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Developing a teaching guidebook of speaking for daily activities based on Flanders interaction analysis categories system (FIACS)

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A B S T R A C T

This research focused on developing a teaching guidebook for the Speaking for Daily Activities course based on the Flanders Interaction Analysis Categories System (FIACS). The guidebook was designed to provide practical teaching mechanisms that helped speaking lecturers monitor and reflect on classroom interactions, addressing the absence of a reliable reflection tool in guidebook form. FIACS categorized classroom interaction into three types: Teacher Talk (TT), Student Talk (ST), and silence or confusion. The research employed the ADDIE model, consisting of Analyze, Design, Develop, Implement, and Evaluate stages, to develop a FIACS-based teaching guidebook for the Speaking for Daily Activities course. The study was conducted in the English study program and involved speaking lecturers as the participants. The guidebook was designed to assist lecturers in monitoring and reflecting on classroom interaction patterns through observation sheets, coding procedures, scoring systems, and reflection guidelines. The implementation and evaluation results indicated that the guidebook functioned effectively as a structured reflection tool, although revisions were needed to provide a more detailed interaction-frequency matrix. Overall, the FIACS-based guidebook proved useful in measuring and balancing Teacher Talk (TT), Student Talk (ST), and silence in speaking classrooms.

1. INTRODUCTION

According to the EF English Proficiency Index (2023), Indonesian university students' English proficiency remains low, ranking 79th out of 113 countries, indicating ongoing challenges in English language ability including speaking skills. This raise a significant concern, considering that speaking is a crucial skill for communication and a key indicator of English mastery(Abrar et al., 2024; Nazri, 2025). Strong speaking ability not only supports education nd international communication but also enhances self-confidence and career opportunities(Larasati et al., 2024). It can be started from conducting conversation as two ways communication in daily activies(Dipta, 2019). To achieve that, learners must master pronunciation, vocabulary, word combinations, and broader linguistic knowledge(Islam & Roy, 2024). However, despite the importance of speaking, many English teachers provide limited opportunities for students to practice it, even though it remains a fundamental benchmark of teaching effectiveness at the university level. Effective teaching should therefore not only transfer knowledge but also foster skills, attitudes, and appreciation(Pinilih & Sukarno, 2024). In this context, teachers, as classroom facilitators, must adopt engaging and effective teaching styles to stimulate student participation(Emon, 2024). Such strategies are particularly important in English-speaking

courses, where classroom interaction is important because it helps students develop their speaking ability and confidence.

Classroom interaction refers to the communication process that occurs between teachers and students, among students, or within group discussions during the teaching and learning process. Effective interaction is not merely determined by the amount of communication in the classroom but also by the balance of participation between teachers and students, which is central to student-centered learning. Walsh(2021) that teachers need Classroom Interactional Competence (CIC), meaning they must be able to manage the flow of classroom interaction effectively to maximize learning opportunities. Siddig & AlKhoudary (2018)highlighted that interaction fosters shared engagement between teachers and students, creating a collaborative learning environment that supports student participation. Meanwhile, Nasir et al. (2019)argued that classroom interaction becomes more effective when students are given greater opportunities to actively use the target language, which enhances both their communicative competence and confidence. Together, these studies indicate that balanced classroom interaction, where teachers guide while students actively participate, is crucial for effective language learning. Balanced interaction is particularly critical in speaking classes because excessive Teacher Talk (TT) can limit students' opportunities to communicate and practice, negatively affecting language acquisition(Newton & Nation, 2021). Nonetheless, research indicates that EFL classrooms often remain teacher-centered, with Teacher Talk dominating over Student Talk, reducing active participation and student engagement

Given these challenges, systematic frameworks are needed to monitor, analyze, and improve classroom interaction. The Flanders Interaction Analysis Categories System (FIACS), developed by Flanders (1970)categorizes classroom communication into Teacher Talk, Student Talk, and silence/confusion. FIACS provides lecturers with a structured approach to observe, measure, and reflect on interaction patterns, supporting student-centered learning(Aisyah, 2016). Previous studies consistently show that teacher talk often dominates classroom interaction across educational contexts, including senior high schools and universities(Asmara, 2007; Pratiwi & Fithriani, 2023; Pujiastuti, 2014), while balanced interaction contributes to improved communication skills, engagement, and classroom participation(Purba et al., 2018). However, most prior research focused primarily on analyzing interaction patterns rather than providing practical guidance for lecturers to systematically improve classroom communication. Preliminary observations in Speaking for Daily Activities classes revealed that lecturers often rely on personal teaching experience without a practical tool to balance Teacher Talk and Student Talk.

Therefore, the development of a FIACS-based guidebook is necessary to provide clear procedures, coding systems, interaction analysis techniques, and practical examples that can be used by lecturers as a classroom interaction control and reflection tool. By applying this guidebook, lecturers can foster interactive, student-centered speaking classes, improve students' participation in speaking activities, and support reflective teaching practices in higher education. Furthermore, the guidebook contributes to English language teaching by offering a structured framework that helps lecturers create a learning environment conducive to both communication practice and language mastery, addressing the gap in practical instructional resources and enhancing students' speaking competence and classroom engagement.

2. METHOD

In response to the absence of a practical guidebook for teaching speaking effectively, the researcher conducted a Research and Development (R&D) study to develop a FIACS-based

teaching guidebook for speaking classes. This study applied the ADDIE instructional design model, which consists of five stages: Analyze, Design, Develop, Implement, and Evaluate. The ADDIE model was selected because it provides systematic procedures for developing instructional products that are relevant to learners' and lecturers' needs.

The research participants consisted of 28 first-semester students of the English Study Program at Politeknik Negeri Jember who were enrolled in the Speaking for Daily Activities course. The participants were selected using purposive sampling because the class represented beginner-level speaking learners who actively participated in classroom interaction activities. The practicum session was chosen as the primary setting for observation because, unlike lecturing sessions that focus on content delivery, practicum classes emphasize active student participation and interaction.

Data were collected through classroom observation and video recordings during practicum sessions. Furthermore, they were analyzed using Flanders' Interaction Analysis Categories System (FIACS), particularly through Flanders' formulation and interaction matrix analysis, which categorizes classroom communication into ten distinct categories, including Teacher Talk (Direct and Indirect), Student Talk (Response and Initiation), and Silence/Confusion. To facilitate coding and classification, the ten categories used in this study are presented in Table 1. These categories guided the researcher in systematically recording and categorizing verbal interactions throughout the class sessions(Sinarti et al., 2023)

Table 1. Flanders Interaction Analysis Categories

Code	Category	Description
Teacher Talk : Indirect Talk	Accepting Feeling	Acknowledging and accepting student feelings without judgment.
	Praising or Encouragement	Praising or encouraging student actions, ideas, or behavior by using expressions such as "good," "very good," "better," "correct," "excellent," and "keep going."
	Accepting or Using Ideas of Students	Clarifying, building on, or accepting ideas suggested by students; may summarize or elaborate on students' input. Such as "I understand what you are saying,"
	Asking Question	Asking questions to elicit student responses and engagement.
Teacher Talk : Direct Talk	Lecturing	Providing content information, opinions, explanations, or rhetorical questions.
	Giving Direction	Students are instructed to follow specific tasks, commands, or directions.
	Criticizing or Justifying Authority	Correcting students, expressing disapproval, or explaining the instructor's authority or actions. This behavior falls into the category where the instructor encourages students not to interrupt with silly questions, a lecturer who asks students about "what" and "why" also belongs to this group, describes the lecturer's motivation behind their actions ending their authority.

Code	Category	Description
Student Talk	Student Talk – Response	This includes students' comments as reactions to explanations or questions. Students respond to questions posed by the instructor.
	Student Talk – Initiation	Students initiate ideas, ask questions, express opinions, or extend discussion.
Silence or Pause or Confusion	-	Pauses, brief moments of silence, and confusion that prevent the observer from understanding what is being said.

Using the categories presented in Table 1, the researcher systematically coded each verbal interaction during the practicum sessions, following the FIACS procedure. Firstly, every three seconds, each classroom utterance was classified into one of the ten FIACS categories, including Teacher Talk (Direct and Indirect), Student Talk (Response and Initiation), and Silence/Confusion. Approximately 20 codes were generated per minute, resulting in 300–400 codes over a 15–20 minute observation period. These codes were recorded on a tally sheet and subsequently compiled into a 10 × 10 interaction matrix, which allowed calculation of percentages and ratios, such as Direct versus Indirect Teacher Talk, Student Talk Response versus Initiation, and periods of Silence or Confusion. The interaction matrix provided an objective and systematic assessment of classroom dynamics and socio-emotional climate, enabling the researcher to evaluate the balance between teacher-led and student-centered activities and to identify patterns that supported or hindered student participation.

Furthermore, to ensure the validity and quality of the developed guidebook, expert validation was conducted by two experts: one expert in English language teaching methodology and one expert in instructional media and material development. Their evaluations were used to revise and improve the guidebook before implementation.

3. RESULTS AND DISCUSSION

The development research procedure for the Speaking for Daily Activities teaching model based on the Flanders Interaction Analysis Categories (FIAC) system was carried out systematically using the ADDIE model which consists of Analysis, Design, Develop, Implement, and Evaluate stages. The following are the stages of the ADDIE model research procedure:

1. Analysis

In the Analysis stage, the researcher conducted a needs analysis for the Speaking for Daily Activities course. From observations and interviews with course lecturers, it was revealed that there had been no existing tool to control lecturer–student interaction during classroom speaking activities. Lecturers expressed the need for reflection to ensure better control in teaching so that classroom interaction would not be dominated by the lecturer, but instead encourage greater and more meaningful student participation. This finding is consistent with prior research showing that EFL classrooms frequently exhibit high Teacher Talk (TT) dominance and limited Student Talk (ST), which can hinder student engagement and communicative competence (Pujiastuti, 2014).

Therefore, lecturers required an interaction analysis model that could be applied to speaking courses in general, ensuring proportional interaction focused on students' activeness and supported by accurate data. Based on this needs analysis, the researcher conducted a literature

review to find a suitable interaction analysis system. The Flanders Interaction Analysis Categories (FIAC) system was then selected as the most appropriate tool to address lecturers' needs. FIACS includes 10 categories of classroom speaking interactions, namely: Accepting Feeling, Praising or Encouragement, Accepting or Using Ideas of Students, and Asking Questions (Teacher Talk – Indirect Influence); Lecturing, Giving Direction, and Criticizing or Justifying Authority (Teacher Talk – Direct Influence); Student Talk Response, Student Talk Initiation, and Silence or Pause or Confusion. To make this system applicable in a systematic and measurable way, it needed to be developed into a teaching guidebook. With the presence of such a guidebook, any lecturer teaching Speaking for Daily Activities could reflect on their teaching practices and achieve learning objectives more effectively.

2. Design

After completing the analysis stage, the next step was to design the guidebook. In the initial design process, the researcher determined the format of the guidebook, consisting of three main sections: introduction, content, and conclusion. The introduction includes the book cover, ISBN page, and table of contents. The researcher titled the book Speaking for Daily Activities: Model Flanders Interaction Analysis Categories System. This title was chosen to reflect the book's content and convey a strong academic impression. The book cover features images of buildings and public facilities representing English national icons to highlight the book's close connection to the English language. The dominant color blue was chosen to create a professional and academic tone. This design reflects recommendations in classroom interaction literature, emphasizing structured resources to enhance teacher reflection and instructional planning(Nasir et al., 2019; Walsh, 2021).

Table 2. Preface of chapter 1 to 5

Chapter 1	explains the Flanders Interaction Analysis Categories System (FIAC).
Chapter 2	describes the Speaking for Daily Activities course
Chapter 3	presents the terminology and components in the FIAC system
Chapter 4	details the procedures for implementing FIAC
Chapter 5	serves as the conclusion.

The table of contents includes the preface, chapters 1 to 5.

3. Develop

In the Develop stage, the guidebook content was fully prepared based on the previously designed structure, including chapters on FIACS theory, the Speaking for Daily Activities course, interaction terminology, implementation procedures, and practical examples. The content was synthesized from literature review and classroom observation data to ensure both theoretical and practical relevance. Expert validation was conducted by two specialists: one in English language teaching methodology and one in instructional media and material development. They evaluated the guidebook for accuracy of FIACS content, clarity of instructions, visual layout, and usability. Based on their feedback, revisions were made to improve the organization of chapters, clarity of coding instructions, and practical examples. The validation confirmed that the guidebook is content-valid, pedagogically sound, and suitable for classroom implementation. Overall, the develop stage demonstrates that the guidebook is ready for implementation, bridging the gap

between theoretical FIACS principles and classroom application, and providing lecturers with a practical tool for reflective teaching.

4. Implement

In the Implementation stage, the FIACS-based guidebook was applied in the practicum sessions of the *Speaking for Daily Activities* course. The practicum sessions were selected because they provided more opportunities for students to actively participate in classroom interaction compared to lecture sessions, which were mainly used by the lecturer to explain learning materials. Therefore, the practicum sessions were considered suitable for applying the guidebook, as the main purpose of the guidebook was to help lecturers monitor and manage classroom interaction in speaking activities.

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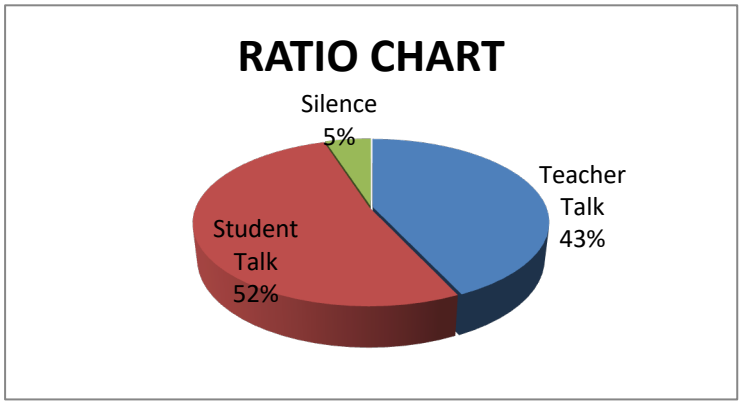

Figure 1. Ratio Chart Observation 1

The first implementation was conducted on September 1, 2025, in the *Speaking for Daily Activities* class of the English Study Program, Department of Language, Communication, and Tourism, Politeknik Negeri Jember. There were 51 first-semester students involved in the implementation process. The first observation functioned as the initial condition for identifying classroom interaction patterns before further reflection and improvement were made. Although the detailed percentage of the first observation was not explicitly stated, the observation showed that classroom interaction still needed improvement, particularly in providing more space for student participation

In the second observation, conducted on September 8, 2025, there was a visible change in classroom interaction. The 10 × 10 Flanders matrix showed that Teacher Talk reached 82 tallies, Student Talk reached 201 tallies, and Silence/Pause reached 17 tallies. These data resulted in the following percentages: TT = 28%, ST = 67%, and Silence/Pause = 5%.

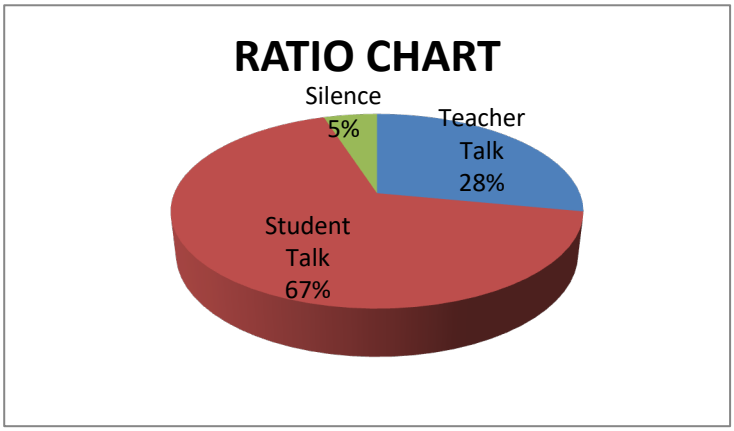

Figure 2. Ratio Chart Observation 2

Based on the results of the second observation, it can be concluded that there was an increase in student interaction in the classroom along with a decrease in the level of teacher interaction. This indicates a positive performance by the lecturer after reflecting on the first meeting. The lecturer changed their role by giving more opportunities for students to participate. The questions asked tended to be open-ended, allowing students to speak more freely. In this session, the lecturer also provided practical materials, which made the practice activities more engaging. Additionally, students used wireless microphones when speaking, making their voices clearer and boosting their enthusiasm to participate. After students finished their performances, the lecturer frequently offered encouragement and praise. When certain points needed emphasis, the lecturer gave concise and clear feedback. This situation helped students understand the instructions more easily and make more effective use of practicum time.

The lecturer introduced more varied activities, such as using a flip chart and playing a Bingo game. These activities made the practicum session more enjoyable for students and encouraged them to speak more. From a 15-minute observation period, a total of 300 tallies were recorded. The ratios from the third observation were as follows: Teacher Talk (TT)= 26%, Student Talk (ST) = 66%, and Silence = 8%. The silence ratio represented the time students used to prepare for their performances rather than a sign of confusion. At this stage, the lecturer had begun to establish a classroom interaction pattern focused on students. The use of varied teaching features created a more dynamic classroom atmosphere. The following is the pie chart illustrating the results of the third observation.

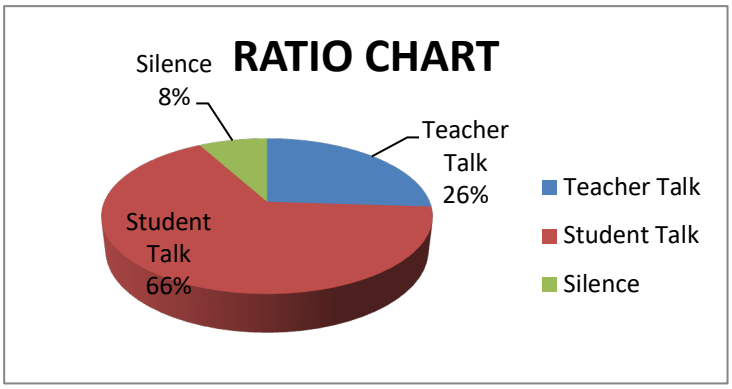

Figure 3. Ratio Chart Observation 3

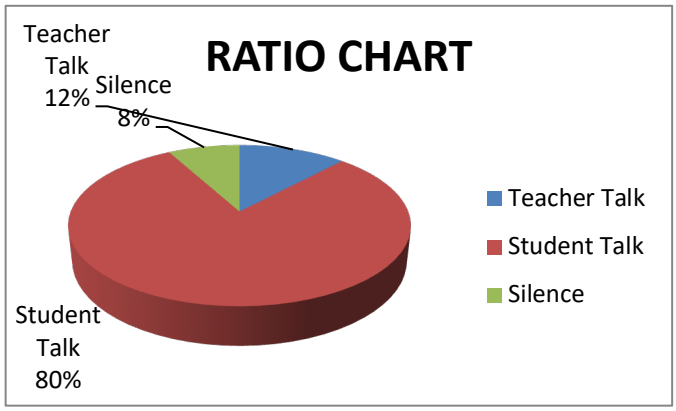

Figure 4. Ratio Chart Observation 4

After conducting discussions and reflections based on the results of Observations 1, 2, and 3, in this final observation the lecturer provided very engaging practice materials. In accordance with the topic Describing People's Characteristics, students were provided with professional and traditional costumes from various regions. The tally data showed strong student enthusiasm in expressing their ideas. Nearly 80% of the class time was used by students to speak. The lecturer acted more as a facilitator, managing the flow of activities and providing praise and feedback. The data indicated that 12% of the interactions were conducted by the lecturer, while the preparation time remained at 8%. The ratios of Teacher Talk, Student Talk, and Silence are illustrated in the chart.

The results of the four FIACS observations are summarized in Table 3. The table presents the proportion of Teacher Talk (TT), Student Talk (ST), and Silence/Pause (S) during the implementation of the FIACS-based guidebook in the *Speaking for Daily Activities* practicum sessions. These three components were used to identify whether classroom interaction was still lecturer-dominated or had shifted toward a more student-centered pattern. Teacher Talk refers to the lecturer's verbal interaction, Student Talk refers to students' verbal participation, and Silence/Pause refers to moments of preparation, peer discussion, or temporary silence during classroom activities.

Table 3. Summary of the four FIACS observations

Observation	Teacher Talk (TT)	Student Talk (ST)	Silence/Pause (S)	Critical Finding
Obs 1	*(Data not explicitly stated, but implied dominant)*	*(Data not explicitly stated, but implied low)*	*(Data not explicitly stated)*	Baseline/Initial state requiring reflection.
Obs 2	**28%** (82 tallies)	**67%** (201 tallies)	**5%** (17 tallies)	**Significant shift:** ST is dominant (more than double TT). The lecturer successfully adjusted their behavior after initial reflection.

Observation	Teacher Talk (TT)	Student Talk (ST)	Silence/Pause (S)	Critical Finding
Obs 3	**26%** (78 tallies)	**66%** (198 tallies)	**8%** (24 tallies)	**Stabilization:** Ratios stabilize, maintaining a strong student focus (ST approximately 66%). Silence remains manageable, used for preparation rather than confusion.
Obs 4	**12%**	**80%**	**8%**	**Near-Optimal Student Dominance:** ST reaches a near-maximal level (80%), indicating that the lecturer adopted a purely **facilitative role**.

As shown in Table 3, the classroom interaction pattern gradually shifted toward student-centered learning. Observation 1 served as the baseline condition, showing the initial classroom situation that required reflection. In Observation 2, Student Talk reached 67%, while Teacher Talk was 28% and Silence/Pause was 5%. This indicates that students had begun to participate more actively than the lecturer. In Observation 3, the pattern remained relatively stable, with Student Talk at 66%, Teacher Talk at 26%, and Silence/Pause at 8%. The slight increase in Silence/Pause was interpreted as preparation time rather than confusion. The most significant improvement appeared in Observation 4, where Student Talk increased to 80%, Teacher Talk decreased to 12%, and Silence/Pause remained at 8%. This result indicates that the lecturer increasingly acted as a facilitator, while students became the main participants in speaking activities.

The findings are in line with the principles of the Flanders Interaction Analysis Categories System (FIACS), particularly the shift from direct teacher influence to indirect teacher influence. During the later observations, the lecturer provided clearer and more concise feedback, reduced the use of direct instruction such as lecturing, giving directions, and justifying authority, and gave more praise, encouragement, and open-ended questions. These practices are related to FIACS Category 2, namely praising or encouraging, and Category 4, namely asking questions. The decrease of Teacher Talk from 28% in Observation 2 to 12% in Observation 4 indicates that the lecturer gradually reduced dominance in classroom interaction.

At the same time, Student Talk increased from 67% to 80%, showing that students were given more opportunities to respond, initiate ideas, and participate in speaking activities. This finding is important because speaking classes require students to actively use the target language rather than only listen to the lecturer's explanation. In FIACS terms, the increase of Student Talk reflects the stronger presence of Student Talk Response and Student Talk Initiation, which are represented in Categories 8 and 9. Therefore, the final interaction pattern, with TT at 12%, ST at 80%, and Silence/Pause at 8%, indicates that the classroom interaction became more suitable for speaking practice.

The Silence/Pause category also needs to be interpreted carefully. In this study, the 5–8% silence did not mainly indicate confusion or communication breakdown. Instead, it represented the time students used to prepare their performances, discuss with peers, and organize their ideas before speaking. This shows that Silence/Pause can have a productive function in student-centered speaking activities, especially when students need preparation time before performing oral tasks.

The implementation also showed a change in the lecturer's perception of classroom interaction. Before using FIACS, the lecturer's reflection was more likely based on personal impressions of the teaching process. After using the FIACS matrix and percentage results, the lecturer could evaluate classroom interaction more objectively. The data helped the lecturer identify whether Teacher Talk was still dominant, whether Student Talk had increased, and which interaction categories needed to be maintained or improved. As a result, the lecturer's role shifted from being the main speaker to becoming a facilitator and activity manager.

However, these findings should be understood within the context of practicum sessions. The FIACS-based guidebook was implemented in practicum activities because these sessions are designed for active speaking practice. In lecture sessions, higher Teacher Talk may naturally occur because the lecturer needs to explain the material. Therefore, the effectiveness of the guidebook is most relevant for speaking practicum classes, where the expected classroom interaction pattern should encourage more student participation.

Overall, the implementation results indicate that the FIACS-based guidebook helped the lecturer monitor classroom interaction, reduce excessive Teacher Talk, increase Student Talk, and reflect on teaching behavior using objective data. This suggests that the guidebook can support more interactive and student-centered speaking classes, particularly in higher education contexts that combine lecture and practicum sessions.

5. Evaluate

In this stage, the research successfully produced a systematic teaching tool: Speaking for Daily Activities: Model Flanders Interaction Analysis Categories System. This guidebook provides a structured resource for lecturers, detailing the FIACS theory and offering step-by-step procedures for its application in speaking courses. The evaluation results indicate that the FIACS-based guidebook helped lecturers identify the balance among Teacher Talk (TT), Student Talk (ST), and Silence/Pause. This is in line with FIACS theory, which explains that classroom verbal interaction can be categorized systematically to understand the roles of teachers and students in the learning process (Flanders, 1970; Tichapondwa, 2008). Through the FIACS matrix, lecturers could evaluate whether classroom interaction was still dominated by teacher explanation or had provided sufficient opportunities for student participation.

The findings also support previous studies showing that EFL classrooms are often dominated by Teacher Talk, which limits students' active participation (Azizah, 2023; Pratiwi & Fithriani, 2023). In this study, the guidebook helped lecturers reduce excessive Teacher Talk and increase Student Talk through more student-centered speaking activities. This supports Newton and Nation's (2020) view that speaking development requires learners to actively use language through meaningful communication.

In addition, the guidebook encouraged lecturers to move from subjective reflection to data-based reflection. By using tally results and interaction ratios, lecturers could identify which FIACS categories needed to be reduced, maintained, or improved. This is relevant to Walsh's (2021) concept of Classroom Interactional Competence, which emphasizes teachers' ability to manage classroom interaction to maximize learning opportunities.

However, the evaluation also showed that the guidebook still needs improvement as a stand-alone self-reflection tool. The application section should include more examples of FIACS coding, sample classroom interaction transcripts, and interpretation guidelines for common

interaction patterns. It would also be useful to add a practical table linking speaking activities, such as role play, group discussion, games, and monologue, with expected interaction patterns.

Overall, the FIACS-based guidebook is a useful instructional product for speaking classes because it helps lecturers monitor interaction, reflect on teaching behavior, and create more student-centered speaking activities. Compared with previous studies that mainly analyzed classroom interaction, this study contributes by developing a practical guidebook for improving classroom interaction in speaking instruction.

4. CONCLUSION

This study developed a FIACS-based teaching guidebook for the *Speaking for Daily Activities* course using the ADDIE model. The guidebook was designed to help lecturers monitor, analyze, and reflect on classroom interaction, particularly the balance between Teacher Talk, Student Talk, and Silence/Pause during speaking practicum sessions. The findings showed that the guidebook provided a structured procedure for applying FIACS in speaking classes and helped lecturers identify interaction patterns more objectively.

The implementation results indicated that the guidebook supported a shift toward more student-centered classroom interaction. Through the use of FIACS categories and the 10 × 10 interaction matrix, lecturers were able to reflect on their teaching behavior and provide more opportunities for students to participate actively in speaking activities. This shows that the guidebook can function not only as an instructional resource, but also as a reflective tool for improving classroom interaction in speaking courses.

This study contributes to English language teaching by offering a practical guidebook for applying FIACS in speaking classes, especially in practicum-based learning contexts. However, the implementation was limited to one course and one institutional setting. Therefore, future research is recommended to test the guidebook in different classes, institutions, and educational levels to examine its effectiveness in broader contexts. Further studies may also explore student-to-student interaction, the integration of digital tools in FIACS-based classroom observation, and the relationship between classroom interaction patterns, student motivation, and speaking performance.

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