



Journal of Educational Studies

2026-Volume 04, Issue 02, 250-261
<https://ejournal.baleliterasi.org/index.php/Jes>
DOI: 10.58218/jes.v6i1.3032 | e-ISSN 3031-4232



Investigating Teacher–Student Interaction Patterns Between an Indonesian Pre-Service Teacher and Thai EFL Students

^{*1}Mise Kania Septi, ²Fakry Hamdani, ³Muhammad Aminuddin

^{1,2,3} UIN Sunan Gunung Djati Bandung

*Corresponds email: kaniamise@gmail.com

Article Info

Received: May 08, 2026

Revised: May 14, 2026

Accepted: June 24, 2026

Keywords:

ASEAN EFL context

Cross-cultural classroom

interaction

English language teaching

Flanders Interaction Analysis

System

Pre-service teacher education

Abstract

As globalization and regional mobility continue to reshape English language education, international teaching practicums have become important spaces for developing transformative pedagogical competence, intercultural communication, and learner-centred interaction. This study investigates teacher–student interaction patterns between an Indonesian pre-service teacher and Thai Grade 12 EFL students during a cross-cultural teaching practicum. Employing a qualitative descriptive design, data were collected from 770 interactional units through video recordings and non-participant observation, then analysed using the Flanders Interaction Analysis System (FIAS). The findings revealed that student talk (44.94%) slightly exceeded teacher talk (42.73%), while classroom discourse was characterized by a semi-interactive and teacher-structured format. These results indicate that, despite linguistic and cultural differences, the pre-service teacher was able to foster meaningful classroom participation and collaborative engagement. The study highlights the transformative potential of international practicum experiences in preparing future English teachers to manage multilingual classrooms, negotiate intercultural communication, and promote active learning. It also extends the application of FIAS to intra-ASEAN EFL contexts and offers pedagogical implications for teacher education programs seeking to strengthen globally responsive and context-sensitive English language instruction.

To cite this article: Septi, M.K., Hamdani, F., Aminuddin, M (2026). Investigating Teacher–Student Interaction Patterns Between an Indonesian Pre-Service Teacher and Thai EFL Students. *Journal of Educational Studies*, 4(2), 2026.

This article is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by/4.0/) ©2026 by author/s

1. Introduction

Classroom interaction is widely recognized as a fundamental component of successful English Language Teaching because language learning develops through participation, negotiation of meaning, and sustained communicative practice (Fitriyah et al., 2025). In EFL classrooms, teacher–student verbal exchanges strongly influence learners' motivation, engagement, and communicative competence (Hennessy et al., 2023; Hu & Wang, 2023; Walsh, 2012). Rather than functioning merely as a channel for transmitting content, classroom discourse determines how students ask questions, respond to feedback, test ideas, and build linguistic confidence. Consequently, investigating interaction patterns remains essential for improving the quality of English instruction and promoting more transformative, learner-centered pedagogy.

Recent globalization and regional educational mobility have significantly reshaped the landscape of English education in Southeast Asia. International teaching practicum (ITP) programs increasingly place pre-service teachers in multilingual classrooms beyond their national borders, especially within the ASEAN region (Barlaman & Umamah, 2025; Signori et al., 2024). These programs offer more than professional teaching experience; they create transformative opportunities for future teachers to develop intercultural competence, pedagogical adaptability, and global professional identity (Hasymi & Nurkamto, 2023; Thinh, 2024). In this context, English is increasingly viewed not only as an academic subject but also as a practical resource for regional collaboration and intercultural communication.

One notable feature of these practicum settings is the interaction between non-native English-speaking teachers and non-native English-speaking learners. When an Indonesian pre-service teacher teaches Thai students through English, the classroom becomes a multilingual contact zone in which English functions as a lingua franca. Such communication should not be judged solely against native-speaker norms; instead, it often relies on accommodation strategies, clarification requests, repetition, and collaborative meaning-making (Burton et al., 2024; Jarosz & Witczak-Plisiecka, 2022; Kawaguchi & Ma, 2012). Recent evidence from Indonesian teachers working with Thai learners further confirms that English as a lingua franca enables flexible communication across linguistic boundaries (Suminto & Ouda Teda Ena, 2024; Victoria et al., 2025). These realities make cross-cultural EFL classrooms particularly relevant for contemporary English language research.

Despite these developments, meaningful interaction does not emerge automatically. Many EFL classrooms remain characterized by excessive teacher talk and limited opportunities for student participation. Studies in diverse contexts show that classroom discourse often continues to privilege teacher control, explanation, and evaluation over learner initiation and exploratory talk (Ismael & Mohammed, 2025; Nursehag & Amalia, 2024; Zhao & Boonyaparakob, 2022). When teacher talk dominates, students may become passive recipients of knowledge rather than active users of language. In contrast, transformative pedagogy emphasizes dialogue, inquiry, collaboration, and learner agency. In language classrooms, this means students should have sufficient opportunities to express ideas, negotiate meaning, and participate spontaneously in communication.

This issue is especially relevant in Thailand, where English has long been positioned as an important subject for communication and international competitiveness. The Thai Basic Education Core Curriculum promotes communicative competence and real-life language use (Thailand, Ministry of Education, 2008). However, many learners continue to experience difficulties in oral communication due to grammar-focused instruction, memorization-oriented learning, and limited authentic speaking opportunities (Farrelly, 2021; Pinphet, 2020). In addition, sociocultural expectations that position teachers as authoritative knowledge holders may discourage students from questioning or initiating classroom dialogue. As a result, classroom interaction may remain relatively teacher-centered despite communicative curriculum goals.

For pre-service teachers undertaking international practicums, these conditions create both challenges and opportunities. They must teach through English while adapting to unfamiliar classroom norms, institutional cultures, and varied student proficiency levels. They are also expected to demonstrate classroom management, pedagogical flexibility, and professional confidence in a new environment. Previous studies report that international practicum experiences can strengthen teacher identity, intercultural awareness, and self-efficacy (Basikin, 2022; Liu et al., 2023; Matsumura, 2024). Nevertheless, pre-service teachers may also experience anxiety related to participation imbalance, language barriers, and managing diverse learner needs (Chasanah & Sumardi, 2022; Järvinen et al., 2026).

Despite these challenges, cross-cultural teaching can also contribute positively to pre-service teacher development. International teaching experiences can strengthen pre-service teachers' communication skills, intercultural awareness, and professional adaptability (Hasymi & Nurkamto, 2023; Megawati et al., 2023). Through interaction with learners from different cultural backgrounds, pre-service teachers become more aware of how classroom communication is shaped not only by pedagogy but also by sociocultural expectations (Barlaman & Umamah, 2025). In this

study, the Indonesian pre-service teacher demonstrated an effort to maintain classroom interaction while adjusting to the local Thai learning environment.

A well-established framework for examining such classroom discourse is the Flanders Interaction Analysis System. This system categorizes verbal behavior into teacher talk, student talk, and silence or confusion, enabling systematic analysis of interactional balance and classroom participation (Flanders, 1970). Through FIAS, researchers can determine whether communication patterns are predominantly teacher-centered or more student-oriented. Recent studies have applied FIAS in EFL classrooms across contexts and produced varied findings, with some reporting increasing student participation while others still indicate persistent teacher dominance (Guo et al., 2025; Rhamadina et al., 2023; Saad, 2023; Sainyakit & Santoso, 2024; Venski, 2024).

Although classroom interaction has been extensively studied, most previous research has focused on domestic classrooms, experienced teachers, or single-cultural educational settings. Comparatively little attention has been given to how interaction patterns emerge when pre-service teachers teach abroad in multilingual classrooms. Specifically, limited evidence exists on how Indonesian pre-service teachers negotiate language, pedagogy, and intercultural expectations while teaching Thai secondary students. This gap is important because international practicum programs continue to expand, yet empirical evidence concerning the actual micro-level classroom discourse within such programs remains scarce.

Accordingly, this study investigates teacher–student interaction patterns between an Indonesian pre-service teacher and Thai Grade 12 EFL students during an international teaching practicum. Using the Flanders Interaction Analysis System, the study addresses two research questions: (1) What interaction patterns occurred between the Indonesian pre-service teacher and Thai EFL students? and (2) How did these patterns create opportunities for student communication in a cross-cultural classroom?

This study contributes to discussions of transformative English education by providing localized insights into how an international practicum experiences can shape learner participation, intercultural pedagogy, and responsive classroom communication within a specific intra-ASEAN context. While centered on a single intensive case, it also extends the application of FIAS to intra-ASEAN instructional encounters and offers practical implications for teacher education institutions seeking to prepare globally competent and context-sensitive English teachers.

2. Methods

2.1 Research Design

This study employed a qualitative descriptive design, complemented by descriptive quantification to investigate classroom interactions between the Indonesian pre-service teacher and Thai students. The quantification is utilized strictly to explore the frequencies and distributional characteristics of the interaction patterns. Meanwhile, the core qualitative method focuses on conversation-analytic principles and discourse techniques to analyze the verbal practices and actions in this cross-cultural EFL classroom. A qualitative descriptive approach was considered appropriate because it enables researchers to examine naturally occurring classroom interaction in authentic settings and to provide detailed descriptions of how verbal meanings are co-constructed during the teaching–learning process (Creswell, 2013). Rather than manipulating instructional variables, this design allowed the study to capture the dynamics of cross-cultural communication as they occurred in practice.

The study was conducted at a private Islamic secondary school in Southern Thailand during the first semester of the 2025/2026 academic year. The site was selected because of its multilingual educational environment and its established role in hosting international teaching practicum participants. This setting was particularly relevant because it reflects the intersection of English education, intercultural engagement, and Islamic schooling contexts, thereby aligning with transformative English learning in faith-based institutions.

2.2 Participants

The participants consisted of one Indonesian pre-service English teacher participating in an international teaching practicum and one Grade 12 Thai EFL class comprising 24 students aged

approximately 17–18 years. Purposive sampling was employed to select information-rich participants who were directly relevant to the objectives of the study (Creswell, 2013). The selected classroom used English as the primary medium of instruction and interaction.

The pre-service teacher was an undergraduate of English Education student with a strong academic record, selected for this international teaching practicum through an intensive institutional selection process. She demonstrated upper-intermediate English language proficiency (equivalent to CEFR B2), enabling her to deliver instruction effectively. Meanwhile, the students are categorized as elementary to lower-intermediate learners (equivalent to CEFR A2), in accordance with school curriculum standards, where they can understand teacher instructions but needed teacher prompts to speak.

The Grade 12 students were selected because senior secondary learners were expected to demonstrate relatively stronger English proficiency and greater readiness for verbal participation than lower grade levels. The Indonesian pre-service teacher was selected based on active participation in the international mobility program and willingness to be observed and recorded. This sampling strategy enabled the collection of focused and contextually meaningful data for examining cross-cultural classroom discourse

2.3 Data Collection

2.3.1 Instrument of Collecting Data

Data were collected through non-participant classroom observation, video recording, field notes, and documentary review of instructional materials, including the lesson plan and classroom teaching documents. The principal analytical instrument was the Flanders Interaction Analysis System observation sheet developed by Flanders (1970). This instrument classifies classroom verbal behavior into ten standardized categories grouped into three major components: Teacher Talk: accepting feelings, praising or encouraging, accepting or using students' ideas, asking questions, lecturing, giving directions, and criticizing or justifying authority. Student Talk: student response and student initiation. Silence or Confusion: pauses, non-verbal intervals, or unclear communication.

The use of FIAS was considered appropriate because it remains a widely recognized framework for identifying patterns of teacher dominance, student participation, and interactional balance in classroom discourse research.

Table 1. Flanders Interaction Analysis Categories (FIAC)

Domain	Category	Description
Teacher Talk	1	Accepting feelings
	2	Praising or encouraging
	3	Accepting or using students' ideas
	4	Asking questions
	5	Lecturing
	6	Giving directions
	7	Criticizing or justifying authority
Student Talk	8	Student response
	9	Student initiation
Silence/confusion	10	Silence or confusion

The categories presented in Table 1 served as the primary coding framework for analyzing all classroom verbal interactions during the observed lesson. Each teacher and student utterance was classified into one of the ten categories according to its communicative function. This procedure enabled the researcher to identify the proportional distribution of teacher talk, student talk, and silence, and to determine whether classroom interaction tended to be teacher-dominated or more participatory

2.3.2 Validity and Trustworthiness

Instrument validity was supported through content validity by adopting the standardized FIAS framework (Flanders, 1970), was strengthened through inter-coder checking, persistent

observation, and triangulation. The researcher and an independent observer separately reviewed the transcript and coding results, after which discrepancies were discussed until consensus was reached. The final coding agreement reached 88%, indicating acceptable consistency.

In addition, triangulation was conducted by comparing multiple data sources, namely video recordings, field notes, and transcripts. These procedures enhanced the credibility, dependability, and consistency of the findings.

2.3.3 Data Collection Procedures

Data collection was carried out in several stages to ensure systematic implementation and ethical integrity. First, preliminary classroom visits and administrative permissions were completed with the participating school. During this phase, the researcher established rapport with the school administration and the Indonesian pre-service teacher to reduce the potential observer effect during the recording session.

Second, the main data collection was conducted during one complete 45-minute lesson of the *English for Communication* subject for Grade 12 students. The lesson was selected as an intensive case for micro-level interaction analysis. All real-time verbal exchanges were documented using a strategically positioned video camera that captured both teacher and student interaction while minimizing disruption to classroom routines. Video recording was selected because it enabled repeated review, precise transcription, and careful identification of interaction units.

Third, all participants were informed of the objectives of the study prior to participation. Consent was obtained, and anonymity was assured so that no personal identities of the teacher or students would appear in the final report. These procedures were intended to support authentic participation and ethical transparency.

2.3.4 Ethical Consideration

This study adhered to accepted ethical research principles. Institutional approval and administrative permission were obtained from the English Education Department of UIN Sunan Gunung Djati Bandung and the authorities of the participating private Islamic secondary school in Southern Thailand before data collection. All participants were fully informed about the aims of the study and voluntarily agreed to participate.

To protect privacy, pseudonyms were used and video recordings were utilized solely for academic analysis. Participants were also informed that they could withdraw from the study at any time without academic or personal consequences.

2.4 Data Analysis

The collected data were analyzed using qualitative discourse analysis supported by simple descriptive statistics, following the interactive framework of Miles and Huberman (2014), which includes data condensation, data display, and conclusion drawing/verification.

The analysis began with verbatim transcription of the classroom recording to capture all spoken interaction between the Indonesian pre-service teacher and Thai students. Rather than relying exclusively on time-based coding, this study used utterance-based unitization, whereby each utterance was treated as a complete communicative act marked by a clear pause or shift in communicative intention. This procedure preserved the pedagogical meaning of each interactional move.

Each utterance was subsequently coded using the ten categories of the Flanders Interaction Analysis System. After coding, frequencies and percentages were calculated to identify the proportional distribution of teacher talk, student talk, and silence. The following formula was used:

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

Where P represents percentage, F refers to the frequency of each category, and N represents the total number of interaction units.

The final stage involved interpreting numerical trends alongside transcript excerpts to explain how teacher verbal behavior facilitated or restricted students' communicative opportunities. This combined analysis enabled a deeper understanding of interactional practices in a cross-cultural EFL classroom.

3 Results

3.1 Overall Distribution of Classroom Interaction

A total of 770 interaction units were identified from the observed 45-minute lesson and coded using the Flanders Interaction Analysis System. Table 2 presents the frequency and percentage of each interaction category based on FIAS Categories

Table 2. Distribution of Classroom Interaction based on FIAS Categories

Category	Description	Frequency	Percentage (%)	Total
1	Accepts Feeling	3	0.39%	42.73 %
2	Praise / Encouragement	51	6.62%	
3	Accepts/Uses Student Ideas	6	0.78%	
4	Asking Questions	104	13.51%	
5	Lecturing	87	11.30%	
6	Giving Directions	59	7.66%	
7	Criticizing / Justifying Authority	19	2.47%	
8	Student Talk – Response	236	30.65%	44.94%
9	Student Talk – Initiation	110	14.29%	
10	Silence / Confusion	95	12.34%	12.34%
TOTAL		770	100%	100%

As shown in Table 2, student talk constituted the largest proportion of classroom interaction (44.94%), followed by teacher talk (42.73%), while silence or confusion accounted for 12.34%. Within teacher talk, the most frequent categories were asking questions (13.51%), lecturing (11.30%), and giving directions (7.66%). Within student talk, response behavior (30.65%) occurred more frequently than student initiation (14.29%).

3.2 Teacher-Structured but Interactive Pattern

The transcript data showed that classroom communication was frequently initiated and managed by the teacher through questioning, explanation, and feedback moves. This pattern corresponds with the relatively high frequency of asking questions reported in Table 2 (13.51%).

Table 3. Excerpt 1 (Initiation-Response-Feedback pattern)

Participants	Representative excerpt
Teacher	<i>“And how about in Japan?”</i>
Student	<i>“Sunny, rainy, snowy, spring”</i>
Teacher	<i>“Okay good”</i>

The excerpt shows that student participation was commonly elicited through teacher questions, followed by student responses and immediate teacher feedback. This suggests that although students were provided with opportunities to participate, communication was still primarily initiated and controlled by the teacher (Kurniatillah et al., 2022; Widyasri et al., 2023). Similar sequences were observed in multiple classroom episodes.

3.3 Student-Initiated Participation During Tasks

Student-initiated talk accounted for 14.29% of the total interaction units. These interactions were primarily observed during presentation and task-based activities, where students produced extended speech without immediate teacher prompting.

Table 4. Excerpt 2 (Student-Initiated Participation)

Participants	Representative excerpt
Student	<i>“My name is Yasmin Napalen”</i>
Student	<i>“I will tell about my hometown”</i>
Student	<i>“I have lived in satun for 18 years”</i>
Student	<i>“The weather is perfect especially in hot Day”</i>
Student	<i>“Behind my home is beach, it is beautiful especially in sunset”</i>
Student	<i>“The people are friendly making it is very worderful village”</i>

Teacher	<i>"Okay, thank you"</i>
---------	--------------------------

This excerpt illustrates that some classroom tasks enabled students to sustain longer oral production and independently introduce ideas.

3.4 Successful Student Initiation

While student talk is usually driven by classroom tasks, it is important to analyse moments where students speak entirely on their own initiative. Excerpt 3 demonstrates an interaction where the student initiated discourse out of pure curiosity rather than task compliance.

Table 5. Excerpt 3 (Successful Student Initiation)

Participants	Representative excerpt
Student 3	<i>"Oh the famous landmark in Indonesia is Monas"</i>
Student 5	<i>"What is Monas?"</i>
Student 3	<i>"[...] The landmark, famous landmark [...] Teacher, what is Monas?"</i>
Teacher	<i>"I know Monas"</i>
	<i>[...]</i>
Student 3	<i>"And, popular food in Indonesia is Rendang [...] you know Rendang?"</i>
Students	<i>"No..."</i>
Student 4	<i>"What is Rendang?"</i>
Student 6	<i>"[...] Teacher, delicious Rendang?"</i>
Teacher	<i>"Delicious"</i>

This excerpt shows an example of active student initiation (Category 9), triggered by a curiosity about a different culture. Instead of waiting for the teacher to ask a question, Student 5 took the initiative to interrupt and ask. In Flanders' (1970) framework, Category 9 happens when students speak up on their own, driven by their own curiosity rather than just following the teacher's orders. This short question successfully changed the classroom dynamic from a boring, one-way presentation into a lively, natural conversation between students. This interaction proves that introducing new cultural topics is a powerful way to get students talking.

3.5 Silence and Clarification Sequence

Silence or confusion represented 12.34% of all interaction units. These moments occurred when students did not immediately respond to teacher prompts or when clarification was required before interaction continued, and the technical preparation period was required to support the teaching process.

Table 6. Excerpt 4 (Silence and Clarification Sequence)

Participants	Representative excerpt
Teacher	<i>"So, have you got lunch?"</i>
Students	<i>[confusion]</i>
Teacher	<i>"Have you got lunch?" (add gestures)</i>
Students	<i>"Yes..."</i>
Teacher	<i>"So, why are you hungry?"</i>
Students	<i>[confusion]</i>
Teacher	<i>Aroi? [Aroi (Thai): Delicious]</i>
Students	<i>[silence]</i>

The excerpt shows pauses, repeated prompts, gesture use, and the use of a local Thai word before student responses were produced. Indonesian pre-service teacher must have a basic command of the local language to help facilitate communication in the classroom and reduce barriers to interaction (Ilyin et al., 2025).

Overall, the quantitative distribution in Table 2 was consistent with the transcript evidence presented in Tables 3–5, indicating convergence between numerical coding results and observed classroom discourse.

4 Discussion

A central finding of this study is that student talk (44.94%) slightly exceeded teacher talk (42.73%). This pattern is noteworthy because many previous studies of EFL classroom discourse have reported the predominance of teacher talk, particularly through explanation, correction, and directive instruction (Nursehag & Amalia, 2024; Riad, 2025; Zhao & Boonyaparakob, 2022). In contrast, the present classroom demonstrated a more balanced interactional distribution in which students were given regular opportunities to participate orally.

The observed balance may be associated with the teacher's frequent use of questioning strategies and communicative tasks. Within the Flanders Interaction Analysis System categories, asking questions represented the highest proportion of teacher talk (13.51%), indicating that teacher prompts functioned as a major mechanism for eliciting learner responses. According to Walsh (2012), effective classroom interactional competence is demonstrated when teachers organize discourse in ways that maximize student participation rather than dominate speaking time. Likewise, Hennessy et al. (2023) found that productive classroom dialogue emerges when teachers create opportunities for learners to respond, explain, and extend ideas.

Student participation was also supported by presentation and task-based activities in which learners produced longer utterances (Rosfiani et al., 2023). This finding is consistent with Nurlaelawati et al. (2022), who reported that structured classroom tasks can significantly increase student engagement and oral participation. Therefore, the relatively high proportion of student talk in this study suggests that communicative opportunities were embedded in the lesson design and supported active learner involvement.

Although student talk slightly exceeded teacher talk, many classroom exchanges continued to follow the Initiation–Response–Feedback (IRF) sequence. In this interactional pattern, the teacher initiated communication, students responded, and the teacher subsequently evaluated, confirmed, or acknowledged the response. This indicates that classroom participation was active but still largely structured through teacher-led discourse routines.

The persistence of IRF is understandable because it remains one of the most common organizational patterns of classroom communication. Sinclair and Coulthard (1975) identified IRF as a dominant pedagogical structure that helps teachers regulate turn-taking, monitor comprehension, and maintain lesson flow. In EFL settings, particularly where learners vary in confidence or proficiency, IRF may also provide interactional predictability and scaffolding. Guo et al. (2025) similarly observed that questioning-response cycles often remain central in classrooms seeking to balance control with participation.

However, the present findings also show the limitations of IRF dominance. Student responses (30.65%) were substantially higher than student initiation (14.29%), indicating that many speaking opportunities were reactive rather than self-generated. While learners were active contributors, their participation was frequently dependent on teacher prompts. Saad (2023) similarly noted that high participation frequency does not necessarily indicate learner autonomy or dialogic interaction.

The findings should also be interpreted within the intercultural context of a Thai classroom taught by an Indonesian pre-service teacher. Communication in this setting involved not only English instruction, but also multilingual negotiation, adaptation to local classroom norms, and sensitivity to students' linguistic needs. One example was the teacher's use of the Thai word *Aroi* during classroom interaction to restore comprehension and sustain engagement. This reflects adaptive communication strategies commonly associated with English as a lingua franca, where mutual understanding is prioritized over strict adherence to native-speaker norms (Jarosz & Witczak-Plisiecka, 2022; Suminto & Ouda Teda Ena, 2024).

Studies of international teaching practicum programs have similarly shown that pre-service teachers must negotiate unfamiliar expectations, communication styles, and learner behavior in host institutions (Barlaman & Umamah, 2025; Hasymi & Nurkamto, 2023; Musyarrofah et al., 2024). In Thai educational settings, students may be cautious about initiating talk, particularly when interacting with authority figures or when uncertain about linguistic accuracy (Farrelly,

2021). These contextual conditions may partly explain why student initiation remained lower than response behavior in the present study.

Furthermore, moments categorized as silence or confusion (12.34%) should not be interpreted solely as communicative breakdowns. In multilingual classrooms, pauses may represent thinking time, translation effort, or careful response preparation. Rowe (1986) argued that extended wait time can positively influence the quality of learner responses. Similarly, Wang and Talin (2025) found that multilingual learners often require additional processing time when navigating linguistic and cultural complexity. Thus, silence in this classroom may partly reflect cognitive engagement rather than disengagement.

The findings offer several implications for international practicum programs and pre-service teacher education. First, the ability of the Indonesian pre-service teacher to generate substantial student talk in a foreign classroom suggests that international placements can foster adaptive pedagogical competence. Rather than relying solely on familiar domestic teaching routines, the teacher appeared to adjust questioning strategies, feedback moves, and task design to suit the local learning context. Thinh (2024) similarly found that overseas practicum experiences often strengthen pedagogical flexibility and intercultural competence among student teachers.

Second, the findings indicate that teacher preparation should address not only language proficiency but also interaction management skills. Knowing how to ask productive questions, extend student responses, tolerate wait time, and encourage learner initiation are essential competencies for multilingual classrooms. Matsumura (2024) likewise emphasized that pre-service teachers' self-efficacy increases when they are trained to use flexible communicative strategies in linguistically diverse settings.

Third, teacher education programs should move beyond technical lesson planning toward transformative preparation that integrates intercultural awareness, classroom discourse competence, and learner-centered pedagogy. Basikin (2022) reported that intercultural awareness is a crucial factor in successful international practicum experiences. Accordingly, future teachers require preparation that combines pedagogical knowledge with intercultural readiness.

This study contributes to the notion of transformative English education which can emerge through cross-cultural classroom interaction in an Islamic educational setting. While previous FIAS-based studies have frequently examined domestic or monocultural classrooms, the present study extends the framework to a specific intra-ASEAN practicum context involving an Indonesian pre-service teacher and Thai students.

Within this limited scope, the findings suggest that meaningful innovation in English education does not depend solely on digital technology. Transformative practice may also occur through dialogic questioning, adaptive multilingual communication, and increased learner participation. In this sense, the findings offer insights to broaden understandings of innovation in English language education by emphasizing pedagogical responsiveness, intercultural engagement, and context-sensitive teaching practices within this specific learning environment.

Limitations of the Study

Despite providing insights into cross-cultural classroom discourse, this study has several limitations that should be acknowledged. First, data were collected from a single 45-minute lesson involving only one pre-service teacher and a class of 24 students. Due to this limited scope, the findings represent an intensive case study and not a generalizable pattern for all international teaching practicum programs in the ASEAN region. Second, this study relied primarily on the Flanders Interaction Analysis System (FIAS) coding protocol, which focuses heavily on verbal behaviour. As a result, non-verbal supporting strategies, such as facial expressions and body language, were not fully analyzed, despite their role in addressing moments of silence or confusion. Future research is recommended to involve multiple participants over longer observation periods and integrate multimodal analysis to provide a more comprehensive understanding of cross-cultural classroom interactions.

5 Declaration of Conflicting Interest

The authors declare no conflict of interest regarding the publication of this manuscript. All sources of funding and any potential conflicts have been fully disclosed.

6 Acknowledgments (If Any)

The authors sincerely thank the English Education Department of UIN Sunan Gunung Djati Bandung for its financial support and administrative assistance.

7 References

- Barlaman, M. A. F., & Umamah, A. (2025). Indonesian pre-service teacher's journey in international teaching practicum. *EDUCASIA*, 10(1), 69–81. <https://doi.org/10.21462/educasia.v10i1.299>
- Basikin, D. N. (2022). Intercultural awareness levels of Indonesian pre-service teachers in International Teaching Practicum. *Qalamuna - Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 491–508. <https://doi.org/10.37680/qalamuna.v14i2.3436>
- Burton, J., Wong, W., rajendram, S., & Burton, J. (2024). Translanguaging for critical multilingual language awareness: preparing teacher candidates to support multilingual learners in classrooms. *International Multilingual Research Journal*, 18(3), 208–231. <https://doi.org/10.1080/19313152.2024.2327809>
- Chasanah, I., & Sumardi. (2022). A retrospective narrative study of pre-service teachers' language barrier experiences in international teaching practicum. *VOLES*, 6(1), 271–282. <https://doi.org/10.29408/veles.v6i1.5356>
- Creswell, J. W. (2013). *Qualitative inquiry & research design: choosing among five approaches*. SAGE Publications Ltd.
- Farrelly, M. J. (2021). Strategies used and challenges faced by Thai EFL teachers when eliciting talk during classroom interactions in high school contexts. *SAGE Open*, 1–19. <https://doi.org/10.1177/21582440211050385>
- Fitriyah, Yuliawati, F., & Hanna, I. D. (2025). Improving English Speaking Abilities Using Communicative Language Teaching Approach Through Flashcards in Islamic Boarding School Culture. *JES*, 3(3), 95–102. <https://doi.org/10.58218/jes.v3i3>
- Flanders, N. A. (1970). Teacher influence, pupil attitudes, and achievement.
- Guo, X., Yang, W., & Yiming Guo. (2025). Analyzing teacher – student verbal interaction in elementary Chinese comprehensive class: insights from Flanders Interaction Analysis System. *Behavioral Sciences*, 15(429), 1–18. <https://doi.org/10.3390/bs15040429>
- Hasymi, M., & Nurkamto, J. (2023). Cross-cultural experiences in teacher education : Indonesian pre-service English teachers' perspectives on international teaching practicum. *Visible Language*, 7(3), 614–626. <https://doi.org/10.29408/veles.v7i3.24115>
- Hennessy, S., Calcagni, E., Leung, A., & Mercer, N. (2023). An analysis of the forms of teacher-student dialogue that are most productive for learning. *Language and Education*, 37(2), 186–211. <https://doi.org/10.1080/09500782.2021.1956943>
- Hu, L., & Wang, Y. (2023). The predicting role of EFL teachers' immediacy behaviors in students' willingness to communicate and academic engagement. *BMC Psychology*, 11. <https://doi.org/10.1186/s40359-023-01378-x>
- Ilyin, M., Ismiatun, F., & Widowati, D. (2025). Adaptation and instructional strategies of Indonesian pre-service teachers teaching non-English subjects in Thai classrooms. *Journal of English Language Teaching and Learning (JETLE)*. <https://doi.org/10.18860/jetle.v6i2.31649>
- Ismael, H. S., & Mohammed, M. H. (2025). Classroom discourse analysis of teacher - student interaction in Kurdistan region EFL settings. *Aran Journal for Language and Humanities*, 1(1), 155–170. <https://doi.org/10.24271/ARN.2025.01-01-12>
- Jarosz, A., & Witczak-Plisiecka, I. (2022). Native and non-native accents of English: different perceptions of English as a global language in a phonetic perspective. *Research in Language*, 20(1), 1–17. <https://doi.org/10.18778/1731-7533.20.1.01>
- Järvinen, K., Kähkönen, A., Nieminen, P., Mäntylä, T., & Kähkönen, A. (2026). Pre-service teachers' interaction with students manifested in speech turns – a case study of interaction and acoustic analyses. *Classroom Discourse*, 17(1), 26–48. <https://doi.org/10.1080/19463014.2025.2546863>
- Kawaguchi, S., & Ma, Y. (2012). Corrective feedback , negotiation of meaning and grammar development : learner-learner and learner-native speaker interaction in ESL. *Open Journal of Modern Linguistics*, 2(2), 57–70. <https://doi.org/10.4236/ojml.2012>

- Kurniatillah, R. E., Hidayat, D. N., & Alek, N. H. (2022). Teacher-student interaction in English classroom setting. *Journal of Applied Studies in Language*, 6(1), 53–63. <https://doi.org/10.31940/jasl.v6i1.391>
- Liu, X., Mearns, T., & Admiraal, W. (2023). Teacher-student relationship as a lens to explore Teacher identity in an intercultural context. *Teaching and Teacher Education*, 136. <https://doi.org/10.1016/j.tate.2023.104379>
- Matsumura, S. (2024). Enhancing pre-service EFL teachers' self-efficacy through the use of ELF in a multilingual world. *Educ. Sci*, 14(434). <https://doi.org/10.3390/educsci14040434>
- Megawati, F., Shanina Sharatol Ahmad Shah, Mirjam Anugerahwati, M. Faruq Ubaidillah, Mutmainnah Mustofa, & Sheila Agustina. (2023). Narratives of experiences in international teaching practicum: lessons from an EFL pre-service teacher. *Journal of English Education and Teaching (JEET)*, 7(4), 1156–1176. <https://doi.org/10.33369/jcet.7.4.1156-1176>
- Miles, M. B., & Huberman, A. M. (2014). Qualitative data analysis: a methods sourcebook.
- Musyarrofah, H., Kurniawati, A. A., Sidiq, A., Asad, A., & Fadlillah, A. (2024). Differentiated instruction in ELT: Indonesian pre-service and in-service teachers' capabilities, strategies, and barriers. *JEELS*, 11(2), 877–906. <https://doi.org/10.30762/jeels.v11i2.2847>
- Nurlaelawati, I., Gunawan, W., & Lengkanawati, N. S. (2022). Enhancing student participation in learning to write a recount text : Learning from EFL pre-service teachers in implementing R2L pedagogy. *Indonesian Journal of Applied Linguistics*, 12(2), 374–384. <https://doi.org/10.17509/ijal.v12i2.51086>
- Nursehag, D. A., & Amalia, L. L. (2024). An investigation of teacher talk and student talk in Indonesian EFL classroom interaction. *PAEDAGOGIA*, 27(2), 298–308. <https://doi.org/10.20961/paedagogia.v27i2.84086>
- Pinphet, P. (2020). The effects of a project-based blended learning with communication strategy instruction on English oral communication ability and learner autonomy of undergraduate engineering students. In *Chulalongkorn University Theses and Dissertations (Chula ETD)*. <https://digital.car.chula.ac.th/chulaetd/460>
- Rhamadina, W., Alek, Nida Husna, & Didin Nuruddin. (2023). A discourse analysis of students-teacher pattern interaction in ELT classroom. *Jurnal Onoma: Pendidikan, Bahasa Dan Sastra*, 9(1), 446–456. <https://doi.org/10.30605/onoma.v9i1.2209>
- Riad, D. J. (2025). Classroom interaction: an analysis of teacher and student talk in Moroccan efl classrooms. *Journal of English Language Teaching and Applied Linguistics*, 21–27. <https://doi.org/10.32996/jeltal.2025.7.5.3>
- Rosfiani, O., Hermawan, C. M., & Amini, P. R. B. El. (2023). Student-Student Interaction : Upaya Guru Dalam Meningkatkan Keterampilan Abad Ke-21 Peserta Didik. *Alinea: Jurnal Bahasa, Sastra Dan Pengajaran*, 3(3), 615–623. <https://doi.org/10.58218/alinea.v3i3.740>
- Saad, A. (2023). Exploring the relationship between teacher-student interaction patterns and language learning outcomes in TESOL classrooms. *Journal of English Language Teaching and Applied Linguistics*, 25–34. <https://doi.org/10.32996/jeltal.2023.5.3.3>
- Sainyakit, P., & Santoso, Y. I. (2024). A classroom interaction analysis of teacher and students by using FIACS. *Acitya: Journal of Teaching and Education*, 6(1), 157–167. <https://doi.org/10.30650/ajte.v6i1.3825>
- Signori, T. Y., Nur Arifah Drahati, & Kristian Adi Putra. (2024). Indonesian non-elt pre-service teachers' self- efficacy in EMI context : Voices from International Teaching Practicum in Thailand. *LEARN Journal: Language Education and Acquisition Research Network*, 17(1), 416–439. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/270393>
- Sinclair, J. M., & Coulthard, R. M. (1975). Towards an analysis of discourse: the English used by teachers and pupils.
- Suminto, E. A., & Ouda Teda Ena. (2024). The use of English as a lingua franca in teaching Thai students: The perspectives from Indonesian Teachers. *Premise: Journal of English Education and Applied Linguistics*, 13(3), 725–744. <https://doi.org/10.24127/pj.v13i3.8880>
- Thinh, M. P. (2024). Adapting teaching practices and enhancing intercultural competence: student teachers' experiences in an international exchange program. *Journal for Multicultural Education*, 19(1), 43–57. <https://doi.org/10.1108/JME-06-2024-0077>

- Venski, A. M. (2024). An analysis of classroom interaction patterns applied by a Thai English teacher in an English for young learner classroom at Suansanti. *PROJECT*, 7(2), 372–383. <https://doi.org/10.22460/project.v7i2>
- Victoria, M., Xu, F. H., & Pilcher, N. (2025). English as a Lingua Franca: intercultural interaction in the context of Asian ‘third space.’ *Asian Englishes*, 27(1), 159–177. <https://doi.org/10.1080/13488678.2024.2405278>
- Walsh, S. (2012). Conceptualising classroom interactional competence. *Novitas-ROYAL*, 6(1), 1–14.
- Wang, M., & Talin, R. B. (2025). Language learning barriers and cross-cultural communication strategies in Tibetan bilingual education against the background of cultural differences. *Forum for Linguistic Studies*, 07(06), 999–1018. <https://doi.org/10.30564/fls.v7i6.8991>
- Widyasri, W., Repelita, F., Br, W., & Daulay, S. H. (2023). Teacher and second grade student’s perspective towards interaction in EFL classroom. *JELE (Journal of English Language and Education)*, 9(1), 8–14. <https://doi.org/10.26486/jele.v9i1.2611>
- Zhang, W., & Hu, J. (2025). Effects of perceived English teacher support on student engagement among Chinese EFL undergraduates: L2 motivational self system as the mediator. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1607414>
- Zhao, K., & Boonyaparakob, K. (2022). A case study of Chinese students learning Thai as a foreign language: Flanders Interaction Analysis Category System. *International Journal of TESOL & Education*. <https://doi.org/10.54855/ijte.222110>

About the Authors

Author1 is an undergraduate student in the English Education Department at UIN Sunan Gunung Djati Bandung. She gained valuable international experience as a pre-service teacher in Thailand, where she taught English in a cross-cultural classroom setting. This experience sparked her deep interest in classroom discourse and the complexity of teacher-student interaction patterns. Email: kaniamise@gmail.com.

Author2 is a senior lecturer and currently serves as the Dean of the Faculty of Tarbiyah and Teacher Training (FTK) at UIN Sunan Gunung Djati Bandung, Indonesia. He holds a Ph.D. and has extensive expertise in Conversation Analysis (CA) and Multimodality within educational discourse. In addition to his leadership role, he is an experienced reviewer for several reputable academic journals, contributing his expertise to the advancement of research in language and social interaction. Email: fakry.hamdani@uinsgd.ac.id

Author3 is a senior lecturer in the master program of English Education Department, UIN Bandung. His research interests intersect translation studies, systemic functional linguistics, and TEFL. Email: aminuddin@uinsgd.ac.id