

**A MULTIMODAL DISCOURSE ANALYSIS OF TEACHER
JECCA'S TIKTOK VIDEOS**

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
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A MULTIMODAL DISCOURSE ANALYSIS OF TEACHER JECCA'S TIKTOK VIDEOS

THESIS

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2026

STATEMENT OF AUTHORSHIP

I state that the thesis entitled "**A Multimodal Discourse Analysis of Teacher Jecca's TikTok Videos**" is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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MOTTO

“Every star has its own sky to shine in”

DEDICATION

This thesis is dedicated to my beloved parents, whose endless prayers and love became my strength through every step of this journey.

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All praise be to Allah SWT for His mercy, blessings, and guidance, which allowed the writer to complete this thesis entitled “A Multimodal Discourse Analysis of Teacher Jecca’s TikTok Videos” as one of the requirements for obtaining a Bachelor’s degree in English Literature. The writer realizes that this thesis would not have been completed without the prayers, support, kindness, and help from many people throughout this journey.

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Malang, May 9th 2026

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ABSTRACT

Maharani, Reriskha. (2026). *A Multimodal Discourse Analysis of Teacher Jecca's TikTok Videos.* Undergraduate Thesis. Department of English Literature. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Meinarni Susilowati, M.Ed.

Keywords : *IRF Pattern, Multimodal Interaction, Classroom Interaction, TikTok Videos*

Classroom interaction involves verbal and nonverbal communication that work together to support meaning during interaction. This study aimed to analyze how initiation, response, and feedback patterns are represented through multimodal interaction in Teacher Jecca's TikTok videos. The data source of this study consisted of 8 classroom videos uploaded on the TikTok account @teacherjecca and 20 interaction segments selected from the videos. This study used a descriptive qualitative approach by applying the IRF framework proposed by Sinclair and Coulthard (1975) and Multimodal Interaction Analysis proposed by Norris (2004, 2020). Based on the findings, both simple and extended IRF patterns were identified in the interaction. The results showed that initiation, response and feedback moves organized classroom interaction, and extended patterns enabled further development of interaction before feedback was given. The analysis also showed that teachers and students contributed differently to initiation, response and feedback moves during classroom interaction. Furthermore, multimodal actions such as gestures, gaze, facial expressions, intonation, body movements and objects were used to support interaction and represent meaning during communication. These multimodal actions helped to organize participation, clarify meaning, maintain interaction and supported representation of IRF patterns during classroom communication. This study shows that classroom interaction represented in TikTok videos shows organized IRF patterns supported by coordinated multimodal actions. Future research may analyze larger datasets, other social media platforms or other approaches of discourse analysis to investigate interaction from different perspectives.

ABSTRAK

Maharani, Reriskha. (2026). *Analisis Wacana Multimodal dari Video TikTok Guru Jecca*. Skripsi. Departemen Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Meinarni Susilowati, M.Ed.

Kata kunci : *Pola IRF, Interaksi Multimoda, Interaksi Kelas, Video TikTok*

Interaksi kelas melibatkan komunikasi verbal dan nonverbal yang bekerja sama untuk mendukung makna selama interaksi. Penelitian ini bertujuan untuk menganalisis bagaimana pola inisiasi, respons, dan umpan balik direpresentasikan melalui interaksi multimoda dalam video TikTok Guru Jecca. Sumber data penelitian ini terdiri dari 8 video kelas yang diunggah di akun TikTok @teacherjecca dan 20 segmen interaksi yang dipilih dari video tersebut. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan menerapkan kerangka kerja IRF yang diusulkan oleh Sinclair dan Coulthard (1975) dan Analisis Interaksi Multimodal yang diusulkan oleh Norris (2004, 2020). Berdasarkan temuan, pola IRF sederhana dan diperluas diidentifikasi dalam interaksi. Hasilnya menunjukkan bahwa inisiasi, respons dan umpan balik bergerak interaksi kelas yang terorganisir, dan pola yang diperluas memungkinkan pengembangan interaksi lebih lanjut sebelum umpan balik diberikan. Analisis juga menunjukkan bahwa guru dan siswa berkontribusi secara berbeda terhadap inisiasi, respons dan gerakan umpan balik selama interaksi di kelas. Selanjutnya, tindakan multimoda seperti gerak tubuh, tatapan, ekspresi wajah, intonasi, gerakan tubuh dan objek digunakan untuk mendukung interaksi dan mewakili makna selama komunikasi. Tindakan multimoda ini membantu mengatur partisipasi, memperjelas makna, mempertahankan interaksi, dan mendukung representasi pola IRF selama komunikasi di kelas. Studi ini menunjukkan bahwa interaksi kelas yang diwakili dalam video TikTok menunjukkan pola IRF yang terorganisir yang didukung oleh tindakan multimoda yang terkoordinasi. Penelitian di masa depan dapat menganalisis kumpulan data yang lebih besar, platform media sosial lainnya, atau pendekatan analisis wacana lainnya untuk menyelidiki interaksi dari perspektif yang berbeda.

مستخلص البحث

مهراني، ريرسكا. (2026). تحليل الخطاب متعدد الوسائط لفيدوهات تيك توك الخاصة بالمعلم جيكا. أطروحة البكالوريوس. قسم الأدب الإنجليزي. كلية العلوم الإنسانية. جامعة الإسلام نجري مولانا مالك إبراهيم مالانغ. المستشار: الدكتورة مينارني سوسيلواتي، دكتوراه في التربية.

الكلمات المفتاحية: نمط IRF، التفاعل متعدد الوسائط، التفاعل في الصف، فيديوهات تيك توك

التفاعل في الصف يتضمن التواصل اللفظي وغير اللفظي الذي يعمل معاً لدعم المعنى أثناء التفاعل. هدفت هذه الدراسة إلى تحليل كيفية تمثيل أنماط المبادرة والاستجابة والتغذية الراجعة من خلال التفاعل متعدد الوسائط في فيديوهات تيك توك الخاصة بالمعلم جيكا. تكون مصدر بيانات هذه الدراسة من 8 مقاطع فيديو صافية تم رفعها على حساب تيك توك @teacherjecca و 20 فقرة تفاعلية مختارة من الفيديوهات. استخدمت هذه الدراسة نهجاً وصفي نوعياً من خلال تطبيق إطار عمل IRF المقترح من سينكلير وكولثارد (1975) وتحليل التفاعل متعدد الوسائط الذي اقترحه نوريس (2004، 2020). استناداً إلى النتائج، تم تحديد أنماط IRF البسيطة والممتدة في التفاعل. أظهرت النتائج أن المبادرة والاستجابة والتغذية الراجعة تنظم التفاعل في الصف، والأنماط الممتدة مكنت من تطوير التفاعل قبل تقديم الملاحظات. كما أظهر التحليل أن المعلمين والطلاب ساهموا بشكل مختلف في حركات المبادرة والاستجابة والتغذية الراجعة أثناء التفاعل في الصف. علاوة على ذلك، استخدمت الأفعال متعددة الوسائط مثل الإيماءات، والنظرات، وتعبيرات الوجه، والنغمة، وحركات الجسد، والأشياء لدعم التفاعل وتمثيل المعنى أثناء التواصل. ساعدت هذه الإجراءات متعددة الوسائط في تنظيم المشاركة، وتوضيح المعنى، والحفاظ على التفاعل، ودعم تمثيل أنماط IRF خلال التواصل الصفّي. تظهر هذه الدراسة أن التفاعل في الصف الممثل في فيديوهات تيك توك يظهر أنماط IRF منظمة مدعومة بإجراءات متعددة الوسائط المنسقة. قد تحلل الأبحاث المستقبلية مجموعات بيانات أكبر، أو منصات التواصل الاجتماعي الأخرى، أو مناهج أخرى لتحليل الخطاب لتحقيق في التفاعل من وجهات نظر مختلفة.

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CHAPTER I

INTRODUCTION

A. Background of The Study

TikTok has recently emerged as a popular platform for communication in various forms. With 1.59 billion users worldwide in 2025, and 108 million users in Indonesia, TikTok shows the power of communication tool (Global Statistics, 2025). This platform allows users to express themselves through movement, facial expression, voice intonation, words, and visual images on each video. Thus, everyone is able to communicate using creative and multimodal language (Kress, 2010). TikTok has many content creators, including teachers who use this platform to share classroom interactions with expressive and dynamic communication styles (Jerasa & Ura, 2025). Videos published on TikTok are not only for entertaining viewers, but also show that language and various communication styles can work together to create meaning in a real life context. Therefore, TikTok can reflect real communication and social interaction.

Language is the main tool for interacting on TikTok. People use language to share ideas, respond to others, and communicate through short videos. The meaning arises through spoken words that occur together with gestures, gaze, expressions, and intonation in various situations. It helps convey the message more clearly during interactions. Communication in digital media such as TikTok, often combines spoken language with other forms of nonverbal communication that occur at the same time (Kress, 2010). Therefore, language use on TikTok can be

observed as a real form of social interaction in which participants respond to one another and maintain the flow of communication (Herring, 2013).

To understand how language is used in interaction on TikTok, this research employs discourse analysis as an approach. Discourse analysis helps researchers see how communication is organized and how participants respond to each other during interaction (Paltridge, 2012). Through this approach, language can be examined as a form of social interaction that shows how meaning is created and maintained in communication. In this research, discourse analysis is used to describe how interaction appears in the data and how the flow of communication can be observed in real situations (Gee, 2014).

In this study, discourse analysis involves the use of the Initiation, Response, and Feedback (IRF) model by Sinclair and Coulthard (1975). The IRF model refers to Initiation, Response and Feedback respectively. This pattern provides an account of how the organization of classroom interaction occurs in three distinct phases, where the teacher initiates, students respond and the teacher follows with feedback to either further or evaluate the conversation (Sinclair & Coulthard, 1975). Recently, there have been findings showing that the IRF model is applicable in digital learning spaces. Park & Park (2022) found in their study that the teachers and learners have adopted the same IRF patterns even though the communication is done through online means. Cho et al. (2024) have found that the IRF patterns helps researchers to recognize distinct roles adopted by the teacher and learner in the process of communication making the process much easier to study. According to Deji-Afuye & Zhou (2025), however, the IRF model is biased towards teacher

dominance leading to little involvement of learners in the process of interaction, especially in more flexible communication contexts such as digital or social media interaction.

To better understand interaction in more flexible communication contexts, researchers who study classroom interaction also need to consider how meaning is expressed through different communicative modes during interaction. Norris (2004) states that communication is created in a number of modes including gesture, gaze, facial expressions, intonation, movement, and object manipulation in order to create sense during interaction. The idea was later expanded and elaborated on in recent studies that emphasize the intricacies of multimodal communication in digital and video interaction (Norris, 2020). Recent studies by Qin and Wang (2021) and Aragón et al. (2025) also confirm the fact that this method aids in understanding the ways in which various communication modes contribute to engagement and participation in the learning process. More specifically, Qin and Wang (2021) say that teachers control classroom interaction and attract learners' attention through gestures, gaze, and voice. Furthermore, Aragón et al. (2025) note that students use body movement and expression to demonstrate their understanding of classroom activities. However, the analysis of multiple modes is a complex task requiring watching video material (Aragón et al., 2025).

To understand how multimodal communication appears in real learning situations, classroom interaction can be viewed as a form of social interaction that occurs directly between teachers and students in the classroom (Wang & Dai, 2025). In this case, participants make use of language to give instructions, answer

questions, and ensure that the process of communication is ongoing basis throughout the learning process Classroom communication uses verbal language and also non-verbal communication involving the use of gestures, eye contact, facial expressions, intonation, and even objects that help support meaning and participation (Qin & Wang, 2021). These communicative resources allow teachers and students to see, hear, and respond to each other during the learning process. In this study, the interaction takes place in a real classroom where all participants can observe each other directly. However, when this type of interaction is captured and shared via the use of short videos on social media such as TikTok, visibility may not be assured. This forms a unique context within which classroom interaction through videos can be studied, since the actual interaction takes place in a classroom setting.

This study selected Teacher Jecca as the main subject because of her unique communication practices during classroom interactions. According to data available on Teacher Jecca's TikTok account, she is an international kindergarten teacher at Wattanakorn International School in Vientiane, Laos, where communication is conducted across different cultural and language backgrounds. She uploads videos of classroom activities through her TikTok profile @teacherjecca in which interaction takes place and is then presented as a video. In these videos, the interaction taking place is asymmetrical because the presence of the teacher is visible in the frame while the students behind the frame. She usually delivers the material by combining verbal language, children's songs, body movements, facial expressions, voice intonation, and the use of learning objects.

This pattern of communication shows a distinctive way of organizing classroom interaction through language and multimodal elements, which makes her classroom discourse suitable for analysis using the IRF model and Multimodal Interaction Analysis. The TikTok account has more than 300 thousand followers and more than 4 million likes, indicating that her classroom communication attracts attention and provides meaningful examples of real classroom interaction that can be observed and analyzed in this study.

Previous studies have examined classroom interaction using the IRF model and multimodal communication from different perspectives. Qin & Wang (2021), Wang & Dai (2025) and Janin (2024) found that gestures, gaze, facial expressions, intonation, and other communicative modes help teachers support classroom interaction and student participation. Additionally, other studies found that classroom interaction is organized through initiation, response, and feedback by using the IRF model in face-to-face and online classroom (Park & Park, 2022; Cho et al., 2024; Deji-Afuye & Zhou, 2025). A different context can be seen in the studies on multimodal communication in digital learning environment, such as MOOCs and classrooms supported by technology (Zheng et al., 2025; Veliz & Véliz-Campos, 2025). However, limited attention has been given to how IRF patterns are represented through multimodal interaction in recorded classroom videos shared on TikTok. This study examines how IRF patterns are represented through multimodal interaction in Teacher Jecca's TikTok videos.

Previous studies reviewed in this research examined classroom interaction using the IRF model and multimodal approaches in face-to-face classrooms, online

classrooms, digital learning environments, and social media context. However, the studies reviewed in this research did not examine how classroom interaction is represented when classroom interaction is recorded and shared through short video platforms such as TikTok. In a classroom setting, teachers and students interact directly and can observe each other's verbal and nonverbal actions during the learning process. In this study, the interaction also takes place in a classroom setting. However, the data are analyzed from classroom videos uploaded to TikTok. As a result, the interaction is represented differently because only the teacher is visible on the screen, while the students can only be identified through their voices. This different representation provides a unique context for examining how IRF patterns are represented through multimodal interaction.

The purpose of this study is to describe classroom discourse patterns between Teacher Jecca and students as represented in TikTok videos using the IRF model proposed by Sinclair and Coulthard (1975). This study also analyzes how multimodal elements such as gesture, gaze, facial expression, voice intonation, and object use support interaction and meaning-making in classroom communication using Multimodal Interaction Analysis proposed by Norris (2004).

B. Research Question

How are initiation, response, and feedback patterns represented through multimodal interaction in Teacher Jecca's TikTok videos?

C. Significance of The Study

The practical contribution of this research is to explain how IRF patterns are presented through multimodal interaction in recorded classroom videos shared in TikTok. The findings of this research are useful for researchers, students, and anyone interested in discourse analysis and multimodal communication. This research provides a better understanding of how verbal interaction works together with gestures, gaze, facial expressions, intonation, body movements, and the use of objects in representing meaning during interaction. The findings also provide an example of how IRF patterns are represented through multimodal interaction in recorded classroom communication.

From a theoretical perspective, this research contributes to the application of the IRF model proposed by Sinclair and Coulthard (1975) and the Multimodal Interaction Analysis proposed by Norris (2004, 2020). The results show that the IRF model can explain both simple and extended interaction patterns. Multimodal Interaction Analysis helps to explain how multimodal actions support the development of initiation, response and feedback in the interaction. Bringing together these two frameworks, this study offers a broader understanding of how verbal and multimodal elements work together in the interaction recorded and uploaded through TikTok videos.

D. Scopes and Limitations

The scope of study is determined by one research question, which analyze the interaction patterns in the classroom through IRF model and selected multimodal resources in the classroom of Teacher Jecca. This study involves the

analysis of verbal interaction patterns between the teacher and students through the IRF model designed by Sinclair and Coulthard (1975), which includes initiation, response, and feedback. In addition, this study analyzes selected multimodal elements such as gesture, facial expression, voice intonation, and the use of objects that support the teacher's communication during classroom interaction, based on Multimodal Interaction Analysis proposed by Norris (2004, 2020). The data for this study consist of eight classroom interactions that are recorded and shared through videos on the TikTok account @teacherjecca.

The limitations of this study are related to the nature of the video data used in the analysis. The recorded videos on TikTok cannot represent the whole class interaction since the video recording is mostly centered around the teacher. The above situation presents an advantage because it enables the researcher to analyze the multimodality of the teacher's interactions. However, students' actions such as facial expressions, gestures, or other responses are not visually represented in the video, therefore these reactions are not investigated in this study. As a result, this study cannot determine whether the teacher's multimodal communication is influenced by students' reactions during classroom interaction. The analysis in this research also does not include any comments from the TikTok videos and responses from their audience since the analysis is confined to the interactions that took place in the classroom as seen in the video recordings. This research also does not cover any teaching methodology or learning outcomes because the analysis focuses only on interaction represented in the recorded videos.

E. Definition of Key Terms

1. IRF Model (Initiation-Response-Feedback) : A communication pattern that organizes interaction through initiation, response, and feedback exchanged between teachers and students during classroom interaction in Teacher Jecca's TikTok videos.
2. Multimodal Interaction Analysis (MIA) : The analysis of how spoken language, gesture, gaze, facial expression, intonation, and object use work together to create meaning in TikTok classroom interactions
3. Multimodality : The combination of verbal and nonverbal modes that Teacher Jecca uses to create meaning while teaching.
4. Classroom Interactions : The communication process between teacher and students during teaching and learning activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories used in this study. The first theory is Multimodal Interaction which is based on Norris' theory of Multimodal Interaction Analysis (2004, 2020) that explains how communication is constructed through coordinating verbal and nonverbal modes of interaction. This theory provides a framework to understand how the meaning is constructed through gesture, gaze, facial expression, and intonation in the process of communication. The second theory is Classroom Multimodal Interaction which shows how these multimodal actions occur in classroom settings and contribute to maintaining communication between participants in interaction. The third theory is the IRF model proposed by Sinclair and Coulthard (1975) that explains an interactional structure to explain how communication is organized through initiation, response, and feedback in interaction.

A. Multimodal Interaction

Multimodal interaction means interaction where more than one mode is used for conveying meaning. Communication in everyday life does not depend on spoken language alone. Other sources also come into play during communication. This may include the sources such as body movement, face expression, gaze, voice, and even the environment in which the person is communicating. Norris (2004, 2020) says that all interactions are multimodal in nature because of the use of more than one mode to convey meaning. This is because a simple movement, sound or

object can convey meaning if it is understood by others. From this perspective, communication is seen as a dynamic process.

In Multimodal Interaction Analysis, Norris (2004, 2020) highlights the idea of communicative modes and action as the key aspects of analysis. Communicative modes represent any resources that people use to communicate meaning. They include gestures, gaze, facial expressions, postures, intonations, and material objects. According to Norris, action becomes the unit of analysis in multimodal interaction. The term action represents something participants perform when they are interacting with one another. It involves speaking, responding, attention shifting, and managing interaction. Each action can be represented by modes that appear together in an interaction. For example, in one of the videos analyzed in this study, Teacher Jecca asks students a question while pointing to a flashcard, looking at the students, and changing her voice intonation. These actions work together to support meaning during the interaction. In this approach, interaction is analyzed as actions that take place in it, not separate words or sentences.

Meaning in interaction is created through the combination of various modes happening simultaneously. Every mode plays its own role in the construction of meaning in its own unique way. For instance, speaking may carry information, gesturing may indicate direction, while intonation may indicate emphasis or emotion. Modes help the participants comprehend messages and react during interaction. In case of the alteration of one of the modes, there will be the change in the meaning of the interaction. This is why interaction is very useful for researchers

in order to analyze communication. It helps researchers see how meaning develops step by step through visible and audible actions during interaction (Norris, 2004).

In the earlier framework, Norris (2004) describes multimodal interaction as a way to analyze how people create meaning through observable actions during interaction. The main emphasis is placed on communicative modes and action as the unit of analysis. Norris explains that interaction can be understood by examining what participants do, such as speaking, moving, looking, or using objects during communication. This framework explains interaction as a sequence of actions that involve different modes during communication.

Norris (2020) goes on to expand the idea of multimodal interaction by providing tools to analyze interaction in a more detailed manner. She further states that the multimodal interaction analysis allows us to interpret actions in relation to identity and also understand how participants manage interaction in various contexts. Some of the concepts under the framework include the modal configuration, site of engagement, and the sequencing of actions. It is through these concepts that we can see how actions happen and how participants attend interaction. Hence, multimodal interaction analysis can allow us to examine complicated communication, such as digital interaction and recorded interaction.

The main difference between Norris (2004) and Norris (2020) lies in their analytical focus. Norris (2004) provides the basic methodological framework for analyzing multimodal interaction through communicative modes and action. Meanwhile, Norris (2020) develops the framework further by offering more detailed analytical tools to examine interaction in greater depth. Together, these two

perspectives help researchers understand interaction as a structured process that involves multiple coordinated actions.

Some of the studies carried out research on multimodal communication in different environments. For example, Simungala et al. (2024) studied multimodal communication on the social media environment where language, images and symbols lead to meanings of communication. Hakoköngäs et al. (2020) have researched multimodal components in internet memes, and concluded that the use of visual and verbal elements influences how the audience receives the message. Alyousef (2021) has researched multimodal communication in the academic setting and noticed that the use of visual and verbal elements makes it easier for the viewers to understand the information. Regarding education, Zheng et al. (2025) have conducted research on multimodal communication in English language MOOCs, and found out that gestures and facial expressions contributed significantly to this type of communication. In the same way, Wang & Dai (2025) studied multimodal interaction between teachers and students in EFL classes and identified coordinated multimodal action as an important aspect of enabling communication in the classroom. The studies offer useful insights into the use of multimodal communication in different contexts. However, each study focuses on a specific context such as social media, academic communication, online learning, or classroom interaction. Therefore, they do not explain how multimodal actions are represented within interactional sequences in recorded classroom videos shared through social media platforms. This study focuses on that context by examining multimodal interaction in Teacher Jecca's recorded classroom videos on TikTok.

In this study, the researcher uses a combination of the Multimodal Interaction Analysis framework proposed by Norris (2004) and the analytical developments introduced in Norris (2020). Norris (2004) provides the foundational concepts of communicative modes and action as the unit of analysis. Meanwhile, Norris (2020) supports the analysis by offering additional tools to examine interaction in more detail. By combining these two perspectives, this study is able to analyze multimodal interaction as a coordinated process of actions that occur through different communicative modes.

B. Classroom Multimodal Interaction

Multimodal interaction in the classroom is a type of interaction that occurs between teachers and students during classroom activities. Multimodal interaction involves the use of both verbal language and bodily actions to communicate a meaning. Multimodal interaction in the classroom involves turn-taking in speaking, listening and responding to each other through conversations. This interaction is aided through the use of multimodal means of communication like gestures, gaze, facial expressions, body movement, and intonation. This is done in order to facilitate communication and direct attention of speakers to particular points. The use of visible action by teachers is common. A teacher can point at something, make eye contact or change the tone of voice in delivering messages. These verbal and nonverbal actions work together to maintain the flow of communication and support participation during classroom interaction (Norris, 2004; Walsh, 2011). For example, in one of the videos analyzed in this study, Teacher Jecca asks students to identify a picture while pointing to it and looking at the students. At the same time,

she changes her voice intonation to encourage them to respond. Together, these verbal and non-verbal acts make the interaction in the classroom possible.

Classroom interaction develops with the turn-taking of teachers and students. In the conversation, communication flows from one speaker to another. Participants listen, respond, and modify their actions according to the conversation. During this process, multimodal actions help speakers know when to speak, respond and continue the interaction. Recent studies by Qin and Wang (2021) and Aragón et al. (2025) suggest that classroom interaction develops with the integration of verbal and nonverbal activities that assist teachers and students in regulating responses during classroom communication. For example, a teacher may raise a hand to ask students to respond. The teacher can also nod to show that the answer is correct or use eye contact to get students' attention during the lesson. These actions help students know when to speak and help the interaction continue smoothly during classroom activities (Aragón et al., 2025).

Multimodal resources play an important role in shaping interaction because communication involves more than spoken language. Norris (2004) explains that meaning in interaction is built through the coordination of different modes that appear together during communication. Gestures can show direction or emphasis during interaction. Gaze often shows that a speaker is paying attention, while changes in intonation can express attitude or response. Body movement and the use of objects can also support communication. These actions help participants understand the message more clearly during conversation. These multimodal actions help speakers manage interaction, maintain attention, and express meaning

more effectively during conversation. As a result, interaction becomes more organized because participants rely on both verbal and nonverbal actions to understand each other during communication.

Several researchers have studied multimodal interaction as a way of classroom communication. Qin & Wang (2021) studied the gestures, gaze and body movements that the teachers used to support communication and participation during classroom interaction. The results indicate that coordination of multimodal interactions assists in attracting attention and flow of interaction. In this case, Cho et al. (2024) found that teachers use facial expressions, gaze, and intonation to guide responses and manage interaction between participants in the classroom. Janin (2024) also reported that multimodal resources such as gestures, gaze, and body movement play an important role in helping teachers organize classroom interaction and support students' engagement during learning activities. In the same way, Wang & Dai (2025) found that multimodal acts assist teachers and learners to construct meaning and remain engaged in their interactions in classrooms. Multimodal resources improve participation and interaction in learning tasks (Aragón et al., 2025). These studies provide a better understanding of how multimodal resources support classroom communication and interaction. However, they mainly focus on face-to-face classroom interaction, while the representation of multimodal interaction in recorded classroom videos has received less attention. The present research focuses on the representation of multimodal interactions through the classroom videos of Teacher Jecca available on TikTok. Such multimodal interactional events reveal that communication in the classroom mostly

takes place through structured turn-taking processes between the teacher and the students. Such structured turn-taking processes can be studied through interactional theories such as the initiation-response-feedback theory, which deals with organizing verbal interactions.

C. IRF as Interactional Structure (Initiation, Response, and Feedback)

Interaction in the classroom often follows a repeated pattern between teachers and students. The pattern that explains classroom interactions is the IRF model, which includes Initiation, Response, and Feedback. Sinclair & Coulthard (1975) explain that classroom conversations begin with the teacher initiating interaction, explaining, students responding, and then the teacher providing feedback. In this way, this pattern helps control participation in classroom conversations.

In the initiation phase, teachers usually ask questions, give instructions, and direct activities. The response phase shows how students respond to the initial phase. Students usually respond, ask questions, or demonstrate their understanding at this phase. In the feedback phase, teachers evaluate, confirm, and respond to students' understanding. Through this phase, teachers help students understand whether their answers are accepted by the teacher and in line with the lesson material. The IRF pattern supports learning participation and order in the classroom. Recent studies also show that the IRF model is still useful in explaining classroom interaction. The IRF sequence was found in online classroom interactions (Park & Park, 2022). The framework takes into consideration the distinct role of the teacher and the students in classroom interaction (Cho et al., 2024).

IRF structure allows classroom interaction to be seen in more detail through move acts. Sinclair and Coulthard (1975) explain that each phase of IRF contains specific acts that serve different interactional functions. In the initiation phase, teacher starts the interaction using acts such as inform, direct, elicit, cue, nominate, check, and prompt. These acts help teacher manage participation. The response phase then shows how students answer the initiation through acts such as react and reply. The feedback phase, teacher respond to students' answers through acts such as accept and also evaluate. In this phase, the interaction continues from one turn to the next, and meaning is formed through the sequence of conversation.

These actions can be observed in simple interactions in the classroom. The interaction begins in the initiation phase when the teacher asks, "What can you see in this picture?" as an elicit act. In the response phase, a student gives a reply by saying, "I see a cat under the tree." In the feedback phase when the teacher uses an accept act, such as saying "Very good" or giving a supportive comment. Through these acts, interaction develops from one turn to the next, and meaning is built gradually in classroom interaction.

There have been various studies on the usage of IRF in the classroom. For instance, Park and Park (2022) studied the IRF pattern in synchronous online English classes and realized that IRF continued to be significant in terms of organizing interactions between the teacher and the learner. Besides, the study identified the part played by multimodal resources such as gesture, gaze, and activities on the computer screen in the development of IRF sequences in virtual

learning environments. Based on Deji-Afuye & Zhou (2025), the IRF pattern was responsible for turn taking and interactional flow between the teacher and the students in the classroom contexts. Similarly, Cho et al. (2024) discovered that teachers often used IRF patterns through multimodal resources like facial expressions, gaze, and intonation to facilitate students' responses and regulate classroom communication. These studies indicate that IRF is still a common framework to understand classroom interaction in both online and face-to-face learning contexts. However, the studies focus on examining classroom interaction in situations where teachers and students communicate directly during the learning process. They do not explain how IRF patterns and move acts are represented when classroom interaction is recorded and shared through short video such as TikTok. Therefore, this study analyzes how IRF patterns and multimodal actions are represented in Teacher Jecca's TikTok classroom videos.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was based on the interpretative paradigm because the researcher aimed to understand and interpret classroom interaction as it naturally occurs in the learning process. In this paradigm, social interaction refers to the construction of meaning through the discourse of communication. Using the framework provided by this paradigm, the present study employed the use of qualitative research design because the collected data consisted of verbal interaction and observable action within classroom communication. The researcher aimed to examine the nature of the interaction between the teacher and her students during the lesson. Qualitative research allowed the researcher to study communication in its natural setting without manipulation or control on communication. According to Creswell and Creswell (2023), qualitative research seeks to explore and interpret social interaction and communication in a natural setting.

This research was also descriptive because the researcher wanted to describe how communication took place during classroom interaction. The researcher described each step in the interaction such as how teachers initiated communication, how students responded and how feedback was given during the lesson. In this case, the researcher also described how multimodal actions such as gesture, gaze, facial expression, and intonation supported communication during interaction. The focus of this study was to provide a clear description of how communication unfolded in the classroomm

In this research, discourse analysis was employed due to the nature of the study as it sought to find out how the communication process was organized through the interaction between the teacher and the students. Through this analysis, the researcher was able to see how turns were taken and responses were offered in shaping the communication process. The analysis focused on spoken interaction and the multimodal actions that accompanied communication in classroom interaction. The data were taken from classroom interaction shown in Teacher Jecca's TikTok videos, where communication occurred naturally in real classroom settings.

B. Research Instrument

In this study, the researcher was used as the main research instrument for direct interpretation of communication and interaction. Communication and interaction were carefully examined to identify important elements that appeared during classroom activities. The researcher, as a human instrument, obtained data in the form of classroom interactions presented in the videos. The data comprised of utterances by the teacher to the students, initiation, response, and feedback, and multimodal behavior during the interaction process. The multimodal behavior comprised of gesture, eye contact, facial expressions, body movements, intonation of voice, and object usage. The theoretical frameworks of the IRF model proposed by Sinclair and Coulthard (1975) and the Multimodal Interaction Analysis proposed by Norris (2004, 2020) were used as a guide to identify and analyze relevant data from the videos.

C. Data Source

The data source of this study was classroom interaction videos from Teacher Jecca's TikTok account at <https://www.tiktok.com/@teacherjecca>. The selected source was used because the videos were uploaded by Teacher Jecca and showed actual classroom interaction between the teacher and students during the learning process. The videos also provided authentic verbal interaction, IRF sequences, and multimodal actions that matched the objectives of this study. The data used in this study were obtained from videos uploaded from 22 February to 10 November 2025. Eight videos were selected from a total of 52 classroom interaction videos uploaded during that period. The video duration ranged from approximately 9 to 16 minutes. The researcher chose those videos because they clearly showed teacher-student interaction, interaction sequences, and multimodal actions such as gestures, facial expressions, and gaze that supported classroom communication. Videos that did not show classroom interaction clearly were excluded from the analysis.

D. Data Collection

The process of data collection entailed a number of stages. The first stage involved the selection of ten videos that had been uploaded on TikTok by Teacher Jecca. Such selection criteria were used to ensure that the selected videos were relevant to the research objectives. This selection criteria were chosen to ensure that the selected videos were relevant to the topic under discussion.

After selecting the videos, the researcher watched each video four times. The first viewing was intended to gain a general understanding of the classroom

interaction. During the second viewing, the researcher wrote interaction scripts by recording the spoken utterances of the teacher and students, as well as visible multimodal actions such as gestures, gaze, facial expressions, body movements, intonation, and the use of objects. Certain parts of the videos were replayed during the script-writing process to ensure that the recorded data accurately reflected the interaction in the videos.

The third viewing was for comparing the scripts with the video recordings to ensure the proper scripts of the multimodal utterances. The researcher observed and noted down the interaction sequences in the fourth viewing to understand the interaction sequences of the video. Data reduction was carried out to identify the same pattern or repetitive data. The final dataset included twenty interaction sequences from 8 TikTok videos.

E. Data Analysis

The researcher analyzed the data by categorizing each utterance according to its function in the interaction. An utterance was categorized as initiation when a participant started communication, asked a question, gave an instruction, or introduced new information. It was categorized as a response when a participant answered or reacted to a previous utterance. When a participant accepted, evaluated, corrected, explained or continued the interaction after a response was received, it was categorized as feedback. The researcher also identified the acts within each move to see how the interaction developed throughout the sequence.

The second, after identifying the interaction sequences, the researcher analyzed the multimodal elements that appeared together with the verbal interaction

using Multimodal Interaction Analysis proposed by Norris (2004, 2020). These elements include gestures, gaze, facial expressions, body movements, voice intonation and use of objects. Next, the researcher examined the functions of each multimodal action and how it supported the verbal interaction in each sequence. Then the researcher analyzed how the IRF patterns and multimodal actions work together during the interaction by focusing on how multimodal actions supported initiation, response and feedback moves and how these actions help participants to understand meaning and to stay involved in the interaction. Finally, the researcher summarized the interaction patterns found in the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the analysis of classroom interaction taken from videos uploaded on the TikTok account @teacherjecca. The analysis examines how interaction between the teacher and students is supported by multimodal actions such as gesture, gaze, facial expression, intonation, body movement, and object use during classroom interaction. It also examines how initiation, response, and feedback moves appear in the interaction and how multimodal actions support their representation. The analysis shows how verbal and multimodal resources work together to support meaning and maintain the flow of communication.

A. Findings

This section presents the findings of classroom interaction taken from videos uploaded on the TikTok account @teacherjecca. The initial data consisted of ten classroom videos containing twenty six interaction segments. After reviewing the data several times, several interaction segments were found to contain similar interaction patterns and multimodal actions. Therefore, data reduction was conducted to avoid repetitive analysis and to focus on the most relevant data. As a result, eight videos containing twenty interaction segments were selected for further analysis. Video 1 and Video 2 each contributed three interaction segments, Video 3 contributed four interaction segments, and Videos 4, 5, 6, 7, and 8 each contributed two interaction segments.

Data codes are used to identify each interaction segment in the analysis. The first number shows the video from which the data is taken, while the second number shows the interaction segment in that video. So, the code of Data 1.1 means the datum was taken from Video 1 and represents the first interaction segment, while Data 1.2 is taken from the same video and represents the second interaction segment. These codes make it possible to distinguish the interaction segments analyzed in this study.

Classroom Interactions Patterns Using IRF and Multimodal Interactions

Data 1.1

The interaction segment was taken from the classroom video uploaded on TikTok account @teacherjecca on 10 November 2025. The duration of the video is 9 minutes and 56 seconds. The selected segment is from 00.00 until 01.00 minutes. At this point of the lesson, the teacher talks to the students about sickness, germs and healthy habits. The interaction begins when the teacher asks students why many of their friends are sick. Then, the teacher guides the discussion toward hygiene practices such as washing hands before eating. Students participate by answering the teacher's questions and sharing short verbal responses during the classroom interaction.

- Teacher: Why (rising intonation, looking at the student) a lot of your friends are sick today? (points index finger to head, looks up) (I1)
- Student: Yeah (rising intonation), also Champion. (voice only, responds immediately, falling intonation) (R1)
- Teacher: Champion is also sick. (nods, looks at student, falling intonation) (F1)
- Teacher: Why (rising intonation) do you think they're sick? (raises both hands to the sides, points index finger to head) Because of..... (rising intonation, pause) (I2)
- Student: Mommy. (voice only, responds immediately, falling intonation) (R2)

Teacher: Hah (laughs, rising intonation, look at the students) because of mommy? (rising intonation, laughs, look at the students) No! (falling intonation) Because of the virus. (falling intonation, look at the students) (F2)

Student: They don't wash their hands. (voice only, falling intonation) (R3)

Teacher: Probably (gives thumbs up) they don't wash their hands more often. (moves both hands as if washing hands) (F3)

Teacher: You need to wash your hands (moves both hands as if washing hands) with soap and water before you eat (moves hand to mouth as if eating) anything. (I3)

Student: I wash (rising intonation) my hands. (voice only, responds immediately, falling intonation) (R4)

Teacher: You wash your hands. (nods, looks at student, falling intonation) (F4)

Students: Me too. (voice only, responds immediately, falling intonation) (R5)

Teacher: Ooh me too (smiles, points to chest, falling intonation). I wash my hands all the time, before I eat food (moves hand to mouth as if eating), after I eat food, and before I touch anything. I like to wash my hands. (nods, smiles, falling intonation) (F5)

Student: Me too, I can see the germs. (voice only, responds immediately, falling intonation) (R6)

Teacher: Haha (laughs) you can see the germs? (raises eyebrows, looks at student, rising intonation) We can't see the germs with our eyes. (shakes head, points both index fingers toward eyes, falling intonation) We need to use a special tool like the microscope, but (pause, rising intonation, raises index finger) this one there are just like trash or dirt, we can see the dirt and trash but not the germs. (falling intonation) (I4)

Student: I see it. (voice only, responds immediately, falling intonation)(R7)

Teacher: Yes. (nods, looks at student, falling intonation) (F6)

The interaction begins with an initiation move through an elicitation act when the teacher asks (I1). While asking the question, she uses rising intonation, points her index finger to her head, and looks up. These multimodal actions encourage students to think before answering and show that the teacher expects a response. Then a student responds (R1). This response is a reply act as the student responds to the teacher's question by mentioning other classmate who is absent. The response is given immediately and ends with falling intonation, indicating that the student considers the answer complete. The teacher follows with (F1). This feedback functions as an acceptance act because she acknowledges the student's

contribution. At the same time, she nods and looks at the student. These actions indicate agreement and encourage more participation in the discussion.

The interaction continues when the teacher asks (I2). This initiation functions as an elicitation act because the teacher encourages students to provide possible reasons. While asking the question, she raises both hands to the sides, points to her head, uses rising intonation, and pauses before completing the question. These multimodal actions direct students' attention to the thinking process and give them time to formulate an answer. A student immediately responds (R2). This response functions as a reply act because the student provides an answer to the teacher's question. The falling intonation shows that the student believes the answer is complete. The teacher then laughs and repeats the answer in (F2) before correcting it with " (F2). This feedback is an evaluation act because the teacher evaluates and corrects the student's answer. The laughter creates a relaxed atmosphere while the falling intonation on "No!" emphasizes the correction. The discussion develops further when another student says in (R3). This response also functions as a reply act because the student offers another explanation. The teacher then responds (F3). This feedback functions as an evaluation act because the teacher accepts the idea and builds on it. While speaking, she gives a thumbs-up and demonstrates handwashing movements. The thumbs-up shows approval, while the gesture helps students understand the meaning of the explanation.

The teacher then extends the discussion by saying (I3). This initiation functions as an inform act because the teacher provides additional information about healthy habits. While explaining, she moves both hands as if washing them

and moves her hand toward her mouth as if eating. These gestures visually represent the actions being discussed and connect the explanation to students' daily routines. A student then responds (R4). This response functions as a reply act because the student relates the topic to a personal experience. The response is immediate and ends with falling intonation, showing the confidence of the statement. The teacher follows with (F4) while nodding and looking at the student. This feedback functions as an acceptance act because the teacher acknowledges the response and encourages participation. Another student then adds, "Me too" (R5). This utterance also functions as a reply act because the student joins the discussion by sharing a similar experience. The teacher responds, "Ooh me too" and continues talking about her own habit of washing hands (F5). This feedback functions as an acceptance act because the teacher accepts the students' responses before extending the discussion. While speaking, she smiles, points to her chest, nods, and uses eating gestures. These multimodal actions create a supportive atmosphere and help students connect the topic to real life experiences.

The focus of this exchange changes when the student responds by saying (R6). This act serves as a reply because the student contributes a personal idea related to the topic. The response was immediate, and its final part has a falling intonation which means that the student believes that he completed his statement. The teacher then initiates by asking in (I4). This is an inform act initiation as the teacher is giving new information to correct the student's misunderstanding. While speaking she laughs, raises her eyebrows, shakes her head, points both index fingers to her eyes, pauses and raises one finger when mentioning the microscope. These

multimodal actions help to convey the explanation and make the information easier to understand. The laughter keeps the interaction comfortable, while the gestures support the verbal explanation. After receiving the explanation, the student responds (R7). This response functions as a reply act because the student shows understanding of the teacher's explanation. The response is produced immediately and ends with falling intonation. The teacher then says, "Yes" (F6) while nodding and looking at the student. This feedback is an acceptance, because the teacher accepts the student's understanding and closes the interaction.

In Data 1.1, connected and extended IRF sequences developed throughout the interaction as the discussion moved from students' sickness to hygiene practices and germs. The initiation moves were represented through verbal, visual, gestural, and audio modes. Verbal mode was expressed through questions and explanations. Visual mode through the gaze and facial expressions. Gestural mode through gestures like pointing fingers, hand movements and other gestures. Then, the audio mode through intonation, pauses, and laughter. All of these communication modes served to draw the students' attention, stimulate their participation and provide information clarity in this interaction.

The response moves were mainly represented through students' verbal responses accompanied by intonation. These responses consisted of answers to questions, personal experiences, and additional ideas related to the topic. The responses also demonstrated students' engagement in the interaction and supported the continuation of the discussion.

The feedback moves were also represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through acceptance, evaluation, and correction of students' responses. The visual mode appeared through eye contact and smiling, while the gestural mode appeared through nodding, thumbs-up gestures, and other hand movements. The audio mode appeared through laughter and intonation. These forms helped recognize student contributions, reinforce explanations, sustain interaction, and facilitate the generation of IRF chains through the process. The result shows that the IRF pattern were represented through the multimodality of interaction whereby both verbal and nonverbal modes cooperated to facilitate the process of initiation, response, and feedback.

Data 1.2

This second piece of interaction is also taken from the same classroom video which was uploaded on the TikTok account @teacherjecca on 10 November 2025. The total duration of the video is 9 minutes and 56 seconds. The selected segment is from 01:09 until 01:45. In this part of the lesson, the teacher focuses on students' feelings, especially when one student says that she feels sad and wants to go to her mother. The teacher asks questions about the student's condition and listens to her responses. She tells the student that it is normal to miss a mother and also shares her own feelings when the student was not at school. The students take part by giving short verbal responses about their emotions and experiences. This segment shows how the teacher supports the student and helps the student express her feelings during the classroom interaction.

Teacher: Good afternoon. (places palms together in front of chest, closes eyes, smiles) (I1)

Students: Good afternoon Teacher Jecca (respond together, rising intonation) (R1)

Teacher: Thank you so much. (smiles) (F1)

Teacher: How are you feeling today? (rising intonation, looks at student) (I2)

Students: I feel good. (voice only, responds immediately, falling intonation) (R2)

Teacher: You feel good. (nods, looks at student, falling intonation) (F2)

Student 1: I feel sad. (voice only, responds immediately, falling intonation) (R3)

Teacher: Oww, (pauses) why are you sad? (rising intonation, looks at student, (leans backward)) (I3)

Student 1: I want to go to my mommy. (voice only, responds immediately, falling intonation) (R4)

Teacher: Oh (falling intonation) you want to go to your mommy. (nods, looks at student) You're sad (extends hand toward student) because you miss your mom (pauses, falling intonation, smiles) and it's normal. (looks at student, falling intonation) If you miss your mom, (places both hands on chest) it's because you love your mommy. (nods, looks at student, rising intonation) Like when you were sick last time (extends hand toward student with palm up) and you didn't come to school, I miss you. (places both hands on chest, closes eyes, falling intonation) (F3)

Student 2: Ow sad mommy. (voice only, falling intonation) (R5)

Teacher: Sad mommy (laughs) (F4)

Student 1: I miss you, (voice only, rising intonation) I go to ... (pauses) (R6)

Teacher: The hospital? (rising intonation, looks at student) (I4)

Student 1: Yeah. (voice only, responds immediately, falling intonation) (R7)

Teacher: I miss you too a lot. (nods, closes eyes, smiles, falling intonation) (F5)

The interaction begins with an initiation move through an elicitation act when the teacher says in (I1). While greeting the students, she places her palms together in front of her chest, closes her eyes, and smiles. These multimodal actions attract students' attention and mark the beginning of the interaction. The students then respond together in (R1). The response is produced collectively and accompanied by rising intonation, showing active participation in the interaction. The teacher then provides feedback by saying in (F1). This feedback functions as an acceptance act because she acknowledges the students' response. While giving the feedback, she smiles, and the smile accompanies the acceptance.

The interaction continues when the teacher asks (I2). This initiation functions as an elicitation act because the teacher encourages students to share their feelings. While asking the question, she uses rising intonation and looks at the students. The rising intonation indicates that a response is expected, while the gaze directs attention to the participants. The students respond (R2). This response functions as a reply act because the students answer the teacher's question. The answer is immediate and the intonation is falling, indicating that the answer is complete. The teacher then provides feedback by saying (F2). This feedback functions as an acceptance act because she acknowledges the students' response. While speaking, she nods and looks at the students. These multimodal actions show agreement and encourage the interaction to continue.

The discussion develops further when one student says (R3). This response functions as a reply act because the student provides a different answer to the teacher's previous question. The response is produced immediately and ends with falling intonation in (I3). This initiation functions as an elicitation act because the teacher encourages the student to explain the reason for feeling sad. While asking the question, she pauses, uses rising intonation, looks at the student, and leans backward. These multimodal actions show attention and invite the student to elaborate further. The student then answers (R4). In this case, this response functions as a reply act as the student explains the reason for the feeling. The response is given immediately and ends with falling intonation. It indicating that the explanation is complete. The teacher then provides feedback by explaining that the student misses their mother and that such feelings are normal (F3). This

feedback is an act of acceptance as the teacher acknowledges and accepts the student's feeling before furthering the discussion. While explaining, she nods, reaches her hand toward the student, places both hands on her chest, smiles, and makes eye contact. These multimodal actions help express empathy and confirm the meaning of the message.

The interaction continues when another student says (R5). This response functions as a reply act because the student reacts to the previous discussion. The response ends with falling intonation, indicating that the student accepts the idea being discussed. The teacher then provides feedback by repeating and laughing (F4). This feedback functions as an acceptance act because she acknowledges the student's contribution. The laughter contributes to the continuation of the exchange. The first student then says (R6). In this case, this response functions as a reply act because the student continues sharing a personal experience related to the discussion. The rise in intonation and pause show that the student has not finished the sentence and needs to find the right word to continue the sentence. The teacher then asks (I4). This initiation functions as a cue act because the teacher provides part of the utterance for the student to complete. While asking the question, she looks at the student and uses rising intonation, directing the utterance to the student and inviting confirmation. The student immediately responds, "Yeah" (R7). This response functions as a reply act because it confirms the teacher's suggestion. The teacher then provides feedback by saying (F5). This feedback acts as an acceptance act, as she accepts the student's statement and responds to it. While speaking, she

nods, closes her eyes and smiles. These multimodal actions are accompanying the feedback and happen as the exchange is closing.

In Data 1.2, connected and extended IRF sequences developed throughout the interaction as the discussion focused on students' feelings and personal experiences. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode was expressed through greetings, questions, and cues. The visual mode was represented through gaze, smiling, and closing the eyes. The gestural mode was expressed through placing the palms together, extending the hands toward students, placing both hands on the chest, and body movements. The audio mode was represented through intonation, pauses, and laughter. All of these communication modes helped attract students' attention, encourage participation, and facilitate the expression of feelings during the interaction.

The response moves were mainly represented through students' verbal responses accompanied by intonation. These responses consisted of greetings, answers to questions, explanations of personal feelings, and personal experiences related to the topic. The responses also demonstrated students' engagement in the interaction and supported the continuation of the discussion.

Moreover, the feedback behaviors were depicted using the verbal, visual, gestural, and audio modes. Verbal communication was seen in terms of accepting the response of the students. Visual mode was reflected through eye contact, smiling, and closing of the eyes. Gestural communication was expressed via nodding, reaching out hands towards the students, and placing hands upon the chest. The audio mode emerged as laughter and intonation. This enabled recognition of

the students' utterances, showed empathy, supported explanations, maintained conversation, and promoted the creation of lengthy IRF exchanges in the lesson. What is more, the outcome indicates that the IRF discourse structures occurred in multimodal interaction where both verbal and nonverbal modes were used to realize the IRF exchange in the classroom interaction.

Data 1.3

The following third interaction segment is also taken from the same video of the classroom available on the TikTok account @teacherjecca dated 10 November 2025. The entire duration of the video is 9 minutes and 56 seconds. The segment selected for analysis starts from 09:05 until 09:37. At this stage of the class, the teacher follows the rhyming words activity where students are expected to identify words ending with the same sounds. Some answers are presented on the iPad screen, and the teacher asks the students to answer collectively. The students respond loudly and sometimes answer at the same time during the activity. In addition, the teacher checks their answers, provides feedback, and motivates the students with positive reinforcement using phrases, thumbs up, and high fives. This segment shows how the teacher uses questions, feedback, and multimodal actions to maintain students' participation and support interaction during the classroom activity.

Teacher: What rhymes with "run"? (points to the tablet screen, rising intonation)
"Tin?"... (points to first option) (I1)
Students: Sun! (voice only, shouting out) (R1)
Teacher: "Pig?"... (points to second option) (I2)
Students: Sun! (voice only, shouting out) (R2)
Teacher: ...or "sun"? (points to third option, looks at students) (I3)
Students: Sun! Sun! (voice only, loud and enthusiastic) (R4)
Teacher: Is it correct? (looks at students with a playful expression) (I4)

Students: No! (voice only) (R4)
Teacher: Yesss! Well done! (laughs, high pitch, shows a "thumbs up" icon on the tablet, then gives a real thumbs up) (F1)
Teacher: What rhymes with "pan"? (points to the screen, rising intonation) "Pan - frog"... (points to first option) "Pan - can"... (points to second option) ...or "pan - pen"? (points to third option, looks at students) (I5)
Students: Can! (voice only, loud) (R5)
Teacher: Well done! (gives a high five to student, smiles, looks at students) Oh, (stretches the word) it's all done. Thank you so much! (touches tablet screen, looks around at students, falling intonation) (F2)
Students: Thank you, Teacher Jecca! (voice only, choir-like response) (R6)
Teacher: Yes you did, (pauses) and you were so good at it! (nods, puts the tablet cover back on, falling intonation) (F3)
Students: Easy peasy lemon squeasy! (voice only, repeating the rhyme) (I6)
Teacher: Easy peasy lemon squeasy, yellow polka dot bikini! (laughs, does a little dance with hands, looks very happy) (F4)

The interaction begins when the teacher says in (I1). This initiation functions as an elicitation act because the teacher asks students to identify a word with a similar ending sound. While asking the question, she holds a tablet, points to the screen, and uses rising intonation. These multimodal actions direct students' attention to the available options and indicate that a response is expected. The students respond by saying (R1). This response functions as a reply act because the students provide an answer to the teacher's question. The response is produced loudly, showing confidence and active participation. Instead of giving feedback immediately, the teacher continues by pointing to another option and saying (I2). This initiation also functions as an elicitation act because she encourages students to reconsider the available choices. The students again answer (R2). This response functions as a reply act because the students continue responding to the teacher's question. The loud response indicates confidence in the answer.

The teacher then asks (I3) while pointing to the third option and looking at the students. This initiation serves as an elicitation act because she continues

guiding students toward the correct answer. Pointing and eye contact allow for directing students' attention to the given choice. The students respond by saying (R3). This response serves as a reply act because the students continue answering the teacher's question. The loud and enthusiastic response shows strong engagement in the interaction. After that, the teacher asks (I4). This initiation functions as a check act because she seeks confirmation from the students. While asking the question, she looks at the students with a playful expression, encouraging them to think about the answer. The students respond, "No!" (R4). This response functions as a reply act because the students react to the teacher's question. Following that the teacher says (F1). This feedback functions as an evaluation act as she confirms and praises the students' answer. At the same time, the teacher laughs, uses a high pitch, shows a thumbs-up icon on the tablet, and gives a real thumbs up. These multimodal actions emphasize the positive evaluation and encourage students to continue participating.

The teacher continues by asking in (I5). This initiation functions as an elicitation act because she asks students to identify another rhyming word. While asking the question, she points to the screen, presents several options, looks at the students, and uses rising intonation. These multimodal actions guide students toward the available choices and encourage them to respond. The students answer, "Can!" (R5). This response functions as a reply act because the students select the option they believe is correct. The loud response shows confidence in their answer. The teacher then says (F2). This feedback functions as an evaluation act because she confirms that the answer is correct. While speaking, she gives a high five,

smiles, and looks at the students. These multimodal actions express approval and confirm the positive meaning of the feedback. The teacher then says that the activity is finished and thanks the students. In response, the students say in (R6). This response functions as a reply act because the students react to the teacher's statement. The choir-like response shows that several students participate at the same time. The teacher then says in (F3). This feedback functions as an evaluation act because she praises the students' performance. While speaking, she pauses, nods, and puts the tablet cover back on. These multimodal actions reinforce her evaluation and signal that the activity has ended.

The interaction concludes when the students say (I6). This initiation functions as an inform act because the students introduce a new utterance after the activity has finished. The teacher responds by saying (F4). This feedback functions as an acceptance act because she accepts and joins the students' playful rhyme. While responding, she laughs, moves her hands in a small dance, and looks happy. These multimodal actions reinforce the playful nature of the exchange at the end of the interaction.

In Data 1.3, the teacher guided the students to find rhyming words, which led to connected and extended IRF sequences throughout the interaction. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode was expressed through questions, prompts, and checks. The visual mode was represented through gaze, playful facial expressions, and looking at students. The gestural mode was manifested in the form of pointing towards the tablet screen and the choices provided in it. Rising intonation indicated

the presence of the audio mode. All these forms of communication guided the students' attention towards the available choices and participation in the activity.

The response moves were mainly represented through students' verbal responses accompanied by intonation. These responses consisted of answers to questions, confirmations, and collective responses produced loudly and enthusiastically. The responses show that students continued participating in the interaction throughout the activity.

The feedback moves were also represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through evaluation, praise, acceptance, and acknowledgment of students' responses. The visual mode appeared through smiling, gaze, and happy facial expressions. The gestural mode appeared through thumbs-up gestures, showing a thumbs-up icon, giving high fives, hand movements, and body movements. The audio mode emerged via laughter, high pitch, pauses, and intonation. These modalities served to strengthen the positive evaluation of students' answers, appreciate students' input, ensure their participation, and help form extended IRF chains within the lesson context. Therefore, it can be seen that IRF sequences were represented via multimodal interaction, where verbal and non-verbal modes contributed to the development of IRF exchanges in the classroom context.

Data 2.1

The following interaction segment is taken from a TikTok video posted on 21 October 2025 under the account @teacherjecca. It has been captioned as "A lot of giggles today". The video is for a duration of 11 minutes and 16 seconds. The

particular segment chosen here is 01:31 to 02:03. At this point during the lesson, the teacher assists students in pronouncing basic words and sentences through the use of flashcards. The teacher then calls students one by one and makes them repeat the words written in the flashcard. The students respond immediately by repeating words and sentences as directed by the teacher. Through the interaction process, the teacher guides the students to practice an indoor voice. The teacher also tells students where it is appropriate to make loud and soft sounds. In this segment, the teacher gives instructions, guides students' speaking behavior, and uses gestures to support the classroom interaction.

Teacher: Noctis, "see". (holds card, looks at student, rising intonation) (I1)
 Student: "See". (voice only, immediate response) (R1)
 Teacher: "I see a whale". (points to the word on the card, looks up at student, rising intonation) (I2)
 Student (N): "I see a whale". (voice only, echoing the teacher) (R2)
 Teacher: Tarina, "big". (swaps card, shows new card, looks at student, rising intonation) (I3)
 Student (T): "Big". (voice only) "The cotton candy is big!" (voice only, enthusiastic) (R3)
 Teacher: Well done! (nods, smiles) Mommy, "in". (swaps card, looks at student, rising intonation) (I4)
 Student (M): "In". (voice only) (R4)
 Teacher: "Look in the trash". (looks at student, slightly exaggerated expression, rising intonation) (I5)
 Student (M): "LOOK IN THE TRASH!" (voice only, shouting loudly) (R5)
 Teacher: Do we need to shout? (lowers card, looks at student with a questioning face, slightly rising intonation) (I6)
 Students: NO! "LOOK IN THE TRASH!" (multiple voices, some still shouting) (R6)
 Teacher: No, we don't have to shout because we're close to each other. (gestures with hand near her face, shakes head slightly, calm falling intonation) (F1)
 Student: "Look in the trash". (voice only, quieter) (R7)
 Teacher: "In the trash". (nods, looks down at card) Thank you so much. (puts cards together) Okay, we use our yelling voice outside (points towards the door/window, rising intonation) because it's very wide, you can't hear each other. (gestures wide with hands) But inside,

(touches her throat) we use our indoor... (pause, waits for student to finish) (I7)
 Student: ...voice! (voice only) (R8)
 Teacher: ...voice. (nods, looking at student) (F2)
 Student: And outside we use... (voice only) (I8)
 Teacher: Yeah! (nods, smiles) (F3)

The interaction starts with the teacher says (I1). This initiation functions as an elicitation act because the teacher asks the student to read the word on the card. At the same time, teacher holds the card, looks at the student, and uses rising intonation. In this case, the card serves as the stimulus to which the student should respond by reading it, while making eye contact and using rising intonation implies that the request is made directly to the student. Then, the student replies “See” (R1). This response functions as a reply act because the student reads the word requested by the teacher. The response is immediate and demonstrates that the student is understanding the instruction. The teacher then says (I2) while pointing to the words on the card, looking at the student, and using rising intonation. This initiation functions as an elicitation act because she encourages the student to read a complete sentence. Pointing gesture highlights the sentence being read, while the gaze keeps the student focused on the activity. The student answers, “I see a whale” (R2). The response is a reply act as the student follows the teacher’s instruction to read the sentence aloud.

The teacher then says, “Tarina, ‘big’” (I3). This initiation functions as an elicit act because the teacher nominates another student to read a new word. At the same time, she changes the card, shows it to the student, looks at the student, and uses rising intonation. These multimodal actions indicate a shift to a new participant and a new task. The student responds by saying, “Big. The cotton candy is big!”

(R3). This response is a reply act as the student reads the word and uses it in a sentence . The enthusiastic tone indicates confidence and active participation . The teacher then says, “Well done!” and continues, “Mommy, ‘in’” (I4). The feedback “Well done!” is an evaluate act as the teacher praises the student’s response. She then introduces a new initiation by asking another student to read the word “in”. While speaking, she swaps the card, looks at the student, and uses rising intonation. The student responds by saying, “In” (R4). This response functions as a reply act because the student reads the word shown on the card. The teacher then says (I5). This initiation functions as an elicitation act because she encourages the student to read a complete sentence. While speaking, she looks at the student and uses an exaggerated facial expression. These multimodal actions attract the attention to the sentence and make the interaction more attractive. The student answers by shouting in (R5). This answer is a reply act as the student repeats the sentence given by the teacher. The loud voice shows enthusiasm and involvement in the activity.

The interaction develops further when the teacher asks in (I6). This initiation functions as an elicitation act because the teacher encourages students to reflect on how the sentence was spoken. While asking the question, teacher lowers the card, looks at the student, and uses a questioning facial expression with slightly rising intonation. These multimodal actions show that she expects students to think about their response. The students answer (R6). This response functions as a reply act because the students answer the teacher’s question. Several students keep shouting the sentence after that, which means that students stay active during communication. The teacher then says in (F1). This feedback functions as an

evaluate act because the teacher confirms that the students' answer is correct before explaining the reason behind it. In this case, the teacher gestures near her face, slightly shakes her head, and uses calm falling intonation. These multimodal actions reinforce the explanation and make the intended meaning clearer. After receiving the explanation, a student says, "Look in the trash" (R7). This response is a reply act. The students repeat the sentence in an appropriate volume to show that they have understood the explanation.

The teacher then says, "In the trash. Thank you so much. Okay, we use our yelling voice outside because it's very wide, you can't hear each other. But inside, we use our indoor..." (I7). This initiation functions as an elicit act because the teacher introduces a new explanation and invites students to complete the final word. At the same time, teacher nods, points toward the outside area, gestures widely with her hands, touches her throat, and pauses before the final word. These multimodal actions help illustrate the difference between outdoor and indoor voices while guiding students to participate. A student then responds, "Voice!" (R8). This response functions as a reply act because the student completes the teacher's unfinished utterance. The teacher replies, "Voice" (F2). This feedback functions as an acceptance act because she confirms the student's answer while nodding and looking at the student. The interaction concludes when a student says (I8). This initiation functions as an elicitation act because the student begins an unfinished utterance and invites completion. The teacher responds, "Yeah!" (F3). She nods and smiles while speaking. This feedback functions as an accept act, where she

acknowledges the student's contribution. These multimodal actions convey agreement and result in a positive closure of the interaction.

In Data 2.1, connected and extended IRF sequences developed throughout the interaction as the teacher guided students in reading words and sentences while also discussing appropriate voice use in the classroom. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode was expressed through questions, prompts, explanations, and incomplete utterances. The visual mode was represented through gaze and facial expressions. The gestural mode then involved the use of such acts as handling flashcards, pointing acts, body gestures, touching one's throat, and nodding. On the other hand, the audio mode was exemplified by the use of intonation and pauses. All of these modes of communication played important roles in directing students' attention and participating in the reading activity.

The response moves were mainly represented through students' verbal responses accompanied by intonation. These responses consisted of reading words and sentences, answering questions, completing unfinished utterances, and contributing additional ideas. The responses show that students continued participating in the interaction throughout classroom activity.

The feedback moves were also represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through evaluation, explanation, acceptance, and acknowledgment of students' responses. The visual mode appeared through gaze, smiling, and facial expressions. The gestural mode appeared through hand movements, nodding, pointing gestures, and head movements. The audio

mode emerged in the form of intonation and pausing. This type of mode enabled the reinforcement of explanations, recognition of the students' contributions, clarification of good classroom conduct, and formation of longer IRF sequences during the classroom interaction process. This clearly indicates that IRF structures were realized using multimodal interactions where both verbal and non-verbal modes played important roles in the realization of IRF moves during interaction.

Data 2.2

This second interaction segment is taken from the same classroom video uploaded on the TikTok account @teacherjecca on 21 October 2025 with the title A lot of giggles today. The total duration of the video is 11 minutes and 16 seconds. The selected segment is from 05:46 until 06:57. At this stage of the lesson, the teacher requests the students to mention and repeat the names of some fruits shown on the screen. Then, the teacher continues the lesson and request the students to mention their favorite fruits and inviting them to answer individually. The students contribute to the process by mentioning the names of some fruits, providing short responses, and repeating some sentences during the activity. In response to this, the teacher repeats their responses, gives some feedback, and guides them to form simple sentences such as "I like apples" and "I like bananas". This segment shows how the teacher uses repetition, questions, and simple responses to maintain students' participation during the classroom activity.

Teacher:	Now let's name the fruits. (looks at the iPad, points to the screen, falling intonation). Orange. (points to the orange icon, looks at students, rising intonation) (I1)
Students:	Orange. (voice only, responding together) (R1)
Teacher:	Pear. (points to the pear icon, looks up, rising intonation) (I2)
Students:	Pear. (voice only) (R2)

Teacher: Apple. (points to the apple icon, looks at students, rising intonation) (I3)

Students: Apple. (voice only) (R3)

Teacher: Banana. (points to the banana icon, looks at students, rising intonation) (I4)

Students: Banana. (voice only) (R4)

Teacher: Tomato. (points to the tomato icon, looks up, rising intonation) (I5)

Students: Tomato. (voice only) (R5)

Teacher: Strawberry. (points to the strawberry icon, looks at students, rising intonation) (I6)

Students: Strawberry. (voice only) (R6)

Teacher: Grapes. (points to the grapes icon, looks at students, rising intonation) (I7)

Students: Grapes. (voice only) (R7)

Teacher: Pineapple. (points to the pineapple icon, looks at students, rising intonation) (I8)

Students: Pineapple. (voice only) (R8)

Teacher: Which one do you like to eat the most? (looks at students, touches hair, rising intonation) (I9)

Students: Me! Me! (multiple voices, excited) (R9)

Teacher: I'll start. (points to herself) I like... (pause) apples and bananas. (gestures with hands, smiling) How about you, Arin? (points to a student, rising intonation) (I10)

Student (Ar): Apple and banana. (voice only, falling intonation) (R10)

Teacher: Okay, the same with me! (nods, points to another student) How about Anwar? (looks at student, rising intonation) (I11)

Student (An): Strawberry and pear. (voice only, falling intonation) (R11)

Teacher: Strawberry and pear. (repeats while nodding) How about you, Sock? (looks at student) What do you like? (rising intonation) (I12)

Student (S): Apple. (voice only) (R12)

Teacher: Apple! (points to the apple on the iPad) Sock likes apple. Okay, say "I like apple". (gestures with hand to encourage student) (I13)

Student (S): I like apple. (voice only, following the teacher) (R13)

Teacher: How about you, Nanabi? (looks at another student, rising intonation) (I14)

Student (Na): Banana. (voice only) (R14)

Teacher: Banana! Can you say "I like bananas"? (looks at student, smiling) (I15)

Student (Na): I like bananas. (voice only) (R15)

Teacher: How about Tony? (looks at student) What do you like? (rising intonation) (I16)

Student (To): Apple. (voice only, followed by other students' voices) (R16)

Teacher: (laughs, looks at student) You like apple. How about you, Noctis? (looks at student, rising intonation) (I17)

Student (No): I like apple and strawberry. (voice only) (R17)

Teacher: Apples and strawberries for Noctis. How about you, Tarina? (looks at student, rising intonation) (I18)
 Student (Ta): I like orange and apple. (voice only) (R18)
 Teacher: Orange and apple for Nana. (nods) How about you, Mommy? (looks at student, rising intonation) (I19)
 Student (M): I want orange and... everything! (voice only, excited) (R19)
 Teacher: (laughs, points to all fruits on the tablet) She wants everything! (looks at camera, smiling) (F1)

The interaction begins when the teacher says and continues by pointing to the fruit icons on the iPad while saying (I1). This initiation functions as an elicit act because the teacher encourages students to identify and repeat the fruit names. At the same time, teacher points to the screen, looks at the students, and uses rising intonation. These multimodal actions direct students' attention to the fruit being discussed and indicate that a response is expected. The response given by the students is (R1). The response acts as a reply act since the students repeat the name of the fruit mentioned by the teacher. The teacher continues with "Pear" (I2), "Apple" (I3), "Banana" (I4), "Tomato" (I5), "Strawberry" (I6), "Grapes" (I7), and "Pineapple" (I8). Each initiation functions as an elicit act because the teacher repeatedly invites students to identify and pronounce the fruit names. As she introduces an object, the teacher points out the corresponding icon and gazes at her students while using rising tones of voice. This multimodal behavior always directs the students' focus to the visual items. As a reaction, students say "Pear" (R2), "Apple" (R3), "Banana" (R4), "Tomato" (R5), "Strawberry" (R6), "Grapes" (R7), and "Pineapple" (R8). All of these actions are response acts because students will be repeating the names of fruits mentioned by the teacher.

The interaction then develops when the teacher asks (I9). This initiation functions as an elicit act because the teacher invites students to share their personal

preferences. While asking the question, she looks at the students, touches her hair, and uses rising intonation. These multimodal actions indicate that students are expected to respond. The students immediately answer, “Me! Me!” (R9). This response functions as a reply act because the students show their willingness to participate. There is excitement in the voices and a willingness to answer the question. The teacher says then (I10). This initiation functions as an elicit act because the teacher models the expected answer before inviting a student to respond. While speaking, she points to herself, gestures with her hands, smiles, and points toward the student. These multimodal actions help clarify the expected response and direct the next turn to a specific participant. Arin responds (R10). This response functions as a reply act because the student answers the teacher’s question. The teacher then says I11. This initiation functions as an elicit act because the teacher continues the discussion by inviting another student to share a preference. While speaking, she nods, points to another student, and looks at the student. Anwar responds (R11). This response functions as a reply act because the student shares a personal preference.

The teacher continues by saying (I12). This type of initiation can be considered as an elicit act because the teacher invites another student to take part. In this situation, initiation functions as an elicit act because the teacher encourages another student to participate. In this case, the teacher repeats the student's answer, looks at the student, and uses rising intonation. The repeated utterance remains connected to the previous topic. At the same time, the teacher looks at Sock and uses rising intonation while asking the question. Sock responds, “Apple” (R12).

This response functions as a reply act because the student answers the question. The teacher then says I13. This initiation functions as an elicit act because the teacher encourages the student to produce a complete sentence. While speaking, she points to the apple on the iPad and gestures with her hand to encourage the student to respond. The pointing gesture connects the verbal instruction with the visual object being discussed, while the hand gesture encourages the student to continue speaking. Sock then says, “I like apple” (R13). This response functions as a reply act because the student follows the teacher’s instruction.

Then, the teacher goes on with (I14). This action is referred to as an elicit act because the teacher is asking another student to join. While talking, she looks at the student and rises her voice. Gaze tells about who should answer the question, and rising tone lets the student know that an answer is needed. Nanabi says, “Banana” (R14). This action can be classified as a reply act since the student tells her choice. Then, the teacher asks (I15). This action should also be considered an elicit act because the teacher is encouraging the student to speak out a full sentence. While talking, she looks at the student and smiles at her. Such behavior helps keep the student’s attention focused, and her smile makes the learning atmosphere friendly and encouraging. Nanabi answers, “I like bananas” (R15). This response functions as a reply act because the student follows the teacher’s instruction.

This interaction proceeds with the teacher’s statement (I16). In this case, an initiation can be considered an elicit act because the teacher is asking for another student to contribute to the conversation with his preferences. At the same time, teacher looks at the student and uses rising intonation. The gaze indicates who is

expected to respond, while the rising intonation signals that an answer is required. Tony responds, “Apple” (R16). This response functions as a reply act because the student answers the teacher’s question. The teacher then laughs and says (I17). This initiation functions as an elicit act because the teacher continues the discussion by inviting another student to participate. Laughter makes the atmosphere more relaxed and helps keep students engaged. At the same time, the teacher looks at Noctis and uses rising intonation. The gaze directs the question to the selected student, while the rising intonation indicates that a response is expected. Noctis responds (R17). This response functions as a reply act because the student shares a personal preference using a complete sentence.

The teacher then says (I18). This initiation functions as an elicit act because the teacher invites another student to contribute to the discussion. While speaking, she looks at the student and uses rising intonation. The gaze allocates the next turn to Tarina, while the rising intonation encourages a response. Tarina answers (R18). This response functions as a reply act because the student shares a personal preference. The teacher then asks (I19). This initiation functions as an elicit act because the teacher invites the final student to participate. While speaking, she looks at the student and uses rising intonation. These multimodal actions indicate that the student is expected to respond. The student answers (R19). This response functions as a reply act because the student answers the teacher’s question and adds a humorous comment. The excited tone makes the response more expressive and attracts attention from the other participants.

Then, the teacher states (F1). This is an evaluate act since the teacher responds in a positive way to the utterance made by the student. She is laughing, pointing to all the fruits that appear in the tablet, smiling, and looking into the camera while speaking. The laugh demonstrates the fact that the joke made by the student was indeed funny. The pointing gesture emphasizes that all of the fruits mentioned should have been included in the evaluation. The smile and gaze at the camera indicate a positive reaction from the teacher. These multimodal actions occur together with the teacher's positive response.

Data 2.2, IRF sequences that were extended and connected appeared in the interaction process as the teacher led the students to identify fruits and express their individual likes. Initiations occurred using various modes such as verbal, visual, gestural, and audio modes. The verbal mode was expressed through questions, prompts, instructions, and model responses. The visual mode was represented through gaze and smiling. The gestural mode was expressed through pointing to the fruit icons on the iPad, pointing to students, touching the hair, hand gestures, and the use of the iPad. The audio mode was represented through intonation, pauses, and laughter. All of these communication modes helped direct students' attention, allocate turns, encourage participation, and support the discussion throughout the interaction.

The response moves were mainly represented through students' verbal responses accompanied by intonation. These responses involved repeating names of fruits, answering questions, stating preferences, forming sentences, and offering

more insights. The responses helped in demonstrating that the students were actively involved in the conversation, thus enabling the conversation to go on.

The feedback moves were also represented through verbal, visual, gestural, and audio modes. Verbal modes of communication were developed via evaluation and recognition of the students' answers. Visual modes of communication were developed by smiling and looking at the students. Gestural modes of communication were developed via the use of gestures which pointed towards the pictures of fruit on the iPad. The audio mode appeared through laughter. These forms helped acknowledge students' contributions, reinforce the discussion, maintain participation, and provide a positive closure to the interaction. The result shows that IRF patterns were represented through multimodal interaction, in which verbal and nonverbal modes worked together to support the progression of initiation, response, and feedback moves during classroom interaction.

Data 2.3

This third interaction segment is taken from the same classroom video uploaded on the TikTok account @teacherjecca on 21 October 2025 with the caption A lot of giggles today. Total length of the video is 11 minutes and 16 seconds. The sequence is selected from 06:58 until 08:22. At this stage of the lesson, the teacher displays pictures of sea animals on the screen and asks students to repeat together letter sounds. During the activity, the teacher uses gestures, facial expressions, playful sounds, and body movements while guiding students to practice the sounds. The students repeat the sounds together, follow the teacher's directions, and respond by laughing during the interaction. This segment shows how

the teacher uses visual support, repetition, gestures, and playful actions to maintain students' attention and support participation during the classroom activity.

- Teacher: Now look. (holds iPad, looks at screen) Where is this? (looks at students, rising intonation) It's under the sea. (points to tablet screen), then (points to nose, makes a gesture of a fish mouth) (I1)
- Students: (laughing together) (R1)
- Teacher: Yes! (looks at students, laughing) Who is the king of the sea? (points to nose again, making bubbles sound "ba-ba-ba-ba") (I2)
- Students: (laughing loudly) (R2)
- Teacher: Okay, ready? (looks at screen, points to a fish) Let's go again. (looks at students, rising intonation) Now this time, (gestures with hands) the animals in the sea will appear on the screen, (points to tablet) and they have letters on their body, and we will sound them. (nods, looking at students) (I3)
- Teacher: "G... g..." (points to a small fish on screen, rising intonation) (I4)
- Students: "G... g..." (repeating together, following teacher) (R3)
- Teacher: "A... a..." (points to another animal, rising intonation) (I5)
- Students: "A... a..." (responding immediately) (R4)
- Teacher: "Ck... ck..." (points to the 'ck' letters on a blue whale, looks up, rising intonation) (I6)
- Students: "Ck... ck..." (voice only) (R5)
- Teacher: (makes a "ssshhh" sound and laughs, covering mouth with hand) (I7)
- Students: (laughing loudly) (R6)
- Teacher: (points to the 'ck' on the whale again) This one, the 'C' and the 'K', they have the same sound "ck...". (nods, looks at students, falling intonation) So when you put them together, they make the sound "ck...". (gestures with hand in the air, rising intonation) Some words, they have this "ck..." sound. (points back to the tablet and points to a crab on screen) "Ck... ck..." (makes a claw-like gesture with hand, looks at students, rising intonation) (I8)
- Students: "Ck... ck..." (echoing teacher) (R7)
- Teacher: One more time, "ck... ck...". (repeats the claw gesture, looks up, rising intonation) (I9)
- Students: "Ck... ck..." (voice only) (R8)
- Teacher: "R... r..." (curls fingers like claws, looks at students, rising intonation) (I10)
- Students: "R... r..." (repeating with enthusiasm) (R9)
- Teacher: Dummy on "Gr...". (makes a funny face, looks up, rising intonation) (I11)
- Students: (laughing loudly) (R10)
- Teacher: Can you say "R..."? (looks at student, rising intonation) (I12)
- Student: "A-B-C-D...!" (singing/shouting, voice only) (R11)
- Teacher: "Eh... eh..." (points to chin, looks up, rising intonation) (I13)
- Students: "Eh... eh..." (following teacher) (R12)

Teacher: Another "Eh...". (points to screen, looks up, rising intonation) (I14)
Students: "Eh... eh... eh..." (voice only) (R13)
Teacher: "Ooo...!" (points to mouth, making an 'O' shape, looks up with big eyes, rising intonation) (I15)
Students: (shouting "Ooo!" and laughing together) (R14)

The interaction begins with the teacher saying (I1). This initiation functions as an elicit act because the teacher introduces the topic and directs students' attention to the learning material. While speaking, she holds the iPad, points to the screen, points to her nose, and makes a fish-mouth gesture. The pointing gesture directs students' attention to the visual material on the screen, while the fish-mouth gesture helps represent the sea theme being discussed. The students respond by laughing together (R1). This response functions as a reply act because the students react to the teacher's verbal explanation and gesture. The laughter shows that students are engaged with the activity. The teacher then asks (I2). This initiation functions as an elicit act because the teacher encourages students to think about the topic. While speaking, she points to her nose again and makes bubble sounds. These multimodal actions make the interaction more playful and help maintain students' attention. The students respond with laughter (R2). This is a response act when students answer the performance of the teacher and take part in the interaction.

The teacher goes on and says (I3). This initiation functions as an inform act because the teacher explains the next activity. At the same time, the teacher gazes at the screen, points at the tablet, moves hands, and nods. In such a way, the gesture of pointing at the tablet emphasizes the explanation and links it with the visual material, whereas nodding signifies confidence and prompts students to pay attention to the teacher's words.. The teacher then says, "G... g..." (I4) while

pointing to a fish on the screen and using rising intonation. This initiation functions as an elicit act because the teacher encourages students to produce the sound. The pointing gesture identifies the target letter, while the rising intonation indicates that students are expected to respond. The students answer, “G... g...” (R3). This response functions as a reply act because the students repeat the sound provided by the teacher.

The teacher then continues with “A... a...” (I5), accompanied by pointing to another animal on the screen. In this context, I5 is considered an elicit act since the teacher tries to make the students produce some sound. The gesture serves to indicate which visual stimulus needs to be focused on. The students give response with “A... a...” (R4). Here, R4 is a reply act since the students comply with the teacher’s instruction. Then, the teacher pronounces “Ck... ck...” (I6), pointing at the letters on the whale, while maintaining eye contact with the students and using rising intonation. Pointing emphasizes the letters under discussion, while eye contact serves to keep the students focused. The students also pronounce “Ck... ck...” (R5). Here R5. This response functions as a reply act because the students repeat the sound introduced by the teacher.

The interaction is furthered when the teacher produces the “ssshhh” sound, laughs, and puts her hand to her mouth (I7). This initiation serves as an elicit act since the teacher prompts the students to pay attention to the sound she is producing in a fun way. Putting her hand to her mouth highlights the sound produced and the laughing adds to the fun. The students laugh loudly in response (R6). This response functions as a reply act since the students are replying to the demonstration made

by the teacher. She proceeds to point at the letters and states, “The ‘C’ and the ‘K’, they have the same sound ‘ck...’” (I8). This initiation functions as an inform act because the teacher provides information about the relationship between the two letters. While speaking, she points to the letters, nods, gestures in the air, points to the crab on the screen, and makes a claw-like gesture. The teacher makes use of the letters and the crab to relate the explanation with visual preferences. Meanwhile, the gesture serves as part of the sea animals' theme and maintains students' interest.

The teacher concludes the explanation by making the gesture and pronouncing, “Ck... ck...” (I5) with her eyes raised toward the students. This is an elicit initiation since the teacher asks students to imitate the pronunciation. As a result, the students pronounce, “Ck... ck...” (R7). This response functions as a reply act because they follow the teacher’s model. The teacher then says, “One more time, ‘ck... ck...’” (I9). This initiation functions as an elicit act because the teacher encourages further repetition. In this case, teacher repeats the claw gesture and looks at the students. The gesture reinforces the connection between the sound and the visual representation. The students respond, “Ck... ck...” (R8). This response functions as a reply act because they repeat the target sound again.

Following the statement is, “R... r...” (I10), where the teacher curls her fingers into a claw shape, gazes at the students, and uses rising intonation. The initiation here acts as an elicit act since it prompts the students to say another sound. The action of curling the fingers is important since it supports the visual theme of the lesson, while gazing at the students and using rising intonation shows that the students have to give some response. “R... r...” (R9). This response functions as a

reply act because they repeat the sound. The teacher then says, “Dummy on ‘Gr...’” (I11) while making a funny face and looking upward. This initiation functions as an elicit act because the teacher attempts to model the sound in a playful way. The funny facial expression creates humour and helps sustain students’ attention. The students respond with loud laughter (R10). This response functions as a reply act because they react to the teacher’s performance. The teacher then asks (I12). This initiation functions as an elicit act because she encourages students to produce the target sound. While speaking, she looks at a student and uses rising intonation. The gaze identifies the expected respondent, while the rising intonation signals that a response is required. However, the student answers, “A-B-C-D...!” (R11). This response functions as a reply act because the student responds to the teacher’s initiation, although the answer differs from the expected response.

Then the teacher says, “Eh... eh...” (I13) while pointing to her chin, looking upward, and raising the tone of voice. This is a form of elicit act since the teacher repeats another sound and motivates students to repeat it. Pointing at the chin serves the purpose of focusing on the mouth movement that goes with producing the sound. Students answer, “Eh... eh...” (R12). The response serves as a reply act because students also make sounds. The teacher follows by saying, “Another ‘Eh...’” (I14), while pointing at the screen and making an upward gaze. This initiation serves as an elicit act because the teacher wants the participants to repeat. The pointing is an indication that participants should focus on what appears on the screen related to the sound. In response, students say, “Eh... eh... eh...” (R13). The response acts as a reply act because students continue making the sounds. It ends

when the teacher says, “Ooo...!” (I15). This initiation functions as an elicit act because the teacher models another target sound. While speaking, she points to her mouth, forms an “O” shape, opens her eyes widely, and uses rising intonation. Pointing to the mouth and exaggerating the mouth shape help students observe how the sound is produced, while the widened eyes make the demonstration more noticeable. The students respond by shouting, “Ooo!” and laughing together (R14). The response functions as an act of reply when they repeat the sound the teacher models and react to the playful demonstration.

In Data 2.3, the activity was extended by interactional sequences that spanned the activity in which the teacher led students to produce sounds and recognize letter combinations through sea-animal-themed learning materials. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through explanations, questions, instructions, and sound modelling. The visual mode appeared through gaze, facial expressions, and exaggerated mouth movements. The gestural mode appeared through pointing to the tablet screen, pointing to the mouth and chin, hand gestures, claw-like movements, fish-mouth gestures, and other body movements. The audio mode appeared through intonation, laughter, sound effects, and sound demonstrations. These communication modes helped attract students’ attention, demonstrate pronunciation, connect sounds with visual representations, and encourage students to participate throughout the activity.

The response moves were mainly represented through students’ verbal responses accompanied by laughter and repetition of sounds. These responses

consisted of repeating letter sounds, responding to instructions, laughing, and participating in pronunciation practice. The students continued responding and adding ideas as the activity progressed.

Unlike the previous data, feedback moves were not prominently represented in this interaction because the activity mainly developed through continuous initiation and response sequences. The teacher repeatedly introduced new sounds, explanations, and demonstrations, while students responded by producing sounds and reacting to the teacher's multimodal actions. In this case, the interaction took place in the form of prolonged initiation-response patterns instead of the complete initiation-response-feedback cycles. As shown by the findings, multimodal interaction promoted the establishment of prolonged initiation-response patterns in which both the verbal and non-verbal modes combined to assist in pronunciation training, participation, and the maintenance of interaction.

Data 3.1

This interaction segment comes from a classroom video uploaded on the TikTok account @teacherjecca on 14 October 2025 with the caption Learn with us. The total duration of the video is 13 minutes and 20 seconds. The selected segment takes place from minute 00:23 to 01:49. Pictures are displayed on the flipchart, and students are asked 'why' type questions about the images by the teacher. The teacher displays more than one option for the picture and invites the studentss to analyze the possible reasons behind the scenario in the picture. The activity is carried out by answering the questions raised verbally and participating as a group. Feedback from the teacher follows and the correct answer is given by the teacher. Other aids

like hand movements and facial expressions are employed to assist the students understand the meanings.

- Teacher: We will answer together. (holds a flipchart, points to the text) "Why is the boy happy?" (rising intonation, looks at students) Why do you think the boy in the picture is happy? (points to a boy eating ice cream on the chart, then puts a finger to her cheek, looking up as if thinking) (I1)
- Students: Because he's eating ice cream! (responding together, loud voices) (R1)
- Teacher: Wow, you're very observant! (nods, smiles, looks at students, rising intonation) (F1)
- Teacher: Let's listen to the answers, okay? Let's take a look. (points back to the flipchart) "The boy is happy because..." (points to a picture of a book) "He likes stories." (nods, falling intonation), (points to a picture of an ice cream cone) "He likes ice cream." (rising intonation, looks at students) Or... (points to a calendar) "It is Monday." (looks at students with a questioning face, rising intonation) Why do you think the boy is happy in the picture? (points to the boy on the chart again, looking at students) (I2)
- Students: Ice cream! (shouting together) (R2)
- Teacher: He likes ice cream! (nods, laughs, looks at students) Thank you, Nuar and Noctis! (points to students, then flips the page) (F2)
- Teacher: Next... (looks at students, rising intonation) Ooh! (makes a surprised face, looks at the new page) "Why is the boy scared?" (points to a picture of a boy hiding his face, rising intonation) Look at him in the picture. Why is the boy scared? (looks at students, points to the chart), (points to the first option) "He is in the garden." (nods, falling intonation), (points to the second option with a picture of an insect) "He is scared of wasps." (nods, falling intonation) Or... (points to the third option) "He is late for school." (rising intonation, looks at students) (I3)
- Students: School! (voice only) (R3)
- Teacher: Which one? (points to the boy on the chart, looks at students) Why do you think he is scared? (rising intonation) (I4)
- Students: B! B! (shouting together) (R4)
- Teacher: Oh, I will let Tarina answer. (gestures towards a student) Why do you think he is scared? (looks at student, rising intonation) (I5)
- Student: He gets bit. (voice only, responding to teacher) (R5)
- Teacher: Yes! (nods) Thank you, Nana! (looks at student) He is scared of the wasp. (points to the wasp picture on the chart, falling intonation) Maybe the wasps are chasing him! (makes a "running" gesture with fingers in the air, then covers her face as if scared) Aaaah! (screams playfully, looks at students) That's why he's scared. (laughs) (F3)
- Student: It's a bumblebee! (voice only) (I6)
- Teacher: Bumblebees and wasps, they're different, but they look the same. (gestures with hands as if explaining, rising intonation) (F4)

Teacher: Wasps are a bit skinny (makes a small pinching gesture with fingers) and bumblebees are fat! (spreads hands wide to show a big shape, laughs) (I7)
Students: (laughing and shouting together) (R6)

The interaction begins when the teacher says (I1). This initiation functions as an elicit act because the teacher encourages students to identify the reason for the boy's emotion in the picture. While speaking, she points to the text, looks at the students, points to the picture of the boy, and places a finger on her cheek while looking upward. Pointing to the text and the picture directs students' attention to the visual material being discussed. The thinking gesture helps represent the process of finding an answer and encourages students to reflect before responding. Their response is (R1). This response performs the role of a reply act as the students are giving a response to the question asked by their teacher. Speaking loudly indicates confidence and participation in the classroom activity. Next, the teacher says, "Wow! .. (F1). This evaluation is performed to evaluate the students' response positively. She does so while nodding her head and smiling at the students. The nod shows agreement with the response, while the smile creates a positive atmosphere and encourages continued participation.

The teacher then continues by presenting several possible answers and asks again in (I2). In this case, initiation functions as an elicit act because the teacher encourages students to select the most appropriate answer. While speaking, teacher points to the pictures on the flipchart, looks at the students, and uses rising intonation. The pointing gestures connect the verbal explanation to the visual options, while the rising intonation indicates that a response is expected. The students say, "Ice cream!" (R2). This response functions as a reply act because the

students identify the option they believe is correct. The teacher then says (F2). This feedback functions as an evaluate act because the teacher confirms the students' answer. While speaking, she nods, laughs, looks at the students, and points toward them. The nod and laughter show approval of the response, while the pointing gesture acknowledges the students who participated in answering the question.

This process continues as the teacher shows another picture and asks, "Why is ...(I3). This initiation functions as an elicit act, as the teacher motivates students to discover the cause of such feeling of the boy. During her turn, the teacher uses surprised facial expressions, points at the picture, looks at the students, and points at different answer options on the flipchart. A surprised face contributes to attracting the attention of students, whereas pointing actions facilitate the connection between questions and choices. Students respond, "School!" (R3). This response functions as a reply act because the students select one of the options provided by the teacher. The teacher then asks, "Which one?.. (I4). Such type of initiation is regarded as an elicit act since the teacher prompts students to reflect on and clarify their answer. During the conversation, she points at the boy in the picture, makes eye contact with the students, and employs rising intonation. In such a way, the nonverbal act of pointing shifts attention back to the picture, and the rising intonation indicates that students are expected to give a more detailed answer. Students then answer "B! B!" (R4). This response functions as a reply act because the students identify the option they believe is correct.

The teacher continues by saying (I5). Such initiation acts as an elicitation act since the teacher assigns a turn to a certain student and encourages further

elaboration. In her speech, she points out to the student and even looks straight into her eyes. Such multimodal communication conveys that the turn belongs to the addressed student. Tarina replies (R5). This response functions as a reply act since the student provides the answer as to why the boy is afraid. Then the teacher states (F3). This feedback functions as an evaluate act because the teacher confirms the student's answer. While speaking, she nods, points to the wasp picture, makes running gestures with her fingers, covers her face, screams playfully, and laughs. Pointing to the wasp strengthens the connection between the explanation and the picture. The running gesture and playful scream visually represent the situation being described, while the laughter keeps students engaged and keep the interaction flow.

Interaction is further extended when the student makes a statement such as, "It is a bumblebee!" (I6). The student performs an initiation that acts as an inform act since he or she provides some information concerning the topic under discussion. The teacher then makes an answer that reads (F4). The teacher performs a feedback that acts as an evaluation act. While speaking, she uses explanatory hand gestures and rising intonation. The hand gestures help illustrate the explanation and support students' understanding of the difference between the two insects.

The teacher then says, "Wasps ...(I7). This initiation functions as an inform act because the teacher provides additional information about the insects. While speaking, she makes a pinching gesture to represent a thin shape and spreads her hands wide to represent a larger shape. These actions create visual emphasis on the difference between the wasps and bumblebees and therefore make it easy for the

students to comprehend the answer. The students laugh and yell as the response (R6). This response functions as a reply act since the students are responding to what the teacher has said. The laughter indicates that students remain engaged in the interaction.

Data 3.1 demonstrates the development of complete and extended IRF patterns throughout the interaction. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through questions, explanations, and information provided by the teacher. The visual mode appeared through gaze and facial expressions. The gestural mode was achieved through pointing gestures, movements of hands, thinking gestures, running gestures, and movements of the body. Audio mode was achieved through intonation, laughter, and playful sounds. All these modes made it easy for the participants to focus on pictures, engage actively in the process, and facilitate the exchange of information during interaction.

Response moves were primarily depicted via verbal responses of the students together with audio acts such as loud voices, shouts, and laughter. Responses were provided in the form of answering questions, selecting options, explanation, reaction to the demonstrations done by the teacher, as well as extra information given by the students.

The feedback moves were represented through verbal, visual, gestural, and audio modes. The verbal mode then appeared through evaluation, confirmation, explanation, and acknowledgment of students' responses. The visual mode appeared through gaze, smiling, and facial expressions. The gestural mode appeared

through nodding, pointing gestures, explanatory hand movements, running gestures, and other body movements. The audio mode appeared through laughter, playful screams, and intonation. These multimodal resources helped reinforce explanations, confirm students' answers, maintain students' engagement, and support the development of extended IRF sequences. The results reveal that IRF sequences were conveyed using multimodal interaction in which the verbal and non-verbal modes combined to support IRF moves. The use of multimodal resources helped the construction of meaning, facilitated students' involvement in the interaction process, and maintained interaction development.

Data 3.2

This interaction segment is the continuation of the same classroom video which was posted on the TikTok account @teacherjecca on 14 October 2025 with the caption Learn with us. The total duration of the video is 13 minutes and 20 seconds. The selected segment covers time from 02:23 to 03:39. In this particular section of the lesson, the teacher continues to ask the reasons for some phenomena, but uses a new picture where there is a boy with a hat. The teacher helps the children to pick up the right answer by giving some alternatives and asking students to participate in the process and give answers. The children actively participate in this lesson by repeating the phrase It is sunny and answering questions asked by the teacher one after another. In addition, the teacher corrects their pronunciation and advises them to use proper voice intonation. At the end of this segment, the teacher relates the picture to reality by saying something about the necessity to wear hats and use sun protection when playing outdoors.

Teacher: Why is the boy wearing a hat? (rising intonation, holds book, points to the picture of a boy on the beach) (I1)

Students: Because it's sunny! Because it hurts his eyes! (voice only, responding together) (R1)

Teacher: Yeah! (falling intonation, looks at students) Arine said because it is sunny. (falling intonation, nods) (F1)

Teacher: Let's see! (rising intonation, looks at the book). Why is the boy wearing a hat? (rising intonation, points to the text in the book) It is cold? (rising intonation, points to the thermometer icon, looks at students) It is wet? (rising intonation, points to the rain icon, looks at students) Or it is sunny? (rising intonation, points to the sun icon, looks at students) (I2)

Students: It's sunny! (voice only, responding loudly) (R2)

Teacher: It is sunny! (falling intonation, laughs, looks at students) So Arine is right! (rising intonation, points towards the student) And Mommy too! (rising intonation, points towards another student) It is sunny. (falling intonation, points to the sun icon in the book). (F2)

Teacher: How about Nanabi? (rising intonation, looks at student, flips the page) Can you say "It is sunny"? (rising intonation, looks at student) (I3)

Student (Na): It is sunny! (voice only, responds enthusiastically) (R3)

Teacher: Mommy, "It is sunny". (rising intonation, looks at student) (I4)

Student (M): It is sunny! (voice only, responds immediately) (R4)

Teacher: Nuar? (rising intonation, looks at student) (I5)

Student (Nu): It is sunny. (voice only, flat tone) (R5)

Teacher: Noctis? (rising intonation, looks at student) (I6)

Student (No): It is sunny! (voice only, shouting) (R6)

Teacher: Uh-oh, is that how you say it? (rising intonation, makes a surprised face, looks at student) No. (shakes head) Can you say it nicely? (rising intonation, looks at student) "It is sunny". (falling intonation) (I7)

Student (No): It is sunny. (voice only, softer volume) (R7)

Teacher: How about Tonyboy Kohamkolima Bilbis? (rising intonation, looks at student) (I8)

Student: It is sunny. (voice only, responds immediately) (R8)

Teacher: Yeah! (nods) Arine? (rising intonation, looks at student) (I9)

Student (A): It is sunny. (voice only, responds immediately) (R9)

Teacher: Tarina Bochas? (rising intonation, looks at student) (I10)

Student (Ta): It is sunny. (voice only, responds immediately) (R10)

Teacher: It is sunny! (falling intonation, nods) That's why he is wearing a hat. (falling intonation, places hand on top of head as if wearing a hat) (F3)

Teacher: Like you! (rising intonation, points at students) When we play outside and it's really hot, (falling intonation, moves hand in front of face as if feeling the heat) you need to put on your... (pause, looks at students) (I11)

Students: Hat! (voice only, responding together) (R11)
Teacher: Hat! (falling intonation, points to her own neck) So your brain will not *kalung-kalung*. (falling intonation, laughs, looks at students) (F4)
Student: Teacher Jecca! I go to the beach! (voice only, shouting) (I12)
Teacher: Oh! (rising intonation, looks up) (R12)
Student: And put on sunscreen! (voice only, shouting) (I13)
Teacher: Yes, sunscreen too, right Mommy and Nanabi? (rising intonation, looks at students, rubs arms and face) Put sunscreen on your arm, on your face, on your neck... (falling intonation, rubs neck and face, looks up). Lather it all over your face. (falling intonation, moves hands as if spreading cream on face, looks up, then laughs) (F5)

The interaction starts with a teacher saying I1. The initiation acts as an elicit act because the teacher wants her students to state reasons why the boy wears a hat using the picture. In the course of giving the question, she held the book and pointed to the picture of the boy at the beach. Through the pointing gesture, she helps students focus their attention to the visual material. The students respond, “Because it's sunny.. (R1). This response functions as a reply act because the students have provided some responses to the question by the teacher. The teacher then continues saying, “Yeah! ..” (F1). Here, the teacher evaluates the students’ response as it gives a confirmation to one of the student responses. During this utterance, she makes use of eye contact to continue communicating with her students. Gazing facilitates interaction with the students, while nodding indicates acceptance of their answer.

Then, the teacher asks, “Let's see! .. (I2). This initiation used as an elicit move. This means that through her question, the teacher prompts the students to pick the right option from among many possible answers. While explaining the question, the teacher indicates to the words in the book, as well as to the icons of the temperature, rain, and sun with frequent gazes toward the students. These pointing gestures connect the spoken options to the visual representations in the

book, while the gaze helps monitor students' reactions and readiness to answer. The students respond, "It's sunny!" (R2). This response functions as a reply act because the students identify the correct answer. The teacher says (F2). Such response is an evaluate act since the teacher validates the correct answer as well as the students who have provided the correct answer. During the course of making the response, she laughs, points at the students, points at the picture of sun and looks at the class. Pointing gestures help her acknowledge the students while confirming their answer, while laughter helps create a positive environment in the classroom.

Interaction continues as the teacher asks (I3). This initiation move functions as an elicit act in which the teacher invites a particular student to produce a sentence. While delivering the speech, the teacher's gaze is on the student, while turning pages. Gaze acts as an allocation for the turn and indicates that a response is due from Nanabi. Nanabi answers with "It is sunny!" (R3). This is a reply act in which the student complies with the request of the teacher. Then the teacher goes on (I4). This initiation acts as an elicit act in which the teacher invites another student to repeat the sentence. The gaze of the teacher is directly on the student who she expects to respond. The response of the student is "It is sunny!" (R4). This response functions as a reply act because the student repeats the target sentence.

The teacher proceeds by saying, "Nuar?" (I5). This kind of initiation serves as an elicit act since the teacher involves another participant. During the process of communication, she directs her look towards the student and uses rising intonation. The gaze allocates the turn, while rising intonation shows that a reply can be expected. Nuar gives a reply, "It is sunny" (R5). Such a response move as a reply

act since the student provides a required sentence. Then, the teacher asks, “Noctis?” (I6). This initiation functions as an elicit act because the teacher continues involving different students in the activity. While speaking, she looks at the student and uses rising intonation. The gaze and intonation indicate that Noctis is expected to respond. Noctis answers, “It is sunny!” (R6). This response functions as a reply act because the student repeats the sentence, although the answer is delivered in a loud voice.

The teacher then asks (I7). This initiation functions as an elicit act because the teacher encourages the student to modify the way the sentence is delivered. While speaking, she makes a surprised facial expression, looks at the student, and shakes her head. The facial expression highlights that something is inappropriate about the response, while the head shake indicates correction. The gaze keeps the student’s attention on the teacher during the correction. Noctis then responds (R7). This response functions as a reply act because the student follows the teacher’s instruction and produces the sentence with a softer volume.

The teacher goes on to invite other students to speak as well by using phrases such as (I8), “Arine?” (I9), and “Tarina Bochas?” (I10). These initiations function as elicit acts because the teacher keeps on asking various students to participate. In the process, she makes eye contact with each student and employs rising intonation. The gaze allocates turns, while the rising intonation signals that a response is required. The students respond with “It is sunny” (R8), (R9), and (R10). These responses function as reply acts because the students produce the target sentence. The teacher then says (F3). This feedback acts as an evaluate because the teacher

confirms the answer and provides an explanation for it; she nods when she speaks and puts her hand on her head as if she was wearing a hat. The nod confirms the answer, and the gesture visually represents the object in question and reinforces the link between the explanation and the picture.

The teacher then continues (I11). This initiation functions as an elicit act because the teacher encourages students to complete the sentence using information from the previous discussion. While speaking, she points at the students, moves her hand in front of her face as if feeling heat, pauses, and looks at the students. The pointing gesture towards the students helps in connecting the example to their own experience. The heat gesture helps in giving a visual presentation of the weather phenomenon under discussion. The pause enables the students to supply the required word. The students say “Hat!” (R11). This response move functions as a reply act since the students finish the teacher’s sentence. The teacher goes on saying “Hat!” (F4). The feedback acts as an evaluate move as the teacher validates the students’ response. She does this while pointing towards herself, laughing, and looking at the students. In this case, these multimodal actions emphasize the answer and keep the interaction enjoyable.

This interaction is carried on by a student saying (I12). This initiation functions as an inform act as the student brings out something personal with regard to the topic being discussed. Teacher then says, “Oh!” (R12). This response serves the purpose of a reply act, because the teacher reacts to the student’s statement. Another student then says (I13). This initiation functions as an inform act because the student adds new information related to beach activities. The teacher says (F5).

In doing so, she performs a feedback move with the evaluate act, as she is supporting what the student just contributed. While saying that, she rubs her arms, face, and neck before gesturing as though applying sunscreen to those areas. This serves to illustrate how the gesture connects to the action described in the conversation. The laughter at the end helps to create a relaxed atmosphere and encourages student to engage further.

Data 3.2 shows the development of extended IRF sequences throughout the interaction. Initiation was used through the use of various channels such as verbal, visual, gestural, and audio. Verbal techniques were achieved through the use of various tools such as question prompts, instructional prompts, explanations, and prompts that would ensure the engagement of the students. Visual techniques were demonstrated through the use of the techniques of gaze and facial expression. The gestural technique was made up of techniques such as pointing gestures, page-flipping gestures, hand gestures, head gestures, and object gestures that include gestures such as wearing hats, feeling heat, and putting on sunscreen. The audio techniques included prosodic techniques such as intonation and pauses and laughter.

The response moves were mainly represented through students' verbal responses accompanied by audio features such as enthusiastic voices, shouting, and variations in volume. The responses consisted of answers to questions, sentence completion, repeated target sentences, corrected responses, and personal experiences related to the topic. These kinds of responses showed that the students

were actively involved in the conversation and helped in the further development of the conversation rather than just responding to what was asked.

The feedback moves were shown using verbal, visual, gestural, and audio modes. Verbal mode was exhibited in the form of evaluation, confirmation, correction, acknowledgment, and further clarifications. Visual mode was displayed by means of gaze, facial expressions, and eye contact. Gestural mode was depicted by nodding, gesturing, head shaking, and movement of hands depicting notions such as wearing a hat and putting on sunscreen lotion. The audio mode of communication was characterized through intonation, pauses, and laughter. All these multimodality features helped in reinforcing students' responses, offering corrections, making explanations, and developing IRF sequences. Based on the results, IRF sequences were encoded using multimodal interaction involving the integration of the verbal and nonverbal modes to facilitate initiation, response, and feedback moves. The use of the multimodal resources contributed to the construction of meaning, facilitated the students' engagement, and helped sustain the course of interaction.

Data 3.3

This interaction segment is also part of the same video posted to the TikTok account @teacherjecca on 14 October 2025 and entitled Learn with us. The whole video lasts for 13 minutes and 20 seconds. This particular interaction segment occurs within the time span from minute 04:25 to 05:38. In this part of the class, the teacher introduces a new picture demonstrating the situation of a boy being afraid of a storm. The teacher poses a question to the students as to what could be

the reason. The students participate in the discussion by answering collectively and giving their personal experience of lightning and thunder. Further, the teacher explains what thunder and lightning mean, using some simple explanations combined with gestures like pointing to her ear when explaining the sound and pointing to the picture demonstrating flashes of light. As a conclusion of this segment, the teacher leads the children to repeat the phrase because of the storm to better understand the reason of the situation.

Teacher: Uh-oh! Look! Hmm... (falling intonation, flips the book pages, holds book). Why (pause) is the boy scared? (rising intonation, shows the picture of a boy looking out of a window during a storm, holds hand to mouth) (I1)

Students: Because of the lightning! (voice only, responding together) (R1)

Teacher: Because there is lightning, because there is thunder, and there is a storm. (falling intonation, points to the words on the page, nods, looks at students) (F1)

Teacher: When there's lightning and thunder, are you scared too? (rising intonation, holds hand to mouth, points to the picture, looks at students) (I2)

Students: YES! (voice only, shouting together) (R2)

Teacher: I'm scared too! (falling intonation, looks at students, smiles) Oh, Nuar is not scared! Good for you! (falling intonation, looks at student, nods) (F2)

Students: I am scared! Teacher Jecca! I am scared! (voice only, shouting together) (R3)

Teacher: Show me your scared face! (falling intonation, holds hand to mouth, looks at students) (I3)

Student: Teacher Jecca! I am scared when it rain! I am scared when it's like this! (voice only) (R4)

Teacher: Oh, lightning! The lightning and the thunder! (falling intonation, points to the picture, looks at students). The thunder is the sound like "BOOM"! (falling intonation, points to her ear, moves hands to emphasize the loud sound) and this flash of light (points to the lightning in the picture) it's called a lightning. (falling intonation, looks at students, nods) (I4)

Students: I am scared! (voice only) (R5)

Teacher: Yeah! I am scared of the lightning. (falling intonation, holds hand to chest, looks at students) (F3)

Student: Teacher Jecca! But it is so (pause) so (pause)! (R6)

Teacher: Oh, the lightning! (falling intonation, looks at student, nods). Let's say together "Why is the boy scared? Because (pause) of the storm." (rising intonation, points to the words in the book, looks at students). Can you say "Because of the storm"? (rising intonation, looks at students) (I5)

Students: Because of the storm! (voice only, responding together) (R7)

Teacher: Yeah! Me too. (falling intonation, nods, looks at students) (F4)

The interaction begins when the teacher asks (I1). This initiation functions as an elicit act because the teacher encourages students to identify the reason for the boy's emotion based on the picture. While speaking, she flips the book pages, shows a picture of a boy looking out of a window during a storm, and places her hand near her mouth. Showing the picture directs students' attention to the visual material, while the hand-to-mouth gesture helps represent the feeling of fear being discussed. The students respond (R1). This response functions as a reply act because the students provide an answer to the teacher's question. The teacher then says (F1). This feedback functions as an evaluate act because the teacher confirms and expands the students' answer. While speaking, she points to the words on the page, nods, and looks at the students. The pointing gesture connects the explanation to the written text, while the nod shows agreement with the students' response.

The teacher then asks (I2). This initiation functions as an elicit act because the teacher connects the picture to the students' personal experiences. While speaking, she holds her hand near her mouth, points to the picture, and looks at the students. The hand-to-mouth gesture reinforces the emotion being discussed, while the pointing gesture links the question to the visual material. The students respond, "YES!" (R2). This response functions as a reply act because the students answer the teacher's question. The teacher then says in (F2). This feedback functions as an evaluate act because the teacher reacts to the students' answers and acknowledges

an individual student's response. While speaking, she smiles, looks at the students, and nods toward Nuar. The smile creates a positive atmosphere while the nod acknowledges the student's contribution and helps to promote participation.

The interaction continues when several students say (R3). This response functions as a reply act because the students continue reacting to the teacher's previous question by sharing their own experiences. The teacher then says (I3). This initiation functions as an elicit act because the teacher encourages students to express the emotion physically. While speaking, she holds her hand near her mouth and looks at the students. The gesture reinforces the emotion being discussed, while the gaze encourages students to participate in the activity. One student responds, "Teacher Jecca! I am scared when it rain! I am scared when it's like this!" (R4). This answer is a reply act because the student provides a personal experience that relates to the discussion.

The teacher then says (I4). This initiation works as an inform act because the teacher provides further information on the student's response. She points at the picture as she speaks and looks at the students. The pointing gesture connects the explanation with the visual material and helps students to locate the topic of the explanation. She continues to explain I4 . While explaining she points at her ear, moves her hands to emphasize the loud sound, points at the lightning in the picture, looks at the students and nods. Pointing to her ear helps illustrate the meaning of thunder as a sound, while the hand movement emphasizes its loudness. Pointing to the lightning helps students connect the explanation to the image. The students respond, "I am scared!" (R5). This response functions as a reply act because the

students react to the teacher's explanation by relating it to their own feelings. The teacher then says, "Yeah! ..." (F3). This feedback functions as an evaluate act because the teacher acknowledges the students' response and expresses agreement. While speaking, she places her hand on her chest and looks at the students. The hand on chest gesture emphasizes a personal feeling, while the gaze keeps interaction with the students.

A student then says (R6). This response is a reply act as the student attempts to continue the discussion of lightning and storms. The pauses are present as the student attempts to find the right words to express the idea. The teacher then says with (I5). This initiation functions as an elicit act because the teacher redirects the discussion to the target answer and encourages students to produce it together. At the same time, the teacher points to the words in the book and looks at the students. The pointing gesture directs students' attention to the written answer, while the gaze signals that a response is expected. The teacher continues by asking, "Can you say 'Because of the storm'?" The rising intonation further indicates that students are expected to respond. The students answer (R7). This response functions as a reply act because the students repeat the target answer provided by the teacher. The teacher then says, "Yeah! Me too" (F4). This feedback functions as an evaluate act because the teacher confirms the students' response and shows agreement. While speaking, she nods and looks at the students. The nod reinforces the correctness of the response and supports continued participation.

Data 3.3 shows the development of extended IRF sequences throughout the interaction. The interaction develops through several initiation, response, and

feedback moves as the discussion moves from identifying the cause of fear to sharing personal experiences and discussing storms, thunder, and lightning. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through questions, explanations, and prompts related to the picture and students' experiences. The visual mode appeared through gaze directed at students and visual materials in the book. The gestural mode appeared through pointing gestures, hand-to-mouth gestures, hand movements, and gestures used to illustrate thunder and lightning. The audio mode appeared through intonation and pauses. These multimodal resources helped direct students' attention, reinforce understanding, connect the discussion to students' experiences, and encourage participation throughout the interaction.

The response moves were mainly represented through students' verbal responses accompanied by intonation. These responses included answers to the teacher's questions, expressions of personal feelings, personal experiences, and repetitions of target utterances. The responses showed students' active involvement in the interaction and helped the discussion continue and develop.

The feedback moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through evaluation, confirmation, agreement, and additional explanations related to students' responses. The visual mode appeared through gaze directed at students. The gestural mode appeared through nodding, pointing gestures, and placing a hand on the chest. The audio mode developed due to intonation. The multimodal resources used helped to appreciate the input of the students, explain and help understand and sustain IRF

sequences during the interaction. The findings show that there was use of IRF interaction patterns in multimodal communication whereby verbal and nonverbal modes combined to facilitate initiation, response, and feedback.

Data 3.4

This interaction segment remains part of the same classroom video posted to the TikTok account @teacherjecca on 14 October 2025, with the description 'Learn with us'. The entire video lasts for 13 minutes and 20 seconds. This selected interaction occurs between the minute mark of 06:15 to 07:44. At this stage in the class, the teacher shows the picture of a girl before being injected with medicine and asks the students to tell what makes the girl scared. The teacher relates the picture to the personal experiences of the students, asking if they ever went to the hospital or had injections. The students participate in this interaction session by responding to the questions asked by the teacher. They talk about their feelings like fear of needles or pain of injections. Also teacher explains to the students that injections are given for healing the patients and makes gestures like pointing to her shoulder and making crying face.

- Teacher: Why (pause) is the girl scared? (falling intonation, holds book, looks forward with a worried expression) (I1)
- Students: Because...(pauses) because they are going to get injection! (voice only, responding together, slightly hesitant) (R1)
- Teacher: Injection! (rising intonation, repeats student, nods) Because she is getting an injection. (falling intonation, points to the injection picture in the book, looks at students) Like this! (nods, points to the injection picture again) (F1)
- Teacher: How about you? If you get an injection, will you be scared too? (rising intonation, looks around at the students) (I2)
- Students: YES! (voice only, shouting together) (R2)
- Teacher: Oh yeah! I'll listen... (falling intonation, raises one hand) Tony said he went to the hospital. (explaining what a student said) '*Hongmo*' in

English is hospital. Who has been to the hospital? (rising intonation, raises hand high, looks at students) (I3)

Students: ME!!! (voice only, shouting together, some hands visible) (R3)

Teacher: Me too! (nods, points to herself) Have you ever had an injection? (rising intonation, points to the picture in the book) (I4)

Students: Me! Yes! (voice only, responding together) (R4)

Teacher: Yes? Was it painful? (rising intonation, questioning facial expression, points to book) (I5)

Students: Yes! (voice only, responding together) (R5)

Teacher: Does it hurt? (rising intonation, looks at students) (I6)

Students: Yes! (voice only, responding together) (R6)

Teacher: Did it hurt? (rising intonation, looks at students again) (I7)

Students: Yes! (voice only, responding together) (R7)

Teacher: Did you cry? (rising intonation, wipes under eyes mimicking a crying gesture) (I8)

Students: Yes! (voice only, responding together) (R8)

Teacher: Were you scared? (rising intonation, holds chin with a scared expression) (I9)

Students: Yes! (voice only, responding together) (R9)

Teacher: It's normal! (falling intonation, waves hand) But remember (pause) the doctor will only give you injection to make you feel better. (falling intonation, moves hands expressively, looks at students) To know what's wrong with you. (F2)

Student: When I was sad..... (Voice of one student telling a long, fast story about their experience getting an injection) (R10)

Teacher: Mm-hm. (nods, listening to the student) (F3)

Teacher: I had injection here. I had injection here. (falling intonation, points to her own shoulder multiple times, smiles) Can you say it? "I had (pause) injection (pause) here." (rising intonation, points to shoulder, looks at students). *Sak-ya* in English: Injection. Yes! (falling intonation, points to the book) (I10)

Teacher: Okay, let's say together: "She is getting an injection." (rising intonation, tilts the book so students can see clearly, smiles widely) (I11)

Students & Teacher: She is getting an injection! (speaking loudly together) (R11)

Initiation starts with the teacher saying (I1). It works as an initiation with elicit act since here, the teacher encourages the students to give reasons why the girl feels fear in the picture. While talking, she holds the book, pauses a little, and gives the facial expression of worry. Holding the book allows the teacher to refer to the learning resource, while giving the facial expression of worry serves to help the students comprehend the emotion being described. The response comes from the

students as (R1). It works as response move with a reply act as it provides the answer to the question asked by the teacher. Then, the feedback comes as (F1). It works as an evaluate act since the feedback evaluates the students' response. While speaking, she nods and points to the image of the injection in the book. The nod shows agreement with the response, while the pointing gesture connects the explanation to the visual material and reinforces the correct answer.

The teacher then asks (I2). This initiation serves as an elicit act because the teacher connects the topic to the students' personal experiences. While speaking, teacher looks around at the students. This gaze encourages the whole class to participate and signals that multiple responses are welcome. The students answer, "YES!" (R2). In this case, this response functions as a reply act because the students react to the teacher's question. The teacher then says (I3). This initiation functions as an elicit act because the teacher extends the discussion by asking students about their own experiences. At the same time, she raises one hand and looks at the students. The raised hand provides a visual cue for students to respond, while the gaze encourages participation. The students answer, "ME!" (R3). This response functions as a reply act because the students indicate that they have had a similar experience.

The teacher continues by saying (I4). This initiation functions as an elicit act because the teacher encourages students to share another personal experience related to the topic. While speaking, she nods, points to herself, and points to the picture in the book. Pointing to herself shows personal involvement in the discussion, while pointing to the picture reconnects the conversation to the visual

material. The students respond, “Me! Yes!” (R4). This response functions as a reply act as the students answer the teacher’s question. The teacher then asks (I5). This initiation functions as an elicit act because the teacher encourages students to describe their experience. While speaking, she uses a questioning facial expression and points to the book. The facial expression reinforces the meaning of the question, while the pointing gesture keeps students focused on the topic. The students answer, “Yes!” (R5). This response functions as a reply act because the students respond directly to the question.

The interaction develops further when the teacher asks, “Does it hurt?” (I6) and “Did it hurt?” (I7). These initiations function as elicit acts because the teacher continues exploring the students’ experiences with injections. While speaking, she looks at the students. The gaze keeps the attention and signals that responses are expected. The students respond, “Yes!” (R6) and “Yes!” (R7). These responses function as reply acts because the students answer the teacher’s questions. The teacher then asks, “Did you cry?” (I8). This initiation functions as an elicit act because the teacher encourages students to reflect on their emotional reactions. While speaking, she wipes under her eyes as if crying. This gesture visually represents the action being discussed and clarify the meaning of the question. The students answer, “Yes!” (R8). This response functions as a reply act because the students share their experiences. The teacher continues with, “Were you scared?” (I9). This initiation functions as an elicit act because the teacher asks students about their feelings during the experience. While speaking, she holds her chin and makes a scared facial expression. The facial expression visually represents fear and

supports the meaning of the question. The students respond, “Yes!” (R9). This response functions as a reply act because the students answer the teacher’s question.

The teacher then says (F2). This feedback functions as an evaluate act because the teacher acknowledges the students’ responses and provides reassurance. While speaking, the teacher waves her hand, uses expressive hand movements, and looks at the students. The hand movements emphasize the explanation and help students focus on the message being delivered. The student provides a personal story involving an injection (R10). This response functions as a reply act as the student continues to talk about his or her personal experience. The reaction of the teacher is “Mm-hm” (F3). The feedback move as an accept act as the teacher accepts the student’s statement. While listening, she nods. The nod signals attention and acceptance of the student's story.

The teacher then says, “I had injection here.(I10). This initiation move with the act inform as the teacher is giving information about herself with regard to the lesson content. At the same time, the teacher is pointing to her shoulder with her hand and smiling. By pointing to her shoulder, she provides students with more information about the body part involved in the process. The smile contributes to creating a positive climate for the students. The next utterance of the teacher is, “Can you say ‘I had injection here’?” This is an example of an elicit initiation because the teacher asks students to repeat the sentence. In saying the sentence, she is pointing to her shoulder, looking at the students, and pausing between the words. The pointing gesture reinforces the meaning of the sentence, the gaze directs attention to the students, and the pauses make the sentence easier to follow and

repeat. The teacher then prompts by saying (I11). This utterance can be regarded as an initiation with elicit act because the teacher tries to involve students in repeating the target sentence. When she is talking, she holds the book in such a way that students could observe the image in it, smiling brightly. Showing the image is a visual aid to the verbal utterance. The students and teacher together respond by saying (R11). This act may be considered a response with reply act because students repeat the utterance.

Data 3.4 shows the development of extended IRF sequences throughout the interaction. The interaction develops through a series of initiation, response, and feedback moves as the discussion moves from identifying the reason why the girl is scared to sharing personal experiences about injections and practicing target expressions related to the topic. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through questions, explanations, prompts, and sentence repetition activities. The visual mode appeared through gaze directed at students and visual materials in the book. The gestural mode appeared through pointing gestures, hand raising, nodding, expressive hand movements, wiping under the eyes to represent crying, holding the chin to represent fear, and pointing to the shoulder. The audio mode appeared through intonation and pauses. These multimodal resources helped direct students' attention, support understanding, connect the topic to students' experiences, and encourage students to participate actively throughout the interaction.

The response moves were mainly represented through students' verbal responses accompanied by intonation. These responses included answers to

questions, personal experiences, expressions of feelings, and repetitions of target sentences. The responses showed that students were actively involved in the discussion and helped the interaction continue from one exchange to another.

The feedback moves were represented through verbal, visual, gestural, and audio modes. The verbal mode was achieved using such strategies as evaluation, confirmation, reassurance, and acceptance of the students' answers. The visual mode was achieved using gaze at the students. The gestural mode was achieved through use of such actions as nodding, gesture pointing, raised hands, and expressive hand movements. The audio mode was achieved through intonation. All of these multimodal contributed towards recognizing the students' input and maintaining IRF sequences. The findings show that IRF patterns were represented through multimodal interaction in which verbal and nonverbal modes worked together to support the process of initiation, response, and feedback during classroom interaction.

Data 4.1

The interaction segment in focus has been captured in a classroom setting which was uploded by @teacherjecca at her TikTok account on 30 September 2025. The total time taken by the video is 10 minutes and 28 seconds. It happens from minute 00:00 to 01:02. At this stage of the lesson, the teacher initiates the conversation by distinguishing between things that children can play with from those used for learning purposes like papers, worksheets, and iPads. The teacher helps students understand class rules by indicating the objects involved and explaining how they should be used through simple instructions. Students

contribute to the lesson through posing relevant questions and answering regarding the objects around them. The teacher also engages with students by responding to their inputs such as when they say that trains are hard, the teacher reinforces this statement by demonstrating the actual weight of an object like a table.

- Student: We can play the books (responds immediately, rising intonation). (I1)
Teacher: We can only play toys (looks at student, falling intonation, soft voice, smiles). (F1)
Student: Toys? (rising intonation, responds immediately). (R1)
Teacher: This is your paper (points to paper), this is your worksheet (points to worksheet), and you write on it (looks at student, hand gestures while speaking). (F2)
Student: Oh! (voice only, responds immediately, rising intonation). (R2)
Teacher: The iPad, we work with it (points to iPad, looks at student). We only play with toys like box, what else? Robots, trains, whatever you have at home (looks at students, looks around, counting with fingers, falling intonation). (I2)
Student: Don't have. Don't get real trains (responds immediately, rising intonation). (R3)
Teacher: How? We cannot because it's way too big (falling intonation, smiles, looks at student). (F3)
Student: It's really heavy (responds immediately, voice only, falling intonation). (R4)
Teacher: It is really heavy, that's a good point (points and looks at student, falling intonation). It's heavy, you cannot carry it with your hands (nods, hand gestures carry something heavy, smiles). (F4)
Student: Heavy stuff (responds immediately, rising intonation). (R5)
Teacher: Heavy stuff, that's right (nods, laughs, smiles). (F5)
Student: Heavy, hard (responds immediately, falling intonation). (I3)
Teacher: Heavy, hard (falling intonation, blinks, looks at student). (F6)
Student: No (responds immediately, falling intonation). (R6)
Teacher: Like this table, it's hard. When you press it (points and presses the table). Oh! (responds immediately, voice only, little bit shock, looks at the phone, the phone almost fall, adjusting the phone position). (I4)
Student: That really (responds immediately, falling intonation). (R7)
Teacher: That one is heavy. You don't have to lift it again, okay? You're shaking the phone (looks at phone, still adjusting the phone and table position, looks at student, claps hand). (F7)
Student: I can lift (responds immediately, falling intonation). (I5)
Teacher: You can lift it, but... (pauses, looks at student, rising intonation, slightly glaring). (F8)
Student: Easy peasy lemon squeezy (responds immediately, voice only, rising intonation). (R8)

Teacher: I don't encourage you to lift it because we're using it. (shakes head, falling intonation) (F9)

This interaction starts when the student utters (I1). this initiation as an inform act since the student proposes an idea within the context of the conversation. The utterance occurs right away, and its end shows a rise in intonation since the student proposes an idea and not makes a final statement. The teacher replies (F1). This feedback functions as an evaluate act because the teacher corrects the student's statement. While speaking, she looks at the student, uses a soft voice, and smiles. The gaze directs the response to the student, while the smile helps make the correction less threatening and encourages the student to continue participating. The student then asks, "Toys?" (R1). This response functions as a reply act because the student seeks clarification about the teacher's explanation. The teacher continues by saying (F2). This feedback functions as an evaluate act because the teacher further explains the difference between learning materials and toys. While speaking, she points to the paper and worksheet, looks at the student, and uses hand gestures. The pointing gestures connect the explanation to the physical objects being discussed, while the hand movements help clarify their functions. Then the student responds, "Oh!" (R2). In this case, the response act shows understanding of the teacher's explanation.

The teacher then says (I2). This initiation functions as an inform act because the teacher provides additional information about the topic. While speaking, she points to the iPad, looks at the students, looks around the classroom, and counts with her fingers. Pointing to the iPad connects the explanation to a visible object, while counting with her fingers helps organize the examples she is mentioning. A

student responds (R3). This response functions as a reply act because the student reacts to the teacher's example. The teacher then says (F3). This feedback is an evaluate act since the teacher answers the student's comment and explains why a real train cannot be used as a toy. She smiles and looks at the student while she talks. The smile keeps the interaction friendly and the gaze recognizes the student's contribution.

The student then says, "It's really heavy" (R4). This response functions as a reply act because the student adds another reason to the discussion. The teacher responds, "It is really heavy, that's a good point" (F4). This feedback functions as an evaluate act because the teacher confirms the student's idea. While speaking, she points at the student, looks at the student, nods, smiles, and uses hand gestures as if carrying something heavy. The pointing gesture acknowledges the contributor, while the carrying gesture visually represents the meaning of "heavy." Another student then says (R5). This response functions as a reply act because the student continues developing the idea. The teacher replies, "Heavy stuff, that's right" (F5). The feedback is an evaluate act since the teacher confirms the student contribution. The teacher nods, laughs and smiles. These multimodal actions are signs of agreement and they encourage for more participation.

The interaction proceeds further when the student utters, "Heavy, hard" (I3). The function of this initiation is to serve as an inform act in which the student adds another description to the ongoing conversation. In reply to this utterance, the teacher says, "Heavy, hard" (F6). Here, the feedback move as an accept act since the teacher accepts the student's input by repeating it. The teacher is seen blinking

and looking towards the student while making this utterance. The gaze indicates her focus on the student's idea. The student then makes an utterance of "No" (R6). This response functions as a reply act because the student signals disagreement or correction. The teacher continues by saying (I4). This initiation functions as an inform act because the teacher explains the meaning of "hard". At the same time, she points to the table and presses it. These actions provide concrete examples that help clear up the explanation. During the explanation, she briefly reacts when the phone almost falls and adjusts its position. A student then says, "That really" (R7). This response functions as a reply act because the student reacts to the teacher's explanation and the situation. The teacher responds (F7). This feedback is an evaluate act as the teacher evaluates the student's action and provides guidance. During her speech, she looks at the phone, adjusts its position, looks at the student, and claps her hands. Looking at the phone and adjusting it draws attention to the situation, while the clap helps to regain the focus.

Further development of the interaction occurs when the student states (I5). Here the initiation operates as an inform act since the speaker expresses confidence to lift the object. The teacher replies (F8). Here the feedback acts as an accept act since it recognizes the preceding statement. While speaking, teacher pauses, looks at the student, uses rising intonation, and slightly glares. The pause creates anticipation, while the facial expression signals caution. The student then says (R8). This response functions as a reply act because the student continues reacting to the discussion. The teacher concludes by saying (F9). This feedback functions as an evaluate act because the teacher explains why the action should not be repeated. At

the same time, the teacher shakes her head and uses falling intonation. The head shake appears while the teacher expresses disapproval of the action.

Data 4.1 shows the development of extended IRF sequences throughout the interaction. The interaction develops through a series of initiation, response, and feedback moves as the discussion moves from distinguishing learning materials and toys to describing the characteristics of objects such as trains and tables. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through explanations, examples, and information shared by both the teacher and the students. The visual mode was conveyed through gaze towards the students and the objects in the classroom. The gestural mode was conveyed through gestures such as pointing at the paper, worksheet, iPad, table, phone, finger counting, carrying gestures, clapping, head nodding, head shaking, and facial expressions. Audio mode was conveyed through intonation and pause. Through these modalities, meanings were made clear, explanations related to objects, students maintained focus, and students encouraged to participate in the discussion.

The response moves were mainly represented through students' verbal responses accompanied by intonation. These responses included questions, clarifications, opinions, descriptions, agreements, disagreements, and reactions to the teacher's explanations. The responses showed students' active involvement in the interaction and helped extend the discussion through the exchange of ideas related to the topic.

The feedback moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through evaluation, correction, explanation, confirmation, and acceptance of students' contributions. The visual mode appeared through gaze directed at students and classroom objects. The gestural mode appeared through pointing gestures, nodding, smiling, laughter, hand movements, clapping, facial expressions, and head shaking. The audio mode appeared through intonation and pauses. These multimodal resources helped acknowledge students' contributions, clarify misunderstandings, reinforce explanations, and maintain the progression of IRF sequences throughout the interaction. The findings show that IRF patterns were represented through multimodal interaction in which verbal and nonverbal modes worked together to support the process of initiation, response, and feedback during classroom interaction.

Data 4.2

The interaction segment analyzed above is still within the same class recorded and uploaded on TikTok account @teacherjecca on 30 September 2025 under the caption Happy Tuesday. The total length of the video recording is 10 minutes and 28 seconds long. The selected segment starts at 01:02 and lasts until 03:00. At this point of the lesson, the focus moves to daily behaviors concerning food and healthy actions. In the process of this lesson, the teacher initiates the discussion by asking if students can eat their fingers and leads students to talk about various kinds of food they eat such as chicken, pizza, snacks, or chocolate. Students participate in this discussion by providing brief answers and opinions regarding

food types while the teacher responds to them by clarifying their mistakes and explaining briefly what healthy food entails. The teacher also connects the discussion to real life situations, for example by explaining that eating too many chips or spicy food can affect the body and suggesting that drinking water or milk can help when food tastes too spicy. This segment shows how the teacher uses questions, examples, and simple gestures to help students understand appropriate eating habits and develop basic speaking skills through everyday topics.

- Teacher: Can we eat our fingers? (looks at student, pretending to eat fingers). (I1)
 Student: No (responds immediately, voice only, falling intonation). (R1)
 Teacher: This is not food, it's not edible. What are the things that you can eat? (looks at student, moving fingers, responds immediately). (I2)
 Student: Food (responds immediately, voice only, rising intonation). (R2)
 Teacher: Food, what kind of food? (looks at student, seems curious about the answer). (I3)
 Student: Chicken (responds immediately, voice only, rising intonation). (R3)
 Teacher: Chicken, what else? (looks at student, points to student). (I4)
 Student: Pizza (responds immediately, voice only, rising intonation). (R4)
 Teacher: Pizza, how about you Sarah? (looks at student, points and looks Sarah). (I5)
 Student: Snacks. French fries. Hamburger (responds immediately, voice only, rising intonation). (R5)
 Teacher: Okay, hamburgers, snacks, how about you? (looks and points to student, counting with hands, responds immediately). What are the... (pauses). (I6)
 Student: French fries (responds immediately, voice only, rising intonation). (R6)
 Teacher: French fries, but not fingers, okay? (looks at student, try to stop student who is sucking fingers). (F1)
 Student: Chocolate (responds immediately, voice only, falling intonation). (I7)
 Teacher: Fingers are not for eating (pretending to eat fingers, looks at student). (F2)
 Student: Chocolate (responds immediately, voice only, falling intonation). (I8)
 Teacher: Oh, I mean fingers are not food (looks at student, responds immediately). Chocolates too, but not every day (looks at student, falling intonation, smiles, shakes head). (F3)
 Student: Oh! (responds immediately, voice only, rising intonation). (R7)
 Teacher: I like to eat chocolates as well, but not every day, just sometimes okay (points to herself, responds immediately, looks at student). (F4)
 Student: Chips (responds immediately, voice only, rising intonation). (R8)

Teacher: And chips, ooh, I love chips (looks at student, closing the gadget, falling intonation). (F5)

Student: Yeah, me too (responds immediately, voice only, rising intonation). (R9)

Teacher: But, right now, I don't eat much. I just eat sometimes because chips has a lot of MSG or salt. It's not good for your tummy (rising intonation, looks at student, moving hands, closes eyes, holds tummy, holds student's hand). (I9)

Student: There's a lot of chips on the store (responds immediately, voice only, falling intonation). (R10)

Teacher: That's true. What's your favorite chip? (laughs, looks at student, falling intonation). (I10)

Student: The potato one (responds immediately, voice only, rising intonation). (R11)

Teacher: The potato one, maybe Lay's or Pringles? (smiles, looks at student, seems curious). (I11)

Student: Oh! The spicy one too (responds immediately, voice only, rising intonation). (R12)

Teacher: Oh! You can eat spicy chips? (rising intonation, shocks, rising intonation). (I12)

Student: Yeah (responds immediately, voice only, rising intonation). (R13)

Teacher: Whoa (shocks, nods, responds immediately, rising intonation, looks at student). (F6)

Student: Can I eat spicy? (responds immediately, voice only, falling intonation). (I13)

Teacher: You can eat spicy too? (smiles, slightly glaring, looks at student). (F7)

Student: No (responds immediately, voice only, rising intonation). (R14)

Teacher: Oh, not yet? How about Tony? Not yet (looks at Tony, raising eyebrows). I love spicy food and spicy chips, but it makes my tongue burn (points to herself, looks at student, moving hand, pretending to be spicy). (I14)

Student: I love it (responds immediately, voice only, rising intonation). (R15)

Teacher: You love it? (smiles, falling intonation, looks at student). Noctis loves spicy chips (looks at Noctis, falling intonation, smiles). (I15)

Student: I love spicy things (responds immediately, voice only, falling intonation). (R16)

Teacher: You love spicy things. Yeah, it's spicy (glaring, smiles, looks at Noctis, seems curious). When it's spicy, you have to blow your mouth (nods, pretending to blow mouth, looks at student). And what do you do when you eat something spicy? You drink? (points to student, rising intonation, moving hands). (I16)

Student: Water (responds immediately, voice only, rising intonation). (R17)

Teacher: Water or? Milk (rising intonation, looks at student, moving hands). Milk makes the spiciness go away (moving hands, looks at student, closes eyes). (F8)

Student: Oh! You have to drink milk (responds immediately, voice only, falling intonation). (R18)
Teacher: Yeah. (falling intonation) (F9)

The process starts with a question posed by the teacher (I1). It is an initiation moves as an elicitation act since the teacher prompts the students to consider the possibility of classifying fingers as food. As she speaks, the teacher gazes at one of the students while pretending to bite into her own fingers. The gesture visually represents the topic being discussed and helps students understand the meaning of the question. The student responds, "No" (R1). This response functions as a reply act because the student answers the teacher's question. The teacher then says (I2). This initiation functions as an elicitation act because the teacher redirects the discussion toward examples of food. While speaking, she looks at the student and moves her fingers. The gaze directs the question to the student, while the hand movement keeps attention during the explanation. The student responds, "Food" (R2). This response functions as a reply act because the student answers the teacher's question.

The teacher then asks (I3). This initiation functions as an elicitation act because the teacher encourages the student to provide more specific examples. While speaking, she looks at the student and shows curiosity through her facial expression. The student answers, "Chicken" (R3). This response functions as a reply act because the student provides an example of food. The teacher then asks (I4). This initiation functions as an elicitation act because the teacher encourages the student to continue developing the answer. At the same time, the teacher looks at the student and points toward the student. The gesture of pointing is used by the teacher to give the turn. The student gives the answer by saying, "Pizza" (R4). This response moves

as the reply act as it introduces another instance. The teacher says in (I5). This initiation functions as an elicit act because she tries to invite another student to the interaction. While doing so, she points towards Sarah and looks at her. All these multimodal acts show that she has been assigned the turn. Sarah answers (R5). This response functions as a reply act because the student provides several examples of food.

The teacher continues by saying (I6). This initiation serves as an elicit act since the teacher urges another student to make a contribution. At the same time, the teacher looks at the student, points toward the student, counts with her fingers, and pauses briefly. In this case, pointing gesture allocates the turn, while counting with her fingers helps organize the examples that have been mentioned. The student answers, “French fries” (R6). This response functions as a reply act because the student provides another example of food. The teacher then says F1). This feedback functions as an evaluate act because the teacher confirms the example while returning to the original topic. While speaking, she looks at the student and attempts to stop the student from sucking their fingers. This act reinforces the verbal explanation and connects it to the student’s behavior.

Further development happens when the student says, “Chocolate” (I7). This initiation functions as an inform act because the student offers another example regarding the discussion. This is followed by the teacher saying (F2). This is an evaluate act whereby the teacher guides the discussion towards the main topic. While speaking, she pretends to eat her fingers and looks at the student. The gesture visually reinforces the meaning of the explanation. The student then repeats,

“Chocolate” (I8). This initiation functions as an inform act because the student continues contributing an example of food. The teacher responds, “Oh, I mean ... (F3). This feedback functions as an evaluate act because the teacher accepts the student's contribution while adding further explanation. While speaking, she looks at the student, smiles, and shakes her head. In this case, smile creates a supportive atmosphere, while the head shake emphasizes that chocolate should not be eaten too often. The student then says, “Oh!” (R7). This response functions as a reply act because it shows understanding of the teacher's explanation.

The teacher continues by saying, “I like...(F4). In this case, the feedback is regarded as an accept act since the teacher associates her personal experiences with the discussion from the previous talk. While speaking, she points to herself and looks at the student. Pointing to herself emphasizes the personal example being shared. A student then says, “Chips” (R8). This response functions as a reply act because the student adds another example of food. The teacher replies (F5). This is an accept act as the teacher accepts the student's contribution and has a similar preference. The teacher, on the other hand, looks at the student and closes the gadget. The gaze acknowledges the student's contribution and keeps the focus of the interaction.

The teacher then says, “But, right now...” (I9). This initiation is an inform act because the teacher introduces new information about healthy eating habits. She looks at the student while speaking, moves her hands, closes her eyes, holds her tummy, and holds the student's hand. Holding her tummy visually represents the body part being discussed, and hand movements support the explanation. The

student responds (R10). This response functions as a reply act because the student reacts to the teacher's explanation. The teacher then says (I10). This initiation functions as an elicit act because the teacher encourages the student to continue the discussion. On the other hand, she laughs and looks at the student. The laughter creates a relaxed atmosphere and encourages the student to respond.

The student then answers, "The potato one" (R11). This response functions as a reply act because the student shares a personal preference. The teacher then says, "The potato one, maybe Lay's or Pringles?" (I11). In this case, initiation functions as an elicit act because the teacher encourages the student to provide more specific information. While speaking, she smiles, looks at the student, and shows curiosity through her facial expression. The student responds (R12). This response functions as a reply act because the student expands the answer. Then, the teacher says, in (I12). Here, the initiation act acts as the elicit act since the teacher is requesting information from the student to confirm whether what she has said is true or not. She maintains an appearance of surprise on her face accompanied by rising tone as she delivers the question. The appearance helps emphasize her reaction. Next, the student responds with, "Yeah" (R13). This response functions as a reply act as the student agrees with the utterance. The teacher then says, "Whoa" (F6). This feedback works as an evaluate act as the teacher reacts to the student's answer. While speaking, she nods, looks at the student, and keeps a surprised expression. These multimodal actions show interest in the student's contribution.

The interaction continues when a student asks (I13). This initiation functions as an elicit act because the student seeks confirmation from the teacher. The teacher then responds (F7). This feedback functions as an evaluate act because the teacher reacts to the student's question. At the same time, she smiles, slightly glares, and looks at the student. These multimodal actions show interest while encouraging the student to think further about the question. The student responds, "No" (R14). This response functions as a reply act because the student gives a reaction to what the teacher said before. The teacher then says (I14). This initiation functions as an inform act because the teacher provides additional information and personal experience related to spicy food. While speaking, the teacher raises her eyebrows, points to herself, looks at the students, moves her hand, and pretends to react to spicy food. These multimodal actions help illustrate the sensation being described and make the explanation easier to understand. A student responds, "I love it" (R15). In this case, it can be seen that the response serves as a reply act since the student expresses their personal opinion.

The teacher then says, "You love it? ..." (I15). This initiation is an inform act as the teacher repeats and highlights the contribution of the student. During her speaking she smiles and looks at Noctis. The smile acknowledges the response of the student and invites further participation. The student responds (R16). This response functions as a reply act because the student elaborates on the previous statement. The teacher then says, "You ..." (I16). This initiation functions as an elicit act because the teacher encourages students to suggest a solution. At the same time, she nods, pretends to blow her mouth, points to the student, and moves her hands.

These multimodal actions visually represent the situation and guide students toward the expected answer. The student responds, “Water” (R17). This response functions as a reply act because the student answers the teacher’s question. The teacher then says, “Water...” (F8). This feedback functions as an evaluate act because the teacher expands and confirms the student's answer. While speaking, she moves her hands, looks at the student, and closes her eyes. These multimodal actions serve to draw attention to the explanation and assist students to focus on the information being given. The student then says (R18). This response functions as a reply act because the student shows understanding of the explanation. The teacher concludes with, “Yeah” (F9). This feedback is an accept act because the teacher accepts that the student understands.

Data 4.2 shows the generation of extended IRF sequences during the interaction. The interaction is characterized by a succession of initiation, response and feedback moves as the topic of discussion moves from identifying edible and non-edible objects to food preferences, healthy food habits and spicy food. The initiation moves were expressed through verbal, visual, gestural and audio modalities. The verbal mode appeared through questions, explanations, prompts, and personal examples provided by both the teacher and students. The visual mode appeared through gaze directed at individual students during turn allocation and questioning. The gestural mode appeared through pretending to eat fingers, pointing to students, counting with fingers, holding the tummy, holding a student's hand, shaking the head, and various hand movements used to support explanations. The audio mode appeared through intonation and pauses. These multimodal resources

helped direct students' attention, clarify meanings, connect the discussion to students' daily experiences, and encourage students to continue participating throughout the interaction.

The response moves were mainly represented through verbal responses accompanied by audio modes such as intonation and immediate reactions. Students responded by answering questions, giving examples of food, expressing personal preferences, asking questions, and sharing opinions about spicy food. Several responses also became new initiation moves, extending the discussion and resulting in longer sequences of interaction. These responses demonstrated that students were actively engaged in the interaction, and helped the conversation to move from one topic to another while still connected to the central discussion.

The feedback moves were represented through verbal, visual, gestural, and audio modes. The verbal means were seen through evaluation, acceptance, confirmation, correction, and further explanations from the teacher. The visual mode appeared through gaze directed at students. The gestural mode appeared through pointing, smiling, nodding, shaking the head, pretending to eat fingers, holding the tummy, holding a student's hand, and other expressive hand movements. The audio mode was created using intonation, laughter, and immediate verbal responses. The multimodal resources were useful in ensuring that the teacher acknowledged the students' input, cleared up any confusion, developed their ideas further, and kept the discourse going. From the results, it is evident that the IRF structure was present in the form of multimodal interaction, where both verbal and non-verbal modes interacted.

Data 5.1

This is an excerpt from a class video uploaded to the TikTok profile @teacherjecca on September 23, 2025 with the title Listening, speaking and following directions. The full video is 10 minutes and 24 seconds long. This excerpt is from 00:00-00:40. During this section of the class, the teacher starts the session by greeting the students and introducing the theme of the lesson. The teacher then asks the students some simple questions to check their understanding of expressions like morning and afternoon. The students interact by responding to the teacher's greeting as well as replying to her questions. The teacher further leads the students to express themselves correctly by asking them to say good afternoon and correcting them.

- Teacher: Good afternoon everybody (looks at student, smiles, clasp hands). (I1)
- Student: Good morning too Teacher Jecca (responds immediately, voice only, rising intonation). (R1)
- Teacher: Today we will learn all about, is it morning? (looks at student, holds book, smiles). (I2)
- Student: No (responds immediately, voice only, rising intonation). (R2)
- Teacher: It's afternoon. Okay, say good afternoon Teacher Jecca (falling intonation, looks at student, holds book). (I3)
- Student: Good afternoon Teacher Jecca beautiful (responds immediately, voice only, rising intonation). (R3)
- Teacher: Thank you so much (looks at student, smiles, holds book). (F1)
- Student: Good morning teacher Jecca (responds immediately, voice only, rising intonation). (I4)
- Teacher: Morning is when you, after you wake up at night and you dress up and you go to school until we eat our lunch. That's morning time (looks at student, falling intonation, holds book). (F2)
- Student: Yes (responds immediately, voice only, rising intonation). (R4)
- Teacher: But after you wake up that's already afternoon and right now it's afternoon (holds book, points to below, looks at student, rising intonation). (I5)
- Student: Teacher Jecca, I feel late (responds immediately, voice only, rising intonation). (R5)

Teacher: Yes. Can you say bye-bye Jojo? Say goodbye to Jojo (bye bye hands to Jojo, smiles, holds book, kiss bye by hands). (I6)
 Student: Bye-bye! (responds immediately, voice only, rising intonation). (R6)
 Teacher: Yeah, can you say afternoon? (holds book, looks at student, rising intonation). (I7)
 Student: Afternoon (responds immediately, voice only, rising intonation). (R7)

The interaction begins when the teacher says (I1). This initiation functions as an elicit act because the teacher greets the students and expects a response. Together with this, she looks at the students, smiles, and clasps her hands. These multimodal actions signal the beginning of the interaction and help create a friendly atmosphere. A student responds, “Good morning too Teacher Jecca” (R1). This response functions as a reply act because the student responds to the teacher’s greeting. The teacher then says (I2). This initiation functions as an elicit act because the teacher encourages students to identify the correct time of day. On the other hand, the teacher looks at the student, smiles, and holds a book. The gaze directs attention to the student, while the smile encourages participation. The student answers, “No” (R2). This response functions as a reply act because the student answers the teacher’s question.

The teacher then says, “It’s a...(I3). The initiation is an example of an elicitation act, since the teacher prompts the student to come up with the right utterance. In this conversation, the teacher looks at the student while holding the book. A student then responds with (R3), which is a response moves as a reply act because the student follows the teacher’s instruction. After that, the teacher says (F1). In this case, this feedback functions as an accept act because the teacher acknowledges the student's response. While speaking, she looks at the student,

smiles, and holds the book. The smile confirms the positive response and encourages the student to keep participating.

The interaction goes on when a student says (I4). This initiation functions as an inform act because the student introduces an idea related to the topic being discussed. The teacher gives feedback by telling what the morning time means (F2). This feedback is an evaluate act because the teacher corrects and explains the student's statement. While speaking, she looks at the student and holds the book. These multimodal actions keep the explanation directed toward the student. The student then says, "Yes" (R4). This response functions as a reply act because the student acknowledges the explanation. The teacher continues by saying (I5). This initiation functions as an inform act because the teacher provides additional information about the concept being discussed. While speaking, the teacher holds the book, points downward, and looks at the student. The pointing gesture emphasizes the current situation and helps connect the explanation to the present moment. A student then says (R5). This response functions as a reply act because the student reacts to the teacher's explanation.

The teacher then says (I6). This initiation functions as an elicit act because the teacher encourages students to respond to a classroom situation. While doing so, the teacher waves goodbye, smiles, and blows a kiss gesture. These multimodal actions clearly represent the meaning of saying goodbye and help students understand the expected response. The student answers, "Bye-bye!" (R6). The student's utterance is considered response as a reply act because the student follows the teacher's instruction. The teacher then asks (I7). Here, this initiation serves as

an elicit act since the teacher encourages the student to make use of the target lword. On the other hand, the teacher holds the book, directs her gaze towards the student, and raises her voice tone. The teacher's gaze at the student helps in conveying the message that the student should be ready to provide an answer, while the rising intonation indicates the expectation for an answer. The student replies by saying, “Afternoon” (R7). This response functions as a reply act because the student produces the expected answer.

Data 5.1 shows the progression of IRF sequences across the interaction. The interaction progresses through a sequence of initiation, response, and feedback moves where the teacher introduces the topic of greeting expressions and helps students to differentiate between morning and afternoon. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through greetings, questions, instructions, and explanations. The visual mode appeared through gaze directed at students during questioning and prompting activities. The gestural mode appeared through smiling, clasping hands, holding the book, pointing gestures, waving goodbye, and blowing-kiss gestures. The audio mode appeared through intonation. These multimodal resources helped attract students’ attention, clarify the meaning of greeting expressions, and encourage students to participate in the interaction.

The response moves were mainly represented through students’ verbal responses accompanied by intonation. The responses included greetings, answers to the teacher’s questions, acknowledgements of explanations, and repetitions of the target expression. From the responses, it was evident that the students responded

to the prompts from the teacher and stayed engaged during the interaction process. This enabled the conversation to flow from one interaction to another.

The feedback moves were illustrated through verbal, visual, gestural, and audio modes. The verbal mode was shown through acceptance, corrections, confirmations, and explanations given by the teacher. The visual mode was demonstrated through gaze towards the students. The gestural mode was manifested through smiling, book handling, pointing actions, waving goodbye, and blowing kisses actions. The audio mode was manifested through intonation. Through these multimodalities, the teacher could acknowledge the response of the students, correct misconceptions, and ensure the flow of communication process. The findings show that IRF patterns were represented through multimodal interaction in which verbal and nonverbal modes worked together to support the process of initiation, response, and feedback during classroom interaction.

Data 5.2

The interaction in this section was also adapted from the same classroom video uploaded on the TikTok account @teacherjecca on September 23, 2025. The caption of the video is “Listening, speaking, and following directions”. The video’s length is 10 minutes and 24 seconds. The selected section begins at minute 00:43 and ends at minute 02:40. In this part of the lesson, the teacher shows a storybook of apples. She uses this book to teach her students vocabulary and simple sentence structures. The teacher asks her students questions about the color of fruit that they like and they answer in short statements like “I like red apple” or “I like all the apples”. The students are actively engaged by answering as a group or individually,

and the teacher reacts by repeating their answers and correcting them if needed. She also asks additional questions to follow their statements. The teacher also uses the book as a visual aid by pointing to the pictures and showing different colors of apples to support students' understanding. Here the teacher employs questions, repetition and visual aids to help the students practice vocabulary and talk about their likes and dislikes in simple English.

- Teacher: And today I have here a book about apples. Who likes apples? (holds book, points to apple picture, looks at student, raises hand). (I1)
- Student: Me! (responds immediately, voice only, rising intonation, raises hands). (R1)
- Teacher: That's right (looks at student, moving hands, holds book). (F1)
- Student: Sometimes have yellow apple (responds immediately, voice only, rising intonation). (R2)
- Teacher: Momi said what's the beginning sound for apples? (rising intonation, holds book, looks at student). (I2)
- Student: A-A (responds immediately, voice only, rising intonation). (R3)
- Teacher: Good listening Momi. Apples start with a-a-a. And because it's the name of the book, it starts with an uppercase A (looks at student, holds and points to apple picture, moving hands). (F2)
- Teacher: Now, apples have three different colors. Some apples are red, some apples are green, and some apples are yellow. Who likes red apples? (holds book, counting with fingers, points to 3 apples picture, raises hand). (I3)
- Student: Me (responds immediately, voice only, rising intonation). (R4)
- Teacher: Who likes green apples? (smiles, holds book, points to green apple, raises hand). (I4)
- Student: Me (responds immediately, voice only, rising intonation). (R5)
- Teacher: Oh, Noctis doesn't like it. How about the yellow apples? (looks at student, points to yellow apple, smiles). (I5)
- Student: No. I like it (responds immediately, voice only, rising intonation). (R6)
- Teacher: I can eat all the colors. I can eat all these apples. All of these. But I like red the best (holds book, points to all apples, smiles, laughs, moving hands). (F3)
- Student: Red (responds immediately, voice only, rising intonation). (R7)
- Teacher: You like yellow (smiles, holds book, looks at student, falling intonation). (F4)
- Student: Do you like this? (closes to teacher, points to apple picture). (I6)
- Teacher: Also, I will ask you one at a time. What apple do you like? Red, yellow, or green? (looks at student, shows the book to student, raises eyebrows). (I7)

Student: Red and green (responds immediately, voice only, falling intonation). (R8)

Teacher: Red and green. So she likes two (holds book, falling intonation, smiles). (F5)

Teacher: How about you Sarah? (shows book to Sarah, smiles). (I8)

Student: Red and yellow (responds immediately, voice only, falling intonation). (R9)

Teacher: Red and yellow. (shows book to Nuar, falling intonation, bringing a book to the face). (F6)

Teacher: How about Nuar? (shows book to Nuar, rising intonation, bringing a book to the face). (I9)

Student: I like red and red (responds immediately, voice only, falling intonation). (R10)

Teacher: Red and red. It's the same. Yellow and yellow (laughs, smiles, looks at student, holds book). (F7)

Teacher: How about Noctis? It's Noctis' turn (showing book to Noctis, smiles). (I10)

Student: Orange and apple (responds immediately, voice only, falling intonation). (R11)

Teacher: What? (confuses, looks at Noctis). Oh, you like orange and apple fruit. What colors of the apple you like to eat? (points to apple's picture, rising intonation, looks at Noctis). (I11)

Student: Red (responds immediately, voice only, rising intonation). (R12)

Teacher: Orange apple? Do we have orange apple here? (points to picture, holds book, looks at student). (I12)

Student: No (responds immediately, voice only, rising intonation). (R13)

Teacher: Only yellow, red, and green. Which colors do you like? (shakes book, points to picture, looks at student). (I13)

Student: Only red apple (responds immediately, voice only, falling intonation). (R14)

Teacher: Only red apple for Noctis (holds book, looks at Noctis). Okay, how about you Tony? (shakes and shows the book, looks at Tony). (I14)

Student: Red and green (responds immediately, voice only, rising intonation). (R15)

Teacher: Red and green. How about you, Momi? (smiles, shows book, looks at Momi, falling intonation). (I15)

Student: I like everything (responds immediately, voice only, falling intonation). (R16)

Teacher: You like everything? (rising intonation, holds book, looks at Momi). (I16)

Student: Yes (responds immediately, voice only, rising intonation). (R17)

Teacher: Oh, wow. Can you say, I like all the apples? (looks at student, holds book, moving hands, rising intonation). (I17)

Student: I like all the apples (responds immediately, voice only, rising intonation). (R18)

The interaction starts when the teacher asks (I1). This initiation functions as an elicit act because the teacher is intended to get responses from the students. As she does this, she holds the book, points at the apple drawing in the book, looks at the students, and raises her hand. Holding and pointing to the book directs students' attention to the topic being discussed, while raising her hand models the expected response. A student then responds, "Me!" (R1). This response functions as a reply act because the student answers the teacher's question. The teacher then responds, "That's right" (F1). This feedback serves as an accept act because the teacher recognizes the student's response. While speaking, she looks at the student, moves her hands, and continues holding the book. Looking at the student acknowledges the contribution, while the hand movement keeps attention during the interaction. A student then says (R2). This response functions as a reply act because the student adds information related to apples.

Then the teacher continues by asking in (I2). This initiation functions as an elicit act because the teacher tries to make the students provide the initial sound of the word. She also holds the book while making eye contact with the student. This is an example of multimodal activity that focuses the student's attention and signals who should answer. "A-A" (R3) is the answer given by the student. This response functions as a reply act because the student provides the expected answer. The teacher then says (F2). This is an evaluate act, as the teacher confirms the answer and adds information. The teacher is talking, pointing to the picture of the apple, holding the book, and moving her hands. The pointing at the picture links the

explanation with the visual object and the hand movements emphasize the explanation.

Then the teacher continues... (I3). This initiation functions as an elicit act because the teacher encourages students to express their preferences. While speaking, she holds the book, counts with her fingers, points to the apple pictures, and raises her hand. She counts with her fingers, visually showing the three colours that are being discussed, and points to help students identify each apple. A student responds, "Me" (R4). This response functions as a reply act because the student answers the teacher's question. Next, the teacher asks the question (I4). This initiation functions as an elicit act since the teacher encourages more reactions. While speaking, she smiles, holds the book, points to the green apple, and raises her hand. It emphasizes the mentioned apple and prompts students to take part in this activity. The student answers, "Me" (R5). This response functions as a reply act because the student expresses a preference.

Then the teacher states (I5). The teacher then continues (I5). The above initiation is an example of an elicit act since the teacher asks the student to react to another idea. As she talks, the teacher points to the yellow apple and gazes at the student. Pointing serves as a means for locating the object talked about, while smiling provides an enabling environment. The student replies (R6). This response functions as a reply act because the student clarifies the preference. The teacher then says, "I can eat ...(F3). This feedback functions as an accept act because the teacher shares a personal preference while acknowledging the discussion. While speaking, she points to all the apples, smiles, laughs, and moves her hands. Pointing

to all the apples reinforces the meaning of “all.” Smiling and laughing also create a relaxed atmosphere that allows students to continue participating. One student continues by saying, “Red” (R7). This response functions as a reply act because the student shares a preference. The teacher responds (F4). This feedback functions as an evaluate act because the teacher interprets and responds to the student's contribution. At the same time, teacher smiles, looks at the student, and holds the book. These multimodal actions recognize what the student has contributed, and they continue the interaction.

As the conversation continues, the student asks (I6). This initiation functions as an elicit act because the student seeks confirmation from the teacher. While speaking, the student points to the apple picture and moves closer to the teacher. The teacher then says (I7). This initiation functions as an elicit act because the teacher redirects the discussion and encourages a specific response. While speaking, teacher shows the book to the student and raises her eyebrows. Showing the book gives visual support for the question and raising her eyebrows indicates that an answer is expected. The student answers, “Red and green” (R8). This answer functions as a reply act as the student answers the teacher's question.

The teacher then says (F5). This feedback functions as an evaluate act because the teacher confirms and summarizes the student's answer. While speaking, she smiles and holds the book. The smile acknowledges the contribution and encourages continued participation. The teacher then asks (I8). This initiation functions as an elicit act because the teacher invites another student to participate. While speaking, she shows the book to Sarah and smiles. Showing the book helps

connect the question to the visual information. Sarah responds, “Red and yellow” (R9). This response functions as a reply act because the student shares a preference. The teacher then says (F6). This feedback functions as an accept act because the teacher acknowledges the student's answer. While speaking, she shows the book toward another student and brings it closer to her face, helping maintain students’ attention before continuing the activity.

The teacher then asks (I9). This initiation functions as an elicit act because the teacher encourages another student to participate. As she asks the question, she directs the book towards Nuar and holds it in front of her. She does this using multimodal acts which helps focus attention on who is supposed to answer the question. Nuar answers (R10). This response functions as a reply act because the student expresses a preference. The teacher then says (F7). This feedback is an evaluative act because the teacher comments and clarifies the student's answer. While speaking she laughs, smiles, looks at the student, and holds the book. These multimodal acts soften the correction and encourage the student to remain engaged. The teacher continues by asking (I10). This initiation functions as an elicit act because the teacher allocates the next turn. While speaking, she shows the book to Noctis and smiles. The student responds (R11). This response functions as a reply act because the student attempts to answer the question.

The teacher then asks in (I11). This initiation functions as an elicit act because the teacher clarifies the question after the student's response. While speaking, she points to the apple picture and looks at Noctis. Pointing to the picture helps focus the student on the intended topic. The student answers, “Red” (R12).

This response functions as a reply act because the student provides the expected answer. The teacher then asks (I12). This initiation functions as an elicit act because the teacher encourages the student to reconsider the previous answer. While doing so, she points to the picture, holds the book, and looks at the student. These multimodal actions direct attention to the available choices. The student responds, “No” (R13). This response functions as a reply act because the student answers the teacher’s question. The teacher then says (I13). This initiation functions as an elicit act because the teacher encourages the student to answer again using the available options. While speaking, she shakes the book, points to the picture, and looks at the student. Shaking and pointing to the book emphasize the visual information and help clarify the question. The student responds (R14). This response functions as a reply act because the student provides a revised answer.

The teacher then says (I14). This initiation functions as an inform act because the teacher summarizes the answer before inviting another student to participate. While speaking, she shakes and shows the book, then looks at Tony. Showing and shaking the book helps direct students’ attention to the visual information being discussed, while looking at Tony clearly indicates that it is his turn to respond. Tony responds, “Red and green” (R15). This response functions as a reply act because the student shares a preference. The teacher then asks (I15). It is an initiation of an elicit act in that the teacher involves another student in answering. The teacher smiles while saying this and also points to the book and Momi during the process of speaking. This is used to ensure the relevance of the elicitation question with regard to the discussion on the apple selections and also to

indicate the respondent. Momi answers (R16). This response functions as a reply act because the student expresses a preference.

The teacher then asks (I16). The initiation acts as an elicit act since the teacher seeks confirmation from the student. As the teacher asks the question, she holds the book and looks at the student. Looking at the student serves to indicate that a reply is expected and ensures that the activity remains centered on the participants. In response to the teacher's question, the student answers, "Yes" (R17). In this case, this response functions as a reply act because the student confirms the statement. The teacher continues by asking (I17). This initiation act serves as an elicit act as the teacher prompts the student to speak in full sentences. On the other hand, she looks at the student, holds the book, gestures with her hands, and uses rising intonation. Gazing at the student conveys information regarding whom to react to. Gesturing with her hands is an act meant to emphasize the sentence and guide the student towards making a reaction that is needed. Rising intonation is used to convey the need for an answer. The answer provided by the student is (R18). This response functions as a reply act because the student follows the teacher's instruction.

Data 5.2 shows the development of extended IRF sequences throughout the interaction. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through questions, prompts, explanations, and requests for students to produce complete sentences. The visual mode appeared through gaze directed at students and the use of visual materials in the book. The gestural mode appeared through pointing to apple pictures, showing

and holding the book, raising hands, counting with fingers, shaking the book, raising eyebrows, and hand movements. The audio mode appeared through intonation. These multimodal resources helped direct students' attention to the learning materials, clarify the available choices, reinforce understanding of the topic, and encourage students to participate actively in the discussion.

The response moves were mainly represented through students' verbal responses accompanied by intonation. The responses included answers to questions, expressions of personal preferences, clarifications, confirmations, and repetitions of target sentences. Some students also revised their answers after receiving additional prompts from the teacher. These responses showed that students were actively involved in the interaction and helped the discussion continue from one exchange to another.

The feedback moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through acceptance, evaluation, confirmation, correction, and additional explanations provided by the teacher. The visual mode appeared through gaze directed at students. The gestural mode appeared through pointing gestures, holding and showing the book, smiling, laughing, raising hands, counting with fingers, shaking the book, raising eyebrows, and hand movements. The audio mode came into being by means of intonation. Multimodal tools allowed the teacher to appreciate their students' reactions, explain any confusions, reinforce correct answers, and keep the flow of the IRF pattern going. This research indicates that IRF structures are presented via multimodal

interaction in which verbal and non-verbal modes interact in order to facilitate the IRF process.

Data 6.1

This interaction occurs in a classroom video posted on TikTok @teacherjecca on 22 September 2025 with the following caption "Happy Monday." The total duration of this video is 11 minutes and 59 seconds. This particular interaction occurs from minute 00:00 to minute 02:26. In this particular lesson, the teacher demonstrates the word tiny by presenting an object and inviting students to make guesses about its meaning. The teacher utilizes the method of questioning and using concrete objects in order to teach new concepts. For example, she compares the phone in her hand to demonstrate how tiny it is. On the part of the students, their engagement in learning process can be seen by responding to questions and making guesses about the object introduced by the teacher. They participate by responding and reacting to the objects shown by the teacher. Additionally, the teacher engages the learners in this task by distributing this particular object among them.

- Teacher: Do you want to see my tiny phone? (rising intonation, smiles, looks at students) (I1)
- Students: Yeah! (excited voices) (R1)
- Teacher: Now, do you know what tiny means? (looks around the room, tilts head) (I2)
- Students: Yeah, tiny is small! (voices only, rising intonation) (R2)
- Teacher: Thank you, Momi! (looks towards a student, nods) Tiny means small. (uses thumb and index finger to show a small size) (F1)
- Teacher: Is Teacher Jecca tiny? (points to herself, rising intonation, shakes head) (I3)
- Students: No! (responding together) (R3)
- Teacher: Is Arin tiny? (points towards a student) (I4)
- Students: No! (responding together) (R4)
- Teacher: Is Momi tiny? (looks at another student) (I5)
- Students: No! (responding together) (R5)
- Teacher: Is Sarah tiny? (looks up and to the side, thinking) (I6)

Students: No! (responding together) (R6)

Teacher: No. (falling intonation) Tiny means really small, just like my phone. (shows small size with fingers again) (F2)

Teacher: I will show you, are you ready? Close your eyes! (covers her hands in front of her chest) Count to three! (I7)

Students: One, two, three! (R7)

Teacher: Open your eyes! (reveals a very small white phone, laughs) (I8)

Students: Yay! (clapping and cheering) (R8)

Teacher: See that? (holds up the tiny phone) This is a tiny phone! (F3)

Students: It's an iPhone! (joking) (R9)

Teacher: (laughs) Yeah, my hand is bigger than my phone! (places phone against her palm to compare sizes) And I can put it in my pocket, too. (pockets the phone) I can even hide it inside my shirt. (tucks it into her collar) (F4)

Teacher: Do you want to touch my tiny phone? (holds it out). (I9)

Students: Yeah! (R10)

Teacher: Okay, I will pass it to Arin, and Arin will pass the tiny phone to Sarah, and Sarah will pass the phone to Momi, and Momi, you will pass the phone to whom? (points finger, questioning look) (I10)

Student: To... Nuar! (responds immediately, voice only, rising intonation) (R)

Teacher: (nods) To Nuar. Are you ready? (holds phone carefully) You can look and press the key, okay? (mimics pressing buttons) Press the key. Press... press... You can press the key, okay? Here you go, Arin. (hands the phone to a student) (I11)

Students: (laughing and talking excitedly while passing the phone) (R12)

Teacher: I will charge it tonight, and then tomorrow I will show you how it works. (hand on chest) It does work. It's cute, right? (reaches for a cup, smiles) (I12)

Students: (Indistinct chatter, laughter) (R13)

Teacher: Hello? (leans over, pretending to be on the phone) I can call your mom on that phone. (I13)

Student: Hello? (mimics talking) (R14)

Teacher: (laughs) Yeah! Uh-oh, be careful, my love. (looks at a student) You have to sit properly. (gestures to sit down) Give it to Noctis, my love. Thank you. (nods) It's Noctis' turn. (F5)

Student: We can even play a game on here! (excitedly) (I14)

Teacher: Yeah! (waves hand) It is only a basic phone. When you say "basic," (holds up hand to explain) it doesn't have a camera, no music, can't take a video... only call and text. (mimics texting with her thumb) Basic phone. (F6)

Student: Teacher, we need a small battery. (I15)

Teacher: Yeah, I think this one is best for you because your fingers are small. (points to student's hands) You can press it! (mimics pressing a button) Mine... my fingers are way too big. (holds up her hand) When I press "one," I also press "four!" (laughs) Because it's so small. (F7)

Students: (laughing) But your hand is too big! (I16)

Teacher: Yes! But we can do it. (nods) (F8)
Student: How about baby fingers? (responds immediately, voice only, rising intonation (I17)
Teacher: Yeah, baby fingers too! (waves hand in goodbye motion) (F9)

This interaction starts when the teacher asks the question (I1). This initiation functions as an elicit act because the teacher asks a question and expects a response from the students. As she talks, she smiles and looks at the students. Her smile gives out a friendly environment, and the gaze directs the question to the students and signals that a response is expected. The students respond, “Yeah!” (R1). This response functions as a reply act because the students answer the teacher’s question. The teacher then asks (I2). This initiation functions as an elicit act because the teacher encourages students to explain the meaning of the word. While speaking, she looks around the room and tilts her head. Looking around involves multiple students in the interaction, while the head tilt signals that she is waiting for an answer. The students answer (R2). This response functions as a reply act because the students provide the meaning of the word. Next, the teacher says (F1). This feedback serves as an evaluate act, in which the teacher acknowledges the answer and gives some clarification on its meaning. When saying that, the teacher turns towards the student, nods at her, and makes a gesture with her thumb and index fingers, signifying the small size of something. The nod acknowledges the contribution, while the finger gesture visually represents the meaning of “tiny” and supports the verbal explanation.

This is followed by another question from the teacher (I3). This initiation functions as an elicit act because the teacher encourages students to apply their understanding of the word. As she utters the sentence, she indicates herself by

pointing at herself and shaking her head. Pointing at oneself is the way of indicating the reference, while shaking the head is a supporting cue for communication. The students respond, “No!” (R3). This response functions as a reply act because the students answer the teacher’s question. The teacher then asks, “Is Arin tiny?” (I4), “Is Momi tiny?” (I5), and “Is Sarah tiny?” (I6). These initiation moves serve as elicit acts since the teacher keeps on checking students’ understanding of the concept. As she speaks, she keeps on pointing or looking at the students that she is talking about. These are used for determining who are the participants and keeping the topic relevant. The students repeatedly respond, “No!” (R4-R6). These responses function as reply acts because the students answer the teacher’s questions. The teacher then explains that in (F2). This piece of feedback serves as an evaluate act as the teacher is trying to explain the meaning of the word. She again gestures with her fingers to show how tiny it is while talking. In a visual way, this gesture reinforces the meaning of the word and helps link the explanation with the object referred to.

The interaction continues when the teacher says (I7). This initiation functions as an elicit act because the teacher encourages students to participate in the activity. While speaking, she covers her hands in front of her chest. This action creates anticipation and directs students’ attention to the upcoming reveal. The students respond, “One, two, three!” (R7). This response functions as a reply act because the students follow the teacher’s instruction. The teacher then says (I8). This initiation functions as an elicit act because the teacher prompts students to react to the object. While speaking, she reveals the tiny phone and laughs. Revealing the

phone provides visual evidence of the concept being discussed, while the laughter creates excitement during the interaction. The students respond with cheering and clapping (R8). This response functions as a reply act because the students react to the teacher's action. The teacher then says (F3). This feedback functions as an evaluate act because the teacher confirms the example being presented. When students comment, "It's an iPhone!" (R9), the teacher responds by comparing the phone with her palm, putting it into her pocket, and tucking it into her collar (F4). This feedback functions as an evaluate act because the teacher continues explaining the size of the phone. Such multimodal actions visually show how small the phone is and make the explanation easier to understand.

The teacher then makes the question (I9). This initiation functions as an elicit act because the teacher invites students to interact with the object. While making this move, the teacher puts the object forward for the students. In other words, the students are able to see the object clearly, and therefore, participate in the conversation. The students respond, "Yeah!" (R10). This response functions as a reply act because the students accept the invitation. Then, the teacher explains the process of passing around the phone (I10) and uses pointing gestures when asking whom to pass it to next. Pointing helps identify participants and organize turn-taking during the activity. A student responds, "To Nuar!" (R11). This response functions as a reply act because the student answers the teacher's question. The teacher then says (I11). This initiation functions as an inform act because the teacher provides instructions about how to interact with the phone. While speaking, she nods, mimics pressing buttons, and hands the phone to a student. The gesture of

pressing a button shows the action being described and passing the phone allows the students to touch the object. The students laugh and talk excitedly as they pass the phone (R12). This response helps to keep the exchange going.

The interaction continues when the teacher says, “I will ...(I12). This initiation functions as an inform act because the teacher provides additional information about the phone and shares her opinion about it. While speaking, she places a hand on her chest, reaches for a cup, and smiles. The hand on the chest emphasizes her personal statement, while the smile creates a friendly atmosphere and encourages students to stay engaged in the discussion. The students respond with laughter and excited chatter (R13). This response functions as a reply act because the students react to the teacher’s explanation and continue showing interest in the object being discussed. The teacher then says, “Hello?... (I13). This initiation functions as an inform act because the teacher introduces additional information about the phone while demonstrating how it can be used. While speaking, she leans over and pretends to talk on the phone. The multimodal action is an example of how the phone works, thus enabling the students to relate the information being conveyed with the physical action taking place. At this point, a learner replies, “Hello?” (R14). This response functions as a reply act because the student follows the teacher’s demonstration and participates in the interaction by mimicking the same action.

The teacher continues by saying (F5). Here, the role of feedback is that of an accept act because the teacher recognizes the process of participation and also organizes the process. While speaking, she looks at the student, gestures for the

student to sit down, and nods. The gesture visually supports the instruction, while the nod acknowledges the student's cooperation.

A student then says in (I14). This initiation functions as an inform act because the student introduces a new idea related to the phone. The teacher responds, “Yeah! It is only a basic phone” (F6). This feedback is an evaluate act, because the teacher responds to the student’s utterance and explains the limitations of the phone. While speaking, she waves her hand, holds up her hand to explain, and mimics texting with her thumb. These multimodal actions help clarify the meaning of a basic phone and visually demonstrate the activities that can be performed with it. Another student says, “Teacher, we need a small battery” (I15). This initiation functions as an inform act because the student contributes an idea related to the discussion. The teacher responds (F7). The feedback here is an evaluative act as the teacher comments on and expands the student’s contribution. While talking she points to the student’s hands, pretends to press a button and holds up her own hand. Pointing to the student’s hands identifies the comparison being made while the pressing gesture and hand comparison visually reinforce the explanation about the size of the phone.

The interaction continues when students laugh and comment (I16). This initiation functions as an inform act because the students contribute a comment related to the teacher’s explanation. The teacher answers (F8). This feedback functions as an accept act since the teacher confirms the remarks made by the students. At the same time, she nods. This nod signals agreement and shows that the students’ contribution has been recognized. After that, the student asks (I17).

This utterance functions as an elicit act because the student asks for the teacher's opinion. To this, the teacher replies by saying (F9). The teacher's utterance functions as a feedback move with the act accept because the teacher agrees with the student's idea. In doing so, she waves her hand. This gesture accompanies the closing part of the interaction and supports the teacher's response.

Data 6.1 shows the development of extended IRF sequences throughout the interaction. The interaction develops through a series of initiation, response, and feedback moves as the teacher introduces a tiny phone, checks students' understanding of the word tiny, allows students to interact directly with the object, and expands the discussion through students' comments and questions about the phone. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through questions, instructions, explanations, demonstrations, and prompts. Visual Mode was established via gazes to the students as well as via the demonstration of the small mobile phone as the primary learning item. Gestural Mode was established via pointing gestures, gestures of pointing at oneself, finger gestures signifying size, covering/uncovering the phone, handling the phone, gesturing button-pressing actions, fake phone call actions, gesturing texting actions, and pointing at students' hands. Audio Mode was established via intonations, laughter, and variation in voice qualities. Such multimodal means were employed in order to help students comprehend the concept of 'tiny,' concentrate on the learning object, obey instructions, and stay engaged during the lesson.

The response moves were mainly represented through students' verbal responses accompanied by intonation and vocal expressions. The responses included answering questions, following instructions, reacting to the phone demonstration, making comments, sharing ideas, asking questions, and participating during the phone-passing activity. Students also responded through cheering, laughter, excited talk, and imitation of the teacher's demonstrations. These responses showed that students actively engaged with both the lesson content and the classroom activities, which helped the interaction continue and develop through multiple IRF sequences.

The feedback moves were depicted in verbal, visual, gestural, and audio modes. Verbal mode was manifested in the assessments, confirmations, acceptance, clarifications, explanations, and responses of the teacher after getting students' reactions. Visual mode was evident from the direction of the teacher's eyes towards the student and the object of discussion. Gestural mode took the form of nods, pointing gestures, hand comparisons, phone passes, demonstrations of phone functionalities, and participation organization gestures. Audio mode was manifested by intonation and laughter. These multimodal resources helped the teacher acknowledge students' responses, clarify meanings, maintain turn-taking, and extend the discussion beyond simple question-and-answer exchanges. The findings show that IRF patterns were represented through multimodal interaction in which verbal and nonverbal modes worked together to support the process of initiation, response, and feedback. The use of multiple multimodal resources also

encouraged students to participate more actively, maintain their attention on the learning activity, and support more effective classroom interaction.

Data 6.2

The given interaction segment is also included in the same video posted on the TikTok account (@teacherjecca) on 22 September 2025 with the caption Happy Monday. The total length of the video is 11 minutes and 59 seconds. The selected interaction occurs between minute 08:10 and 09:42. In this segment of the lesson, the teacher pays attention to the vocabulary of the students, asking them to name words with a certain letter and moving further by speaking of vegetables. The teacher prompts students to name vegetables they like and gives them an opportunity to share this information individually. The students engage by answering questions from the teacher and giving their opinions even though some answers are wrong as they are referring to fruits or other food products and not vegetables. The teacher answers the wrong answers and gives explanations, naming the vegetables she is referring to, and showing pictures of vegetables using the tablet.

- Teacher: Which one starts with v? (looks at tablet, points to a picture) Violin! (rising intonation) Do you know how to play a violin? (looks up and around the room) (I1)
- Student: Yeah! (voices together, rising intonation) (R1)
- Teacher: Yes. (nods, looks around room) (F1)
- Teacher: How about you, Sarah? (looks toward student) (I2)
- Teacher: (points to tablet) Yeah, vegetable! (nods) Wow, I like it too! (rising intonation) (F2)
- Student: Yeah, me too! (rising intonation) (R2)
- Teacher: I like vegetable. (nods) (F3)
- Teacher: Who likes to eat vegetable? (looks around room) (I3)
- Students: Me! (voices together, raising hands) (R3)
- Teacher: What's your favorite vegetable? (looks toward student) (I4)
- Student: Carrot! (responds immediately, voice only, rising intonation) (R4)

Teacher: Carrot! (rising intonation, laughs) That's right, Momi. (nods) (F4)
Teacher: How about you, Arin? (I5)
Student: Tomato! (rising intonation) (R5)
Teacher: Tomato! (rising intonation) (F5)
Teacher: How about you, Noctis? (looks toward student) What's your favorite vegetable? (I6)
Student: Emmm, (pauses) Broccoli. (R6)
Teacher: Broccoli! (rising intonation, nods) I love that too. (nods) (F6)
Teacher: How about you, Tony? (rising intonation). What? (tilts head). Yeah, what kind of vegetable that you like to eat? (nods) Do you like... (I7)
Student: Apple! (responds immediately, voice only, rising intonation) (R7)
Teacher: Apple is a fruit. (shakes head, falling intonation)(F7)
Teacher: What kind of vegetable do you like? (nods, points to tablet) Carrot, peas, eggplant, tomato, broccoli, cauliflower, potato, pumpkin? (I8)
Student: Pumpkin. (respond immediately) (R8)
Teacher: Pumpkin! (rising intonation, hand on chest) I like that too. (nods) (F8)
Teacher: How about Nuar? What's your favorite vegetable? (looks toward student) (I9)
Student: Hamburger! (responds immediately, voice only, rising intonation). (R9)
Teacher: Hamburger is not a vegetable, darling. (shakes head, laughs). (F9)
Teacher: What's your favorite vegetable? (hand on chest) Vegetables like eggplant, carrot, broccoli, cauliflower, potato, peas... (nods, points to tablet) What do you like? (I10)
Student: Broccoli. (responds immediately, voice only, rising intonation). (R10)
Teacher: Broccoli, like Noctis. (nods, smiles) (F10)
Teacher: How about you, Momi? You like carrots, right? (looks toward student) How about Sarah? Which one do you like, Sarah? (looks toward student) You like what? What vegetable do you like to eat? (nods) (I11)
Student: (points to tablet) (R11)
Teacher: You like broccoli too? (points to tablet) Or cauliflower? (I12)
Student: Broccoli. (R12)
Teacher: Broccoli. (nods) Good! (F11)

The interaction begins when the teacher asks with (I1). This initiation move contains the act elicit because the teacher seeks a response from the students. While doing so, she looks at the tablet, points to a picture, and looks around the room. Pointing to the picture helps students identify the object being discussed, while looking around the room invites participation from multiple students. The students respond, "Yeah!" (R1). In this case, this response functions as a reply act because

the students answer the teacher's question. The teacher then says, "Yes" (F1). The teacher's utterance functions as a feedback move with the act accept because she agrees with the students' response. While speaking, she nods and looks around the room. The nod occurs as the feedback is delivered.

The teacher then asks (I2). Through this initiation move, the teacher invites a response from a specific student. Along with this, she looks toward the student. The gaze is directed to the student who is expected to respond. The teacher then says, "Yeah, ..." (F2). Here, this feedback functions as an evaluate act because the teacher confirms the contribution and responds positively to it. While speaking, she points to the tablet and nods. Pointing to the tablet helps connect the response to the visual information, while nodding signals agreement. A student then says, "Yeah, me too!" (R2). This response functions as a reply act because the student reacts to the teacher's statement. The teacher responds (F3). This feedback functions as an accept act because the teacher acknowledges the student's contribution. While answering, she nods. The nod occurs together with the teacher's acceptance of the response.

The teacher then continues with asking with (I3). his utterance functions as an elicit act because it requests a response from the students. In the process of doing so, she looks around the room. This increases the number of participants since all the students are encouraged to react. The students respond with, "Me!" (R3). This utterance functions as a response move with the act reply because the students answer the teacher's question. At the same time, they raise their hands. Raising their hands visually reinforces their verbal response and shows active involvement in the

interaction. The teacher then says (I4). The teacher produces an initiation move with the act elicit by requesting more specific information. During her talk, she directs her gaze at the student as to show whom she wants to get a reply from. The student says, “Carrot!” (R4). The student’s statement serves as a response move with the act reply because it expresses a preference. She then adds (F4). This feedback functions as an evaluate act because the teacher confirms the answer. At this time, she laughs and nods. The laughter occurs together with the exchange, while the nod accompanies the teacher’s acceptance of the student’s contribution.

The exchange goes on as the teacher asks (I5). This utterance functions as an initiation move with the act elicit because the teacher requests a response from another student. The student replies to the question asked by the teacher saying, “Tomato!” (R5). This response move contains the act reply because the student answers the teacher’s question. The teacher then says (F5). The teacher produces a feedback move with the act accept by accepting the response. The teacher continues by saying (I6). Such an initiation can be referred to as an elicit act because the teacher invites another student to talk. When giving her utterance, she points to the student who should speak. The student responds, “Broccoli” (R6). This utterance functions as a response move with the act reply because the student states a preference. The teacher then says (F6). In this case, the utterance functions as a feedback move with the act evaluate because the teacher confirms the answer and adds a personal opinion. As the feedback is delivered, the teacher nods several times. The nods accompany the teacher’s positive evaluation of the response.

The teacher then asks (I7). This initiation functions as an elicit act because the teacher requests a specific answer. While speaking, she tilts her head and nods. The head tilt signals that she is waiting for a response, while the nod encourages the student to continue. The student answers, “Apple!” (R7). This response functions as a reply act because the student attempts to answer the question. The teacher then says, “Apple is a fruit” (F7). This feedback is an evaluate act, in which the teacher corrects the student's answer. While speaking, she shakes her head. This action visually reinforces that the answer does not fit the category being discussed.

The teacher continues to ask in (I8). This initiation is an example of an elicit act because the teacher provides some choice items to prompt the student's answer. While doing so, she makes some gestures. First, she nods, and then she points at the tablet. These two gestures guide the student's attention to the provided choices, and also make him participate actively. The student answers, “Pumpkin” (R8). The student produces a response move with the act reply by revising the answer. Then, the teacher says with (F8). The teacher's utterance functions as a feedback move with the act evaluate because she confirms the answer and agrees with it. While doing this, she puts her hand on her chest and nods. The hand-on-chest gesture emphasizes her personal opinion, while the nod acknowledges the student's contribution.

This process continues when the teacher asks (I9). This initiation move contains the act elicit because the teacher asks another student to respond. While doing so, she turns towards the student. Nuar then replies, “Hamburger!” (R9). As

a response move, this utterance contains the act reply because the student offers a possible answer. The teacher goes on to say (F9). The teacher's utterance functions as a feedback move with the act evaluate because she provides a correction to the student's answer. While doing so, she shakes her head and laughs. The head shaking gesture expresses disagreement, while laughing indicates that the teacher attempts to keep the conversation pleasant.

The teacher continues by asking (I10). This initiation functions as an elicit act because the teacher encourages the student to answer again using the available options. While speaking, she places a hand on her chest, nods, and points to the tablet. Pointing to the tablet highlights the available examples, while the nod encourages the student to continue responding. The student answers, "Broccoli" (R10). This response functions as a reply act because the student provides a revised answer. This is followed by the statement (F10). As a feedback move, this utterance contains the act evaluate because the teacher confirms the answer and links it with a previous response. During the interaction, she nods her head and smiles. These multimodal actions acknowledge the contribution and create a supportive atmosphere.

The teacher follows this up with the question (I11). This initiation is an elicit act because the teacher seeks further action from her audience. She looks at the students while she speaks and nods to encourage their participation. The look shows which students that the teacher wants responses from, and the nod encourages them to answer. Rather than replying verbally, the student indicates her choice using her hand on the tablet (R11). The student's utterance functions as a response move with

the act reply because the preference is expressed through a gesture. Then the teacher says (I12). The teacher produces an initiation move with the act elicit by requesting clarification about the student's gesture. During speaking, the teacher points to the tablet. This kind of gesture allows connecting the question with particular images visible on the tablet. Then the student answers, “Broccoli” (R12). This response is the reply act since the student clarifies his or her answer. Then the teacher states (F11). The teacher’s utterance functions as a feedback move with the act evaluate because she confirms the answer and offers praise. While speaking, the teacher nods. This nod signals approval and closes the exchange.

Data 6.2 shows the development of extended IRF sequences throughout the interaction. The interaction develops through a series of initiation, response, and feedback moves as the teacher guides students in identifying vocabulary related to vegetables, expressing personal preferences, correcting misconceptions, and clarifying answers. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through questions, prompts, requests for clarification, and examples provided by the teacher. The visual mode was achieved by gaze directed at the students and the tablet that acted as the tool for learning. The gestural mode was achieved via gestures such as pointing at pictures on the tablet, nodding, tilting the head, shaking the head, raising one’s hand, and putting one’s hand on their chest. The audio mode was achieved using intonation, pause, and laughter. These multimodalities were effective in directing the attention of the students to the visuals, clarifying the questions, indicating turns, and vocabulary selection.

The response moves have been demonstrated by both verbal and nonverbal methods. Verbal mode have been the most common way in which responses have been made when the students named vegetables, gave their preferences, corrected themselves, and answered questions raised by the teacher. Furthermore, there was one activity that involved the use of non-verbal cues where students pointed at the tablet prior to using verbal language in discussing it. The audio mode has also been observed in increased intonation and pause in the students' speech. The responses indicated that the students played an active role during the discussion and continually responded to the teachers' questions, thus resulting in several IRF sequences.

The modes of feedback actions involved verbal, visual, gestural, and audio modes of representation. Verbal mode was evident through confirmation, correction, evaluation, acceptance, appreciation, and personal remarks about the answers offered by the students. Visual mode was apparent through gazes toward the students and references to the tablet. Gestural modes were observed in the form of nodding, shaking heads, pointing, smiling, laughing, and chest touch gestures. Audio mode could be seen in the form of the use of tone of voice and laughing. All of these multimodal representations were for the purpose of acknowledgment of student participation, rejection of wrong answers, reinforcement of right answers, and continuation of the discussion process. It can be said from the findings that the IRF sequence was achieved by means of multimodal representation, in which both verbal and non-verbal modes collaborated to achieve the purposes of initiation, responses, and feedback.

Data 7.1

The exchange is from a classroom video posted to the TikTok account @teacherjecca on September 15, 2025. The full video is 15 minutes and 19 seconds long; this is an excerpt from minutes 00:52 - 03:52. In this section of the lesson, teacher and students discuss problems to do with eating habits, stomach aches, and visits to the doctor. This interaction starts with role-play activities that create a situation around asking for an extra snack. Then, students get involved in the discussion about overeating and getting ill. In the discussion, students give their opinions and share stories about such issues as stomach pains, injections, and hospitals' visits. The teacher explains the role-play and answers the questions raised by the students by giving simple explanations illustrated with gestures and role play language expressions used to clarify the meaning of each term and idea. This segment shows how the teacher uses role play, gestures, and personal examples to support students in expressing opinions, sharing experiences, and understanding everyday health-related situations through classroom interaction.

- Teacher: And Tony will act as Daddy... (looks ahead, raises hand) "Daddy, can I have more snacks please?" (high-pitched voice, claps hands, then puts them together in a prayer gesture). And Daddy will say... (laughs, looks down) "Oh my Tony, so kind! Wow!" (lowers voice, smiles) (I1)
- Student: But no, if you eat a lot, then your tummy's gonna hurt. (falling intonation) (R1)
- Teacher: Yeah, I know right! (nods, touches hair, smiles) (F1)
- Student: But if you eat a lot, and when you eat a lot... (voice continues) (I2)
- Teacher: That's true. (nods) Mommy... (looks at student) (F2)
- Student: I like to eat a lot! (rising intonation) (I3)
- Teacher: I think what Mommy means is, if you're full, don't eat more. Right, Mommy? (points to tummy, holds a small object, nods). You listen to your body. When your tummy is already full, you will know. Because if you keep eating, you wanna... (points to tummy, makes a "throw up" gesture with hand near mouth) You want to throw out. It means you're already full. (looks at student, hands on lap)(F3)

Student: Yeah... and then you're gonna go to the doctor and the doctor's gonna see the food and the tummy's gonna be better... (voice stays steady) (I4)

Teacher: That's true. (nods) (F4)

Teacher: I think what you mean is, when you eat too much and your tummy is full of food and you get a stomach ache... (points to tummy) "Mommy, my tummy hurts!" (high-pitched voice, leans back with arms crossed). And you need to go to the... (pause, looking at student). (I5)

Student: Doctor! (responds immediately) (R2)

Teacher: ...the doctor. And the doctor will check your tummy... (nods, hands near tummy) (F5)

Student: The doctor in the hospital! (responds immediately) (R3)

Teacher: Yeah, the doctor in the hospital. And the doctor will help you get better. (nods, points finger) (F6)

Student: And tummy's gonna have medicine! (responds immediately) (R4)

Teacher: Can... Uh, who's scared of the doctor? (looks around, hand near face) (I6)

Student: Me! (responds immediately) (R5)

Teacher: Why are you scared of the doctor? (rising intonation) Can you tell me? Let's listen first to Tony. Why is Tony scared of the doctor? (points to student, looks at them) (I7)

Student: Injections... (falling intonation) (R6)

Teacher: Oh... you're scared the doctor will put injections on you? (nods, looks empathetic) How about you, Noctis? Why are you scared of the doctor? (I8)

Student: I'm not scared! I want to go home! (rising intonation) (R7)

Teacher: (laughs, throws head back) No, I mean, why are you scared of the doctor? What makes you scared? (looks at student) (I9)

Student: I'm not scared! (responds immediately) (R8)

Teacher: Oh, you just don't want to go. (nods) (F7)

Teacher: When I was younger, when I was small like you, I was scared of going to the doctor too. (points to self, then gestures "small") "Mommy, I don't want to go to the doctor, the doctor will bite me!" (high-pitched, pretending to cry, hands near face). "...But, are the doctors bite?" (looks around) No! The doctors are there to help you. (nods) When you're sick... (mimics coughing) When your tummy hurts... (points to tummy) The doctors know what to do. They're there to help you, my love. They're not there to harm you. (puts hands together, smiles). Okay, how about you, Arin? What do you want to say? (looks at student, hands on laptop) (I10)

Student: But I'm already not go to injection, only my baby... (voice continues) (R9)

Teacher: Yes. When you're bigger, you understand more. And when you understand more, you know how to react properly. (nods, gestures with hands). But when baby... babies don't know. When you're young, you don't know yet, right? (nods) But now you know. (touches hair, smiles) (F8)

Student: And my baby, so they go to injection! (rising intonation) (R10)
Teacher: (laughs) Injections are really painful. (nods) Even me! (points to self)
Sometimes when the doctor has to get something from my body, like my blood, and they use injection, I feel hurt too! And that's okay. (points to arm, looks at student, then claps hands together) (F9)

The interaction begins when the teacher creates a role-play situation by saying (I1). This initiation contains the act of elicit because the teacher invites students to participate in an imagined conversation. While speaking, she raises her hand, claps, puts her hands together in a prayer gesture, changes her voice, and smiles. These multimodal actions help students to recognize different roles in the scenario and make the imagined dialogue easier to follow. The student responds (R1). This utterance functions as a reply act because the student reacts to the role-play situation and develops the conversation. The teacher then says, (F1). This feedback consists of an accept act as she acknowledges the student contribution. While speaking she nods, touches her hair and smiles. The nodding is a signal of agreement and the smile is to encourage the student to keep talking.

Interaction takes place again when the student states (I2). Initiation in this case includes the act of inform as the student presents another concept regarding excessive eating. The teacher's response is, "That's true" (F2). Feedback in this case serves as accept as it shows acceptance of what the student has said. Another student then says, (I3). This initiation contains the act of inform because the student contributes a personal experience to the discussion. The teacher responds by explaining what happens when someone eats too much (F3). She interprets and expands on the student's idea and this feedback includes an evaluate act. When she is talking she points to her tummy, nods and does a throwing up gesture near her

mouth. Pointing to the tummy visually identifies the topic that is being talked about, and the gesture illustrates the consequence of overeating and makes the explanation easier to understand.

“Yeah... (I4). The student continues the exchange. This utterance functions as an inform act because the student extends the discussion with a personal interpretation. The teacher replies, “That’s true” (F4). In this feedback, she also has an accept act, as she acknowledges the student's contribution. The teacher then expands the discussion by saying (I5). This initiation contains the act of inform because she introduces a new scenario related to the previous discussion. While speaking, she points to her tummy, uses a high-pitched voice, leans back, and crosses her arms while acting as a child. These multimodal actions create a role-play situation that helps the students to visualize the scenario that is described. As the teacher stops for a pause and invites the students to finish the sentence, a student responds, “Doctor!” (R2). This response functions as a reply act because the student provides the expected answer. Then the teacher goes on with (F5). This is feedback with an evaluate act since the teacher acknowledges the student’s answer and continues with it. She uses gestures like nodding and positioning her hands close to her tummy while speaking. These actions reinforce the meaning of the explanation.

Then a student says (R3) This interaction is response moves with a reply act because the student adds information related to the teacher’s explanation. The teacher responds, “Yeah, the doctor in the hospital. And the doctor will help you get better” (F6). This feedback contains an evaluate act because she confirms and expands the student's answer. While speaking, she nods and points with her finger.

The nod means that there is an agreement, while the point shows emphasis on the point that is being discussed. Another student says (R4). This response functions as a reply act because the student continues contributing to the discussion.

The teacher then asks in (I6). This initiation move contains the act of elicit because she invites students to share their experiences. While speaking, she looks around the room and places her hand near her face. Looking around broadens participation, while the hand movement visually represents the feeling of fear being discussed. A student answers, “Me!” (R5). This response functions as a reply act because the student responds directly to the question. The teacher continues by asking (I7). This initiation also contains the act of elicit because she encourages the student to explain the reason. At this time, she points toward the student and maintains eye contact. These actions clearly identify the intended respondent and encourage further participation. The student replies, “Injections...” (R6). This response functions as a reply act because it provides the reason requested by the teacher.

The teacher then asks in (I8). This initiation contains the act of elicit because she directs the question to another student. The student responds (R7). This utterance functions as a reply act because the student reacts to the teacher's question. The teacher laughs and asks the question again (I9). This initiation contains the act of elicit because she seeks clarification from the student. While speaking, she throws her head back while laughing and then looks at the student. The laughter softens the interaction, while the gaze helps redirect the student's attention to the question. The student says (R8). The response functions as a reply act as the student

clarifies the answer. The teacher continues with (F7). The feedback also involves an evaluate act as she interprets the student's response and checks its meaning. While speaking, she nods. Nod indicates understanding and closes the exchange.

The teacher continues explaining and shares her experience of being afraid of doctors when she was younger (I10). This initiation involves the act of inform as she introduces a personal story related to the discussion. The teacher points to herself, gestures to show a small child, changes her voice, pretends to cry, mimics coughing, points to her tummy and arm, clasps her hands, smiles and maintains eye contact with students. Each action helps to represent different parts of the story. The gestures showing a small child and the high-pitched voice help students to distinguish the role-play character from the teacher. The crying gesture illustrates fear, the coughing gesture depicts illness, and the pointing gestures identify the body parts being discussed. These multimodal actions make the narrative easier to follow and strengthen the connection between the explanation and the students' experiences. A student then responds by talking about personal experience with injections (R9). This response functions as a reply act because the student reacts to the teacher's story. The teacher responds, "When you're bigger, you understand more" (F8). This feedback contains an evaluate act because she comments on and develops the student's statement. She is nodding, gesturing with her hands, touching her hair and smiling while she is speaking. The actions support the explanation and show that she is engaged with the student's contribution.

The interaction continues when the student says (R10). This response functions as a reply act because the student adds another related experience. The

teacher then says (F9). This feedback involves an evaluate act as she responds to the student's comment and shares a related experience. As she talks, she points to herself, points to her arm, looks at the student, and claps her hands together. Pointing to herself personalizes the explanation, while pointing to her arm visually illustrates where injections are given. These behaviors are viewed as the teacher relating the explanation to the students' experiences.

Data 7.1 illustrates the evolution of extended IRF sequences across the interaction. The interaction is structured according to a sequence of initiation, response and feedback turns as the teacher leads the students through role-play activities, discussions on healthy eating habits, experiences with doctors and feelings about injections. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through role-play scenarios, questions, prompts, explanations, storytelling, and personal experiences shared by the teacher. The visual mode was evidenced by the act of looking at the students as well as use of eye contact to control who spoke during turn-taking. The gestural mode was evidenced by acts such as pointing, nods, body movements, prayer gesture, clapping, actions showing a gesture for the tummy and arm, gesture for the little baby, pretend crying, pretend coughing, and vomiting. Audio mode was evidenced by use of tone, pauses, laughing, and changes in voice qualities when participating in role plays. These multimodal resources helped students understand the imagined situations, connect lesson content with personal experiences, identify the focus of discussion, and participate actively throughout the interaction.

The response moves were mostly expressed through verbal responses provided by the students that were supplemented with intonation. This was through their answers to the posed questions, their experiences, views, explanations, and comments on the played roles by the teacher. Not only did the students answer briefly, but they also enriched the interaction with their ideas regarding the topic of overeating, doctors, hospitals, medication, and injections. These responses helped the interaction continue beyond simple question-and-answer exchanges and contributed to the development of longer IRF sequences.

The feedback moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through acceptance, evaluation, clarification, interpretation, confirmation, and additional explanations provided by the teacher. The visual mode appeared through gaze directed at students. The gestural mode appeared through nodding, pointing gestures, facial expressions, hand movements, role-play actions, and gestures representing physical conditions and emotions. The audio mode came to existence with the use of intonation, laughter, pauses, and variation in voice qualities. All these multimodal tools were useful for the teacher's acknowledgment of contributions, meaning clarification, expansion of students' ideas, and the continuity of the interaction process. The findings show that IRF patterns were represented through multimodal interaction in which verbal and nonverbal modes worked together to support the process of initiation, response, and feedback. The use of multiple multimodal resources also encouraged students to share personal experiences, express opinions, respond more confidently, and remain engaged throughout the discussion. This indicates that

multimodality supported the effectiveness of classroom interaction by making meanings easier to understand and helping IRF sequences develop in a more interactive and meaningful way.

Data 7.2

The interaction I have chosen is the same classroom video posted on the TikTok account @teacherjecca on the 15th of September 2025 with the title “Sit down and learn with us today”. The whole video is 15 minutes and 19 seconds long. The section that I have chosen begins at minute 12:30 and ends at minute 13:43. In that section of the video the teacher shows how to use different voices in communication. Such voices include speaking voice, whispering voice, calling voice, and singing voice. The teacher changes tone, volume, and gestures to show the students how to produce the voices. Students are required to follow instructions from the teacher by repeating what she does. There is direct involvement of students in the production of various sounds based on the teacher's instructions. The teacher shows when the specific voices can be used, especially when talking about using an indoor voice. The students react spontaneously to the teacher's questions, which the latter answers humorously and by giving quick explanations. This section demonstrates how the teacher employs variation in voice, gestures and repetition to facilitate students' understanding of different speaking styles and appropriate classroom behavior through interactive activities.

- Teacher: Can you follow teacher? (rising intonation, looks at student, holds hands together). This is my speaking voice. (rising intonation, points to herself) (I1)
- Student: This is my speaking voice. (voice only, responds immediately) (R1)
- Teacher: I use it every day. (falling intonation, nods) (I2)
- Student: I use it every day. (voice only, responds immediately) (R2)

Teacher: This is my whispering voice. (whispers, leaning forward, hands near mouth) (I3)

Student: This is my whispering voice. (whispers back) (R3)

Teacher: I use it when I talk to my friends. (whispers, covers mouth with hands) (I4)

Student: I use it when I talk to my friends. (whispers back) (R4)

Teacher: THIS IS MY CALLING VOICE! (loud voice, raises right arm high, looks up) (I5)

Student: THIS IS MY CALLING VOICE! (loud voice, responds immediately) (R5)

Teacher: I USE IT WHEN I SAY HEY! (loud voice, waves hand high) (I6)

Student: I USE IT WHEN I SAY HEY! (loud voice, waves hand) (R6)

Teacher: This is my singing voice. (singing tone, swaying head, smiles) (I7)

Student: This is my singing voice. (singing tone, responds immediately) (R7)

Teacher: I use it when I sing. (singing tone, arms wide) (I8)

Student: I use it when I sing. (singing tone, responds immediately) (R8)

Teacher: But in the classroom, we only use our indoor voice or our speaking voice. (normal tone, points to herself, looks at students). What will happen... what will happen if we use our calling voice all the time? Like "OH HEY!" (rising intonation, raises hand, looks around). It's gonna be too... (pauses, looks at student) (I9)

Student: Loud! (voice only). And also... the baby gonna cry because they really want to drink milk. (voice only) (R9)

Teacher: (laughs, claps hands) The baby will cry because they want to drink milk. Of course! (F1)

(A student accidentally bumps into the table)

Teacher: Oh! Oh-oh, watch your head! (looks down, concerned expression). Oh-oh, did you hurt your toe? (looks at student's foot) (I10)

Student: No. (voice only) (R10)

Teacher: So sad for your toe. Bye-bye toe! (falling intonation, waves to the floor, laughs) (F2)

Student: Bye-bye toe, see you ... (waving) (R11)

Teacher: Okay! (laughs, pats table) (F3)

The interaction begins when the teacher says (I1). This initiation contains the act of elicit because the teacher asks the student to repeat and follow her example. As she speaks, she looks at the student, holds her hands, and points to herself. Looking at the student guides the attention towards the respondent who is expected to take part in the interaction. Pointing to herself serves to introduce the voice that the teacher is demonstrating. The response of the student to the action is

(R1). As a response move, this utterance contains the act of reply because the student follows the teacher's instruction. The teacher continues by saying (I2). This initiation contains the act of inform because the teacher provides additional information about the speaking voice. While speaking, she nods. The nod emphasizes the statement and reinforces the explanation. The student then says (R2). This response move contains the act of reply because the student repeats the teacher's utterance.

The teacher then introduces another voice type by saying (I3). An initiation move with the act of inform occurs here because the teacher presents a new example. While speaking, she whispers, leans forward, and places her hands near her mouth. These multimodal actions visually and verbally demonstrate what a whispering voice sounds like. The student responds (R3). This response contains the act of reply because the student imitates the teacher's model. The teacher continues with (I4). This initiation contains the act of inform because she explains the use of the whispering voice. While speaking, she whispers and covers her mouth with her hands. These actions strengthen the demonstration and help students understand the context of whispering. The student replies (R4). This response contains the act of reply because the student repeats the teacher's utterance.

The interaction continues when the teacher says (I5). This initiation contains the act of inform because the teacher introduces another type of voice. While speaking, she raises her right arm high, looks upward, and uses a loud voice. These multimodal actions represent the characteristics of a calling voice and make the meaning easier to recognize. The student responds by repeating (R5). In this case,

this response move contains the act of reply because the student follows the teacher's example. The teacher then says (I6). This initiation contains the act of inform because she explains when the calling voice is used. While speaking, she waves her hand high in the air. This gesture visually represents calling someone from a distance. The student replies (R6). This response contains the act of reply because the student repeats the teacher's model.

The teacher then says (I7). As a initiation move, this utterance contains the act of inform because she introduces another voice category. While speaking, she uses a singing tone, sways her head, and smiles. These multimodal actions help students distinguish the singing voice from the previous voice types. The student responds (R7). The student produces a response move with the act of reply because the student repeats the teacher's example. The teacher continues by saying (I8). This initiation contains the act of inform because she explains the function of the singing voice. While speaking, she uses a singing tone and stretches her arms wide. The singing tone demonstrates the voice itself, while the arm movement emphasizes the performance. The student responds (R8). This response contains the act of reply because the student follows the teacher's instruction.

The teacher then shifts the discussion by saying (I9). The teacher produces an initiation move with the act of elicit because the teacher asks students to think about the consequence of using a calling voice in the classroom. While speaking, she points to herself, looks at the students, raises her hand, and looks around the room. Pointing to herself identifies the voice being discussed, while looking around invites participation from multiple students. The teacher also pauses before

completing the sentence. This pause creates space for students to provide the expected answer. A student responds, “Loud!” and continues (R9). As a response move, this utterance contains the act of reply because the student answers the teacher’s question and expands the discussion with an additional idea. The teacher then laughs and claps her hands before saying (F1). This feedback move contains the act of evaluate because the teacher positively responds to the student’s contribution. The laughter and clapping is a mark of appreciation and encouragement to more participation.

This turn-taking process becomes different when the student accidentally bumps into the table. The teacher immediately says (I10). The teacher produces an initiation move with the act of elicit because the teacher asks about the student’s condition. At the same time, she looks down, looks at the student’s foot, and shows a concerned facial expression. These multimodal actions indicate care and direct attention to the incident. The student responds, “No” (R10). As a response move, this utterance contains the act of reply because the student answers the teacher’s question. The teacher then says (F2). This feedback contains the act of evaluate because the teacher humorously comments on the situation. While speaking, she waves toward the floor and laughs. Waving gesture personifies the toe, while the laughter creates a playful atmosphere and reduces tension after the accident.

The student then says (R11). This utterance functions as a response move with the act reply because the student responds to the teacher’s joke. While saying this, she waves her hand. The gesture accompanies the playful response. The teacher then says, “Okay!” (F3). This utterance functions as a feedback move with

the act accept because the teacher accepts the student's response. As the feedback is delivered, the teacher laughs and pats the table. The laughter and table pat occur together with the final exchange in the interaction.

Data 7.2 demonstrates the development of extended IRF sequences throughout the interaction. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through explanations, demonstrations, instructions, prompts, and questions about different voice types. The visual mode appeared through gaze, facial expressions, and looking around the classroom. Gestural mode was realized by means of pointing gesture, raising hands, waving gesture, body language, hand over mouth, raising hands, and touching the table. Audio mode was expressed through whispering, singing, calling tones, laughter, pauses, intonations, and voice qualities. The combined effect of these two modes enabled students to comprehend the type of the various voices and give corresponding answers. These multimodal devices were effective in helping students comprehend the features of voice types and enable them to give desired responses.

The response moves were primarily represented through verbal responses supported by gestural and audio modes. Students responded by repeating the teacher's utterances, answering questions, imitating voice demonstrations, and contributing additional ideas. The audio mode appeared through whispering voices, singing voices, loud calling voices, intonation, and immediate verbal responses. Gestural mode appeared when students accompanied their responses with hand

movements and waving gestures. These responses showed that students actively followed the teacher's demonstrations and participated throughout the activity.

The feedback moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through evaluation, acceptance, clarification, confirmation, and additional explanations. The visual mode appeared through gaze and facial expressions. The gestural mode appeared through clapping, waving gestures, pointing, body movements, and patting the table. The audio mode was realized through laughter, intonation, and voice changes. Such use of multimodalities was effective in reinforcing meaning, recognizing the contributions made by the students, keeping the students interested, and facilitating the continued existence of IRF sequences. This paper reveals that the realization of IRF sequences was achieved through the use of multimodality in which the two modes worked collaboratively in initiation, response, and feedback. This was effective in enhancing students' understanding of lessons and active participation.

Data 8.1

The interaction section is taken from a classroom video posted to the TikTok account @teacherjecca on 2nd September 2025 and captioned 'I spy'. The video clip is 11 minutes and 31 seconds long. The interaction segment chosen starts from minute 00:39 to 02:03. At this point in the lesson, the teacher introduces the students to various objects and requests them to observe and describe the colors in the classroom. The teacher proceeds with the interaction process by opening several boxes and encouraging the students to discuss their dreams and future professions. The students, for example, answer spontaneously, "I want to be an astronaut" or "I

want to be a princess” and the teacher continues with questions and compliments. The teacher develops the discussion further by introducing ideas about space and planets using body language and counting with fingers while naming the planets. This segment demonstrates the teacher’s use of real objects, gestures and spontaneous conversation to promote students’ observation of their environment, sharing ideas and active participation during classroom interaction.

- Teacher: And today, we will learn some I-spy work with our mat. (holds a rolled black mat, looks at students) What color is our mat? (starts unrolling the mat) (I1)
- Student: Black! (shouts, voice only) (R1)
- Teacher: Black. (repeats with falling intonation, nods) (F1)
- Student: And green! (voice only) (R2)
- Teacher: Yeah, we have green ones too at the back. (points behind her, unrolls the mat further) Whoops! (laughs) It’s a long one! (smiles, pats the mat on the table) (F2)
- Student: And white! And there! (voice only) (R3)
- Teacher: Yeah, there’s a white one too! Wow, you’re a good... you’re a good, good observer. (nods, looks at student) (F3)
- Teacher: Now, I have here a box. (picks up a patterned box) Inside the box is... (opens the lid) another box! (laughs loudly, looks at student). A lot of boxes today. (takes out a smaller clear container). Now I’m going to pour... (starts opening the container) (I2)
- Student: I want to match! (voice only) (I3)
- Teacher: You want to match? (repeats with rising intonation, smiles) (F4)
- Student: Me match too! I want to get a hammer! (voice only) (I4)
- Teacher: (smiles, nods) (F5)
- Student: I want to be an astronaut! (voice only) (I5)
- Teacher: You want to be an astronaut and go up in space? Good job. (nods, pats the box) (F6)
- Student: I want to be... I want to be a princess! (voice only) (I6)
- Teacher: Wow! Hello, Her Majesty. (waves hand gracefully, smiles) (F7)
- Teacher: How about you, Nuar? What do you want to be when you grow up? (looks at another student) (I7)
- Student: Astronaut! Astronaut! (shouts, voice only) (R4)
- Teacher: An astronaut! (rising intonation, wide eyes) What do astronauts do? (leans forward) (F8)
- Student: Go up! (voice only) (R5)
- Teacher: Go up in the... (points finger upward) (I8)
- Student: Sky! (voice only) (R6)

Teacher: In the sky! Yeah, in outer space. (moves hands in a circle to show space)
 And what can the astronauts see from the space? (looks around curiously) (I9)

Student: Aliens! (voice only) (R7)

Teacher: Aliens! (repeats, looks surprised) Maybe! (F9)

Teacher: What else? (tilts head) The planets! (points to fingers as she lists them)
 They can see Mercury, (points to thumb) Venus, (points to index finger)
 Earth, (points to middle finger) Mars, (points to ring finger) Jupiter,
 (points to little finger) Saturn, (holds up thumb of the other hand)
 Uranus, (points to next finger) and Neptune. (continues counting on her
 fingers as she speaks) (I10)

Student: And aliens! (voice only) (R8)

Teacher: And aliens too! (laughs, looks at student) (F10)

Student: I... I go... I learn countries. (voice only) (I11)

Teacher: Oh yeah. (nods, smiles) (F11)

The process starts with the teacher saying (I1). This initiation utterance has the act of elicit because the teacher wants the students to tell the color of the object. At the same time as she utters this utterance, she holds and unfolds the mat. In this way, the teacher guides the attention of the students toward the object about which she is talking and helps them recognize the referent of the question. The student replies (R1). The response utterance can be analyzed in terms of the act of reply because the student answers the teacher's question. Then, the teacher says (F1). This is the feedback utterance that contains the act of accept because she acknowledges the student's answer. She nods while speaking. The nod signals agreement and confirms that the response is correct.

After the feedback, another student adds (R2). As a response move, this utterance contains the act reply because the student provides another example related to the topic. The teacher then responds (F2). The feedback move contains the act evaluate as the teacher confirms the answer and adds information about the objects in the classroom. While speaking, she points behind her, continues unrolling

the mat, laughs, smiles, and pats the mat. She points behind her to help students know what place she is talking about. The laughter and smile create a positive atmosphere. The student then says (R3). The student's utterance functions as a response move with the act reply because the student identifies another object in the classroom. The teacher then says (F3). This utterance functions as a feedback move with the act evaluate because the teacher confirms the observation and praises the student. During the feedback, she nods and looks at the student. These multimodal actions accompany the evaluation expressed by the teacher.

The teacher then shifts the activity by saying (I2). This initiation move contains the act of inform because the teacher introduces a new activity and provides information about the objects. While speaking, she picks up the box, opens the lid, removes another container, laughs, and looks at the students. These multimodal actions occur during the explanation of the activity and accompany the sequence of actions showed by the teacher. Before the teacher finishes, a student says, "I want to match!" (I3). In this case, this utterance functions as an initiation move with the act inform because the student expresses a personal intention related to the activity. The teacher responds (F4). This feedback contains the act of accept because she acknowledges the student's statement. While speaking, she smiles. The smile indicates that the contribution is welcomed.

Another student states (I4). In this initiation, there is the act of inform since the student has introduced a personal goal. Feedback is in the form of a smile and a nod (F5). In this case, the act of accept has been realized since the teacher accepts the contribution by the student without developing further on the topic. Again,

another student utters (I5). This statement works in the function of inform since the student has introduced his personal future ambition. The feedback, in this case, is given as (F6). Here, the act of evaluate is fulfilled since the teacher evaluates the student's idea positively. During this time, the teacher nods her head and pats the box. The nod shows approval, while the patting gesture maintains attention on the activity materials.

Another student then says (I6). This utterance functions as an initiation move with the act inform because the student expresses a future goal. The teacher responds (F7). This feedback move contains the act of evaluate because the teacher reacts to the student's statement through role-play. While speaking, she waves her hand gracefully and smiles. These actions help create an imagined scenario and make the interaction more engaging.

After that, the teacher poses another question to the other student by saying (I7). This initiation contains the act of elicit because the teacher invites another student to contribute. At the same time, the teacher looks at the student. Moreover, the teacher gazes at the student. This gaze serves as a turn allocation cue because it shows that she is directing the conversation to that particular student. The student answers (R4). In this case, this response functions as a reply act because the student answers the question. The teacher then says (F8). This feedback contains the act of evaluate because the teacher acknowledges the answer and expands the discussion with a follow-up question. While speaking, she opens her eyes widely and leans forward. Such actions show interest and invite the student to continue participating.

The student gives an answer of (R5). This response contains the act of reply because the student answers the teacher's question. The teacher gives an initiation of (I8). The initiation move contains the act of elicit since she asks for an answer to the incomplete sentence. During the speech, she uses gestures to point upwards. It is used as part of showing what she means and supports the expected answer. The student answers by saying, "Sky!" (R6). It involves the response functions as a reply act because the student completes the utterance. The teacher then says in (I9). This move contains the act of elicit because the teacher encourages students to develop the topic further. While doing so, she uses her hands to move in circles, and at the same time looks around as well. The action of moving her hands is used to denote outer space, while her looking around encourages more participation from the audience. One of the students comes up with the answer, "Aliens!" (R7). As a response move, this utterance contains the act of reply because the student has answered the question posed by the teacher. She goes on to say, "Aliens! Maybe!" (F9). The above feedback has an evaluate act in it, because she acknowledges the idea while expressing uncertainty. At the same time, she shows a surprised facial expression. This facial expression reinforces her reaction to the student's answer.

The teacher then asks, "What else?" (I10). This utterance functions as an initiation move with the act elicit because the teacher requests another response from the students. As she speaks, she tilts her head. The head tilt accompanies the question addressed to the students. Next, the teacher moves on to name more planets by showing her fingers, one after another. Gesturing corresponds to the order of planets named in the speech act. One student says "And aliens!" (R8), As a response

move, this utterance contains the act reply because the student adds another item to the discussion. The teacher then says, “And aliens too!” (F10). This feedback contains the act of accept because she acknowledges the student's contribution. While speaking, she laughs and looks at the student. These actions create a friendly atmosphere and encourage continued participation.

The interaction concludes when a student says (I11). This initiation contains the act of inform because the student introduces a new idea related to learning. The teacher responds, “Oh yeah” (F11). This feedback contains the act of accept because she acknowledges the student's statement. While speaking, she nods and smiles. These multimodal actions mean that the student's contribution is being acknowledged and the interaction is being concluded.

Data 8.1 demonstrates the development of extended IRF sequences throughout the interaction. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through questions, explanations, prompts, role-play expressions, and information provided by the teacher. The visual mode appeared through gaze, eye contact, wide eyes, and facial expressions. The gestural mode was reflected by such acts as picking up and unrolling the mat, making pointing gestures, waving, patting on things, opening boxes, tilting the head, forward lean, and hand gestures symbolizing outer space. The audio mode was reflected by intonation, laughter, repetitions, and changes in the tone of voice. All these multimodal resources enabled the students to recognize items, topics of discussion, participate in classroom events, and respond to teacher's initiations.

The response moves were mainly depicted using the students' verbal responses along with audio cues like shouting, intonation, and repetition. The students' responses were made in the form of responding to questions raised, observing facts, talking about their future aspirations, finishing off the utterances started by the teacher, and introducing new ideas regarding the topic of discussion. Some of the responses even took the discussion forward from the initial questions asked by the teacher. This included naming other colors, talking about astronauts, planets, aliens, and their aspirations. These responses contributed to the development of longer and more interactive IRF sequences.

The feedback moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through acceptance, evaluation, praise, confirmation, repetition, and additional explanations provided by the teacher. The visual mode appeared through gaze, smiling, wide eyes, and facial expressions. The gestural mode appeared through nodding, pointing gestures, waving gestures, patting objects, leaning forward, and hand movements. The audio mode appeared through intonation, laughter, and changes in voice quality. These multimodal resources helped reinforce students' answers, clarify meanings, acknowledge contributions, and encourage students to continue participating in the interaction. Results reveal that the IRF sequences were achieved through multimodal communication whereby the verbal and nonverbal modes interacted to enable the initiation, response, and feedback moves. Multimodality played an important role in helping the students interpret the meanings easily, prompting them to offer

responses other than simple replies, thus enhancing interaction within the classroom environment.

Data 8.2

This particular interaction segment is still part of the same classroom video that was posted on TikTok @teacherjecca's account on September 2, 2025, with the caption "I spy". The entire video lasts for 11 minutes and 31 seconds. The chosen segment begins at minute 02:35 and ends at 03:32. In this video segment, the teacher carries forward the class activity by pulling out a little toy turtle from the box and using it to encourage students to identify the color of objects and learn simple information about the animals. The teacher involves the students by asking them questions about the toy turtle and asks them to observe and describe the toy turtle by answering the questions about the color and the body parts of the toy turtle. The students actively participate in the activity by answering the teacher's questions as a class and discussing the appearance of the turtle. The teacher then uses the toy turtle to introduce new vocabulary words such as shell and carapace as a visual aid. This lesson part demonstrates how the teacher uses tangible items, interrogatives, and images to help learners get new vocabulary and join in the classroom conversation.

Teacher: I got a... (rising intonation, opens the box, reaches inside) (I1)
Students: Turtle! (shouting together, excited) (R1)
Teacher: A turtle! (falling intonation, shows a small green turtle toy on her palm)
This one is a tiny, tiny turtle. (looks at the toy, then at the students) (F1)
Teacher: And what's the color of my turtle? (rising intonation, holds the toy closer to the students) (I2)
Students: Green! (shouting) (R2)
Teacher: It's green! (nods, puts the toy down on the table) And turtle starts with the sound... (looks at the students, taps her fingers on the table rhythmically) /t/ /t/ /t/... (pauses, waiting for response) (I3)

Students: Turtle! (shouting) (R3)
Teacher: Turtle! That's really good. (nods, picks up the box and shakes it) (F2)
Teacher: What can you say about my turtle? (rising intonation, puts the box down, points to the students) (I4)
Student: They live in the water! (voice only, sounding confident) (R4)
Teacher: They live in the water, that's right! (points to the student, nods) And... turtle lays... (looks at the students, cups her hands together) eggs. (falling intonation) They can lay like tons of eggs! (opens her hands wide to show "a lot") (F3)
Student: And they can see dog! (voice only) They can see dog. (R5)
Teacher: Probably! (nods, looks curious) (F4)
Teacher: How about you, Nuar? What can you say about our turtle here? (looks at a specific student, picks up the toy again) What's the color of our turtle? (points to the toy) (I5)
Student: Green! (voice only) (R6)
Teacher: Green! And what is this behind... at the back of the turtle? (points to the back of the toy with her finger) (I6)
Students: Line! Line! (shouting) (R7)
Teacher: This one is a... (points again) (I7)
Student: Line! (voice only) (R8)
Teacher: This is the shell. (nods) Shell. And this shell, you call it... (presses her palms together flatly) carapace. (falling intonation) (F5)
Students: Carapace! (repeating after the teacher) (R9)
Teacher: Wow! (smiles, looks impressed) (F6)

The interaction begins when the teacher says (I1). This initiation move contains the act of inform because the teacher introduces an object that is still hidden inside the box. While speaking, she opens the box and reaches inside it. These actions create anticipation and direct students' attention toward the object that will be revealed. The students immediately respond (R1). As a response move, this utterance contains the act of reply act because the students identify the object shown by the teacher. The teacher then says (F1). As a feedback move, this utterance contains the act of evaluate because the teacher confirms the students' answer and provides additional information about the object. While speaking, she shows the turtle toy on her palm and alternates her gaze between the toy and the

students. Showing the toy helps students connect the verbal explanation with the object, while the gaze keeps students involved in the interaction.

The teacher continues by asking (I2). The teacher produces an initiation move with the act of elicit because she invites students to identify one characteristic of the turtle. While doing so, the teacher holds the toy closer to the students. This action makes the object easier to observe and supports the students in producing an answer. The students then respond, “Green!” (R2). As a response move, this utterance contains the act of reply because the students answer the teacher’s question. The teacher then says (I3). This move begins with feedback that contains the act of evaluate because the teacher confirms the correct answer. At the same time, she develops the interaction into a new initiation by drawing attention to the initial sound of the word. At the same time, she nods and taps her fingers rhythmically on the table. The nod reinforces the correctness of the response, while the rhythmic finger tapping highlights the target sound and helps students focus on pronunciation. The students respond to this question by saying, “Turtle!” (R3). The students produce a response move with the act of reply because the students identify the word associated with the sound. “Turtle! That’s really good” (F2), her feedback move contains the act of evaluate because there is an evaluation act as she appreciates the students’ work. While answering, the teacher nods and shakes the box. The nod is meant for appreciating students’ work, whereas shaking of the box keeps the students interested in the activity.

The interaction progresses further with the teacher posing a question (I4). The teacher produces an initiation move with the act of elicit since the teacher

makes her students talk about her turtle based on their existing knowledge. At this time, teacher places the box on the table and points towards her students. This pointing gesture clearly indicates that students are expected to contribute ideas. One student responds (R4). This response functions as a reply act because the student provides information related to the topic. Teacher says (F3). This feedback contains the act of evaluate because the teacher confirms the student's statement and expands the information. On the other hand, the teacher points to the student, cups her hands together, and then opens her hands wide. The pointing gesture is directed to the responding student. When eggs are mentioned, the teacher forms cupped hands, and later spreads her hands apart while describing a large quantity.

Following this, another student states (R5). As a response move, this utterance contains the act of reply because the student adds another idea related to turtles. The teacher answers (F4). This is an example of a feedback move contains the act of accept since the teacher accepts the input without confirming its validity. While doing so, the teacher nods and shows curiosity on her face. These actions show that the contribution is being recognized and considered.

The teacher then says (I5). This initiation contains the act of elicit because the teacher invites a specific student to participate and answer a question. On the other hand, she gazes at the student and grabs the toy turtle again. Such behavior contributes to allocating turns in speaking and bringing focus on the object once more. The student responds to that saying, "Green!" (R6). This response functions as a reply act because the student answers the teacher's question.

The teacher continues by asking (I6). This initiation move contains the act of elicit because the teacher encourages students to identify another part of the turtle. On the other hand, she points to the back of the toy. In this case, pointing gesture highlights the exact part being discussed and helps students understand the question.

The teacher continues by asking (I6). This initiation move contains the act of elicit because the teacher encourages students to identify another part of the turtle. On the other hand, she points to the back of the toy. In this case, pointing gesture highlights the exact part being discussed and helps students understand the question. The students respond (R7). This response functions as a reply act because the students attempt to identify the feature. The teacher then says (I7). As an initiation move, this utterance contains the act of elicit because the teacher encourages students to complete the answer. While speaking, she points to the same part of the turtle again. Repeatedly making the pointing gesture ensures that students remain attentive to the important part. One of the students responds, “Line!” (R8). Such a response move as the reply act since it offers a response to the question posed by the teacher. Then, the teacher states in (F5). Her feedback contains the act of evaluate as the teacher evaluates the response offered by the student and uses the right word. At the time of saying the words, she nods and makes flat palms. The nod reinforces the explanation, while the hand gesture visually represents the shape of the shell and supports understanding of the new vocabulary.

The students repeat, ‘Carapace!’ (R9). This response functions as a reply act because the students repeat the target word introduced by the teacher. The

interaction ends when the teacher says, “Wow!” (F6). This feedback move contains the act of evaluate because the teacher positively responds to the students’ successful repetition. While speaking, she smiles and looks impressed. These facial expressions show appreciation and encourage students’ participation.

Data 8.2 demonstrates the development of extended IRF sequences throughout the interaction. The initiation moves were represented through verbal, visual, gestural, and audio modes. The verbal mode appeared through questions, prompts, explanations, vocabulary introduction, and information provided by the teacher about the turtle. The visual mode appeared through gaze directed at students and the turtle toy, eye contact, and facial expressions. Gestural mode was illustrated using actions such as opening the box, putting one’s hand inside the box, revealing the turtle toy, bringing the toy nearer to students, pointing actions, tapping fingers, shaking the box, cupped hand actions, expansive hand actions, and clapping the palms together. Audio mode was realized using intonation, pauses, sound repetitions, and shouting from the students. Multimodality in language served to make students pay attention to what was under discussion, identify distinct characteristics of the turtle, and learn new vocabulary.

Response actions were depicted through verbal through reactions of the students accompanied by various audio techniques including yelling, repetition, and intonation. The response included students’ reaction to identifying the object, the color of the object, the initial sound of the object, the habitat of the object, giving further information regarding the object, identifying body parts of the turtle, and repeating vocabulary that the teacher had introduced. Various responses were made

beyond answering the questions as the students added their thoughts on the topic of turtles and tried to recognize features of the turtle toy. These responses helped the interaction continue and supported the development of longer IRF sequences.

The feedback moves were presented using the forms of verbal, visual, gestural, and audio modes. Verbal mode took place using evaluation, confirmation, acceptance, praise, correction, repetition, and further explanations offered by the teacher. Visual mode involved eye contact, smiling, and facial expressions indicating interest and appreciation. Gestural mode involved nodding, pointing actions, manipulations with objects, cupped hand signs, wide hand movements, and palm signs of the turtle shell. The audio mode was conveyed by means of intonation, repetition, pauses, and expressive utterances. The use of multimodal elements served to consolidate the students' responses, make meanings clear, present new vocabulary items like "shell" and "carapace," and inspire students to contribute further to the discussion. Based on the results, it was clear that the IRF sequences were achieved through multimodal interaction where the verbal and non-verbal modes operated together in enabling the initiation, response, and feedback phases. The employment of multimodal resources facilitated comprehension of concepts and vocabulary, encouraged elaboration of responses beyond just brief answers, and helped maintain the success of interaction within the classroom.

B. Discussion

The findings illustrate IRF patterns in Teacher Jecca's TikTok videos were made of simple and extended interaction sequences and were represented through multimodal interaction. From the data findings, verbal, visual, gestural and

audio modes supported the initiation, response and feedback moves that were in unison throughout the interaction. Also, the findings show that the interaction did not always end after a single IRF sequence. Instead, the exchanges often continued through additional initiation, response, and feedback moves, allowing students to extend the discussion by giving further answers, comments, and personal experiences. These findings indicate that classroom interaction in the videos was represented through the coordination of verbal language and multimodal actions. Such result is consistent with IRF model by Sinclair and Coulthard (1975) who analyzes classroom interaction in terms of initiation, response and feedback sequences. It is also consistent with Norris (2004, 2020) who argues that communication is built via coordination of many communicative modes, not just speech.

These results reveal that many interactions developed beyond a single IRF exchange. Furthermore, additional responses and feedback moves could occur as the participants discussed more, elaborated on their thoughts, gave examples, and provided new information. Therefore, the interaction was not cut off when there were just one response and one feedback move, but rather continued throughout several turns. As stated by Sinclair and Coulthard (1975), classroom interaction is organized by exchanges that can be extended through participants' contributions. Park & Park (2022) and Cho et al. (2024) also had similar findings, indicating that interaction usually occurs through chained interactions rather than individual IRF cycles. The findings of this study showed that extended IRF cycles assisted in

sustaining the continuity of interaction and created more chances for interaction within Teacher Jecca's TikTok lessons.

Another interesting finding concerns the placement of feedback within the interaction sequence. In some data, feedback did not come immediately after the response. Rather, the teacher would make an initiation in response to a previous response before giving feedback. In this way, the interaction would take longer due to several turns being completed before a feedback turn came. Surprisingly, in some situations, the feedback move was not made prior to the transition of the conversation to another topic. Rather, the teacher kept on going with the conversation by giving out additional information and building another sequence, while no feedback move was made in the preceding sequence. Even though Sinclair & Coulthard (1975) define feedback as "the typical next move after a response," the results indicate that classroom talk can become more flexible in natural conversations. This phenomenon was also discussed by Deji-Afuye & Zhou (2025), which stated that classroom talk can be extended beyond one turn of conversation by using further moves. Therefore, feedback in the present study functioned not only as a closing move but also as a resource for extending interaction.

The data indicate that students were not only responders. In several exchanges they initiated new exchanges by providing new information, by sharing personal experiences, by making comments or adding ideas related to the topic being discussed. Examples such as students talking about hospitals, injections, astronauts, aliens, and personal preferences show that students actively contributed to the development of interaction. This finding indicates that classroom interaction

in the videos was not completely teacher-centered. According to Sinclair and Coulthard (1975), initiation is often associated with the teacher. However, the present findings show that students were also able to produce initiation moves when they wanted to expand the discussion. These student initiations helped create longer interaction sequences and encouraged the conversation to continue.

Multimodal action proved to be vital during initiations in most cases analyzed. Pointing, gaze, showing objects, facial expressions, gestures, and intonation were all used by the teacher when creating initiations. In other words, the teacher used pointing at images, books, toys, tablets, and objects in the classroom while posing questions. Moreover, gaze behavior was also applied to attract students' attention and encourage responses. In some cases, objects like books, toys, worksheets, tablets, and a small phone were used as key means for raising the topic and keeping the students engaged. The results of the current study back up the claims made by Norris (2004, 2020), who argues that meaning is constructed through the interaction of multiple communicative modes. Qin & Wang (2021) also found that multimodal actions help convey the message and facilitate interaction. In this study, the multimodal actions helped to make the initiation moves clearer and easier for students to follow.

Response moves had fewer multimodal moves than initiation moves. Students' responses were typically brief verbal responses such as identifying objects, answering questions, or expressing agreement. There were some multimodal responses, however, which consisted of students pointing at images, laughing, shouting their answers, repeating words, and imitating the teacher's

actions. These actions demonstrated that students were involved in the discourse despite the fact that their verbal responses were relatively brief. As mentioned by Norris (2004, 2020), effective communication is comprised of both verbal and non-verbal components that operate together to make meaning. The findings suggest that multimodal actions in response moves supported participation and helped students express their understanding of the ongoing interaction.

The use of multimodality was especially clear in feedback moves. In the analysis of the data, it is evident that the teacher used different gestures, nodding, laughing, smiling, facial expressions, thumbs up, and many others while giving feedback. These gestures were used to convey the message of agreement, encouragement, continuation and evaluation. For example, nodding was related to agreement with the student's answer, while smiling and laughter brought a good mood to the conversation. Gestures and facial expressions often assisted in clarifying the explanations and reinforcing the verbal feedback as well. These findings are aligned with Norris' claims about the use of multimodalities for creating meaning (Norris 2004, 2020). Multimodal actions as communicative tools have been observed by Janin (2024) and Wang & Dai (2025) and were shown to facilitate meaning creation during interaction. The feedback was made more meaningful due to the combination of multimodal action and verbal language.

This finding illustrates the close relationship between the use of IRF sequences and multimodality. Multimodal acts were not used independently of the verbal acts but rather were part of initiation, response, and feedback sequences to accomplish their communicative functions. Pointing gestures, gaze direction, facial

expressions, object manipulation, hand movements, and intonation acts assisted in the interpretation of the questions, responses, and feedbacks. This means that IRF sequences were represented through multimodal acts rather than through spoken language alone. This finding supports Norris' (2004, 2020) view that communication emerges through the coordination of multiple modes. The findings therefore suggest that multimodality functioned as an important resource in the construction and development of IRF sequences in Teacher Jecca's TikTok videos.

Moreover, these findings suggest that multimodal actions contributed to the sustaining of the students' engagement throughout the interaction process. There were many interaction sequences that proceeded since the students remained engaged following the use of multimodal actions such as gestures, facial expressions, objects, gaze, among others, by the teacher. This is evidenced by the fact that students often gave their feedbacks, additional comments, and even new initiations during the interaction. The findings do not necessarily show that more multimodal actions automatically create higher engagement. However, they argue that multimodality made it possible for participants to continue being involved in the conversation. The same conclusions were drawn by Qin & Wang (2021) and Janin (2024) when they found that multimodal communication allows interaction and participation. The current research showed that multimodality facilitated sustaining classroom interaction continuity.

The present study's findings align with those of previous studies on the IRF framework and multimodality in classroom discourse. The conversations analyzed in the current study occurred in a series of IRF cycles, similar to the findings by

Park & Park (2022), Cho et al. (2024) and Deji-Afuye & Zhou (2025). A similar pattern can be found in the works of Qin & Wang (2021), Janin (2024) and Wang & Dai (2025) which investigate the role of multimodality in communication. This study differs from others only in terms of the object being studied, that is, classroom conversation presented through TikTok videos. However, whereas other researchers focused on the use of multimodality in communication, this study analyzes classroom discourse presented on TikTok videos. Unlike previous studies that mainly focused on traditional classroom settings, online classrooms, or formal digital learning environments, this study analyze how classroom interaction is documented and presented through short video content. In addition, this study combines the IRF model proposed by Sinclair and Coulthard (1975) with Multimodal Interaction Analysis proposed by Norris (2004, 2020). This combination helps show how interaction patterns are represented through multimodal actions in Teacher Jecca's TikTok videos.

Generally, it can be seen from the above discussion that the use of IRF patterns by Teacher Jecca was done through the combination of verbal and multimodal discourse resources rather than verbal resources only. From the findings, it is evident that the interaction in the class occurred in both simple and complex IRF patterns so that both the teacher and learners were able to generate more extensive communication. Multimodal action accompanied all stages of initiation, response, and feedback of the interaction. The findings also show that students actively contributed to the development of interaction by extending discussions and initiating new exchanges. These findings highlight that multimodal

interaction plays an important role in representing authentic classroom communication and provide the main basis for the conclusions presented in the next chapter.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the study based on the findings and discussion in the previous chapter. The conclusion summarizes the main findings related to the representation of IRF patterns through multimodal interaction in Teacher Jecca's TikTok videos. The suggestion section provides recommendations for future studies related to classroom discourse analysis and multimodal interaction analysis.

A. Conclusion

The results showed that IRF patterns in Teacher Jecca's TikTok videos were manifested in simple and extended interaction sequences with multimodal interaction supporting them. Classroom interaction was built through initiation, response and feedback moves but not all exchanges followed a single IRF sequence. In many interactions, the teacher continued the discussion through more initiation, response, explanation or comment before giving feedback, allowing the interaction to develop naturally. The results also showed that the students not only responded to the teacher's questions but also initiated new exchanges by sharing ideas, personal experiences and extra information related to the lesson. Moreover, IRF patterns still appeared even if only the teacher was shown visually in the videos, showing that classroom interaction was still observable through the combination of verbal communication and multimodal actions.

Additionally, the results revealed that multimodal activities played an important role in each phase of the interaction within the classroom. Verbal

activities were continuously coordinated with gestures, eye contact, facial activities, intonation, body activities, and classroom activities during the phases of initiation, response, and feedback. Through the use of the above multimodal activities, topics could be introduced, responses elicited, meanings explained, feedback reinforced, and participants kept engaged in the class. The results reveal that classroom interaction in Teacher Jecca's TikTok videos was portrayed using both verbal and multimodal activities.

Moreover, the results revealed that classroom interaction took place through simple and complex IRF sequences. Instead of stopping after one instance of initiation, response, and feedback, the interactions proceeded with more instances of initiation, responses, explanation, and comment. In this way, the teacher and students could create topics, explain ideas, and maintain the interaction for a longer time. In addition, it can be seen from the results that students were not just respondents but also actively participated in the class by contributing their own personal experiences, opinion, questions, and suggestions about the topic. It shows that classroom interaction was made possible through coordination of verbal and multimodal action resources.

This study builds on previous studies by indicating that IRF sequences and multimodal interaction can be studied not only in face-to-face classroom interaction but also in the context of the classroom interaction captured in TikTok videos. Even though there is only one person who appears on video – the teacher, the interaction between the teacher and the students can be analyzed because of coordinated verbal and multimodal actions.

B. Suggestions

For future studies, one can conduct a study that involves examining the IRF pattern and multimodal interaction in other forms of video-based communication or in other social media forums to determine how interaction is expressed in different discourse contexts. Future researchers can further consider investigating whether there are prolonged IRF sequences, delayed feedback, and student-led interactions in other forms of recorded interactions. Besides, future researchers can use other discourse analysis approaches in conjunction with the IRF approach.

The present study implies that video-based interactions shared on social media can offer useful data for discourse analysis and multimodal interaction research. The results show that IRF patterns can still be detected through the coordination of verbal, visual, gestural and audio modes even if not all participants are visually present on the screen. Future research may investigate further how multimodal resources can represent interaction in different types of digital discourse.

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CURRICULUM VITAE



Reriskha Maharani was born in Tulungagung on March 28, 2002. She graduated from SMAN 1 Kauman and continued her study at UIN Maulana Malik Ibrahim Malang in 2022, majoring in English Literature at the Faculty of Humanities with a concentration in English Language Teaching (ELT).

In January 2025, she participated in the KKN program at TK Dharma Wasnita Persatuan Kenongo and SDN 01 Kenongo, Malang Regency, where she taught elementary school students and assisted teachers in classroom activities. From July to August 2025, she completed a teaching internship at MTsN 1 Kota Malang as an English teacher for eighth-grade students under the Merdeka Curriculum, where she designed creative learning activities and interactive teaching media to improve students' participation and understanding. Since October 2025, she has been teaching online English courses at Kompas Belajar. Through these experiences, she developed her interest in teaching, communication, and creative learning methods.

APPENDIX

A. Research Object Link

No.	Title	Published	Duration (minutes)	Link Videos & Topic
1.	Happy monday!! 😊 learn some rhyming words with us.	10 November 2025	09:56	https://vt.tiktok.com/ZSaf6Xp65/ Topic: Talk about a lot of friends that are sick today and learn about rhyming words.
2.	A lot of giggles today 😂	21 Oktober 2025	11:16	https://vt.tiktok.com/ZSa71Sh6y/ Topic: Learning letter sounds and words.
3.	Learn with us! 😊	14 Oktober 2025	13:20	https://vt.tiktok.com/ZSafMvFSA/ Topic: Storytelling, question and answer, and sound letters.
4.	Happy Tuesday! 😊	30 September 2025	09:28	https://vt.tiktok.com/ZSafMrSHA/ Topic: Talking about only being able to play with toys, not paper and tables, talking about spicy food, learning words, letters, and writing letters.
5.	Listening, speaking, and following directions 😊	23 September 2025	10:24	https://vt.tiktok.com/ZSafMTtLK/ Topic: Storytelling about apples and following directions.

6.	Happy Monday! 😊	22 September 2025	11:59	https://vt.tiktok.com/ZSafMVSAJ/ Topic: Show the tiny phone, talk about days of the week, Learn about word and sounds letter.
7.	Sit down and learn with us today 😊	15 September 2025	15:19	https://vt.tiktok.com/ZSawx7Wtw/ Topic: Talk about the use of the word “please,” talk about fear of doctors, talk about missing letters/sounds in words.
8.	I spy 😊	2 September 2025	11:31	https://vt.tiktok.com/ZSa71B9w8/ Topic: Learn spy words.

B. List of Multimodal and IRF Pattern

1. Data 1.1

Code	Verbal	Visual	Gestural	Audio
I1	Why a lot of your friends are sick today?	Looking at student; looking up	Pointing to head	Rising intonation
R1	Yeah, also Champion	-	-	Rising and falling intonation
F1	Champion is also sick	Looking at student	Nodding	Falling intonation
I2	Why do you think they're sick?	-	Raising hands; pointing to head	Rising intonation; pause
R2	Mommy	-	-	Falling intonation

F2	Because of mommy? No! Because of the virus	Looking at students	-	Laughter; rising/falling intonation
R3	They don't wash their hands	-	-	Falling intonation
F3	Probably they don't wash their hands more often	-	Thumbs up; washing gesture	-
I3	You need to wash your hands with soap and water before you eat anything	-	Washing gesture; eating gesture	-
R4	I wash my hands	-	-	Rising/falling intonation
F4	You wash your hands	Looking at student	Nodding	Falling intonation
R5	Me too	-	-	Falling intonation
F5	Ooh me too...	Smiling	Pointing to chest; eating gesture; nodding	Falling intonation
R6	Me too, I can see the germs	-	-	Falling intonation
I4	You can see the germs?...	Looking at student; raised eyebrows	Shaking head; pointing to eyes; raising finger	Laughter; pause; intonation
R7	I see it	-	-	Falling intonation
F6	Yes	Looking at student	Nodding	Falling intonation

2. Data 1.2

Code	Verbal	Visual	Gestural	Audio
I1	Good afternoon	Smiling; closing eyes	Placing palms together in front of chest	-

R1	Good afternoon Teacher Jecca	-	-	Rising intonation
F1	Thank you so much	Smiling	-	-
I2	How are you feeling today?	Looking at student	-	Rising intonation
R2	I feel good	-	-	Falling intonation
F2	You feel good	Looking at student	Nodding	Falling intonation
R3	I feel sad	-	-	Falling intonation
I3	Why are you sad?	Looking at student	Leaning backward	Rising intonation; pause
R4	I want to go to my mommy	-	-	Falling intonation
F3	You want to go to your mommy... I miss you	Nodding; looking at student; smiling; closing eyes	Extending hand toward student; placing both hands on chest	Falling intonation; rising intonation; pause
R5	Ow sad mommy	-	-	Falling intonation
F4	Sad mommy	-	-	Laughter
R6	I miss you, I go to...	-	-	Rising intonation; pause
I4	The hospital?	Looking at student	-	Rising intonation
R7	Yeah	-	-	Falling intonation
F5	I miss you too a lot	Smiling; closing eyes	Nodding	Falling intonation

3. Data 1.3

Code	Verbal	Visual	Gestural	Audio
I1	What rhymes with "run"?; "Tin?"	-	Pointing to tablet screen; pointing to first option	Rising intonation

R1	Sun!	-	-	Shouting
I2	Pig?	-	Pointing to second option	-
R2	Sun!	-	-	Shouting
I3	...or "sun"?	Looking at students	Pointing to third option	-
R3	Sun! Sun!	-	-	Loud and enthusiastic voice
I4	Is it correct?	Looking at students; playful expression	-	-
R4	No!	-	-	-
F1	Yesss! Well done!	-	Showing thumbs-up icon; giving thumbs up	Laughter; high pitch
I5	What rhymes with "pan"?; "Pan-frog"; "Pan-can"; "Pan-pen"?	Looking at students	Pointing to screen; pointing to first, second, and third options	Rising intonation
R5	Can!	-	-	Loud voice
F2	Well done! Oh, it's all done. Thank you so much!	Smiling; looking at students; looking around at students	Giving high five; touching tablet screen	Falling intonation; stretched intonation
R6	Thank you, Teacher Jecca!	-	-	Choir-like response
F3	Yes you did, and you were so good at it!	-	Nodding; putting tablet cover back on	Pause; falling intonation
I6	Easy peasy lemon squeasy!	-	-	Repeating rhyme
F4	Easy peasy lemon squeasy, yellow polka dot bikini!	Looking happy	Doing a little dance with hands	Laughter

4. Data 2.1

Code	Verbal	Visual/Gaze	Gestural	Audio
I1	Noctis, "see"	Looking at student	Holding card	Rising intonation
R1	See	-	-	Immediate response
I2	I see a whale	Looking up at student	Pointing to word on card	Rising intonation
R2	I see a whale	-	-	Voice only
I3	Tarina, "big"	Looking at student	Swapping card; showing new card	Rising intonation
R3	Big; The cotton candy is big!	-	-	Enthusiastic voice
I4	Mommy, "in"	Looking at student	Swapping card	Rising intonation
R4	In	-	-	Voice only
I5	Look in the trash	Looking at student; exaggerated expression	-	Rising intonation
R5	LOOK IN THE TRASH!	-	-	Shouting loudly
I6	Do we need to shout?	Looking at student; questioning face	Lowering card	Slightly rising intonation
R6	NO! LOOK IN THE TRASH!	-	-	Multiple voices; shouting
F1	No, we don't have to shout because we're close to each other	-	Hand gesture near face; slight head shake	Calm falling intonation
R7	Look in the trash	-	-	Quieter voice
I7	In the trash. Thank you so much. Okay, we use our yelling voice outside... we	Looking down at card	Pointing toward door/window; gesturing wide with hands;	Rising intonation; pause

	use our indoor...		touching throat; putting cards together	
R8	Voice!	-	-	Answer immediately
F2	Voice	Looking at student	Nodding	Voice only
I8	And outside we use...	-	-	Pauses
F3	Yeah!	Smiling	Nodding	-

5. Data 2.2

Code	Verbal	Visual/Gaze	Gestural	Audio
I1	Now let's name the fruits. Orange	Looking at iPad; looking at students	Pointing to screen; pointing to orange icon	Falling intonation; rising intonation
R1	Orange	-	-	Responding together
I2	Pear	Looking up	Pointing to pear icon	Rising intonation
R2	Pear	-	-	-
I3	Apple	Looking at students	Pointing to apple icon	Rising intonation
R3	Apple	-	-	Voice only
I4	Banana	Looking at students	Pointing to banana icon	Rising intonation
R4	Banana	-	-	Voice only
I5	Tomato	Looking up	Pointing to tomato icon	Rising intonation
R5	Tomato	-	-	Voice only
I6	Strawberry	Looking at students	Pointing to strawberry icon	Rising intonation
R6	Strawberry	-	-	Voice only
I7	Grapes	Looking at students	Pointing to grapes icon	Rising intonation
R7	Grapes	-	-	Voice only
I8	Pineapple	Looking at students	Pointing to pineapple icon	Rising intonation
R8	Pineapple	-	-	Voice only

I9	Which one do you like to eat the most?	Looking at students	Touching hair	Rising intonation
R9	Me! Me!	-	-	Multiple voices; excited voice
I10	I'll start. I like apples and bananas. How about you, Arin?	Smiling	Pointing to herself; hand gestures; pointing to student	Pause; rising intonation
R10	Apple and banana	-	-	Falling intonation
I11	Okay, the same with me! How about Anwar?	Looking at student	Nodding; pointing to another student	Rising intonation
R11	Strawberry and pear	-	-	Falling intonation
I12	Strawberry and pear. How about you, Sock? What do you like?	Looking at student	Nodding	Rising intonation
R12	Apple	-	-	Voice only
I13	Apple! Sock likes apple. Okay, say "I like apple"	-	Pointing to apple on iPad; encouraging hand gesture	-
R13	I like apple	-	-	Voice only
I14	How about you, Nanabi?	Looking at student	-	Rising intonation
R14	Banana	-	-	-
I15	Banana! Can you say "I like bananas"?	Looking at student; smiling	-	-
R15	I like bananas	-	-	Voice only
I16	How about Tony? What do you like?	Looking at student	-	Rising intonation
R16	Apple	-	-	Other students' voices

I17	You like apple. How about you, Noctis?	Looking at student	-	Laughter; rising intonation
R17	I like apple and strawberry	-	-	Voice only
I18	Apples and strawberries for Noctis. How about you, Tarina?	Looking at student	-	Rising intonation
R18	I like orange and apple	-	-	Voice only
I19	Orange and apple for Nana. How about you, Mommy?	Looking at student	Nodding	Rising intonation
R19	I want orange and... everything!	-	-	Excited voice
F1	She wants everything!	Looking at camera; smiling	Pointing to all fruits on tablet	Laughter

6. Data 2.3

Code	Verbal	Visual/Gaze	Gestural	Audio
I1	Now look. Where is this? It's under the sea.	Looking at screen; looking at students	Holding iPad; pointing to screen; pointing to nose; fish-mouth gesture	Rising intonation
R1	-	-	-	Laughing together
I2	Yes! Who is the king of the sea?	Looking at students	Pointing to nose	Laughing; bubble sound ("ba-ba-ba-ba")

R2	-	-	-	Laughing loudly
I3	Okay, ready? Let's go again. Now this time,we will sound them.	Looking at screen; looking at students	Pointing to fish; hand gestures; pointing to tablet; nodding	Rising intonation
I4	"G... g..."	-	Pointing to fish on screen	Rising intonation
R3	"G... g..."	-	-	Repeating together
I5	"A... a..."	-	Pointing to animal on screen	Rising intonation
R4	"A... a..."	-	-	Immediate response
I6	"Ck... ck..."	Looking up	Pointing to "ck" letters on whale	Rising intonation
R5	"Ck... ck..."	-	-	Voice only
I7	"Ssshhh"	-	Covering mouth with hand	Sound effect; laughter
R6	-	-	-	Laughing loudly
I8	This one, the C and the K, they have the same sound "Ck... ck..."	Looking at students	Pointing to letters; nodding; hand gesture in the air; pointing to tablet; pointing to crab; claw gesture	Falling intonation; rising intonation

R7	"Ck... ck..."	-	-	Echoing teacher
I9	One more time, "ck... ck..."	Looking up	Repeating claw gesture	Rising intonation
R8	"Ck... ck..."	-	-	Voice only
I10	"R... r..."	Looking at students	Curling fingers like claws	Rising intonation
R9	"R... r..."	-	-	Repeating with enthusiasm
I11	Dummy on "Gr..."	Looking up	Funny facial expression	Rising intonation
R10	-	-	-	Laughing loudly
I12	Can you say "R..."?	Looking at student	-	Rising intonation
R11	"A-B-C-D...!"	-	-	Singing/shouting
I13	"Eh... eh..."	Looking up	Pointing to chin	Rising intonation
R12	"Eh... eh..."	-	-	Following teacher
I14	Another "Eh..."	Looking up	Pointing to screen	Rising intonation
R13	"Eh... eh... eh..."	-	-	Voice only
I15	"Ooo...!"	Looking up; big eyes; O-shaped mouth	Pointing to mouth	Rising intonation
R14	"Ooo!"	-	-	Shouting; laughing together

7. Data 3.1

Code	Verbal	Visual/Gaze	Gestural	Audio
I1	We will answer together. "Why is the boy happy?" Why do you think the boy in the picture is happy?	Looks at students; looking up	Holds flipchart; points to text; points to boy in picture; finger on cheek (thinking gesture)	Rising intonation
R1	Because he's eating ice cream!	-	-	Loud voices
F1	Wow, you're very observant!	Looks at students; smiles	Nods	Rising intonation
I2	Let's listen to the answers, okay? Let's take a look. "The boy is happy because..." "He likes stories." "He likes ice cream." "It is Monday." Why do you think the boy is happy in the picture?	Looks at students; questioning facial expression	Points to flipchart; points to book picture; points to ice cream picture; points to calendar; points to boy in picture; nods	Falling intonation; rising intonation
R2	Ice cream!	-	-	Shouting together
F2	He likes ice cream! Thank you, Nuar and Noctis!	Looks at students	Nods; points to students; flips page	Laughter
I3	Next... Ooh! "Why is the boy scared?" Look at him in the picture. Why is the boy scared? "He is in the	Looks at students; looks at new page; surprised face	Points to scared boy picture; points to chart; points to first option; points to insect	Rising intonation; falling intonation

	garden." "He is scared of wasps." "He is late for school."		picture; points to third option; nods	
R3	School!	-	-	Voice only
I4	Which one? Why do you think he is scared?	Looks at students	Points to boy in picture	Rising intonation
R4	B! B!	-	-	Shouting together
I5	Oh, I will let Tarina answer. Why do you think he is scared?	Looks at student	Gestures toward student	Rising intonation
R5	He gets bit.	-	-	Voice only
F3	Yes! Thank you, Nana! He is scared of the wasp. Maybe the wasps are chasing him! Aaaah! That's why he's scared.	Looks at student; looks at students	Nods; points to wasp picture; running gesture with fingers; covers face	Falling intonation; playful scream; laughter
I6	It's a bumblebee!	-	-	Voice only
F4	Bumblebees and wasps, they're different, but they look the same.	-	Explanatory hand gestures	Rising intonation
I7	Wasps are a bit skinny and bumblebees are fat!	-	Pinching gesture; spreads hands wide	Laughter
R6	-	-	-	Laughing and shouting together

8. Data 3.2

Code	Verbal	Visual/Gaze	Gestural	Audio
I1	Why is the boy wearing a hat?	-	Holds book; points to picture of boy on beach	Rising intonation
R1	Because it's sunny! Because it hurts his eyes!	-	-	Responding together
F1	Yeah! Arine said because it is sunny.	Looks at students	Nods	Falling intonation
I2	Let's see! Why is the boy wearing a hat? It is cold? It is wet? Or it is sunny?	Looks at book; looks at students	Points to text; points to thermometer icon; points to rain icon; points to sun icon	Rising intonation
R2	It's sunny!	-	-	Responding loudly
F2	It is sunny! So Arine is right! And Mommy too! It is sunny.	Looks at students	Points towards student; points towards another student; points to sun icon	Laughter; falling intonation; rising intonation
I3	How about Nanabi? Can you say "It is sunny"?	Looks at student	Flips page	Rising intonation
R3	It is sunny!	-	-	Responds enthusiastically
I4	Mommy, "It is sunny".	Looks at student	-	Rising intonation
R4	It is sunny!	-	-	Immediate response
I5	Nuar?	Looks at student	-	Rising intonation
R5	It is sunny.	-	-	Flat tone
I6	Noctis?	Looks at student	-	Rising intonation

R6	It is sunny!	-	-	Shouting
I7	Uh-oh, is that how you say it? No. Can you say it nicely? "It is sunny".	Looks at student; surprised face	Shakes head	Rising intonation; falling intonation
R7	It is sunny.	-	-	Softer volume
I8	How about Tonyboy Kohamkolima Bilbis?	Looks at student	-	Rising intonation
R8	It is sunny.	-	-	Immediate response
I9	Yeah! Arine?	Looks at student	Nods	Rising intonation
R9	It is sunny.	-	-	Immediate response
I10	Tarina Bochas?	Looks at student	-	Rising intonation
R10	It is sunny.	-	-	Immediate response
F3	It is sunny! That's why he is wearing a hat.	-	Nods; places hand on top of head as if wearing a hat	Falling intonation
I11	Like you! When we play outside and it's really hot, you need to put on your...	Looks at students	Points at students; moves hand in front of face as if feeling heat	Pause; rising intonation; falling intonation
R11	Hat!	-	-	Responding together
F4	Hat! So your brain will not kalung-kalung.	Looks at students	Points to own neck	Falling intonation; laughter
I12	Teacher Jecca! I go to the beach!	-	-	Shouting
R12	Oh!	Looks up	-	Rising intonation
I13	And put on sunscreen!	-	-	Shouting

F5	Yes, sunscreen too, right Mommy and Nanabi? Put sunscreen on your arm, on your face, on your neck... Lather it all over your face.	Looks at students; looks up	Rubs arms and face; rubs neck and face; moves hands as if spreading cream on face	Rising intonation; falling intonation; laughter
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9. Data 3.3

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	Why is the boy scared?	Shows picture of boy during storm	Holds hand to mouth	Falling intonation, pause, rising intonation
R1	Because of the lightning!	-	-	Voice only
F1	Because there is lightning, because there is thunder, and there is a storm.	Looks at students	Points to words, nods	Falling intonation
I2	When there's lightning and thunder, are you scared too?	Looks at students	Holds hand to mouth, points to picture	Rising intonation
R2	YES!	-	-	Shouting together
F2	I'm scared too! Oh, Nuar is not scared! Good for you!	Looks at students, looks at student	Nods	Falling intonation
R3	I am scared! Teacher Jecca! I am scared!	-	-	Shouting together
I3	Show me your scared face!	Looks at students	Holds hand to mouth	Falling intonation

R4	I am scared when it rain! I am scared when it's like this!	-	-	Voice only
I4	Oh, lightning! The lightning and the thunder! The thunder is the sound like "BOOM"! This flash of light is called a lightning.	Looks at students	Points to picture, points to ear, hand movements, points to lightning, nods	Falling intonation
R5	I am scared!	-	-	Voice only
F3	Yeah! I am scared of the lightning.	Looks at students	Holds hand to chest	Falling intonation
R6	But it is so... so...!	-	-	Pause
I5	Let's say together "Because of the storm". Can you say "Because of the storm"?	Looks at students	Points to words in book	Falling intonation, pause, rising intonation
R7	Because of the storm!	-	-	Voice only
F4	Yeah! Me too.	Looks at students	Nods	Falling intonation

10. Data 3.4

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	Why is the girl scared?	Looks forward with a worried expression	Holds book	Falling intonation, pause
R1	Because they are going to get injection!	-	-	Voice only, pause, slightly hesitant

F1	Injection! Because she is getting an injection. Like this!	Looks at students	Points to injection picture, nods	Rising intonation, falling intonation
I2	How about you? If you get an injection, will you be scared too?	Looks around at students	-	Rising intonation
R2	YES!	-	-	Shouting together
I3	I'll listen. Tony said he went to the hospital. Hongmo in English is hospital. Who has been to the hospital?	Looks at students	Raises one hand, raises hand high	Falling intonation, rising intonation
R3	ME!!!	-	Some hands visible	Shouting together
I4	Me too! Have you ever had an injection?	-	Nods, points to herself, points to picture	Rising intonation
R4	Me! Yes!	-	-	Voice only
I5	Yes? Was it painful?	Questioning facial expression	Points to book	Rising intonation
R5	Yes!	-	-	Voice only
I6	Does it hurt?	Looks at students	-	Rising intonation
R6	Yes!	-	-	Voice only
I7	Did it hurt?	Looks at students	-	Rising intonation
R7	Yes!	-	-	Voice only
I8	Did you cry?	-	Wipes under eyes	Rising intonation
R8	Yes!	-	-	Voice only
I9	Were you scared?	Scared expression	Holds chin	Rising intonation
R9	Yes!	-	-	Voice only

F2	It's normal! But remember the doctor will only give you injection to make you feel better. To know what's wrong with you.	Looks at students	Waves hand, expressive hand movements	Falling intonation, pause
R10	When I was sad...	-	-	Long fast story
F3	Mm-hm.	-	Nods	Voice only
I10	I had injection here. I had injection here. Can you say it? "I had injection here." Sak-ya in English: Injection. Yes!	Looks at students	Points to shoulder, points to book, smiles	Falling intonation, rising intonation, pauses
I11	Okay, let's say together: "She is getting an injection."	Students can see book clearly	Tilts book, smiles widely	Rising intonation
R11	She is getting an injection!	-	-	Speaking loudly together

11. Data 4.1

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	We can play the books	-	-	Responds immediately, rising intonation
F1	We can only play toys	Looks at student, smiles	-	Falling intonation, soft voice

R1	Toys?	-	-	Responds immediately, rising intonation
F2	This is your paper, this is your worksheet, and you write on it	Looks at student	Points to paper, points to worksheet, hand gestures while speaking	-
R2	Oh!	-	-	Voice only, responds immediately, rising intonation
I2	The iPad, we work with it. We only play with toys like box, robots, trains, whatever you have at home	Looks at student, looks at students, looks around	Points to iPad, counting with fingers	Falling intonation
R3	Don't have. Don't get real trains	-	-	Responds immediately, rising intonation
F3	How? We cannot because it's way too big	Looks at student, smiles	-	Falling intonation
R4	It's really heavy	-	-	Responds immediately, voice only, falling intonation
F4	It is really heavy, that's a good point. It's heavy, you cannot carry it with your hands	Looks at student, smiles	Points at student, nods, carrying gesture	Falling intonation
R5	Heavy stuff	-	-	Responds immediately,

				rising intonation
F5	Heavy stuff, that's right	Smiles	Nods, laughs	-
I3	Heavy, hard	-	-	Responds immediately, falling intonation
F6	Heavy, hard	Looks at student	Blinks	Falling intonation
R6	No	-	-	Responds immediately, falling intonation
I4	Like this table, it's hard. When you press it. Oh!	Looks at phone	Points to table, presses table, adjusts phone position	Responds immediately, voice only, little bit shocked
R7	That really	-	-	Responds immediately, falling intonation
F7	That one is heavy. You don't have to lift it again, okay? You're shaking the phone	Looks at phone, looks at student	Adjusts phone and table position, claps hand	-
I5	I can lift	-	-	Responds immediately, falling intonation
F8	You can lift it, but...	Looks at student, slightly glaring	-	Pause, rising intonation
R8	Easy peasy lemon squeezy	-	-	Responds immediately, voice only, rising intonation
F9	I don't encourage you to lift it	-	Shakes head	Falling intonation

	because we're using it			
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12. Data 4.2

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	Can we eat our fingers?	Looks at student	Pretending to eat fingers	-
R1	No	-	-	Responds immediately, voice only, falling intonation
I2	This is not food, it's not edible. What are the things that you can eat?	Looks at student	Moving fingers	Responds immediately
R2	Food	-	-	Responds immediately, voice only, rising intonation
I3	Food, what kind of food?	Seems curious about the answer	-	-
R3	Chicken	-	-	Responds immediately, voice only, rising intonation
I4	Chicken, what else?	Looks at student	Points to student	-
R4	Pizza	-	-	Responds immediately, voice only, rising intonation
I5	Pizza, how about you Sarah?	Looks at student	Points to Sarah	Responds immediately
R5	Snacks. French fries. Hamburger	-	-	Responds immediately, voice only,

				rising intonation
I6	Okay, hamburgers, snacks, how about you? What are the...	Looks at student	Points to student, counting with hands	Responds immediately, pause
R6	French fries	-	-	Responds immediately, voice only, rising intonation
F1	French fries, but not fingers, okay?	Looks at student	Tries to stop student who is sucking fingers	-
I7	Chocolate	-	-	Responds immediately, voice only, falling intonation
F2	Fingers are not for eating	Looks at student	Pretending to eat fingers	-
I8	Chocolate	-	-	Responds immediately, voice only, falling intonation
F3	Oh, I mean fingers are not food. Chocolates too, but not every day	Looks at student, smiles	Shakes head	Responds immediately, falling intonation
R7	Oh!	-	-	Responds immediately, voice only, rising intonation
F4	I like to eat chocolates as well, but not every day, just	Looks at student	Points to herself	Responds immediately

	sometimes okay			
R8	Chips	-	-	Responds immediately, voice only, rising intonation
F5	And chips, ooh, I love chips	Looks at student	Closes the gadget	Falling intonation
R9	Yeah, me too	-	-	Responds immediately, voice only, rising intonation
I9	But, right now, I don't eat much. I just eat ... not good for your tummy	Looks at student, closes eyes	Moving hands, holds tummy, holds student's hand	Rising intonation
R10	There's a lot of chips on the store	-	-	Responds immediately, voice only, falling intonation
I10	That's true. What's your favorite chip?	Looks at student	Laughs	Falling intonation
R11	The potato one	-	-	Responds immediately, voice only, rising intonation
I11	The potato one, maybe Lay's or Pringles?	Looks at student, seems curious	Smiles	-
R12	Oh! The spicy one too	-	-	Responds immediately, voice only, rising intonation
I12	Oh! You can eat spicy chips?	Shocked	-	Rising intonation

R13	Yeah	-	-	Responds immediately, voice only, rising intonation
F6	Whoa	Looks at student	Shocked, nods	Responds immediately, rising intonation
I13	Can I eat spicy?	-	-	Responds immediately, voice only, falling intonation
F7	You can eat spicy too?	Looks at student, smiles, slightly glaring	-	-
R14	No	-	-	Responds immediately, voice only, rising intonation
I14	Oh, not yet? How about Tony... makes my tongue burn	Looks at Tony, looks at student	Raises eyebrows, points to herself, moving hand, pretending to be spicy	-
R15	I love it	-	-	Responds immediately, voice only, rising intonation
I15	You love it? Noctis loves spicy chips	Looks at student, looks at Noctis, smiles	Falling intonation	
R16	I love spicy things	-	-	Responds immediately, voice only, falling intonation

I16	You love spicy things. Yeah, it's spicy. When it's You drink?	Looks at Noctis, seems curious, looks at student	Nods, pretending to blow mouth, points to student, moving hands	Rising intonation
R17	Water	-	-	Responds immediately, voice only, rising intonation
F8	Water or? Milk. Milk makes the spiciness go away	Looks at student, closes eyes	Moving hands	Rising intonation
R18	Oh! You have to drink milk	-	-	Responds immediately, voice only, falling intonation
F9	Yeah	-	-	Falling intonation

13. Data 5.1

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	Good afternoon everybody	Looks at student, smiles	Clasping hands	-
R1	Good morning too Teacher Jecca	-	-	Responds immediately, voice only, rising intonation
I2	Today we will learn all about, is it morning?	Looks at student, smiles	Holds book	-
R2	No	-	-	Responds immediately, voice only, rising intonation

I3	It's afternoon. Okay, say good afternoon Teacher Jecca	Looks at student	Holds book	Falling intonation
R3	Good afternoon Teacher Jecca beautiful	-	-	Responds immediately, voice only, rising intonation
F1	Thank you so much	Looks at student, smiles	Holds book	-
I4	Good morning Teacher Jecca	-	-	Responds immediately, voice only, rising intonation
F2	Morning is when That's morning time	Looks at student	Holds book	Falling intonation
R4	Yes	-	-	Responds immediately, voice only, rising intonation
I5	But after you wake up that's already afternoon and right now it's afternoon	Looks at student	Holds book, points below	Rising intonation
R5	Teacher Jecca, I feel late	-	-	Responds immediately, voice only, rising intonation
I6	Yes. Can you say bye-bye Jojo? Say goodbye to Jojo	Smiles	Holds book, waves bye- bye to Jojo, blows a kiss	-
R6	Bye-bye!	-	-	Responds immediately, voice only,

				rising intonation
I7	Yeah, can you say afternoon?	Looks at student	Holds book	Rising intonation
R7	Afternoon	-	-	Responds immediately, voice only, rising intonation

14. Data 5.2

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	And today I have here a book about apples. Who likes apples?	Looks at student	Holds book, points to apple picture, raises hand	-
R1	Me!	-	Raises hands	Responds immediately, voice only, rising intonation
F1	That's right	Looks at student	Moving hands, holds book	-
R2	Sometimes have yellow apple	-	-	Responds immediately, voice only, rising intonation
I2	Momi said what's the beginning sound for apples?	Looks at student	Holds book	Rising intonation
R3	A-A	-	-	Responds immediately, voice only, rising intonation
F2	Good listening Momi.	Looks at student	Holds and points to	-

	Apples start with a-a-a. And because it's the name of the book, it starts with an uppercase A		apple picture, moving hands	
I3	Now, apples have three different colors. ...Who likes red apples?	-	Holds book, counts with fingers, points to 3 apples picture, raises hand	-
R4	Me	-	-	Responds immediately, voice only, rising intonation
I4	Who likes green apples?	-	Smiles, holds book, points to green apple, raises hand	-
R5	Me	-	-	Responds immediately, voice only, rising intonation
I5	Oh, Noctis doesn't like it. How about the yellow apples?	Looks at student	Points to yellow apple, smiles	-
R6	No. I like it	-	-	Responds immediately, voice only, rising intonation
F3	I can eat all the colors. I can eat all these apples. All of these. But I like red the best	-	Holds book, points to all apples, smiles, laughs, moving hands	-

R7	Red	-	-	Responds immediately, voice only, rising intonation
F4	You like yellow	Looks at student	Smiles, holds book	Falling intonation
I6	Do you like this?	-	Points to apple picture	-
I7	Also, I will ask you one at a time. What apple do you like? Red, yellow, or green?	Looks at student	Shows book to student, raises eyebrows	-
R8	Red and green	-	-	Responds immediately, voice only, falling intonation
F5	Red and green. So she likes two	-	Holds book, smiles	Falling intonation
I8	How about you Sarah?	-	Shows book to Sarah, smiles	-
R9	Red and yellow	-	-	Responds immediately, voice only, falling intonation
F6	Red and yellow	-	Shows book to Nuar, brings book to face	Falling intonation
I9	How about Nuar?	-	Shows book to Nuar, brings book to face	Rising intonation
R10	I like red and red	-	-	Responds immediately, voice only, falling intonation

F7	Red and red. It's the same. Yellow and yellow	Looks at student	Holds book, laughs, smiles	-
I10	How about Noctis? It's Noctis' turn	-	Shows book to Noctis, smiles	-
R11	Orange and apple	-	-	Responds immediately, voice only, falling intonation
I11	What? Oh, you like orange and apple fruit. What colors of the apple you like to eat?	Looks at Noctis	Points to apple picture	Confused expression, rising intonation
R12	Red	-	-	Responds immediately, voice only, rising intonation
I12	Orange apple? Do we have orange apple here?	Looks at student	Points to picture, holds book	-
R13	No	-	-	Responds immediately, voice only, rising intonation
I13	Only yellow, red, and green. Which colors do you like?	Looks at student	Shakes book, points to picture	-
R14	Only red apple	-	-	Responds immediately, voice only, falling intonation

I14	Only red apple for Noctis. Okay, how about you Tony?	Looks at Tony	Holds book, shakes and shows book	-
R15	Red and green	-	-	Responds immediately, voice only, rising intonation
I15	Red and green. How about you, Momi?	Looks at Momi	Smiles, shows book	Falling intonation
R16	I like everything	-	-	Responds immediately, voice only, falling intonation
I16	You like everything?	Looks at Momi	Holds book	Rising intonation
R17	Yes	-	-	Responds immediately, voice only, rising intonation
I17	Oh, wow. Can you say, I like all the apples?	Looks at student	Holds book, moving hands	Rising intonation
R18	I like all the apples	-	-	Responds immediately, voice only, rising intonation

15. Data 6.1

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	Do you want to see my tiny phone?	Looks at students	Smiles	Rising intonation
R1	Yeah!	-	-	Excited voices

I2	Now, do you know what tiny means?	Looks around the room, tilts head	-	-
R2	Yeah, tiny is small!	-	-	Voices only, rising intonation
F1	Thank you, Momi! Tiny means small.	Looks towards a student	Nods, uses thumb and index finger to show a small size	-
I3	Is Teacher Jecca tiny?	-	Points to herself, shakes head	Rising intonation
R3	No!	-	-	Responding together
I4	Is Arin tiny?	-	Points towards a student	-
R4	No!	-	-	Responding together
I5	Is Momi tiny?	Looks at another student	-	-
R5	No!	-	-	Responding together
I6	Is Sarah tiny?	Looks up and to the side, thinking	-	-
R6	No!	-	-	Responding together
F2	No. Tiny means really small, just like my phone.	-	Shows small size with fingers again	Falling intonation
I7	I will show you, are you ready? Close your eyes! Count to three!	-	Covers her hands in front of her chest	-
R7	One, two, three!	-	-	-
I8	Open your eyes!	-	Reveals a very small	-

			white phone, laughs	
R8	Yay!	-	Clapping and cheering	-
F3	See that? This is a tiny phone!	-	Holds up the tiny phone	-
R9	It's an iPhone!	-	-	Joking
F4	Yeah, my hand is bigger than my phone! And I can put it in my pocket, too. I can even hide it inside my shirt.	-	Places phone against palm, pockets the phone, tucks it into collar	Laughs
I9	Do you want to touch my tiny phone?	-	Holds it out	-
R10	Yeah!	-	-	-
I10	Okay, I will pass it to Arin, and Arin will pass the tiny phone to Sarah, and Sarah will pass the phone to Momi, and Momi, you will pass the phone to whom?	Questioning look	Points finger	-
R11	To... Nuar!	-	-	Responds immediately, voice only, rising intonation
I11	To Nuar. Are you ready? ... You can press	-	Holds phone carefully, mimics	-

	the key, okay? Here you go, Arin.		pressing buttons, hands phone to student	
R12	-	-	Passing phone around	Laughing and talking excitedly
I12	I will charge it tonight, and then tomorrow I will show you how it works. It does work. It's cute, right?	Smiles	Hand on chest, reaches for a cup	-
R13	-	-	-	Indistinct chatter, laughter
I13	Hello? I can call your mom on that phone.	Leans over	Pretends to be on the phone	-
R14	Hello?	-	Mimics talking	-
F5	Uh-oh, be careful, my love. You have to sit properly. Give it to Noctis, my love. Thank you. It's Noctis' turn.	Looks at a student	Nods, gestures to sit down	Laughs
I14	We can even play a game on here!	-	-	Excitedly
F6	Yeah! It is only a basic phone. When you say "basic," it doesn't have a camera, no music, can't	-	Waves hand, holds up hand to explain, mimics texting with thumb	-

	take a video... only call and text. Basic phone.			
I15	Teacher, we need a small battery.	-	-	-
F7	Yeah, I think this one is best for you because your fingers are small. You can press it! Mine... Because it's so small.	-	Points to student's hands, mimics pressing a button, holds up her hand	Laughs
I16	But your hand is too big!	-	-	Laughing
F8	Yes! But we can do it.	-	Nods	-
I17	How about baby fingers?	-	-	Responds immediately, voice only, rising intonation
F9	Yeah, baby fingers too!	-	Waves hand in goodbye motion	-

16. Data 6.2

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	Which one starts with v? Violin! Do you know how to play a violin?	Looks at tablet, looks up and around the room	Points to a picture	Rising intonation
R1	Yeah!	-	-	Voices together,

				rising intonation
F1	Yes.	Looks around room	Nods	-
I2	How about you, Sarah?	Looks toward student	-	-
F2	Yeah, vegetable! Wow, I like it too!	-	Points to tablet, nods	Rising intonation
R2	Yeah, me too!	-	-	Rising intonation
F3	I like vegetable.	-	Nods	-
I3	Who likes to eat vegetable?	Looks around room	-	-
R3	Me!	-	Raising hands	Voices together
I4	What's your favorite vegetable?	Looks toward student	-	-
R4	Carrot!	-	-	Responds immediately, voice only, rising intonation
F4	Carrot! That's right, Momi.	-	Nods	Rising intonation, laughs
I5	How about you, Arin?	-	-	-
R5	Tomato!	-	-	Rising intonation
F5	Tomato!	-	-	Rising intonation
I6	How about you, Noctis? What's your favorite vegetable?	Looks toward student	-	-
R6	Emmm, broccoli.	-	-	Pause
F6	Broccoli! I love that too.	-	Nods	Rising intonation

I7	How about you, Tony? What? Yeah, what kind of vegetable that you like to eat? Do you like...	-	Tilts head, nods	Rising intonation
R7	Apple!	-	-	Responds immediately, voice only, rising intonation
F7	Apple is a fruit.	-	Shakes head	Falling intonation
I8	What kind of vegetable do you like? Carrot, peas, eggplant, tomato, broccoli, cauliflower, potato, pumpkin?	-	Nods, points to tablet	-
R8	Pumpkin.	-	-	Responds immediately
F8	Pumpkin! I like that too.	-	Hand on chest, nods	Rising intonation
I9	How about Nuar? What's your favorite vegetable?	Looks toward student	-	-
R9	Hamburger!	-	-	Responds immediately, voice only, rising intonation
F9	Hamburger is not a vegetable, darling.	-	Shakes head	Laughs
I10	What's your favorite vegetable? Vegetables	-	Hand on chest, nods, points to tablet	-

	like eggplant, carrot, broccoli, cauliflower, potato, peas... What do you like?			
R10	Broccoli.	-	-	Responds immediately, voice only, rising intonation
F10	Broccoli, like Noctis.	-	Nods, smiles	-
I11	How about you, Momi? You like carrots, right? How about Sarah? Which one do you like, Sarah? You like what? What vegetable do you like to eat?	Looks toward student, looks toward Sarah	Nods	-
R11	-	-	Points to tablet	-
I12	You like broccoli too? Or cauliflower?	-	Points to tablet	-
R12	Broccoli.	-	-	-
F11	Broccoli. Good!	-	Nods	-

17. Data 7.1

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	And Tony will act as Daddy... "Oh my Tony, so kind! Wow!"	Looks ahead, looks down	Raises hand, claps hands, prayer gesture, smiles	High-pitched voice, low voice, laughs

R1	But no, if you eat a lot, then your tummy's gonna hurt.	-	-	Falling intonation
F1	Yeah, I know right!	-	Nods, touches hair, smiles	-
I2	But if you eat a lot, and when you eat a lot...	-	-	Voice continues
F2	That's true. Mommy...	Looks at student	Nods	-
I3	I like to eat a lot!	-	-	Rising intonation
F3	I think what Mommy means is, if you're full, don't eat more. ... It means you're already full.	Looks at student	Points to tummy, holds a small object, nods, throw up gesture, hands on lap	-
I4	Yeah... and then you're gonna go to the doctor and the doctor's gonna see the food and the tummy's gonna be better...	-	-	Voice stays steady
F4	That's true.	-	Nods	-
I5	I think what you mean is, when you eat too much and your tummy is full of food and you get a stomach ache... "Mommy, my tummy hurts!" And	Looks at student	Points to tummy, leans back with arms crossed	High-pitched voice, pause

	you need to go to the...			
R2	Doctor!	-	-	Responds immediately
F5	...the doctor. And the doctor will check your tummy...	-	Nods, hands near tummy	-
R3	The doctor in the hospital!	-	-	Responds immediately
F6	Yeah, the doctor in the hospital. And the doctor will help you get better.	-	Nods, points finger	-
R4	And tummy's gonna have medicine!	-	-	Responds immediately
I6	Can... Uh, who's scared of the doctor?	Looks around	Hand near face	-
R5	Me!	-	-	Responds immediately
I7	Why are you scared of the doctor? Can you tell me? Let's listen first to Tony. Why is Tony scared of the doctor?	Looks at students	Points to student	Rising intonation
R6	Injections...	-	-	Falling intonation
I8	Oh... you're scared the doctor will put injections on you? How about you, Noctis? Why are you scared of the doctor?	-	Nods	Looks empathetic

R7	I'm not scared! I want to go home!	-	-	Rising intonation
I9	No, I mean, why are you scared of the doctor? What makes you scared?	Looks at student	Throws head back	Falling intonation, laughs
R8	I'm not scared!	-	-	Responds immediately
F7	Oh, you just don't want to go.	-	Nods	-
I10	When I was younger, when I was small like you, I was scared of going to the doctor too... Okay, how about you, Arin? What do you want to say?	Looks around, looks at student	Points to self, small gesture, hands near face, mimics coughing, points to tummy, puts hands together, hands on laptop	High-pitched voice, pretending to cry
R9	But I'm already not go to injection, only my baby...	-	-	Voice continues
F8	Yes. When you're bigger, you understand more... But now you know.	-	Nods, hand gestures, touches hair, smiles	-
R10	And my baby, so they go to injection!	-	-	Rising intonation
F9	Injections are really painful. Even me! ... I	Looks at student	Nods, points to self, points to arm, claps	Laughs

	feel hurt too! And that's okay.		hands together	
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18. Data 7.2

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	Can you follow teacher? This is my speaking voice.	Looks at student	Holds hands together, points to herself	Rising intonation
R1	This is my speaking voice.	-	-	Voice only, responds immediately
I2	I use it every day.	-	Nods	Falling intonation
R2	I use it every day.	-	-	Voice only, responds immediately
I3	This is my whispering voice.	-	Leans forward, hands near mouth	Whispers
R3	This is my whispering voice.	-	-	Whispers back
I4	I use it when I talk to my friends.	-	Covers mouth with hands	Whispers
R4	I use it when I talk to my friends.	-	-	Whispers back
I5	THIS IS MY CALLING VOICE!	Looks up	Raises right arm high	Loud voice
R5	THIS IS MY CALLING VOICE!	-	-	Loud voice, responds immediately
I6	I USE IT WHEN I SAY HEY!	-	Waves hand high	Loud voice

R6	I USE IT WHEN I SAY HEY!	-	Waves hand	Loud voice
I7	This is my singing voice.	-	Smiles, sways head	Singing tone
R7	This is my singing voice.	-	-	Singing tone, responds immediately
I8	I use it when I sing.	-	Arms wide	Singing tone
R8	I use it when I sing.	-	-	Singing tone, responds immediately
I9	But in the classroom, we only use our indoor voice or our speaking voice. What will happen if we use our calling voice all the time? Like "OH HEY!" It's gonna be too...	Looks at students, looks around	Points to herself, raises hand	Normal tone, rising intonation, pause
R9	Loud! And also... the baby gonna cry because they really want to drink milk.	-	-	Voice only
F1	The baby will cry because they want to drink milk. Of course!	-	Claps hands	Laughs
I10	Oh! Oh-oh, watch your head! Oh-oh, did you hurt your toe?	Looks down, looks at student's foot	-	Concerned expression
R10	No.	-	-	Voice only

F2	So sad for your toe. Bye-bye toe!	-	Waves to the floor	Falling intonation, laughs
R11	Bye-bye toe, see you ...	-	Waving	Voice only
F3	Okay!	-	Pats table	Laughs

19. Data 8.1

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	And today, we will learn some I-spy work with our mat. What color is our mat?	Looks at students	Holds a rolled black mat, starts unrolling the mat	-
R1	Black!	-	-	Shouts, voice only
F1	Black.	-	Nods	Falling intonation
R2	And green!	-	-	Voice only
F2	Yeah, we have green ones too at the back. Whoops! It's a long one!	-	Points behind her, unrolls the mat further, pats the mat on the table	Laughs
R3	And white! And there!	-	-	Voice only
F3	Yeah, there's a white one too! Wow, you're a good... you're a good, good observer.	Looks at student	Nods	-
I2	Now, I have here a box. Inside the box is... another box! A lot of boxes today. Now I'm	Looks at student	Picks up a patterned box, opens the lid, takes out a smaller container,	Laughs loudly

	going to pour...		starts opening the container	
I3	I want to match!	-	-	Voice only
F4	You want to match?	-	Smiles	Rising intonation
I4	Me match too! I want to get a hammer!	-	-	Voice only
F5	-	-	Smiles, nods	-
I5	I want to be an astronaut!	-	-	Voice only
F6	You want to be an astronaut and go up in space? Good job.	-	Nods, pats the box	-
I6	I want to be... I want to be a princess!	-	-	Voice only
F7	Wow! Hello, Her Majesty.	-	Waves hand gracefully, smiles	-
I7	How about you, Nuar? What do you want to be when you grow up?	Looks at another student	-	-
R4	Astronaut! Astronaut!	-	-	Shouts, voice only
F8	An astronaut! What do astronauts do?	Wide eyes	Leans forward	Rising intonation
R5	Go up!	-	-	Voice only
I8	Go up in the...	-	Points finger upward	-
R6	Sky!	-	-	Voice only
I9	In the sky! Yeah, in outer space. And what can the astronauts see	Looks around curiously	Moves hands in a circle to show space	-

	from the space?			
R7	Aliens!	-	-	Voice only
F9	Aliens! Maybe!	Looks surprised	-	-
I10	What else? The planets! They can see Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.	-	Tilts head, points to fingers while listing planets, continues counting on fingers	-
R8	And aliens!	-	-	Voice only
F10	And aliens too!	Looks at student	-	Laughs
I11	I... I go... I learn countries.	-	-	Voice only
F11	Oh yeah.	-	Nods, smiles	-

20. Data 8.2

Move	Verbal Mode	Visual Mode	Gestural Mode	Audio Mode
I1	I got a...	-	Opens the box, reaches inside	Rising intonation
R1	Turtle!	-	-	Shouting together, excited
F1	A turtle! This one is a tiny, tiny turtle.	Looks at the toy, then at the students	Shows a small green turtle toy on her palm	Falling intonation
I2	And what's the color of my turtle?	-	Holds the toy closer to the students	Rising intonation
R2	Green!	-	-	Shouting
F2	It's green! And turtle starts with the sound... /t/ /t/ /t/...	Looks at the students	Nods, puts the toy down on the table, taps fingers on the table rhythmically	Pauses

R3	Turtle!	-	-	Shouting
F3	Turtle! That's really good.	-	Nods, picks up the box and shakes it	-
I4	What can you say about my turtle?	-	Puts the box down, points to the students	Rising intonation
R4	They live in the water!	-	-	Voice only, sounding confident
F4	They live in the water, that's right! And... turtle lays eggs. They can lay like tons of eggs!	Looks at the students	Points to the student, nods, cups hands together, opens hands wide	Falling intonation
R5	And they can see dog! They can see dog.	-	-	Voice only
F5	Probably!	Looks curious	Nods	-
I5	How about you, Nuar? What can you say about our turtle here? What's the color of our turtle?	Looks at a specific student	Picks up the toy again, points to the toy	-
R6	Green!	-	-	Voice only
I6	Green! And what is this behind... at the back of the turtle?	-	Points to the back of the toy with her finger	-
R7	Line! Line!	-	-	Shouting
I7	This one is a...	-	Points again	-
R8	Line!	-	-	Voice only
F6	This is the shell. Shell. And this shell, you call it... carapace.	-	Nods, presses palms together flatly	Falling intonation

R9	Carapace!	-	-	Repeating after the teacher
F7	Wow!	Looks impressed, smiles	-	-