

Recycling Words, Repairing Talk: A Corpus-Conversation Analysis of Active Learning in Papua

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Abstract

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*This study examines student discourse in an English classroom at a senior high school in Papua, Indonesia, through an integrated framework combining corpus linguistics and Conversation Analysis (CA). The research aims to (1) characterize students' spoken output in active learning settings, (2) examine the extent to which their utterances reflect communicative English use, and (3) provide corpus-informed pedagogical insights tailored to learners' linguistic needs. Data were collected via classroom observations, audio–video recordings, transcriptions of teacher–student interactions, and semi-structured interviews. A mini spoken corpus was developed to analyze lexical frequency, collocational tendencies, and formulaic expressions, while CA was employed to examine sequential organization, turn-taking, adjacency pairs, and repair mechanisms. The analysis revealed that student utterances were largely short, formulaic, and lexically concentrated around thematic items such as invitation, party, and birthday. Frequent formulaic sequences, including *I would like...* and *I hope you are coming to my birthday party*, provided recurring linguistic resources for students' participation. CA findings further indicated that teacher-controlled turn-taking and repair sequences shaped the organization of student participation and interaction. Overall, the integration of corpus and CA methodologies illuminates the relationship between recurrent lexical patterns and sequential organization in classroom discourse. The study concludes that active learning environments, when coupled with data-driven insights, can provide useful insights and offer valuable implications for EFL pedagogy in under-researched contexts such as Papua.*

INTRODUCTION

English has become a widely used language around the world and is important for education, career opportunities, and communication between people from different cultures. In Indonesia, especially in faraway places like Papua, teaching and learning English is difficult because of the different languages spoken there, not enough resources, and limited chances for students to hear or use English. To overcome these challenges, active learning methods are being used. These methods encourage students to take part in class and help them improve their ability to communicate. Active learning involves instructional approaches in which students participate in meaningful learning activities rather than simply receiving information from the teacher (Prince, 2004). Active learning changes the way classes are taught by making students the main focus. Instead of just listening to the teacher, students are involved in activities that help them understand and use English better through working together and talking with each other. Research has generally found support for active learning, although its effectiveness can vary according to how it is implemented (Prince, 2004). But how well active learning works in English classes depends a lot on how much meaningful conversation happens in the classroom and whether students' speech reflects real-life communication.

Classroom conversations are very important for learning because they help students get exposure to the language, practice using it, and improve their ability to interact. Classroom discourse provides opportunities for learners to participate in interaction and for teachers and learners to use language as a resource for teaching and learning (Walsh, 2011; Seedhouse, 2004). Previous research in EFL classrooms has shown that the organization of learner interaction and collaborative participation can shape how students use language during classroom tasks (Haloho & Lasito, 2023). Other studies on L2 classroom interaction suggest that classroom talk provides learners with opportunities to participate in meaning-making, develop fluency, and negotiate linguistic problems through interaction (Seedhouse, 2004; Walsh, 2011). Conversation analysis research has also shown that classroom interaction can reveal how learners participate in sequences of talk and how interactional practices can contribute to the development of interactional competence (Barraja-Rohan, 2011). In places where students don't get much English outside of school, classroom conversations can be the main way they practice real language use. So, looking at how teachers and students speak in class is key to understanding how teaching methods support or limit language learning.

Over the last twenty years, corpus linguistics has become an important tool in applied linguistics and teaching languages. Corpora let researchers look at how often words are used, how they go together, and common phrases in big amounts of spoken or written language (McEnery et al., 2019). In classrooms, using corpora helps teachers find out which words and phrases students use a lot, both when they're listening and when they're speaking. This gives real evidence about how students learn vocabulary and how they talk (Flowerdew, 2009). Studies show that learners often use set phrases or chunks as tools to help them speak more smoothly and accurately (Wray, 2013). So, using insights from corpora can help teachers focus on the most common words and useful expressions in their lessons.

While corpus linguistics looks at big patterns in language, Conversation Analysis (CA) looks closely at how conversations happen one turn at a time. CA focuses on things like who speaks when, how people respond to each other, and how they fix misunderstandings or adjust their communication. These features show how meaning is organized and negotiated through interaction as people talk in real time. CA research emphasizes the sequential organization of such actions and the ways

participants respond to one another in interaction (Seedhouse, 2004). For example, a study by Noval et al. (2022) investigated how CA was applied in turn-taking and interactional sequences during an interview. In classrooms, CA can show how teachers and students organize interaction, manage problems in communication, and participate in sequences of talk (Seedhouse, 2004; Barraja-Rohan, 2011). In English as a foreign language class, common pairs like questions and answers, invitations and acceptances, and greetings and responses are good examples of how real conversations work. By combining CA with corpus analysis, researchers can look at both how often words are used and how conversations really happen.

Despite growing interest in corpus linguistics and conversation analysis, there haven't been many studies that use both methods to look at classroom conversations in Indonesian English as a Foreign Language (EFL) setting, especially in places like Papua that aren't well studied. Previous research has demonstrated the value of corpus approaches for investigating learner language and spoken production (McEnery et al., 2019), while CA research has provided detailed accounts of classroom interaction (Seedhouse, 2004; Barraja-Rohan, 2011). However, these approaches address different dimensions of language use and interaction. Most existing research focuses on either vocabulary learning or how students interact, but it doesn't combine these two areas. Also, much of the current work looks at universities, not high schools. This study fills that gap by looking at classroom talks from a senior high school in Papua using both corpus linguistics and conversation analysis. This approach helps us understand how active learning affects how students use language, what kinds of words and interaction patterns come up, and how these findings can help teachers create better learning strategies for students.

The main goal of this study is to see how students take part in active learning by looking at what they say, and to find out how these patterns can influence teaching methods. The study tries to answer three main questions: What do students say during active English learning activities? How much do these utterances show real, communicative use of English?; What teaching suggestions can be made based on corpus findings to help create learning strategies that match students' needs? By answering these questions, the study adds value both in theory and in practice. Theoretically, it shows how mixing corpus linguistics with conversation analysis can help us understand classroom talk better. Practically, it gives English as a Foreign Language teachers, especially in areas with limited resources, useful, data-based ideas on how classroom interactions can help improve students' language skills and how they communicate.

LITERATURE REVIEW

1. Classroom Discourse and Language Learning

Classroom conversation is important because it provides opportunities for students to use language through interaction. In an English as a foreign language (EFL) class, where students may have limited opportunities to use English outside school, the classroom can provide an important context for practicing spoken interaction (Seedhouse, 2004; Walsh, 2011). Studies of second language classroom interaction have shown how learners participate in interactional sequences and develop interactional practices through classroom talk (Barraja-Rohan, 2011). Moreover, the ways teachers organize talk and students participate in classroom interaction can reflect the pedagogical practices and interactional organization of the classroom (Seedhouse, 2004; Walsh, 2011).

When teachers use active learning methods, which focus on students working together and taking part in discussions, the classroom talk changes from being mostly teacher-centered to more student-centered and back-and-forth (Bonwell & Eison, 1991; Freeman et al., 2014). In these classes, students get to share their thoughts, work together to understand things, and respond to each other, which helps them both speak better and interact more naturally. But for this to work, the way students talk needs to be organized well, and they need support to use language that feels real and natural.

2. Corpus Linguistics in Language Education

Corpus linguistics has become a key method for studying how language is used and improving language teaching. A corpus is a collection of real language data that shows how words are actually used. This helps researchers look at how often words are used, how often they go together, and common expressions (McEnery et al., 2019). In language education, corpora help teachers find the most useful words, phrases, and patterns for learners, which then guides the creation of teaching materials and classroom activities (Flowerdew, 2020).

One important area of corpus-based research is how often words are used. Studies show that learners do better when they are exposed to words that are used a lot, as these words are more likely to stick in their memory and be used correctly (Nation, 2013). In the classroom, looking at how often teachers and students use certain words helps to understand how much learners are practicing and using important vocabulary.

Another focus is collocations, which are common word pairs or groups that often appear together. Collocations are important for speaking and writing naturally and not knowing them can make language sound strange or wrong (Nesselhauf, 2005). Research shows that paying attention to collocations helps learners speak more accurately and use expressions more naturally (Boers & Lindstromberg, 2012).

Formulaic sequences, like "I would like to..." or "Thank you for...", are also important for communication. These are fixed phrases that help learners speak more fluently and with less thinking. Recent research on second language formulaic sequences indicates that learners can benefit from developing a repertoire of such expressions, particularly through pedagogical attention to recurring phrases (Boers & Lindstromberg, 2012). Looking at classroom conversations through a corpus helps teachers see which formulaic expressions students are learning and how these help them communicate better.

3. Conversation Analysis and Classroom Interaction

Conversation Analysis (CA) gives another way of looking at how people talk by looking at how conversations happen right then and there. Unlike corpus linguistics, which looks at how often words and phrases are used, CA looks at the order of talking. It studies things like who gets to speak next, pairs of actions that happen one after another, sequences where people fix mistakes, and ways people interact.

Taking turns is a basic part of talking, and in classrooms, it's usually controlled by the teacher through questions, naming students, or giving instructions. Research shows that when teachers control when students speak, it can stop students from talking freely, but it also gives them chances to practice specific language skills (Seedhouse, 2004). Another important part of classroom talk is pairs of actions that happen together, like a greeting and a response, or a question and an answer. These patterns help learners practice useful, real-life conversations. For example, pairs like an invitation

and an acceptance or a refusal help students understand how to handle social situations outside the classroom (Markee, 2015).

Repair sequences are important in language lessons because they provide participants with resources for addressing problems in speaking, hearing, or understanding (Seedhouse, 2004). These moments aren't about failure, but about improving how people use language. Also, ways people keep conversations going, like repeating what someone said, asking for clarification, or nodding, help maintain communication. In an English as a Foreign Language (EFL) class, such practices can help sustain interaction when learners encounter difficulties in expressing or understanding meaning (Walsh, 2011; Barraja-Rohan, 2011).

4. Integrating Corpus Linguistics and CA in Classroom Research

While corpus linguistics and conversation analysis have usually been used on their own, recent research suggests combining them to get a better understanding of classroom conversations. Corpus linguistics can show big patterns in word usage, while conversation analysis looks at the small details of how people interact (O'Keeffe & Walsh, 2012). For example, a frequency check might show that "invitation" is a word that comes up often, but conversation analysis can explain how that word is used in turn-taking or in standard phrases.

Several recent studies show the advantages of using both methods together. McEnery et. al. (2019) say that using corpora in discourse studies can show both how often certain language features appear and how they are used in real conversations. Similarly, Römer (2021) point out that looking at formulaic language through a corpus can be more meaningful when we also see how learners use these phrases during actual interactions. O'Keeffe & Walsh (2012) demonstrate how combining corpus linguistics and conversation analysis can provide complementary insights into classroom talk.

In English as a Foreign Language teaching, this combined method is especially helpful because it connects the vocabulary students learn with their ability to interact. By looking at not just which words students use but also how they use them during conversations, teachers and researchers can gain a deeper understanding of how students develop their communication skills.

5. Research Gap in Indonesian and Papuan Contexts

Even though there is a lot of research on classroom talk, corpus linguistics, and conversation analysis, there are still big gaps in what we know. Most of the studies so far have looked at universities in Europe, North America, and East Asia, but there's not much work on high school settings in Indonesia. Especially in Papua, where there are many different languages and not many resources, even less research has been done. This means we don't understand well how students learn by being active in class and how their speech shows their growing ability to communicate. Also, not many studies have tried to combine corpus linguistics with conversation analysis in Indonesian classrooms. Usually, research either looks at common words and phrases using corpus methods or studies how people talk with each other using conversation analysis. By using both approaches together, we can get a better picture of what happens in class and connect how students learn vocabulary with how they develop their communication skills.

RESEARCH METHOD

Research Design and Approach

This study employed a qualitative case study design complemented by descriptive quantitative corpus analysis. The qualitative orientation was chosen to capture the richness and complexity of classroom interaction in an active learning setting, while the corpus perspective provided systematic insights into the frequency and distribution of lexical and formulaic patterns. A case study approach was appropriate because it allowed the phenomenon of classroom discourse to be examined in depth within its natural context (Yin, 2018). The integration of corpus linguistics and Conversation Analysis (CA) allows macro-level lexical patterns to be examined alongside micro-level interactional insights (O’Keeffe & Walsh, 2012).

Participants and Setting

The study was conducted at a senior high school in Papua, Indonesia, which was purposively selected for its adoption of active learning strategies in English classes. The participants included two English teachers and approximately twenty eleventh-grade students for each class. There were two classes whose learning processes were recorded. The local context of Papua is significant because it represents a linguistically diverse and under-researched region where English learning often takes place with limited resources. By focusing on this setting, the study contributes to expanding the geographical and sociolinguistic scope of EFL classroom discourse research.

Data Collection

Data were gathered over several classroom sessions (three class video recordings) using multiple methods to ensure richness and triangulation. Teacher–student interactions were recorded using audio and video devices to capture both verbal and paralinguistic features of communication. The recordings were transcribed using a simplified CA-informed convention that marked pauses, overlaps, and speaker turns (Seedhouse, 2004). Speaker codes (e.g., T = Teacher; S1, S2 = Students) were used for clarity. Supplementary materials such as lesson plans, student worksheets, and instructional resources were collected to contextualize the discourse. The teacher and a sample of students were interviewed to elicit their perspectives on classroom interaction and learning. The combination of these methods provided a holistic dataset, enabling both lexical-corpus and interactional analyses (McEnery et al., 2019).

Corpus Construction

The transcriptions were compiled into a mini spoken corpus. Following established procedures in classroom corpus research (Flowerdew, 2020), the corpus was processed through the following stages. First, spelling was standardized, and annotations for pauses, intonation, and overlaps were added. Second, data were organized according to activity type (e.g., group discussions, role-play, teacher–student Q&A). Third, key features such as speech functions (requests, responses, clarifications) and recurrent lexical items were tagged. Fourth, the corpus was uploaded into analysis tools such as *AdTAT* (*Adelaide Text Analysis Tools*) to enable frequency counts, concordance searches, and collocational analysis. This approach enabled the systematic identification of high-frequency vocabulary, collocational patterns, and formulaic sequences that emerged in classroom discourse.

Data Analysis

Data analysis in this study was carried out through a dual approach that integrates corpus linguistics and Conversation Analysis (CA), allowing both quantitative patterns and qualitative interactional dynamics of classroom discourse to be examined in depth. This combined perspective allows broader patterns of language use to be examined alongside the details of classroom interaction (O’Keeffe & Walsh, 2012).

From a corpus linguistics perspective, the transcribed classroom interactions were compiled into a mini spoken corpus and analyzed using *AdTAT (Adelaide Text Analysis Tools)*. The corpus analysis focused on three dimensions: (1) lexical frequency, to identify recurrent vocabulary produced by teachers and students; (2) collocational patterns, to highlight common word associations that signal emerging discourse structures; and (3) formulaic sequences or chunks, to capture recurrent expressions such as *I would like...*, *Thank you for...*, or *I hope you are coming....* Previous studies have shown that such corpus-informed analyses can support the investigation of language patterns relevant to second language teaching and learning (Flowerdew, 2020; Römer, 2011).

From a Conversation Analysis perspective, the study explored the fine-grained organization of talk-in-interaction. Attention was given to (1) turn-taking mechanisms, including shifts, overlaps, and interruptions; (2) adjacency pairs, such as question–answer or invitation–acceptance/rejection sequences; (3) repair strategies, distinguishing between self-initiated and other-initiated repairs of errors or misunderstandings; and (4) interactional strategies, including repetition, clarification requests, *code-switching*, and *backchanneling*. CA is particularly useful for examining the sequential organization of classroom talk and interactional practices in second language classrooms (Seedhouse, 2004; Barraja-Rohan, 2011).

Finally, the results from corpus analysis and CA were interpreted through the lens of classroom discourse analysis to link linguistic findings with pedagogical practice. This stage examined how interactional features supported or constrained active learning, such as how teachers scaffolded student participation and how learners negotiated meaning collaboratively. The integration of corpus linguistics and CA can help connect broader patterns of language use with the micro-details of classroom interaction (O’Keeffe & Walsh, 2012).

Validity and Reliability

To ensure the trustworthiness of the study, several strategies were employed. Data from recordings, interviews, and documents were compared to validate findings. Analytical interpretations were reviewed by colleagues with expertise in applied linguistics to reduce bias. Portions of the transcripts were independently coded by a second researcher to check coding consistency. Preliminary interpretations were shared with the teacher and students to confirm alignment with their lived classroom experiences. These strategies align with recommended practices in qualitative educational research for enhancing rigor and credibility (Creswell & Poth, 2018).

RESULTS AND DISCUSSION

The analysis of classroom discourse through both corpus linguistics and Conversation Analysis (CA) provides a comprehensive account of how active learning unfolded in the English classroom. From the corpus perspective, the lexical frequency results revealed that teacher talk was

dominated by thematic vocabulary related to *invitations* and *parties*. For instance, the word *invitation* appeared more than 15 times, while *party* and *birthday* occurred approximately 10 and 7 times, respectively. This repetition illustrates the teacher's use of recycling as a scaffolding strategy, ensuring students' repeated exposure to target words (Flowerdew, 2020). In addition, other recurrent lexical items such as *house*, *purpose*, and *function* highlighted the teacher's dual focus on thematic content and metalinguistic explanation.

Students' output, by contrast, demonstrated a narrower but meaningful lexical range. The most frequent student-produced words were *invitation* (≈ 7 tokens), *birthday* (≈ 5 tokens), and *party* (≈ 4 tokens). Students also produced basic vocabulary such as numbers (*eleven*, *nineteen*, *thirty-one*) and days of the week (*Thursday*), typically in response to teacher prompts. These findings suggest that although student contributions were shorter and largely dependent on teacher modeling, they showed clear uptake of the targeted lexis. This finding is consistent with corpus-based approaches that emphasize the value of examining recurrent language patterns to inform language teaching and learning (Römer, 2011).

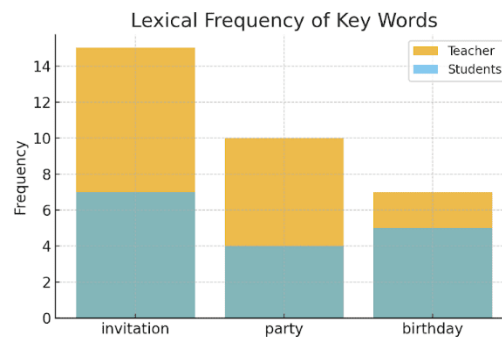


Figure 1. Lexical Frequency of Teacher vs Students

The analysis of collocational patterns further revealed how lexical items were combined into meaningful discourse structures. Common bigrams such as *birthday party*, *baby shower*, and *Mira's house* reflected how vocabulary was contextualized within authentic communicative scenarios. Similarly, trigrams such as *I hope you* and *thank you for* demonstrated that students were beginning to internalize functional lexical bundles typically used in invitations and classroom presentations. Formulaic sequences reinforced this trend. Expressions such as "*I would like...*", "*I hope you are coming to my birthday party*", and "*Thank you for the time given to me*" appeared multiple times in role-play and presentations, showing that students relied on prefabricated chunks as communicative resources. The use of formulaic language is significant because such sequences can reduce processing demands and support fluency in second-language production (Boers & Lindstromberg, 2012).

From the CA perspective, classroom interaction displayed recognizable patterns of talk-in-interaction. Turn-taking was primarily teacher-controlled, with the teacher initiating most sequences through directives and elicitation questions, such as "*Undangan Bahasa Inggrisnya apa? Coba semua ulangi!*". Students typically responded chorally or through nominated turns (e.g., "*Gregorius stand up! Don't be shy!*"). Despite this asymmetry, overlaps and brief interjections such as "*Nine*" and "*Nineteen*" showed instances of student-initiated participation.

The classroom discourse was also structured by adjacency pairs. The most common pairs included question–answer exchanges (e.g., Teacher: "*Sembilan belas Bahasa Inggrisnya apa?*" → Students: "*Nineteen*"), greeting–response sequences ("*Good morning, everybody*" → "*Good morning, Ma'am*"), and modeled invitation–acceptance/declining structures in English ("*I hope you*

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are coming to my birthday party” → “*Yes, Ibu*”). These adjacency pairs functioned both as organizational tools and as models of authentic communicative routines that students could later appropriate. Some examples of adjacency pairs in the classroom between teacher and students are presented in the following table.

Table 1. Adjacency pairs found in the classroom between teacher and students

1.	Question – Answer
	Teacher: “ <i>Sembilan belas bahasa Inggrisnya apa?</i> ”
	Student: “ <i>Nineteen.</i> ”
2.	Invitation – Acceptance/Refusal
	Teacher: “ <i>I hope you are coming to my birthday party.</i> ”
	Student: “ <i>Yes, Ibu.</i> ”
3.	Greeting – Response
	Teacher: “ <i>Good morning, everybody.</i> ”
	Students: “ <i>Good morning, Ma’am.</i> ”
4.	Clarification – Confirmation
	Student: “ <i>Yang nomor satu, Bu?</i> ”
	Teacher: “ <i>Ya, betul. Number one.</i> ”

Another salient feature was the occurrence of repair sequences. Teacher-initiated repairs were frequent, particularly for pronunciation (“*Trity one*” corrected to “*thirty-one*”), while student self-repair also emerged, such as when learners corrected their own lexical errors (“*Two... two one... twenty-one*”). The presence of both self-initiated and other-initiated repair reflects the interactional management of trouble in classroom discourse, allowing participants to address problems in pronunciation or word choice and continue the ongoing activity (Seedhouse, 2004).

Finally, the interaction was supported by several interactional strategies. Repetition was a central practice, with teacher-led choral repetition reinforcing target vocabulary. Clarification requests such as “*Yang nomor satu, Bu?*” signaled students’ efforts to ensure understanding. Code-switching was another common strategy, as the teacher alternated between Indonesian and English to clarify meaning (“*Saran in English means... suggestion*”). Backchanneling, expressed through short affirmations (“*Iya, Bu*”, “*Okay*”), further sustained interactional flow and signaled attentiveness. The example of repair sequences in classroom talk is presented in the following table.

Table 2. Repair sequences in classroom talk

1.	Teacher-initiated repair (correction of student errors)
	Student: “ <i>Trity one</i> ”
	Teacher: “ <i>Thirty-one</i> ”
2.	Student self-repair (monitoring and fixing own output)
	Student: “ <i>Two... two one...</i> ”
	Student: “ <i>Twenty-one</i> ”
3.	Teacher reformulation (repair + modeling)
	Students: “ <i>Sugession</i> ”
	Teacher: “ <i>Suggestion, not sugession.</i> ”
4.	Peer-assisted repair
	Student A: “ <i>Invitation letter is to tell... to come...</i> ”
	Student B: “ <i>To invite, not to tell.</i> ”

Taken together, the findings demonstrate that the classroom discourse was lexically rich, collocationally patterned, and interactionally scaffolded. Teacher talk provided dense lexical input and controlled turn allocation, while students engaged through uptake of key vocabulary, formulaic expressions, and participation in adjacency pairs. Repair sequences and interactional strategies created opportunities for co-construction of meaning, reinforcing both lexical development and interactional competence. These findings resonate with research demonstrating the value of combining corpus linguistics and CA to examine patterns of language use alongside the details of classroom interaction (McEnery et al., 2019; O’Keeffe & Walsh, 2012).

The present study investigated classroom discourse in an active English learning setting by combining corpus linguistics and Conversation Analysis (CA). The findings illuminate the characteristics of students’ utterances, the extent to which these utterances reflect communicative and authentic English use, and the pedagogical implications that can be drawn from corpus-informed evidence.

A. Characteristics of Students’ Utterances

The analysis demonstrated that students’ utterances were relatively short, formulaic, and largely influenced by teacher input. Their language was dominated by content-specific vocabulary (e.g., *invitation, birthday, party, house*), which was practiced through repetition and direct responses to teacher prompts. In addition, students relied heavily on formulaic expressions such as “*I would like...*,” “*I hope you are coming to my birthday party,*” and “*Thank you for the time given to me*”. These chunks served as linguistic resources, allowing learners to participate in extended discourse despite limited proficiency. This finding resonates with research showing that developing a repertoire of formulaic sequences can support second language production and fluency (Boers & Lindstromberg, 2012).

B. Communicative and Authentic Use of English

Although students’ language was often modeled or prompted, their utterances showed evidence of emerging communicative and authentic use. Adjacency pairs such as *question–answer* and *invitation–acceptance/refusal* sequences provided learners with practice in conversational structures that are functionally relevant in real-world contexts. The production of formulaic chunks during role-plays and presentations illustrated students’ ability to simulate authentic communicative tasks. Moreover, the presence of self-repair and clarification requests demonstrated how learners addressed problems of understanding or expression within interaction (Seedhouse, 2004). These findings are consistent with research showing that classroom interaction can provide opportunities for learners to participate in interactionally organized sequences, even when classroom discourse is shaped by teacher-led practices (Seedhouse, 2004; Barraja-Rohan, 2011).

C. Pedagogical Implications

Several pedagogical implications emerge from these findings. First, the dominance of teacher-led talk suggests the need to expand opportunities for student-initiated discourse, encouraging learners to take greater risks in using English. This can be achieved through pair and group tasks where students collaboratively design invitations or enact everyday scenarios with less teacher intervention. Second, the reliance on formulaic language highlights the pedagogical value of lexical bundles and chunks. Teachers should not only provide explicit exposure to these expressions but also

encourage learners to modify and adapt them for different contexts, thereby fostering communicative flexibility (Flowerdew, 2020; Boers & Lindstromberg, 2012). Third, the frequent occurrence of repair sequences highlights their role in managing interactional problems and maintaining the flow of classroom activities. Teachers can normalize both self-initiated and other-initiated repair, using these sequences as opportunities for collaborative meaning-making (Seedhouse, 2004). Finally, given the socio-cultural context of Papua, designing communicative tasks that draw on locally relevant themes may enhance both learner engagement and the authenticity of classroom discourse.

By triangulating corpus findings with CA, this study shows that active learning classrooms are fertile grounds for both lexical development and interactional competence. Teacher input provided a lexically rich and structurally controlled model, while students demonstrated uptake through formulaic sequences, adjacency pairs, and repair. These findings align with research demonstrating the value of integrating corpus linguistics and classroom discourse analysis to better understand the interplay between broader patterns of vocabulary use and details of classroom interaction (O’Keeffe & Walsh, 2012; McEnery et al., 2019). The study therefore provides both empirical evidence and practical recommendations for designing pedagogical strategies that are aligned with learners’ actual discourse practices.

CONCLUSION AND RECOMMENDATION

This study set out to analyze classroom interaction in an active English learning context through a combined corpus linguistics and Conversation Analysis (CA) approach. Three main insights have emerged. First, the analysis demonstrated that students’ utterances were characterized by short, formulaic, and content-specific vocabulary. While their language use was strongly scaffolded by the teacher, the frequent occurrence of lexical items such as *invitation*, *party*, and *birthday*, alongside formulaic expressions such as “*I would like...*” and “*I hope you are coming to my birthday party*”, indicated that learners were beginning to draw on a recurring repertoire of language resources.

Second, the study found that although student talk was often modeled or prompted, it reflected emerging features of communicative and authentic use. The presence of adjacency pairs, repair sequences, and formulaic expressions highlighted learners’ growing ability to approximate real-world interaction. Such features suggest that active learning classrooms, even when teacher-led, can provide structured opportunities for students to participate by providing structured opportunities for meaning negotiation.

Finally, the study offers pedagogical recommendations grounded in corpus evidence. These include expanding opportunities for student-initiated talk, emphasizing the teaching of lexical bundles and formulaic expressions, normalizing repair as a learning resource, and incorporating locally relevant themes to increase engagement and authenticity. By integrating corpus analysis with CA, this research contributes to a deeper understanding of how classroom discourse simultaneously recurrent lexical patterns and interactional practices manifested in classroom discourse.

Overall, the study underscores the value of data-driven pedagogy in EFL contexts. It demonstrates that analyzing actual classroom discourse can reveal not only the linguistic resources students use but also the interactional practices that organize classroom talk. These insights have implications for both language teaching in Papua and the wider field of EFL pedagogy, suggesting

that combining corpus and CA perspectives provides a powerful framework for aligning classroom practices with learners' communicative needs.

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