

Exploring interaction and intonation patterns in an Indonesian EFL senior high school classroom: A classroom discourse analysis

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Abstract

Interactional structures and intonation are central to classroom discourse, influencing participation and confidence in English as a Foreign Language (EFL) learning. This study examined how these features operate in classrooms led by novice and experienced teachers. A qualitative case study design was adopted. Data were collected through classroom observations and semi-structured interviews. Analysis was guided by classroom discourse frameworks and tone analysis models to identify interactional moves and prosodic features. The IRF model emerged as the dominant interactional structure. When combined with varied intonation strategies, particularly rising tones, teachers fostered supportive classroom climates that encouraged student engagement. Interaction provided organizational scaffolding, while intonation conveyed emotional and social nuances. Classroom discourse was found to be multimodal, integrating verbal language, prosody, gestures, and contextual cues. The findings underscore the pedagogical importance of applying the IRF model and employing intonation strategically to enhance participation and language competence. Future research should extend to diverse educational contexts, employ mixed-methods approaches to strengthen validity, and investigate the long-term impact of multimodal discourse features on language development outcomes.

Keywords: Classroom discourse analysis; feedback; interaction moves; intonation pattern; IRF model

INTRODUCTION

In the Indonesian context of English language teaching and learning, the EFL classroom constitutes a distinctive communicative environment where both instructional practices and language acquisition occur (Noor et al., 2010). The dynamic nature of classroom communication significantly shapes students' perceptions and participation in classroom activities (Markee, 2015; Suherdi, 2009; Walsh, 2011). Within this situation, interaction patterns and intonation play a critical role in determining the effectiveness of classroom discourse. Interactional structures, such as the Initiation Response Feedback (IRF) model, provide organizational scaffolding that guides the flow of communication,

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clarifies meaning, and sustains learner engagement (Rymes, 2016; Walsh, 2011).

Teacher–student interaction constitutes a fundamental component of effective classroom discourse, as it not only sustains the continuity of teaching and learning processes but also facilitates comprehension, engagement, and the co-construction of meaning. Interaction provides the organizational framework through which instructional goals are communicated, negotiated, and reinforced, while simultaneously shaping learners’ motivation, confidence, and participation (Aisyah & Hidayat, 2010). Teachers are not only responsible for developing learners’ intellectual capacities but also for fostering social interaction and emotional engagement. Effective interaction determines learning objectives, supports successful teaching practices, and motivates students in their language learning journey (Rymes, 2016). Wirza and Gunawan (2025) further emphasizes that teachers, as facilitators, should encourage students to actively engage in the learning process to promote autonomous learning experiences.

Language classrooms provide opportunities for teachers and students to enhance the value of teaching and learning through responses and feedback, which function as essential interactional moves. By focusing on these moves, teachers guide students to consolidate knowledge, engage in interaction, and process information to produce contextually appropriate language (Bloome et al., 2008; Domalewska, 2017; Lin & Leung, 2023). Given the complexity of teaching and learning, it is reasonable to argue that any effort to improve classroom practices should begin with an examination of classroom interaction (Rymes, 2016; Suherdi, 2009; Walsh, 2011).

One widely recognized model used to structure classroom interaction is the IRF (Initiation–Response–Feedback) model, introduced by Sinclair and Coulthard (1975). This model describes the sequence of teacher questions, student responses, and teacher feedback, which together stimulate interaction and serve as a foundation for effective teaching practices (Coulthard, 2014; Rashidi & Rafieerad, 2010; Rymes, 2016). However, classroom interaction often reveals challenges, as students may produce erroneous utterances in response to teacher initiation, potentially leading to error fossilization (Lin & Leung, 2023). Oral responses remain particularly problematic for foreign language learners due to limited exposure to speaking practice, insufficient mastery of grammar, vocabulary, and pronunciation (Esmaeili & Behnam, 2014; Yang, 2016). Considering the importance of accuracy in students’ utterances, speaking is regarded as a pivotal skill that must be mastered (Derakhshan et al., 2016). Markee (2015) argues that learners must receive comprehensible input during classroom interaction to improve their performance.

However, appropriate interactional moves are essential tools for enhancing student learning. Intonation, as part of the IRF model, is also integral to classroom discourse theory (Coulthard, 2014; Markee, 2015; Rymes, 2016; Suparman & Charmilasari, 2017; Yu, 2009). Several scholars contend that effective interactional moves combined with appropriate intonation in oral communication can significantly improve learners’ competencies and enrich teaching practices (Soysal, 2023; Taylor, 2014). Prior research has highlighted

the importance of interactional moves and intonation in classroom discourse and demonstrated their potential to enhance learner competence and teaching practices, most studies remain theoretical or descriptive. Meanwhile, several studies have never conducted research related to this issue of context-specific, and empirical investigations particularly in EFL classrooms such as Indonesia, and examined how these variables function across different teacher profiles and multimodal discourse settings, and to evaluate their long-term impact on language acquisition.

Previous studies have examined the impact of interactional moves and speech intonation within classroom discourse analysis. Ajjawi and Boud (2017); Couper-Kuhlen (2015); Tian and Dumlao (2020) demonstrated that interaction and intonation create learning spaces that shape identity positioning and power negotiation. Other scholars, such as Lai (2022); Lin and Leung (2023) emphasized interaction's functional role in meeting human needs while Prieto and Roseano (2021); Suparman and Charmilasari (2017); Vattøy and Gamlem (2020) highlighted the pedagogical importance of intonation in sustaining classroom communication. More recent contributions, including Rymes (2016) and Soysal (2023), argued that effective interactional moves combined with intonation enhance learner competencies and enrich teaching practices. Collectively, these studies have established the theoretical and descriptive significance of interaction and intonation in classroom discourse.

A systematic approach to analyzing dialogic interaction and intonation can therefore provide insights into previously undocumented aspects of communication, particularly the interactional features that promote comprehensible and communicative speech. Language, in this regard, functions as a determinant of successful classroom practices. Halliday (1994) as elaborated in Halliday and Matthiessen (2004) asserts that language develops in response to human needs and is structured functionally to meet those needs. In teaching and learning contexts, teachers' language use through its functions and purposes can directly support students in improving their skills, competencies, and problem-solving abilities, especially in learning English.

Interactional moves and intonation are thus vital components of classroom discourse, underpinning negotiation and communicative processes that facilitate student learning (Couper-Kuhlen, 2015; Rymes, 2016; Walsh, 2011). Moreover, prior research has not sufficiently explored how novice and experienced teachers differ in employing these strategies. These limitations leave important questions unanswered about the sustained impact of interactional moves and intonation on learner participation, confidence, and language development. The present study was designed to address these gaps by providing a deeper, context-specific understanding of interaction and intonation as dynamic systems in the classroom. More specifically, it investigates their effects on classroom practices in Indonesian EFL settings, comparing novice and experienced teachers to capture variation in pedagogical use. To this end, Classroom Discourse Analysis (CDA) was adopted as the theoretical framework, enabling systematic exploration of how language functions as a tool for expressing ideologies, power, and bias, and how interactional structures and intonation contribute to effective teaching and

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learning. (Ardian & Indah, 2022; Rymes, 2016; Suherdi, 2009; Suparman & Charmilasari, 2017).

However, despite the growing body of research on classroom discourse, limited studies have systematically examined the combined role of interactional moves and intonation in Indonesian EFL classrooms. This study therefore seeks to address this gap by analyzing how interactional structures and prosodic features contribute to meaning making, classroom climate, and student participation, thereby offering new insights into the pedagogical implications of discourse analysis in EFL contexts.

METHOD**Research Design**

This study adopted a qualitative research design with a case study approach, which is particularly relevant to the investigation of discourse and the Classroom Discourse Analysis (CDA) framework. Qualitative inquiry is well-suited to uncovering the value of language, as well as exploring the feelings and perceptions that shape and influence behaviour (Creswell, 2014; Malik & Hamied, 2016). It also aims to develop explanations of social phenomena (Tylor et al., 2016).

The research was conducted at a leading senior high school in Kawali, Ciamis Regency, West Java Province. Participant selection followed the principle that individuals should be chosen purposively based on their ability to provide rich and relevant information unavailable from others (Alwasilah, 2011; Creswell, 2014; Stake, 2010). The focal participants were two English teachers who taught different classes at the same proficiency level. To ensure confidentiality, pseudonyms were used (Malik & Hamied, 2016; Nimehchisalem, 2018). Both teachers held masters's degrees and were selected based on their teaching qualifications. Mr. A, categorized as a novice teacher, had less than five years of teaching experience, while Mr. B, categorized as an experienced teacher, had more than five years of teaching experience. Despite differences in teaching tenure, both teachers shared similar academic qualifications and taught English to Grade XII students. Their educational backgrounds and teaching experiences aligned with the characteristics required for a case study approach (Creswell, 2014; Tylor et al., 2016).

Instruments and Procedures

Data collection employed triangulation, as proposed by Miles and Huberman (1994) in Malik and Hamied (2016), to strengthen validity and reliability. Triangulation was particularly appropriate given the study's focus on interactional moves and intonation in classroom discourse. As Rymes (2016) notes, classroom discourse data are best collected within the context of interaction.

Consistent with Malik and Hamied (2016), triangulation in qualitative research emphasizes identifying social interactions and situational dynamics. In this study, triangulation was implemented through three phases: classroom observation, labelling/content analysis, and language meaning-making. The data comprised classroom interactions in both L1 and L2, including

conversations and group discussions in oral communication. See the figure below:

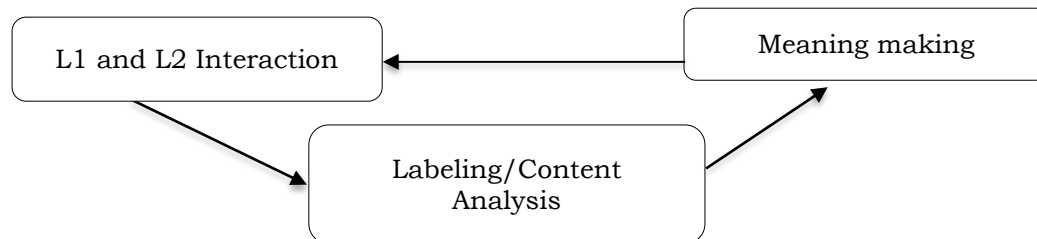


Figure 1. Framework Analysis

Data analysis

In qualitative research, coding serves as a fundamental initial step that provides the foundation for data analysis through systematic labeling. Malik and Hamied (2016) emphasize that coding is a focused activity of categorizing data, initiating the analytic process and continuing throughout its progression. In this study, the coding process involved organizing the data to highlight teachers' verbal feedback and students' responses. The key codes applied in the analysis were adopted from Suherdi (2009):

Table 1. Classroom Discourse Conventions Used

((double parentheses))	:	Silence, whispering or other features
[square brackets]	:	Overlap
Equal signal **	:	First speaker continues a sentence after intervening talk
ALL CAPITALS	:	Raising volume of utterances
.....	:	Means utterances are incomplete or no response
Fct	:	Function of the verbal feedback
XXX	:	Indicates unrecognizable or indecipherable utterance
italic	:	Used to differentiate between L1 and L2
T	:	Teacher
S	:	Unidentified student
SS	:	Whole students or a group of class
P	:	Positive feedback
N	:	Negative feedback
//p	:	End-falling tone
//r	:	End-raising tone
//o	:	Neutral response

Furthermore, in analyzing the function of teachers' interaction in the study of language, the speech function system based on Sinclair and Coulthard (1975) framework in Coulthard (2014) was adopted. Ha and Murray (2023) also states that to find out the function of feedback, it needs more concern to the intonation contained in the utterance. The sample analysis is displayed as follows:

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Table 2. Analyzing and Defining Intonation

Act	Interaction	Label	Category	Fct
SS	: //p she COOK a CHICKen //	I	T	
T	: //o SHE //r	R	S	
SS	: //p COOKED a CHICKen //	F	Equal signal **	PF

According to Sinclair and Coulthard (1975) in Coulthard (2014) framework, tone unit boundaries will be marked by a double slash, (//), and marker (p) and (r) means that the speaker has a major choice between an end-rising tone, symbol 'r', and an end-falling, symbol 'p'. The use of intonation can be a different meaning; it can be given information or a statement. Walsh (2011) suggested that in choosing to attach a referring tone to a particular part of his message the speaker is marking it as part of the existing.

RESULTS AND DISCUSSION

Findings

This study seeks to examine the distribution of interaction moves including initiations, responses, and feedback within English as a Foreign Language (EFL) classrooms taught by both experienced teachers and novice English Teachers. In addition, the study also investigates students' contributions to classroom interaction, particularly in terms of how they respond to teacher initiations and questions. Another focus of this research is to identify the types of feedback most frequently employed by teachers during classroom interaction, thereby providing insights into the dominant corrective strategies used in EFL teaching practice. The analysis results showed that the two teachers used various IRF Model in Classroom Discourse during the 6 weeks of observations. The analysis found that there is the distribution of IRF Model can be seen in Table 3 below:

Table 3. Distribution of Interaction Moves

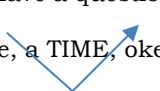
Types Moves		Teacher/Classes			Ss	Total	
		Frequency		Mr. A			Mr. B
		Q	S				
Initiation		215	57	124	103		272
Response						204	204
Feedback	Recast			11	21		32
	Explicit Correction			5	9		14
	Repetition			20	24		44
	Clarification Request			11	13		24
	Elicitation			5	7		12
	Metalinguistic Feedback			6	4		10
	Translation			23	34		57
Total				81	112		193

The table above illustrates that teachers predominantly employed questions as the primary form of initiation, while statements were rarely used for this purpose. Nevertheless, not all initiation moves received responses from students during classroom interactions. The use of questions as initiation reflects a strategy aimed at engaging participants in conversation (Suherdi, 2009). In addition, teachers utilized various types of verbal feedback in EFL classrooms where translation is the one which dominated used by the teacher to enhance the interactional patterns within classroom discourse.

Another key finding of this study concerns the role of teachers' verbal feedback. The application of recast, repetition, and translation feedback shows that teachers provided positive evaluations of students' responses during the teaching and learning process in the EFL classroom, particularly experienced teachers in delivering feedback, thereby fulfilling the requirements of the IRF model. In contrast, clarification feedback was often delayed until subsequent stages of assessment, especially by novice teachers, indicating that they sought further confirmation or elaboration of students' utterances, or attempted to elicit better responses from other students. Negative feedback, on the other hand, signaled the presence of errors in students' responses.

Among the feedback use as strategy in interaction moves, translation feedback emerged as the most frequently employed by teachers in classroom interaction. This type of feedback typically followed two patterns: first, the teacher repeated the student's response; second, the teacher offered praise when the student produced a correct answer (Noor et al., 2010). For further illustration, see extracts 1–8, which present examples of feedback from Mr. A and Mr. B.

Extract 1.

- 20 T : Oke, I have a question for you, what is tense?
21 SS : A time
22 T : //o Oke, a TIME, oke ya //r P Recast
23 T : So, when we talk about tense, we talk about time
(Taken from of Mr. A's Class)
- 

Extract 1 demonstrates the presence of simple IRF (Initiation, Response, Feedback) moves within classroom interaction. In the initial move, Mr. A initiated the exchange by posing a question about tenses to the students. The extract shows that the students' response was appropriate, and the interaction was directed to the entire class. The feedback served as a positive evaluation, delivered with a slight pause. The teacher's intonation was neutral when saying "oke," followed by a rising tone, signalling agreement with the students' answer.

This combination of normal and rising intonation functioned as reinforcing feedback, encouraging students not to hesitate in responding to the teacher's oral prompts during classroom communication. By employing such intonational variation, the teacher not only signaled attentiveness and approval but also created a supportive atmosphere that reduced students' anxiety in speaking. Rising intonation, in particular, conveyed openness and expectation, subtly inviting learners to continue or elaborate on their responses. Meanwhile,

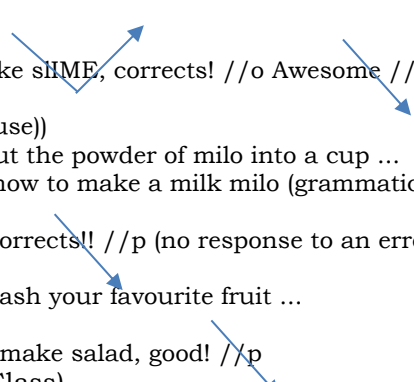
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the use of normal intonation-maintained clarity and stability, ensuring that the teacher's prompts were perceived as approachable rather than intimidating. Together, these prosodic cues served as an implicit motivational strategy, fostering active participation and strengthening the interactive dynamics of the classroom.

Furthermore, the data also reveal that some student responses contained errors. Extract 2 illustrates this, showing that students made grammatical mistakes. Since English is not a second language for Indonesian learners, such errors are common. In EFL contexts, producing grammatically accurate English remains a significant challenge for learners (Abidin et al., 2012).

Extract 2.

- 67 T : First, mix the borax, powder and 1 cup of water together,
then mix
68 S4 : Slime...
69 T : //o Make slIME, corrects! //o Awesome //r P Recast
70 SS : ((Applause))
71 T : Next, put the powder of milo into a cup ...
72 S5 : Pak !!! how to make a milk milo (grammatical error)
73 T : Okay, corrects!! //p (no response to an error) P No Repeat
74 T : First, wash your favourite fruit ...
75 S6 : Salad?
76 T : How to make salad, good! //p P Clarification
(Taken from of Mr. B's Class)
- 

However, according to the data that taken from classroom observations, there are three kinds of intonations used by the teachers as interaction moves used as feedback in classroom discourse setting. The result of the label and frequency can be seen in Table 4 below:

Table 4. Intonation Moves

Intonation Moves		Frequency		Total
Types of Intonation	Label	Mr. A	Mr. B	
Raising	//r	57	74	131
End Falling	//p	17	33	50
Neutral	//o	7	5	12
Total		81	112	193

Based on the table, rising intonation (/r) is the most frequently used by both Novice and Experienced Teacher, suggesting its central role in classroom discourse. Pedagogically, rising intonation functions as a signal of openness and expectation, inviting students to respond and sustaining the flow of interaction. In EFL classrooms, teachers often employ rising intonation to elicit answers, check comprehension, or encourage elaboration, thereby aligning with the Initiation, Response, Feedback (IRF) model.

Research highlights that rising contours convey non-finality and anticipation (Couper-Kuhlen, 2015), which makes learners more likely to perceive opportunities to participate. Moreover, studies such as Rymes (2016) and Soysal (2023) emphasize that intonation is not only a prosodic feature but

also a pedagogical resource that fosters inclusivity, scaffolds learner responses, and reduces the authoritative tone of teacher talk. The frequent use of rising intonation in this dataset indicates that teachers strategically employ it to maintain engagement, encourage student contributions, and create a supportive classroom climate, ultimately enhancing the effectiveness of corrective feedback and interactional moves in EFL teaching practice.

Discussion

In examining teacher–student interaction, this study also applied the COLT (Communicative Orientation on Language Teaching) framework. Data were collected from six classroom observations, each lasting 45 minutes per week. The COLT parameters were analyzed to provide a deeper understanding of the interactional dynamics between teachers and students.

In Mr. A’s class, six observations were conducted, with the focus placed on teacher interaction with both individual students and the entire class (T ↔ S/C). The coding revealed that whole-class and group interactions were the dominant activities across the six sessions. In contrast, the result of Mr. B’s class showed that individual student interaction was the predominant activity during the same number of visits. The subsequent calculations can be seen below:

Table 5. Participant Organization-Percentage of Time Interaction

	T ↔ S/C					
	Individual Students/Whole class					
	Week-1	Week-2	Week-3	Week-4	Week-5	Week-6
Mr. A’s Class	05/40	10/35	10/35	10/35	10/35	30/15
Mr. B’s Class	20/25	25/20	25/20	30/50	15/30	15/30

As previously noted, the parameters were designed to provide a deeper understanding of teacher–student interactions in the classroom. In Mr. A’s class, the dominant pattern of interaction was directed toward the entire group of students rather than individuals. In contrast, Mrs. B’s class showed a stronger emphasis on individual participation, side interactions, and small group activities. In EFL contexts, classroom participation is typically shaped by diverse student modalities and characteristics (Coulthard, 2014; Esmaeili & Behnam, 2014; Lai, 2022).

Furthermore, the data on student modality defined as the specific skill or combination of skills employed during classroom activities were presented through narration and explanation. While this section highlights the amount of time allocated to developing students’ competence, it also reveals the types of errors made by learners. Within the COLT framework, such variations are documented through open-ended descriptions of classroom activities.

Table 6. Students’ Modality in Mr. A’s Class

Mr. A’s class	
Week-1	On the first observation, the students were unable to differentiate between “have and has” in English. The teacher tried to explain by using L1, so the students can understand well to the function of “have and has”.

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Week-2	On the second week of observation, the students were able to answer the question, they say that “there are three kinds of procedure text, there are: To recipe, Tutorial, and Manual.
Week-3	On the third week of observation, there were some errors found on students’ pronunciation and the linguistic form.
Week-4	In this week, the error was found on students’ pronunciation and their understanding to the English text.
Week-5	In this week, the error was found on students’ understanding to the English conversation. They have limitation in vocabulary mastery.
Week-6	The class session like an open-ended question and answer session.

Table 7. Students’ Modality in Mr. B’s Class

Mrs. B’s class	
Week-1	The problem faced by the students that they were argue that they have difficulties in using English for communication.
Week-2	The students were unable to speak in good pronunciation, using grammar correctly, and they have difficulties if they have to speak using English spontaneously.
Week-3	On the third week of observation, it was found that there were some errors made by the students in their utterances, such as: grammatical form, pronunciation, and vocabulary.
Week-4	Grammar and pronunciation were found as the domination errors made by the students in their utterances
Week-5	There was found that there was some improvement in students’ competence, from their pronunciation improvement and their vocabulary mastery.
Week-6	As it can be seen in the 5th week of observation, the students’ competence, especially in spoken English improved significantly.

In the context of this study, the term students’ modality was defined as the observable patterns of students’ linguistic performance and communicative ability across different weeks of classroom observation (D’Mello et al., 2015; Park, 2017). More precisely, modality here refers to the way students demonstrated their competence in grammar, pronunciation, vocabulary, and spontaneous communication during English lessons. The identification process was carried out through systematic weekly observations of classroom activities, where the researcher documented recurring difficulties and improvements. For example, in Mr. A’s class, modality was identified through students’ struggles with verb forms (“have/has”), pronunciation errors, and vocabulary limitations, while in Mrs. B’s class, modality was noted in their difficulties with spontaneous communication, grammar accuracy, and pronunciation. These observations were then categorized into weekly progress notes, allowing the researcher to trace developmental patterns over time.

The analysis involved comparing the trajectory of student performance between the two classes. Errors and improvements were coded according to linguistic domains (grammar, pronunciation, vocabulary, communication), and shifts in performance were interpreted as indicators of modality development. By examining both persistent difficulties and gradual improvements, the study was able to highlight how teacher strategies (e.g., use of L1, corrective feedback, scaffolding) influenced the evolution of students’ modality in EFL learning.

Another finding related to modality highlights the errors made by students in their utterances, suggesting that they face limitations in mastering English tenses and in using English within classroom contexts. Consequently, teachers often rely on L1 as the primary medium of instruction. Nevertheless,

the use of L2 can be understood as a deliberate strategy to encourage students to engage more communicatively in English. Emilia and Hamied (2022) emphasizes that the central aim of communicative language teaching is the development of communicative competence.

Interview results further reveal that both interaction moves and intonation patterns contribute to the enhancement of students' oral competence in English. This demonstrates that varied forms of verbal input significantly influence learners' performance. Selvi and Galloway (2025) notes that teachers can shape student behaviour through reinforcement strategies while also fostering appreciation for learning opportunities. Similarly, Long (2015) argues that teachers can design more learning environments and integrate practical approaches through interaction. Rymes (2016) adds that effective interactional decisions can create meaningful learning moments, engage students, identify opportunities, and facilitate the learning process.

CONCLUSION

This study revealed that classroom interaction moves and intonation patterns play a crucial role in shaping students' learning experiences in EFL contexts within the approaches to Classroom Discourse Analysis (CDA) in EFL context according to the frameworks of Coulthard (2014); Rymes (2016); Suparman and Charmilasari (2017). Rising intonation emerged as the most dominant prosodic feature, functioning pedagogically to elicit responses, sustain dialogue, and foster inclusivity. Weekly observations further demonstrated that students in both Mr. A's and Mrs. B's classes faced recurring challenges in grammar, pronunciation, and vocabulary, yet gradual improvements were noted, particularly in spoken communication.

The study also found on its integration of interactional feedback strategies with prosodic analysis, showing how teachers' use of intonation interacts with corrective feedback to scaffold learner responses. However, students frequently produced errors, including grammatical mistakes, pronunciation issues, and reliance on L1. Unlike prior studies that examined feedback or intonation separately, this study highlights their combined pedagogical function in fulfilling the Initiation, Response, Feedback (IRF) model (Bolkvadze, 2023; Escobar, 2019; Temesgen & Hailu, 2022). Teachers, as classroom experts, were responsible for engaging, guiding, and motivating students to reflect on and address their errors (Lyster et al., 2013; Yang, 2016).

Discrepancies were observed between experienced and novice teachers. Experienced teachers tended to employ recast, repetition, and translation feedback with rising intonation, thereby reinforcing positive evaluations and sustaining interaction. In contrast, novice teachers often delayed clarification feedback, relying on end-falling intonation. These differences suggest that teaching experience influences not only the choice of feedback but also the prosodic strategies used to manage classroom discourse.

Thus, the use of varied intonation patterns was adapted to students' proficiency levels and response characteristics (Couper-Kuhlen, 2015; Prieto & Roseano, 2021). These intonation moves were deemed appropriate in this

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context, as students acknowledged difficulties in oral communication, particularly in pronunciation, vocabulary, and grammar. Intonation consistently functioned as a form of positive assessment of student responses (Ajjawi & Boud, 2017; Ardiansah, 2018; Esmaeili & Behnam, 2014; Lyster et al., 2013). Overall, both interactional and intonation moves served to provide praise, correction, and informative feedback on students' work.

Future studies should expand this analysis by incorporating quantitative measures of student uptake and longitudinal tracking of prosodic development in teacher talk. Additionally, examining multimodal aspects such as gesture and gaze alongside intonation could provide a more holistic understanding of classroom interaction. Pedagogically, the findings imply that teacher training programs should emphasize prosodic awareness and feedback strategies as essential components of effective EFL instruction, equipping novice teachers with tools to foster more responsive and supportive classroom environments.

AUTHOR STATEMENTS:

All authors contributed substantially to this study. **Dian Ardiansah** was primarily responsible for data collection, data analysis, and drafting the initial manuscript, including the formulation of the study's conclusions. **Wawan Gunawan** and **Yanty Wirza** collaboratively reviewed and proofread the drafts to ensure the validity, reliability, and coherence of the data interpretation. In addition, all authors jointly formatted the manuscript in accordance with the journal's submission guidelines and approved the final version for publication.

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