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Classroom Discourse Analysis of Teacher-Student Interaction in Kurdistan Region EFL Settings (Retrieved from Master's thesis)

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| Article Info | | Abstract : |
|--|------------|--|
| Received: | June,2025 | This study examines how Soran University's EFL teachers facilitate classroom interaction, how students view their chances to participate, and how classroom and cultural factors affect communication. The study is based on the Classroom Interactional Competence (CIC) theory, which emphasizes the value of questioning, feedback, and language use in promoting interaction. To investigate interaction patterns in Kurdish EFL classrooms, information is gathered via student questionnaires and classroom observations. 64 students filled out the questionnaire, and nine EFL classes were observed. The main areas of observation were student participation, turn-taking, questioning, feedback, and teacher language use. Students' opinions about their involvement, teacher support, and how classroom dynamics affect interaction were all examined in the questionnaire. According to the findings, teachers provided feedback and used generally understandable language, but this feedback was typically more corrective than dialogic, which prevented students from interacting for longer periods. Teacher questions were typically direct and prioritized factual answers over encouraging deeper discussion. Students rarely had the chance to initiate or carry on conversations in the classroom; instead, the teacher facilitated most interactions. Some students claimed that classroom interaction helped them become more confident speakers, while others felt they didn't have enough time to answer questions or lead discussions. Cultural norms like respect through silence also had an effect on participation. |
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1. Introduction

Classroom Interaction plays an important role in improving communication between teachers and students, especially in EFL settings. Classroom Interaction helps create an environment where students can take part more actively. Recently, the focus has shifted from what is taught how students and teachers interact one useful framework classroom, interactional competence CIC, which highlights the use of interactional skills to support meaningful communication in Kurdish EFL classrooms, manufacture affect interaction such as teacher, talk, questioning feedback, student participation, culture, and classroom conditions. While many studies focus on learning outcomes, fewer have explored how interaction is organized and managed, especially at the university level. Understanding these aspects is important for improving communication and increasing student involvement.

The following research questions guide this study, each designed to explore a specific aspect of teacher-student interaction in Kurdish EFL classrooms.

1. How do EFL teachers manage classroom interaction?
2. What do students think about their opportunities to participate in class, and how do they view the teacher's role in supporting interaction?
3. How do cultural and contextual factors influence the way interaction happens?

In many Kurdish EFL classrooms, interaction is mainly led by the teacher, and students have limited chances to take part in meaningful talk. Classroom factors such as large group sizes, formal seating, and cultural norms that encourage student silence often reduce student involvement. Although Classroom Interactional Competence (CIC) highlights the importance of shared interaction, few studies have explored interaction in Kurdish university settings. The current study focuses on classroom interaction and related challenges in this context.

This study focuses on classroom interaction in Kurdish EFL university settings, examining how teacher-student communication takes place. It analyses questioning, feedback, and student responses, considering classroom and cultural factors that affect interaction. The findings offer insights to improve interaction practices and support teacher training. Using the Classroom Interactional Competence (CIC) framework, the study contributes to understanding and enhancing classroom interaction in a similar educational context.

2. Theoretical Background and Previous Studies

2.1 Discourse analysis

According to Brown and Yule (1983) discourse analysis is the study of language use concerning the social and psychological factors that influence communication. Discourse analysis is also "concerned with language use in social contexts and in particular with interaction or dialogue between speakers(Stubbs,1983). Additionally, Cook (1989) defines discourse analysis in his book "The study of how stretches of language used in communication assume meaning, purpose, and unity for their users: the quality of coherence"

2.2 The Importance of Discourse in the Field of Language learning

Discourse analysis investigates how native and non-native speakers use language in the social environment to aid language learning, with a focus on the shapes and roles of language in interpersonal interactions. In other words, discourse analysis investigates the specific language features used to communicate social meaning, such as grammar, syntax, pronunciation, and phonology (Berrocal et al., 2016). Discourse is important in lexicon learning and teaching because words cannot be taught separately from their contexts and must reflect the substance's meaning.

2.3 Students and Teachers in Classroom Interaction

Teachers in English as a Foreign Language (EFL) classrooms have a huge impact on student learning and outcomes. EFL teachers must facilitate learning and engage students (Ayash, 2024). Moreover, Arends (2011) states that teachers provide necessary knowledge and act as facilitators, fostering active student participation in the learning process. According to Harmer (2008), the effectiveness of teaching and learning activities is determined by the teacher's ability to direct, guide, inspire, facilitate, and control student participation in learning activities. Ineffective management can cause disruptions in the teaching and learning processes. Furthermore, during the teaching-learning process, teachers must evaluate students' abilities and comprehension of the material being taught (Nashruddin & Ningtyas, 2020).

2.4 Types of Interactions

In classroom settings, interactions can take various forms, each playing a crucial role in facilitating communication and learning. Asbah & Rajiman (2015) categorize the types of interactions into six primary types: teacher-to-whole class, teacher-to-individual, teacher-to-group, student-to-teacher, student-to-student, and student-to-whole class interactions. For instance, teacher-whole class interaction typically occurs at the start of a lesson with greetings and instructions, while teacher-individual and teacher-group interactions involve more personalized or collaborative guidance. These forms enable teachers to manage classroom discourse effectively, provide feedback, and create a supportive learning atmosphere. Likewise, students contribute by asking questions, responding to the teacher, or leading group discussions and presentations, helping shape a dynamic, interactive environment.

2.5 Feedback and its role

Nunan (1999, p. 307) defines feedback as providing the speaker with information about the message being conveyed. Feedback can be verbal or nonverbal, including comments on assignments, exam results, or speaking performance. This, in turn, provides data on the accuracy, adequacy, and quality of student performance in learning situations. Furthermore, Ur (1996) explains that feedback is critical in assisting students to identify and correct their mistakes. Teacher feedback indicates the success or failure of tasks completed during the learning process.

Furthermore, feedback is used not only for assessment, but also as a motivational and reinforcement tool to help students learn better. Without feedback, teaching is unimaginable, much like education without a teacher—a body without a soul, or a skeleton without flesh and blood. Similarly, Tower (1999) defines feedback in teacher education as information provided to an individual following performance that reflects on the adequacy, quantity, or quality of teaching.

Cole and Chan (1994, p. 242) identified three main purposes for feedback: motivating students, reinforcing learning, and providing information. Effective feedback from teachers not only helps students improve their language skills, but it also promotes productive classroom interactions. Feedback can take many forms. Positive feedback, for example, emphasizes student success, whereas negative feedback focuses on inaccuracies and is commonly referred to as corrective feedback.

2.6 Questioning

Safari (2020) emphasizes that the teacher's questions are an important component of classroom interaction because they initiate teaching and learning. A teacher's question is defined as an instructional stimulus that engages students in the material to be learned while also guiding them toward problem-solving.

Nashruddin and Ningtyas (2020) define a question as a sentence, phrase, or gesture that requests information in the form of a response. This implies that questions are expressions made by one person with the expectation of receiving an answer from the listener. Similarly, Brown (2000) defined a question

as "any statement that tests or builds knowledge in the learner." Teachers ask questions to help students learn. This means that questions are used to help students acquire knowledge, stimulate thought, and improve their critical thinking skills.

2.7 Previous studies

Numerous studies have looked into the dynamics of teacher-student interactions in EFL classrooms, specifically how interaction strategies, discourse patterns, and questioning techniques influence student engagement and participation.

Mardani and Gorjizadeh (2020) studied how teachers' communication with their students influences student engagement in English as a Foreign Language (EFL) classes. They applied qualitative discourse analysis to find out how teachers' activities of turn-taking, asking questions, and providing feedback influenced both how many students joined in the discussion and how the classroom became framed. The research showed that for students, the teacher's prompting for discussion reduced responses, but when students were encouraged with open-ended questions to elaborate, their participation grew. Significantly more interaction and engagement took place when open-ended questions and constructive criticism were used.

Afzali and Kianpoor (2020) studied the ways teachers tried to increase student involvement in their English as a Foreign Language lessons. This project aimed to inform educators and especially trainees about the role of strategic interaction in learning a language. Fifty EFL conversation sessions were observed, and the resulting data were recorded and written down for further study. It was found that teachers who asked questions and repeated what their students said supported the interactions between them. The results stress that teachers must use proven techniques to make learning more exciting and interesting for students in their classrooms.

Vebriyanto (2020) analyzed the effects of different types of teacher questions on student involvement in EFL classes. The study wanted to find out how different types of teacher questions affect students' participation and their interactions in class. The research was done qualitatively by observing and recording how students react when teachers ask questions. According to the research, asking open-ended questions enabled students to interact and think deeply, but closed-ended questions were not as effective.

3. Methodology and Research Design

The study examines teacher-student interaction in Kurdish EFL classrooms, specifically how different types of interaction influence classroom communication. The study's main idea is that better interaction between teachers and students can increase student participation and make them feel more involved in their lessons. It is believed that when teachers ask good questions, provide helpful feedback, and allow students to speak, the classroom becomes more active and conducive to learning. This section describes how the study was conducted and what procedures were used. It covers the research methodology, participants, tools, and procedures. It also describes how the tools were checked for accuracy and consistency, as well as the ethical steps taken to protect participants.

3.1 The Method

The study used a mixed-method approach to gain a better understanding of the interactions between the teacher and students in Kurdish EFL classrooms. It employed both qualitative and quantitative data to investigate teacher-student interactions, including classroom observations and a student questionnaire. The quantitative data revealed broad patterns among students, while the qualitative data allowed for a more detailed examination of interaction. This combination of methods enabled the researcher to explore not only how interactions take place but also how students perceive and experience these interactions within the EFL context.

3.2 The Sample of the Study:

The study was conducted at Soran University during the academic year 2024-2025. The target audience included both EFL students and instructors from the Arts and Education faculties. The sample was chosen because they actively participated in English language classes, where teacher-student interaction is an important part of the learning process. Nine EFL classrooms were chosen for observation.

These classrooms represented different stages and teaching styles, providing a comprehensive picture of classroom interaction in real-world settings. In addition, 64 second, third, and fourth-year students completed a survey about classroom interaction, participation, and teacher support. Students from both faculties' English departments took part in the event. This sample was chosen to ensure that the study focused on real-world classroom interactions and accurately represented both teachers' and students' experiences in Kurdish EFL classrooms.

3.3 Validity

Validity means that research tools measure what they are supposed to measure. It is a critical step in any research process because it increases the study's accuracy and quality. Without validity, research findings cannot be trusted (Cohen et al., 2011). In this study, academic experts were asked to review the observation checklist and questionnaire for relevance and clarity. The experts provided suggestions and feedback, and the tools were improved before being used in the study (Appendix 1).

3.4 Reliability

Reliability refers to how consistent and dependable research tools are when gathering data. A tool is considered reliable if it consistently produces the same results under identical conditions. Several steps were taken in this study to ensure the validity of the observation checklist and questionnaire. The observation checklist was tested in one pilot class, and another researcher reviewed the results to ensure consistency. This helped to ensure that the checklist could be used consistently by multiple observers. A pilot version of the student questionnaire was distributed to 23 students. Minor changes were made based on pilot feedback to improve the clarity and utility of the tools.

3.5 Ethical Considerations

Ethical considerations play an important role in any research to protect participants' rights and privacy. Following ethical standards promotes trust and ensures that research is conducted in a fair and respectful manner (Cohen et al. 2011).

Before collecting data, the researcher obtained official approval from Soran University's Faculty of Arts and Faculty of Education. All participants were informed of the study's purpose and were told that their participation was entirely voluntary. Teachers were asked for permission before conducting classroom observations and interviews, and students were informed through the questionnaire that they were free to decline to participate or withdraw at any time. To protect participants' privacy, no names were used in the study, and all information was kept confidential. To avoid interfering with natural classroom interactions, the researcher observed as a non-participant during classroom visits. These steps contributed to the study's responsible and ethical conduct.

4. Tool Construction

Choosing the right tool is an important aspect of any research. The data for this study was gathered using two primary tools: an observation checklist and a student questionnaire. These tools helped the researcher collect useful data about teacher-student interaction in Kurdish EFL classrooms.

4.1 Observation Checklist

The observation was created to look at how teachers and students interact in the classroom, focusing on how teachers ask questions, give feedback, and involve students in classroom discussions. The checklist

was based on an existing framework and was modified for the requirements of EFL classrooms in the Kurdistan region.

4.2 Student Questionnaire

The questionnaire was designed to collect student feedback on classroom interactions before using the final version. A small group of students tested the questionnaire to ensure that the questions were clear and easy to understand.

4.3 Piloting

Pilot studies are small test research tools carried out before the primary data collection. They help researchers determine whether their tools are clear, comprehensive, and easy to use (Leavy, 2017). For this reason, both the observation checklist and the questionnaire were piloted in the study to ensure suitability and reliability for data collection on teacher-student interactions.

Firstly, the checklist was implemented in a single EFL classroom at Soran University. In this pilot test, the researcher was able to determine whether each item was understandable and useful as a result. A few minor changes were made in order to improve its clarity and effectiveness.

Secondly, 23 students from the faculty of arts at Soran University participated in the Pilot study for the questionnaire based on student feedback. The researcher revised the wording of some questions after these modifications. The final version of the questionnaire was used in the main study.

5. Data Analysis & Findings

Table 1: Demographic Information of Participants

| Gender | Percentage |
|----------------------|------------|
| Female | 51.6% |
| Male | 48.4% |
| Academic Year | Percentage |
| First Year | 1.6 % |
| Second Year | 23.4 % |
| Third Year | 28.1 % |
| Fourth Year | 46.1 % |
| Faculty | Percentage |
| Faculty Of Arts | 53.1% |
| Faculty Of Education | 46.9% |

The demographic data of the students who took part in the study are shown in Table 1. First, with 51.6% of participants being female and 48.4% being male, the gender distribution was almost equal. This balance is significant because it indicates that both male and female students' opinions are represented in the study. Second, the majority of participants were in their third (28.1%) and fourth (46.1%) academic years, with only 1.6% being in their first year and 23.4% being in their second. Their answers can therefore be regarded as more trustworthy and knowledgeable. Furthermore, the participants were selected from two different faculties: The Faculty of Education accounted for 46.9% and the Faculty of Arts for 53.1%. This adds diversity to the data by demonstrating that students with a variety of academic backgrounds were included. In general, the demographic data indicates that the participants were an equal and experienced group of English language learners, it contributes to the reliability and applicability of the study's conclusions.

Table 2: Questionnaire Items

| N0 | Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|---|----------------|-------|---------|----------|-------------------|
| 1 | Talking and interacting in class is essential for improving my classroom participation. | 34.4% | 46.9% | 12.5% | 1.6% | 4.7% |
| 2 | I feel more confident when I participate in classroom interactions | 26.6% | 37.5% | 20.0% | 4.7% | 6.3% |
| 3 | Interaction with my teacher and classmates helps me communicate better in class. | 29.7% | 51.6 | 6.3 | 7.8% | 4.7% |
| 4 | My teacher encourages all students to participate in interactions. | 17.2% | 46.9% | 25.0% | 4.7% | 6.3% |
| 5 | My teacher creates a friendly environment for classroom communication. | 10.9% | 60.9% | 14.1% | 7.3% | 7.8% |
| 6 | Working in pairs or groups helps me practice interacting with others. | 23.4% | 34.4% | 23.4% | 6.3% | 12.5% |
| 7 | My teacher's way of managing interactions affects how much I participate | 12.5% | 45.3% | 26.6% | 12.5% | 3.1% |
| 8 | My teacher adapts their teaching methods to support more interaction | 14.1% | 43.8% | 28.1% | 7.8% | 6.3% |
| 9 | My teacher's feedback helps me interact more effectively | 10.9% | 45.3% | 26.6% | 9.4% | 7.8% |
| 10 | I prefer it when my teacher gives clear and detailed feedback on my interaction | 23.4% | 43.8% | 18.8% | 10.9% | 3.1% |
| 11 | The feedback I receive motivates me to interact more in class | 12.5% | 56.3% | 20.3% | 6.3% | 4.7% |
| 12 | When my teacher corrects my mistakes, it helps me participate better in classroom interaction | 28.1% | 46.9% | 17.2% | 4.7% | 3.1% |
| 13 | The feedback I receive in class is easy to understand and use during interaction. | 7.8% | 53.1% | 23.4% | 9.4% | 6.3% |
| 14 | My teacher's questions make the classroom interactions more engaging | 10.9% | 51.6% | 20.3% | 7.8% | 9.4% |
| 15 | Answering questions in class helps me think more deeply during interaction. | 25.0% | 45.3% | 18.8% | 4.7% | 6.3% |
| 16 | My teacher's questions encourage me to participate more actively in classroom interactions. | 15.6% | 48.4% | 23.4% | 3.1% | 9.4% |
| 17 | Questions help in effective interaction in English during class | 18.8% | 54.7% | 12.5% | 4.7% | 9.4% |
| 18 | My teacher gives me enough time to think before responding, which helps my interaction. | 10.9% | 29.7% | 28.1% | 18.8% | 12.5% |
| 19 | My teacher asks questions that help me interact and understand the topic better. | 18.8% | 48.4% | 18.8% | 4.7% | 9.4% |
| 20 | In Kurdish culture, I am expected to listen to the teacher without interrupting, which affects how I interact in class. | 9.4% | 46.9% | 29.7% | 6.3% | 7.8% |
| 21 | I tend to stay quiet in class interactions to show respect for my teacher, as is common in Kurdish culture | 7.8% | 48.4% | 20.3% | 9.4% | 14.1% |

| | | | | | | |
|----|---|-------|-------|-------|------|-------|
| 22 | I feel more comfortable participating in interactions when my classroom environment is informal and relaxed | 23.4% | 43.8% | 20.3% | 3.1% | 9.4% |
| 23 | My teacher uses the Kurdish language to explain complex concepts, which helps me interact better in class | 28.1% | 35.9% | 18.8% | 4.7% | 12.5% |

Table 2 includes the students' responses to 23 questions about classroom interaction. The results show many positive views. A large number of students agreed that talking and interacting in class helps them participate more and improve their communication, also 64.1% believed that interaction helps them feel more confident, many students believe that the teachers encouraged everyone to take part in class, and 71.8% saw that the teachers created a friendly and supportive environment Working in pairs or groups was also helpful for 57.8% of the students. Teacher feedback was another strong point about 75% of student said that correction helped them participate better.67.2% of students preferred feedback that was clear and detailed. Additionally, 68.8% said that receiving feedback from the teacher motivated them to participate more actively. Furthermore, 60.9% found the feedback easy to understand and apply. Students also responded positively to the questions posed by the teacher for example 70.3% said answering questions helped them think more deeply and 73.5% questions helped them use English more effectively, in addition 67.2% believe the questions helped them understand the lesson better and 64% said they were encouraged to participate more because of teacher questions Although some students felt they were not given enough time to think before answering we still found questioning helpful, cultural, and classroom context also played a role more than half of the student said they stayed quiet in class to show respect which is common in Kurdish culture at the same time 67.2% said they felt more comfortable interacting and relaxed and informal classroom settings Also 64% of the students said that using Kurdish to explain difficult ideas helps them interact better. In general, the data shows that student had positive experiences with classroom interaction. They appreciated teachers who supported interaction, gave helpful feedback, asked good questions, and created a comfortable and respectful learning environment.

Table 3 Observation Details

| Faculty | Class Year | Number of Observations | Duration of observation |
|----------------------|-------------|------------------------|-------------------------|
| Faculty Of Education | Second year | 9 | 1.5 hours |
| | Third Year | | |
| | Fourth Year | | |

Table 4 Observation Items

| Discourse and Communication | | | | | |
|---|---------|-----------|---------|---------------|--------------------|
| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
| 1- The teacher speaks clearly. | Always | 7 | 77.8 | 77.8 | 77.8 |
| | Usually | 2 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 2- The teacher uses different ways to help students understand better. | Always | 2 | 22.2 | 22.2 | 22.2 |
| | Often | 1 | 11.1 | 11.1 | 33.3 |
| | Usually | 6 | 66.7 | 66.7 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 3- The teacher adapts their language to meet the diverse needs of students. | Always | 2 | 22.2 | 22.2 | 22.2 |
| | Often | 1 | 11.1 | 11.1 | 33.3 |
| | Usually | 6 | .66.7 | 66.7 | 100.0 |

| | Total | 9 | 100.0 | 100.0 | |
|--|-----------|-----------|---------|---------------|--------------------|
| The Importance of Discourse in Interaction | | | | | |
| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
| 4. The teacher gives useful information that helps students interact. | Always | 7 | 77.8 | 77.8 | 77.8 |
| | Usually | 2 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 5. Classroom discussions foster critical thinking and student engagement. | Always | 5 | 55.6 | 55.6 | 55.6 |
| | Often | 1 | 11.1 | 11.1 | 66.7 |
| | Sometimes | 1 | 11.1 | 11.1 | 77.8 |
| | Usually | 2 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| Classroom Interaction | | | | | |
| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
| 6. Students can interact in different ways, like group work, pair work, and individual speaking. | Always | 3 | 33.3 | 33.3 | 33.3 |
| | Often | 1 | 11.1 | 11.1 | 44.4 |
| | Usually | 5 | 55.6 | 56.6 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 7. The teacher and students talk to each other engagingly | Always | 6 | 66.6 | 66.7 | 66.7 |
| | Usually | 3 | 33.3 | 33.3 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 8. Students are encouraged to talk to each other during activities. | Always | 5 | 55.6 | 55.6 | 55.6 |
| | Usually | 4 | 44.4 | 44.4 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| Teachers in EFL Classrooms | | | | | |
| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
| 9. The teacher helps students understand by asking good questions and giving helpful feedback. | Always | 5 | 55.6 | 55.6 | 55.6 |
| | Usually | 4 | 44.4 | 44.4 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 10. The teacher's language helps students understand and interact with the language better. | Always | 6 | 66.7 | 66.7 | 66.7 |
| | Usually | 3 | 33.3 | 33.3 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 11. The teacher encourages shy or less confident students to participate. | Always | 2 | 22.2 | 22.2 | 22.2 |
| | Often | 3 | 33.3 | 33.3 | 55.6 |
| | Usually | 4 | 44.4 | 44.4 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| Participants in Classroom Interaction | | | | | |
| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
| 12. Students interact actively in discussions and activities. | Always | 1 | 11.1 | 11.1 | 11.1 |
| | Often | 2 | 22.2 | 22.2 | 33.3 |
| | Sometimes | 2 | 22.2 | 22.2 | 55.6 |
| | Usually | 4 | 44.4 | 44.4 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |

| | | | | | |
|---|-----------|-----------|---------|---------------|--------------------|
| 13. Interaction patterns allow all students to have equal chances to speak. | Always | 1 | 11.1 | 11.1 | 11.1 |
| | Often | 2 | 22.2 | 22.2 | 33.3 |
| | Sometimes | 1 | 11.1 | 11.1 | 44.4 |
| | Usually | 5 | 55.6 | 55.6 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 14. Both teacher and student roles are balanced in classroom interactions. | Always | 1 | 11.1 | 11.1 | 11.1 |
| | Often | 2 | 22.2 | 22.2 | 33.3 |
| | Sometimes | 1 | 11.1 | 11.1 | 44.4 |
| | Usually | 5 | 55.6 | 55.6 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| Self-Evaluation of Teacher Talk (SETT) | | | | | |
| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
| 15. The teachers' talk matches the students' language level. | Always | 4 | 44.4 | 44.4 | 44.4 |
| | Usually | 5 | 55.6 | 55.6 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 16. The teacher's talk is balanced, allowing students enough time to speak. | Always | 2 | 22.2 | 22.2 | 22.2 |
| | Often | 1 | 11.1 | 11.1 | 33.3 |
| | Usually | 6 | 66.7 | 66.7 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| Feedback, the Role of Feedback, and Common Types of Feedback | | | | | |
| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
| 17. The teacher provides clear and helpful feedback to students | Always | 5 | 55.6 | 55.6 | 55.6 |
| | Often | 1 | 11.1 | 11.1 | 66.7 |
| | Usually | 3 | 33.3 | 33.3 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 18. Feedback is given promptly after students' responses | Always | 7 | 77.8 | 77.8 | 77.8 |
| | Usually | 2 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 19. The teacher's feedback helps students understand their mistakes | Always | 7 | 77.8 | 77.8 | 77.8 |
| | Usually | 2 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 20. The teacher's feedback helps students to improve. | Always | 4 | 44.4 | 44.4 | 44.4 |
| | Usually | 5 | 55.6 | 55.6 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 21. Feedback encourages students to participate more in class. | Always | 1 | 11.1 | 11.1 | 11.1 |
| | Often | 2 | 22.2 | 22.2 | 33.3 |
| | Usually | 6 | 66.7 | 66.7 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 22. The teacher uses feedback to guide students' learning and development. | Always | 5 | 55.6 | 55.6 | 55.6 |
| | Often | 1 | 11.1 | 11.1 | 66.7 |
| | Usually | 3 | 33.3 | 33.3 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 23. Feedback is used to correct errors and reinforce correct answers | Always | 6 | 66.7 | 66.7 | 66.7 |
| | Usually | 3 | 33.3 | 33.3 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |

| | | | | | |
|---|---------|---|-------|-------|-------|
| 24. The teacher uses praise to encourage students. | Always | 2 | 22.2 | 22.2 | 22.2 |
| | Usually | 7 | 77.8 | 77.8 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 25. The teacher provides corrective feedback to help students improve | Always | 6 | 66.7 | 66.7 | 66.7 |
| | Usually | 3 | 33.3 | 33.3 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |

Questioning, The Purpose of Questioning, and The Categories of Teachers' Questions

| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---------|-----------|---------|---------------|--------------------|
| 26. The teacher uses questioning to prompt students to think and respond. | Always | 6 | 66.7 | 66.7 | 66.7 |
| | Usually | 3 | 33.3 | 33.3 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 26. The teacher asks questions that are clear and easy to understand. | Always | 8 | 88.9 | 88.9 | 88.9 |
| | Usually | 1 | 11.1 | 11.1 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 27. The teacher asks a variety of questions to engage all students. | Always | 7 | 77.8 | 77.8 | 77.8 |
| | Usually | 2 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 28. The teacher waits for students to think before answering questions. | Always | 5 | 55.6 | 55.6 | 55.6 |
| | Often | 2 | 22.2 | 22.2 | 77.8 |
| | Usually | 2 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 29. Questions are used to check students' understanding of the lesson. | Always | 2 | 22.2 | 22.2 | 22.2 |
| | Usually | 7 | 77.8 | 77.8 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 30. Questions encourage students to think critically and express their ideas. | Always | 2 | 22.2 | 22.2 | 22.2 |
| | Usually | 7 | 77.8 | 77.8 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 31. Questions help to keep students engaged and interested in the lesson. | Always | 7 | 77.8 | 77.8 | 77.8 |
| | Usually | 2 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 32. The teacher asks factual questions to check students' knowledge. | Always | 1 | 11.1 | 11.11 | 11.1 |
| | Often | 3 | 33.3 | 33.3 | 44.4 |
| | Usually | 5 | 55.6 | 55.6 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 33. The teacher asks open-ended questions to encourage discussion. | Always | 2 | 22.2 | 22.2 | 22.2 |
| | Often | 1 | 11.1 | 11.11 | 33.3 |
| | Usually | 6 | 66.7 | 66.7 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |

Turn-Taking and the Roles of Turn-Taking

| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|---------|-----------|---------|---------------|--------------------|
| 34. The teacher manages turn-taking effectively, allowing all students to participate. | Often | 2 | 22.2 | 22.2 | 22.2 |
| | Usually | 7 | 77.8 | 77.8 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |

| 35. Students are encouraged to take turns speaking and listening | Always | 1 | 11.1 | 11.1 | 11.1 |
|---|-----------|-----------|---------|---------------|--------------------|
| | Often | 1 | 11.1 | 11.1 | 22.2 |
| | Sometimes | 1 | 11.1 | 11.1 | 33.3 |
| | Usually | 6 | 66.7 | 66.7 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 36. The teacher ensures that turn-taking is fair and balanced among students. | Often | 2 | 22.2 | 22.2 | 22.2 |
| | Sometimes | 1 | 11.1 | 11.1 | 33.33 |
| | Usually | 6 | 66.7 | 66.7 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| Cultural Influence on Teacher-Student Interaction | | | | | |
| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
| 37. Students listen to the teacher without interrupting, as expected in Kurdish culture. | Always | 2 | 22.2 | 22.2 | 22.2 |
| | Often | 1 | 11.1 | 11.1 | 33.3 |
| | Usually | 6 | 66.7 | 66.7 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 38. Students tend to be quiet in class discussions to show respect for the teacher. | Always | 1 | 11.1 | 11.1 | 11.1 |
| | Usually | 8 | 88.9 | 88.9 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 39. Students feel more comfortable participating in discussions when the classroom environment is informal and relaxed. | Always | 6 | 66.7 | 66.7 | 66.7 |
| | Often | 1 | 11.1 | 11.1 | 77.8 |
| | Usually | 2 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 40. The teacher encourages students to express independent opinions. | Always | 7 | 77.8 | 77.8 | 77.8 |
| | Often | 1 | 11.1 | 22.2 | 88.9 |
| | Usually | 1 | 11.1 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 41. Students confidently speak in front of the class without hesitation. | Always | 1 | 11.1 | 11.1 | 11.1 |
| | Often | 2 | 22.2 | 22.2 | 33.3 |
| | Usually | 6 | 66.7 | 66.7 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 42. The teacher responds positively to students' use of their first language (Kurdish) during discussions. | Always | 1 | 11.1 | 11.1 | 11.1 |
| | Often | 1 | 11.1 | 11.1 | 22.2 |
| | Usually | 7 | 77.8 | 77.8 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| Contextual Factors in Classroom Discourse | | | | | |
| Items | | Frequency | Percent | Valid Percent | Cumulative Percent |
| 43. The teacher uses the Kurdish language to explain difficult concepts. | Often | 1 | 11.1 | 11.1 | 11.1 |
| | Rarely | 7 | 77.8 | 77.8 | 88.9 |
| | Usually | 1 | 11.1 | 11.1 | 11.1 |
| | Total | 9 | 100.0 | 100.0 | |
| 44. Students participate more actively when the teacher uses | Never | 1 | 11.1 | 11.1 | 11.1 |
| | Rarely | 7 | 77.8 | 77.8 | 88.9 |
| | Usually | 1 | 11.1 | 11.1 | 100.0 |

| | | | | | |
|---|-----------|---|-------|-------|-------|
| Kurdish for clarification. | Total | 9 | 100.0 | 100.0 | |
| 45. A relaxed and informal classroom atmosphere encourages student interaction. | Always | 5 | 55.6 | 55.6 | 55.6 |
| | Usually | 4 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 46. The teacher balances the use of Kurdish and English to support student interaction. | Never | 7 | 77.8 | 77.8 | 77.8 |
| | Often | 1 | 11.1 | 11.1 | 88.9 |
| | Rarely | 1 | 11.1 | 11.1 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 47. Classroom size enhances student engagement. | Always | 1 | 11.1 | 11.1 | 11.1 |
| | Often | 3 | 33.3 | 33.3 | 44.4 |
| | Sometimes | 1 | 11.1 | 11.1 | 55.6 |
| | Usually | 4 | 44.4 | 44.4 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 48. The seating arrangement (e.g., traditional rows vs. group tables) promotes participation and interaction. | Often | 2 | 22.2 | 22.2 | 22.2 |
| | Usually | 7 | 77.8 | 77.8 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 49. Students are more active in small groups than in whole-class discussions | Often | 2 | 22.2 | 22.2 | 22.2 |
| | Rarely | 1 | 11.1 | 11.1 | 33.3 |
| | Usually | 6 | 66.7 | 66.7 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |
| 50. The teacher uses real-life examples related to Kurdish culture to explain concepts. | Sometimes | 1 | 11.1 | 11.11 | 11.1 |
| | Usually | 8 | 88.9 | 88.9 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |

The classroom observation findings provide valuable insights into teacher-student interaction in Kurdish EFL classrooms. To begin with, teachers generally used clear and understandable language throughout the lessons. In 77.8% of the observed sessions, the teacher always spoke clearly, which helped students follow instructions and understand lesson content more effectively. In addition, many teachers used a variety of methods to support understanding, such as real-life examples, group work, and clarification techniques. These strategies were used regularly in 66.7% of the classes, showing a commitment to active and student-centred teaching.

Furthermore, interaction between teachers and students was a common feature of the observed lessons. In 66.7% of the sessions, the teacher and students communicated engagingly, and students were encouraged to speak with one another during activities in more than half of the lessons. Different forms of interaction—such as pair work, group discussions, and individual speaking tasks—were also used to promote participation. However, full and active involvement from all students was observed in only 11.1% of the classes, suggesting that some learners were still hesitant to take part.

With regard to feedback, most teachers provided clear and immediate responses to students' answers. In 77.8% of the observations, feedback was given promptly, and it often helped students identify and correct their mistakes. Teachers also used praise and encouragement, which supported learners' motivation and confidence. While shy or less confident students were often encouraged to participate, this support was more consistent in some classrooms than others.

Moreover, questioning was one of the strongest aspects of classroom interaction. In almost 89% of the sessions, the teacher asked questions that were clear and easy to understand. A variety of question types—both factual and open-ended—were used to encourage thinking and discussion. Teachers usually gave

students time to think before answering, which made students feel more comfortable and encouraged more thoughtful responses. Questioning was not only used to check understanding, but also to promote critical thinking and keep students engaged.

In terms of cultural influence, many students followed the common practice in Kurdish classrooms of staying quiet while the teacher was speaking. In 88.9% of the sessions, students remained silent during discussions to show respect. Although this created a respectful environment, it sometimes limited student talk. However, when the classroom atmosphere was relaxed and friendly, students became more confident and were more likely to express their opinions. In most of the observed lessons, teachers encouraged students to share their ideas and responded positively when they used Kurdish to explain or ask questions. Finally, several contextual factors played an important role in shaping interaction. The use of Kurdish by teachers to explain difficult ideas was rare and did not seem to increase participation. On the other hand, classroom seating and group arrangements had a stronger impact. In 77.8% of the lessons, group seating helped students to interact more actively, and in 66.7%, students were more engaged in small group tasks than in whole-class discussions. Additionally, the use of real-life examples related to Kurdish culture was observed in 88.9% of the classes, which helped students connect with the lesson content in a more meaningful way.

6. Discussion

The results of this study highlight a number of beneficial features of interaction in Soran University's Kurdish EFL classes. Teachers and students regularly interact, and this interaction is crucial to classroom communication. Employing the Classroom Interactional Competence (CIC) framework, the study emphasizes how teachers employ successful tactics that promote student involvement and uphold an interactive environment.

Firstly, teachers foster a positive learning environment by communicating clearly and modifying their language to fit the proficiency of their students. For example, 88.9% of teachers modified their language, whereas 77.8% of teachers always spoke clearly. Walsh (2011) highlights how improved interaction is fostered by this student-friendly and unambiguous language. These tactics facilitate students' participation in class discussions and their ability to follow instructions.

Moreover, teachers usually involve students and feedback according to the data many teachers often asked questions, provided feedback, and encouraging students to respond, this aligns with the findings of Usman (2021) and Afzali and Kianpoor (2020) who discovered that feedback and questioning are critical strategies for fostering, dynamic and interesting classroom interactions. When given the opportunity students frequently participated actively and responded positively to these strategies. Students had a very positive attitude towards interacting with others. Over 76% of respondents said classroom interaction improved their communication skills more, and 64% increased their confidence. These results show that students value an interactive learning environment and are motivated to participate. This is consistent with Meran's 2020 findings that encouraging interactions motivates students to talk more and exchange ideas. Additionally, when students provide more detailed meaningful answers, this supports Rashidi and Rafieerad (2019) findings that such questions deeper interaction and critical thinking use of discussion in group work also help students feel more engaged and expressing themselves the classroom environment encouraged interaction students preferred small groups and relaxed settings, which made communication easier classrooms that were well organized and had comfortable seating arrangements. Encouraged active participation. These findings are consistent with Walsh (2012), who emphasizes the importance of creating a classroom environment. Furthermore, felt respected and supported by their teacher, which prompted them to participate in discussions. According to Walsh (2006), a respectful environment is critical for building trust and confidence in classroom discussions.

7. Conclusion and Recommendations

In conclusion, this study demonstrates the importance of effective teacher-student interaction in Kurdish EFL classrooms that Soran University to begin teachers who communicate clearly and modify their language, contribute to a positive and supportive learning environment. This method allows students to understand the lessons and participate actively.

Furthermore, frequent questioning and feedback encourage students to participate more in class discussions, which improves interaction and learning outcomes. Moreover, student stated that interactive classroom activities boosted their confidence and communication skills. These positive attitudes indicate that students value the opportunity to speak and share ideas. Furthermore, the use of open-ended questions combined with group work and discussions promotes deeper thinking and more meaningful responses.

Finally, several steps should be taken to improve teacher-student interaction in Kurdish EFL classrooms university administration should create supportive classroom environments with flexible seating and easy access to teaching materials that encourage participation. EFL instructors require regular training in effective interaction techniques, such as questioning, taking turns and providing constructive feedback, as well as consideration of cultural factors that may limit student participation, the curriculum should be revised to include more interactive student center tasks, such as group projects, and discussions, as opposed to lecture base approaches. Additionally, students should be encouraged to take a more active role in classroom communication through positive feedback that builds their confidence. These combined efforts can help create more engaging and inclusive environments in classroom interaction.

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Appendix 1: Jury Committee Members

| Member name | Certificate | Academic title | Major | University |
|-------------------------|-------------|----------------|-------------|-----------------------|
| Chiayee Khorshid Fage | PhD | Asst.Professor | Linguistics | Soran University |
| Kurdistan Rafiq Mhyadin | PhD | Asst.Professor | Linguistics | Soran University |
| Salih Ibrahim Ahmed | PhD | Asst.Professor | Linguistics | University of Raparin |
| Ali Yusuf Aziz | PhD | Lecturer | Education | Soran University |
| Niaz Muhsin Aziz | PhD | Lecturer | Linguistics | Salahaddin University |
| Nehad Faisal Ahmed | PhD | Lecturer | TESOL | Soran University |
| Salah Jameel Jabrael | PhD | Lecturer | Linguistics | Soran University |