

Lecturing as Pedagogical Communication Practice in the Film Wild Child: A Flanders Interaction Analysis Categories

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Abstract

Communication in the classroom is a fundamental aspect of the learning process. One of the dominant forms of communication used by teachers is teacher talk. Teacher talk is the language a teacher uses to interact with students. To better understand teacher talk, the study aims to examine the function of lecturing as a pedagogical communication practice in learning, as represented in the film Wild Child. Film was chosen as the data source for this study because it provides context for interactions between teachers and students, not only inside the classroom but also outside it. This study uses a descriptive qualitative method, with data sources consisting of teacher talk containing lecturing practices in the film. Data were collected through observation and dialogue recording, and then analyzed with a focus on the pedagogical function of lecturing across various interaction contexts. The results of the analysis show that lecturing consistently appears in various pedagogical contexts, such as explaining values and authority, introducing institutional rules, explaining procedures and norms, clarifying situations and teacher interpretation, conveying facts and opinions, and introducing learning activities. These findings indicate that lecturing does not merely serve as a means of conveying information. Lecturing also plays a role in asserting teachers' pedagogical authority, guiding students' interpretations of situations and applicable norms, and framing students' understanding of acceptable behavior and learning expectations. Thus, the dominance of lecturing in the pedagogical interactions depicted in the film not only reflects a teacher-centered learning orientation but also demonstrates lecturing's role as a pedagogical communication practice that shapes the meaning, values, and structure of classroom interactions. This study emphasizes the importance of understanding lecturing contextually as a complex and meaningful pedagogical communication practice.

Keywords: FIAC; Lecturing; Pedagogic Interaction; Teacher Talk.

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1. INTRODUCTION

Verbal interaction between teachers and students is a fundamental aspect of the formal learning process. Teacher talk plays an important role in shaping classroom dynamics, directing the focus of learning, and conveying information and pedagogical values to students (Döring et al., 2024; Eriz et al., 2025; Rohmawati et al., 2025; Thompson et al., 2025). Teacher talk is not merely the delivery of material, but also a communication strategy that influences student engagement, understanding, and motivation in the learning context (Goestina & Sugirin, 2024).

In classroom interaction studies, teacher talk is understood as all forms of speech produced by teachers during the learning process, whether informative, instructional, or evaluative (Zou et al., 2024). Teacher talk is not limited to the classroom; it can also occur in hallways, on school grounds, on field trips, in extracurricular activities, and on digital platforms, given the variety of settings outside the classroom. Recent studies show that classes dominated by teacher talk tend to produce one-way interactions, where students more often act as recipients of information rather than active participants in the construction of knowledge (Nafisah & Setianingsih, 2024; Selamat & Melji, 2022). Therefore, analysis of teacher talk is important for understanding how pedagogical practices are realized through language.

One of the most common forms of teacher talk found in learning contexts is lecturing. Lecturing refers to teacher speech that serves to convey information, explain concepts, procedures, or values based on the teacher's own perspective, without involving student contributions as a basis for interaction (Abd Elgadir et al., 2023; Karki, 2021). Although often associated with traditional learning approaches, lecturing is still a dominant practice in various educational contexts, including language learning and secondary education (Asif et al., 2025; Tronchoni et al., 2022). The continued practice of lecturing shows that this form of speech has certain pedagogical functions that have not been fully replaced by dialogic approaches.

Contemporary research on lecturing shows mixed results. On the one hand, lecturing is often criticized for limiting student participation and reinforcing teacher-centered learning patterns. A recent meta-analysis shows that the dominance of monological teacher talk is not strongly correlated with improved student learning outcomes compared to more interactive approaches (Tao & Chen, 2024). However, on the other hand, several studies confirm that lecturing still has an important role in certain contexts, such as delivering initial information, clarifying procedures, and instilling institutional values (Abd Elgadir et al., 2023; Loughlin & Lindberg-Sand, 2023). This shows that lecturing cannot be understood solely as a negative practice, but rather as part of a spectrum of pedagogical communication strategies.

To systematically analyze teacher talk, one of the most widely used frameworks is the Flanders Interaction Analysis Categories (FIAC). FIAC classifies verbal interactions in the classroom into ten main categories, including teacher talk, student talk, and silence or confusion. In this framework, lecturing falls under the category of teacher initiation and represents a form of direct teacher influence on classroom interaction (Flanders, 1970). Research over the past five years shows that FIAC is not only used to map the frequency of interactions but also to analyze pedagogical tendencies and learning orientations.

Beyond the real classroom context, the study of pedagogical interaction can also be conducted through representational media such as films. Films that address educational themes often depict learning practices, teacher-student relationships, and institutional values that apply in school settings. Analyzing films as a data source allows researchers to examine pedagogical discourse in depth through structured, contextualized dialogues (Giroux, 2020). In this context, films are not seen as a direct reflection of the teaching and learning process in reality, but rather as representations of educational discourse that reflect social and cultural views of teaching practices.

The film *Wild Child* depicts various forms of interaction between teachers and students in a boarding school setting, where teachers' speech often serves to regulate behavior, convey values, and guide students as they adapt to institutional norms. One of the teacher characters, Mrs. Kingsley, consistently uses informative and explanatory speech to assert the school's authority and values. This representation makes *Wild Child* a relevant data source for analyzing lecturing practices as a form of teacher talk in a simulated pedagogical context.

Although there have been many studies discussing teacher talk and classroom interactions, studies that specifically focus their analysis on the category of lecturing within the FIAC framework, especially using film as a data source, remain relatively limited. Most FIAC studies tend to emphasize mapping all categories of interaction or quantitatively comparing teacher and student discourse, as in the study by Sainyakit and Santoso (2024). This study also identifies the dominant category in the learning process using FIACS (Flanders' Interaction Analysis Category System). The subjects of this study are 1 English lecturer and 20 students. The result shows that teacher talk dominates interaction in the learning activity for about 72.25% of total interactions, while 27.55% of teacher talk consisted of lecturing. Rizkiyah and Salamah (2023) also analyzed the characteristics of teacher-student talk during classroom practice. This study employs a qualitative method. The researchers also use interviews, observation, and data recording to collect data. The result shows that teacher talk dominates class interaction, accounting for 77%, while students' talk accounts for 13% of the total interaction. Therefore, research is needed to explore in depth how lecturing is realized through teacher discourse and what pedagogical functions this discourse serves in shaping interactions. This finding is supported by Novianti et al. (2023), who aim to identify the types and dominance of interactions between teachers and students using FIACS, employing a qualitative-descriptive approach. This study involves one English teacher and 17 students as participants. The result shows that teacher-talk accounts for 58.70%, student-talk for 30.34%, and silence for 10.94% of the 10 total categories FIACS found in the class interaction. Another study conducted by Syting et al. (2023) identified the most and least verbal interactions during the learning process in the College of Teacher Education. Using a qualitative-descriptive approach, this study involved eight teachers as participants, three of whom were directly observed in the classroom and five of whom were interviewed in depth. Data was analyzed using FIACS. The results showed that all 10 FIACS categories were present in the class interaction. The dominant category is pupil talk-response, while silence and confusion are the submissive categories. Syting et al. (2023) further explain that teachers use lectures as their primary strategy for conveying information in a structured manner because they are considered easy to implement and efficient for large classes, although they tend to create one-way communication that limits student participation.

Although these three studies indicate that lecturing dominates verbal interactions in the classroom, Abd Elgadir et al. (2023) provide an in-depth examination of the characteristics and functions of lecturing. This study aims to describe and analyze the lecture method, covering its implementation steps, strengths, weaknesses, and educational aspects in the context of teaching Arabic to non-native speakers. This study employs a descriptive-analytical approach by examining relevant educational literature as its primary data. The result indicates that the lecture method is the most widely used method across all levels of education due to its practicality, efficiency, and minimal technical preparation requirements. Lectures serve as a one-way delivery of information from the teacher to the students, in which the teacher is the sole speaker while students are passive listeners.

Previous studies on FIACS have consistently applied this analytical framework to real-world classroom contexts, both quantitatively and qualitatively, with teachers and students as subjects of direct observation. Meanwhile, studies on the function of lectures remain limited to formal educational settings and have never been explored within the context of film representation. Yet, as a medium for representing social reality, film frequently depicts pedagogical communication practices that mirror teacher-student interaction patterns. The gap forms the basis of this study's novelty, which applies FIACS to analyze the function of lecturing in teacher-talk-to-film as the object of study. Thus, this research contributes theoretically by expanding the scope of FIACS's application beyond the formal education context and by providing insight into how lecturing, as a form of communication, is represented and constructed in cinematic works.

2. RESEARCH METHOD

This study employs a descriptive qualitative method. Descriptive qualitative methods in discourse or communication analysis are interpretive approaches aimed at understanding the deeper meanings of social or human phenomena in their natural context (Creswell & Poth, 2017). This approach is used to describe and understand teacher talk that happened in the film *Wild Child* (2008). The data source for this study is dialogue from the film

Wild Child (2008), specifically speech representing pedagogical interactions between teachers and students.

Data were collected through documentation techniques, by repeatedly watching the film and transcribing dialogues relevant to the research focus. Teacher talk was then selected based on pedagogical criteria, namely, talk that appeared in the context of learning or institutional school interactions.

Data analysis was conducted using Flanders Interaction Analysis Categories (FIAC) as the analytical framework. Of the ten FIAC categories, this study specifically focused its analysis on the category of lecturing, which is defined as teacher talk that serves to convey information, explain procedures, express opinions, or instill values based on the teacher's perspective without involving student contributions (Flanders, 1970).

Each identified teacher utterance was then coded as a lecture and qualitatively analyzed to identify its linguistic form and pedagogical function in directing teacher-student interaction. To maintain consistency in the analysis, the coding process was carried out systematically with reference to the operational definition of the lecturing category in FIAC. The results of the analysis are presented as narrative descriptions, accompanied by quotations from the dialogue as supporting data. This approach allows researchers to describe in detail how lecturing is realized through teacher utterances and their role in shaping pedagogical interaction patterns as represented in the film.

3. FINDINGS AND DISCUSSION

Within the framework of the Flanders Interaction Analysis Categories (FIAC), lecturing is defined as teacher speech that conveys information, facts, opinions, values, or explanations based on the teacher's own point of view, without involving students' ideas as a basis for interaction (Flanders, 1970). Speech in this category is teacher-initiated, as the teacher has complete control over the flow of communication and the direction of learning.

3.1. Lecturing as an Explanation of Values and Authority

In the dialogue between Mrs. Kingsley and Poppy, lecturing is evident in the following statements:

Table 1. Dialogue between Mrs. Kingsley and Poppy after her arrival at Abbey Mount

No	Time Stamp	Dialogue
1	07:07	POPPY: "Look, I understand you're just ..."
	07:08	MRS. KINGSLEY: "uh-uh, uh-uh."
		"Lesson number one, Poppy. To me, negotiation is like a nightclub. Not something I tend to enter into."

The utterance was categorized as lecturing because Mrs. Kingsley conveyed her personal attitudes and principles regarding negotiation without opening up space for dialogue or considering the students' perspectives. As shown in Table 1, Poppy's previous interruption ("uh-uh, uh-uh") further emphasizes the teacher's position as the primary source of meaning and authority in the interaction. In this context, lecturing serves to convey values while limiting students' room for negotiation.

The use of a hypothetical situation (negotiation is like a nightclub) illustrates an abstract concept in concrete terms. Recent research shows that analogies and hypothetical illustrations are often used in lecturing to simplify complex concepts or values, even though communication remains one-way (Nalini et al., 2025; Shana & El-Shareef, 2022). Thus, lecturing in this context not only conveys information but also instills institutional values and reinforces the teacher-student power relationship.

Functionally, lecturing on data is used not only to convey material or facts but also to build and maintain the teacher's authority. This can be seen in the way teachers interrupt students' speech, explain situations from their own point of view, and set limits on acceptable interaction. This finding is in line with recent research showing that lecturing is often used as a means of legitimizing pedagogical authority, especially in educational institutions that emphasize discipline and hierarchy (Shufang, 2025).

3.2. Lecturing as the Delivery of Information

Lecturing appears in the form of delivering facts, as in Mrs. Kingsley's speech to Poppy:

Table 2. Monologue by Mrs. Kingsley to show Poppy information regarding her big sister at Abbey Mount

No	Time Stamp	Monologue
2	07:42	MRS. KINGSLEY: "Poppy, this is Kate. She'll be your big sister at Abbey Mount."

The statement "Poppy, this is Kate. She'll be your big sister at Abbey Mount," delivered by Mrs. Kingsley, exemplifies lecturing as the direct delivery of information without expecting verbal responses from students. As shown in Table 2, this statement introduces individuals and their social roles within the school institution, enabling students to gain an initial understanding of the prevailing relationship structure. This statement introduces individuals and their social roles within the school institution, so that students gain an initial understanding of the prevailing relationship structure.

Although informative, this statement does not only serve to convey facts. Through this statement, the teacher also directs students' interpretation of the social situation at hand by establishing Kate's position as a big sister with a specific role in the Abbey Mount environment. Thus, lecturing plays a role in framing students' understanding of social relationships and institutional hierarchy from the very beginning of the interaction.

In addition, this discourse reflects the function of lecturing as a means of introducing the learning environment and activities, in which students are introduced to the school's mentoring system as part of its educational practices. The absence of immediate responses from students confirms lecturing as a form of one-way pedagogical communication that aims to build understanding rather than to trigger dialogic interaction. Therefore, this data reinforces the finding that lecturing in the film *Wild Child* functions as a pedagogical communication practice that not only conveys information but also shapes students' initial meanings and orientations towards the learning context. Research over the past five years shows that lecturing is still often used to introduce procedures, roles, and institutional structures, especially in the early stages of student adaptation to a new environment, where clarity of information is considered more important than dialogic interaction (Abd Elgadir et al., 2023).

3.3. Lecturing as an Explanation of Procedures and Norms

The statement "Yes, well, you have to knock before you enter," delivered by Mrs. Kingsley, is a form of lecturing that explains procedures and norms for entering the dormitory head's office. As shown in Table 3, the teacher explains the rules for entering the room in this statement, reflecting a one-way pedagogical communication practice that does not expect further verbal responses from students.

In a pedagogical context, this statement is not only intended to convey procedural information. Lecturing is used to build students' awareness of their mistakes and to guide attitude change through normative explanations. By stating the rules explicitly, the teacher affirms the behavioral expectations that apply in the school environment and clarifies the boundaries between acceptable and unacceptable actions. Recent research shows that informative procedural explanations tend to be more acceptable to students than direct reprimands, even though they still place the teacher at the center of authority (Munte & Cendana, 2022; Pramujiono & Nurjati, 2017).

In addition, this statement reflects the function of lecturing as a pedagogical communication practice that helps shape discipline and internalize institutional norms. The explanation of procedures provided by teachers helps students understand not only what to do, but also how such behavior aligns with the values and rules upheld by educational institutions. Thus, the data show that lecturing serves as a pedagogical medium for clarifying norms and shaping student behavior in the learning context.

Table 3. Dialogue between Mrs. Kingsley and Poppy in Mrs. Kingsley's Office after Poppy enters her office without knocking

No	Time Stamp	Dialogue
3	26:18:00	POPPY: "But you asked to see me."
	26:19:00	MRS. KINGSLEY: "Yes, well, you have to knock before you enter."

3.4. Lecturing as Clarification of the Situation and Teacher Interpretation

The category of lecturing is also evident in the following series of statements made by Mrs. Kingsley. The series of statements made by Mrs. Kingsley in data 4 and 5 are categorized as lecturing, because the teacher provides explanations about the situation that occurred, the reasons behind her actions, and her interpretation of the students' conditions based on her own understanding. As shown in Table 4, in data 4, the teacher states that she knows what happened between Poppy and Harriet, indicating her attempt to clarify the situation without opening further dialogue. Although Poppy asks questions, the teacher's responses remain focused on maintaining control over the direction of communication.

In data 4, the teacher explains why Poppy is the focus of the conversation and interprets Poppy's emotional state as that of a new student having difficulty adapting. This explanation was delivered declaratively and was not accompanied by a request for confirmation from the student, so the interaction remained one-way. Although the utterance contained nuances of empathy, its main function remained informative and explanatory, aimed at clarifying the teacher's position and the situation the student faced.

In a pedagogical context, lecturing on this data clarifies the situation and the teacher's interpretation, while also guiding students' understanding of the conditions they are experiencing. Through lecturing, teachers not only convey information but also frame how students' situations and experiences should be understood within an institutional framework. Thus, this data reinforces the finding that lecturing in the film *Wild Child* serves as a pedagogical communication practice that affirms the teacher's interpretive authority in classroom interactions. In the study of classroom interaction, lecturing that contains elements of empathy is still classified as lecturing if the main focus is the teacher's explanation, not the exploration of students' feelings (Dietrich & Evans, 2022). These findings show that empathy does not necessarily shift the interaction pattern from teacher-centered to dialogic.

Table 4. Dialogue between Mrs. Kingsley and Poppy in Mrs. Kingsley's Office after the incident involving Poppy and Harriet

No	Time Stamp	Dialogue
4	26:47:00	MRS. KINGSLEY: "I know perfectly well what happened, Poppy."
	26:49:00	POPPY: "Then why isn't Harriet here, too?"
5	26:50:00	MRS. KINGSLEY: "Because, unsurprisingly, it's you I want to talk to." "Look, I know it's very difficult being the only new girl in your year."

3.5. Lecturing as the Conveyance of Facts and Opinions

The lecture category was employed by Mrs. Kingsley when she asked Poppy to come to her office. The statement "Alice in Wonderland was originally a book" exemplifies lecturing, the delivery of academic facts by the teacher. Table 5 shows how Mrs. Kingsley directly provides factual information to Poppy about the origins of Alice in Wonderland without involving students in further exploration or discussion. The information is conveyed as established knowledge and leaves no room for negotiation of meaning, so the teacher's position remains the main source of knowledge in the interaction.

The presentation of facts is then followed by the statement "You might surprise yourself and actually enjoy it," which marks a shift in the function of lecturing from presenting facts to presenting opinions. In this statement, Mrs. Kingsley conveys her personal assessment and expectations of Poppy's possible response to the book. This opinion is not presented as an open question, but as the teacher's assumption about the learning experience that

students should have.

This combination of presenting facts and opinions shows that lecturing serves not only as a means of transferring knowledge but also as a tool for shaping students' attitudes and preferences towards the subject matter. Through this series of statements, the teacher not only informs but also implicitly frames students' perspective on reading as valuable and potentially enjoyable, while retaining control over the meaning.

Table 5. Monologue by Mrs. Kingsley about Alice in Wonderland during Poppy's visit to her office

No	Time Stamp	Monologue
6	27:26:00	MRS. KINGSLEY: "Alice in Wonderland was originally a book. You might surprise yourself and actually enjoy it."

3.6. Lecturing as an Introduction to Learning Activities

The lectures in the film *Wild Child* are inseparable from classroom learning activities. Mr. Nellist uses lectures in his French class, as shown in the film. The statement "Translation today, everyone," delivered by Mr. Nellist in data 7, is a form of lecturing that serves to open and direct learning activities. As shown in Table 6, the teacher provides information about the activities students will do that day. The information conveyed is factual and serves as a marker for the start of learning activities, without inviting dialogue or exploration of student responses.

The follow-up statement, "So, PDF, pretty damn straightforward," reinforces the character of lecturing as a one-way form of pedagogical communication entirely controlled by the teacher. In this statement, the teacher not only informs students about the material to be used but also frames the learning activity as simple and structured, thereby guiding students' expectations for the task at hand.

The findings in this study support previous research, which found that lecture is the dominant type of teacher-talk, as found by Novianti et al. (2023), Rizkiyah and Salamah (2023), Sainyakit and Santoso (2024), and Syting et al. (2023). However, this study simultaneously expands and elaborates on these findings by revealing that lecturing in a film context doesn't function in isolation but serves rather in six distinctions: lecture as an explanation of value and authority, lecture as the delivery information, lecture as an explanation of procedures and norms, lecture as an clarification of the situation and teacher interpretation, lecturing as the conveyance of facts and opinions, lecture as an introduction of learning activities. The lecture's variety of functions reinforces the argument by Abd Elgadir et al. (2023) that lecturing is not merely a one-way method of delivering content, but rather a complex and contextual communication practice. Thus, this study not only confirms the dominance of the lecture as a category of teacher-talk identified by previous studies but also provides a richer understanding of how lectures are represented and function within the communicative context presented in the film.

Table 6. Monologue by Mr. Nellist happened in French class as soon as he entered the classroom

No	Time Stamp	Monologue
7	18:03	MR. NELLIST: "Translation today, everyone." "So, PDF, pretty Damn straightforward."

4. CONCLUSION

This study shows that the practice of lecturing in teacher talk in the film *Wild Child* does not merely serve to convey information but also functions as a pedagogical communication practice that shapes, directs, and frames students' understanding of learning situations, institutional norms, and acceptable behavioral expectations. Through FIAC-based analysis, lecturing appears consistently in various pedagogical contexts, such as introducing the school environment, explaining procedures and rules, clarifying situations, and conveying institutional values and goals. The dominance of this category indicates that pedagogical interactions in the film tend to be teacher-centered, with teachers acting as pedagogical authorities who control the direction of communication and the construction of meaning in the classroom. These findings expand the understanding of lecturing as a discursive practice that not

only regulates the flow of learning but also functions as a means of negotiating authority, values, and educational norms. Implicitly, this study emphasizes the importance of viewing lecturing not merely as a traditional instructional strategy but as a form of pedagogical communication that has ideological and social impacts in educational practice. For further research, it is recommended that a comparative study be conducted between the representation of lecturing in popular media and actual classroom practice, and that further exploration be conducted into how student responses to lecturing affect the dynamics of interaction and opportunities for dialogic learning.

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