

Impact of Teacher Talk on Learner Engagement and Motivation

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Abstract: *Learner engagement and motivation play an important role in learning a second or foreign language. This study examines the effect of teacher talk on the two psychological constructs in Pakistani ESL classrooms. It evaluates teachers' strategies to engage learners in instructional tasks and materials during classroom discourse. Using Flanders' Interaction Analysis Categories (FIAC) as a theoretical framework, the research adopts a mixed-methods approach to analyze teacher-student interactions. Twenty-five undergraduate students and two teachers from a local college in Lahore, Punjab, participated in the study. Data collected through classroom observations, video recordings, and field notes revealed that inclusive questioning, positive reinforcement, and effective use of paralinguistic features significantly enhance learner engagement and motivation. The study offers valuable insights into effective strategies for fostering teacher-student relationships, thereby enhancing learner engagement and L2 motivation, by examining the diverse types of teacher talk. Additionally, the study focuses on the attitudes of academically struggling students during teacher talk. This study contributes significantly to the field by offering empirically grounded discourse strategies for language educators, extending Flanders' framework to contemporary language classrooms. It particularly addresses the specific needs of academically low-performing learners and creates a methodological bridge between theoretical understanding and classroom practice.*

Keywords: Teacher Talk, Flander's Interaction Analysis Categories, L2 Motivation, Learner Engagement

Introduction

Teacher talk serves as a basic and most essential communication channel in academic settings. An effective teacher talk may enhance and strengthen learner engagement and motivation, particularly in ESL classrooms. It incorporates a broader range of communicative approaches, which are solely aimed at fostering a productive learning environment and making students autonomous (Suen & Hung, 2024). Contemporary research reveals that teacher discourse is of preliminary importance in the developing countries' educational context (Anderman, 2021). Many factors, such as large classrooms, limited resources, and lack of infrastructure, place the teacher as the primary source of knowledge delivery. Teacher talk may spark an initiative in students, and they become more motivated and enthusiastic when they feel direct teacher involvement in their learning process (Poirier & Feldman, 2007). Moreover, well-planned and thoughtful teacher discourse guides students through class tasks and fosters a stronger connection between the teacher and students (Khurram, 2018).

From a sociocultural perspective, interactions within the classroom function as collaborative mechanisms for knowledge creation, where learning emerges through the dynamic interplay between participants rather than through linear transmission (Flanders, 1963; Vasalampi et al., 2021). The give-and-take between teachers and learners creates a vibrant classroom atmosphere, and language skills develop in alignment with students' identities and learning drives. Current research in second language acquisition has begun to recognize that meaningful teacher talk goes beyond merely providing linguistic content; it represents a rich social practice that nurtures students' readiness to communicate and their

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enduring commitment to language learning (Sakka et al., 2022). Based on Wu and Wang (2025) emotional process pathways of classroom enjoyment molds students' perception, ultimately boosting learning performance. Conversely, burnout and boredom can distract active student involvement in language classrooms. This developed comprehension of the interaction in a classroom enables a multidimensional investigation of teacher speech and its influence on a multicultural population of students. Drawing on Zhang's (2022) questions, which explored three broad areas of engagement – behavioral, affective, and cognitive – arising during the learning journey, our research extends FIAC model. We are concerned with the way teacher talk affects these aspects, particularly through emotional means facilitating learning outcomes. Our research reviews the Flanders Interaction Analysis Categories (FIAC) in order to study the various teacher, talk methods. Reviewing the main strategies, such as asking questions, giving feedback, and praising students' accomplishments, the research demonstrates the effect of the teacher talk strategies on the motivation and participation of students in ESL classrooms. Additionally, it investigates whether the teacher talk aids in creating an ESL learning environment, especially for students who are struggling academically. These students usually fail to keep up with their instructions, assignments, and lessons, and stay motivated in academics (Abdullah & Bhatti, 2018; Khurram, 2018).

The present study adopts a blended research method, utilizing both quantitative and qualitative tools to thoroughly examine the outcomes of teacher talk. Recent scholarship highlights how teacher exchanges enhance emotional and cognitive involvement, underlining the importance of striking a balance between teacher-led and student-centered conversations (Suen & Hung, 2024). As such, this research seeks to provide educators with practical insights to refine their teaching approaches and create more inclusive, student-centered learning spaces. At its core, this study highlights how teacher talk can transform ESL classrooms into more engaging, motivating, and supportive learning environments.

The Problem Statement

The conventional ESL classroom often requires assistance with issues like decreased learner engagement and motivation, which is a common phenomenon. There is always a need for an interactive relationship between teachers and students. Mainly, teachers devote less effort to indulging in a talk that could help enhance students' interest in the class tasks and lessons. This negligence in improving the quality of teacher talk can be a serious problem in ESL classrooms. In addition, the teacher can best identify and address the learner's needs if efforts are to be exerted. The classroom interaction becomes more meaningful through engaging teacher talk. Therefore, this paper analyzes the relationship between teacher talk and learners' engagement and motivation in learning English through classroom interaction. Moreover, it addresses this gap by examining how specific teacher talk strategies can create a more supportive and engaging classroom environment, particularly for students who struggle academically.

Review of Literature

The relationship between teacher talks and student engagement and motivation has been well-documented in educational literature. This section examines the conceptual basis underlying current research studies.

Impact of Teacher Talk on Learner Engagement and L2 Motivation

Teacher talk is vital in enhancing learner engagement and motivation, particularly in ESL and EFL classrooms (Sistyan et al., 2022). These are the foundational components of language acquisition required to sustain learners' attention and enthusiasm and foster social development (Suen & Hung, 2024). In ESL classrooms, learners often face many challenges, such as large class sizes, limited class time, restricted resources, and a lack of teacher connectivity, which affect their learning negatively (Khurram, 2018; Shamim & Coleman, 2018). Recent research indicates that positive teacher talk can enhance students' class participation and interest in learning while shaping their emotional and social skills (Sistyan et al., 2022). However, ideal communication requires a balance between teacher and student talk because an imbalanced interaction can detract from student-centered to teacher-centered learning (Diem & Thy, 2023; Tupalessy et al., 2024). Additionally, in ESL classrooms, learner participation can noticeably increase

because of good conversation management that a teacher initiates in class. It helps and directs learners to achieve their learning goals (Diem & Thy, 2023).

Given that, a teacher's talk includes strategies such as explanation, questioning, and feedback to manage interaction in L2 classes (Ahmad et al., 2021). Research indicates that teacher talk is crucial for students in terms of their emotions and their thoughts (Zou et al., 2024). It has been observed that both practical talk and positive relations between the teacher and students motivate learners to actively engage in lessons, helping to raise their academic achievements (Zou et al., 2024). For example, Sistyawan et al (2022) pointed out how productive teacher talk in modeling helps students learn the language in stages. Furthermore, Evangelou (2023) corroborates that it promotes a collaborative and interactive environment that can enhance motivation and learner-centered practices. The study highlights teachers' need to balance directive talk and open-ended dialogue to sustain engagement levels. Additionally, paralinguistic features such as tone, gestures, and facial expressions have enhanced comprehension, increased motivation, and fostered a welcoming classroom environment (Suen & Hung, 2024).

Motivation in Low-Performing Learners

Students lacking requisite language proficiency often experience demotivation, necessitating structured pedagogical intervention. Nonetheless, focused teacher talking tactics such as praise, encouragement, and relevant questions can help close this gap (Diem & Thy, 2023). Studies based on field research suggest that motivation-generating teacher talk can alter low achievers' attitudes toward classroom learning, thereby improving the classroom environment (Suen & Hung, 2024).

Current literature recommends that a blend of qualitative and quantitative methods could provide a broader perspective on teacher talk. Sakka et al. (2022) employed FIAC coding to examine teacher talk categories and their impact on learner motivation. The qualitative results of their study suggest that paralinguistic elements associated with teacher talk, such as the tone of voice, gestures, motions, and facial expressions, are of significant importance in influencing learner motivation in the classroom.

In Pakistani ESL environments, cultural sensitivities are of extreme importance in determining the functionality of teacher talk, as argued by Khurram (2018). Both directive and inclusive communication modes can be adopted to deal with multilingual learners and support greater engagement. Additionally, Diem and Thy (2023) examined South Asian settings and found teacher talk for local purposes, such as simplifying complicated instructions and identifying students' linguistic difficulties, can significantly enhance participation and motivation. This highlights the importance of culturally responsive teaching practices in achieving preferred learning outcomes, which the present study will analyze through teacher discourse in ESL classes. In the future, the effect of teacher talk on second language motivation across various settings and cultures will be studied. Also, one can observe how teacher talk cooperates with new technology, particularly in online learning environment.

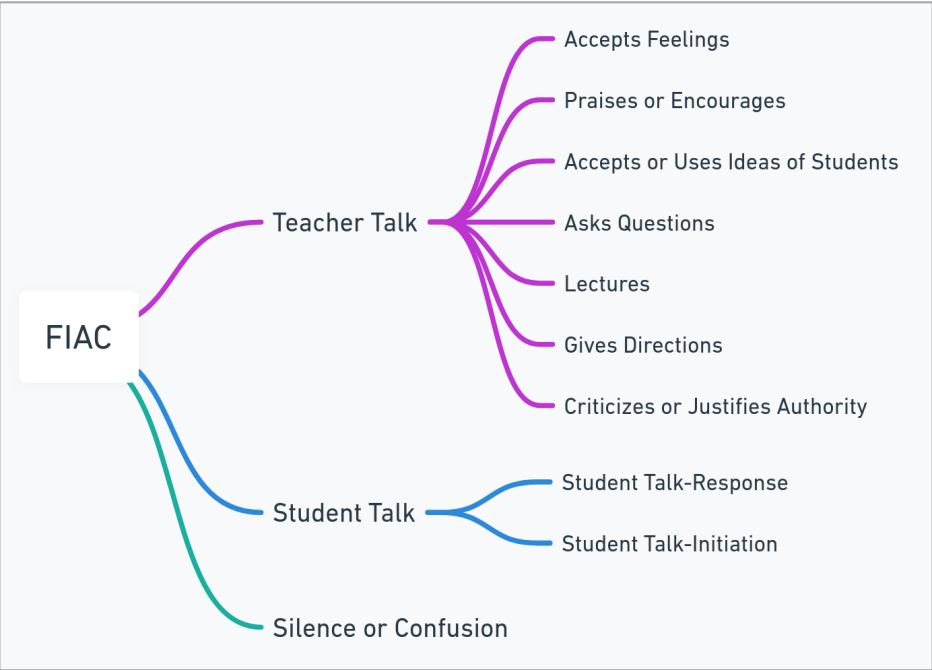
Flanders' Interaction Analysis and Classroom Interactions

Interaction Analysis is a technique for understanding quantitative and qualitative aspects of teacher verbal behavior in the classroom. This observational system apprehends the verbal behavior of teachers and students that is directly related to the social and emotional dimensions of the classroom. In the 1960s, Ned Flanders developed a framework to understand the interaction between teachers and students in the classroom, called Flanders' Interaction Analysis (FIA). At its core, the model aims to categorize and analyze the observable behaviors of both teachers and students during instructional activities. His framework, known as the FIAC (Flanders' Interaction Analysis Categories), breaks down those conversations into different types. It enables educators and researchers to identify repeating patterns, figure out what is working, and what is missing. It raises questions, for example, is the teacher the only one who is talking? Are students being asked intellectual questions, or are they just following the instructions given? FIAC enables researchers to monitor and categorize classroom exchanges. FIAC primarily addresses verbal communication between teaching staff and learners. This analytical method helps assess teaching practices and clarify the nature of classroom communication patterns (Flanders, 1963).

Teachers use FIAC not just for research purposes, but also to reflect on their conversational patterns in the classroom and daily lives. Some realize they lead the conversation, while others observe that they are not inviting enough participation. Recent studies state that when teachers shift toward a student-focused approach, things like motivation and classroom mood appear to get better (Odiri Amatori, 2015). Moreover, Vasalampi et al. (2021) links FIAC to better emotional well-being among students, which in turn enhances their classroom engagement. In this regard, Khurram (2018) went further and demonstrated how FIAC can be operated and function in all sorts of classrooms, not just a perfect one, which makes FIAC a flexible tool, even considering the places with cultural or technological challenges. In developing countries like Pakistan, for example, where classrooms can vary significantly, using FIAC has the potential to help teachers better to their students' real-world needs.

FIAC provides a structured and organized framework to observe and classify verbal communication in the classroom. It divides interaction into three main categories, as shown in Figure 1.

Figure 1
FIAC



A. Teacher Talk

1. **Accepts Feelings:** This category refers to teacher acceptance behavior towards students' emotions utilizing a non-judgmental, empathetic, and understanding approach.
2. **Praises or Encourages:** In this FIAC category, the teacher demonstrates positivity by reinforcing and encouraging the students.
3. **Accepts or Uses Ideas of Students:** It refers to the acknowledgement among the students to share their ideas and work on them
4. **Asks Questions:** The teacher poses open- or close-ended questions to guide discussion or stimulate thought.
5. **Lectures:** The teacher delivers content or explanations directly to the students.
6. **Gives Directions:** In this category, the teacher offers commands or instructions.
7. **Criticizes or Justifies Authority:** In this category, the teacher provides negative feedback or explains rules and expectations to the students.

B. Student Talk

1. **Student Talk-Response:** Students respond to the teacher's questions or prompts.
2. **Student Talk-Initiation:** Students contribute by initiating ideas or discussions.
3. **Silence or Confusion:** This category refers to non-verbal pauses, confusion, or lack of interaction.

This framework emphasizes inclusive communication and its role in fostering a supportive classroom environment (Vasalampi et al., 2021). This study employs FIAC to examine the impact of teacher talk on the engagement and motivation of ESL students, with a particular focus on academically struggling students. The study seeks to answer the following research questions.

Research Questions

The study seeks answers to the following research questions:

RQ1: How does the teacher's talk impact learner engagement and motivation in an ESL classroom?

RQ2: How does the teacher's talk impact the engagement and motivation among academically struggling learners in an ESL classroom?

Research Methodology

This study used a mixed-method research approach to investigate the effects of teacher talk in Pakistani ESL classroom.

Participants

The study was conducted on a class of undergraduate students at a local college in Lahore, Pakistan. Twenty-five students and two teachers participated in the study, with four low performers. Low-performing students were identified based on their previous academic record and class participation.

Quantitative Instruments

The samples of teacher talk were analyzed by FIAC Questionnaire and coding.

Qualitative Instruments

1. Classroom observations.
2. Field notes capturing verbal and nonverbal teacher strategies, including tone.

Results

The study findings summarize the observation frequency of different categories of FIAC and their effect on learner engagement and motivation in the ESL classroom. This data highlights how different teacher talk strategies influence learner participation and motivation, especially among low-performing students. The researcher evaluated each category of FIAC based on its effectiveness, allowing an in-depth analysis of FIAC in classroom settings.

The frequency data in this study were obtained using systematic observation and coding based on the Flanders' Interaction Analysis Categories (FIAC) from two college teachers in an undergraduate class of twenty-five students. The observation duration was two weeks, two class sessions per week, totaling 8 hours. The classroom interaction between teachers and students was systematically recorded. The data collection process involved the following steps:

1. **Observation and Recording:** Classroom sessions were recorded to capture interactions, ensuring accuracy and allowing for repeated analysis.
2. **FIAC Coding:** Verbal exchanges were categorized into FIAC's ten interaction types at regular intervals (e.g., every 3–5 seconds).
3. **Frequency Calculation:** The total number of instances of each interaction type was divided by the total observed interactions to calculate the percentages.
4. **Validation:** Two observers analyzed the recordings to ensure consistency and reliability in the coding process.

Table 1
Data on Teacher Talk (A) & (B)

Interaction Type	Teacher A Frequency (%)	Teacher B Frequency (%)	Teacher–A Impact	Teacher–B Impact
Accepts Feelings	5	8	Created a supportive atmosphere that reduced student anxiety.	Fostered emotional security and encouraged reluctant learners to participate.
Praises or encourages	20	22	Boosted participation and confidence, especially among hesitant students.	Enhanced motivation, leading to increased involvement in group activities.
Accepts or Uses Ideas of Students	10	12	Validated student input, promoting deeper engagement with tasks.	Encouraged collaborative discussions by building on student suggestions.
Asks Questions	25	30	Led to 40% increased engagement among low-performing students.	Encouraged critical thinking, with a 50% improvement in hesitant students.
Lectures	15	10	Provided structured guidance but limited opportunities for interaction.	Simplified complex concepts but restricted learner-led discourse.
Gives Directions	10	12	Maintained order and clarity, facilitating smooth transitions.	Ensured focus during group activities while promoting task completion.
Criticizes or Justifies Authority	5	4	Addressed behavioral issues effectively but risked reduced motivation.	Maintained discipline with minimal impact on student morale.
Student Response	5	7	Demonstrated active processing of teacher prompts.	Indicated better comprehension and increased participation.
Student Initiation	3	5	Reflected emerging confidence in student-led discussions.	Showed initiative in proposing ideas during group tasks.
Silence or Confusion	10	5	Highlighted areas requiring clearer instructions or additional examples.	Lower confusion due to clearer task explanations and scaffolding.

Discussion

To respond to the first research question, FIAC was analyzed and coded, as shown in Table 1. The findings help us understand how teacher talk impacts learner engagement and motivation, and the second research question is how teacher talk impacts engagement and motivation among academically struggling learners in an ESL classroom. Teachers A & B demonstrated using a combination of strategies and enriched teacher talk.

Inclusive Questioning

To begin with, open-ended questions, for instance, “What’s your opinion on this topic?” encouraged most students to participate in the pre-lesson discussion. The teacher used a variation in the sentence structure by encouraging the students after receiving a couple of answers. The most common structure was “What

do you think....?” The teacher used a welcoming tone and moderate intonation to initiate the class discussion.

When analyzed within the framework of dialogic pedagogies, these questioning strategies represent what Odori Amatori (2015) describes as authentic questions, those that do not presuppose a predetermined answer but instead invite genuine intellectual engagement. This new modern system works in an efficient way where teacher and student both share information with each other and build knowledge, not just passing information (Vasalampi et al., 2021). Study says that variety of questions being asked in class gives opportunity to more students to participate in classroom, mostly those who stay quiet and distant.

Observations: Teacher (A) used 25% of questions in the interaction among students which gave a rise of 40% among student's engagement in the classroom, especially low performing students. The teacher (B) frequently posed analytical questions like, “How does this poem reflect cultural values?” This prompted both high- and low-performing students to share perspectives.

Positive reinforcement

The teacher (A)'s comments, including ‘excellent,’ ‘good work,’ and ‘well done!’, induced positive reinforcement. They were motivated to continue participating in the class lesson and boosted their confidence in responding to the questions without fear of judgment.

These results of the present study can be explained by the motivation theory, which emphasizes that feedback is important in building and maintaining intrinsic motivation among learners (Anderman, 2021). The positivity generated through the teacher talk observed in this study offers behavioral encouragement, and it also provides a growth environment for students to think, ask, and share their minds. It provides them a learning environment where mistakes are seen as part of the learning and effort is appreciated. Research shows that such encouragement and teacher behavior towards the class is more effective for those students who are from less privileged backgrounds or those who have consistently struggled in their academics (Dien & Thy, 2023; Khurram, 2018).

Moreover, recent research on L2 motivation provides important perspectives on how teacher discourse influences learning in ESL settings. Islam et al. (2020) proposed that language teachers can significantly enhance students' motivation by developing classroom techniques that strengthen learners' future self-images. Their research suggests that through ‘guided imagery’ and the use of ‘near-peer role models,’ educators can activate students' ideal and ought-to L2 selves, making language acquisition more personally meaningful. This perspective complements our analysis of teacher talk by highlighting how specific discourse strategies facilitate immediate engagement and contribute to students' long-term motivational orientations and identity formation.

Observations: Low-performing students showed a 45% increase in participation when positive reinforcement was used consistently.

Teacher (B) used remarks such as, “That's a great interpretation!” and “You're improving, keep up the effort,” to build rapport and support student participation.

Directive Communication

The teacher (A) used directive talk to manage classroom transitions and maintain order, but limited opportunities for student-led interactions. Sometimes, it gave an impression of teacher authority in class that set restrictions on student-teacher interaction.

This conflict between directiveness and dialogue space mirrors a core pedagogical dilemma recorded through educational research (Ahmad et al., 2021). Although explicit directives create required structure and support learning processes, over-control by the teacher may devalue the emergence of learner agency and critical thinking. Our study findings indicate that effective directive speech in ESL settings demands contextually appropriate adjustments responding to immediate classroom dynamics while sustaining forward movement towards learning objectives. The negotiation of control seen in our observations is a demonstration of how effective language teachers adjust their directiveness in relation to task need, learner need, and phase of instruction (Sistyan et al., 2022).

Observations: Directive talk accounted for 30% of teacher communication but was less effective in promoting active engagement.

Likewise, Teacher (B) gave clear instructions, such as “Write three points on the symbolism in this stanza and share with your group,” ensuring task completion without stifling creativity.

Student Initiation

The teacher (A) initiated students by using occasional opportunities as the lesson progressed. Also, short props were provided in smaller groups to begin the class discussion, which helped students participate excitedly. Contrastingly, Teacher (B) provided a platform for open-ended class discussion and encouraged individual contribution.

If the contemporary models are conceptualized, they contrast in approaches and present different pathways to foster learners’ voices. The scaffolded initiation opportunities provided by Teacher A resemble what Tupalessy et al. (2024) describe as “designed-in” participation structures that gradually build confidence through structured interactions. Conversely, Teacher B’s approach aligns with more emergent conceptions of agency where learners are positioned as legitimate contributors to knowledge construction from the outset. This variation in pedagogical approaches reflects the complexity of facilitating student initiation in ESL contexts, particularly where traditional educational cultures may not prioritize learner voice (Khurram, 2018).

Silence or Confusion

There were some moments of silence and confusion that showed disengagement and demotivation. It mainly arose during abstract discussions. However, the teachers promptly addressed them and explained the topic by relating it to authentic, real-life examples. Both teachers highlighted moments where instructions or concepts required clarification.

Our analysis does not interpret silence merely as an absence of learning or engagement. It drew on the patterns that emerge in a sociolinguistic perspective and identifies silence as a complex communicative phenomenon with multiple potential meanings (Flanders, 1963).

Pakistani classrooms have a linguistically diverse context catering to multicultural and multilingual differences. In this context, silence may represent productive cognitive processing, cultural communication patterns, or signals of conceptual struggle requiring pedagogical intervention. The teachers’ responsiveness to these moments aligns with what educational research has identified as the critical importance of ‘wait time’ in language classrooms—allowing cognitive space for processing complex ideas before intervening with additional support (Evangelou, 2023).

Our study reveals that teacher talk is transformative in addressing learners’ engagement and motivational needs, especially low-performing students (Sakka et al., 2022). The findings also align with recent studies that emphasize the importance of tailored feedback, culturally sensitive approaches, and effective questioning techniques in fostering active participation (Abdullah & Bhatti, 2018; Khurram, 2018). In particular, academically struggling students may benefit from this learning environment where their emotional needs are recognized and their ideas are validated.

The present study’s findings on the mediating roles of enjoyment and emotional exhaustion align with Zhang (2022) emphasizing affective engagement as a critical component of successful language learning. While Zhang (2022) identified affective engagement as one of three interconnected dimensions of engagement, our study delves deeper into the specific emotional mechanisms that connect classroom discourse to learning outcomes. The positive mediating effect of enjoyment supports Zhang’s observation that successful language learners maintain positive emotional connections to the learning process, while our findings on emotional exhaustion extend the framework by highlighting how negative affective states can undermine engagement. Furthermore, our identification of self-efficacy as a moderating variable complements Zhang’s attention to individual factors that influence engagement patterns across different learning contexts.

Paralinguistic Features

Paralinguistic features are part of nonverbal communication and are considered to contribute to the successful teaching and learning process (Ayuningsih et al., 2022). Therefore, it is crucial to explore the features of teachers' paralinguistic in ESL classroom interactions and the function of those paralinguistic features in classroom interaction. Both teachers used paralinguistic features during the study in a moderately different way. The findings reveal that Teacher (A) maintained non-verbal features such as tone, gestures, and facial expressions. Likewise, the teacher (B) employed a friendly tone and gestured to examples on the board, bridging gaps in understanding complex topics like literary devices. Notably, the paralinguistic features influenced the engagement of academically struggling students, and they were observed to respond well to the teacher's encouraging attitude. The significance of these paralinguistic elements aligns with contemporary perspectives on classroom discourse (Ayuningsih et al., 2022; Sakka et al., 2022) that recognize how meaning-making extends beyond verbal communication. In multilingual contexts like Pakistan, where learners may possess varying levels of English proficiency, these embodied aspects of teacher communication serve as critical semiotic resources that enhance comprehensibility and create affective connections.

Similarly, Wu and Wang (2025) provide empirical evidence supporting this finding, demonstrating through structural equation modeling that paralinguistic features significantly influence students' emotional states, which in turn mediate language learning outcomes. Our findings contribute to growing evidence that paralinguistic features constitute an essential dimension of inclusive pedagogy, particularly for supporting linguistically diverse learners (Zou et al., 2024).

Generally, the tones of Teachers A & B were classified as a critical non-verbal aspect of interaction. While entering the class, during the lesson, and by the end of the class, they maintained a warm, welcoming tone that gave an impression of approachability to the students. However, in some instances, they used an authoritative tone to maintain the class decorum and discipline. The analysis of teacher tone in FAIC has provided a qualitative perspective of the phenomenon under investigation. It also validates the findings discussed above.

Our findings contribute to an emerging consensus on the interconnectedness of cognitive and affective dimensions in language teaching, challenging traditional dichotomies that separate these aspects of learning. The observed positive outcomes from integrating affective considerations into pedagogical discourse resonate with established theories on motivation and language learning while extending them through contemporary sociocultural understandings of language learning as an inherently emotional process (Sakka et al., 2022). This integration of cognitive and affective aspects through teacher talk represents a significant opportunity for addressing educational inequities, particularly in contexts where traditional approaches may overlook the socio-emotional dimensions of learning.

Practical Implications

Effective teacher talk has several practical implications for engagement, motivation, and broader educational achievement. The range of professional development allows them to address learners through communication strategies. Analyzing classroom interactions helps educators enhance their teaching approach. By evaluating their communication patterns through peer observations and self-assessment of teacher talk, instructors gain valuable insights into their pedagogical practices. The study may recommend that teachers be trained to use inclusive questioning and motivational feedback effectively. Moreover, tone analysis should be incorporated into teacher training programs. Teachers and students may promote self-reflection and peer evaluations to refine communication techniques.

Ethical Consideration

The study adhered to strict ethical protocols, including obtaining institutional review board approval and informed consent from all participants, ensuring anonymity through pseudonyms and confidential data handling. Students and teachers were fully informed of their right to withdraw at any time. At the same time, classroom observations were conducted with minimal disruption to preserve the authentic learning environment and avoid evaluation anxiety among teacher participants.

Conclusion

Teacher talks significantly affects learner engagement and motivation in ESL settings. This study emphasizes the value of implementing FIAC such as inclusive questioning, positive reinforcement, and tone in classroom communication. Addressing the needs of low-performing students through balanced and thoughtful interactions can create a more dynamic and motivating learning environment. The study findings provide practical implications for educators and policymakers determined to improve ESL classroom environments and learning outcomes.

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