

Classroom Interactional Competence of English Classes in Higher Education

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Abstract	<p>English Students of higher education are expected to have mastery in the language as well as ability to think critically. However, the characteristic of EFL (English as a Foreign Language) classes shows that teacher tend to dominate the class. Thus, the research aims to discover the classroom interactional competence in ELT classes of higher education in order to achive the expected learning objective. The interaction will be analyzed based on the micro contexts and the pedagogic goals. This research is conducted with qualitative approach and content analysis method. The data source is the recording of 10 English classes at STBA LIA Jakarta. The data are analyzed using L2 classroom modes framework by Steve Walsh. The result shows that lecturers mostly apply material and managerial mode but rarely apply the classroom context and skill and system mode. The most interactional features found are display questions and extended teacher turns. The research concludes that the lecturer focuses on preparing the students background information to express student's critical thinking and fluency but they have not prepared the students' language components and skills to support the fluency. The implication is that the lecturers tend to dominate the interaction, as mentioned by Walsh. However, it is the way to to maintain the communication practice by modifying the interactional features which is appropriate to the learners and facilitating the interactional space so that the interactional competence of the students can be elevated.</p>
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