

ABSTRACT

This study investigates the interactional patterns of the novice and the experienced teachers in EFL classrooms and uncovers the difference of learning opportunities created from classroom interaction by each group of teachers. Through video taping and observing 10 EFL classes of English majored university students, the researcher examined the teachers' employment of the IRF sequence (Initiation – Response – Follow-up) in their classroom talk. The study has found that due to the significance difference in the way the teachers used the IRF sequences in their talk, the experienced teachers were able to generate more learning opportunities in terms of cognitive development, lexical acquisition and lesson involvement than their novice counterparts. Moreover, not only teachers but also students were capable of creating learning opportunities for themselves when they are empowered. Also, the research recommended a new way to view the IRF sequence in future studies about classroom interaction.