

# International Journal Research Publication Analysis

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## INTERACTIONAL FEEDBACK PRACTICES OF LANGUAGE TEACHERS: A MICRO-ETHNOGRAPHIC INQUIRY

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### ABSTRACT

This study investigates the interactional feedback practices of language teachers using a qualitative micro-ethnographic approach. Conducted among secondary language teachers in the 2nd Congressional District of the Schools Division of Cotabato, the research explores how feedback is delivered in real-time classroom interactions, the interactional dynamics that emerge during these exchanges, and the role of linguistic diversity in shaping these practices. Data were gathered through classroom observations, audio recordings, and semi-structured interviews. Findings reveal that teachers employ adaptive and multimodal feedback strategies, including real-time scaffolding, metacognitive prompting, structured critique, and the use of visual and digital tools. Interactional dynamics highlight a shift toward collaborative, student-centered engagement, while linguistic diversity significantly influences feedback choices, requiring culturally responsive and linguistically sensitive approaches. Based on these findings, intervention and dissemination plans were proposed to enhance teacher practices. The study contributes to improving language instruction by emphasizing responsive, inclusive, and context-sensitive feedback practices in diverse classrooms.

### INTRODUCTION

Classroom interaction plays a crucial role in language development, as teachers guide learning not only through instruction but also through feedback that shapes students' linguistic performance. Interactional feedback, such as recasts, prompts, and metalinguistic explanations, has been shown to improve learners' accuracy, awareness, and engagement. However, much of the existing research focuses on experimental settings and learner outcomes, often overlooking how feedback is naturally embedded in real classroom discourse, particularly in linguistically diverse and under-resourced environments. This study

addresses that gap by examining how language teachers provide feedback during actual classroom interactions and how these exchanges unfold dynamically. Grounded in sociocultural theory, which emphasizes the importance of social interaction and scaffolding in learning, the study explores how feedback operates within the Zone of Proximal Development. Specifically, it seeks to answer how teachers deliver feedback, what interactional patterns emerge, and how linguistic diversity influences these processes. The findings aim to inform teacher development, enhance classroom discourse, and support inclusive education practices.

## **METHODOLOGY**

This study employed a qualitative micro-ethnographic research design to capture the fine-grained details of teacher-student interactions in natural classroom settings. The research was conducted in the 2nd Congressional District of the Province of Cotabato, an area characterized by linguistic and cultural diversity. The participants consisted of 25 secondary-level language teachers selected through purposive sampling based on their teaching experience and active engagement in language instruction. Data were collected through classroom observations, audio recordings, and semi-structured interviews, allowing for a comprehensive understanding of feedback practices. The observation protocol documented real-time interactions, while recordings enabled detailed transcription and analysis. Interviews provided insights into teachers' perspectives and intentions. The data were analyzed using thematic analysis to identify recurring patterns and categories of feedback practices. Triangulation of multiple data sources ensured the validity of findings, while ethical considerations such as informed consent, confidentiality, and respect for participants' cultural contexts were strictly observed throughout the study.

## **RESULTS AND DISCUSSION**

The findings reveal that language teachers employ a range of adaptive and multimodal feedback practices that support student learning in dynamic classroom environments. One major theme is real-time scaffolding, where teachers provide immediate, "micro-feedback" while circulating in the classroom, allowing students to correct errors before they become ingrained. This approach transforms the teacher's role into that of a facilitator who offers timely and targeted support. Another key theme is metacognitive and student-led reflection, where teachers use questioning techniques, peer review, and reflective activities to encourage learners to take ownership of their learning and develop self-correction skills. Structured and

performance-based critique also emerged, characterized by goal-referenced feedback, the use of the “sandwich method,” and action-oriented guidance that clearly directs students on how to improve.

Additionally, teachers integrate visual, digital, and non-verbal modalities, such as live polling, color-coded cues, and audio feedback, to make feedback more accessible and less disruptive to classroom flow. In terms of interactional dynamics, the study found a shift toward collaborative and learner-centered exchanges, where teachers act as coaches rather than authoritative figures, fostering partnership and engagement. Linguistic diversity plays a significant role in shaping feedback practices, as teachers adapt their strategies through contrastive analysis, cultural sensitivity, and the use of multilingual resources. These practices ensure that feedback remains meaningful and comprehensible across diverse learner backgrounds. Overall, the results highlight that effective feedback is not a fixed technique but a responsive, context-dependent process influenced by interaction, culture, and learner needs.