

**An Evaluation of Teacher and Students' Talk to Develop
Classroom Interactional Competence in English at Wenxing
Middle School, Tengchong, Yunnan, China**

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Abstract

This study aimed to identify the teacher and students' classroom interactional competence (CIC) in English at Wenxing Middle School, Tengchong, Yunnan Province, China. There were 40 Senior 1 students and 1 English teacher who participated in this study and the researcher used qualitative research to collect the data. The research instrument used was observation using Walsh (2006) adapted SETT checklists for students and the teacher classroom interaction. It was found that students used seeking clarification, extended learner turn, and display question to develop their classroom interactional competence and the teacher who taught Senior 1 students at Wenxing Middle School used content feedback, scaffolding, direct repair, extended wait-time, teacher echo, teacher interruptions, and extended teacher turn to help students develop their classroom interactional competence. Pedagogically, this research shows that if teachers want their students to develop their communicative competence, they (teachers) need to provide students with a learning space for learning to participate in the classroom and contribute to the class discussions that would likely prevent them from being silent.

Keywords: Classroom Interactional Competence (CIC), Teacher and Students' Talk, English Learning.

Introduction

The influence of globalization all over the world has impacted how communication is viewed not only in educational settings but also in society at large. With the increasing popularity of English as a global language (Cheng, 2012), there is a greater emphasis on

the ability to communicate in English among students, especially in the context of China. English as a medium of instruction becomes the focus. Normally, American English is taught in the schools. Furthermore, there is a shift towards the practicality of language in which English is used for communication purposes and encourages learners to actively use the language in interactional contexts rather than studying it merely as an academic subject. In this manner, teaching methods need to be modified into a more engaged and participative approach.

A country that uses English as a foreign language has shaped a culture of learning where teachers have absolute authority in the classroom. Thus, students have very high regard for teachers in terms of knowledge, and challenging teachers often in their ability to teach is not encouraged. Also, as the Chinese language is a non-Roman alphabet, rote learning is used from the early years of learning where memorization is almost the foundation of all learning. Therefore, although the approach of teaching has changed, memorization exists to this day. It is understandable as China has a strong centralized educational system where students' ability is measured by the result of the examination they take. Because of this culture, Chinese students remain quiet and do not consider asking questions (Cheng, 2000).

In the EFL classrooms, this often takes the form of knowledge transmission from teacher to students. Much of this knowledge is grammar, structure, and vocabulary. Therefore, it is not surprising that in EFL classrooms in the Chinese context, there is a lack of active and dynamic interaction, individualization, creativity, and self-expression. In other words, there is a lack of interaction in the classroom where language is used to negotiate meaning in context (Walsh, 2012).

For English language teaching and learning, classroom interactional competence is important. Since learning processes affect the learning outcomes, interaction as a tool for learning and language learning might have a considerable effect on students. As a result, the classroom interactional competence practiced by Senior 1 students of Wenxing Middle School in Tengchong, Yunnan, China, was the focus of this study, as the researcher was interested in finding out how spoken interaction has been exercised in the English language classroom.

Research Objectives

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An Evaluation of Teacher and Students' Talk to Develop Classroom Interactional Competence in English at Wenxing Middle School, Tengchong, Yunnan, China

The research aimed the following:

1. To identify the features used by the Senior 1 students to develop their Classroom Interactional Competence in English at Wenxing Middle School, Tengchong, Yunnan, China.
2. To identify the features used by the teachers to help students develop their Classroom Interactional Competence in English at Wenxing Middle School, Tengchong, Yunnan, China.

Review of Literature

Background of EFL education in China

East Asia was one of the cradles of world civilization, with China, an ancient East Asian civilization, being one of the earliest cradles of civilization in human history. For thousands of years, China has had a large influence on East Asia (as it was principally the leading civilization in the region), exerting its enormous prestige and influence on its neighbors.

The learning of English in China has a long history and occupies the attention of millions of Chinese people. According to a 2010 China Daily article, the number of English learners in China is now around 400 million, approximately one-third of China's population. There are many reasons for learning English in China, but the most important one is for the educational success of Chinese students. Wang (2007) mentioned that since 2001, it has been the official policy that English should be learned from the age of 8 or 9 onwards, in Grade 3 of the national education system. In a school system, internal and external examinations are emphasized as being of high importance, which has led to the growing importance of the language for intra-national purposes nowadays. The key importance of English in educational advancement can be seen in the National University Entrance Qualifying Exam (or gaokao), which this year was taken by over 9 million students (China Daily, 2010), who were tested in three subjects: Chinese, Math, and English. Understanding the state of English in the Chinese education system leading up to the National University Exam helps us understand the reason for the recent growth in English language study.

According to modern Chinese education, English language learning is emphasized from kindergartens to universities in these years (Bolton & Graddol, 2012). Thereby, the English language is more or less taught at different stages of the students' learning period. All students at universities in China are required to study English, not only to enter university but also to graduate. Those majoring in subjects other than English are required to sit for the

College English Test (CET) before graduation. Because English-speaking ability is not required for CET, students pay more attention to grammar. Since middle school education is between primary school and university, the learning abilities of students have been shaped, and English language learning has attracted attention from teachers and students. Moreover, educational migration has come into vogue in the last twenty years, leading to English language learning being popular among students who want to study abroad (Bolton & Graddol, 2012). On the other side, with the development of China, many international students from other countries come to China to study, which is another reason for the English language learning setting in the Chinese education system.

Interactional Competence

Since language acquisition is the process of information exchange, the interaction between learners and teachers occurs when they are learning by re-teaching. According to Walsh (2012), interactional competence is apparent when studying spoken interaction; different speakers have different levels of competence and varying abilities to express their ideas and achieve understanding. It is true both in and out of the classroom, and for language learning, this shows native or non-native speakers' ability in their language proficiency. Some people seem better than others in communicative situations, and if we put this into a second language classroom context. Language teaching area has developed for many years, thereby interactional competence has been noticed by some scholars and given definitions for it.

Kramersch (1986) was the first to coin the term "interactional competence" to give our students a truly emancipating, rather than compensating, foreign language education. She focused on how the communication interactions of humans should be considered in terms of collaboration, negotiation, and accommodation, whereas other researchers emphasize accuracy (Pratoomrat, 2018). Since the learning procedures occur between teachers and students, the skills of students for learning should be produced rather than following the requirements of teachers.

There are some strategies of interaction, as Young (2003) pointed out, that involve a number of interactional resources, such as turn-taking, topic management, and signaling boundaries. Furthermore, Markee (2008) proposed three components of interactional competence, each of which includes some features. The first one is language as a formal

system that includes grammar, vocabulary, and pronunciation. The second one is semiotic systems, including turn-taking, repair, and sequence organization. The last one is gaze and paralinguistic features.

According to Young (2008), interactional competence is a relationship between participants' employment of linguistic and interactional resources and the contexts in which they are employed.

Classroom Interactional Competence

Classroom interactional competence is defined by Walsh (2011) as teachers' and learners' ability to use interaction as a tool for mediating and assisting learning, the starting point is to acknowledge the centrality of interaction to teaching and learning. According to Walsh (2011), CIC focuses on how teachers' and learners' interactional decisions and subsequent actions enhance learning and learning opportunities.

In the ELT classroom, interaction can provide some chances for students to learn and help teachers decide which area they have to focus on to help the communication process. The importance of a pedagogical activity has provided means for teachers to understand the interaction to achieve certain pedagogic goals that determine the focus in the class.

Soraya (2017) mentioned that each mode has several pedagogical goals that are specifically related to the learning activity. To express students' proficiency in the English classroom context mode, teachers need to promote students' oral fluency ability. Thus, each mode is realized through some interactional features.

In this study, CIC was concentrated on the routes by which teachers' and learners' interactional choices enhance the spoken opportunities of English language learning. This means teachers' and learners' ability to use interaction as a tool for mediating and assisting learning (Walsh, 2011, p. 158) and teachers' and learners' ability to use interaction as a tool for conversation and language learning (Walsh, 2011, p.130).

Walsh (2012) claimed that classroom interactional competence (CIC) can occur

in a number of different contexts. Furthermore, he mentioned that CIC can create an interaction between teaching and learning that has a positive impact on their learning and opportunities for learning.

Classroom interactional competence (CIC) is selected as a tool in the study for students to initiate interaction and communication with their teachers and peers. In this study, the CIC framework was not only used to analyze interactional strategies of the Chinese student-student but also used by the Chinese teacher-students conversation to enhance the student interactional competence. Specifically, the CIC framework was analyzed using CA to encourage oral interactions between the students and teacher and to analyze the data collected during the study. The researcher justifies the adoption of the CIC framework that fits into this study (Walsh, 2012).

Conceptual Framework

The researcher aimed to identify the different features used by the senior 1 students and teacher to develop students' CIC in English classroom. The figure below illustrates the conceptual framework of this research.

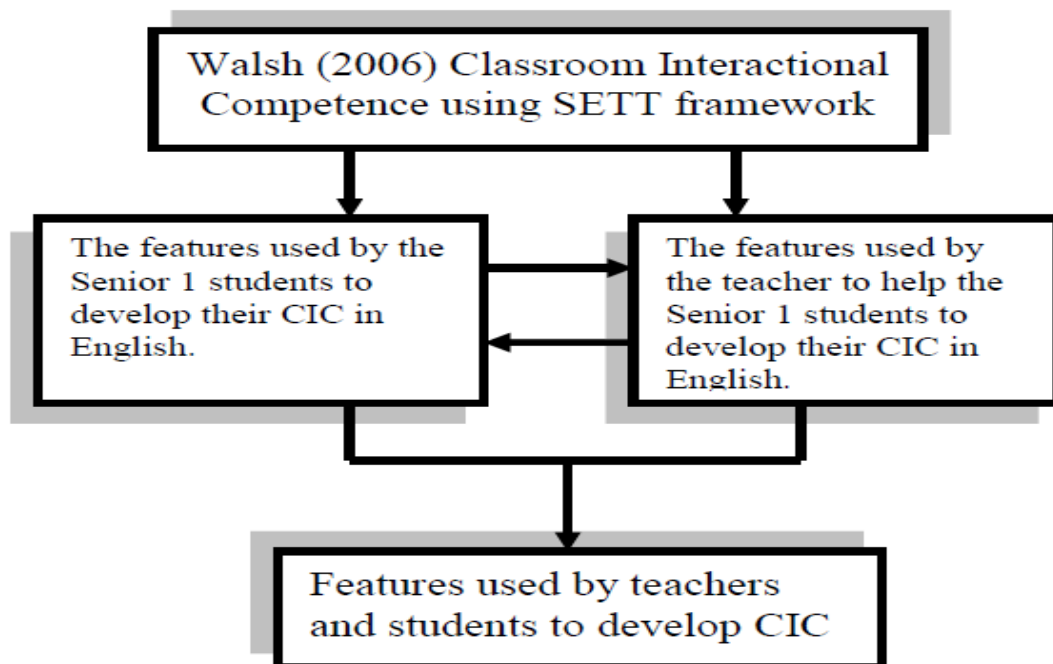


Figure 1. The Conceptual Framework for this study.

Research Design

This study focuses on the classroom interactional competence (CIC) of the Senior 1 students and their teacher at Wenxing Middle School. The qualitative research design methodology was used to identify the different features of CIC used by the Senior I students and their teacher in the English language classroom.

Sample

Convenience sampling was used in the study, using one English class as the sample. There were 40 Senior 1 Chinese students and a 25 years old Chinese English teacher from Wenxing Middle School, Tengchong, Yunnan, China participated in the study. The membership background of the sample are normal. The role of the researcher was just an observer, thus there was no input from the researcher at the time of the research.

Research Instrument

The instrument used to carry out the data collection was a classroom observation checklist while a mobile phone was used as a tool to record the interaction. Another instrument used at the observation was the observation checklist. The observation checklist was adopted from Walsh's (2006) SETT Grid. In this study, as this observation checklist was originally used to 'teachers talk', instead of using the "Self-Evaluation Teacher Talk" (SETT), it was used for "Students-Teachers Talk Evaluation". Besides the name of the evaluation list, the features of students' talk content remained the same as these were found appropriate in the study that was conducted.

As 40 students were divided into four groups, thus, there were four checklists prepared, one for each group. Besides the checklist, note-taking and journal writing were done in every observation section to jot down information that might not be captured in the audio.

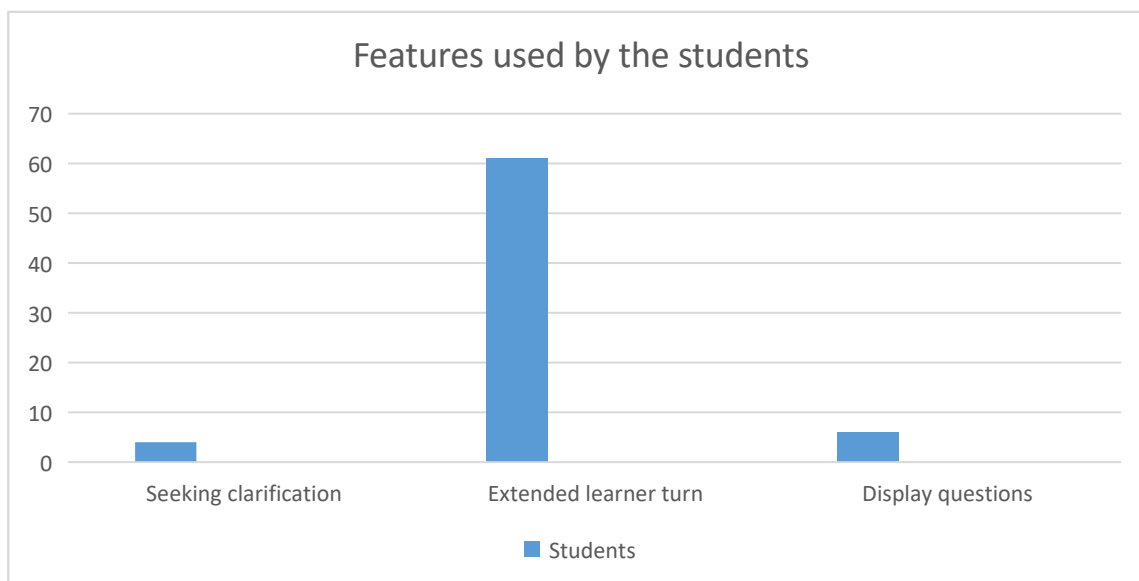
Summary of Findings

Presented below were the findings of the research objective 1 to 2.

Findings from Research Objective One

According to the data taken from the observation, out of 14 features, there were only 3 features found used by the Senior 1 students in their English classes. *Seeking clarification* used 4 times, *extended learner turn* used 61 times and *display questions* used 6 times which had shown in following figure.

Figure 2 Features used by the students



1. *Seeking clarification*

Seeking clarification was found to be used by the students when they were asking their teacher to clarify something their teacher had said.

Example 1: from lesson 10

1 Teacher: “it was very dangerous because↑ if I was caught↑ I could be out in prison.”

2 What’s meaning of this sentence?

3 Students: [answered in Chinese.] 那是很危险的因为如果我被抓到可能会被
4 送进狱。 [*It’s dangerous because if I get caught I could be sent to prison.*]

5 Teacher: [explained in Chinese and English.] <大家看[Ok] If introduces

6 conditional adverbial clauses, 用虚拟语气[in the subjunctive mood]。与

7 将来事实相反[Contrary to future facts], 所以用[So we use]“could +

8 动词原[could + base form of the verb]”。 [Then added more explanation

9 in Chinese]. 里用了[Here we use]“could be out in prison”, >为什用

10 [Why we use “could + 动词原形[could + base form of the verb]”, 因

11 为与将来事实相 Because it’s contrary to future reality, 也就是说条件

12 状语从句里面塔做出的假设如果与将来事实相反那么从句就要用

13 [That is if the assumption madeby the tower in the conditional adverbial

14 clause is contrary to the future fact, then the clause is used]“would/could

15 + 动词的什么形态[What form of would/could + the verb] (.)

16 Students: answered in Chinese. (unclear)

17 Teacher: (.) 原形[base form]? Yes, [then continued using Chinese explain].

18 <大家它说的是[Look what it says] If I get caught, 那他逮到了没有

19 [Did he get caught]? >

20 Students: [answered in Chinese]. 没有[No].

21 Teacher: Is that the opposite of future reality?, 所以用了虚拟语气[So we use the

22 subjunctive mood]。

23 Students : (unclear)

24 Teacher: “but I was happy to help because I knew it would help us achieve our

25 dream of making black people and white people equal.” (.) explained in

26 Chinese. 但是很高兴我帮了他因为我知道我提供的帮助将会促进实

27 现黑人与白人的平等 But I was glad that I helped him because I knew

28 that my help would contribute to the achievement of equality between

29 blacks and whites. “of making black people and white people equal”是

30 后置定语[Is post-attributive], 修饰 [which embellishes]“dream”。文

31 章梳理完了[That’s all for the article], (.) do you have any questions?

32 Students: [answered in Chinese]. 虚拟语气还可以再讲一遍吗[Can you explain

33 the subjunctive again]? ↑

34 Teacher: [explained in Chinese]. 好的我们再来看[Ok, let’s take a look], <“if

35 though, as if,”引导条件状语从句 [Adverbial clauses of introductory

36 conditions] 后面接虚拟语气[This is followed by the subjunctive

37 mood]↑ write on blackboard 第一种情况是与现在事实相反[The first is

38 the opposite of what is happening now],从句用一般过去式[The clause

39 uses the past simple tense]↑; 与过去事实相反[Contrary to past facts],

40 从句用过去完成 The clause uses the past perfect tense ↑; 与将来事实相

41 反呢[Contrary to future facts], could/would+ 动 词原形 [Could

42 /would+ base form of the verb] ↑>

43 Students: took notes.

In this example, it can be seen that the students asked the teacher to clarify the subjunctive mood again after the teacher’s explanation as indicated in line 32. Before line 30, the teacher explained the subjunctive mood in Chinese, after her explanation the students were still confused about the subjunctive mood. Therefore, students asked the teacher to clarify one more time. Seeking clarification ‘therefore’ was used as a strategy to enhance

the interaction between students and teacher. The discussion also showed that the teacher used Chinese and English to clarify something the students could not understand.

2. *Extended learner turn*

It refers to the learner's turn of more than one utterance.

Example 2: from lesson 4

- 1 Student 16: the first word is 'quality'. [then explained in Chinese and English]. 词
2 性是名词 [Part of speech is a noun] , Consciousness is“质量
3 [quality], 品质 [trait]”; 当它做品质是可数名词[trait is a countable
4 noun when it does], 当它做质量时是不可数名词容易混淆的词是
5 [It's uncountable when it comes to mass and the confusing word is]
6 “quantity-”
- 7 Teacher: [correct the pronunciation]
- 8 Student 16: (.)词性是名词[Part of speech is a noun], which means “数量
9 [quantity] , 数目 [number] , 数额 amount”。
- 10 Teacher: take it easy when you teaching. (.) Take notes, if you have questions let
11 me know.
- 12 Student 16: Miss Zhang, should I write phonetic symbol on the blackboard?
- 13 Teacher: you can decide. Can you teach a little bit quickly?
- 14 Student 16: (write on the blackboard) (15) the second one is 'mean', the
15 meaning-
- 16 Teacher: Wait a minute, I have something to add. Guys, did you write down what
17 he said?↑
- 18 Students: not yet↑, we need more time.
- 19 Teacher said to the student who is teaching: please give time to your classmates to
20 take notes and ask them to understand
21 or not what you taught. Now let us
22 remember the phrase 'be a good/
23 high quality.↑ 高质量[High
24 quality], 高质[Best quality]。
- 25 Students: [took notes].
- 26 A few minutes later.
- 27 Student 16: the second one is 'mean'↑. [then explained in Chinese]. >它是一个形

28 容词[It's an adjective], 意思是[which means]“吝啬的[stingy], 自
29 私[selfish], 卑鄙的[despicable]”; 作为动词意思是[As a verb it
30 means] want , 意味着[which means]”。它的过去式[Its past tense],
31 过去分词都是 [The past participle is]“meant”↑<。

Example 2, student 16 did the teaching role in word learning, and while he was teaching, the teacher interrupted him several times. From the examples shown in lines 6 and 13, many extended turns were going on while the student paid more attention to what the teacher was trying to explain.

3. *Display question*

This feature refers to asking questions to which the teacher knows the answer.

Example 3: from lesson 5

1 Student 23: °‘Patient’, then explained in Chinese. 形容词[adjectives], 有耐心
2 的[patient]。作为名词是[As a noun]“病人[patient]”的意思
3 [meaning]°
4Teacher: Did you finish taking notes ↑
5 Students: No. How to spell patience↓
6 Teacher: p-a-t-i-e-n-c-e↑. Any supplement?
7 Student 23: °That’s all °

In the example, students asked the teacher how to spell a word in line 4 of example 3. Since the example of teaching content was about words or vocabulary learning, the feature was used by students to know how to spell the word being spelled correctly. In typical Chinese English classes, vocabulary learning situations occur frequently, so students typically use display questions to understand and know how words are spelled to help them write them easily.

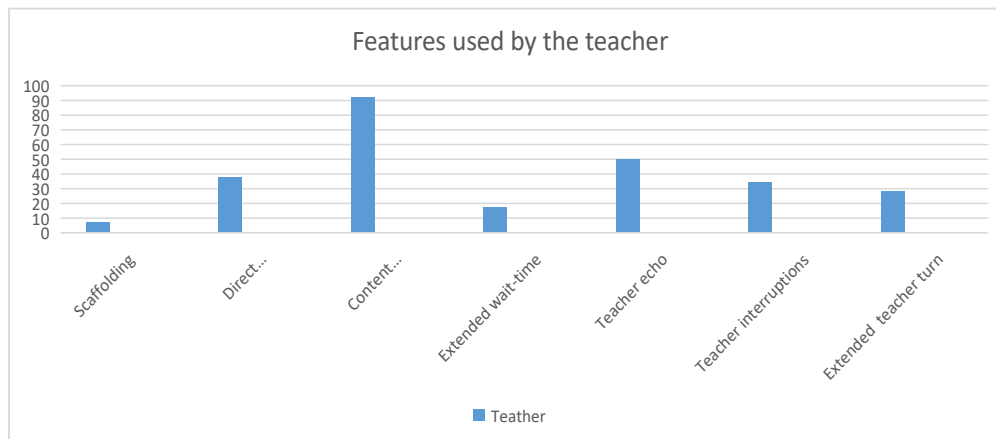
Findings from Research Objective Two

The findings taken from the observation data indicated that the teacher used 7 features from 14 features to help students develop their CIC when she was teaching English in the classroom.

For example, *scaffolding* was used 7 times while *direct repair* used 38 times. In addition, *content feedback* was used 92 times, *extended wait-time* used 17 times, *teacher echo* used 50 times, and *teacher interruptions* used 34 times and *extended teacher turn* used 28 times in this study.

The representation of the usage can be seen in the graph below.

Figure 3 Features used by the teacher



1. Content feedback

The first feature was content feedback. This refers to the comment made by the teacher first to start the interaction.

Example 4: From lesson 1

- 1 Teacher: ↑Zhou, please answer ↑question 21.
- 2 Student 2: ↓ In the third paragraph, (.) our paid teaching applied holidays.
- 3 Teacher: This sentence is also the answer , 但是第一自然段已经可以找到答案
- 4 [But the answer is already there in the first paragraph], (.) am I right,
- 5 students?
- 6 Students: Yes.
- 7 Teacher: The first paragraph says that “teaching English organized by use company
- 8 is the best way to get pay to travel the world”. This is the answer in the
- 9 first paragraph. Right?
- 10 Students: Yes.

The example shows the content feedback used by the teacher for students’ feedback on the understanding of teaching content. In example 4, lines 6 and 10 showed students using

yes to give feedback on what the teacher asked to check if the students used the reading strategy correctly or not. This was used to check students' ability to understand.

2. Scaffolding

It refers to (1) reformulation: rephrasing a learner's contribution; (2) extension: extending a learner's contribution; and (3) modeling: providing an example for learners.

Example 5: from lesson 4

- 1 Student 18: none of it is 'meaning', then explained in Chinese. 意思是[means]“意
2 义 [significance], 意思[meaning]”; 形容词是[Adjective is]
3 “meaningful”, 意思是[means]“有意义的[significant]”(.) Did you
4 finish writing it down?
5 Students: yes↓
6 Student 18: >相关短语有[Related phrases are]“be mean with sth”, 对某物吝啬
7 [Be stingy with sth]; (.)“be mean to sb”, 对某人刻薄[Be mean to sb];
8 (.)“mean doing sth”, 意味做某事[Means to do sth]; (.)“mean to do
9 sth”, Intend to do sth 。 <
10 Teacher: I add one phrase ↑ ‘be mean for’↑, [then explained in Chinese]. 命中注
11 定[doomed]。 [Then repeat what student said], “we mean with sth”↑, 对
12 某物吝 Be stingy with sth ↑; (.)“be mean to sb”↑, 对某人刻薄[Be mean
13 to sb]; (.)“mean donging sth”↑, 意味做某事[Means to do sth]; (.)
14 “mean to do sth”, 打算做某事[Intend to do sth]。 Wang's teaching was
15 not clear, [then explained in Chinese and English]. Mean 有三个词性
16 [There are three parts of speech]↑, 第一个是形容词[The first one is an
17 adjective], 意思是“吝啬的 [Mean means mean], selfish, 卑鄙的
18 [despicable]”; 作为动词[As a verb], 意味着[It means], [intend]。过
19 去式过去分词都是[Past tense past participle] meant, 作名词是 [A
20 noun is] meaning 。
21 Students: took notes.

In example 5, the teacher extended a phrase that relates to *mean* to let students know more related phrases during word learning, as illustrated in line 10. Then, the teacher reformulated the student's teaching content in lines 11, 12, 13, and 14. This lets students who were listening understand the teaching content. Since the situation of the example was based

on word learning or vocabulary, this feature used by the teacher had different functions. For example, to help the other students understand the content of the teaching, the assigned students taught other students. Reformulation in this context helped him learn how to organize content and how to convey their ideas to others, in which learning can be viewed as an extended knowledge of using words.

3. *Direct repair*

Another feature discovered was direct repair, in which the teacher immediately corrects the error made by the students.

Example 6: from lesson 3

- 1 Teacher: Go on. 'Next month the city will open a new park to honor those↑ who
2 died in the Tangshan Disaster.' then explain the sentence in syntax
3 meaning. 当 [when]those 指人的时候它的引导词只能用[When
4 referring to a person, the leading word can only be used] who↑, (10) Then
5 learn the word "owner". What the syntax meaning of it?
6 Student 11: it is a none↓
7 Teacher: Really? It is a verb in the sentence, [then explained in Chinese]. 它是这个
8 不定式词组的动词[It's the verb of this infinitive phrase]. How about the
9 meaning when it as a none?
10 Students: quiet.
11 Teacher: As a transitive verb, 尊敬[respect], 致敬[Pay tribute to]。(.) 作名词
12 的时候呢[As a noun]? Did you remember?
13 Students: quiet.
14 Teacher: explained in Chinese. [荣誉[honor], 荣幸[pleasure]]↑Then ask
15 students to translate the sentence.
16 Students: [answered in Chinese and English]. next month ↑要开一个新公园来致
17 敬那些在唐山大地震中去世的人。 [A new park will be opened to pay
18 tribute to those who died in the Tangshan earthquake].

In example 6, when students gave the wrong meaning of *owner*, the teacher used *really* to let them think whether the answer was correct or not and gave the right answer immediately. As illustrated in the example, the students had made grammatical mistakes. As the teaching indicated, these were all grammar drills in which communication never took

place. It shows that grammar has a big role in Chinese English teaching classes and teachers highlight it every time they teach the students. Thus, the teacher in this study normally used direct repair to let students see the wrong answer and provided the right answer so that the students would be aware of their mistake immediately. Based on the turns, it also illustrates the dominant role of the teacher.

4. *Extended wait-time*

Extended time is a feature that allows students to have sufficient time (several seconds) to respond to the questions asked by the teacher.

Example 7: from lesson 7

- 1 Teacher: Turn to page 34, (.)we will continue our reading part. Please read the text
- 2 and filling the blanks.(8) First, you read the text then I will choose some
- 3 students to answer my question.
- 4 Students:(no)
- 5 Teacher: you have no choice.
- 6 1 minute later. (60)
- 7 Teacher: The first blank what should be the answer, Zhou?
- 8 Student 29: (2) more helpful.

In the example, the teacher allowed a few minutes for students to prepare and Think about the answers, then waited for a few seconds after asking a question. It is shown in the line 8 of example 13, the waiting-time was used by the teacher, which gave students more space to formulate their answers and let them prepare inside, which might have given them more confidence to answer the questions.

5. *Teacher echo*

It refers to the teacher repeating the teacher's previous utterance and the teacher repeats a learner's contribution.

Example 8: from lesson 6

- 1 Student 26: ° Next one is 'come to/into power' .(.) [Then explained in Chinese and
- 2 English]. 意思是 [means] “当权[In power], Came to power , began
- 3 to take power “。 (.) 反义词是[Antonyms are]“out of power”, 意思是

4 [means]“丧失权利[Loss of rights]”
5 Teacher: repeat what the student said, >come to/into power↑, “当权[in power],
6 Came to power, 开始执政[began to take power]”, (.)反义词是
7 [Antonyms are] “out of power”, 意思是[means]“丧失权利[Loss of
8 rights]”<

In example 8, the teacher repeated what the student said to let other students write it down, as shown in lines 5, 6, and 7. This is helpful and ensures that words' learning went well and ensures other students remember the phrases' meaning in learning. The teacher's echo used by the teacher in the English classes helped students remember what they needed to learn well.

6. Teacher interruptions

It refers to interrupting a learner's contribution.

Example 9 : from lesson 4

1 Student 21: LAWYER. £ (unclear from other students) [then explained in Chinese]. 意
2 思是[means]“律师[lawyer]”, 名词[noun]。它有一个变形[It has a
3 deformation]。
4 Students: Only one? Really?
5 Student 21:° law, 名词 [noun] , “法律 [law]”
6 Teacher: (2) I will add one more morpheme. ‘lawful↑’, what's the meaning of it?
7 Students: answered in Chinese. 法律的[legal]?
8 Teacher: look at the PowerPoint and explained it in Chinese. 法律许可的[Legally
9 permitted] ↑, 守法的 [The law of] , 合法的 [legal] 。OK, you can have
10 a break after taking notes.

In example 9, the teacher interrupted a student while teaching for extending knowledge in line 6. An interruption is used frequently by the teacher during English classes. The example show that when students teach words, the teacher normally interrupts them, adds some phrases, and relates words or sentences to the students. The feature is used by the teacher to add knowledge for students' English learning outside of the textbook, which the students did not learn or help them review the knowledge they have learned.

7. *Extended teacher turn*

It is referred to the teacher's turn of more than one utterance.

Example 10: from lesson 7

- 1 Teacher: Go ahead. 'Elias () strong believed,' [then explained in Chinese
2 and English] Believe 是动词 [is verb], What word modifies a verb?
3 Students: [Answered in Chinese]. 副词[adverbs].
4 Teacher: 所以要把 [so we need to] strong 变成[change]?
5 Students: Strongly↓.
6 Teacher: You are right↑. (5)Now we will turn to your testing papers. 'the building
7 () wall is white is my uncle's home'. then explained in Chinese. 出
8 现了两个谓语动词[There are two predicates], 对不对[right]?
9 When there is a sentence with two predicates, 并且没有连词的时候说明 10
其中一个句子肯定是从句 [And when there is no conjunction, one of the 11
sentences must be a subordinate clause] 。If there are clauses, we should 12 underline
the main clause, 主句是 [The main clause is]“the building is
13 my uncle's house”, “wall is white” 这个句子是从句
14 [This sentence is a subordinate clause] , 跟在[followed]“building”
15 And then it's a noun , 所以这是定语从句[So this is the attributive
16 clause], “wall” 和 [and]“building”是同属关系[It's a congener
17 relationship] So we need to fill it out here,“whose”。知道了吗[got it]?
18 Students: (yes)

In example 10, the teacher turned off grammar analysis for sentences, which shows that the teacher normally leads the English class and interactions. According to Kramsch (1986) effective communication rests on learner's ability to interact with others and to collectively reach understandings. However, students illustrated that they have insufficient still have had difficulty in producing correct strings of utterances. That was the reason why, students were needed to rely on their first language or L1 to ask questions and show that they have understood, to clarify meanings, to repair breakdowns and so on, this requires mental and interactional ability. Thus, teachers can pay attention more on the ability of students to communicate meaning and establish a constant process of trying to make sense on what students were trying to negotiate, query, and clarify.

Discussion

This section discusses about the findings of this research by linking them to the findings of the previous research studies.

• The features of classroom interactional competence used by the Senior 1 students to develop their CIC in English at Wenxing Middle School, Tengchong, Yunnan, China

In objective 1 of this study, 40 Senior 1 students who studied in Wenxing Middle School, Tengchong, Yunnan, China were observed for 2 months, which involved 24 classes. Based on the result of the findings, there are three features used by the students. They are seeking clarification, extended learner turns, and display questions (Walsh, 2006, 2011).

In this study, seeking clarification happened when asking about grammar knowledge. According to the recordings, we could know that grammar learning plays an important role in Chinese English classes, which has an effective influence on English examinations, as required by the Chinese educational system. Just as Watanabe (2016) mentioned, through extended learner turn, learners developed methods to participate in multiparty classroom interactions to achieve and co-construct a specific recurrent communicative activity led by the teacher. In this study, students used learner turn for tasks given by the teacher and interactions led by the teacher. Students use display questions to learn what the teacher knows and to increase interaction opportunities during English learning.

According to Kirkpatrick and Zang (2011), the exam system could be defined as the influence of testing on teaching and learning, which reflects on students' learning targets in this study, English grammar. Grammar explanations may require high levels of teacher talk and very little learner participation, which is mentioned in Walsh (2002). Thus, the students put more time and energy into writing and memorization, which makes English classes lack motivation in speaking. As a result, less communication happens in high school English classes, which leads to students using fewer CIC features in their English learning procedures. What was obvious from the examples were, there was a limited interactional strategy the students used to engage with their teacher.

• The features of classroom interactional competence used by the teacher to help students develop their CIC in English at Wenxing Middle School, Tengchong, Yunnan, China

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An Evaluation of Teacher and Students' Talk to Develop Classroom Interactional Competence in English at Wenxing Middle School, Tengchong, Yunnan, China

In objective 2 of this study, one English teacher who taught at Wenxing Middle School, Tengchong, Yunnan, China, was observed for 2 months, which included 24 classes. To analyze the features used by the teacher in her English classes, a conversation analyzer was used to determine the teacher's use of classroom interactional competence during teaching procedures.

There are seven features of classroom interactional competence used by the teacher at Wenxing Middle School, Tengchong, Yunnan, China. They are content feedback, scaffolding, direct repair, extended wait-time, teacher echo, teacher interruptions, and extended teacher turn.

The teacher used content feedback, responding to the message, and not the linguistic forms used to articulate a particular message. In this study, the teacher used content feedback the most frequently compared with other features. Content feedback in this study showed that the teacher checked whether students understood or not during their learning procedures. According to Hougham (2015), scaffolding is a necessary balance between evaluative and discursal kinds in particular, and less teacher-teacher echo and more extended wait time is needed. These findings are consistent with Walsh's (2002, 2006) and Walsh's and Li's (2013) findings that using scaffolding and extended wait-time while reducing teacher echo can create space for learning. Extended wait-time gave students the courage to answer questions, and teacher echo could make students remember knowledge that needed to be tested well in this study.

Extended teacher turn sometimes happens after teacher interruption. The teacher interrupted students for many reasons, such as correcting their errors, which was called "direct repair" in this study. In the research, extended teacher turn was used by the teacher to add or explain the teaching contents. This feature was important in the teaching process since the teacher played a core role in the Chinese English classes. Teacher interruption was used in this study to correct errors or extend students' contributions. Furthermore, the teacher interrupted students and gave them suggestions when they asked, "teacher," how to teach in a way that is more useful to other students' learning. In this case, the direct repair is used by the teacher to correct students' errors when they are pronouncing a word or answering a question. According to Walsh (2002), "there is certain logic in keeping error correction to a minimum in oral fluency practice activities to reduce interruption and maintain the flow of interaction"

(p. 11). Those findings were mentioned by Wasi'ah (2016), who said that the teacher used those features related to the pedagogic goal.

As previously stated, China's education system is a state-controlled public education system that emphasizes a nine-year compulsory system. This includes preparation time for the National College Entrance Examination (NCEE) or *gaokao* (Brandenburg & Zhu, 2007). Since the population in this study is in high school and learning and teaching for Gaokao, due to this situation, English is a required course for students. Therefore, the teachers are required to teach according to the teaching program of the educational system in high school, which is led by teachers in Chinese education. Therefore, teacher-centered learning normally happens in Chinese English classes, which caused teachers to use many types of features of classroom interactional competence more than students in this study.

Recommendations

Teachers need to understand CIC carefully and then arrange and design teaching objectives using CIC, such as adding more teaching activities that can promote the smooth running of the teaching procedures or allow students to interact more. In addition, the teacher should also develop their abilities to use CIC in English teaching, depending on the English level of the students, to avoid no function feature use.

More importantly, perhaps teachers can learn something on this research by trying to understand their teaching by looking at the transcriptions as these tell what was going on in the classroom. Perhaps if teachers would let their teaching to be more student centered rather than teacher centered type of teaching, they might be able to provide more space to their students' to interact with their peers or teacher further.

A longer period for further research is needed to make the study more comprehensive and on teacher and student talk evaluation in English classrooms. As well, future researchers need not only to focus on checklist or observation as part of the instrument but a comprehensive journal is needed.

Conclusion

There have been several studies in the ELT domain on classroom interactional competence. Many researchers have found CIC affects students' English language learning;

thereby, many teachers use CIC to enhance students' learning space and chance when they are teaching. This study was focusing on indentifying the students-teacher talk/ teacher-students talk features to develop students' interactional competence using Walsh (2006) SETT Evaluation in the Chinese English classes. As the researcher, I believed that the students and the teacher who participated in this study still need to understand how to use certain features of CIC in a classroom further and that teacher should focus more on their students' communication rather than focusing on mistakes. As teacher-centered teaching is widely used in China, this is the reason why the classroom is dominated by the teacher, and the students are just there to answer what they were asked to answer or do. Thus, in order to help students' interactional competence, especially in English, teachers should be aware of how they teach by evaluating how many turns they make in teaching and slowly shifting their way of teaching to a more student-centered type of pedagogy in order to make teaching and learning English effectively.

Similarly, teachers need to understand; rearrange, and redesign activities to make more space for students to participate actively. In this manner, students might be able to engage more in discussion and motivate them to interact during classes. Due to the test system, perhaps this is one of the limitations of time for Senior 1 students to do many activities in their English classes. Therefore, the teachers need to develop their ability to teach strategies to enhance students' interaction during English classes and not just focus on the drill system. Hopefully, this research will help teachers and students to be aware of why communication is always the weakness in the Chinese system. In this manner, the features found will be used further to help teachers and students be more engaged in real classroom interaction.

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