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ANALYSING TEACHER TALK THROUGH FIAC FOR REFLECTIVE PRACTICE IN VOCATIONAL CLASSROOM

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ABSTRACT

This research addressed to the teachers' practice reflection of speaking classroom interaction. This qualitative reflective case study aims to analyse the patterns of teacher talk, specifically indirect versus direct influence most frequently employed in a specific vocational classroom setting and to investigate how Flanders Interaction Analysis Categories (FIAC) observation data influences the teacher's understanding of classroom interaction. The study focuses on a vocational practical skills English teacher and utilizes quantified FIAC observation data, comprehensive field notes, and the teacher's reflective journals as primary data sources. The findings indicate that direct teacher talk, particularly lecturing (Category 5), predominates classroom interaction, reflecting the necessity for teacher instructional control in the vocational class environment. Based on the systematic process reflection on FIAC data generated critical awareness of the teacher talk regarding their Indirect-Direct (I/D) Ratio. This data result transforming their subjective classroom experience into an empirical evidence-based that lead to measurable understanding. As a direct outcome of this reflection, the significant pedagogical changes emerged, to act the conscious adoption strategies such as reduce lecturing (category 5), increase the praising or encouragement (category 2), implement longer "wait-time"to have deeper thinking and the use of higher-order questioning. These changes served as strategic levers to promote student-initiated talk (Category 9) and enhance the teacher's use of student ideas (Category 3). In conclusion, analysing teacher talk through FIAC serves not only as a diagnostic tool but also as a powerful catalyst for transforming teaching practice to be more communicative and student-centered one in speaking practicum within the specific context of vocational classroom education.

Keywords: Teacher Talk, FIAC, Reflective Practice, Qualitative Case Study, Vocational Classroom.

INTRODUCTION

Referring to one of the goals learning target that must be learnt by vocational students, English is included the basic major one. Speaking English as one of language components consider as someone's successful measurement in learning English. Because speaking is the right order to convey meaning in the form of ideas, thoughts, feeling vs, opinions, and sympathy. Therefore, speaking greatly influences students' ability to speak English (Yassi et al., 2023; Rahman & Weda, 2018; Sahib et al., 2021). In short, it determines communicative competence for EFL students**.** Communicative competence can be defined as an individual ability to use language effectively in actual communication (Goh & Burns, 2012). This encourages speaking is one of communicative competence that should be trained especially for EFL students.

English speaking class is where the EFL students and teacher interact to each other by using the target language can be created with supporting environment. The atmosphere of classroom interaction by speaking English can support the students to express their speaking ability. Teaching speaking in vocational education underlines student- centered as the effective strategy to reach the learning outcomes. According to McCombs and Whisler (in Reigeluth, 2017) student-centered education is defined as a view that combines its focus on individual learners (descendants, experiences, views, backgrounds, talents, interests, capacities and needs) and on learning (the best available learning knowledge and how it is done) and about the most effective teaching practices to increase motivation, learning, and achievement at the highest level. According to Sahriatih (2013), in a language classroom, both teachers and students should actively participate.

Teacher instruction is crucial for effective classroom learning. It gives direction, guidelines, and clarity for the students to ensuring what their learning. The effective teaching practices represents by the teacher talk. Teacher instruction provides the foundation and scaffolding necessary for students to acquire knowledge and skills. The result of previous study by Winanta et al. (2020) showed that the teacher mostly dominated the classroom dynamics. However, spending less time explaining and guiding can limit students' participation and hinder their language development. Language Acquisition Studies (EFL/ESL) provides the strongest empirical evidence. Since the primary goal is communication practice, a teacher speaking too much directly takes away the learners' opportunity to practice the target language. However, maintaining a balance between Teacher Talk Time (TTT) and Student Talk Time (STT) is key to maximizing communication practice and engagement in a classroom interaction. It highlights whether teacher or student talk dominates class and impacts students' language acquisition. Malik et al. (2023) emphasize that teacher-centred classes are less productive than student-centred ones. Therefore, teachers should minimize TTT and increase STT, giving students opportunities to practice the target language, which can improve their understanding of the subject.

How to balance the TTT and STT so that the effective classroom interaction could be reached? Effective classrooms demonstrate a balance between teacher explanation, questioning, and student responses, rather than one-sided lectures. It needs a certain tool of measurement for both of them TTT and STT. The Flanders Interaction Analysis Category System (FIAC) is a systematic observation tool designed by Ned Flanders to provide numerical, quantifiable data about the verbal interaction patterns in a classroom, primarily focusing on the teacher's influence and the student's participation. Flanders Interaction Analysis Category System (FIAC) as a tool to provide numerical data that can serve as reflective evidence for teachers to observe, analyse, and improve classroom communication. The emphasis in teachers' discourse lies in the amount of time they spend speaking during a lesson.

Strengthening the pedagogical benefit of FIAC observation results enable teachers to see what cannot be seen naturally. It boosts to find what the FIAC result to enhance the effective classroom interaction. To maximize its pedagogical value, teachers should move beyond descriptive results and use them as a diagnostic and developmental tool which FIAC Data Results can uncover hidden patterns in classroom interactions. FIAC, therefore, functions as a high-powered mirror, showing teachers the subconscious patterns of verbal communication that fundamentally shape the learning environment but which are impossible to "see naturally."

The nature of Vocational English classes cultivates practical and professional communication skill directly relevant to a specific industry. The urgency of students speaking skill in practice is crucial for their speaking competence to be implemented. Students talk in English classroom interaction takes a big role to compare with teachers' talk. Students talk is critical because it allows learners to: Practice communication skills which students need opportunities to speak, negotiate meaning, and express ideas. To develop confidence that Frequent speaking builds fluency and reduces anxiety. To Engage actively to have students' participation fosters deeper understanding and retention. To collaborate and problem-solve for peer interaction strengthens critical thinking and teamwork. However, teachers' talk serves as an essential input for students, particularly in an EFL classroom. The impact of teachers' talk on the teaching and learning process outcomes has been recognized (Yanfen & Yuqin, 2010). Consequently, teachers' talk significantly influences students' comprehension and language acquisition, benefiting them in both their native and foreign language learning experiences. In fact, the excessive teacher talk can automatically reduce Student Talk Time (STT) and also limit opportunities for communication practice. Based on those Post Teaching Reflection is indeed relevant because students need to practice professional communication skills, not just receive information. Based on the impact of teachers' talk in classroom interaction, making Post-Teaching Reflection essential for practice-oriented skill development

The researches that based on FIAC are widely used for observation and diagnosis. The previous study by Pratiwi et al (2023) showed the analysis suggests that within the context of classroom interaction, teacher talk is more prevalent than student talk. Since the percentage of teacher talk tends to be more dominant and students may not initiate discussions without prompting, the

researchers propose that in classroom interactions, the teacher may act as a facilitator by maintaining control and organizing the classroom. Other researcher is Nursehag at al (2004) teachers should enhance classroom interaction to create a more dynamic and engaging learning environment, avoiding monotony. The findings of this research revealed a clear distribution of the time spent on different types of communication within the classroom. Specifically, the teacher talk accounted for 74.4% of the total interaction time, while the student talk comprised 10.2%. The remaining 15.4% of the time was characterized by periods of silence. Most studies use FIAC for observation or training but not for post-teaching reflection on teacher behaviour change and instructional improvement. This study addresses how FIAC data can trigger reflective awareness and guide improvement in teacher talk patterns. While, the focus on its role in Post-Teaching Reflection (PTR) to guide specific, measurable changes in teacher talk addresses a critical gap—the link between objective data and sustained pedagogical improvement. The Research Objectives are to identify the dominant teacher talk categories in English speaking practicum based on FIAC data. To reflect on how these categories influence classroom interaction and student engagement. To evaluate how post-teaching reflection guided by FIAC data contributes to changes in teaching strategies, the research questions:

a. What types of teacher talk (indirect vs. direct) are most frequently used during the speaking practicum?
b. How does reflection on FIAC observation data influence the teacher's understanding of classroom interaction?
c. What pedagogical changes or strategies emerge as a result of this reflection?

THEORETICAL FRAMEWORK

Reflective Teaching

Reflective practice involves the teacher development of professional skill and reflective educators. Reflective practice plays a crucial role in this process, encouraging pre-service teachers to critically examine their own teaching experiences and promote their professional development (Hatton & Smith, Citation1995). Through the process of reflection in FIAC, teachers would be able to find solutions to their problems and improve learning instruction in their classrooms. The teachers. enables them with self-reflection of their own teaching practices in order to improve their teaching performance gradually. Eventually, the confidence in teaching would make an impact to personal growth of teachers (Pike, 2000). The teachers' academics relationships would establish intimate discussions as this action research would "provide English teachers with research perspectives as well as the methodological tools needed to transform practice and to set their own agenda for change" (Pike, 2002: 34). Donald Schön (1980s) stated that Reflection-in-Action Thinking on your feet; making quick, real-time adjustments while teaching. For example, noticing students look confused and immediately

rephrasing an explanation. Reflection-on-Action Thinking back after the event; analysing a past lesson, activity, or incident to understand what happened, why it happened, and how it could be improved next time. Further, Schön's (1983) reflection-in-action involves thought processing simultaneously with a group event taking place, and reflection-on-action refers to a debriefing process after an event.

Reflection is enhanced when guided by data rather than perception. Effective reflection uses both perception and data in a continuous cycle, ensuring growth is targeted and sustainable: Experience: Teaching the lesson (Guided by Perception/Intuition). Observation: Collecting evidence (Gathering Data). Observations in science are typically categorized as either qualitative or quantitative : Qualitative observations describe characteristics that are not expressed numerically, such as colour, texture, or behaviour. Quantitative observations involve numerical measurements, obtained through counting or using instruments to assign values to observed phenomena. The term *observation* may refer both to the process of observing and to the information recorded as a result of that process. Analysis: Critically examining the gap between the *intended* outcome (perception) and the *actual* outcome (data). Action Plan: Modifying practice based on the objective evidence.

Data-informed reflection promotes awareness, accountability, and continuous improvement. Victoria L. Bernhardt (2025) Continuous School Improvement (CSI) work directly links data analysis to continuous organizational improvement in schools. The Three Pillars in Her Work are: Awareness: The use of multiple data sources ensures that educators gain a holistic awareness of the problem, looking beyond test scores to see the whole picture (e.g., student attendance patterns, teacher survey responses). Accountability: collaboratively analyse data, creating shared ownership and accountability for the *diagnosis* and the *action plan*. Continuous Improvement: the idea of a systematic, ongoing cycle where teams continually measure the impact of interventions on student learning, ensuring improvement is sustained and evidence-based.

Flanders Interaction Analysis Categories (FIAC)

Flander's system of interaction is known as the most popular technique used for the analysis of the teacher behaviour and interaction going on in the classroom at a particular teaching-learning situation (Chakma,D.2023). Flanders in the 1960s, FIAC helps educators engage in data-driven reflection by providing empirical evidence of classroom communication dynamics. There are 10 categories of FIAC.

The system classifies all observed verbal behaviour (occurring approximately every three seconds) into ten mutually exclusive categories, which are grouped into three main sections: Teacher Talk (Categories 1-7), Student Talk (Categories 8-9), and Silence/Confusion (Category 10).

I. Teacher Talk (Categories 1-7)

Teacher talk is divided into Indirect (categories 1-4) and Direct (categories 5-7) influence.

Category	Description	Type of Influence
1. Accepts Feeling	The teacher accepts, clarifies, or deals with the feelings of students in a non-threatening way (e.g., "I know this is frustrating, but...").	Indirect
2. Praises or Encourage	Praising or encouraging student action or behaviour (e.g., "That's a good idea," "Keep going").	Indirect
3. Accepts or Uses Student Ideas	Clarifying, building upon, or developing a student's idea or suggestion (e.g., "So, building on Sarah's point...").	Indirect
4. Asks Questions	Asking questions about content or procedure, expecting an answer from the students.	Indirect
5. Lecturing	Giving facts, opinions, ideas, curriculum content, or procedures; expressing one's own ideas.	Direct
6. Giving Directions	Giving directions, commands, or orders with which a student is expected to comply.	Direct
7.Criticizing or Justifying Authority	Making statements intended to change student behaviour from non-acceptable to acceptable; citing authority; being defensive.	Direct

II. Student Talk (Categories 8-9)

Category	Description
8. Student Talk—Response	Talk by students in direct response to a teacher's specific question or direction.
9. Student Talk—Initiation	Talk by students that they initiate, not in direct response to the teacher (e.g., asking a novel question, volunteering an idea, expressing an opinion).

III. Silence/Confusion (Category 10)

Category	Description
10. Silence or Confusion	Pauses, short periods of silence, or periods of confusion, noise, or group work that cannot be understood or categorized.

The system quantifies classroom communication and identifies which types of talk dominate.

Teacher Cognition and Awareness

Nature of Teachers talk ratio.

The Nature of Teacher Talk Ratio (TTR) refers to the proportion of classroom time during which the teacher is speaking, compared to the time students are speaking or there is silence/confusion**.** The TTR is calculated as the sum of all teacher talk categories divided by the total number of tallies (representing total class time). In the context of FIAC, TTR includes categories 1 through 7: Indirect Teacher Talk (Categories 1-4) and Direct Teacher Talk (Categories 5-7). In short, the Nature of the Teacher Talk Ratio is not just about *how much* the teacher talks, but *how* the teacher talks—specifically, the balance between using Indirect Talk to build a democratic, interactive classroom and using Direct Talk to deliver content and manage instruction.

Pedagogical Impact of Reflection based on objective FIAC data.

The pedagogical impact of reflection based on objective Flanders Interaction Analysis Categories (FIAC) data is profound because it shifts professional growth from vague intention to measurable, targeted behavioural change (Chakma, 2023). FIAC data provides the objective evidence needed to enhance awareness, accountability, and continuous improvement in teaching methodology, directly affecting the classroom climate and student outcomes.

Enhanced Teacher Awareness and Insight

- Awareness of Indirect vs. Direct Influence: The Indirect/Direct (I/D) Ratio forces teachers to become aware of the frequency and nature of their communication. If a teacher *believes* they encourage participation, but the FIAC data shows a low I/D ratio (dominated by Lecturing and Giving Directions), this objective fact creates powerful cognitive dissonance, leading to genuine pedagogical insight.
- Awareness of Questioning Technique (Category 4): FIAC tallies the use of questions, prompting reflection on quantity. Analysing the matrix (the flow of interaction) helps assess the quality—for example, a high frequency of patterns like 4-8 (Question and Student Response) followed immediately by 5 (Lecturing) indicates the teacher isn't using student ideas (Category 3), revealing a missed opportunity for higher-order discussion.

- Awareness of Wait Time (Category 10): The tallies in the Silence/Confusion category (10) can reveal insufficient wait time. If Category 10 frequently follows Category 4 (Asking Questions) for only one or two coding intervals (3-6 seconds), the teacher realizes they are rushing, preventing students from processing complex questions.

2. Shift Toward Student-Centered Pedagogy

The data often reveals that teachers dominate classroom talk. Reflection on FIAC data is a powerful catalyst for adopting more student-centered methods.

- Increased Use of Student Ideas (Category 3): When teachers see how rarely they use Category 3, they consciously practice paraphrasing, clarifying, and building upon student contributions. This validates student voices, improves their critical thinking, and shifts instructional control toward the learners.
- Encouraging Student Initiation (Category 9): A low tally in Category 9 (Student Talk—Initiation) prompts teachers to reflect on their own directness (Categories 5, 6, 7). Reducing direct talk and increasing indirect talk (Categories 1-3) creates a safer, more democratic climate where students feel empowered to ask novel questions and introduce their own ideas without prompting.
- Reducing Direct Control: High tallies in Lecturing (5) and Giving Directions (6) indicate excessive control. Reflection based on this data leads to pedagogical changes like flipping instruction, using small-group cooperative learning, or delivering directions in written form to open up class time for interactive discussion.

3. Promoting Continuous, Targeted Improvement

FIAC provides the measurable baseline and subsequent data points required for the cycle of continuous improvement.

- Targeted Action Planning: Instead of setting vague goals (e.g., "I'll be more engaging"), reflection leads to specific, measurable goals (e.g., "I will increase my use of Category 3 from 5 tallies per lesson to 10 tallies per lesson"). This aligns with the "Action Plan" stage of the reflective cycle.
- Measuring Behavioural Change: The teacher can re-code subsequent lessons to objectively measure if the intended change in behaviour (the action plan) was successfully implemented. If the I/D ratio has improved, the teacher has verifiable evidence of pedagogical growth.
- Linking Process to Outcome: By correlating changes in FIAC metrics (a process measure) with changes in student performance data (an outcome measure, e.g., higher quality of student answers, better test scores), teachers can establish a strong, evidence-based link between their verbal behaviour and student learning.

In essence, FIAC takes the subjective judgment out of reflection and replaces it with objective, measurable data, ensuring that pedagogical change is meaningful, sustained, and accountable.

METHODOLOGY

Research Design and Procedure

A Qualitative Reflective Case Study is a research methodology that combines the in-depth exploration of a specific, bounded situation (the case study) with the critical self-examination of the researcher or practitioner (the reflective component) (Viera, 2024). The research design used the Qualitative reflective case study, supported by quantitative FIAC observation data.

Coded Flanders Interactive Analysis System.

Classification		Code	Content
Teacher language	Indirect Impact	1	Acceptance of emotions
		2	Encouragement or praise
		3	Accepting or using students' perspectives
		4	Asking a question
	Direct Impact	5	Lecture
		6	Giving guidance or instructions
		7	Criticizing or asserting authority
Student language		8	Students speaking passively
		9	Student-initiated speech
Silence or confusion		10	Invalid language

Adapted from Guo, X., Yang, W., Guo, Yiming.

https://pmc.ncbi.nlm.nih.gov/articles/PMC12024125/

This approach uses quantitative data (FIAC) to add objectivity and generalizability to the qualitative findings (the teacher's reflection), and uses qualitative data to add depth and meaning to the quantitative metrics. Qualitative case study provides rich context, examines beliefs, and captures the teacher's internal thought processes (the *Why* and *How*) which are

Student Work Samples, Video/Audio Recordings, and Student Feedback. The contribution is Deep Awareness**:** Reveals the teacher's subjective experience and underlying pedagogical philosophy. While Quantitative FIAC data provides objective, measurable proof of verbal behaviour (the *What* and *How Much*) which are Student Achievement Data and Behaviour and Engagement Metrics. This contributes to Accountability & Validation that Confirms or challenges the teacher's perception with verifiable evidence. The implementation focused on one lecturer's classroom behaviour during English speaking practicum class in a vocational college. The setting context is Speaking for Daily Activities course. The participants are One observer, One lecturer, and Students of the speaking class. Data Collection Instruments include FIAC Observation Sheets: Used to code teacher and student talk in 3-second intervals. The interactions are recorded every 3 seconds and then analysed to provide insights into the classroom dynamics. Some insights include the proportion of time spent on teacher vs. student talk, the ratio of indirect vs. direct teaching methods used, and the level of positive vs. negative reinforcement. Reflective Journals: Written after each session to record insights, realizations, and planned adjustments. The Procedure are Conducted 4 observed speaking sessions, Code verbal interaction using FIAC (10 categories). Summarize frequencies: to count percentage of TT, ST, and Silence. Review data after each session: write reflection notes and redesign next session's approach. Compare patterns and reflections across sessions. Data Analysis are Quantitative: Descriptive statistics (percentages of each FIAC category). Qualitative: Thematic analysis of reflection notes covers areas like awareness, adjustment, change in questioning, or student response (Meeting 1-4). It will be obtained into the FIAC code matrix analysis system.

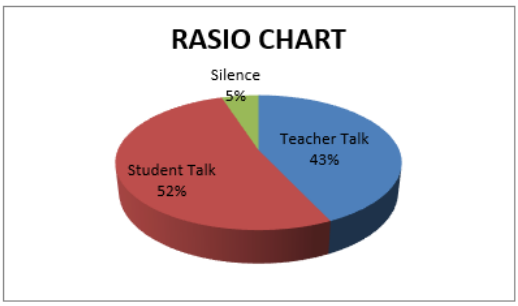
FINDINGS AND DISCUSSION

Reflection

Quantitative Findings

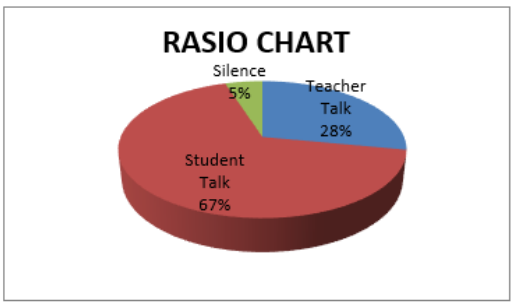
Observation1

Implementation 1 was carried out on September 1, 2025 in the *Speaking for Daily Activities* class of the English Study Program, Department of Communication and Tourism Languages, State Polytechnic of Jember. There were 51 students enrolled in the first semester of this academic year who became participants in the implementation process. At this stage, the researcher acted as an observer of the practicum activities using a 10×10 Flanders interaction matrix form. The observation was conducted for 15 minutes with a 3-second interval in accordance with the guidelines in the book. The following data were obtained from the observation:



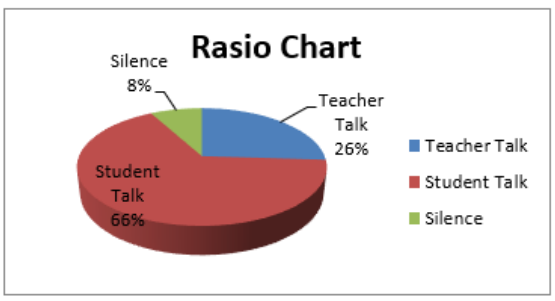
Observation2

In the second observation conducted on September 8, 2025, there was a change in the ratio of Teacher Talk (TT) and Student Talk (ST), while silence remained relatively the same because students needed time to discuss with their peers when preparing group tasks such as conversations. The results of the 10×10 matrix tally showed 82 counts for teacher talk (TT), 201 for student talk (ST), and 17 for silence. Based on these data, the TT ratio became 28%, ST 67%, and silence 5%. The following is the percentage chart of the second observation ratio:



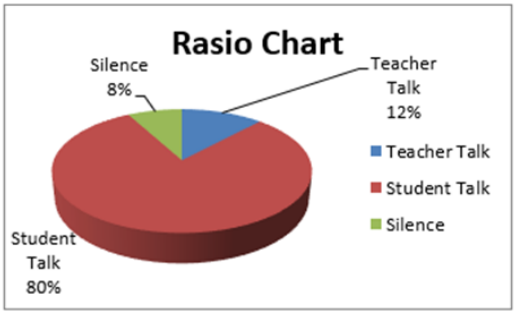
Observation3

The third observation was carried out on Monday, September 15, 2025. In this practicum session, classroom interaction tended to become more stable with proportional percentages not much different from the second observation. The lecturer provided more varied activities, such as using Flip Charts and Bingo games. This made students enjoy the practicum more and speak more actively. From the 15-minute observation period, the total tally count was 300. The TT ratio in the third observation was 26%, ST 66%, and silence remained around 8%. This silence ratio refers to the time students used to prepare for their performance, not a sign of confusion. At this stage, the lecturer had begun to identify an interaction pattern in the classroom that was more student-centered. The varied teaching features created a more dynamic classroom atmosphere. The following is the pie chart for the third observation:



Observation4

After conducting discussions and reflections from Observations 1, 2, and 3, in this final observation the lecturer provided very engaging practice materials. In accordance with the topic *Describing People's Characteristics*, students were provided with professional and traditional costumes from various regions. The tally data showed students' enthusiasm in expressing their ideas. Almost 80 percent of the time was used by students to speak in class. The lecturer tended to act as a facilitator who managed the flow of activities and provided praise and feedback. The data showed that 12 percent of the interaction was carried out by the lecturer, while preparation time remained at 8 percent. The ratio of Teacher Talk, Student Talk, and silence is illustrated in the following chart:



FIAC Observation Summary Data

- Teacher Talk Ratio (TTR): 670%
- Student Talk Ratio (STR): 28%
- Silence Ratio: 5%
- Indirect/Direct Influence Ratio: 2 : 1

Observation: Clear reduction in Direct TT (Categories 5–7) and increase in Indirect TT (1–4).

Qualitative Findings

Strengths:

- The teacher frequently used questions to encourage students to talk.
- Praise and encouragement were given consistently.
- Student participation increased compared to the previous session.

Reflective Analysis

Awareness of Dominant Behaviour

The reflective analysis conducted based on FIAC data to evaluate teacher-student interaction balance. The lecturer examines the FIAC results to identify patterns and make improvements.

- The teacher still dominated the talk with more than 60%.
- Student initiation – category 9 – remained low.

- Some students were passive and only gave short answers.

Interaction Pattern Analysis (10×10 Matrix)

- Dominant transitions: (4→8) Teacher questions followed by student responses.
- Steady state patterns: (5→5) Teacher lecturing continued without much interruption.
- Student participation: 35% student talk, but initiation remained low.

Based on the analysis of FIAC Data (Categories 1-7) of teacher talk, describing the areas that need improvement are Praise and encouragement (category 2) which is indirect TT and Lecturing (category 5) which is Direct TT.

Reducing Control and Building Facilitation

Reflection-on-action: Describing what needs to be replaced in his/her instruction to enhance student talking time and involve more students in discussion.

- Reduce long lecturing, provide more open-ended questions.
- Design group activities to encourage more student initiation.
- Use games or role-play activities to raise STR above 40%.
- Maintain the practice of praise and encouragement, as it boosted student confidence.

Positive Reinforcement as Motivation

The teacher made improvement in the speaking tasks by giving varied teaching features created a more dynamic classroom atmosphere. This is result naturally encourage peer interaction among students. It showed at the third observation that the lecturer had begun to identify an interaction pattern in the classroom that was more student-centered and encourage students to involve more actively.

Instructional Improvement

The tally data showed students' enthusiasm in expressing their ideas in the fourth observation. Almost 80 percent of the time was used by students to speak in class. The lecturer tended to act as a facilitator who managed the flow of activities and provided praise and feedback.

CONCLUSION

The findings drawn from the investigation into teacher talk, FIAC (Flanders Interaction Analysis Categories) data reflection, and pedagogical adjustments showed a powerful, and link to self-assessment and teaching practice. The dominance of Direct Talk data indicates that direct teacher talk lecturing (category 5) is most frequently used during the speaking practicum. While the essential for certain instructional is needed to give wide space for students

demonstrate their speaking skill and a possible balance in the development of students' communicative autonomy. The Reflection on the FIAC observation data significantly enhances the teacher's understanding of classroom interaction. Specifically, the awareness quantifiable nature of FIAC data that provide the objective clarity to experience of teaching. The teacher moves from a sense to awareness of the proportion of direct vs. indirect talk (e.g., realizing indirect talk like praising/encouraging less then lecturing time). The awareness to stimulate students' quality response in asking question (category 9). As a direct result of this data reflection, significant pedagogical changes and strategies emerge, shifting the teacher toward more student-centered methods. These changes typically include increased the use of Indirect Talk by consciously introducing more praise or encouragement and deliberately using student ideas (category 3, e.g., paraphrasing student responses and building on them). Implementing longer wait-times after asking questions to promote deeper thinking and reduce the teacher's tendency to answer their own questions. Those reflective strategies are powerful for a teacher to consciously shift their classroom interaction to be more student-centered, reflective of the goals of a speaking practicum.

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