaction is a two-way process between the participants in the learning process. Interaction became an important feature of the teaching learning process. Through classroom interaction, the teacher can encourage the student to speak because it simulates the students to think, understand, and respond.

From the explanation above, it can be concluded that teacher talk has an important role in classroom interaction. Teacher talk that used by the teacher to interact with students can affect students' learning outcomes, especially in terms of acquiring the target language. By seeing that the characteristics of young learner is learning language unconsciously, then it is important for teachers to use English as the target language as well as choosing the right teacher talks in the learning process in the classroom. It is accordance with theory of Krashen (1982) that stated that students can develop their oral

proficiency when they expose more foreign language input by hearing their teacher's language use in classroom interaction and also by practicing it when they have opportunities to communicate using English as target language. This statement also supported by Met and Rhodes (1990), according to them, the more students hear target language, the more they use it in their interaction, the greater will be their linguistic growth. Those statements show how important the teacher uses English as target language in classroom interaction. Using teacher talk in the target language to convey information, implement lesson plans, involve the students in learning activities can encourage the students to communicate in English and develop their English proficiency (Catharina, 2011). It means that teacher talk helps students to improve their learning achievement and to achieve the target language.

However, the problem is that there are still many EFL teachers who do not use English in classroom interaction. From the results of observing several videos of teaching and learning English in class that researchers found on YouTube, it was found that English as the target language which should be used during classroom interaction is actually not practiced enough. The teachers rarely speak English, they dominantly use the mother tongue in their teaching rather than the target language, even for the simplest utterance, for example greetings. They tend to speak the mother tongue in giving explanation to the students. Moreover, the ability to understand what the teachers say is different from one student to another. This is because the ability of each

student is different. Therefore, the teachers are suggested to simplify their talk used in the class according to students' mastery.

It is very important for teachers to improve their competence related to teacher talk. The quality of teacher talk is determined by the language background, previous language teaching experience, and the ability to formulate theoretical findings about language learning and teaching (Sukmawati, 2019). In other words, teachers are required to have linguistic skills in producing quality talks to their students, especially in teaching young learners.

Some researchers also have studied about teaching English to young learners, teacher talk, and classroom interaction. Previously, Pujiastuti (2013) conducted research with the title "Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)" in one private primary school in Bandung. This research presented the investigation on the realization of verbal classroom interaction, types of teacher talk, teacher talk implication on student's motivation, student talk, and teacher's roles in classroom interaction. The result indicates that teacher talk plays a dominant part in classroom interaction with giving direction and lecturing were found as the most frequently used categories. In addition, the teacher mostly adopted a role as controller in the classroom to lead the flow of interaction.

The other study was done by Putri (2015) with the title "The Analysis of Teacher Talk and the Characteristics of Classroom Interaction in English as Foreign Language Classroom". This study was conducted in EFL class of a

vocational school in Bandung. The objective of this study was to find the categories of teacher talk existed in the classroom. The result showed that asking questions and lecturing were the dominant ones and the characteristic of classroom interaction was discovered to be content cross.

The two previous studies have something in common with this study, namely they both identified teacher talk and also the characteristics of classroom interaction in young learners' classes. The differences between previous studies and this study are that this study is only focused to find out the teacher talks and the characteristic of classroom interaction in teaching reading comprehension and the data of this study are taken from YouTube channel. According to Arrumaisa et al., (2019) nowadays, teachers mostly tend to go by the book to give instructions or explanations to the students in the teaching and learning process. In terms of learning reading, students face some difficulties that will be affected by the students. In this case, the teacher talks during the teaching and learning process is very essential. The teacher's talk is likely to be the major source of language input for the students. Therefore, the teacher must facilitate students to learn reading skill in order to help them comprehend with the text they read in a meaningful way.

The researcher will conduct this study in Teacher Val class on Teacher Val YouTube Channel. The reason researcher chose YouTube platform is because it has become an alternative learning platform which fosters learning on demand with educational videos (Kohler & Dietrich, 2021). This is in accordance with what was stated by Nasution (2019) that YouTube is one of

the effective media because inside there, teachers can find many videos that can support them in getting knowledge about teaching in a class.

Teacher Val YouTube Channel is a channel that will be discussed in this research. This channel contains videos of teaching English in class with Teacher Val as the teacher. The complete name of Teacher Val is Valerijus Gagas. He experienced Academic Director with demonstrated history of working in the primary or middle school industry. He has studied at Global TESOL College with a focus on teaching English as a second or foreign language. He already has certificate as Teaching Children English TESOL Specialization Certificate. Now he still works as Academic Director in Nanjing Foreign Language School Xianlin Campus with duties such as monitoring, supervising and evaluating teacher classroom performance, developing primary school and middle school conversational English curriculum, developing orientations, professional development workshops, training seminars and lesson tutorials. Besides that, he also created a YouTube channel with the name Teacher Val YouTube Channel that contains teaching English to young learners that focused on reading skill and the teaching videos in Teacher Val class use full English.

Furthermore, based on pre-observation that was conducted in August 2022 in Teacher Val class that exists on his channel, the researcher found that the common interaction occurred in the classroom is the students would participate to talk if the teacher initiated, encouraged, and asked the students to talk. It indicates that the categories of teacher talk had great influence to make

student talk in the classroom. Moreover, the classroom interaction in Teacher Val English class is very communicative and interactive.

Classroom interaction in Teacher Val's class can be said to be communicative and interactive because he can condition the class with his various interesting talks. This is evidenced by some of the comments in the video. Among other things, comments from @Emilyna Beauty Official who said *"Thank you for sharing Mr. Val. I love the way you engage students in class. I'm teaching grade 4 students now and I find the way you deliver the lesson so engaging and interactive. I think not only kids but also adults like watching your lessons. They are so useful for those who are currently teachers and are pursuing teaching careers. Thank you so much!"*. In addition, @rumahstok also considers the teaching video by Teacher Val very inspiring for teachers in Indonesia by stating *"Thank you for sharing Mr. Val. That's really inspiring and helps me a lot for teaching English as a foreign language in Indonesia."*. Another good comment was also delivered by @Spasibo Natalja *"Your channel has become my inspiration! Thank you for sharing with us your ideas, experience and unique approach to teaching. Appreciate it a lot!"* (Source: Teacher Val YouTube channel).

Moreover, those can be proven by several teacher talks in the video as follows:



Picture 1 Example of Teacher Talks

This picture showed the teacher praising the students by saying “Excellent, good girl, well done”. This praise makes students feel happy in learning. In addition to giving rewards in the form of praise when students answer questions correctly, the teacher also encourages them by giving other rewards in the form of points by saying "You will get a point". This encourages students to be more active in class as evidenced by the large number of students raising their hands scrambling to answer questions from the teacher. From this explanation it can be concluded that the teacher talks above are included in the indirect influence category of praise or encouragement.

As explained above, the researcher will analyze teacher talk and the characteristics of classroom interaction in Teacher Val’s English class. Therefore, researchers are interested in conducting research with the title *“Teacher’s Talk and the Characteristics of Classroom Interaction in Teaching English for Young Learners on Teacher Val YouTube Channel.”*

B. Identification of the Problems

Based on the background of the research, it will be better to identify the problem that will be investigated in this research. There are problems which can be identified as follows:

1. English as the target language which should be used during class learning is actually not practiced enough because teachers dominantly use the mother tongue in their teaching rather than the target language.
2. The ability to understand what the teachers say is different form one student to another. Therefore, the teacher must choose teacher talk that is appropriate with students' abilities.
3. In terms of learning reading, students face some difficulties in understanding instructions or explanations from the teacher. In this case, the teacher talks during the teaching and learning process is very essential.
4. The common interaction occurred in Teacher Val class is the students would participate to talk if the teacher initiated, encouraged, and asked the students to talk. Therefore, it is important to know how teacher talk used by Teacher Val so that students want to talk.

C. Limitation of the Problems

In order to reach expected goals of the research, the researcher focuses on analyzing teacher talks and the characteristics of classroom interaction in teacher Val class on Teacher Val YouTube Channel. There are many videos on the Teacher Val YouTube Channel. It has more than 85 videos in this YouTube channel from March, 17th 2020 until September 2022 with 32 videos teaching

reading skill. However, there were only 3 videos selected by the researcher based on the skill being taught. In this term, the researcher only chose reading class to be analyzed. The three videos were chosen because those videos teach reading skill with different patterns or strategies and the three videos can represent other teaching reading videos on Teacher Val YouTube channel. Then, for identifying the types of teacher talk and the characteristics of classroom interaction, the researcher used Flanders' Interaction Analysis Categories (FIAC).

D. Formulation of the Problems

There are some problems that the researcher wants to answer in this research. The researcher divides the problem such as:

1. What are the types of teacher talk used in the English reading classroom for young learners on Teacher Val YouTube channel?
2. What are the characteristics of classroom interaction in teaching reading for young learners on Teacher Val YouTube channel?

E. Objectives of the Study

In accordance with the statement of research problem above, the objectives of the study are:

1. To identify the types of teacher talk used in the English reading classroom for young learners on Teacher Val YouTube channel.
2. To investigate the characteristics of classroom interaction in teaching reading for young learners on Teacher Val YouTube channel.

F. Benefits of the Study

The benefits of the study will be into two namely theoretically and practically. This study provides several significant contributions to the reader so they can know about the appropriate teacher talk for teaching English to young learners and the characteristics of classroom interaction that occurred in Teacher Val class on Teacher Val YouTube channel. The benefits are follows:

1. Theoretically

- a. This research can give a contribution to explore the knowledge of teacher talk and classroom interaction in teaching English to young learners.
- b. This research will give some information about teachers' strategies in the term of teacher talk and the classroom interaction to increase the interest of young learners in teaching and learning activities.

2. Practically

This research is expected to be able to contribute some benefits to the researcher, English teacher, and other researcher:

- a. For the researcher, it can help the researcher to understand more about the types of teacher talk and the characteristics of classroom interaction in teaching English to young learners.
- b. For teachers, teachers can imitate the teacher talks and classroom interaction in the English teaching-learning process.

- c. For other researchers, it can be useful as a reference for those who want to study about the types of teacher talk and the characteristics of classroom interaction in teaching English to young learners.
- d. For parents, this study aims to help them understand the types of teacher talk and the characteristics of good classroom interactions so that they can determine the right teaching and learning process for their children.
- e. For pre-service English teachers, this study can increase their knowledge about teacher talk and can be a provision for them when they become teachers.
- f. For institution, this study can be used as reading material for students and lecturers in the library and as a reference for continuing further research.

G. Definition of Key Term

Here are some keywords used in this research to make this research clear:

1. Teacher Talk

According to Hermanto (2015) teacher talk is the kind of language for instruction in the classroom. It can be giving direction to students, explaining learning activities, and confirming student understanding.

2. Classroom Interaction

Classroom interaction is a silent pattern where both teachers and students come into contact to share information and knowledge in the classroom (Rido & Sari, 2018). It occurs when teachers and students are

talking together for purposes of learning conducted within the process-product paradigm.

3. Young Learners

Young learners are children between the ages of about 5 years old to 12 years old (Rixon, 1999).

4. Teacher Val YouTube Channel

Teacher Val YouTube channel is a YouTube channel that contains videos of teaching English to children with Teacher Val as the teacher. This channel provides 87 videos with various types of videos such as teaching English in class, simple games, tutorials for teachers, and many more (Source: Teacher Val YouTube channel).

5. Reading Comprehension

Reading comprehension is the process by which we understand the texts we read (Kirby, 2007). Furthermore, according to Muhammadiyah & Rappang (2019) reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teacher Talk

a. Definition of Teacher Talk

The kind of language used by the teacher for instruction in the classroom is known as teacher talk. For this term, Longman Dictionary of Language Teaching and Applied Linguistics defines it as “that variety of language sometimes used by the teachers when they are in the process of teaching” (Richards, 2002).

According to Ellis (1985), teacher talk is the special language that teachers use when addressing L2 learners in the classroom. He also stated that teacher talk can be divided into those that investigate the type of language that teachers use in language classrooms and those that investigate in the type of language they use in subject lessons. Moreover, teacher talk is defined as a special language used by teachers for instructions in the classroom with its own specific formal and linguistic properties (Rahayu & Syahrizal, 2020).

Teacher talk has its own special style with the aim of communicating with students and developing student’s language skills and foreign language proficiency which advocates teachers to adopt the target language to promote their communication with learners (Sukmawati, 2019). This is in accordance with what Hermanto (2015)

stated that the teacher uses the target language to communicate with students. From here, students can practice language by responding to what their teacher says. In addition, teachers use language to encourage communication between students and teachers.

From this understanding, it can be seen that teacher talk is a special communicative activity that aims to communicate with students and develop students' foreign language skills. Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability, and managing classroom activities.

b. Types of Teacher Talk

The types of Teacher Talk in this research are based on Flanders Interaction Analysis Categories (FIAC). It was developed by Ned Flanders in 1970 as a system of interaction analysis to study what is happening in a classroom when a teacher teaches (Odiri Amatari, 2015). According to FIAC, teacher talk was categorized into two main types, indirect influence and direct influence. In indirect influence, the teacher could accept students' feelings, praising or encouraging students, accepting or using students' ideas, and asking questions to the students. The teacher directly influences the students by lecturing the students, giving directions, and criticizing as well as justifying authorities (Odiri Amatari, 2015). These are follows:

1) Indirect Influence

- a) Accepts Feeling: Accepts and clarifies an attitude or feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
- b) Praises or encourages: 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.
- c) Accepts or uses ideas of pupils. Clarifying, building or developing ideas suggested by a pupil. Teachers' extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
- d) Asks questions: Asking a question about content or procedures; based on teacher ideas, with the intent that the pupil will answer.

2) Direct Influence

- a) Lecturing: Giving facts of opinions about content or procedures; expressing his own ideas, giving his own explanation or citing an authority other than a pupil.
- b) Giving direction: Directions, commands or orders to which a student is expected to comply.
- c) Criticizing or justifying authority: statements intended to change pupil behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-references.

2. Classroom Interaction

a. Definition of Classroom Interaction

The term of “Interaction” is made up of two morphemes, namely inter and action Hikmah (2019). Interaction is a collaborative exchange of thoughts, feelings, ideas between two or more people which results in reciprocal effects on each other (Khusnaini, 2019). Moreover, 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). In the learning process, there is interaction between teacher and students. Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication.

From those concepts, it can be defined that classroom interaction is a two way process between the participants in the learning process. In English language teaching, interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom.

b. Characteristics of Classroom Interaction

Flanders' Interaction Analysis Categories (FIAC) also provide researchers with the classroom interaction characteristic for those who want to find more and elaborate what kind of classroom interaction that emerges in the classroom as a result of teacher and students interaction.

The characteristics of classroom interaction included a content cross, teacher control, teacher support, and students' participation (Li et al., 2011). The characteristic of classroom interaction could be defined through an interaction matrix that was built by first pairing the category number in the transcription of recorded classroom interaction and then putting it in the column and rows of the matrix. Rows in the matrix refer to the first number of each pair while the columns show the second number of pairing code.

- 1) A content cross is defined as the teacher's dependence on asking questions and lecturing students. This characteristic can be seen from many appearances of tallies in rows 4-5 and columns 4-5 in which category number four is used to refer to the asking question behavior, and 5 shows the lecturing behavior.
- 2) Teacher control pattern can be seen from the dominance of the teacher's behavior of giving direction and instruction and criticizing as well as justifying authorities. In the interaction matrix, this characteristic can be seen from the tallies that mostly appear in column and row 6 and 7.
- 3) Teacher support that was characterized by the appearance of tallies in columns and rows 1-3. Category number1 showed students' feeling of acceptance by the teacher, while category number2 referred to the teacher's praises or encouragement towards students. Category number

3 represents the acceptance of students' ideas, and the teacher may even use the concepts of students.

4) Students' participation pattern is defined by the domination of category number 8, 9, and also 10 in the interaction matrix, which represents students' initiation and response.

3. Young Learners

a. Definition of Young Learners

Young learners are the students at pre-school or in the first couple of years of schooling Nunan (2010). Furthermore, based on their age, young learners are divided into four bases. The first is a pre-school student ages 2-4 years who is normally still at kindergarten school. Secondly, primary students ages 5-7 years, and the last early adolescent student ages 11-14 formally at Junior High School (Siswanto, 2017).

Moreover, Pinter (2006) stated that young learners are not ready or interested in thinking about language systems or manipulating language to separate lexical items from structures. They are more interested in the meaning and function of the new language in a more holistic way, for playing games, singing songs, or acting out a story. As they grow older, their awareness of language and its components will grow. When children discover new words, they may be able to recognize vocabulary items without knowing their corresponding meaning.

b. Characteristics of Young Learners

Sukmawati (2019) explained about some characteristics of young learners, such as they love playing and learning things while playing; they talk about “here” and “now” only and not capable yet of conditional context; they like getting known of meaning by associating it with objects they see; and they have span of focus or easily feel bored of monotonous or continuous activities to do.

Furthermore, according to Nunan (2010) generally, young learners have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet. They have lower levels of awareness about themselves as well as about the process of learning. They have limited reading and writing skills, even in their first language. Generally, they are more concerned about themselves than others. They have limited knowledge about the world and lastly, they enjoy fantasy, imagination and movement.

Moreover, Siswanto (2017) clarified the characteristics of young learners are that they are very good at translating meaning without having to understand the meaning of the individual word, young learners are happy to find and create fun out of doing anything, and they have great imagination, children’s words are full of imagination and fantasy. It is more than simply a matter of enjoyment. In addition, young learners need to hear language being used to talk about things they can see and feel, what they have just experienced, or anything related to their daily

activity, what they want to know, what they care about, and what they like (Siswanto, 2017). So, do fun and creative activities in practicing the language, so that they unconsciously acquire and use the language itself.

c. Teaching English to Young Learners

Teaching English to young learners is a very important thing to do. It involves more than merely teaching language skills. Young learners are the best age to encourage their intellectual, physical, emotional, and social development. In teaching English to young learners, age is seen as an essential moment to develop language competence, especially English. It will have a positive impact on them if at this age parents and teachers together optimize students' brain work. This is because the ability to absorb a lot of information in the golden age is advanced (A. Saputra, 2017).

In teaching foreign language to young learners, the teacher must recognize the needs of the students. The requirements of teaching English to young learners are different from adults. Young learners need specific terms. Moon (2005) stated that to teach English to young learners successfully, the teacher needs to pay attention to their characteristics in order to provide some of the conditions which will lead to successful outcomes. By identifying their needs, the teachers could then adapt various factors in the classroom to have the most significant impact on teaching English to young learners.

Sukarno (2008) stated that teaching English to young learners must be supported by a productive language environment, so that students can learn naturally in real or meaningful contexts. Monitoring classes and adjusting lessons also need to be done by teachers when teaching English for young learners. This is also in accordance with what was stated by Cameron (2003) that if children are to remain attentive and mentally active, teachers must also be alert and adaptive to students' responses to the given task, adjust activities, and take advantage of language learning that appears on the spot.

Moreover, Scott & Ytreberg (2001) mentioned seven things which teacher should have in creating an enjoyable and conducive classroom which supports the success of the teaching English to young learners: (1) abilities, (2) attitudes, (3) helping the students feel secure, (4) the physical surrounding, (5) arrangement of the desks and chairs, (6) grouping the students, (7) classroom language.

Furthermore, in teaching English to young learners, the English teachers need to comprehend language learning principles, which, according to some experts, are as follows:

- 1) Children learn through experiences by manipulating surrounding objects. Piaget in Sukarno (2008) stated that young learners are usually in what is called the concrete operational stage of cognitive development. It means that they learn through experiences and manipulation of objects in the environment. Therefore, it is

important for English teachers to use media in conveying material so that it is easily understood by students.

- 2) Children learn through social context, in groups in which they know one another. Vygotsky in Sukarno (2008) stated that young learners learn in social contexts, in groups where some group members know more than others. Therefore, the English teachers should make their teaching situations similar to social contexts.
- 3) Acquisition takes place when learners comprehend how the language is used. Vygotsky in Sukarno (2008) stated that acquisition occurs through learners figuring out how the language works, through learners making and testing hypotheses about the language. In this case, the English teacher should use English correctly although they employ short sentences.
- 4) Acquisition takes place in social interaction. Vygotsky in Sukarno (2008) stated that language acquisition occurs through social interaction. It means that the teacher should use English in the classroom naturally as if they were in their society.

d. Teaching Reading Comprehension to Young Learners

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read we use our eyes to receive written symbols and we use our brain to convert them into words, sentences, and paragraphs that communicate something to us. Reading

can be silent which means reading in our head or aloud so that other people can hear.

Reading becomes the most important skill in language learning. It is a crucial skill for students who learn the English language (Debat, 2006). Having the ability to read makes it easier for students to speak more communicatively, which is the main goal of learning a language. One of the milestones in children's education is how and when they learn how to read (Suganda, 2016).

Reading is the central to the learning process. To be able to get important information, students must be able to read material with high comprehension abilities. Young learners can begin to learn language from text level, from sentences level, from word level, or from letter level. Each starting point produced approaches to teaching reading that can be used in language classrooms (Suganda, 2016). However, teaching and learning reading are not easy things. According to Fromkin et al., (2007) reading requires specific instruction and consciousness effort.

The teacher is the party directly responsible for creating and implementing various techniques and strategies that lead to reading comprehension. The role of the teacher is to be responsive to the vast needs of each child, and to promote an educational climate that facilitates motivation and the desire to read (Namdi & Kemba, 2005). The role of the teacher is also to employ various behavioral and teaching strategies to

promote pupil motivation. According to Namdi & Kemba (2005) teachers can promote motivation by:

- 1) Showing about teaching, and by showing interest in their work.
- 2) Using innovative, creative, clear ways for presenting a concept, providing examples, and allowing the opportunity to apply concepts in various contexts.
- 3) Giving learners the opportunity to gain a sense of ownership in the educational process. This means that students participate in decision making activities that directly affect the classroom environment, such as collectively deciding class rules. They help to make decisions that affect their education, such as selecting texts to be used in a lesson, and/or giving suggestions about which activities will be used in the reading program.

In addition to promoting motivation, a teacher must also pay attention to the principles of teaching reading. According to Roe et al., (2017), some principles related to reading instruction that may be helpful for teachers in teaching reading include the following:

- 1) Reading is a complex act with many factors that must be considered.
- 2) Reading involves the construction of the meaning represented by the printed symbols.
- 3) There is no one correct way to teach reading.
- 4) Learning to read is a continuing process.

- 5) Students should be taught word recognition skills that will allow them to unlock the pronunciations and meanings of unfamiliar words independently.
- 6) The teacher should assess each student's reading ability and use the assessment as a basis for planning instruction.
- 7) Reading and the other language arts are closely interrelated.
- 8) Using complete literature selections in the reading program is important.
- 9) Reading is an integral part of all content area instruction within the educational program.
- 10) The student needs to see that reading can be an enjoyable pursuit.
- 11) Reading should be taught in a way that allows each child to experience success.
- 12) Encouragement of self-direction and self-monitoring of reading is important.
- 13) A supportive classroom organization can facilitate the teaching of reading.
- 14) Teachers must help students develop facilities in using technology to enhance their learning.

4. YouTube

a. Definition of YouTube

YouTube in general is a video sharing website that allows its users to upload, watch and share videos from all over the world for free.

YouTube was founded in 2005 and has gained immense popularity among Internet users (Shaari & Nur Morat, 2016). Apart from being accessible for free, YouTube's fame is also due to its user-friendly features, which make finding videos, watching, and sharing experiences easier (Cheng et al., 2007).

YouTube provides a forum for people, where they can connect, inform, and inspire others around the world. Apart from that, it also acts as a distribution platform for content creation and native advertisers, both large and small (Sirait et al., 2021). All users have the same opportunity to freely share videos on YouTube (Yang et al., 2010). All users have equal opportunity to video freely on YouTube with various categories such as: entertainment, news & politics, movies & animation, games, education and so on (Cheng et al., 2008). Burke et al., (2009) stated that the "education" video category is popular among the government, community agencies or teachers and students themselves.

The use of YouTube and related education contributes value to the learning process. YouTube has been used in a variety of teacher-learning contexts. According to Downes (2008), teachers and students use it as a means of educational resources, such as to present topics, develop activities in the classroom, produce videos, work with video resources, and also engage their students in learning digital skills.

b. Teacher Val YouTube Channel

In the field of education YouTube provides various advantages, especially for teachers. Learning videos on YouTube can help teachers improve their teaching skills in the classroom. In the case of teaching English YouTube provides millions of videos that can be accessed for free. There are many YouTube channels that provide the process of teaching and learning English, both from individual channels and from large companies. One of the YouTube channels that provides video teaching English for young learners is Teacher Val YouTube channel.

Teacher Val YouTube channel is an individual channel managed by the video creator, Teacher Val. It contains videos of teaching English for young learners with Teacher Val as the teacher. This channel has 40,3 thousand subscribers with a total of 89 videos uploaded from March, 17th 2019 until November, 1st 2022. Teacher Val stated that he created this channel to help and support teachers who have been following him on social media. There are many types of videos made on this channel, including teaching English in class, simple games, tutorials for teachers, and many more.

The videos of teaching English in the class are the most videos available on this channel. The learning video was taken directly in Teacher Val class for primary school students in China. The researcher only chooses this kind of video as the source of the data because the

researcher wants to identify the teacher talk and also the characteristics of classroom interaction in the teacher Val class.

B. Previous Studies

Some researchers were studying teaching young learners, teacher talk, classroom interaction, and teaching English to young learners. In this study, the researcher focused on the context of teaching English to young learners in Teacher Val on Teacher Val YouTube channel. The researcher chose some existing studies which were close to the research.

The first journal entitled “Teacher Talk in Teaching English for Young Learners” composed by Sukmawati (2019). This research was aimed at analyzing teacher talk in teaching English for young learners from the perspective of sociolinguistics analysis, this descriptive study employed a group of kindergarten students and two teachers from a favorite kindergarten school in Surakarta. The findings showed that the teachers performed (a) simple grammatical pattern of utterances; (b) slow delivery utterances; (c) clear articulations; (d) restricted vocabularies; and (e) clear pauses in every utterance which all implied the significance of adjusting teacher talk on the extent of linguistic choices in teaching English for young learners to approach the flawless interaction during instructional process.

The second journal entitled “An Analysis on Teacher Talk Using Flanders Interaction Analysis Categories (FIAC)” composed by Martina et al., (2021). The aims of this study were to identify the characteristics and the categories of teacher talk in the classroom using Flanders Interaction Analysis

Categories (FIAC). This study used case study design and qualitative method. The subject of this study was one novice and senior lecturer at IAIN Bengkulu. This study has shown that both novice and senior lecturer had the same teacher characteristics. The most frequent teacher characteristic that was used by novice and senior lecturer is content cross. Furthermore, this study showed that novice lecture had the percentage of indirect talks higher than direct talks. In this case the novice lecturer dominant used asking questions and lecturing in the teaching learning process. However, the senior lecturer had indirect talks higher percentage than direct talks. In this case, the senior lecturer used asking questions and giving directions as the most frequent in the classroom.

The third journal entitled “Teacher Talk in Young Learners’ Classroom Interaction” composed by Rahayu & Syahrizal, (2020). This study aimed to describe teacher talk and students talk as well as the way teacher talk is realized in young learners’ classroom interaction by applying a descriptive method. The fifth grade classroom interaction at a primary school in Majalengka was recorded as the sample of the analysis. To analyze the data, this study employed Flanders Interaction Analysis Categories. Upon analyzing the data, the following findings are identified; 1) Accepting feelings (2 occurrences); 2) Encouragement (17 occurrences); 3) Accepting or using ideas of learners (54 occurrences); 4) Asking questions (142 occurrences); 5) lecturing (49 occurrences); 6) Giving directions (53 occurrences); 7) Criticizing learners behavior (9 occurrences); 8) Learners-response (151

occurrences); 9) Learners-initiation (7 occurrences); and 10) Period of silence or confusion (8 occurrences).

The fourth journal entitled “An Investigation of EFL Classroom Interaction by Using Flanders Interaction Analysis Category System (FIACS)” composed by Ayunda et al., (2021). The aim of this study was to find out the percentage of teacher talk, direct and indirect, and students talk for second grade high school student. This study was conducted at SMA Laboratorium Unsyiah Banda Aceh. The conclusion of this study is that the students were active enough to be involved in the interaction inside the classroom. It was proved by the number of students talk behavior was 50%. It also indicates that the teacher built two-side communication inside the classroom rather than one-side communication.

The fifth journal entitled “An Analysis of Classroom Interaction in Speaking Class by Using FIAC System: Teachers Questioning and Feedback (Grade Seven Students in Focus) composed by Tsegaw (2019). This study aimed to describe the interaction of teachers and students at primary school levels in speaking class of English foreign classroom. It is also aimed at describing how the participants experienced interaction and its level of interactional activities and influences. The result showed that the classroom interaction was dominated by the teachers and the speaking skills input and process haven’t been found to have a positive change on their students speaking performance.

All of those researches have similarity to aim at analyzing teacher's talk and classroom interaction. To know the similarities and the differences between this research with five journals as the previous study above, the researcher created a table.

Table 1 The Similarities and the Differences between this Study and the Previous Studies

No	Title	The Similarities	The Differences
1.	Teacher Talk in Teaching English for Young Learners” composed by Sukmawati (2019)	Both of them analyze teacher talk in teaching English to young learners using the descriptive qualitative method.	This study was aimed at analyzing teacher talk in teaching English for young learners from the perspective of sociolinguistics analysis. This study employed a group of kindergarten students and two teachers from a favorite kindergarten school in Surakarta.
2.	An Analysis on Teacher Talk Using Flanders Interaction Analysis Categories (FIAC)” composed by Martina et al., (2021)	Both of them analyzed the categories of teacher talk in the classroom using Flanders Interaction Analysis Categories (FIAC).	The aims of this study were to identify the characteristics and the categories of teacher talk and the subject of this study was one novice and senior lecturer at IAIN Bengkulu. This study used case study design.
3.	Teacher Talk in Young Learners’ Classroom Interaction” composed by Rahayu & Syahrizal, (2020)	Both of them analyze teacher talk in young learners’ classroom interaction using a descriptive method and use Flanders Interaction Analysis Categories (FIAC) to analyze the data.	This study aimed to describe teacher talk and students talk at a primary school in Majalengka.
4.	An Investigation of EFL Classroom Interaction by Using	Both of them analyze teacher talk using the Flanders Interaction	The aim of this study was to find out the percentage of teacher

	Flanders Interaction Analysis Category System (FIACS)” composed by Ayunda et al., (2021)	Analysis Categories by applying a descriptive method.	talk, direct and indirect, and students talk in the second grade of SMA Labotarium Unsyiah Banda Aceh.
5.	An Analysis of Classroom Interaction in Speaking Class by Using FIAC System: Teachers Questioning and Feedback (Grade Seven Students in Focus) composed by Tsegaw (2019)	Both of them use Flanders Interaction Analysis Categories to analyze the data and applying the same method that is descriptive qualitative.	This study focused on speaking class. The data collection in this study was interviewing, observation, and document analysis.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study focused on the teacher talk and classroom interaction during teaching and learning activities in the classroom. Thus, the object of this study was teacher talk and classroom interaction during teaching and learning activities in Teacher Val class on Teacher Val YouTube channel.

This research used a qualitative method with a descriptive research type. The researcher wanted to describe the phenomenon in accordance with actual circumstances, the object of this research is an object that is natural and does not change either before the researchers enter the object or when the researcher is in the object or after the researcher is out of the object (Khusnaini, 2019). According to Sugiyono (2008), qualitative method is a research method used to examine the condition of natural objects, where researcher as a key instrument.

B. Research Setting

1. Channel of the Research

This research conducted on Teacher Val YouTube Channel. The videos of teaching English in class were selected by the researcher to be analyzed. The researcher deliberately chose this kind of videos because the researcher wanted to identify teacher talk and also the characteristics of classroom interaction in Teacher Val class.

2. Time of Research

In the term of time, researcher conducted the pre-observation in August 2022. The research carried out from August 2022 until May 2023. In detail, the activities can be seen in this following schedule:

Table 2 Time of Research

Activity	Aug	Sept	Oct	Nov	Des	Jan	Feb	Mar	Apr	May
Title Submission										
Pre-Research										
Writing Proposal										
Consultation and Guidance										
Seminar Proposal										
Conduct the Research										
Collecting and Analyzing the Data										
Finish Writing Chapter IV & V										
Consulting and Guidance										
Thesis Examination										

C. Research Subject

The main subject of this research was an English teacher on the Teacher Val YouTube Channel. The name of the teacher was Valerijus Gagas or

Teacher Val. Besides that, the students in Teacher Val class also became the subject of this research.

D. Data and Source of the Data

Data is very important in research and may have many different forms. According to Arikunto (2010) data may appear in the form of discourse, sentence, clause, phrase, word, or even morpheme. In addition, Arikunto (2010) stated that data are all facts and members that can be used by the researcher as information, whereas information is the result of a data processes that are necessary used. In other words, data is everything that researcher finds and writes from the field of study.

In this research, the data were utterances in the form of sentence, clause, phrase, or even word in Teacher Val YouTube Channel by Teacher Val. This channel provided several videos of teaching to young learners with Teacher Val as the teacher. The videos from Teacher Val's reading class became the source data in this research.

E. Research Instrument

Sugiyono (2008) stated that in qualitative research, the researcher is the key instrument. In other words, the main instrument of this research is the researcher herself. The qualitative study could not be separated from the role of researcher because the researcher determined the scenario of the research and played role as a planner, implementer, data collector, analyst, data interpreter, and became the pioneer of the research result.

In addition to the description above, there were several steps to collect the data, such as watching the videos and reading the scripts. Hence, the researcher also used additional instruments such as; hand phone to watch the videos, field notes book to write the utterance and observation tally sheet to get the expected data.

To fill the observation tally sheet, the researcher has understood the observation tally sheet's guidance which includes a list of Flanders Interaction Analysis Categories that adapted from the research of Hai & Bee (2006). This is the observation tally sheet's guidance:

Table 3 FIAC Tally Sheet Guidance

No.	Flanders Interaction Analysis Categories (FIAC)
Teacher Talk	
A.	Indirect Talk
1.	Accepts Feeling
	<ul style="list-style-type: none"> a. In this category, teacher accepts the feelings of the students. b. He feels himself that the students should not be punished for exhibiting his feelings. c. Feelings may be positive or negative.
2.	Praise or Encouragement
	<ul style="list-style-type: none"> a. Teacher praises or encourages student action or behavior. b. When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like "good", "very good", "better", "correct". "excellent", "carryon", etc.
3.	Accepts or Uses Ideas of Students
	<ul style="list-style-type: none"> a. It is just like 1st category. But in this category, the students' ideas are accepted only and not his feelings. b. If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words. c. The teacher can say, "I understand what you mean", etc. Or the teacher clarifies, builds or develops ideas or suggestion given by a student.
4.	Asking Questions
	<ul style="list-style-type: none"> a. Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students.

	b. Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.
B.	Direct Talk
5.	Lecturing/ Lecture
	a. Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions.
6.	Giving Directions
	a. The teacher gives directions, commands, or orders or initiation with which a student is expected to comply with: b. Open your books. c. Stand up on the benches. d. Solve 4 th sum of exercise 5.3.
7.	Criticizing or Justifying Authority
	a. When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category.
Student Talk	
8.	Student Talk Response
	a. It includes the students talk in response to teacher's talk. b. Teacher asks question, student gives answer to the question.
9.	Student Talk Initiation
	a. Talk by students that they initiate. b. Expressing own ideas; initiating new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure.
10.	Silence or Pause or Confusion
	a. Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

In addition, the researcher used the observation tally with a constant time to know each teacher and students talk at a certain time. According to Tichapondwa (2008), when the researcher uses FIAC technique, the researcher has to code the teacher and students talk at three seconds intervals. Because at each three seconds maybe will involve some categories both teacher's and students' talk, there are some rules for deciding which one the best category

should be put out code consistently. These rules are recommended by Flanders cited in M. F. Saputra (2022). The rules will be described as follow:

Table 4 Rules of FIAC Technique

Rule 1	When it is not certain in which of two or more categories a statement belongs, choose the category that is numerically farthest from the category 5. For e.g., if an observer is not sure whether it is 2 or 3 then choose 2. If in doubt between 5 and 7, he chooses 5.
Rule 2	The observer should not involve his personal viewpoint. If a teacher attempts to be clever, students see his statements as critics of students; the observer uses category 7.
Rule 3	If more than one category is active in a span of 3 seconds, and then all the categories should be recorded. If after 3 seconds, no category changes, then the same serial number should be repeated in the next 3 seconds.
Rule 4	If the time period of silence exceeds 3 seconds, it should be recorded under the category No.10
Rule 5	When teacher calls a child by name, the observer is supposed to record a 4 th category.
Rule 6	When the teacher repeats the student's answer and the answer is a correct, that is recorded as a category No.2. This tells the student that he has the right answer and therefore functions as praise or encouragement.
Rule 7	When a teacher listens to a student and accepts his ideas for a discussion, then this behavior belongs to category No.3.
Rule 8	The words "All is ok", "yes", "yah", "hum", "alright", etc belong to the category No.2. (Encouragement)
Rule 9	If a teacher jokes without aiming at any students, this behavior belongs to the category No.2. But if he mistakes any joke aiming at some particular students, then it belongs to the category No.7.
Rule 10	When all the students respond to a very small question collectively, then the serial number of category 8 is recorded.

F. Technique of Collecting the Data

In this research, the researcher used documentation technique to collect the data. According to Arikunto (2010), a documentation method is to find the data related by using book, transcript, newspaper, magazines, notes of a

meeting, ancient inscription, and agenda. Because of the subject in this research was videos from YouTube, thus transcript was the most appropriate method to collect the data. The technique of collecting the data in this research could be explained as follows:

1. The researcher watched videos on Teacher Val YouTube Channel.
2. The researcher re-watched the videos while the researcher wrote down the transcript of that.
3. The researcher determined types of teacher's talk and students' talk that performed in that transcript based on the observation tally sheet guidance and the rules of Flanders' code system. The illustration can be seen as follows:

Table 5 Illustration Using FIAC Observation Tally Sheet

Classroom Verbal Interaction	Types of Teacher's/ Student's Talk	Explanation
Teacher: Okay, so everybody please read!	6	The teacher gives an order to the students to read sentences. It is a teacher direct talk that is giving direction recorded as 6.
Students: "The little boy's parents thank Vic. They invite him for dinner". (Reading together)	8	Students response to teacher talk by reading the sentences together. It belongs to student talk response recorded as 8.
Teacher: Do you understand what that means "they invite him for dinner"?	4	Teacher gives a question to the students about the meaning of a sentence. It belongs to teacher indirect talk that is asking question recorded as 4.
Student: (Answering teacher question)	8	Student answers the teacher question. It

		belongs to student talk response recorded as 8.
Teacher: That's right!	2	The teacher gives positive reinforcement to the student because the answer is correct. It belongs to teacher indirect talk that is praise or encouragement recorded as 2.
Teacher: Okay, so what does Vic tell them?	4	Teacher asks question to the students. It belongs to teacher indirect talk that is asking question recorded as 4.
Teacher: Yes, yes please! (pointing at a student)	6	Teacher gives command to the student to answer the question. It belongs to teacher direct talk that is giving direction recorded as 6.
Student: "Vic tells them he wants to be like Superman and help others"	8	Student answers the teacher question. It belongs to student talk response recorded as 8.
Teacher: That's right! That's right! That's exactly what he tells them.	2	The teacher gives positive reinforcement to the student because the answer is correct. It belongs to teacher indirect talk that is praise or encouragement recorded as 2.

4. After filling the table, the next step is plotting the coded data.

The observation recorded, 6, 8, 4, 8, 2, 4, 6, 8, 4 is called as plotting the coded data. In addition, the beginning and the end of the coding should have the same number of the categories. It is the tradition off adding number 10 in the beginning and at the end. Therefore, the above number will be written in this way 10, 6, 8, 4, 8, 2, 4, 6, 8, 4, 10. Then, to fill the observational sheet below, the researcher had to plot the number recorded firstly by one

pair marked at a time. Based on the plotting of the coded data above, the sequence of the pair including: (10, 6), (6, 8), (8, 4), (4, 8), (8, 2), (2, 4), (4, 6), (6, 8), (8, 4), (4, 10).

- The researcher put the plotting of the coded data into matrix of Flanders interaction analysis.

Based on the sequence of pairs, the first pair (10, 6) shows that the number 10 represents row and the number 6 represents column. In addition, the first pair represents one point of the matrix and another. So, each column and row represents one of the ten categories of Flanders' coding system. Here is the sample of the matrix:

Table 6 Illustration Using Matrix of Flanders Interaction Analysis

	1	2	3	4	5	6	7	8	9	10	Total (N)
1											
2				1							1
3											
4						1		1		1	3
5											
6								2			2
7											
8		1		2							3
9											
10						1					1
Total (N)		1		3		2		3		1	

G. Trustworthiness of the Data

A qualitative research needs the trustworthiness of the data. Ensuring validity and reliability in qualitative research involves conducting the

investigation in an ethical manner (Merriam, 1998). To get the validity of the data, the researcher used expert judgment.

Expert judgment is an informed opinion based on the experts training and experience. Expert may provide information, evidence, judgment, and assessments (Norske, 2001). In this research, expert judgment means the researcher asked the expert about the classifying data. The researcher at first classified the data of teacher talk based on her view. Then, the researcher consulted it to someone who was an expert in teaching English. In this research, the researcher chose one expert. She was Ms. Sinta Ari Susanti S.Pd. as the English teacher at MIM PK Kartasura who was an expert in teaching. She has done several researches in the field of education and published in several journals.

H. Techniques of Analyzing the Data

After getting the data, the next step was analyzing the data. Analyzing data means referring to the method used to analyze the data that has been collected by the researcher. The researcher used content analysis to analyze the data. Content analysis is defined as the scientific study of content of communication. It is the study of content with reference to the meanings, contexts, and intentions contained in message.

In analyzing the data, the researcher used Flanders' Formulas and Flanders Interaction matrix.

1. Flanders' Formulates

After the researcher get the data from the observation sheet of Flanders interaction analysis, the researcher calculated how much the teacher talk time in classroom interaction by using Flanders' formulates cited in M. F. Saputra (2022) to get the expected data. The researcher used it to find out the type and also the percentage of teacher talk during classroom interaction. Here are the formulas:

a. Teacher's Talk Ratio/ Percentages of Teacher Talk

The tallies of the first seven categories are added and divided by the total tallies of the matrices (N) and hence the percentage can be calculated.

$$TT = \frac{C1 + C2 + C3 + C4 + C5 + C6 + C7}{N} \times 100\%$$

b. Indirect Teacher's Talk Ratio

It indicates teacher's actions in encouraging and supporting students' participation. Its percentage can be calculated by adding the tallies of the first four categories and dividing by the total tallies of the matrix (N).

$$ITT = \frac{C1 + C2 + C3 + C4}{N} \times 100\%$$

c. Direct Teacher's Talk Ratio

It indicates the teacher actions restricting student participation. Its percentage can be calculated by adding the tallies of the fifth seventh categories and dividing by the total tallies of the matrix (N).

$$DTT = \frac{C5 + C6 + C7}{N} \times 100\%$$

2. Flanders Interaction Matrix

To solve the second problem of this research that is the characteristics of classroom interaction, the researcher has identified teachers' and students' talk during classroom interaction by referring to the Flanders' Interaction Matrix. The characteristics of classroom interaction would appear after the researcher put code on the particular teachers' and students' talk in the observation tally sheet since some areas in the tally sheet would have tallies than others. The area has given information who is talking and what kind of the talking. Here is the analyzing rule of Flanders' observation tally sheet to identify the characteristics of classroom interaction that is recommended by Flanders cited in Li et al., (2011):

Total the cells and rows show how much the teacher's and students' talking time and silence that indicate the characteristics of classroom interaction.

- a. Row 4-5, Column 4-5, show how much the teacher asks question and lectures in the classroom. The characteristic of classroom interaction is content cross.
- b. Row 6-7, Column 6-7, indicate how much the teacher gives direction and criticizes the students' behavior. The characteristic of classroom interaction is teacher control.

- c. Row 1-3, Column 1-3, show how much the teacher uses of acceptance and praise that indicate an encouraging teaching style. The characteristic of classroom interaction is teacher support.
- d. The domination of category number 8, 9, and also 10 in the interaction matrix represents students' initiation and response.

For more details, the steps of analyzing the data are as follows:

- a. Categorizing the data of the interaction by coding the verbal interaction using observation tally sheet. For example (V1:1:00:01:07) means:
 - V1 = Video 1
 - 1 = Types of teacher talk category 1 that is accepts feeling
 - 00:01:07 = Time
- b. Determining the amount of the interaction by plotting the code of data into the Flanders Interaction Matrix.
- c. Determining the types and calculating the percentage of teacher's talk using Flanders' formula.
- d. Analyzing the matrix to find the characteristics of classroom interaction.
- e. Describing and interpreting the result, so that the conclusion and verification of teacher's talk and characteristics of classroom interaction in Teacher Val's class can be drawn. The researcher tries to describe the data by explaining and interpreting in the specific description.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter, the researcher is going to present data from the analysis of classroom interaction in Teacher Val class on Teacher Val YouTube channel. Data obtained from the observation tally sheet. The data of the research was obtained after the watch videos entitled “People Who Help Us”, “Developing Reading Skills with a PBL Activity: My Computer”, and “Just be Yourselves (Teaching Reading Skills Using Illustrated Storybooks) and transcribed the utterances in the videos using observation tally sheets.

1. Types of Teacher Talk in Classroom Interaction

The data in this research were observed using Flanders Interaction Analysis Category (FIAC) in order to achieve the objective of the research. According to FIAC that created by Flanders, there are several categories of teacher talk in classroom interaction. These include: (1) accepts feeling, (2) praise or encouragement, (3) accept or uses ideas of students, (4) asking questions, (5) lecturing, (6) giving direction, (7) criticizing or justifying authority. The researcher will explain each of types teacher talk used by Teacher Val in Teacher Val YouTube channel.

a. Accepts feeling

The teacher produced accepting feeling in order to accept the feelings of the students and to help them understand their feelings and attitudes by letting them know that they will not be punished when they

are expressing their emotions or feelings. The example of accepts feeling is provided below. The following is one of the examples:

T : Hello everyone?
S : Hello Teacher Val
T : How are you today?
T : Tell me how are you
S : I am very very glad to see you
T : I am very happy to see you too (V3/1/00:00:37)

b. Praising or Encouragement

Teachers use this type to give approval to students' action or behavior. The teacher's purpose in praising and encouraging the students is to appreciate them who actively participate in teaching and learning process. The following is the example of praising and encouragement:

T : Who is the author?
S : The author is Teacher Val
T : That's right! Thank you very much! The author is Teacher Val (V2/2/00:04:44)
T : What can you see on the book cover?
S : I can see a person and a computer at the book cover
T : Yeah... excellent, that's a good answer (V2/2/00:05:06)

c. Accepts or Uses Ideas of Students

In a classroom interaction, the teacher usually uses ideas of the students. In other word, this type deals with the teacher's responses toward the students' ideas. The teacher's purpose in accepting or using ideas of students is to develop their ideas become clear. The teacher may repeat in nutshell in his own style or words or the teacher clarifies, builds the ideas or suggestions given by the students. The following is the example of accepts or uses ideas of students:

T : So, look! There are many beautiful and lovely birds in the forest. They sing and play happily. Nick, a small black bird, also lives in the forest. But he looks unhappy.

T : Do you know why? Can you guess why anyone?

S : I think he thinks he is not beautiful

T : Yeah, because I think he thinks he is not beautiful. Good job yes! (V3/3/00:06:09)

S : I think, he thinks uhhh, they are more beautiful than him

T : That's right, yes maybe

T : Or maybe he is not happy because he cannot get to planet X (V3/3/00:06:27)

S : Hahaha

S : I think he is unhappy because he is alone

T : Yes, maybe he is alone. That's right. (V3/3/00:06:52)

d. Asking Questions

Asking question was a type of teacher talk that often occurred in all videos. The teacher's purpose in asking question is to ask question about content or procedures, based on the teacher's ideas and expecting the answer from the students. The example of asking question made by the teacher is provided below:

T : Which computer is lighter, a desktop or laptop? Together!

S : Laptop is lighter than desktop

T : Right, correct!

T : What do we use to type? (V2/4/00:28:27)

S : We use keyboard to type

e. Lecturing

Lecturing is the type of teacher talk that occurred in every video. In classroom interaction, the teacher often gave information to the students. It can be shown in the form of lecturing. In lecturing, the teacher gave facts or opinions about content or procedure expression of his own ideas and giving his own explanation. The example of lecturing made by the teacher is provided below:

T : Which one? What's the different?

S : (Silent)

T : Here we say learn. We don't say study.

T : Why? Let me tell you. Let me tell you! So look! Learn means ..., study means We say learn when we talk about skills. We learn to do something. We gain a skill by learning. So you say, I learn to swim, I learn to play football, I learn to speak English, I learn to play piano. (V1/5/00:22:33)

T : Do you understand?

T : You use this word when you talk about skills. But you use the word study when you go to school. For example in Chinese we say ..., In English we say I study at school. So when you read books, you study. When you go to school, you study. So you can say "He learned about computers by reading a book", or "he studied computer science at school". (V1/5/00:23:09)

f. Giving Directions

Giving direction means the teacher gives directions, commands, or orders or initiations with which a student is expected to comply with.

The example of giving direction made by the teacher is provided below:

T : Boys! All the boys, please read this! (V1/6/00:14:08)

S : They ... (But only one student who answer the teacher)

T : All the boys! (V1/6/00:14:13)

g. Criticizing or Justifying Authority

This type of teacher talk happens when the teacher asks the students to not interrupt or to criticize the students' behavior. The following is one of the examples:

T : It's okay, I really don't like it. When you do it, it's okay right. Sit down nicely

S : No no

T : But some of them did. So be quite. Nobody's teaching! (V2/7/00:25:15)

To know the quantity and the percentage of teacher talk in each video, the researcher used matrix of Flanders Interaction Analysis and Flanders Formulates. Here, the researcher will explain the classroom interaction in each video.

Table 7 Matrix of Flanders Interaction Analysis in the First Video

TT	1	2	3	4	5	6	7	8	9	10	Total
1					2	1				1	4
2		2		28	21	13		4	1		69
3											0
4				4	3	16	1	48	11	8	91
5		1		22	7	11	1	8			50
6				9	3	5		39	5	2	63
7	1					1		1			3
8	3	53		19	12	12	1	6		1	107
9		13		2		3					18
10				7	2	1		1	1		12
Total	4	69	0	91	50	63	3	107	18	12	417

Notes:

TT : Teacher Talk

1. Accepts feeling
2. Praise or encouragement
3. Accepts or uses ideas of students
4. Asking questions
5. Lecturing
6. Giving directions
7. Criticizing or justifying authority
8. Student talk response
9. Student talk initiations
10. Silence

In the first video, the dominant type of classroom interaction is teacher talk. The percentage of teacher talk in the first video is 67,14%. Asking questions is the type of teacher talk that appears the most in the first video with a percentage of 21,82%. After that, praise or encouragement became the type of teacher talk that appeared the second most with a percentage of 16,54%. Then giving direction is also often used by teachers with a percentage of 15,10%. Lecturing is often used by teachers when explaining role of learning and also explaining new words encountered by students. The total percentage of this type of teacher talk is 11,99%. Teachers accept students' feelings as much as 0,95% and criticizing or justifying authority as much as 0,72%. Then the type of teacher talk that was not found in the first video is accept or uses ideas of students with percentage 0%. From these findings it can be seen that indirect talk is more dominant used by the teacher than direct talk in class interactions with the percentage of indirect talk 39,32% and direct talk 27,81%. Then the number of student talks is 29,97%, with 25,65% student talk response and 4,31% student talk initiation. While silence has percentage of 2,87%.

Table 8 Matrix of Flanders Interaction Analysis in the Second Video

TT	1	2	3	4	5	6	7	8	9	10	Total
1					1						1
2				23	11	10	2		11		57
3		1		2	1	2		2	4		12

4					1	1	1	43	21	2	69
5				9	7	8	1	6	4		35
6		1		12		2	2	27	2	1	47
7				6	2	4		1	1		14
8	1	34	4	8	10	18	4				79
9		21	8	7	1	2	4		1		44
10				2	1						3
Total	1	57	12	69	35	47	14	79	44	3	361

Notes:

TT : Teacher Talk

1. Accepts feeling
2. Praise or encouragement
3. Accepts or uses ideas of students
4. Asking questions
5. Lecturing
6. Giving directions
7. Criticizing or justifying authority
8. Student talk response
9. Student talk initiations
10. Silence

In the second video, the percentage of teacher talk is 65,09%. The types of teacher talk that most often used by teachers when teaching in class is asking questions with percentage of 19,11%. Then praise or encouragement is also often used by teachers with percentage of 15,78%. Giving direction is also often used by teachers with percentage of 13,01%, which is indicated by how often the teacher gives orders to

students to read. In the second video the teacher gives an explanation or lecturing with a percentage of 9,69%. Then the teacher criticizes or justifying authority with a percentage of 3,87%. Teachers rarely accepts or uses ideas of the students, this is evidenced by the small percentage of this type of teacher talk, which is only 3,32%. The most rarely used of teacher talk in the second video is accepting feeling with percentage of 0,27%. From these results it can be seen that indirect teacher talk is more dominant used by the teacher than direct teacher talk with a percentage of 38,50% indirect teacher talk and 26,59% direct talk. Then the percentage of student talks is 34,07 with 21,88% student talk response and 12,18% student talk initiation. While silence has percentage 0,83%.

Table 9 Matrix of Flanders Interaction Analysis in the Third Video

TT	1	2	3	4	5	6	7	8	9	10	Total
1	1	2		3							6
2		1		28	12	31		3	4		79
3		2		5		4		1	2		14
4		1		2		13		32	22	2	72
5		2		6	6	14		1			29
6		2		10	4	13		53	9		91
7											
8	4	46	3	14	7	11			6	1	92
9	1	23	11	2		5		2	1		45
10				2					1		3

Total	6	79	14	72	29	91		92	45	3	431
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Notes:

TT : Teacher Talk

1. Accepts feeling
2. Praise or encouragement
3. Accepts or uses ideas of students
4. Asking questions
5. Lecturing
6. Giving directions
7. Criticizing or justifying authority
8. Student talk response
9. Student talk initiations
10. Silence

In the third video, the percentage of teacher talk is 67,51%. The type of teacher talk that is most often used by teachers when teaching in class is giving direction with percentage of 21,11%. Praise or encouragement is often used by the teacher with percentage of 18,32%. Asking question in the third video is 16,70%, which means that the teacher often asks students. Then In the third video, the teacher gives explanations or lecturing with percentage of 6,72%. Then the teacher accepts or uses ideas from students with percentage of 3,24%. Teacher rarely uses the type of teacher talk accepting feeling, this is evidenced by only 1,39% of utterances found in learning. The type of teacher talk criticizing or justifying authority is not found in the third video with a percentage of 0%. From these results, it can be seen that indirect teacher talk is more dominant used by teacher than direct teacher talk with

percentage of 39,67% indirect teacher talk and 27,84% direct teacher talk. Then the percentage of student talks is 31,78% with 21,34% student talk response and 10,44% student talk initiation. While silence has percentage 0,69%.

Table 10 The Summarizing Types of Teacher Talk

No.	Types of Teacher Talk	1 st Video		2 nd Video		3 rd Video		Total Utterances	
		Quantity	%	Quantity	%	Quantity	%	Quantity	%
1.	Accepts Feeling	4	0,95 %	1	0,27 %	6	1,39 %	11	2,61 %
2.	Praise or Encouragement	69	16,54 %	57	15,78 %	79	18,32 %	205	50,64 %
3.	Accepts or Uses Ideas of Students	0	0%	12	3,32 %	14	3,24 %	26	6,56 %
4.	Asking Questions	91	21,82 %	69	19,11 %	72	16,70 %	232	57,63 %
5.	Lecturing	50	11,99 %	35	9,69 %	29	6,72 %	114	28,4 %
6.	Giving Directions	63	15,10 %	47	13,01 %	91	21,11 %	201	49,22 %
7.	Criticizing or Justifying Authority	3	0,72 %	14	3,87 %	0	0%	17	4,59 %

Asking question was a type of teacher talk that often occurred in all videos. Based on the observation tally sheet, there were 232 utterances with percentage 57,63% occurred in all videos. The type of teacher talk that appears frequently in Teacher Val's class is praising or encouragement. There are 205 utterances with percentage 50,64% of

praising and encouragement found in three meeting (videos). Giving direction is one of the types of teacher talk that frequently occurred in all videos. There are 201 utterances with percentage 49,22% occurred in three videos. Lecturing is the type of teacher talk that occurred in every video. There are 114 utterances with percentage 28,4% occurred in three videos. From the three videos that the researcher observed, it was found that the teacher produced 26 utterances with percentage 6,56% of accepting or using ideas of the students in three meeting (videos). Criticizing or justifying authority is one type of teacher talk that also found in classroom interaction. There are only 17 utterances with percentage 4,59% occurred in three videos. The type of teacher talk that rarely appears in Teacher Val's class is accepting feeling. This type of teacher talk produced by the teacher only 11 utterances with percentage of 2,61% in three meeting (videos).

2. Characteristics of Classroom Interaction

Teacher talk in classroom interaction of each video in Teacher Val's class had been presented on the previous data result of this chapter. Through data from teacher talk, characteristics of classroom interaction could also be defined. The researcher will present the characteristics of classroom interaction in each video to know the average characteristic that occurred in Teacher Val's class.

Table 11 Characteristics of Classroom Interaction in the First Video

Types of Interaction		(%)	Characteristics of Classroom Interaction	(%)
Teacher Talk	Accepts Feeling	0,95%	Teacher Support	17,49%
	Praise or Encouragement	16,54%		
	Accepts or Uses Ideas of the Students	0%		
	Asking Questions	21,82%	Content Cross	33,81%
	Lecturing	11,99%		
	Giving Direction	15,10%	Teacher Control	15,82
	Criticizing or Justifying Authority	0,72%		
Student Talk	Student Talk Response	25,65%	Students Participation	29,96%
	Student Talk Initiation	4,31%		
Silence				2,87%

Table 12 Characteristics of Classroom Interaction in the Second Video

Types of Interaction		(%)	Characteristics of Classroom Interaction	(%)
Teacher Talk	Accepts Feeling	0,27%	Teacher Support	19,37%
	Praise or Encouragement	15,78%		
	Accepts or Uses Ideas of the Students	3,32%		
	Asking Questions	19,11%	Content Cross	28,8%
	Lecturing	9,69%		
	Giving Direction	13,01%	Teacher Control	16,88%
	Criticizing or Justifying Authority	3,87%		
Student Talk	Student Talk Response	21,88%	Students Participation	34,06%
	Student Talk Initiation	12,18%		
Silence				0,83%

Table 13 Characteristics of Classroom Interaction in the Third Video

Types of Interaction		(%)	Characteristics of Classroom Interaction	(%)
Teacher Talk	Accepts Feeling	1,39%	Teacher Support	22,95%
	Praise or Encouragement	18,32%		
	Accepts or Uses Ideas of the Students	3,24%		
	Asking Questions	16,70%	Content Cross	23,42%
	Lecturing	6,72%		
	Giving Direction	21,11%	Teacher Control	21,11%
Criticizing or Justifying Authority	0%			
Student Talk	Student Talk Response	21,34%	Students Participation	31,78%
	Student Talk Initiation	10,44%		
Silence				0,69%

Table 14 The Summary Result of the Characteristics of Classroom Interaction

No.	Characteristics of Classroom Interaction	V1 (%)	V2 (%)	V3 (%)	Average
1.	Teacher Support	17,49%	19,37%	22,95%	19,93%
2.	Content Cross	33,81%	28,8%	23,42%	28,67%
3.	Teacher Control	15,82%	16,88%	21,11%	17,93%
4.	Students Participation	29,96%	34,06%	31,78%	31,93%

a. Teacher Support

Teacher Support shows teacher reinforcement and encouragement. Teacher support is a combination of the total percentage of category 1, category 2, and category 3, namely accepts feeling, praise or encouragement, and accepts or uses ideas from the students. Teacher support means that teachers build relationships with students by giving

them the freedom to determine their behavior, and provide responses that will help them achieve their achievements.

From the observation results, it was found that in the first video, the percentage of teacher support is 17,49% which contains of 0,95% category 1, that is accept feeling, 16,54% category 2, that is praise or encouragement, and 0% category 3, that is accepts or use ideas from students. Then in the second video, the percentage for teacher support is 19,37% which contains 0,27% category 1, 15,78% category 2, and 3,32% category 3. And in the third video, the percentage for teacher support is 22,95% which contains 1,39% category 1, 18,32% category 2, and 3,24% category 3. So, the average percentage of teacher support from the three teaching and learning videos in Teacher Val's classroom interaction is 19,93%.

b. Content Cross

Content cross is crucial in learning because it aims to help students in understanding the material. Content cross is indicated by the teacher asking questions about content or procedures and also the teacher doing the lecture. It can be found by adding the total percentage from category 4 and category 5, namely asking questions and lecturing.

From the results of observation, it was found that in the first video, the percentage of content cross was 33,81%, which contains of 21,82% category 4, that is asking questions and 11,99% category 5, that is lecturing. Then in the second video, the percentage of content cross is

28,8% which contains of 19,11% category 4 and 9,69% category 5. And in the third video, the percentage of content cross is 23,42%, which contains of 16,70% category 4 and 6,72% category 5. So, the average percentage of content cross of the three teaching and learning videos in Teacher Val's classroom interaction is 28,67%.

c. Teacher Control

In addition to providing some knowledge to students at school, the teacher also plays a role in instilling values and attitudes in students so that they have good personalities. The teacher must be able to control the class well so that learning can run well and students feel calm and comfortable during the learning process. Therefore, teacher control is very important in classroom interaction. Teacher control is indicated by the teacher giving direction and criticizing or justifying authority. Teacher control in classroom interaction can be identified by adding the total percentage of category 6, namely giving direction and category number 7, namely criticizing or justifying authority.

From the results of observation, it was found that in the first video, the percentage of teacher control was 15,82%, which contains of 15,10% category 6, that is giving direction and 0,72% category 7, that is criticizing or justifying authority. Then in the second video, the percentage of teacher control is 16,88%, which contains of 13,01% category 6 and 3,87% category 7. And in the third video, the percentage of teacher control is 21,11%, which contains of 21,11% category 6 and

0% category 7. So, the average percentage of teacher control from the three teaching and learning videos in Teacher Val's classroom interaction is 17,93%.

d. Students Participation

Student participation shows student response and initiation of teacher's behavior. It shows that students get responses or ask questions to the teacher. Student participation can be seen from the total percentage of category 8 and category 9, namely student talk response and student talk initiation.

From the results of observation, it was found that in the first video, the percentage of student participation was 29,96%, which contains of 25,65% category 8, that is student talk response and 4,31% category 9, that is student talk initiation. Then in the second video, the percentage of student talk is 34,06%, which contains 21,88% category 8 and 12,18% category 9. And in the third video, the percentage of student talk is 31,78%, which contains 21,34% category 8 and 10,44% category 9. So, the average percentage of student participation from the three teaching and learning videos in Teacher Val's classroom interaction is 31,93%.

B. Discussions

After describing the analysis in previous section, the researcher will discuss more about the kind of teacher talk that exist in Teacher Val class and also the characteristics of the classroom interaction.

1. Types of Teacher Talk

Based on the findings above, it can be seen that there are seven types of teacher utterances, namely (1) accepting feelings, (2) praise or encouragement, (3) accepting or using students' ideas, (4) asking questions, (5) lecturing, (6) giving directions, and (7) criticizing or justifying authority found in Teacher Val's classroom interaction. From the interpretation of the interaction matrix, it was found that the teacher talk has higher percentage than the students talk. This can be seen from the percentage of teacher talk 67.14% at the first meeting, 65.09% at the second meeting, and 67.51% at the third meeting.

The results also show that the type of teacher talk most used by teachers is asking questions. Asking questions found 232 utterances in three videos with a percentage of 57.63%. The active teacher asks questions to students with the aim of initiating the interaction in the classroom. This will make students think and also provide their ideas so that they want to be active in learning. Asking questions is an important part of forming classroom interaction because it has a strong effect for students to participate. This is also in line with a study from Siregar (2020) which found that asking a question can stimulate interaction in the classroom since

it can make students' activeness, identify which part of the lesson they are still confused or misunderstanding, and encourage students to collaborate.

Then, the teacher also uses a lot of praise or encouragement. This type of teacher talk was found in 205 utterances with a percentage of 50.64%. The overall praise or encouragement that was found in the three teaching and learning videos in Teacher Val classroom interaction is praising, complimenting, telling students why or what they have said or done is valued, and also justifying the answers from the students. The purpose of the teacher using this type of teacher talk is to encourage students to continue, trying to give them confidence, and confirming that the answer is correct. Putri (2015) also found that teacher praise or encourage students with the aim of giving them awards because the students had answered questions correctly or eagerly delivered their ideas. Thus, this will encourage student's attention and make the class more active. This is in line with what was stated by Khusnaini (2019) that teacher used praise or encouragement to make students feel happy or proud of their work, especially when teaching to young learners. After praising the students, teacher tend to reinforce the learning material by lecturing the students so they could obtain enlightenment from teacher's explanation.

The third type of teacher talk that is also often used by Teacher Val in classroom interaction is giving direction. It found 201 utterances in three videos with a percentage of 49.22%. The overall giving direction is giving directions, requests, or commands that students are expected to follow,

directing various drills, and facilitating the whole class. Most of the teacher talks in the giving direction category come from the teacher requesting or commanding the students to do something. Teacher Val often asks students to read sentences in power point and also answer some question related to the topic that has been read. This finding was apparently consistent with the finding of F. Saputra et al., (2021). This research found that giving directions often happened when the teacher showed the student about the topic that wanted to learn, the teacher asked the students to command them to make some examples after the teacher explains the material and asked the students do the work in front of class.

The fourth type of teacher talk used by Teacher Val is lecturing. This type of teacher talk was found in 114 utterances in three videos with a percentage of 28.4%. The overall lecturing is giving information, facts, own opinion or ideas. Most of the teacher talks in this category come from teachers giving information about new vocabularies related to the material being taught. Teacher Val also often explains the meaning of the vocabularies and also the context in the sentence. Before starting the explanation, the teacher usually starts a new topic with an interesting story related to the material to be taught to stimulated student's knowledge about the teaching. This is in line with research by Li et al., (2011), the English teachers could determine how English is to be taught to young learners through activities in social contexts. Furthermore, the situation of English classroom depend on the activities done by the teachers, so that the students

who were getting bored will become interested and pay attention to the learning activities.

Then the teacher talk that often appears in Teacher Val classroom interaction is accepts or uses ideas of the students. This type was found in 26 utterances with a percentage of 6.56%. The overall accepts or uses ideas of the students is clarifying, builds or develops ideas or suggestions given by the students. Based on the observations in three videos, the teacher mostly used the category to justify the answers from the students. If the student's answer is incomplete, the teacher will complete it, and if the student's answer is wrong, the teacher will correct it. Furthermore, it was found that the teacher accepts or uses ideas of the students to encourage and stimulate interaction in class. This is in line with research by Ani (2017) that stated by accepting or using the ideas of the students, it will make them feel more respected and they will not have doubt anymore to offer their answer or opinion.

Then the type of teacher talk that is rarely used by Teacher Val in classroom interaction is Criticizing or justifying authority. This type was found in 17 utterances with a percentage of 4.59%. The teacher would like to comment on students' behavior and then admit to them what was right to do so that students did not make any mistakes. This was done to control the behavior of students in the class and also to maintain the classroom conditions so that it stayed quiet during the learning process. This finding is in line with research conducted by Odiri Amatari (2015). He stated that

teacher needs to make experiment and obtaining objective information about one's behavior, and also evaluating the data as terms of the teacher's role to attaining self-insight while acting as a teacher.

The last type of teacher talk that is rarely used by Teacher Val is accepts feeling. This type found 11 utterances in three videos with a percentage of 2.61%. From the results of observations in Teacher Val's videos, teachers usually accept feelings to make sure the conditions of the students. In addition, the accepting feeling is also found when the teacher responds to complaints from students when students feel that the learning conditions or situations do not match what they expect. According to F. G. Putri (2014), accepting feeling can provide a safe environment for learning. Teacher Val also used this acceptance to respond to students who feel nervous because they have not finished doing the assignment given by him and he provides a solution to students by asking them to copy from a friend's book after the learning ends. This proves that accepting feeling can make students feel more comfortable and create a more conducive learning environment.

From the discussion about types of teacher talk above, it can be seen that teacher indirectly influences the students in teaching and learning process by relying hard on asking questions. Asking question dominantly applied to make students attentive to the subject of discussion as well as to check the understanding of the topic. This is in line with the research from Nasir et al., (2019) that stated if a teacher does more indirect talk in the

teaching and learning process, it means that the teacher allow the students to be active in his classroom.

Therefore, in Teacher Val's class, the students were given enough opportunities to develop their English communication skill. This is appropriate to be applied in English classes, especially English for young learners. According to Kusmaryati (2020), young learners learn language through an acquisition or subconscious process more than direct and conscious learning. So, it is important for teachers to use English as target language in classroom interaction.

Apart from that, reading skill in Teacher Val's class was taught appropriately. The teacher applies the reading comprehension strategy for young learners by making sentences in story form and then displaying it in power point completed with pictures that make students interested. This finding is in line with the principles of teaching reading that conveyed by Roe et al., (2017), that is reading involves the construction of the meaning represented by the symbols or pictures and teacher must help students develop facilities in using technology to enhance their learning. Furthermore, students' reading ability can also be proven by when the teacher asks questions, the students can always respond. That is why the percentage of asking questions is not much different from the percentage of students' responses.

2. Characteristics of Classroom Interaction

After describing the analysis of the previous section, the researcher not only found the types of teacher talk, but could also find the characteristics of classroom interaction in Teacher Val class.

First, the research results from three videos in Teacher Val's class show that the highest percentage in classroom interaction is students' participation which takes 31.93%. The percentage told that the students have enough participation in the classroom interaction. This indicates that Teacher Val's class is quite active, because both teachers and students interact with each other. This is also in accordance with what was stated by Abdullah et al., (2012) that the effective learning process occurs when both instructors and students interact and actively participate in the learning activities.

Then the researcher found that Content cross occupies the second place in the classroom interaction proportion which takes 28.67%. From the data, it indicated that the teacher stimulated the students to be active in the classroom by asking questions and then giving explanations. It is an important part in creating active interaction in the classroom because the teacher's questions have a strong effect for the students to participate. According to Vebriyanto (2015) questioning is a basic method implemented by the teacher to build interaction in the classroom. Meanwhile, according to M. F. Saputra (2022) by providing opportunities for students to pay attention and listen in class can increase students' input. This indicates that

the lecturing section gives the learner the opportunity to gather meaning and to associate them with the target language.

Then, the researcher found Teacher Support take the third place in the classroom interaction of Teacher Val class which takes 19.93%. Teacher support contains the teacher accepts the feelings of the students, the teacher praises or encourages the students, and the teacher accepts or uses the ideas of the students. High teacher support can affect the students to participate actively in the classroom interaction (Khusnaini, 2019). This is what researcher found in Teacher Val's class. Researcher also found that there are other factors that make students actively participate in the classroom, such as the teacher's supportive, understanding, approachable, friendliness through positive nonverbal behavior, giving smiles, and nodding for admitting answers.

Finally, namely teacher control which has 17.93%. Teacher control consists of giving directions and criticizing or justifying authority. From the data, it showed that the teacher spent more time in giving directions than criticizing or justifying authority. The teacher gives criticism to students when students are noisy and talks to themselves when the teacher is explaining something. Apart from that, Teacher Val also often reprimands students who answer questions using Chinese and immediately tells them to speak English. This is in line with what was stated by Asmara, (2007) that said teacher control determines what students do, when they should speak, and what language forms they should use.

Based on the explanation above, it can be concluded that the interaction that occurs in Teacher Val class is active. It can be seen from the enthusiasm of students in answering questions from the teacher. The teacher was always active to stimulate the students in the classroom interaction. It showed by the asking question become the most pattern in the content cross. Furthermore, asking questions gives huge impact to make the students response, therefore, students' participation becomes the highest pattern in the characteristic of classroom interaction.

CHAPTER V

CONCLUSION

In this chapter, researchers will summarize the whole study and it will also give recommendations for the English education how to teach young learners. The discussion in this chapter is arranged in two main parts, namely conclusion and suggestion.

A. Conclusion

Based on the Flanders Interaction Analysis Categories (FIAC), teacher talk is divided into seven types, they are: receiving feeling, praise or encouragement, accepting or using ideas from students, asking questions, lecturing, giving directions, and criticizing or justifying authority. The type that appears the most in Teacher Val's class is asking questions, then it is followed by praise or encouragement, then giving directions, then lecturing, accepting or using ideas of the students, criticizing or justifying authority, and the most rare is accepting feelings. So, it can be conclude that there are more indirect teacher talks than direct teacher talk. It indicates that teacher indirectly influences the students in teaching and learning process by relying hard on asking question. Asking question dominantly applied to make the students attentive to the subject of discussion so that the classroom interaction will be more active.

Meanwhile, there are four characteristics of classroom interaction. They are teacher support, content cross, teacher control, and student participation. In the result of this study, the students' participation is the highest pattern in the characteristics of classroom interaction in Teacher Val classroom interaction. It

has been followed by content cross, teacher support, and teacher control. It indicated that students have enough to participate in the classroom interaction. It also found that the pattern of content cross tended to be more on asking questions than lecturing. This result effects the high students' participation because the teacher often asking questions to attract students' attention and make students participate more in the classroom.

In the teaching and learning process, the teacher was applying asking and answering strategies that made the class active. The students were given opportunities to develop English communication skill. It is suitable for teaching English to young learners considering they learn through a subconscious process, so they only need more time to practice new language. This strategy also has an effect on students' reading comprehension skills. By getting students used to reading, students will find it easier to comprehend the meaning. This is evidenced by every time the teacher asking about the meaning contained in the reading, students were able to answer it.

B. Suggestion

The result of this study indicates that the teaching provided by the teacher was successfully motivated the students to participate in the classroom interaction. It was shown with a high percentage of content cross and teacher support in the characteristics of classroom interaction. It indicates that the teacher mostly gives questions and gives positive feeling to the students. Even though the students had enough participated in the interaction but teacher Val's class still seemed crowded. This was because the teacher had less control over

the students in class. It showed by the teacher control is become the lowest part in the classroom interaction. So, in this occasion, the researcher would like to give several suggestions as considerations:

1. Even though students are actively participating in the classroom, it would be better if their activity was also controlled, so that classes would be more organized and monitored.
2. It would be better if the teacher appreciated the students more by adding more praise and encouragement because this can affect their academic emotions, which can create a comfortable environment for students.
3. Besides that, it would be better if the teacher gave more time to the students to answer the teacher's question. So it will make the students more focused in paying attention to the topic which is being studied.

Finally, the researcher hopes that this study gives the practical contribution to the understanding of interaction pattern in classroom particularly in English learning. Furthermore, it gives benefits to teacher, students as the reader of this research.

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APPENDIX

Appendix 1 Data from Observation Tall Sheet

A. Data from Observation Tall Sheet

Video 1

(People Who Help Us)

Link YouTube : <https://youtu.be/8YkeTF6ex-c>

Classroom Verbal Interaction	Categories of Talk	Time
T : Hi	4	00:02:24
S : Hello	8	00:02:25
T : Do you remember my name?	4	00:02:28
T : What is my name?	4	00:02:30
S : Your name is Teacher Val	8	00:02:32
T : Alright! My name is Teacher Val. That is correct! I am very happy to see you again.	2	00:02:35
T : Now, do you have your notebook ready? Yes or No?	4	00:02:45
S : Yes	8	00:02:50
T : Excellent! Well done!	2	00:02:51
T : Please remember to bring your note book to every class. Okay?	5	00:02:55
T : Okay?	4	00:02:59
S : Okay!	8	00:03:00
T : Alright! Great!	2	00:03:03
T : Where is my helper?	4	00:03:04
T : Can you please tell me how many stars do boys and girls have?	4	00:03:08
S : Boys have one star. Girls have no star.	8	00:03:15
T : Okay thank you very much! So boys have one star.	2	00:03:19
T : So let's see who get the star today!	5	00:03:22
T : Alright, so boys please tell me how many points do you have?	4	00:03:28
S : We have five points	8	00:03:34
T : Very good!	2	00:03:36
T : And how many stars do you have?	4	00:03:38
S : We have one star	8	00:03:40
T : Excellent!	2	00:03:43
T : Now, girls tell me please how many points do you	4	00:03:45

have?		
S : We have five points	8	00:03:50
T : How many star do you have?	4	00:03:53
S : We have no star	8	00:03:55
T : You have no star. But maybe today will be the day when the boys cry. Maybe we will see	5	00:04:00
S : No no no	8	00:04:08
T : Now let's go to the rules. And remember always give me a full sentences. Okay!	6	00:04:16
T : What is rule number one? Together!	4	00:04:24
S : Silent	10	00:04:26
T : (Helping the students) Rule number one is clear your desk	5	00:04:28
S : Rule number one is clear your desk	8	00:04:30
T : Okay, say together please!	6	00:04:34
S : Rule number one is clear your desk	8	00:04:40
T : Okay not clean but clear. Clear your desk!	5	00:04:45
T : Good!	2	00:04:48
T : What is rule number two?	4	00:04:50
S : Rule number two is be quiet	8	00:04:54
T : That's right!	2	00:04:58
T : What is rule number three?	4	00:05:00
S : Listen to Teacher Val	8	00:05:01
T : Yes! Yes! This boy is clever. So the boys get point	2	00:05:08
T : Full sentence! Rule number three is listen to Teacher Val	6	00:05:12
S : Rule number three is listen to Teacher Val	8	00:05:15
T : What is rule number four?	4	00:05:23
S : Rule number four is speak English no Chinese!	8	00:05:26
T : Yes, we speak English in English Class and we speak Chinese in Chinese class.	2	00:05:33
T : Okay, what is rule number five?	4	00:05:39
S : Rule number five is rise your hand	8	00:05:42
T : What is rule number six?	4	00:05:46
S : Rule number six is study hard	8	00:05:47
T : That's right!	2	00:05:53
T : Now, here we go to the classroom language. Read this!	6	00:05:55
S : How do you say in English? May I speak Chinese, please? What does it mean? May I come in, please? May I go to the toilet, please?	8	00:06:00
T : That's right! Wonderful	2	00:06:16
T : Now who can tell me what did we learn last week?	4	00:06:22

T : And remember you need to give me a full sentence. We need to start the answer from “Last week we learn”!	6	00:06:27
S : “Last week we learn how we help at home”	8	00:06:37
T : Excellent! Last week we learn how we help at home	2	00:06:42
T : Then, let me ask you, how do you help your parents at home?	4	00:06:48
T : Okay, you try!	6	00:06:53
S : (Answering teacher’s question)	8	00:06:55
T : What else do you do?	4	00:06:58
S : (Answering teacher’s question)	8	00:07:01
T : Excellent! Good girl! Well done! Very good! You’ll get a point	2	00:07:04
T : Boys! Can you do that?	4	00:07:08
T : How do you help your parents at home?	4	00:07:16
S : (Answering teacher’s question)	8	00:07:20
T : What else do you do?	4	00:07:22
S : (Answering teacher’s question)	8	00:07:24
T : Excellent! You make the bed and water the flowers	2	00:07:31
T : Good!	2	00:07:37
T : Okay so today we are going to finish our books. This is lesson number three. Our topic is Police Officers and today we will finish our book.	5	00:07:38
T : So this is what we have studied last time. Remember?	4	00:07:56
S : (Silent)	10	00:08:00
T : Remember?	4	00:08:18
S : Yes	8	00:08:19
T : So, let’s read what happen next!	6	00:08:20
T : Okay, so everybody please read!	6	00:08:26
S : “The little boy’s parents thank Vic. They invite him for dinner	8	00:08:30
T : Do you understand what that means “they invite him for dinner”?	4	00:08:38
S : (Answering teacher’s question)	8	00:08:46
T : That’s right	2	00:08:55
T : Okay, so what does Vic tell them?	4	00:09:00
T : Yes, yes please (Pointing a student)	6	00:09:06
S : “Vic tells them he wants to be Superman and help others”	8	00:09:09
T : That’s right! That’s right! That’s exactly what he tells them.	2	00:09:14
T : And what’s this word?	4	00:09:34

S : Decides	8	00:09:38
T : Yup!	2	00:09:39
T : And what he decides? Who can tell me what does he decide?	4	00:09:40
S : He decides he wants to be like Superman tool	8	00:09:47
T : Yes! That's right! He decides he wants to be like Superman tool.	2	00:09:50
T : So now, Vic and the little boy team up. They become one team, right? Because they want to be like Superman and they want to help other people.	5	00:09:56
T : This sentence, let's read this way! Boys, girls, boys, girls (alternately)	6	00:10:20
T : Can you try that?	4	00:10:28
S : Yes	8	00:10:30
T : Okay, boys start. Go!	6	00:10:31
S : (Boys team read aloud)	8	00:10:32
T : Excellent! Well done! Well done!	2	00:11:02
T : Do you know the word neighbor?	4	00:11:05
S : Yes	8	00:11:07
T : What does it means?	4	00:11:09
T : Write it down! "Neighbor"	6	00:11:13
T : Okay let's say together "neighbor"	6	00:11:20
S : Neighbor	8	00:11:22
T : I can't hear you!	7	00:11:24
S : Neighbor	8	00:11:26
T : Yes!	2	00:11:29
T : Neighbors are people living next door. Some neighbors are friendly and some neighbors are angry.	5	00:11:30
T : Do you have friendly neighbor or angry neighbor?	4	00:11:41
S : I have friendly neighbors!	9	00:11:47
T : Anybody else?	4	00:11:50
S : I have friendly neighbors!	9	00:11:52
T : You have friendly neighbors, good!	2	00:11:54
T : Anyone else?	4	00:11:56
S : I have strong neighbors	9	00:11:57
T : Yes, strong neighbor!	2	00:11:59
T : Your neighbor is hulk	2	00:12:01
S : Hahaha	8	00:12:04
T : Alright, okay, okay who is your neighbor? My neighbor is hulk, hahaha	2	00:12:06
T : Okay, yes (pointing a student)	6	00:12:10
S : I have a funny neighbor!	9	00:12:12
T : Okay great, great, thank you so much	2	00:12:15
T : Okay so now tell me what's else do they do?	4	00:12:18

T : This time, let's read this way! Val, boys, girls, Val, boys, girls	6	00:12:26
S : (Reading alternately)	8	00:12:38
T : Do you know the word orphans?	4	00:12:50
S : (Answering teacher's question)	9	00:12:55
T : Excellent! She knows such a difficult word. That's great!	2	00:12:56
T : Together! "Orphan"	6	00:13:03
S : Orphan	8	00:13:04
T : Orphan	6	00:13:05
S : Orphan	8	00:13:06
T : This is the new word "Orphan". So, orphans are children who have no family or they are children whose parents are gone. They are super clean right. We have mams, dads, we are happy but some children don't. That's why other people help them a lot.	5	00:13:07
T : So how do the little boy help them? What do they do? How do they help them?	4	00:13:38
T : Yes you try (pointing a student)	6	00:13:49
S : They bring the orphans books and toys and sometimes they tell them stories	8	00:13:56
T : Yes that's right! Thank you! They bring the books and toys. Good!	2	00:13:58
T : What else do they do?	4	00:14:07
T : Boys! All the boys please read this!	6	00:14:08
S : "They" (But only one student who answers the teacher)	10	00:14:10
T : All the boys!	6	00:14:13
S : "They protect homeless animals and feed them"	8	00:14:15
T : Yes! They protect homeless animals and feed them.	2	00:14:20
T : Protect is a new word	5	00:14:28
T : Together "protect"	6	00:14:29
S : Protect	8	00:14:31
T : Protect	6	00:14:32
S : Protect	8	00:14:33
T : What does protect means?	4	00:14:35
S : (Students answer the teacher using Chinese)	8	00:14:37
T : Yes! They protect hopeless animals	2	00:14:39
T : Now, what does homeless means?	4	00:14:42
T : Look at this dog!	6	00:14:47
T : Does this dog look happy?	4	00:14:49
S : No	8	00:14:52
T : Why not?	4	00:14:53

S : It has no home	8	00:14:57
T : So in one word, it is homeless. It has no home. We don't feel happy when we have no home right?	5	00:15:02
S : Yes	8	00:15:13
T : Yes! So you see. They protect animals and feed them. They give them food.	5	00:15:15
T : What else do they do?	4	00:15:22
T : I need new hands, please wake up! Please wake up!	7	00:15:26
T : Yes, yes, thank you (Pointing a student)	6	00:15:32
S : They show people the way	8	00:15:34
T : That's right! Thank you very much! They show people the way! That's right!	2	00:15:36
T : If you are lost. If you don't know where to go. Some people can help you.	5	00:15:42
T : And look! This is how the story ends	5	00:15:48
T : Now all the girls, can you read how the story ends?	4	00:15:51
T : All the girls please!	6	00:15:58
S : Now there are two more Superman in the world	8	00:16:02
T : Yes! This is how the story ends. There are two more Superman in the world.	2	00:16:08
T : What did you learn from this book? What is the lesson?	4	00:16:20
S : (Silent)	10	00:16:21
T : What did you learn?	4	00:16:25
T : Everybody please think, okay!	6	00:16:26
S : We should help people	9	00:16:28
T : Yes thank you! We learned that we should help people	2	00:16:31
T : Any other ideas? What did we learn from the story?	4	00:16:34
T : Yes! (Pointing a student)	6	00:16:39
S : Anyone can be Superman	9	00:16:40
T : Yes, good girl! That's a very good point! Anyone can be Superman	2	00:16:42
T : Think! Do we need to be Superman to help other people?	4	00:16:49
S : Yes	8	00:16:58
T : Really?	4	00:16:59
T : Do we need to be a Superhero to help other people?	4	00:17:00
S : (Silent)	10	00:17:02
T : Do we need to fly in the sky?	4	00:17:06
S : No	8	00:17:07

T : Do we need to shoot the web?	4	00:17:08
S : No	8	00:17:09
T : Do we need to smash things to help other people?	4	00:17:10
S : No	8	00:17:11
T : No! So I think the lesson we learn here is we don't need to be Superman to help other people. I can help you, and you can help me, yes? And helping each other makes us happy. We feel good when we help other people, right?	5	00:17:14
S : Yeah	8	00:17:42
T : Yeah! So you don't need to be Superman to help other people. When you help people you become a Superhero. If you help your mams and dads and teachers, you are all Superhero, right?	5	00:17:43
T : Okay, so everybody please read!	6	00:18:02
S : I learned that I don't need to be Superman to help people.	8	00:18:04
T : Yes	2	00:18:11
T : And in fact, there are many people who help us, right? Many people who help us!	5	00:18:12
T : So who else helps us? Can you tell me who helps us?	4	00:18:20
T : New hands, I need new hands. New hands please!	6	00:18:25
S : Doctors	9	00:18:31
T : Doctors	2	00:18:32
T : What else?	4	00:18:33
S : Firefighters	9	00:18:34
T : Firefighters	2	00:18:35
S : Teachers	9	00:18:43
T : Yes teachers! Teachers help us	2	00:18:45
T : Bus drivers help us, taxi drivers help us, lots of people help us. But today, we are going to talk about police officers.	5	00:18:50
T : "Hello, I am Chief Wiggum. I am a police officer, and it's my job to help and protect people". And we are going to start with a pop quiz.	5	00:19:07
T : I need one boy and one girl. You will see a question and you need to choose a, b, c, or d. Very easy	5	00:19:20
T : So, this boy and girl. Please stand up! Please stand up!	6	00:19:32
T : Just say a, b, c, or d	6	00:19:37
T : What is this? a, b, c, or d?	4	00:19:47
S : (Silent)	10	00:19:48

S : D	8	00:20:00
T : D, yes! That's right. You are right!	2	00:20:01
T : Together, "handcuffs!"	6	00:20:06
S : "handcuffs"	8	00:20:07
T : "handcuffs"	6	00:20:08
S : "handcuffs"	8	00:20:09
T : That's right! That's right! Boys get a point	2	00:20:11
T : Next one! Who can do the next one?	4	00:20:14
T : Right! One and two (pointing two students)	6	00:20:18
T : Yes, what is this?	4	00:20:22
S : A	8	00:20:25
T : A, that is A, hat. Very easy. Here girls get a point	2	00:20:26
T : Next one! Next one!	5	00:20:30
T : Yes! One and two, you two (pointing two students)	6	00:20:34
T : What is this?	4	00:20:42
S : C	8	00:20:45
T : C! Correct, this is a uniform	2	00:20:47
T : And the last one! Okay you two (pointing two students)	6	00:20:52
T : What is this?	4	00:20:55
S : B	8	00:20:57
T : B! Yes it is a gun. Correct! Thank you!	2	00:20:59
T : So now, let's read! Everybody please read!	6	00:21:04
S : Police help people. They keep us safe.	8	00:21:09
T : Yes! They keep us safe	2	00:21:13
T : How do we say safe in Chinese?	4	00:21:15
S : (Answering teacher's question)	8	00:21:20
T : That's right! That's right!	2	00:21:23
T : And this is a helmet	5	00:21:25
T : What is a helmet in Chinese?	4	00:21:28
S : (Answering teacher's question)	8	00:21:34
T : That's right! A helmet keeps your hands safe	2	00:21:36
T : Look! You have hair. Your hair keeps your head safe.	5	00:21:41
T : Okay so next one! Police?	4	00:21:57
S : (Silent)	10	00:22:01
T : Learn or study?	4	00:22:05
S : Study	8	00:22:07
T : In Chinese we have ... right? But in English we have two words.	5	00:22:13
T : Which one? What's the different?	4	00:22:24
S : (Silent)	10	00:22:26
T : Here we say learn. We don't say study.	5	00:22:30
T : Why? Let me tell you. Let me tell you! So look!	5	00:22:33

Learn means ..., study means We say learn when we talk about skills. We learn to do something. We gain a skill by learning. So you say, I learn to swim, I learn to play football, I learn to speak English, I learn to play a piano.		
T : Do you understand?	4	00:23:07
T : You use this word when you talk about skills. But you use the word study when you go to school. For example in Chinese we say ... , In English we say I study at school. So when you read books, you study, when you go to school, you study. So you can say “He learned about computers by reading a book”, or “he studied computer science at school”.	5	00:23:09
T : Do you understand?	4	00:23:49
S : Yeah	8	00:23:51
T : Good	2	00:23:52
T : So, look below!	6	00:23:53
T : Together, “Law”!	6	00:23:59
S : Law	8	00:24:00
T : The law say you cannot steal. Law says you must do homework. The law says you must listen to teacher. And also they learn to be saved with guns.	5	00:24:03
S : Guns	8	00:24:22
T : That’s right, this is a gun. Police officers have guns	2	00:24:24
T : Everybody please read!	6	00:24:32
S : “Police wear uniforms. Some wear blue, some wear green.	8	00:24:36
T : That’s right	2	00:24:41
T : And this is Chinese police	5	00:24:43
T : What color are their uniforms?	4	00:24:47
S : I am (raising his hand)	9	00:24:52
T : Yes, please read!	6	00:24:53
S : Chinese police wear blue uniform	8	00:24:55
T : Blue uniforms! Correct! Yes	2	00:24:59
T : Now, all the girl please read this!	6	00:25:03
S : Many police wear hats. Some wear helmets or caps.	8	00:25:11
T : Helmet! Yes!	2	00:25:19
T : And these are some police heads! A blue hat, a green cap, a white helmet, and a brown hat.	5	00:25:21
T : Now let’s see how police officers travel.	5	00:25:31
T : Boys please read!	6	00:25:35
S : Many police ride in cars or walk. Some travel in other ways	8	00:25:37

T : That's right	2	00:25:47
T : Let's see how they travel, everyone!	6	00:25:48
S : Police may ride horses	8	00:25:54
T : Yes	2	00:25:57
T : Wait, wait! Please wait! Look!	6	00:25:58
T : A police officers are riding horses, right?	5	00:26:00
T : Okay next one!?	4	00:26:06
S : Some ride bicycles	8	00:26:09
T : What about this?	4	00:26:17
S : Some fly helicopters	8	00:26:20
T : Yes, some fly helicopters	2	00:26:23
T : Look! This police officer is flying a helicopter	5	00:26:26
T : Okay, and?	4	00:26:30
S : (Silent)	10	00:26:31
T : Once again?	4	00:26:48
S : Ride in boats	8	00:26:50
T : Okay, good!	2	00:26:52
T : This is a good word, "Police direct traffic"	5	00:26:54
T : Let's say together "direct traffic"!	6	00:27:00
S : Direct traffic	8	00:27:03
T : Yes! How do we say this in Chinese?	4	00:27:10
S : (Students answer teacher's question)	8	00:27:14
T : Yes! This police officer is directing traffic.	2	00:27:18
T : He is telling the cars where to go. And also they stop speeders. Speeders are bad people who drive too quickly.	5	00:27:20
T : Take a look	6	00:27:37
T : This man is speeder	5	00:27:39
S : Oh no...	8	00:27:43
T : See, he is a bad man. It's not cool	5	00:27:46
T : If you do this, you go to jail. The police officers are gonna handcuff you and take you to jail.	5	00:27:50
T : And what else do they do?	4	00:28:04
T : Everyone!	6	00:28:05
S : (Silent)	10	00:28:06
T : Sometimes.....?	4	00:28:07
S : "Sometimes, police help lost children"	8	00:28:09
T : That's right! Sometimes, they help lost children	2	00:28:12
T : Look at this child is crying because he is lost. Police officer helps this child.	5	00:28:17
T : Okay, let's practice together! Are you ready?	4	00:28:30
S : Yeah	8	00:28:38
T : What is the word?	4	00:28:41
S : Help	9	00:28:42
T : Can you read the sentence?	6	00:28:43

S : “Police help people”	8	00:28:45
T : Excellent! Well done! Everybody get the point!	2	00:28:47
T : Okay, next?	4	00:28:52
S : Police keep people safe	9	00:28:54
T : Very smart! Yes, police keep people safe	2	00:28:57
T : Next?	4	00:29:01
S : Police wear uniform	9	00:29:03
T : Police wear uniform. Correct!	2	00:29:06
T : Next?	4	00:29:09
S : Many police drive in cars	9	00:29:11
T : Drive in cars?	4	00:29:15
T : Look, look! When we say drive a car, it means you are a driver. But if you say ride in a car, it means you are not driving a car, you are sitting next to the driver. You are a passenger.	5	00:29:18
T : Do you understand?	4	00:29:52
T : For example when you say fly a plane. If you are flying a plane, it means you are a pilot. But if you say I am flying on a plane, it means you are not flying but you are a passenger, you are sitting.	5	00:29:54
T : You understand?	4	00:30:21
S : Yes	8	00:30:22
T : So, drive a car, you are a driver. Fly a plane you are a pilot.	5	00:30:23
T : So, here we say many police ...?	4	00:30:29
S : Riding cars	8	00:30:32
T : Riding cars! That’s right!	2	00:30:33
T : Next slide?	4	00:30:35
S : Some police fly ...	8	00:30:36
S : (Silent)	10	00:30:38
S : Helicopters	9	00:30:41
T : Yes, some police fly helicopters	2	00:30:44
T : He is a pilot, he is flying up helicopters.	5	00:30:47
T : Okay, this one?	4	00:30:51
S : Police direct traffic	9	00:30:56
T : Yes, police direct traffic. Correct!	2	00:31:00
T : Okay, and here is our dialogue. We will be practicing it.	5	00:31:04
T : Okay, so now, boys ask the question. Girls answer. Okay!?	6	00:31:10
T : Boys go!	6	00:31:18
S : What do police officers do?	8	00:31:21
S : Police officers help and protect people	8	00:31:25
S : What do police officers wear?	8	00:31:31
S : They wear police uniforms	8	00:31:36

S : How do police officers travel?	8	00:31:40
S : They ride in cars or walk	8	00:31:45
T : Yes!	2	00:31:48
T : These are the final exam questions. So, for example how do police officers travel, you can say, they walk, they fly helicopters, they drive cars, they ride in cars, they ride bicycles, they rides in boats, they ride horses.	5	00:31:49
S : Yes	8	00:32:16
T : All right!	2	00:32:17
T : So look! We have a game. Uhh,, but before we play this game, I need you to copy this in your note book, okay?	6	00:32:18
T : Have you finished?	4	00:32:49
S : Yes	8	00:32:50
T : All right	2	00:32:52
S : No	8	00:32:53
T : That's okay, you can copy it from your friends	1	00:32:54
T : Now, we're going to have a car race. Look! You will be driving a car. You are wearing blue shirts, you will be driving blue car. Girls will be driving a red car, a Ferrari.	5	00:32:55
T : Yeah... there we go.	5	00:33:15
T : Listen! This is how we play.	6	00:33:32
T : We play rock, paper, scissors. If you win, you will act out this dialogue and then you get a point and then you can drive a car. If you finish the race you get 10 points.	5	00:33:35
S : Woah ...	8	00:33:48
T : All right, so let's try. Who wants to try?	4	00:33:50
T : One boy one girl. Let's see who wins.	6	00:33:52
S : Mmmmm (raising hand)	9	00:33:54
T : Okay you try, rock, paper, scissors	6	00:33:56
T : Ready?	4	00:33:57
S : Yeah	8	00:33:58
T : Together, rock, paper, scissors, shoot!	6	00:34:00
S : Rock, paper, scissors, shoot	8	00:34:02
T : Again!	6	00:34:05
S : Rock, paper, scissors shoot	8	00:34:06
T : Girls win. Sit down	6	00:34:09
S : Uhhhh ...	8	00:34:10
T : I need two girls. So let's see one and two. Okay you ask, you answer!	6	00:34:11
S : (Doing the teacher's request)	8	00:34:25
T : Excellent! You get a point! Good! And girls	2	00:34:54

drive their Ferrari.		
S : Woaw...	8	00:35:02
T : All right again ... Rock, paper, scissors, shoot. Who wants to try?	4	00:35:05
T : Let's see this girl over there and you	6	00:35:10
S : Rock, paper, scissors, shoot	8	00:35:19
S : Yeahhh...	8	00:35:31
T : I need two girls, you and you	6	00:35:34
S : Yah...	8	00:35:35
T : It's okay	1	00:35:36
T : Everyone, quiet please 5, 4, 3, 2, 1 ... go!	6	00:35:37
S : (Practicing the dialogue)	8	00:35:47
T : Excellent! Well done! One more points for girls and the girls are driving the red car.	2	00:36:12
S : Woah...	8	00:36:20
T : Sorry, It is the end of the class.	5	00:36:25
T : Everybody sits nicely	6	00:36:28
S : Yah...	8	00:36:29
T : Sssttt it's okay!	1	00:36:31
T : Girls have 16 points and boys have 14. So, today, girls get the star.	5	00:36:33
T : Eeee (Instruct students to sit neatly)	7	00:36:43
T : Don't worry, each team has a star and we will continue next time yeah ... thank you and good bye!	1	00:36:53

Video 2

(Developing Reading Skills with a PBL Activity: “My Computer”)

Link YouTube: <https://youtu.be/Omb58SknPYg>

Classroom Verbal Interaction	Categories of Talk	Time
T : Hello everyone?	4	00:02:23
S : Hello Teacher Val	8	00:02:24
T : Are you ready for class?	4	00:02:26
S : Yes	8	00:02:27
T : Are you sitting nicely?	4	00:02:28
S : Yes	8	00:02:30
T : Are you looking at me?	4	00:02:32
S : Yeah.... (Crowded)	8	00:02:34
T : Stttt please!	7	00:02:37
T : Show me!	6	00:02:38
T : Thank you very much	2	00:02:40
T : Alright! So today we have a special class. We are going to talk about?	4	00:02:41
S : My computer	8	00:02:49
T : Yes, we will talk about computers. Correct! Yes	2	00:02:52
T : Okay and as always I am gonna put you into two teams just for today to see who wins so it's funny . So boys and girls you both have five points and Teacher Val has point 2.	5	00:02:56
T : Okay do you have your pencil and notebook ready?	4	00:03:13
S : Yes	8	00:03:14
T : Good!	2	00:03:15
T : So today we are going to read this book.	5	00:04:12
T : Tell me what is the title of the book?	4	00:04:15
S : I am (Raising his hand)	9	00:04:16
T : Yes you	6	00:04:19
S : My computer	8	00:04:20
T : Can you make a full sentence!	6	00:04:22
S : The title book ...	8	00:04:24
T : The title of this book is ...	3	00:04:26
S : The title of this book is my computer	8	00:04:28
T : That's right! The title of this book is my computer.	2	00:04:31
T : Okay, who is the author?	4	00:04:34
S : I am (crowded, the students raise their hand)	9	00:04:37
T : You need to reach your hand. Who is the author?	4	00:04:39

S : The author is Teacher Val	8	00:04:41
T : That's right! Thank you very much! The author is Teacher Val	2	00:04:44
T : What can you see on the book cover?	4	00:04:49
S : I can see the people and the computer...	9	00:04:55
T : I can see a person!	3	00:04:58
S : I can see a person and a computer at the book cover	9	00:05:00
T : Yeah,,, excellent , that's a good answer	2	00:05:06
T : Do you know what kind of thing?	4	00:05:09
S : Dare	9	00:05:11
T : Yes, right! It's a dare computer. It's not an apple, it's an Teacher Val	2	00:05:13
S : Teacher Val eleven pro	9	00:05:22
T : Yeahh, eleven pro	2	00:05:25
S : (talking/ giving their ideas (crowded))	9	00:05:26
T : Stttt	7	00:05:28
T : What do you think this book is about?	4	00:05:30
S : I think this book is about Teacher Val's computer	9	00:05:34
T : Yes, maybe the book is about my computer	3	00:05:38
T : What do you think? Any other ideas?	4	00:05:42
T : Well we are going to read and we are going to find out this book I will teach you what computers are made of. I will teach you something about computers. We all love computers, we all have phones, tablets, laptops, desktops. So let's learn what they are called.	5	00:05:47
T : So what are we going to do now?	4	00:06:12
S : Read	8	00:06:14
T : Okay everybody can you read this for me please?	6	00:06:17
S : "Modern life is impossible without computers! Computers work more quickly than people can and help us in many ways."	8	00:06:21
T : That's right!	2	00:06:34
T : How do we say modern life in Chinese?	4	00:06:35
S : (Answering teacher's question)	8	00:06:38
T : How do we say impossible	4	00:06:40
S : (Answering teacher's question)	8	00:06:42
T : Yes	2	00:06:43
T : So do you think modern life is possible without computers?	4	00:06:44
S : No	8	00:06:48
T : No, we use computers to do many things	3	00:06:49
T : So let's read, okay now we are going to read it.	6	00:07:00

Look, word by word boys, girls, boys, girls		
T : Are you ready?	4	00:07:10
S : Yes	8	00:07:11
T : Boys go in, one two three	6	00:07:12
S : We use computers in factories, hospitals, and schools	8	00:07:16
T : That's right	2	00:07:25
T : Do we use computers in school?	4	00:07:27
S : Yes	8	00:07:29
T : We have a computer, we have a smart board, and we have an overhead projector. I will teach you what they're called okay	5	00:07:31
T : Now, boys can you read this sentence for me?	6	00:07:45
S : We use computers to control traffic	8	00:07:48
T : Together, "Control traffic"!	6	00:07:54
S : Control traffic	8	00:07:55
T : Control traffic!	6	00:07:57
S : Control traffic	8	00:07:58
T : Yes right!	2	00:08:02
T : What is this?	4	00:08:03
S : Traffic light	9	00:08:04
T : This is the traffic light. Yeah, if we don't have traffic lights in the streets, there will be errors right. So we use computers to control traffic	5	00:08:05
T : Okay, now girls can you read this for me?!	6	00:08:17
S : We use computers to talk to each other using WeChat, Weibo or QQ.	8	00:08:20
T : So what is We Chat?	4	00:08:31
S : We Chat	8	00:08:33
T : In English, this is how we write you see, We Chat	5	00:08:34
T : Take a look! This person has more than 99 messages on We Chat	5	00:08:47
T : Okay, our phones are computers too.	5	00:08:54
T : Let's read what we use them for . Together!	6	00:09:01
S : We use them to type documents ...	8	00:09:07
T : Wait wait wait wait wait	7	00:09:11
T : One by one use them to type documents. What does it mean?	4	00:09:12
S : To type	8	00:09:17
T : Type documents, together!	6	00:09:20
S : Type documents	8	00:09:25
T : Yes, we use them to send emails	5	00:09:27
T : Together, send emails!	6	00:09:33
S : Send emails	8	00:09:34
T : What does that mean?	4	00:09:36

S : (Answering teacher's question)	8	00:09:37
T : That's easy. Play games! Together, play games!	6	00:09:39
S : Play games!	8	00:09:45
T : Listen to music	6	00:09:47
S : Listen to music	8	00:09:50
T : Watch movies	6	00:09:52
S : Watch movies	8	00:09:53
T : And browse the web	5	00:09:54
T : What does browse the web means?	4	00:09:59
S : (Answering teacher's question)	8	00:10:00
T : Together, browse the web	6	00:10:02
S : Browse the web	8	00:10:04
T : Yes	2	00:10:06
T : You see, that what we use for our phones, our computers, and that's what we can do with our own.	5	00:10:08
T : You can only write what I write on the board, only here you know because play games, listen to music, watch movies, that's easy. These are maybe new words.	5	00:10:20
T : Now look! There are two types of computers. This is a desktop computer. Desktop computers are big and we put them on the desk that was called desktop. This computer is called a laptop. It was called a laptop because look you can put it on the left, this is the left. Yeah you can put it on the left that's why it's called a laptop computer.	5	00:10:54
T : Everybody can you read this?	6	00:11:33
S : Desktops are big ...	8	00:11:37
T : No no no from here, from here...	7	00:11:39
S : There are two types of computers, desktop computers and laptop computers. Desktops are big and heavy. Laptops are small and light, so they are easy to carry around.	8	00:11:40
T : You see, this computer is my computer. Very small, very light, it's a laptop computer	5	00:11:50
T : Now look! Computers have many parts that all work together. Yes, so today we are going to learn what these parts are called so they know what they are called	5	00:11:57
T : First one computer monitor	6	00:12:16
S : Computer monitor	8	00:12:20
T : Computer monitor	6	00:12:23
S : Computer monitor	8	00:12:25
T : That's right!	2	00:12:27
T : So we can write here, computer parts. And here	5	00:12:48

we go computer monitor.		
T : What do we use it for everybody?	4	00:13:02
S : We use it to see pictures or movies. It is a lot like a TV screen.	8	00:13:04
T : That's right	2	00:13:13
T : Okay, what is this?	4	00:13:14
S : Mouse	8	00:13:18
T : This is a mouse	5	00:13:20
T : Together, is it an animal?	4	00:13:21
S : No	8	00:13:24
T : No, in this case, it's not an animal. So we use it to move the cursor. This is the cursor around the screens.	5	00:13:26
T : How many buttons does it have?	4	00:13:38
S : Two	8	00:13:39
T : Two buttons	2	00:13:40
S : Three there three, one on the left, and the right, and the middle	9	00:13:42
T : No, look! Look! For example, my mouse has two buttons and what's in the middle is not a button	3	00:13:46
S : (Students answer the teacher with crowded situation)	9	00:13:58
T : Can I finish? May I finish?	7	00:13:59
T : But it's not called a button. It's called a wheel. Yes, it's a wheel, it's not a button. Two buttons and a wheel. This is a wheel yes you can click, but it's actually the wheel, yes.	5	00:14:02
S : The apple computer just has one big button	9	00:14:20
T : Yeah, one big button, you are right!	2	00:14:22
S : And it doesn't have wheel in the middle	9	00:14:27
T : Yes, it doesn't have wheel in the middle	2	00:14:30
S : (The students give their arguments)	9	00:14:32
T : Okay	2	00:14:34
T : Okay next one, what is this?	4	00:14:42
S : Keyboard	8	00:14:44
T : That's right. This is a keyboard	2	00:14:45
T : So look! A keyboard has many keys right?	5	00:14:56
S : This is a keyboard computer	8	00:15:09
T : No, it just you know a generic keyboard that you can see anywhere	3	00:15:10
T : So, what do we use it for?	4	00:15:16
S : But it has...	9	00:15:18
T : Can you answer my question? Please you use it ...	7	00:15:20
S : You use it when you type	9	00:15:24

T : Yeah, you use it when you type	2	00:15:26
T : And yes, maybe it looks like a macbook keyboard yeah.	5	00:15:30
S : (Students give some arguments to the teacher)	9	00:15:34
T : Yes, yes that's right	2	00:15:44
T : All right, so what does it have?	4	00:15:53
S : It has a lot of keys with letters and numbers	8	00:15:55
T : Yes, it has a lot of keys with letters and numbers, all right!	2	00:16:00
T : What are these?	4	00:16:04
S : Speakers	8	00:16:05
T : It is, what is it?	4	00:16:07
S : Speaker	8	00:16:09
T : It is a speaker	2	00:16:12
T : Together, speaker!	6	00:16:13
S : Speaker	8	00:16:16
T : Speaker	6	00:16:17
S : Speaker	8	00:16:18
T : Yes, this is a speaker	2	00:16:20
T : What do speakers do?	4	00:16:27
S : They let us hear the music we are playing	8	00:16:28
T : Yeah, they let us hear the music we are playing, yes	2	00:16:30
S : Why do we call it a speaker not a shouter?	9	00:16:36
T : Hahaha, I love it, I love it, yeah maybe we should call them shouter yeah, because they're loud.	3	00:16:40
T : Well speakers you know they speak like you know, uhh we say something and they make our voice louder	5	00:16:52
S : But also they shout like this uhhhh (the student gives argument to the teacher's explanation)	9	00:17:04
T : Yeah, thank you thank you so much, I like that	3	00:17:10
T : All right	2	00:17:16
T : Stttt	7	00:17:17
T : All right, what is this?	4	00:17:19
S : USB port	8	00:17:22
T : USB port	6	00:17:24
T : Sttt, we don't need to write!	7	00:17:26
T : What do we use it for? We use it to ...?	4	00:17:32
S : (Silent)	10	00:17:35
T : We use it to ...?	4	00:17:37
S : We use it to connect a keyboard or a mouse	8	00:17:38
T : Yeah, we use it to connect a keyboard or a mouse	2	00:17:43
T : Look! You see, we have UUSB ports here as well	5	00:17:47
T : Okay, and what is this?	4	00:17:52

S : USB stick	8	00:17:54
T : Yes, in English we say USB stick	2	00:17:56
T : Together, USB stick!	6	00:18:02
S : USB stick	8	00:18:04
T : So we use it to carry information from one computer to another. Maybe in the future people are going to have a USB port, I will take a USB stick it into Cindy download some information what she knows, take it out then stick it to the Axle. And Axle will learn everything Cindy knows	5	00:18:11
S : Hahahaha	8	00:18:40
T : Maybe Cindy is better at math and you are better at sport and we can change this way	5	00:18:42
S : You should chase them	9	00:18:48
S : (Students give their arguments)	9	00:18:53
T : Yeah, maybe math say I have seven USB ports, how many do you have? I have ten	3	00:18:58
S : (Students give their arguments)	9	00:19:07
T : All right! All right! All right!	3	00:19:16
T : Let's go on, next one	6	00:19:18
T : What is this?	4	00:19:20
S : Webcam	8	00:19:21
T : Together, Webcam!	6	00:19:22
S : Webcam	8	00:19:25
T : Webcam	6	00:19:26
S : Webcam	8	00:19:27
T : What do we use it for?	4	00:19:30
S : To see each other over the internet	8	00:19:32
T : Yeah, we use it to see each other over the internet. We use the webcam to see things	2	00:19:35
T : And, finally, oh yeah this is all the words that we have today	5	00:19:45
T : What about this one?	4	00:19:49
T : Wait, wait a moment	7	00:19:51
T : What is it?	4	00:19:52
S : Uh uhhhh the desktop	8	00:19:54
T : It's a desktop, yeah that's what it is. The desktop has a monitor. Yeah it's called a tower desktop.	2	00:19:59
T : All right! So, let's answer this question!	6	00:20:07
T : Do computers help us?	4	00:20:15
S : Yes	8	00:20:17
T : Yes, off course! They do help us	2	00:20:20
T : Look! What are you using when you are reading this book? Maybe we're using a phone, maybe we're using a tablet like an ipad, maybe we're using a	5	00:20:22

laptop. These are all computers. They help us study and learn. In our school we're using smartphone, also computer. We're using a laptop, we're using a speaker, yes		
S : Yes	8	00:20:55
T : All right! So now let's play some games, Match the words!	5	00:20:56
S : Woahhhh	8	00:20:59
T : So, I need one boy one girl. One boy, one girl! You two, stand up!	6	00:21:05
T : What's number one? Tell me!	4	00:21:14
S : Webcam	8	00:21:17
T : Number one! That is number seven. What's number one?	3	00:21:19
S : Speaker	8	00:21:26
T : Speaker! Girl gets point	2	00:21:31
T : Okay, okay, next one. You two stand up!	6	00:21:35
T : What's number two, what's number two?	4	00:21:37
S : Number two is USB port	8	00:21:43
T : Excellent! USB port. Boy gets point	2	00:21:51
S : Me, me!	9	00:21:54
T : Yeah, Axle, and girl! Yes you. Axel is yellow and you're yellow too	6	00:21:55
T : What's number three?	4	00:22:04
S : Keyboards	8	00:22:06
T : Keyboards! Okay	2	00:22:07
T : And then, you! What's number four?	4	00:22:17
S : Mouse	8	00:22:20
T : Yes, number four is a mouse	2	00:22:22
T : You are being too loud	7	00:22:33
T : Together!	6	00:22:35
T : What's number five?	4	00:22:36
S : Monitor	8	00:22:38
T : Number five is computer monitor	2	00:22:42
T : What is number six?	4	00:22:44
S : USB stick	8	00:22:45
T : USB stick	2	00:22:47
T : What is number seven?	4	00:22:48
S : Webcam	8	00:22:49
T : Webcam, correct! Well done, everybody get the point	2	00:22:52
T : Now you need to choose the correct word. Choose A, B, or C	6	00:23:00
T : One and two!	6	00:23:09
T : Axle, don't speak in class!	7	00:23:14

T : All right! Here we go!	6	00:23:24
T : What has two buttons and is used to move a cursor? A, B, or C	4	00:23:26
S : (Silent)	10	00:23:29
T : It has two buttons and we can use it to monitor	5	00:23:34
S : B	8	00:23:37
T : B! Yeah it's a mouse, correct	2	00:23:39
T : Together! Mouse!	6	00:23:43
S : Mouse!	8	00:23:44
T : A mouse has two buttons	6	00:23:46
S : A mouse has two buttons	8	00:23:48
T : Okay, next one. One and red two!	6	00:23:50
S : Ohhhh yeahhhh	8	00:23:53
T : Stttttt, that boys talk	7	00:23:55
T : All right! What has a lot of keys with letters and numbers?	4	00:24:02
S : Keyboard	8	00:24:07
T : Keyboard, correct!	2	00:24:09
T : Next one, One and two!	6	00:24:12
T : Look! What's look like a TV screen? A, B, or C?	4	00:24:26
S : A	8	00:24:30
T : A	2	00:24:31
T : And the last question, the girl over here and that boy over there!	6	00:24:37
T : What computer is small and light?	4	00:24:48
S : B	8	00:24:54
T : B! She is right! A laptop is small and light	2	00:24:56
S : (Boy students give their argument)	9	00:25:00
T : It's okay, I really don't like it. When you do it, it's okay right. Sit nicely	3	00:25:04
S : No no	9	00:25:11
T : But some of them did. So be quite. Nobody's teaching!	7	00:25:15
T : All right! Next one, finish the work. Let's say if you can do it	6	00:25:23
T : Okay, so what do we use a computer for. Number 1 a computer to ...?	4	00:25:35
S : Play games	9	00:25:45
T : Number two, we use a computer to ...?	4	00:25:48
S : Send email	9	00:25:50
T : Number three, we use a computer to ...?	4	00:25:53
S : Listen to music	9	00:25:54
T : Four, we use a computer to ...?	4	00:25:57
S : Watch movies	9	00:25:59
T : Five, we use a computer to ...?	4	00:26:01

S : Browse the web	9	00:26:03
T : Six, we use a computer to ...?	4	00:25:05
S : Learn English	9	00:26:07
T : You are so smart. Everybody gets two points	2	00:26:10
T : Okay now, let's see what you remember	6	00:26:19
T : What is the title of the book?	4	00:26:25
T : Together!	6	00:26:32
S : The title of the book is my computer	8	00:26:33
T : Good! Excellent!	2	00:26:38
T : What is it about?	4	00:26:40
S : It is about computers	9	00:26:43
T : Excellent! Yes, it is about computers and their arts. Correct!	2	00:26:45
T : Okay, wait, wait wait. Next one, where do we use computers?	4	00:26:51
S : We use computers at the school, factories, and hospitals	9	00:27:00
T : Excellent! Yes, we use computers in hospitals, factories, and schools. Correct!	2	00:27:07
T : Okay, what do we use computers for?	4	00:27:13
S : We use computers for listen to music	9	00:27:21
T : Yeah, we use computer to listen to music.	2	00:27:29
T : What else? What else?	4	00:27:30
S : We use computers to play games	9	00:27:40
T : Yes, what else, what else? we use computers to play games yes	2	00:27:43
S : We use computers to send email	9	00:27:47
T : Excellent!	2	00:27:50
T : Yes yes (pointing a student)	6	00:27:51
S : We use computers to browse the web	9	00:27:53
T : Browse the web. Correct!	2	00:27:57
S : We use computers to watch movies	9	00:28:01
T : To watch movies, yes, we use computers to watch movies.	2	00:28:06
T : So look! We use computers to type documents, send email, play games, listen to music, watch movies, and browse the web.	5	00:28:08
T : Which computer is lighter, a desktop or laptop, together!?	6	00:28:17
S : Laptop is lighter than desktop	9	00:28:21
T : Right correct!	2	00:28:25
T : What do we use to type?	4	00:28:27
S : We use keyboard to type.	9	00:28:29
T : We use keyboard to type. Correct!	2	00:28:34
S : We use a webcam to see each other over the	9	00:28:37

internet		
T : Yes, we use a webcam, right okay, good	2	00:28:44
T : What do we use to carry information from one computer to another?	4	00:28:48
S : Me	9	00:28:53
T : Anyone else? Anyone else? Can you try?	4	00:28:57
S : We use USB stick to carry information from one computer to another.	9	00:29:04
T : Okay, good girl!	2	00:29:22
T : And what did you learn from the book?	4	00:29:26
S : I learn about the computers	9	00:29:28
T : Yes, we learned a lot about computers, that is right	2	00:29:31
T : Okay, okay so we are going to make a poster, you are going to draw.	5	00:29:38
S : Woahhh...	8	00:29:43
T : I'm going to give you some paper, I have paper don't worry	1	00:29:45
T : Okay, the best picture ...	5	00:29:55
T : Listen! Axcle! You are not listening! Can I finish?	7	00:30:00
T : So, you will need a piece of paper which I'm gonna give you. If you don't have colored pencils that's okay you can use a pencil	5	00:30:04
T : So look! Draw your favorite gadget. It can be a computer, it can be an ipad, it can be i.m3 player, whatever you want to, okay!	5	00:30:15
T : And write about it here. For example my favorite gadget is my Huawei. It is nice and small. I use it to play games, take photos, listen to music, and browse the web. I have WeChat and QQ on it. I love my Huawei phone. You can write about yours	5	00:30:34
T : Can you help me, just give it to everyone!	6	00:31:03
T : So now, write about your favorite gadget	6	00:31:12

Video 3**Just Be Yourself (Teaching Reading Skills Using Illustrated Storybooks)**

Link YouTube: <https://youtu.be/ZZHp7GYjrDk>

Classroom Verbal Interaction	Categories of Talk	Time
T : Hello everyone?	4	00:00:24
S : Hello Teacher Val	8	00:00:26
T : How are you today, raise your hands!	6	00:00:29
T : Tell me how are you?	4	00:00:31
S : I am very very glad to see you	8	00:00:34
T : I am very happy to see you too	1	00:00:37
T : How are you?	4	00:00:39
S : I am happy cause I am a little bit hungry	9	00:00:40
T : Yes well we're gonna have lunch here and hearing soon	1	00:00:43
T : Are you excited to be back from holidays?	4	00:00:47
S : Yes	8	00:00:50
T : Do you want to move back?	4	00:00:54
S : No	8	00:00:57
T : No, you're happy to be back	1	00:01:00
T : So what is it that I want you to remember?	4	00:01:22
S : It is okay to make mistakes but it is not okay to break the rules!	8	00:01:25
T : That's right!	2	00:01:30
T : And what are we going to do now?	4	00:01:32
S : Review	8	00:01:34
T : We are going to review, that's right	2	00:01:35
T : What did we learn last week, who remembers?	4	00:01:38
S : Birds	8	00:01:42
T : And now we are gonna review okay, so take a look at the picture, wait wait wait take a look at the picture and guess the birds. You need to raise your hand quickly	6	00:01:47
T : Okay, okay, what bird is this?	4	00:02:50
T : If you know the answer so raise your hand	6	00:02:09
T : Yes (pointing a student who raises her hands)	6	00:02:10
S : Owl	9	00:02:12
T : Yes owl. Let's say together owl!	6	00:02:13
S : Owl	8	00:02:17
T : Owl	6	00:02:18
S : Owl	8	00:02:19
T : Very good	2	00:02:20

T : Are you ready? What bird is this?	4	00:02:21
T : All right, yes! (pointing a student)	6	00:02:22
S : Peacock	9	00:02:27
T : Together, Peacock	6	00:02:29
S : Peacock	8	00:02:31
T : Peacock	6	00:02:32
S : Peacock	8	00:02:33
T : Good!	2	00:02:34
T : What bird is this?	4	00:02:35
T : I need new hands, new hands, new hands	6	00:02:41
T : Yes (pointing a student)	6	00:02:44
T : What is it?	4	00:02:46
S : (Silent)	10	00:02:47
T : Anyone, anyone?	4	00:02:49
S : Magpie	9	00:02:52
T : Together, Magpie!	6	00:02:53
S : Magpie	8	00:02:55
T : Magpie	6	00:02:57
S : Magpie	8	00:02:58
T : All right	2	00:02:59
T : What bird is this?	4	00:03:00
T : New hands, I need new hands	6	00:03:03
T : Yes (pointing a student)	6	00:03:05
S : I think it's swift	9	00:03:06
T : Excellent swift	2	00:03:07
T : Swift!	6	00:03:09
S : Swift	8	00:03:10
T : Swift	6	00:03:11
S : Swift	8	00:03:12
T : All right!	2	00:03:13
T : What bird is this?	4	00:03:14
S : Ostrich	9	00:03:20
T : It's an ostrich correct!	2	00:03:21
T : Together ostrich!	6	00:03:24
S : Ostrich	8	00:03:25
T : Ostrich	6	00:03:26
S : Ostrich	8	00:03:27
T : All right!	2	00:03:29
T : What bird is this?	4	00:03:30
T : Uhhh, she was faster, yes	2	00:03:37
S : Toucan	9	00:03:39
T : Yes, that's right! This is toucan	2	00:03:41
T : Together toucan!	6	00:03:44
S : Toucan	8	00:03:45

T : Toucan	6	00:03:47
S : Toucan	8	00:03:48
T : All right!	2	00:03:50
T : So now, please read what do you know about toucans	6	00:03:51
S : Toucans live in rainforests. They all have a big, colorful beak. They use their beaks to pick fruit from trees (reading together).	8	00:03:55
T : Good	2	00:04:08
T : What do you know about ostriches?	4	00:04:09
S : Ostriches have small wings so they cannot fly. They have long strong legs so they can run very fast.	8	00:04:13
T : Good	2	00:04:24
T : What do you know about magpies?	4	00:24:25
S : Magpies are large birds. They have long tails. They are very clever.	8	00:04:29
T : Good	2	00:04:37
T : What do you know about swift?	4	00:04:38
S : Swifts are very fast. They have small feet and almost no legs because they live in the air.	8	00:04:41
T : Good	2	00:04:51
T : What do you know about owls?	4	00:04:53
S : owls come out at night. They have big eyes to help them see in the dark. They have very soft feathers.	8	00:04:55
T : Wonderful, good job	2	00:05:09
T : And finally, what do you know about peacocks?	4	00:05:11
S : Peacocks are beautiful birds. They can fly but they don't like it.	8	00:05:14
T : That's right!	2	00:05:21
T : So, today we are going to finish our book.	5	00:05:22
T : Please write on your book "Just be yourselves"	6	00:05:28
S : Just be your selves	8	00:05:30
T : Yeah,, I'm going to finish it today.	5	00:05:34
T : So look! There are many beautiful and lovely birds in the forest. They sing and play happily. Nick, a small black bird, also lives in the forest. But he looks unhappy.	5	00:05:37
T : Do you know why? Can you guess why anyone?	4	00:05:57
S : I think he think he is not beautiful	9	00:06:02
T : Yeah, because I think he thinks he is not beautiful. Good job yes!	3	00:06:09
S : I think he thinks uhhh, they are more beautiful than he	9	00:06:15
T : That's right yes maybe. Or maybe he is not happy because he cannot get to planet X	3	00:06:27

S : Hahaha	8	00:06:36
S : I think he is unhappy because he is alone	9	00:06:44
T : Yes, maybe he is lonely. That's right!	3	00:06:52
T : What kind of bird is Nick? What do you think?	4	00:06:55
S : I think he is a Magpie	9	00:07:00
T : Maybe he is a magpie but we will read and find out	3	00:07:05
T : Now all the girls please read!	6	00:07:10
S : Nick is a small black swift. He is always alone. He is too shy to make friends with other birds.	8	00:07:13
T : So what kind of bird is Nick?	4	00:07:25
S : Swift	8	00:07:27
T : Does he look like a swift?	4	00:07:29
S : No	8	00:07:30
T : No he doesn't	2	00:07:31
T : Look swift has almost no legs, right a very small feet. I think the artist who drew picture for this book doesn't know what a swift looks like because Nick does not look like a swift.	5	00:07:32
T : You are right!	2	00:07:55
T : Okay but in the story he is a swift and he is too shy	5	00:07:56
T : How do you say shy in Chinese?	4	00:08:00
S : (Students answer the teacher's question)	8	00:08:02
T : That's right, that's right	2	00:08:05
T : Are you too shy?	4	00:08:07
S : No	8	00:08:09
T : Do we have any shy students here?	4	00:08:10
S : Minnie	9	00:08:14
T : Are you too shy to speak Chinese?	4	00:08:15
S : No	8	00:08:18
T : Are you too shy to speak English?	4	00:08:19
S : Yes	8	00:08:22
T : Maybe a little bit. But that's okay	1	00:08:23
T : Okay good	2	00:08:35
T : Look! One day, Nick meets a magpie. She has a beautiful long tail.	5	00:08:36
T : Can you read what Nick says?! Together, boys!	6	00:08:44
S : What a beautiful tail. My tail is short. It looks like scissors. I wish I had a beautiful long tail too.	8	00:08:49
T : That's right! That's right!	2	00:09:03
T : So what does Nick do?	4	00:09:05
T : Can you tell me? (pointing a student)	6	00:09:11
S : Nick finds some peacocks feathers and decorates his tail. Finally, it looks long and beautiful.	8	00:09:13
T : That's right! So if you find some peacock feathers and decorate his tail.	2	00:09:23

T : Decorates is a new word	5	00:09:30
T : Together, decorate!	6	00:09:32
S : Decorate	8	00:09:33
T : How do you say decorate in Chinese?	4	00:09:35
S : (Students answer teacher's question)	8	00:09:37
T : What can we decorate?	4	00:09:39
S : We can decorate a Christmas tree	9	00:09:43
T : Yeah we can decorate the Christmas tree	2	00:09:48
T : What else can we decorate?	4	00:09:50
S : We can decorate a pan	9	00:09:52
T : Yes, we can decorate a pan	2	00:09:55
S : We can decorate a class	9	00:09:59
T : Yeah, the classroom, a bedroom, or we can decorate hair	3	00:10:02
T : Can I decorate my hair?	4	00:10:08
S : No	8	00:10:09
T : Why not? Because I don't have any hair but maybe I can decorate my hands	3	00:10:10
T : All right, good.	2	00:10:17
T : Let's go on , so what happens? All the boys please read!	6	00:10:19
S : But the feathers are too heavy. Nick loses his balance when he flies in the sky.	8	00:10:27
T : So together, lose your balance!	6	00:10:40
S : Lose your balance	8	00:10:41
T : Lose your balance	6	00:10:46
S : Lose your balance	8	00:10:48
T : Do you know what that means?	4	00:10:50
T : Look! Say it in Chinese!	6	00:10:53
S : (Students answer teacher's question)	8	00:10:56
T : Yeah you lose your balance	2	00:10:57
T : Look! Let's try one exercise!	6	00:11:00
T : Do you wanna see how feather balance is? Who wants to see?	4	00:11:04
S : Me	9	00:11:10
T : All right, come here! Come here! Come here!	6	00:11:12
T : So boy, I will show you one exercise. Come here, look we are going to try let's see how long he can keep his balance	5	00:11:15
T : Spread your arms now lift one leg like this. Yes higher, higher, close your eyes! One, two, three, ...	6	00:11:24
T : Close your eyes! You see it's not easy	6	00:11:43
T : Thank you very much	2	00:11:46
T : Is I easy? It's not easy	5	00:11:47
T : Who want to try? Let's try a girl! Yes, come here	6	00:11:49

come here!		
T : All right! Let's see if she can keep her balance	6	00:11:52
T : It's very difficult to keep a balance for a minute. If you can keep it for one minute, it means your sense of balance is amazing	5	00:11:55
T : So, yes higher higher higher! Close your eyes!	6	00:12:05
T : Let's see if you do it in 10 seconds. Ten, nine, eight, seven, six, five, four, three, two, come on, one....	6	00:12:10
T : Good job, good job	2	00:12:28
T : Okay you can try this at home. It is not easy to keep you balance. Remember, you need to spread your arms, lift up one leg, and close your eyes	5	00:12:30
T : Okay, all right, let's go on	6	00:12:43
T : All right so now Nick meets a Parrot. The parrot spreads his colorful wings.	5	00:12:55
T : Now everyone, let's read this one okay. Boys girls boys girls	6	00:13:04
S : (Students read the text) "What beautiful wings! My wings are black. I always look like a piece of coal. I wish I had a pair of colorful wings too".	8	00:13:16
T : Very good!	2	00:13:37
T : Do you know what coal means?	4	00:13:38
S : (Students answer teacher's question)	9	00:13:40
T : Yes, a piece of coal.	2	00:13:42
T : Together coal!	6	00:13:44
S : Coal!	8	00:13:46
T : That's right, that's right	2	00:13:48
T : Okay, what does Nick do?	4	00:13:50
T : Anyone?	4	00:13:56
T : Okay you can try!	6	00:14:00
S : Nick finds some paints. He starts to color his wings. They look bright and colorful.	8	00:14:03
T : So this is what he does. He paints himself. He colors himself to make himself look more beautiful, that's right!	3	00:14:10
T : But then what happens girls please read!	6	00:14:22
S : He flies happily in the sky. Suddenly it begins to rain. The rain washes away the paints. Nick's wings become black again.	8	00:14:26
T : You see, he can't win. He flies in the sky then it starts to rain and all his colors his decorations are gone, right	3	00:14:42
T : How does he feel?	4	00:14:54
S : Nick feels sad	8	00:14:58

T : And suddenly look, something happens. A young bird, a baby bird falls out from its nest. The map pipe and the parent begin to aaaaa. But we remember that Nick is a swift, one of the fastest bird on Earth.	5	00:15:00
T : So, what does he do? Everybody please read!	6	00:15:27
S : They all fly towards the young bird. Nick flies more swiftly than the other two. He saves the young bird.	8	00:15:31
T : Yes, he saves the young bird	2	00:15:49
T : We have a new word here, swift	5	00:15:53
T : Look! We know the word swift yeah if it's a noun it means a bird. But if it is an adjective it means very quickly	5	00:15:58
T : So we can say he is very swift . He runs swiftly	5	00:16:13
T : Let's say together, swift!	6	00:16:22
S : Swift	8	00:16:24
T : Swiftly	6	00:16:25
S : Swiftly	8	00:16:26
T : So look at this man, how is he running?	4	00:16:28
S : Running swiftly	8	00:16:36
T : He is running swiftly	5	00:16:37
T : And what does swiftly means?	4	00:16:38
S : Very quickly	8	00:16:40
T : Very quickly, that's right!	2	00:16:43
T : So look, the young bird's mam comes down for her baby.	5	00:16:46
T : Everyone, please read what she says?	4	00:16:52
S : Thank you, thank you for saving my baby. You are really swift!	8	00:16:55
T : That's right, that's right, okay	2	00:17:03
T : Now, all together please read what the magpie and the parrot say!	6	00:17:07
S : You are so cool! You looked like a flash just known", he magpie and the parrot look at Nick adoringly.	8	00:17:17
T : So, a flash. What does a flash? We can say a flash of lightning	5	00:17:31
T : Let's say together! A flash of lightning	6	00:17:44
S : A flash of lightning	8	00:17:47
T : Yes, this is a flash	2	00:17:49
T : And now look! The birds look at Nick adoringly. Do you remember the word adore?	4	00:17:53
S : Yes	8	00:18:03
T : Who remembers the word? Remember the first term and the first book. We all want to be Superman.	5	00:18:04

It's book about who adores Superman because he wants to be like him		
T : Yes, how it say in Chinese?	4	00:18:23
S : (Students answer teacher's question)	9	00:18:25
T : Excellent! Very good!	2	00:18:27
S : Admire	9	00:18:28
T : Admire, that's right!	2	00:18:29
T : Yes together, adore!	6	00:18:36
S : Adore	8	00:18:37
T : Can you say it in Chinese?	4	00:18:38
S : (Students answer teacher's question)	9	00:18:40
T : Again!	6	00:18:42
S : (Students answer)	8	00:18:43
T : Well done!	2	00:18:45
T : And look! The mother bird says something to all of them. What did she say? Together!	6	00:18:46
S : You are all very excellent! Everyone has his or her own strong points. So, just be yourselves!	8	00:18:56
T : That's right! This is the lesson of the story	2	00:19:09
T : Okay, so now, let's see what you remember.	6	00:19:14
T : I need one boy and one girl, so one boy please just stand up! Choose the correct word you need to choose A, B, C	6	00:19:20
T : Are you ready?	4	00:19:35
S : Yes	8	00:19:37
T : Okay, so ...?	4	00:19:39
S : B	8	00:19:42
T : B	2	00:19:43
T : Can you read it together?!	6	00:19:45
S : Nick is a small black swift	8	00:19:47
T : He was a little bit faster. Thank you very much, boys get a point	2	00:19:49
T : Next one, one boy and one girl! (pointing two students)	6	00:19:54
T : Ready? Number two. Be fast! A, B, or C	4	00:20:03
S : C	8	00:20:10
T : C, Nick is always alone because he's too shy. She was faster	2	00:20:11
T : Everybody read!	6	00:20:18
S : Nick is always alone because he's too shy	8	00:20:19
T : All right	2	00:20:24
T : Who want to do next one? We have a boy, we have a girl, that's right, over there (pointing a student)	6	00:20:27
S : Yes	8	00:20:35
T : Ready? A, B, or D	4	00:20:37

S : A	8	00:20:42
T : A, he was a bit faster. That is correct. Boys get a point	2	00:20:44
T : Everybody please read!	6	00:20:51
S : Nick meets two birds in the story	8	00:20:53
T : That's right! He meets two birds. He meets a magpie and parrot	2	00:20:58
T : But he sees four right? A magpie, a parrot, a mother's baby. A baby, but he sees them right it doesn't meet them, so that's why the correct answer is A, he meets two birds but he sees four, right	5	00:21:08
T : For example, when we meet each other for the first time, we're saying nice to meet you but if you see me for the second time then you say nice to see you because you have already met	5	00:21:27
T : All right, good	2	00:21:44
T : Okay next one, this exercise is a bit more difficult because you need to guess the word	5	00:21:45
T : So, one more finger! One girl and one boy (pointing students)	6	00:21:54
T : Ready? One, what is the word?	4	00:22:01
S : Black	9	00:22:13
T : Black, correct!	2	00:22:14
T : Together!	6	00:22:15
S : Nick has black feathers	8	00:22:16
T : Yes, remember, Nick has black features	2	00:22:18
T : Right! So girls have uhh get a point. Thank you very much	2	00:22:22
T : Next one, one boy one girls (pointing students)	6	00:22:28
T : Okay, ready? Two?	4	00:22:34
S : Feathers	9	00:22:42
T : Nick wants to have the magpie's features uhh no	2	00:22:43
S : Me, tail	9	00:22:47
T : That's right. Sorry, I am gonna give the point to the girl.	2	00:22:52
T : Look, tail!	6	00:22:58
S : Yeah	8	00:22:59
T : He wants to have the magpie's tail. Magpies have a long and beautiful tail, so he picks the peacocks feathers and decorate his tail	5	00:23:00
T : Okay, next one! Okay please stand up!	6	00:23:22
T : Ready? Three!	4	00:23:24
S : (Answering teacher's question)	9	00:23:30
T : Nope	3	00:23:34
T : Parrot has very beautiful ...?	4	00:23:37

S : Silent	10	00:23:39
S : Wings	9	00:23:44
T : Wings! Parrot has very beautiful wings and he wants to have the wings, that's why he colored himself	3	00:23:45
T : Well done!	2	00:23:58
T : Next one, the mask girl and the glass!	6	00:23:59
T : All right, ready? Here we go! Four!	6	00:24:07
S : Flip	9	00:24:15
S : Swiftly	9	00:24:18
T : Swiftly, I'm gonna give this point to the boys.	2	00:24:19
T : Together swiftly!	6	00:24:23
S : Swiftly	8	00:24:24
T : Yeah, Nick flies swiftly to save the bird	2	00:24:26
T : The last one, one boy and one girl	6	00:24:30
T : Ready? Five!	6	00:24:34
S : Adore	9	00:24:41
T : Adore! Good girl! Well done well done	2	00:24:42
T : Everybody please read!	6	00:24:47
S : Everyone adores Nick because he is cool and quick.	8	00:24:50
T : That's right that's right	2	00:24:57
T : And now, together! What did we learn from this story?	4	00:25:00
T : What is the lesson of the story? A. Be yourself, B. Try hard, C. Don't give up. You also need to tell me why	4	00:25:07
T : You want to try, sure	6	00:25:24
S : A	8	00:25:27
T : Be yourself. Why?	4	00:25:28
S : Because the swift is too beautiful and very kind to save the baby bird	9	00:25:30
T : That's right! Thank you very much, that's a good idea! That's good	2	00:25:45
T : Anyone else?	4	00:25:50
T : A boy yes!	6	00:25:52
S : Because the title of the story is just be yourself	9	00:25:53
T : Because the title of the story is just be yourself, that's right!	2	00:25:58
T : Anyone else?	4	00:26:00
S : Because every people, everyone have the specially	9	00:26:05
T : Special	3	00:26:10
S : It's special	9	00:26:12
T : Yes, everybody has strengths. Everybody is special in a way. That's right!	3	00:26:16
T : Look, can you read this together?!	6	00:26:23
S : Be happy with who you are. Don't try to be	8	00:26:27

someone else. You are beautiful in many other ways.		
T : That's right, that's right.	2	00:26:35
T : We always often try to be like someone else. Think oh, she's good at English or Oh My God he so good at Chinese or Math. For example, and yes and we think we are not good enough. We always think that someone else is better but this is wrong, because we have something other people don't. Maybe you're very good at listening , maybe you can listen to people very well, maybe someone else is good at running, he's faster, he is a fast runner. We have other people don't. For example, me... I am a teacher but I learned from you all the time.	5	00:26:36
T : Do you know what I learned from you? I learned Chinese from my students. Look, I never went to school to learn Chinese. I speak Chinese because I picked it up from my students. That's what I am learning from you, so you are my teacher right. Yes, that's why we say a good teacher is a good student, and a good student who's a good teacher, right. So you see, you have something I don't and I have something you don't. That's why you don't need to be someone else because you are beautiful as you are. That's the lesson of the story.	5	00:27:24
T : So we can say we you or we can say believe in yourselves right	5	00:28:09
S : Believe in yourselves	8	00:28:13
T : Okay good!	2	00:28:23
T : So let's see what do you remember? What is the title of this book?	4	00:28:26
T : Yes (pointing a student)	6	00:28:32
S : The title is just be yourselves	9	00:28:33
T : Excellent!	2	00:28:35
T : Everybody, please read!	6	00:28:38
S : The title of this book is "Just be yourself"	8	00:28:39
T : Good	2	00:28:43
T : Question number two. Who is Nick?	4	00:28:44
T : Yes (pointing a student)	6	00:28:48
S : Nick is a swift	9	00:28:50
T : Yes, thank you very much	2	00:28:52
T : Everybody please read!	6	00:28:53
S : Nick is a small black swift	8	00:28:56
T : Correct! Okay	2	00:28:59
T : What is the book about?	4	00:29:01
T : Yes (pointing a student)	6	00:29:05

S : It is about a bird whose name is Nick and want to be more beautiful	9	00:29:06
T : Excellent! That was very good answer	2	00:29:12
T : Everybody please read!	6	00:29:15
S : It is about Nick who wants to be more beautiful	8	00:29:17
T : Yes, well done, well done	2	00:29:20
T : Okay, how many birds does Nick meet?	4	00:29:24
S : He meets two birds, a magpie and a parrot	8	00:29:30
T : All right, that's right	2	00:29:39
T : Why does everyone adore Nick?	4	00:29:41
S : Because he is fast and he saved the young bird	9	00:29:46
T : That's right, excellent!	2	00:29:56
T : Everyone!	6	00:29:58
S : Everyone adores Nick, because he saves a baby bird.	8	00:30:00
T : Yes, that's right!	2	00:30:04
T : What did we learn from this story?	4	00:30:07
S : The lesson is be yourself. Maybe you have something other people don't	9	00:30:16
T : Yes, maybe you have something other people don't and we can learn from each other, right!	3	00:30:22
T : Any other ideas?	4	00:30:29
S : Be happy with who you are, don't try to be someone else! You are beautiful, you know you remember!	9	00:30:31
T : In many other way. That's right!	3	00:30:40
T : Can you read it for me?	6	00:30:44
S : Be yourself. Don't try to be someone else.	8	00:30:35
T : That's right, we don't need to be someone else	2	00:30:50
T : Okay, so now, we do this we finish book number three. So I want you to copy these sentences in your notebook, okay!?	6	00:30:55
S : Okay	8	00:31:10
T : Thank you!	2	00:31:11
T : Have you finished?	4	00:31:17
S : Yeah	8	00:31:18
T : Okay, so we have few minutes left. Now, dialogue practice! So now I want you to answer all these questions in here. You can practice for two minutes then I'm going to invite two boys and two girls to choose three questions and answer them here. Okay	5	00:31:19
T : Okay, go! Two questions, practice! Practice!	6	00:31:47
T : All right, are you ready?	4	00:32:03
T : Rise your hands if you're ready. I want to see you!	6	00:32:10
T : I think girls have more hands today so I need two	6	00:32:20

girls. One and two come here!		
T : Choose three questions!	6	00:32:30
S : Why does everyone adore Nick?	8	00:32:41
T : And then everyone adores Nick ...	4	00:32:46
S : Everyone adores Nick because he saved a baby bird	9	00:32:50
T : Excellent, thank you!	2	00:33:01
S : What is the book about?	8	00:33:03
S : The book is about Nick who wants to be more beautiful	9	00:33:06
S : What did you learn from the book?	8	00:33:14
S : I learn just be yourself, don't be someone else	9	00:33:17
T : Thank you very much, well done well done. Girls have a point	2	00:33:24
T : Boys, boys. Who haven't try? Yeah,,, he hasn't try and you okay	6	00:33:30
T : Choose three questions!	6	00:33:42
S : What is the book about?	8	00:33:51
S : The book is about the bird who wants to be other people	9	00:33:53
T : Want to be more..	4	00:34:03
S : Want to be more beautiful	9	00:34:04
T : That's right, thank you!	2	00:34:05
S : How many birds does Nick meet?	8	00:34:06
S : Nick meets two birds	9	00:34:09
S : Who is Nick?	8	00:34:13
S : Nick is a small black swift	9	00:34:14
T : Excellent! Good job, good job well done	2	00:34:16
T : So, look, our lesson is about to finish, so let's take a look	6	00:34:26
T : Look what happened today!	6	00:34:35
T : Girls have 16 points and boys have 13.	5	00:34:37
T : What does it mean?	4	00:34:45
S : Girls win	8	00:34:48
T : Girls win, that's right. Girls win today, they get one more star	2	00:34:49
T : So, please my helper write it down boys have four stars and boys have six stars. Boys are still winning, girls you won today because you work together.	6	00:34:59
S : Yes	8	00:35:12
T : Yes, because everybody raised their hands and also you were a little bit after	1	00:35:14
T : Boys, it's okay, we will see what happens next week	1	00:35:18
T : All right, thank you very much. Bye!	2	00:35:23
S : Bye...	8	00:35:25

Appendix 2 List of the Types of Teacher Talk in Three Videos Based on FIAC

B. List of the Types of Teacher Talk in Three Videos Based on FIAC**1. Accepts Feeling (The Coded Data is 1)****Video 1**

Classroom Verbal Interaction	Categories of Talk	Time
T : That's okay, you can copy it from your friends	1	00:32:54
T : It's okay	1	00:35:36
T : Sssttt it's okay!	1	00:36:31
T : Don't worry, each team has a star and we will continue next time yeah ... thank you and good bye!	1	00:36:53

Video 2

Classroom Verbal Interaction	Categories of Talk	Time
T : I'm going to give you some paper, I have paper don't worry	1	00:29:45

Video 3

Classroom Verbal Interaction	Categories of Talk	Time
T : I am very happy to see you too	1	00:00:37
T : Yes well we're gonna have lunch here and hearing soon	1	00:00:43
T : No, you're happy to be back	1	00:01:00
T : Maybe a little bit. But that's okay	1	00:08:23
T : Yes, because everybody raised their hands and also you were a little bit after	1	00:35:14
T : Boys, it's okay, we will see what happens next week	1	00:35:18

2. Praise or Encouragement (The Coded Data is 2)**Video 1**

Classroom Verbal Interaction	Categories of Talk	Time
T : Alright! My name is Teacher Val. That is correct! I am very happy to see you again.	2	00:02:35
T : Excellent! Well done!	2	00:02:51

T : Alright! Great!	2	00:03:03
T : Okay thank you very much! So boys have one star.	2	00:03:19
T : Very good!	2	00:03:36
T : Excellent!	2	00:03:43
T : Good!	2	00:04:48
T : That's right!	2	00:04:58
T : Yes! Yes! This boy is clever. So the boys get point	2	00:05:08
T : Yes, we speak English in English Class and we speak Chinese in Chinese class.	2	00:05:33
T : That's right!	2	00:05:53
T : That's right! Wonderful	2	00:06:16
T : Excellent! Last week we learn how we help at home	2	00:06:42
T : Excellent! Good girl! Well done! Very good! You'll get a point	2	00:07:04
T : Excellent! You make the bed and water the flowers	2	00:07:31
T : Good!	2	00:07:37
T : That's right	2	00:08:55
T : That's right! That's right! That's exactly what he tells them.	2	00:09:14
T : Yup!	2	00:09:39
T : Yes! That's right! He decides he wants to be like Superman tool.	2	00:09:50
T : Excellent! Well done! Well done!	2	00:11:02
T : Yes!	2	00:11:29
T : You have friendly neighbors, good!	2	00:11:54
T : Yes, strong neighbor!	2	00:11:59
T : Your neighbor is hulk	2	00:12:01
T : Alright, okay, okay who is your neighbor? My neighbor is hulk, hahaha	2	00:12:06
T : Okay great, great, thank you so much	2	00:12:15
T : Excellent! She knows such a difficult word. That's great!	2	00:12:56
T : Yes that's right! Thank you! They bring the books and toys. Good!	2	00:13:58
T : Yes! They protect homeless animals and feed them.	2	00:14:20
T : Yes! They protect hopeless animals	2	00:14:39
T : That's right! Thank you very much! They show people the way! That's right!	2	00:15:36
T : Yes! This is how the story ends. There are two more Superman in the world.	2	00:16:08

T : Yes thank you! We learned that we should help people	2	00:16:31
T : Yes, good girl! That's a very good point! Anyone can be Superman	2	00:16:42
T : Yes	2	00:18:11
T : Doctors	2	00:18:32
T : Firefighters	2	00:18:35
T : Yes teachers! Teachers help us	2	00:18:45
T : D, yes! That's right. You are right!	2	00:20:01
T : That's right! That's right! Boys get a point	2	00:20:11
T : A, that is A, hat. Very easy. Here girls get a point	2	00:20:26
T : C! Correct, this is a uniform	2	00:20:47
T : B! Yes it is a gun. Correct! Thank you!	2	00:20:59
T : Yes! They keep us safe	2	00:21:13
T : That's right! That's right!	2	00:21:23
T : That's right! A helmet keeps your hands safe	2	00:21:36
T : Good	2	00:23:52
T : That's right, this is a gun. Police officers have guns	2	00:24:24
T : That's right	2	00:24:41
T : Blue uniforms! Correct! Yes	2	00:24:59
T : Helmet! Yes!	2	00:25:19
T : That's right	2	00:25:47
T : Yes	2	00:25:57
T : Yes, some fly helicopters	2	00:26:23
T : Okay, good!	2	00:26:52
T : Yes! This police officer is directing traffic.	2	00:27:18
T : That's right! Sometimes, they help lost children	2	00:28:12
T : Excellent! Well done! Everybody get the point!	2	00:28:47
T : Very smart! Yes, police keep people safe	2	00:28:57
T : Police wear uniform. Correct!	2	00:29:06
T : Riding cars! That's right!	2	00:30:33
T : Yes, some police fly helicopters	2	00:30:44
T : Yes, police direct traffic. Correct!	2	00:31:00
T : Yes!	2	00:31:48
T : All right!	2	00:32:17
T : All right	2	00:32:52
T : Excellent! You get a point! Good! And girls drive their Ferrari.	2	00:34:54
T : Excellent! Well done! One more points for girls and the girls are driving the red car.	2	00:36:12

Video 2

Classroom Verbal Interaction	Categories of Talk	Time
T : Thank you very much	2	00:02:40
T : Yes, we will talk about computers. Correct! Yes	2	00:02:52
T : Good!	2	00:03:15
T : That's right! The title of this book is my computer.	2	00:04:31
T : That's right! Thank you very much! The author is Teacher Val	2	00:04:44
T : Yeah,, excellent , that's a good answer	2	00:05:06
T : Yes, right! It's a dare computer. It's not an apple, it's an Teacher Val	2	00:05:13
T : Yeahh, eleven pro	2	00:05:25
T : That's right!	2	00:06:34
T : Yes	2	00:06:43
T : That's right	2	00:07:25
T : Yes right!	2	00:08:02
T : Yes	2	00:10:06
T : That's right!	2	00:12:27
T : That's right	2	00:13:13
T : Two buttons	2	00:13:40
T : Yeah, one big button, you are right!	2	00:14:22
T : Yes, it doesn't have wheel in the middle	2	00:14:30
T : Okay	2	00:14:34
T : That's right. This is a keyboard	2	00:14:45
T : Yeah, you use it when you type	2	00:15:26
T : Yes, yes that's right	2	00:15:44
T : Yes, it has a lot of keys with letters and numbers, all right!	2	00:16:00
T : It is a speaker	2	00:16:12
T : Yes, this is a speaker	2	00:16:20
T : Yeah, they let us hear the music we are playing, yes	2	00:16:30
T : All right	2	00:17:16
T : Yeah, we use it to connect a keyboard or a mouse	2	00:17:43
T : Yes, in English we say USB stick	2	00:17:56
T : Yeah, we use it to see each other over the internet. We use the webcam to see things	2	00:19:35
T : It's a desktop, yeah that's what it is. The desktop has a monitor. Yeah it's called a tower desktop.	2	00:19:59
T : Yes, off course! They do help us	2	00:20:20
T : Speaker! Girl gets point	2	00:21:31
T : Excellent! USB port. Boy gets point	2	00:21:51
T : Keyboards! Okay	2	00:22:07
T : Yes, number four is a mouse	2	00:22:22

T : Number five is computer monitor	2	00:22:42
T : USB stick	2	00:22:47
T : Webcam, correct! Well done, everybody get the point	2	00:22:52
T : B! Yeah it's a mouse, correct	2	00:23:39
T : Keyboard, correct!	2	00:24:09
T : A	2	00:24:31
T : B! She is right! A laptop is small and light	2	00:24:56
T : You are so smart. Everybody gets two points	2	00:26:10
T : Good! Excellent!	2	00:26:38
T : Excellent! Yes, it is about computers and their arts. Correct!	2	00:26:45
T : Excellent! Yes, we use computers in hospitals, factories, and schools. Correct!	2	00:27:07
T : Yeah, we use computer to listen to music.	2	00:27:29
T : Yes, what else, what else? we use computers to play games yes	2	00:27:43
T : Excellent!	2	00:27:50
T : Browse the web. Correct!	2	00:27:57
T : To watch movies, yes, we use computers to watch movies.	2	00:28:06
T : Right correct!	2	00:28:25
T : We use keyboard to type. Correct!	2	00:28:34
T : Yes, we use a webcam, right okay, good	2	00:28:44
T : Okay, good girl!	2	00:29:22
T : Yes, we learned a lot about computers, that is right	2	00:29:31

Video 3

Classroom Verbal Interaction	Categories of Talk	Time
T : That's right!	2	00:01:30
T : We are going to review, that's right	2	00:01:35
T : Very good	2	00:02:20
T : Good!	2	00:02:34
T : All right	2	00:02:59
T : Excellent swift	2	00:03:07
T : All right!	2	00:03:13
T : It's an ostrich correct!	2	00:03:21
T : All right!	2	00:03:29
T : Uhhh, she was faster, yes	2	00:03:37
T : Yes, that's right! This is toucan	2	00:03:41
T : All right!	2	00:03:50

T : Good	2	00:04:08
T : Good	2	00:04:24
T : Good	2	00:04:37
T : Good	2	00:04:51
T : Wonderful, good job	2	00:05:09
T : That's right!	2	00:05:21
T : No he doesn't	2	00:07:31
T : You are right!	2	00:07:55
T : That's right, that's right	2	00:08:05
T : Okay good	2	00:08:35
T : That's right! That's right!	2	00:09:03
T : That's right! So if you find some peacock feathers and decorate his tail.	2	00:09:23
T : Yeah we can decorate the Christmas tree	2	00:09:48
T : Yes, we can decorate a pan	2	00:09:55
T : All right, good.	2	00:10:17
T : Yeah you lose your balance	2	00:10:57
T : Thank you very much	2	00:11:46
T : Good job, good job	2	00:12:28
T : Very good!	2	00:13:37
T : Yes, a piece of coal.	2	00:13:42
T : That's right, that's right	2	00:13:48
T : Yes, he saves the young bird	2	00:15:49
T : Very quickly, that's right!	2	00:16:43
T : That's right, that's right, okay	2	00:17:03
T : Yes, this is a flash	2	00:17:49
T : Excellent! Very good!	2	00:18:27
T : Admire, that's right!	2	00:18:29
T : Well done!	2	00:18:45
T : That's right! This is the lesson of the story	2	00:19:09
T : B	2	00:19:43
T : He was a little bit faster. Thank you very much, boys get a point	2	00:19:49
T : C, Nick is always alone because he's too shy. She was faster	2	00:20:11
T : All right	2	00:20:24
T : A, he was a bit faster. That is correct. Boys get a point	2	00:20:44
T : That's right! He meets two birds. He meets a magpie and parrot	2	00:20:58
T : All right, good	2	00:21:44
T : Black, correct!	2	00:22:14
T : Yes, remember, Nick has black features	2	00:22:18
T : Right! So girls have uhh get a point. Thank you very much	2	00:22:22

T : Nick wants to have the magpie's features uhh no	2	00:22:43
T : That's right. Sorry, I am gonna give the point to the girl.	2	00:22:52
T : Well done!	2	00:23:58
T : Swiftly, I'm gonna give this point to the boys.	2	00:24:19
T : Yeah, Nick flies swiftly to save the bird	2	00:24:26
T : Adore! Good girl! Well done well done	2	00:24:42
T : That's right that's right	2	00:24:57
T : That's right! Thank you very much, that's a good idea! That's good	2	00:25:45
T : Because the title of the story is just be yourself, that's right!	2	00:25:58
T : That's right, that's right.	2	00:26:35
T : Okay good!	2	00:28:23
T : Excellent!	2	00:28:35
T : Good	2	00:28:43
T : Yes, thank you very much	2	00:28:52
T : Correct! Okay	2	00:28:59
T : Excellent! That was very good answer	2	00:29:12
T : Yes, well done, well done	2	00:29:20
T : All right, that's right	2	00:29:39
T : That's right, excellent!	2	00:29:56
T : Yes, that's right!	2	00:30:04
T : That's right, we don't need to be someone else	2	00:30:50
T : Thank you!	2	00:31:11
T : Excellent, thank you!	2	00:33:01
T : Thank you very much, well done well done. Girls have a point	2	00:33:24
T : That's right, thank you!	2	00:34:05
T : Excellent! Good job, good job well done	2	00:34:16
T : Girls win, that's right. Girls win today, they get one more star	2	00:34:49
T : All right, thank you very much. Bye!	2	00:35:23

3. Accepts or Uses Ideas of Students (The Coded Data is 3)

Video 2

Classroom Verbal Interaction	Categories of Talk	Time
T : The title of this book is ...	3	00:04:26
T : I can see a person!	3	00:04:58
T : Yes, maybe the book is about my computer	3	00:05:38
T : No, we use computers to do many things	3	00:06:49
T : No, look! Look! For example, my mouse has two	3	00:13:46

buttons and what's in the middle is not a button		
T : No, it just you know a generic keyboard that you can see anywhere	3	00:15:10
T : Hahaha, I love it, I love it, yeah maybe we should call them shouter yeah, because they're loud.	3	00:16:40
T : Yeah, thank you thank you so much, I like that	3	00:17:10
T : Yeah, maybe math say I have seven USB ports, how many do you have? I have ten	3	00:18:58
T : All right! All right! All right!	3	00:19:16
T : Number one! That is number seven. What's number one?	3	00:21:19
T : It's okay, I really don't like it. When you do it, it's okay right. Sit nicely	3	00:25:04

Video 3

Classroom Verbal Interaction	Categories of Talk	Time
T : Yeah, because I think he thinks he is not beautiful. Good job yes!	3	00:06:09
T : That's right yes maybe. Or maybe he is not happy because he cannot get to planet X	3	00:06:27
T : Yes, maybe he is lonely. That's right!	3	00:06:52
T : Maybe he is a magpie but we will read and find out	3	00:07:05
T : Yeah, the classroom, a bedroom, or we can decorate hair	3	00:10:02
T : Why not? Because I don't have any hair but maybe I can decorate my hands	3	00:10:10
T : So this is what he does. He paints himself. He colors himself to make himself look more beautiful, that's right!	3	00:14:10
T : You see, he can't win. He flies in the sky then it starts to rain and all his colors his decorations are gone, right	3	00:14:42
T : Nope	3	00:23:34
T : Wings! Parrot has very beautiful wings and he wants to have the wings, that's why he colored himself	3	00:23:45
T : Special	3	00:26:10
T : Yes, everybody has strengths. Everybody is special in a way. That's right!	3	00:26:16
T : Yes, maybe you have something other people don't and we can learn from each other, right!	3	00:30:22
T : In many other way. That's right!	3	00:30:40

4. Asking Questions

Video 1

Classroom Verbal Interaction	Categories of Talk	Time
T : Hi	4	00:02:24
T : Do you remember my name?	4	00:02:28
T : What is my name?	4	00:02:30
T : Now, do you have your notebook ready? Yes or No?	4	00:02:45
T : Okay?	4	00:02:59
T : Where is my helper?	4	00:03:04
T : Can you please tell me how many stars do boys and girls have?	4	00:03:08
T : Alright, so boys please tell me how many points do you have?	4	00:03:28
T : And how many stars do you have?	4	00:03:38
T : Now, girls tell me please how many points do you have?	4	00:03:45
T : How many star do you have?	4	00:03:53
T : What is rule number one? Together!	4	00:04:24
T : What is rule number two?	4	00:04:50
T : What is rule number three?	4	00:05:00
T : What is rule number four?	4	00:05:23
T : Okay, what is rule number five?	4	00:05:39
T : What is rule number six?	4	00:05:46
T : Now who can tell me what did we learn last week?	4	00:06:22
T : Then, let me ask you, how do you help your parents at home?	4	00:06:48
T : What else do you do?	4	00:06:58
T : Boys! Can you do that?	4	00:07:08
T : How do you help your parents at home?	4	00:07:16
T : What else do you do?	4	00:07:22
T : So this is what we have studied last time. Remember?	4	00:07:56
T : Remember?	4	00:08:18
T : Do you understand what that means “they invite him for dinner”?	4	00:08:38
T : Okay, so what does Vic tell them?	4	00:09:00
T : And what’s this word?	4	00:09:34

T : And what he decides? Who can tell me what does he decide?	4	00:09:40
T : Can you try that?	4	00:10:28
T : Do you know the word neighbor?	4	00:11:05
T : What does it means?	4	00:11:09
T : Do you have friendly neighbor or angry neighbor?	4	00:11:41
T : Anybody else?	4	00:11:50
T : Anyone else?	4	00:11:56
T : Okay so now tell me what's else do they do?	4	00:12:18
T : Do you know the word orphans?	4	00:12:50
T : So how do the little boy help them? What do they do? How do they help them?	4	00:13:38
T : What else do they do?	4	00:14:07
T : What does protect means?	4	00:14:35
T : Now, what does homeless means?	4	00:14:42
T : Does this dog look happy?	4	00:14:49
T : Why not?	4	00:14:53
T : What else do they do?	4	00:15:22
T : Now all the girls, can you read how the story ends?	4	00:15:51
T : What did you learn from this book? What is the lesson?	4	00:16:20
T : What did you learn?	4	00:16:25
T : Any other ideas? What did we learn from the story?	4	00:16:34
T : Think! Do we need to be Superman to help other people?	4	00:16:49
T : Really?	4	00:16:59
T : Do we need to be a Superhero to help other people?	4	00:17:00
T : Do we need to fly in the sky?	4	00:17:06
T : Do we need to shoot the web?	4	00:17:08
T : Do we need to smash things to help other people?	4	00:17:10
T : So who else helps us? Can you tell me who helps us?	4	00:18:20
T : What else?	4	00:18:33
T : Next one! Who can do the next one?	4	00:20:14
T : Yes, what is this?	4	00:20:22
T : What is this?	4	00:20:42
T : What is this?	4	00:20:55
T : How do we say safe in Chinese?	4	00:21:15
T : What is a helmet in Chinese?	4	00:21:28
T : Okay so next one! Police?	4	00:21:57

T : Learn or study?	4	00:22:05
T : Which one? What's the different?	4	00:22:24
T : Do you understand?	4	00:23:07
T : Do you understand?	4	00:23:49
T : What color are their uniforms?	4	00:24:47
T : Okay next one!?	4	00:26:06
T : What about this?	4	00:26:17
T : Okay, and?	4	00:26:30
T : Once again?	4	00:26:48
T : Yes! How do we say this in Chinese?	4	00:27:10
T : And what else do they do?	4	00:28:04
T : Sometimes.....?	4	00:28:07
T : Okay, let's practice together! Are you ready?	4	00:28:30
T : What is the word?	4	00:28:41
T : Okay, next?	4	00:28:52
T : Next?	4	00:29:01
T : Next?	4	00:29:09
T : Drive in cars?	4	00:29:15
T : Do you understand?	4	00:29:52
T : You understand?	4	00:30:21
T : So, here we say many police ...?	4	00:30:29
T : Next slide?	4	00:30:35
T : Okay, this one?	4	00:30:51
T : Have you finished?	4	00:32:49
T : All right, so let's try. Who wants to try?	4	00:33:50
T : Ready?	4	00:33:57
T : All right again ... Rock, paper, scissors, shoot. Who wants to try?	4	00:35:05

Video 2

Classroom Verbal Interaction	Categories of Talk	Time
T : Hello everyone?	4	00:02:23
T : Are you ready for class?	4	00:02:26
T : Are you sitting nicely?	4	00:02:28
T : Are you looking at me?	4	00:02:32
T : Alright! So today we have a special class. We are going to talk about?	4	00:02:41
T : Okay do you have your pencil and notebook ready?	4	00:03:13
T : Tell me what is the title of the book?	4	00:04:15
T : Okay, who is the author?	4	00:04:34
T : You need to reach your hand. Who is the author?	4	00:04:39
T : What can you see on the book cover?	4	00:04:49

T : Do you know what kind of thing?	4	00:05:09
T : What do you think this book is about?	4	00:05:30
T : What do you think? Any other ideas?	4	00:05:42
T : So what are we going to do now?	4	00:06:12
T : How do we say modern life in Chinese?	4	00:06:35
T : How do we say impossible	4	00:06:40
T : So do you think modern life is possible without computers?	4	00:06:44
T : Are you ready?	4	00:07:10
T : Do we use computers in school?	4	00:07:27
T : What is this?	4	00:08:03
T : So what is We Chat?	4	00:08:31
T : One by one use them to type documents. What does it mean?	4	00:09:12
T : What does that mean?	4	00:09:36
T : What does browse the web means?	4	00:09:59
T : What do we use it for everybody?	4	00:13:02
T : Okay, what is this?	4	00:13:14
T : Together, is it an animal?	4	00:13:21
T : How many buttons does it have?	4	00:13:38
T : Okay next one, what is this?	4	00:14:42
T : So, what do we use it for?	4	00:15:16
T : All right, so what does it have?	4	00:15:53
T : What are these?	4	00:16:04
T : It is, what is it?	4	00:16:07
T : What do speakers do?	4	00:16:27
T : All right, what is this?	4	00:17:19
T : What do we use it for? We use it to ...?	4	00:17:32
T : We use it to ...?	4	00:17:37
T : Okay, and what is this?	4	00:17:52
T : What is this?	4	00:19:20
T : What do we use it for?	4	00:19:30
T : What about this one?	4	00:19:49
T : What is it?	4	00:19:52
T : Do computers help us?	4	00:20:15
T : What's number one? Tell me!	4	00:21:14
T : What's number two, what's number two?	4	00:21:37
T : What's number three?	4	00:22:04
T : And then, you! What's number four?	4	00:22:17
T : What's number five?	4	00:22:36
T : What is number six?	4	00:22:44
T : What is number seven?	4	00:22:48
T : What has two buttons and is used to move a cursor? A, B, or C	4	00:23:26
T : All right! What has a lot of keys with letters and	4	00:24:02

numbers?		
T : Look! What's look like a TV screen? A, B, or C?	4	00:24:26
T : What computer is small and light?	4	00:24:48
T : Okay, so what do we use a computer for. Number 1 a computer to ...?	4	00:25:35
T : Number two, we use a computer to ...?	4	00:25:48
T : Number three, we use a computer to ...?	4	00:25:53
T : Four, we use a computer to ...?	4	00:25:57
T : Five, we use a computer to ...?	4	00:26:01
T : Six, we use a computer to ...?	4	00:25:05
T : What is the title of the book?	4	00:26:25
T : What is it about?	4	00:26:40
T : Okay, wait, wait wait. Next one, where do we use computers?	4	00:26:51
T : Okay, what do we use computers for?	4	00:27:13
T : What else? What else?	4	00:27:30
T : What do we use to type?	4	00:28:27
T : What do we use to carry information from one computer to another?	4	00:28:48
T : Anyone else? Anyone else? Can you try?	4	00:28:57
T : And what did you learn from the book?	4	00:29:26

Video 3

Classroom Verbal Interaction	Categories of Talk	Time
T : Hello everyone?	4	00:00:24
T : Tell me how are you?	4	00:00:31
T : How are you?	4	00:00:39
T : Are you excited to be back from holidays?	4	00:00:47
T : Do you want to move back?	4	00:00:54
T : So what is it that I want you to remember?	4	00:01:22
T : And what are we going to do now?	4	00:01:32
T : What did we learn last week, who remembers?	4	00:01:38
T : Okay, okay, what bird is this?	4	00:02:50
T : Are you ready? What bird is this?	4	00:02:21
T : What bird is this?	4	00:02:35
T : What is it?	4	00:02:46
T : Anyone, anyone?	4	00:02:49
T : What bird is this?	4	00:03:00
T : What bird is this?	4	00:03:14
T : What bird is this?	4	00:03:30
T : What do you know about ostriches?	4	00:04:09
T : What do you know about magpies?	4	00:24:25
T : What do you know about swift?	4	00:04:38

T : What do you know about owls?	4	00:04:53
T : And finally, what do you know about peacocks?	4	00:05:11
T : Do you know why? Can you guess why anyone?	4	00:05:57
T : What kind of bird is Nick? What do you think?	4	00:06:55
T : So what kind of bird is Nick?	4	00:07:25
T : Does he look like a swift?	4	00:07:29
T : How do you say shy in Chinese?	4	00:08:00
T : Are you too shy?	4	00:08:07
T : Do we have any shy students here?	4	00:08:10
T : Are you too shy to speak Chinese?	4	00:08:15
T : Are you too shy to speak English?	4	00:08:19
T : So what does Nick do?	4	00:09:05
T : How do you say decorate in Chinese?	4	00:09:35
T : What can we decorate?	4	00:09:39
T : What else can we decorate?	4	00:09:50
T : Can I decorate my hair?	4	00:10:08
T : Do you know what that means?	4	00:10:50
T : Do you wanna see how feather balance is? Who wants to see?	4	00:11:04
T : Do you know what coal means?	4	00:13:38
T : Okay, what does Nick do?	4	00:13:50
T : Anyone?	4	00:13:56
T : How does he feel?	4	00:14:54
T : So look at this man, how is he running?	4	00:16:28
T : And what does swiftly means?	4	00:16:38
T : Everyone, please read what she says?	4	00:16:52
T : And now look! The birds look at Nick adoringly. Do you remember the word adore?	4	00:17:53
T : Yes, how it say in Chinese?	4	00:18:23
T : Can you say it in Chinese?	4	00:18:38
T : Are you ready?	4	00:19:35
T : Okay, so ...?	4	00:19:39
T : Ready? Number two. Be fast! A, B, or C	4	00:20:03
T : Ready? A, B, or D	4	00:20:37
T : Ready? One, what is the word?	4	00:22:01
T : Okay, ready? Two?	4	00:22:34
T : Ready? Three!	4	00:23:24
T : Parrot has very beautiful ...?	4	00:23:37
T : And now, together! What did we learn from this story?	4	00:25:00
T : What is the lesson of the story? A. Be yourself, B. Try hard, C. Don't give up. You also need to tell me why	4	00:25:07
T : Be yourself. Why?	4	00:25:28
T : Anyone else?	4	00:25:50

T : Anyone else?	4	00:26:00
T : So let's see what do you remember? What is the title of this book?	4	00:28:26
T : Question number two. Who is Nick?	4	00:28:44
T : What is the book about?	4	00:29:01
T : Okay, how many birds does Nick meet?	4	00:29:24
T : Why does everyone adore Nick?	4	00:29:41
T : What did we learn from this story?	4	00:30:07
T : Any other ideas?	4	00:30:29
T : Have you finished?	4	00:31:17
T : All right, are you ready?	4	00:32:03
T : And then everyone adores Nick ...	4	00:32:46
T : Want to be more..	4	00:34:03
T : What does it mean?	4	00:34:45

5. Lecturing (The Coded Data is 5)

Video 1

Classroom Verbal Interaction	Categories of Talk	Time
T : Please remember to bring your note book to every class. Okay?	5	00:02:55
T : So let's see who get the star today!	5	00:03:22
T : You have no star. But maybe today will be the day when the boys cry. Maybe we will see	5	00:04:00
T : (Helping the students) Rule number one is clear your desk	5	00:04:28
T : Okay not clean but clear. Clear your desk!	5	00:04:45
T : Okay so today we are going to finish our books. This is lesson number three. Our topic is Police Officers and today we will finish our book.	5	00:07:38
T : So now, Vic and the little boy team up. They become one team, right? Because they want to be like Superman and they want to help other people.	5	00:09:56
T : Neighbors are people living next door. Some neighbors are friendly and some neighbors are angry.	5	00:11:30
T : This is the new word "Orphan". So, orphans are children who have no family or they are children whose parents are gone. They are super clean right. We have mams, dads, we are happy but some children don't. That's why other people help them a lot.	5	00:13:07
T : Protect is a new word	5	00:14:28
T : So in one word, it is homeless. It has no home.	5	00:15:02

We don't feel happy when we have no home right?		
T : Yes! So you see. They protect animals and feed them. They give them food.	5	00:15:15
T : If you are lost. If you don't know where to go. Some people can help you.	5	00:15:42
T : And look! This is how the story ends	5	00:15:48
T : No! So I think the lesson we learn here is we don't need to be Superman to help other people. I can help you, and you can help me, yes? And helping each other makes us happy. We feel good when we help other people, right?	5	00:17:14
T : Yeah! So you don't need to be Superman to help other people. When you help people you become a Superhero. If you help your mams and dads and teachers, you are all Superhero, right?	5	00:17:43
T : And in fact, there are many people who help us, right? Many people who help us!	5	00:18:12
T : Bus drivers help us, taxi drivers help us, lots of people help us. But today, we are going to talk about police officers.	5	00:18:50
T : "Hello, I am Chief Wiggum. I am a police officer, and it's my job to help and protect people". And we are going to start with a pop quiz.	5	00:19:07
T : I need one boy and one girl. You will see a question and you need to choose a, b, c, or d. Very easy	5	00:19:20
T : Next one! Next one!	5	00:20:30
T : And this is a helmet	5	00:21:25
T : Look! You have hair. Your hair keeps your head safe.	5	00:21:41
T : In Chinese we have ... right? But in English we have two words.	5	00:22:13
T : Here we say learn. We don't say study.	5	00:22:30
T : Why? Let me tell you. Let me tell you! So look! Learn means ..., study means We say learn when we talk about skills. We learn to do something. We gain a skill by learning. So you say, I learn to swim, I learn to play football, I learn to speak English, I learn to play a piano.	5	00:22:33
T : You use this word when you talk about skills. But you use the word study when you go to school. For example in Chinese we say ... , In English we say I study at school. So when you read books, you study, when you go to school, you study. So you can say "He learned about computers by reading a book", or	5	00:23:09

“he studied computer science at school”.		
T : The law say you cannot steal. Law says you must do homework. The law says you must listen to teacher. And also they learn to be saved with guns.	5	00:24:03
T : And this is Chinese police	5	00:24:43
T : And these are some police heads! A blue hat, a green cap, a white helmet, and a brown hat.	5	00:25:21
T : Now let’s see how police officers travel.	5	00:25:31
T : A police officers are riding horses, right?	5	00:26:00
T : Look! This police officer is flying a helicopter	5	00:26:26
T : This is a good word, “Police direct traffic”	5	00:26:54
T : He is telling the cars where to go. And also they stop speeders. Speeders are bad people who drive too quickly.	5	00:27:20
T : This man is speeder	5	00:27:39
T : See, he is a bad man. It’s not cool	5	00:27:46
T : If you do this, you go to jail. The police officers are gonna handcuff you and take you to jail.	5	00:27:50
T : Look at this child is crying because he is lost. Police officer helps this child.	5	00:28:17
T : Look, look! When we say drive a car, it means you are a driver. But if you say ride in a car, it means you are not driving a car, you are sitting next to the driver. You are a passenger.	5	00:29:18
T : For example when you say fly a plane. If you are flying a plane, it means you are a pilot. But if you say I am flying on a plane, it means you are not flying but you are a passenger, you are sitting.	5	00:29:54
T : So, drive a car, you are a driver. Fly a plane you are a pilot.	5	00:30:23
T : He is a pilot, he is flying up helicopters.	5	00:30:47
T : Okay, and here is our dialogue. We will be practicing it.	5	00:31:04
T : These are the final exam questions. So, for example how do police officers travel, you can say, they walk, they fly helicopters, they drive cars, they ride in cars, they ride bicycles, they rides in boats, they ride horses.	5	00:31:49
T : Now, we’re going to have a car race. Look! You will be driving a car. You are wearing blue shirts, you will be driving blue car. Girls will be driving a red car, a Ferrari.	5	00:32:55
T : Yeah... there we go.	5	00:33:15
T : We play rock, paper, scissors. If you win, you will act out this dialogue and then you get a point and	5	00:33:35

then you can drive a car. If you finish the race you get 10 points.		
T : Sorry, It is the end of the class.	5	00:36:25
T : Girls have 16 points and boys have 14. So, today, girls get the star.	5	00:36:33

Video 2

Classroom Verbal Interaction	Categories of Talk	Time
T : Okay and as always I am gonna put you into two teams just for today to see who wins so it's funny . So boys and girls you both have five points and Teacher Val has point 2.	5	00:02:56
T : So today we are going to read this book.	5	00:04:12
T : Well we are going to read and we are going to find out this book I will teach you what computers are made of. I will teach you something about computers. We all love computers, we all have phones, tablets, laptops, desktops. So let's learn what they are called.	5	00:05:47
T : We have a computer, we have a smart board, and we have an overhead projector. I will teach you what they're called okay	5	00:07:31
T : This is the traffic light. Yeah, if we don't have traffic lights in the streets, there will be errors right. So we use computers to control traffic	5	00:08:05
T : In English, this is how we write you see, We Chat	5	00:08:34
T : Take a look! This person has more than 99 messages on We Chat	5	00:08:47
T : Okay, our phones are computers too.	5	00:08:54
T : Yes, we use them to send emails	5	00:09:27
T : And browse the web	5	00:09:54
T : You see, that what we use for our phones, our computers, and that's what we can do with our own.	5	00:10:08
T : You can only write what I write on the board, only here you know because play games, listen to music, watch movies, that's easy. These are maybe new words.	5	00:10:20
T : Now look! There are two types of computers. This is a desktop computer. Desktop computers are big and we put them on the desk that was called desktop. This computer is called a laptop. It was called a laptop because look you can put it on the left, this is the left. Yeah you can put it on the left that's why it's called a laptop computer.	5	00:10:54

T : You see, this computer is my computer. Very small, very light, it's a laptop computer	5	00:11:50
T : Now look! Computers have many parts that all work together. Yes, so today we are going to learn what these parts are called so they know what they are called	5	00:11:57
T : So we can write here, computer parts. And here we go computer monitor.	5	00:12:48
T : This is a mouse	5	00:13:20
T : No, in this case, it's not an animal. So we use it to move the cursor. This is the cursor around the screens.	5	00:13:26
T : But it's not called a button. It's called a wheel. Yes, it's a wheel, it's not a button. Two buttons and a wheel. This is a wheel yes you can click, but it's actually the wheel, yes.	5	00:14:02
T : So look! A keyboard has many keys right?	5	00:14:56
T : And yes, maybe it looks like a macbook keyboard yeah.	5	00:15:30
T : Well speakers you know they speak like you know, uhh we say something and they make our voice louder	5	00:16:52
T : Look! You see, we have UUSB ports here as well	5	00:17:47
T : So we use it to carry information from one computer to another. Maybe in the future people are going to have a USB port, I will take a USB stick it into Cindy download some information what she knows, take it out then stick it to the Axle. And Axle will learn everything Cindy knows	5	00:18:11
T : Maybe Cindy is better at math and you are better at sport and we can change this way	5	00:18:42
T : And, finally, oh yeah this is all the words that we have today	5	00:19:45
T : Look! What are you using when you are reading this book? Maybe we're using a phone, maybe we're using a tablet like an ipad, maybe we're using a laptop. These are all computers. They help us study and learn. In our school we're using smartphone, also computer. We're using a laptop, we're using a speaker, yes	5	00:20:22
T : All right! So now let's play some games, Match the words!	5	00:20:56
T : It has two buttons and we can use it to monitor	5	00:23:34
T : So look! We use computers to type documents, send email, play games, listen to music, watch	5	00:28:08

movies, and browse the web.		
T : Okay, okay so we are going to make a poster, you are going to draw.	5	00:29:38
T : Okay, the best picture ...	5	00:29:55
T : So, you will need a piece of paper which I'm gonna give you. If you don't have colored pencils that's okay you can use a pencil	5	00:30:04
T : So look! Draw your favorite gadget. It can be a computer, it can be an ipad, it can be i.m3 player, whatever you want to, okay!	5	00:30:15
T : And write about it here. For example my favorite gadget is my Huawei. It is nice and small. I use it to play games, take photos, listen to music, and browse the web. I have WeChat and QQ on it. I love my Huawei phone. You can write about yours	5	00:30:34

Video 3

Classroom Verbal Interaction	Categories of Talk	Time
T : So, today we are going to finish our book.	5	00:05:22
T : Yeah,, I'm going to finish it today.	5	00:05:34
T : So look! There are many beautiful and lovely birds in the forest. They sing and play happily. Nick, a small black bird, also lives in the forest. But he looks unhappy.	5	00:05:37
T : Look swift has almost no legs, right a very small feet. I think the artist who drew picture for this book doesn't know what a swift looks like because Nick does not look like a swift.	5	00:07:32
T : Okay but in the story he is a swift and he is too shy	5	00:07:56
T : Look! One day, Nick meets a magpie. She has a beautiful long tail.	5	00:08:36
T : Decorates is a new word	5	00:09:30
T : So boy, I will show you one exercise. Come here, look we are going to try let's see how long he can keep his balance	5	00:11:15
T : Is I easy? It's not easy	5	00:11:47
T : It's very difficult to keep a balance for a minute. If you can keep it for one minute, it means your sense of balance is amazing	5	00:11:55
T : Okay you can try this at home. It is not easy to keep you balance. Remember, you need to spread your arms, lift up one leg, and close your eyes	5	00:12:30
T : All right so now Nick meets a Parrot. The parrot	5	00:12:55

spreads his colorful wings.		
T : And suddenly look, something happens. A young bird, a baby bird falls out from its nest. The map pipe and the parent begin to aaaaa. But we remember that Nick is a swift, one of the fastest bird on Earth.	5	00:15:00
T : We have a new word here, swift	5	00:15:53
T : Look! We know the word swift yeah if it's a noun it means a bird. But if it is an adjective it means very quickly	5	00:15:58
T : So we can say he is very swift . He runs swiftly	5	00:16:13
T : He is running swiftly	5	00:16:37
T : So look, the young bird's mam comes down for her baby.	5	00:16:46
T : So, a flash. What does a flash? We can say a flash of lightning	5	00:17:31
T : Who remembers the word? Remember the first term and the first book. We all want to be Superman. It's book about who adores Superman because he wants to be like him	5	00:18:04
T : But he sees four right? A magpie, a parrot, a mother's baby. A baby, but he sees them right it doesn't meet them, so that's why the correct answer is A, he meets two birds but he sees four, right	5	00:21:08
T : For example, when we meet each other for the first time, we're saying nice to meet you but if you see me for the second time then you say nice to see you because you have already met	5	00:21:27
T : Okay next one, this exercise is a bit more difficult because you need to guess the word	5	00:21:45
T : We always often try to be like someone else. Think oh, she's good at English or Oh My God he so good at Chinese or Math. For example, and yes and we think we are not good enough. We always think that someone else is better but this is wrong, because we have something other people don't. Maybe you're very good at listening , maybe you can listen to people very well, maybe someone else is good at running, he's faster, he is a fast runner. We have other people don't. For example, me... I am a teacher but I learned from you all the time.	5	00:26:36
T : Do you know what I learned from you? I learned Chinese from my students. Look, I never went to school to learn Chinese. I speak Chinese because I picked it up from my students. That's what I am learning from you, so you are my teacher right. Yes, that's why we say a good teacher is a good student,	5	00:27:24

and a good student who's a good teacher, right. So you see, you have something I don't and I have something you don't. That's why you don't need to be someone else because you are beautiful as you are. That's the lesson of the story.		
T : So we can say we you or we can say believe in yourselves right	5	00:28:09
T : Okay, so we have few minutes left. Now, dialogue practice! So now I want you to answer all these questions in here. You can practice for two minutes then I'm going to invite two boys and two girls to choose three questions and answer them here. Okay	5	00:31:19
T : Girls have 16 points and boys have 13.	5	00:34:37

6. Giving Directions (The Coded Data is 6)

Video 1

Classroom Verbal Interaction	Categories of Talk	Time
T : Now let's go to the rules. And remember always give me a full sentences. Okay!	6	00:04:16
T : Okay, say together please!	6	00:04:34
T : Full sentence! Rule number three is listen to Teacher Val	6	00:05:12
T : Now, here we go to the classroom language. Read this!	6	00:05:55
T : And remember you need to give me a full sentence. We need to start the answer from "Last week we learn"!	6	00:06:27
T : Okay, you try!	6	00:06:53
T : So, let's read what happen next!	6	00:08:20
T : Okay, so everybody please read!	6	00:08:26
T : Yes, yes please (Pointing a student)	6	00:09:06
T : This sentence, let's read this way! Boys, girls, boys, girls (alternately)	6	00:10:20
T : Okay, boys start. Go!	6	00:10:31
T : Write it down! "Neighbor"	6	00:11:13
T : Okay let's say together "neighbor"	6	00:11:20
T : Okay, yes (pointing a student)	6	00:12:10
T : This time, let's read this way! Val, boys, girls, Val, boys, girls	6	00:12:26
T : Together! "Orphan"	6	00:13:03
T : Orphan	6	00:13:05

T : Yes you try (pointing a student)	6	00:13:49
T : Boys! All the boys please read this!	6	00:14:08
T : All the boys!	6	00:14:13
T : Together “protect”	6	00:14:29
T : Protect	6	00:14:32
T : Look at this dog!	6	00:14:47
T : Yes, yes, thank you (Pointing a student)	6	00:15:32
T : All the girls please!	6	00:15:58
T : Everybody please think, okay!	6	00:16:26
T : Yes! (Pointing a student)	6	00:16:39
T : Okay, so everybody please read!	6	00:18:02
T : New hands, I need new hands. New hands please!	6	00:18:25
T : So, this boy and girl. Please stand up! Please stand up!	6	00:19:32
T : Just say a, b, c, or d	6	00:19:37
T : Together, “handcuffs!”	6	00:20:06
T : “handcuffs”	6	00:20:08
T : Right! One and two (pointing two students)	6	00:20:18
T : Yes! One and two, you two (pointing two students)	6	00:20:34
T : And the last one! Okay you two (pointing two students)	6	00:20:52
T : So now, let’s read! Everybody please read!	6	00:21:04
T : So, look below!	6	00:23:53
T : Together, “Law”!	6	00:23:59
T : Everybody please read!	6	00:24:32
T : Yes, please read!	6	00:24:53
T : Now, all the girl please read this!	6	00:25:03
T : Boys please read!	6	00:25:35
T : Let’s see how they travel, everyone!	6	00:25:48
T : Wait, wait! Please wait! Look!	6	00:25:58
T : Let’s say together “direct traffic”!	6	00:27:00
T : Take a look	6	00:27:37
T : Everyone!	6	00:28:05
T : Can you read the sentence?	6	00:28:43
T : Okay, so now, boys ask the question. Girls answer. Okay!?	6	00:31:10
T : Boys go!	6	00:31:18
T : So look! We have a game. Uhh,, but before we play this game, I need you to copy this in your note book, okay?	6	00:32:18
T : Listen! This is how we play.	6	00:33:32
T : One boy one girl. Let’s see who wins.	6	00:33:52
T : Okay you try, rock, paper, scissors	6	00:33:56
T : Together, rock, paper, scissors, shoot!	6	00:34:00

T : Again!	6	00:34:05
T : Girls win. Sit down	6	00:34:09
T : I need two girls. So let's see one and two. Okay you ask, you answer!	6	00:34:11
T : Let's see this girl over there and you	6	00:35:10
T : I need two girls, you and you	6	00:35:34
T : Everyone, quiet please 5, 4, 3, 2, 1 ... go!	6	00:35:37
T : Everybody sits nicely	6	00:36:28

Video 2

Classroom Verbal Interaction	Categories of Talk	Time
T : Show me!	6	00:02:38
T : Yes you	6	00:04:19
T : Can you make a full sentence!	6	00:04:22
T : Okay everybody can you read this for me please?	6	00:06:17
T : So let's read, okay now we are going to read it. Look, word by word boys, girls, boys, girls	6	00:07:00
T : Boys go in, one two three	6	00:07:12
T : Now, boys can you read this sentence for me?	6	00:07:45
T : Together, "Control traffic"!	6	00:07:54
T : Control traffic!	6	00:07:57
T : Okay, now girls can you read this for me?!	6	00:08:17
T : Let's read what we use them for . Together!	6	00:09:01
T : Type documents, together!	6	00:09:20
T : Together, send emails!	6	00:09:33
T : That's easy. Play games! Together, play games!	6	00:09:39
T : Listen to music	6	00:09:47
T : Watch movies	6	00:09:52
T : Together, browse the web	6	00:10:02
T : Everybody can you read this?	6	00:11:33
T : First one computer monitor	6	00:12:16
T : Computer monitor	6	00:12:23
T : Together, speaker!	6	00:16:13
T : Speaker	6	00:16:17
T : USB port	6	00:17:24
T : Together, USB stick!	6	00:18:02
T : Let's go on, next one	6	00:19:18
T : Together, Webcam!	6	00:19:22
T : Webcam	6	00:19:26
T : All right! So, let's answer this question!	6	00:20:07
T : So, I need one boy one girl. One boy, one girl! You two, stand up!	6	00:21:05
T : Okay, okay, next one. You two stand up!	6	00:21:35

T : Yeah, Axle, and girl! Yes you. Axel is yellow and you're yellow too	6	00:21:55
T : Together!	6	00:22:35
T : Now you need to choose the correct word. Choose A, B, or C	6	00:23:00
T : One and two!	6	00:23:09
T : All right! Here we go!	6	00:23:24
T : Together! Mouse!	6	00:23:43
T : A mouse has two buttons	6	00:23:46
T : Okay, next one. One and red two!	6	00:23:50
T : Next one, One and two!	6	00:24:12
T : And the last question, the girl over here and that boy over there!	6	00:24:37
T : All right! Next one, finish the work. Let's say if you can do it	6	00:25:23
T : Okay now, let's see what you remember	6	00:26:19
T : Together!	6	00:26:32
T : Yes yes (pointing a student)	6	00:27:51
T : Which computer is lighter, a desktop or laptop, together!?	6	00:28:17
T : Can you help me, just give it to everyone!	6	00:31:03
T : So now, write about your favorite gadget	6	00:31:12

Video 3

Classroom Verbal Interaction	Categories of Talk	Time
T : How are you today, raise your hands!	6	00:00:29
T : And now we are gonna review okay, so take a look at the picture, wait wait wait take a look at the picture and guess the birds. You need to raise your hand quickly	6	00:01:47
T : If you know the answer so raise your hand	6	00:02:09
T : Yes (pointing a student who raises her hands)	6	00:02:10
T : Yes owl. Let's say together owl!	6	00:02:13
T : Owl	6	00:02:18
T : All right, yes! (pointing a student)	6	00:02:22
T : Together, Peacock	6	00:02:29
T : Peacock	6	00:02:32
T : I need new hands, new hands, new hands	6	00:02:41
T : Yes (pointing a student)	6	00:02:44
T : Together, Magpie!	6	00:02:53
T : Magpie	6	00:02:57
T : New hands, I need new hands	6	00:03:03
T : Yes (pointing a student)	6	00:03:05
T : Swift!	6	00:03:09

T : Swift	6	00:03:11
T : Together ostrich!	6	00:03:24
T : Ostrich	6	00:03:26
T : Together toucan!	6	00:03:44
T : Toucan	6	00:03:47
T : So now, please read what do you know about toucans	6	00:03:51
T : Please write on your book “Just be yourselves”	6	00:05:28
T : Now all the girls please read!	6	00:07:10
T : Can you read what Nick says?! Together, boys!	6	00:08:44
T : Can you tell me? (pointing a student)	6	00:09:11
T : Together, decorate!	6	00:09:32
T : Let’s go on , so what happens? All the boys please read!	6	00:10:19
T : So together, lose your balance!	6	00:10:40
T : Lose your balance	6	00:10:46
T : Look! Say it in Chinese!	6	00:10:53
T : Look! Let’s try one exercise!	6	00:11:00
T : All right, come here! Come here! Come here!	6	00:11:12
T : Spread your arms now lift one leg like this. Yes higher, higher, close your eyes! One, two, three, ...	6	00:11:24
T : Close your eyes! You see it’s not easy	6	00:11:43
T : Who want to try? Let’s try a girl! Yes, come here come here!	6	00:11:49
T : All right! Let’s see if she can keep her balance	6	00:11:52
T : So, yes higher higher higher! Close your eyes!	6	00:12:05
T : Let’s see if you do it in 10 seconds. Ten, nine, eight, seven, six, five, four, three, two, come on, one....	6	00:12:10
T : Okay, all right, let’s go on	6	00:12:43
T : Now everyone, let’s read this one okay. Boys girls boys girls	6	00:13:04
T : Together coal!	6	00:13:44
T : Okay you can try!	6	00:14:00
T : But then what happens girls please read!	6	00:14:22
T : So, what does he do? Everybody please read!	6	00:15:27
T : Let’s say together, swift!	6	00:16:22
T : Swiftly	6	00:16:25
T : Now, all together please read what the magpie and the parrot say!	6	00:17:07
T : Let’s say together! A flash of lightning	6	00:17:44
T : Yes together, adore!	6	00:18:36
T : Again!	6	00:18:42
T : And look! The mother bird says something to all of them. What did she say? Together!	6	00:18:46

T : Okay, so now, let's see what you remember.	6	00:19:14
T : I need one boy and one girl, so one boy please just stand up! Choose the correct word you need to choose A, B, C	6	00:19:20
T : Can you read it together?!	6	00:19:45
T : Next one, one boy and one girl! (pointing two students)	6	00:19:54
T : Everybody read!	6	00:20:18
T : Who want to do next one? We have a boy, we have a girl, that's right, over there (pointing a student)	6	00:20:27
T : Everybody please read!	6	00:20:51
T : So, one more finger! One girl and one boy (pointing students)	6	00:21:54
T : Together!	6	00:22:15
T : Next one, one boy one girls (pointing students)	6	00:22:28
T : Look, tail!	6	00:22:58
T : Okay, next one! Okay please stand up!	6	00:23:22
T : Next one, the mask girl and the glass!	6	00:23:59
T : All right, ready? Here we go! Four!	6	00:24:07
T : Together swiftly!	6	00:24:23
T : The last one, one boy and one girl	6	00:24:30
T : Ready? Five!	6	00:24:34
T : Everybody please read!	6	00:24:47
T : You want to try, sure	6	00:25:24
T : A boy yes!	6	00:25:52
T : Look, can you read this together?!	6	00:26:23
T : Yes (pointing a student)	6	00:28:32
T : Everybody, please read!	6	00:28:38
T : Yes (pointing a student)	6	00:28:48
T : Everybody please read!	6	00:28:53
T : Yes (pointing a student)	6	00:29:05
T : Everybody please read!	6	00:29:15
T : Everyone!	6	00:29:58
T : Can you read it for me?	6	00:30:44
T : Okay, so now, we do this we finish book number three. So I want you to copy these sentences in your notebook, okay!?	6	00:30:55
T : Okay, go! Two questions, practice! Practice!	6	00:31:47
T : Rise your hands if you're ready. I want to see you!	6	00:32:10
T : I think girls have more hands today so I need two girls. One and two come here!	6	00:32:20
T : Choose three questions!	6	00:32:30
T : Boys, boys. Who haven't try? Yeah,,, he hasn't	6	00:33:30

try and you okay		
T : Choose three questions!	6	00:33:42
T : So, look, our lesson is about to finish, so let's take a look	6	00:34:26
T : Look what happened today!	6	00:34:35
T : So, please my helper write it down boys have four stars and boys have six stars. Boys are still winning, girls you won today because you work together.	6	00:34:59

7. Criticizing or Justifying Authority (The Coded Data is 7)

Video 1

Classroom Verbal Interaction	Categories of Talk	Time
T : I can't hear you!	7	00:11:24
T : I need new hands, please wake up! Please wake up!	7	00:15:26
T : Eeee (Instruct students to sit neatly)	7	00:36:43

Video 2


Classroom Verbal Interaction	Categories of Talk	Time
T : Stttt please!	7	00:02:37
T : Stttt	7	00:05:28
T : Wait wait wait wait wait	7	00:09:11
T : No no no from here, from here...	7	00:11:39
T : Can I finish? May I finish?	7	00:13:59
T : Can you answer my question? Please you use it ...	7	00:15:20
T : Stttt	7	00:17:17
T : Sttt, we don't need to write!	7	00:17:26
T : Wait, wait a moment	7	00:19:51
T : You are being too loud	7	00:22:33
T : Axle, don't speak in class!	7	00:23:14
T : Stttttt, that boys talk	7	00:23:55
T : But some of them did. So be quite. Nobody's teaching!	7	00:25:15
T : Listen! Axcle! You are not listening! Can I finish?	7	00:30:00

Appendix 3 Extract of Coded Data

C. Extract of Coded Data


Video 1


After validated!



No.: Video 1. Date:

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<input type="checkbox"/>	4	[8	4]	[5	2]
<input type="checkbox"/>	8	[4	8]	[6	8]
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No.:

Date:

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2	6	4	8
4	8	10	2
6	4	4	5
8	8	6	4
4	2	9	6
9	4	2	9
2	6	4	2
6	4	6	4
8	8	9	9
6	4	2	2
8	8	4	9
5	5	8	2
4	8	4	5
6	5	4	5
8	4	10	5
2	7	4	6
4	6	8	6
6	8	4	4
10	2	8	10
6	5	4	8
8	5	8	2
2	4	5	6
5	6	8	8

KIKYU





No.:

Date:

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No.:

Date:

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KIKYU



Video 2



No.: Video 2 Date:

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No.:

Date:

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KIKY





No.:

Date:

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KIKY





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Date:

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KIKY



Video 3



No.: Video 3

Date:

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<input type="checkbox"/>	6	6	9	5
<input type="checkbox"/>	9	8	2	6



KIKY



No.:

Date:

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KIKY





No.:

Date:

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KIKY





Date:

No.:

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KIKY



No.:

Date:

Handwriting practice sheet with 20 rows. Each row contains a small box on the left for a number, followed by a large bracketed number for tracing. The numbers are: 9, 2, 8, 9, 8, 9, 2, 6, 6, 8, 9, 4, 9, 2, 8, 9, 9, 2, 6, 6, 5, 4, 8, 2. The first two rows also have a second set of bracketed numbers: 6, 8, 1, 1, 2, 8, 10. The number 10 is written in blue ink. At the bottom left is the KIKY logo, and at the bottom right is the Doraemon character and the copyright notice: © 1970-2022 Fujiko Pro Licensed by Animation Int'l.

Appendix 4 Plotting Coded Data Into Matrix and Calculating Percentage Using Flander's Formulas

D. Plotting Coded Data Into Matrix and Calculating Percentage Using Flander's Formulas

Video 1

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



No.: _____ Date: _____

	1	2	3	4	5	6	7	8	9	10	Total
1					2	1				1	4
2		2		28	21	13		4	1		69
3											0
4				4	3	16	1	4	11	8	50
5		1		22	7	11	1	8			50
6				9	3	5		39	5	2	63
7	1					1		1			3
8	3	53		19	12	12	1	6		1	107
9		13		2		3					18
10				7	2	1		1	1		12
Total	4	69	0	91	50	63	3	107	18	12	417

$$TT = \frac{4 + 69 + 0 + 91 + 50 + 63 + 3}{417} \times 100\%$$

$$= 67,14\%$$


$$ITT = \frac{4 + 69 + 0 + 91}{417} \times 100\%$$

$$= 39,32\%$$

$$DIT = \frac{50 + 63 + 3}{417} \times 100\%$$

$$= 27,81\%$$

$$\text{Silence} = \frac{12}{417} \times 100\%$$

$$= 2,87\%$$


$$ST = \frac{107 + 18}{417} \times 100 = 29,97\%$$

KIKY



No.:

Date:

$$\textcircled{5} \text{ Accepting feeling} = \frac{4}{417} \times 100\% = 0,95\%$$

$$\textcircled{2} \text{ Praise or Encouragement} = \frac{69}{417} \times 100\% = 16,54\%$$

$$\textcircled{7} \text{ Accept or Uses Ideas of Students} = \frac{0}{417} \times 100\% = 0\%$$

$$\textcircled{1} \text{ Asking Questions} = \frac{91}{417} \times 100\% = 21,82\%$$

$$\textcircled{4} \text{ Lecturing} = \frac{50}{417} \times 100\% = 11,99\%$$

$$\textcircled{3} \text{ Giving directions} = \frac{63}{417} \times 100\% = 15,10\%$$

$$\textcircled{6} \text{ Criticizing or Justifying Authority} = \frac{3}{417} \times 100\% = 0,72\%$$

$$\text{Student talk response} = \frac{107}{417} \times 100\% = 25,65\%$$

$$\text{Student talk mitigation} = \frac{18}{417} \times 100\% = 4,31\%$$



Video 2

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



No.:

Date:

	1	2	3	4	5	6	7	8	9	10	Total
1					1						1
2				23	11	10	2		11		57
3		1		2	1	2		2	4		12
4					1	1	1	43	21	2	69
5				9	7	8	1	6	4		35
6		1		12		2	2	27	2	1	47
7				6	2	4		1	1		14
8	1	39	4	8	10	18	4				79
9		21	8	7	1	2	4		1		44
10				2	1						3
Total	1	57	12	69	35	47	14	79	44	3	361

$$TT = \frac{1 + 57 + 12 + 69 + 35 + 47 + 14}{361} \times 100\%$$

$$= 65,09\%$$

$$ITT = \frac{1 + 57 + 12 + 69}{361} \times 100\%$$

$$= 38,50\%$$

$$PTT = \frac{35 + 47 + 14}{361} \times 100\%$$

$$= 26,59\%$$

$$ST = \frac{79 + 44}{361} \times 100\% = 39,07\%$$



KIKY

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No.:

Date:

$$\textcircled{7} \text{ Accepting feeling} = \frac{1}{361} \times 100\% = 0,27\%$$

$$\textcircled{9} \text{ Praise or Encouragement} = \frac{57}{361} \times 100\% = 15,78\%$$

$$\textcircled{6} \text{ Accept or Uses Ideas} = \frac{12}{361} \times 100\% = 3,32\%$$

$$\textcircled{1} \text{ Asking Questions} = \frac{69}{361} \times 100\% = 19,11\%$$

$$\textcircled{4} \text{ Lecturing} = \frac{35}{361} \times 100\% = 9,69\%$$

$$\textcircled{3} \text{ Giving directions} = \frac{47}{361} \times 100\% = 13,01\%$$

$$\textcircled{5} \text{ Criticizing or Justifying Authority} = \frac{14}{361} \times 100\% = 3,87\%$$

$$\text{Students Talk Response} = \frac{79}{361} \times 100\% = 21,88\%$$

$$\text{Students Talk Initiations} = \frac{44}{361} \times 100\% = 12,18\%$$

$$\text{KIKY Silence} = \frac{3}{361} \times 100\% = 0,83\%$$



Video 3

Video 3									
1	2	3	4	5	6	7	8	9	10
1									
2			 	 	 				
3			 						
4					 		 	 	
5			 	 	 				
6			 		 		 	 	
7									
8		 		 	 	 			
9		 	 		 				
10									



No.: _____ Date: _____

	1	2	3	4	5	6	7	8	9	10	Total
<input type="checkbox"/>	1	2		3							6
<input type="checkbox"/>	2	1		28	12	31	-1	3	4		79
<input type="checkbox"/>	3	2		5		4		1	2		19
<input type="checkbox"/>	4	1		2		13		32	22	2	72
<input type="checkbox"/>	5	2		6	6	14		1			29
<input type="checkbox"/>	6	2		10	4	13		53	9		91
<input type="checkbox"/>	7										
<input type="checkbox"/>	8	4	46	3	14	7	11		6	1	92
<input type="checkbox"/>	9	1	23	11	2		5	2	1		45
<input type="checkbox"/>	10			2					1		3
<input type="checkbox"/>	Total	6	79	14	72	29	91	92	45	3	431

$$TT = \frac{6 + 79 + 14 + 72 + 29 + 91 + 0}{431} \times 100\%$$

$$= 67,51\%$$

$$ITT = \frac{6 + 79 + 14 + 72}{431} \times 100\% = 34,67\%$$

$$DTT = \frac{29 + 91 + 0}{431} \times 100\%$$

$$= 27,84\%$$

$$ST = \frac{92 + 45}{431} \times 100\% = 31,78\%$$





No.:

Date:

$$\textcircled{6} \text{ Accepting feeling} = \frac{6}{431} \times 100\% = 1,39\%$$

$$\textcircled{2} \text{ Praise or Encouragement} = \frac{79}{431} \times 100\% = 18,32\%$$

$$\textcircled{5} \text{ Accept or Uses Ideas} = \frac{14}{431} \times 100\% = 3,24\%$$

$$\textcircled{8} \text{ Asking Questions} = \frac{72}{431} \times 100\% = 16,70\%$$

$$\textcircled{4} \text{ Lecturing} = \frac{29}{431} \times 100\% = 6,72\%$$

$$\textcircled{1} \text{ Giving directions} = \frac{91}{431} \times 100\% = 21,11\%$$

$$\textcircled{7} \text{ Criticizing or Justifying Authority} = \frac{0}{431} \times 100\% = 0\%$$

$$\text{Students Talk Response} = \frac{92}{431} \times 100\% = 21,34\%$$

$$\text{Students Talk Initiations} = \frac{45}{431} \times 100\% = 10,44\%$$



$$\text{KIKY} \text{ Silence} = \frac{3}{431} \times 100\% = 0,69\%$$