Research Article

Optimizing Iranian EFL Learners' Oral Skill Performance through Implementing IMDAT vs. E-IMDAT Framework: CIC-Informed Language Instruction

Milad Khalili[1], Alireza Ameri[2] [*], Ahmad Mohseni[3]

[1,2,3]*Department of English Language, STB.C., Islamic Azad University, Tehran, Iran*

[*]*Correspondence: alireza.ameri1970@gmail.com*

Abstract

The present research aimed to examine the responses of Iranian EFL teachers and learners to the application of the IMDAT versus E-IMDAT framework within a CIC-informed language teaching context. This research was conducted at the Naft Language Center in Ahvaz, Khuzestan. A convenience sampling method was employed to select sample participants. This study involved a cohort of 20 EFL instructors and 150 intermediate EFL students. They were separated into five groups: an IMDAT-online group (n=30), an IMDAT-physical group (n=30), an E-IMDAT-online group (n=30), an E-IMDAT-physical group (n=30), and a control group (n=30). The researcher invited 20 EFL teachers to join the IMDAT and E-IMDAT workshops to teach them the complete steps and procedures of the IMDAT and E-IMDAT frameworks. Subsequently, five homogenized EFL instructors were randomly allocated to five groups: IMDAT-online, IMDAT-physical, E-IMDAT-online, E-IMDAT-physical, and a control group. Following the teaching phase, both teachers and students were invited to partake in an interview to discuss the issues, shortcomings, and limitations of the applied IMDAT and E-IMDAT methods. Interviewees noted that alterations in agency functions, heightened self-assurance, adaptability, and flexibility, advancement in media literacy, fostering meaningful reflective discussions, facilitating communication through new technologies, boosting collaboration and team effectiveness among peers, a dynamic and engaging environment, ongoing support from the instructor, and increased confidence were the benefits of IMDAT and E-IMDAT.

International Journal of Foreign Language Teaching and Research | Vol. 14, No. 57, pp. 11-23, Feb. 2026.

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1. Introduction

It is well recognized that interaction, taking place when students engage with each other or their instructor, is especially crucial in L2 classrooms. This is primarily because, in L2 classrooms, language acts as both the subject of study and the means for learning [1].

Class interactions play an essential role in promoting educational objectives and attaining favorable learning results. Language education should concentrate on assisting learners in utilizing their current skills and knowledge for interaction, emphasizing interactional competence [2]. Emphasizing interactional competence would enable educators to prioritize learners' abilities to convey intended meanings and to create shared understandings. Fundamentally, interactional competence focuses on the dynamics between participants and the manner in which that communication is handled [3].

CIC is characterized by the capacity of both teachers and learners to utilize interaction as a means of facilitating and enhancing learning. It places interaction at the core of education and contends that enhancing their CIC will lead to immediate improvements in learning and learning opportunities for both educators and students [4]. The main point of concentrating on CIC is that enhancing teachers' comprehension of classroom interaction will subsequently affect learning, particularly when learning is viewed as a social process significantly shaped by involvement, engagement, and participation [5].

IMDAT in language education involves using digital tools to create conceptual and visual representations that improve language learning, guided by the teacher's dialogue and negotiating support. This approach combines the benefits of traditional teacher-led instruction with the engaging and interactive elements of technology [6]. The IMDAT method is a type of interactive conversation where participants engage in active communication to clarify meanings, resolve misunderstandings, and collaboratively develop a shared understanding. This procedure involves negotiation, during which people adjust their communication based on feedback and responses, ultimately leading to a mutual understanding or agreement [7].

In contrast to other language skills, speaking requires rapid processing and response, which can seem daunting for learners. This ability is more challenging to handle than writing, which allows ample time for contemplation, edits, and straightforward rewriting [8]. In terms of speaking abilities, learners face challenges in communicating in the target language since they must simultaneously navigate different linguistic levels (phonological, morphosyntactic, semantic, discursive, etc.) while under the pressure of the communicative context and the constraints of their cognitive capacities [9].

In the Iranian EFL context, challenges causing speaking problems encompass lack of general knowledge, restricted speaking practice, anxiety over errors, poor vocabulary and grammar practice, low motivation, limited engagement, unwillingness to read, shyness, rare dictionary use, nervousness, fear of judgment, and struggles with pronouncing unfamiliar words [10, 11].

Learners of the English language, no matter their skill level, frequently face various obstacles in their efforts to improve their speaking abilities. These challenges are intimately linked to the restricted exposure that these learners experience with the target language. In English language classes, chances for speaking practice are not as varied or plentiful as in real-life contexts. This absence of practice is a major factor leading to the speaking skill challenges experienced by EFL learners [12]. Elements affecting the intricacy of speaking involve: (1) expressing in phrases rather than single words; (2) utilizing additional words for clarity; (3) incorporating contractions, elisions, and shortened vowels; (4) displaying actions such as pauses, hesitations, and corrections; (5) employing informal phrases like idioms; (6) maintaining an appropriate speaking rate for fluency; (7) highlighting pronunciation for meaning; and (8) participating in conversational interactions imaginatively [13].

In light of the challenges mentioned above, this study aims to address the following questions:

RQ$_1$: How do Iranian English teachers conceptualize the strengths and weaknesses of IMDAT practice?

RQ$_2$: How do Iranian English teachers conceptualize the strengths and weaknesses of E-IMDAT practice?

RQ$_3$: How do Iranian intermediate learners conceptualize the strengths and weaknesses of IMDAT practice?

RQ$_4$: How do Iranian intermediate learners conceptualize the strengths and weaknesses of E-IMDAT practice?

2. Literature Review

In a classroom filled with positive and helpful exchanges, students will have the chance to engage meaningfully and actively in the dynamic learning experience. Linguists viewed classroom interaction as a significant element in language instruction. At its essence, communication involves the collaborative exchange of ideas, thoughts, and emotions among individuals [14]. Theorists of communicative competence emphasize the concept of interaction, particularly when applying language in diverse contexts, and they argue that the enhancement of learners' communicative competence is dependent on productive interactions in the classroom [15].

Educators must now be increasingly aware of the importance of utilizing and diversifying various teaching methods, strategies, and activities to encourage students' active engagement. Students' involvement in class activities facilitates information exchange, allowing them to gain understandable input as they create meaningful experiences aimed at attaining academic achievement [16].

Given the importance of enhancing interaction and, consequently, language acquisition in classrooms, educators need to possess strong skills to foster meaningful participation. IMDAT is a reflective and micro-analytical framework for teacher development grounded in the concept of CIC [17] and awareness of teacher language. It includes five steps designed to enhance teachers' interaction abilities. The steps include Interaction, Micro/initial instruction, Dialogic reflection, a subsequent round of instruction, and Teacher collaboration for peer feedback. As Sert (2015) shows, during the introduction phase, CIC is introduced to participants, who then engage in their initial teaching during the micro-teaching experience. In dialogic reflection, they contemplate their experiences through video-recorded teaching activities with support from a mentor, supervisor, or trainer. Subsequently, another session of instruction takes place. Ultimately, collaboration among teachers for peer feedback is carried out.

The IMDAT framework is a reflective and micro-analytic approach to teacher development. It combines visual experiences (via recorded videos) and micro-analyses into different types of dialogic and written reflective practices. The initial step in applying IMDAT is presenting CIC to educators through pre-recorded videos, along with their transcriptions. Utilizing videos to demonstrate examples of practices such as teacher inquiries, teacher responses, and students' use of their first languages is deemed essential during this initial phase [18].

Speaking is one of the most challenging language skills students face in the classroom, as it is not directly instructed but rather expected that learners will improve it through practice and use of the L2. Moreover, in numerous situations where spoken language is employed, successful communication in verbal interactions relies on an individual's speaking skills. Engaging in a language involves continuous practice [19]. If students ignore this factor, their learning will not become established properly. Consequently, language instructors must encourage spoken communication during the learning process, both inside and outside the classroom. However, outdated materials, a lack of skills, and minimal motivation create obstacles for foreign language students. Consequently, the interest in adopting approaches that leverage visual and audiovisual tools to improve students' learning abilities and participation has been on the rise [20].

Speaking is an essential macro-language skill that EFL/ESL learners need to have for efficient communication in various contexts. In languages such as English, speaking is regarded as a skill. Researchers assert that verbal communication is crucial for language proficiency, functioning as the main method of human interaction. As speaking always requires a conversation partner, it inherently takes place in English. This requires the capacity to notice and understand other speakers, consider one's own input, engage actively, and evaluate the effects of one's communication [13]. Additionally, students need to participate in speaking exercises in diverse situations, value both precision and smoothness, and clearly convey their understanding of various subjects to successfully handle verbal communication and create significant discourse [10].

Enhancing students' spoken abilities requires classroom tasks that enable them to share thoughts, articulate their views, and cultivate strategies for learning and communication skills necessary for effective negotiation [11]. The silence of students or their minimal interaction during class is often viewed as a significant issue. Training in oral skills enables students to engage and communicate in a significant and productive manner (e.g., sharing information, negotiating meanings, backing ideas, handling oral defenses), which motivates them to see the foreign language as a means for social interaction. Therefore,

educators must consistently remember the goals of offering students oral exercises during class and that learners require encouragement to engage actively in communication that meets their needs [21].

3. Methodology

3.1. Participants and Sampling

The study's target group consists of Iranian EFL educators and students. This research was carried out at the Naft Language Center located in Ahvaz City, Khuzestan. Concerning accessibility, financial factors, and time constraints, the convenience sampling method was utilized for selecting sample participants. This study involved a group of 20 EFL educators and 150 intermediate-level EFL students. The participants were split into five groups: an IMDAT-online group (n=30), an IMDAT-physical group (n=30), an E-IMDAT-online group (n=30), an E-IMDAT-physical group (n=30), and a control group (n=30). Concerning ethical aspects, all individuals involved in this study were guaranteed the confidentiality of their data and information.

3.2. Instruments

A semi-structured interview is a qualitative research method that combines a set of predetermined open-ended questions with the flexibility to investigate new topics and unexpected responses. It merges structured and unstructured approaches, allowing for both focused inquiry and comprehensive exploration of a topic.

Teacher's Semi-Structured Interview: A semi-structured interview conducted at the conclusion of the study to gather teachers' perspectives on the advantages and drawbacks of IMDAT and E-IMDAT implementation. Concerning the validity of this instrument, the interview questions were assessed and examined by several experts, specifically university professors.

Learner's Semi-Structured Interview: A semi-structured interview conducted at the conclusion of the study to gather learners' insights regarding the advantages and disadvantages of IMDAT and E-IMDAT practice. Concerning the validity of this instrument, the interview questions were examined and assessed by several experts, specifically university professors.

3.3. Data Collection Procedure

This study involved the selection of 20 EFL teachers and 150 EFL learners through a convenience sampling method. The researcher invited 20 EFL teachers to join the IMDAT and E-IMDAT workshops to educate them on all the steps and procedures of the IMDAT and E-IMDAT frameworks. Subsequently, five standardized EFL instructors were randomly allocated to five groups: IMDAT-online, IMDAT-physical, E-IMDAT-online, E-IMDAT-physical, and a control group. To implement CIC in the classroom, Walsh's initial idea of CIC was used to guide the participants. The CIC procedure in this study will consist of four steps. In the first step, the teacher employed language that corresponds to the educational objective of the moment and is suitable for the students. In the second step, the teacher enhanced interactional space in the classroom by providing more wait time and planning time while promoting longer student responses. In step three, the instructor influenced students' input by taking a student's reply and actively engaging with it rather than just accepting it. This can be accomplished by starting clarifications, providing support, demonstrating, rephrasing, repeating, correcting students' input, and summarizing. In the last step, the teacher employed effective elicitation techniques by posing questions and motivating students to ask their own questions. To implement IMDAT in the classroom, the following steps were taken during the treatment phase of the study: 1) CIC-focused subjects were introduced according to learners' proficiency; 2) instructional methods were structured systematically via an explicit timetable; 3) reflection-driven negotiation of collective knowledge occurred in a cyclical approach; 4) teaching reconstruction was conducted through collaboratively empowered observation; and 5) organized collaborative peer-feedback sessions were facilitated meticulously. For the E-IMDAT group, the previously outlined procedure focused on the online mode of teaching. After the instructional phase, the teachers and learners were asked to participate in an interview to talk about the problems, deficiencies, and weaknesses of the implemented IMDAT and E-IMDAT practice.

3.4. Data Analysis Procedure

Following the completion of the instructional phase and the semi-structured interviews with both teachers and learners, all interview data were transcribed verbatim to ensure accuracy and fidelity to participants' responses. The qualitative data were analyzed using thematic content analysis, guided by the research questions of the study. Initially, the transcripts were read multiple times to gain a comprehensive understanding of the overall content. Subsequently, open coding was employed to identify recurring patterns, key themes, and salient categories related to the perceived strengths and weaknesses of both IMDAT and E-IMDAT practices from the perspectives of teachers and learners.

Codes were then grouped into broader thematic categories based on conceptual similarity. To ensure reliability and validity, the coding process was independently reviewed by two external experts in applied linguistics and qualitative research methodology; any discrepancies were resolved through discussion until consensus was reached. Frequency counts and percentages for each emergent category were calculated to provide descriptive statistics that reflect the prevalence of specific viewpoints among participants. These quantitative summaries were integrated with representative qualitative excerpts to offer a rich, nuanced interpretation of the findings. All data were managed using Microsoft Excel for frequency tabulation and NVivo 14 for qualitative coding and thematic organization. Ethical considerations were maintained throughout the analysis by anonymizing all participant identifiers and ensuring confidentiality of responses.

4. Results

4.1. Analysis of the First Research Question

The first research question of this study was as follows:

RQ_1: *How do Iranian English teachers conceptualize the strengths and weaknesses of IMDAT practice?*

As noted in the earlier chapter, to gather comprehensive information for the qualitative segment, the researchers conducted a semi-structured interview. The responses were classified, and the occurrence and percentage of each response were noted.

The table below displays the data for every category. Concerning the first item of this query, the interviewees highlighted several benefits of IMDAT practice, such as constructive iteration patterns, a shift in agency roles, enhancement of self-confidence, adaptability, and flexibility. One of the responses to this question is as follows:

"*For me, the issue of learning agency is very important, and according to the new perspective, the teacher should play the role of a facilitator, not the main agent of learning. Therefore, it is very important to establish a learning agency in learners as the main drivers of learning processes. What was attractive to me in this approach is this ability to establish agency for learners.*"

In this remark, the interviewee maintained that this method could empower learners, encouraging them to take greater responsibility for their own learning progress. This characteristic is frequently noted for the IMDAT method in recent research as well.

Concerning the second point of this inquiry, the participants noted several drawbacks, including time consumption, procedural complications, complexity for inexperienced teachers, and the necessity for a high degree of interactive mediation.

Here is an instance comment in response to this question:

"*I believe this method necessitates a high degree of verbal and interactive skill from the teacher, which can be challenging for new educators to fully and effectively apply in their classrooms. This requirement significantly separates this approach from reality and can be seen as a drawback.*"

As is evident from this comment, the interviewee, referring to the process of implementing this approach, believes that using this method requires a high level of skill and proficiency on the part of the teacher for optimal application and balance in teaching.

Of course, this view is largely correct, but it should be noted that the dynamism within this approach will allow the teacher to implement it even at lower skill levels by providing flexibility to the process.

Table 1. Teachers' Perceived Strengths and Weaknesses of the IMDAT Practice

Code	Answer Category	Frequency	Percentage
1. As an EFL educator, what do you consider the advantages of IMDAT practice?			
	I believe this method fosters a strong level of productive interactions that greatly assist the teacher in progressing the classroom dynamics more smoothly and effectively.	4	.20
	In my view, this method, by redirecting agency from the teacher to the student, can assign greater levels of learning responsibility to students.	3	.15
	I believe that this approach can significantly develop the self-confidence of both teachers and students by increasing teaching efficiency.	5	.25
	In my opinion, the dynamicity of this approach can significantly help the teacher in dealing with immediate challenges.	2	.10
	In this approach, considering the reflective cycles of teacher performance, it is possible to reconstruct and adapt the lesson plan to classroom events.	6	.30
2. As an EFL educator, what do you consider the disadvantages of IMDAT practice?			
	In my opinion, implementing this approach can be time-consuming, and limited classroom time does not allow for its full implementation.	6	.30
	I believe that the process and procedure for implementing this approach requires experienced and trained teachers, and it can be said that it does not work for all educational contexts.	4	.20
	In my opinion, the complexity of implementing this approach can have the opposite effect in some cases, making it difficult for teachers to control different classroom situations based on this approach, especially for novice teachers.	7	.35
	Because this approach is based on high-level interactions, it may not work well in lower-level classrooms or with less capable learners.	3	.15

4.2. Analysis of the Second Research Question

The second research question of this study was as follows:

RQ₂: How do Iranian English teachers conceptualize the strengths and weaknesses of E-IMDAT practice?

Concerning the first aspect of this question, interviewers highlighted the benefits of the method, including enhancing media literacy, fostering meaningful reflective interactions, advancing communication through new technologies, and boosting collaborative and team effectiveness among coworkers. Here is a comment in response to this question:

"*I think that technology-driven reflective cycles can foster better relationships among teachers, enhance the quality and effectiveness of interactions, boost teaching productivity, improve corrective and restorative feedback on teaching, and elevate the media literacy skills of educators participating in this method.*"

As can be seen from this comment, the interviewee has a positive view of this approach, focusing on benefits such as increasing the effectiveness of group-based interactions, combined with improved technology performance and reflection, and considers it effective in developing the quality of teaching.

Concerning the second aspect of the question, interviewers pointed out that the weaknesses of this method include being time-consuming, expensive, lacking team spirit, and having administrative ambiguity during the implementation process. Here is a comment in response to this question:

"*The execution of this method somewhat limits the teacher's capacity for prompt action, and its technological demands might hinder a group of educators from utilizing this approach. The execution of this method might be unclear for some beginner teachers, complicating its application.*"

Considering this remark, it can be said that the interviewee feels this method lacks comprehensiveness and is both confusing and difficult for certain novice teachers who lack adequate media expertise.

Table 2. Teachers' Perceived Strengths and Weaknesses of the E-IMDAT Practice

Code	Answer Category	Frequency	Percentage
1. As an EFL educator, what do you consider the advantages of E-IMDAT practice?			
	Since this method is utilized online and depends on technology, it enhances the teacher's abilities and media proficiency. Furthermore, it enhances teacher effectiveness and learning outcomes through ongoing improvement.	4	0.20
	The incorporation of reflective feedback in this approach allows the teacher to analyze and modify instructional methods to enhance learning environments, elevate educational standards, and attain greater teaching-learning effectiveness.	6	0.30
	Through this method, abundant media assistance enhances interactive engagement, leading to better communication outcomes and increased efficacy of classroom discussions for both educators and learners.	5	0.25
	Focusing on collaborative reflection within teaching groups, merging thoughts and ideas enables a deeper exploration of issues. Utilizing technology can enhance thinking and knowledge exchange, leading to more informed decision-making processes.	5	0.25
2. As an EFL educator, what do you consider the disadvantages of E-IMDAT practice?			
	In regard to technology, this method demands media proficiency and literacy, which some educators might lack or might not have access to the required technological resources. Consequently, from a wider viewpoint, it might not be appropriate for every category of educators.	7	0.35
	Regarding teacher collaboration, certain educators lack the essential training and abilities for interactive, reflective, and collaborative activities and need ongoing development to achieve the full aims of this method, which can be a lengthy and expensive process and may not be ideal for under-resourced schools or institutions.	6	0.30
	In the survey's reflective aspect, minimal feedback may distort interactive dialogues and, at times, result in unreasonable and unsuitable decision-making in educational contexts, necessitating more profound contemplation and consideration, which can subsequently lead to confusion.	7	0.35

4.3. Analysis of the Third Research Question

The third research question of this study was as follows:

RQ₃: How do Iranian intermediate learners conceptualize the strengths and weaknesses of IMDAT practice?

Regarding the first item, the interviewees highlighted the vibrant and imaginative environment, the ongoing support from the instructor, the enhancement of self-confidence, and its benefits for students as the advantages of this method, as indicated in one of the remarks:

"*I believe this approach possesses considerable energy that is successful in breaking free from the monotony of tedious teaching and learning. Conversely, with the guarantee of ongoing assistance from the teacher, it sets the student on a journey of learning free from anxiety and aids them in successfully finishing their educational assignments.*"

Regarding this remark, it can be stated that the vitality and crucial flexibility of this method imbue students with a feeling of assurance and ongoing assistance, enabling them to fully realize their capabilities.

Table 3. Learners' Perceived Strengths and Weaknesses of the IMDAT Practice

Code	Answer Category	Frequency	Percentage
1. As an EFL learner, what do you consider the advantages of IMDAT practice?			
	This instructional approach is lively and spirited, compelling students to engage actively and efficiently in the classroom, while boosting their eagerness to participate because of its welcoming environment.	11	0.36
	This teaching approach prioritizes students' creative endeavors, fosters a stronger sense of security, enhances the effectiveness and manageability of class participation, and guides students correctly throughout their learning journey.	9	0.30
	In this instructional approach, learners exhibit greater self-assurance as they sense the educator is more attuned to their requirements and is striving to offer more efficient solutions to the educational challenges encountered by students. As a result, they experience greater support from the teacher, enhancing their learning performance.	10	0.34
2. As an EFL learner, what do you consider the disadvantages of IMDAT practice?			
	In this instructional approach, the inconsistency in lesson execution creates confusion for students regarding educational objectives and the required tasks, leaving them without a clear understanding of the teacher's expectations.	13	0.43
	In this approach, classroom exchanges occur in a manner that sidelines students with lower participation, excluding them from the learning process, making it unsuitable for shy or less proficient students.	8	0.26
	In this approach, the teaching level varies based on different educational occurrences, which may catch students off guard and create stress for them in unforeseen learning circumstances.	9	0.21

4.4. Analysis of the Fourth Research Question

The fourth research question of this study was as follows:

RQ₄: How do Iranian intermediate learners conceptualize the strengths and weaknesses of E-IMDAT practice?

In relation to the first point of the fourth qualitative question of this study, participants noted elements such as the accessibility of extensive data, alignment with various learning styles, acknowledgment and consideration of students' perspectives, as well as the absence of spatial and temporal constraints on educational assistance as advantages of this approach. Here is an instance comment to the first item of this question:

"*To me, the availability of vast media resources and the capacity to utilize them at any time and place has boosted engagement and enthusiasm for learning, while also simplifying and making educational concepts more accessible. Additionally, I feel I attract more attention in the classroom now compared to before, and my opinions and interests are appreciated.*"

Taking this viewpoint into account, one can determine that having access to media support resources and the ability to utilize them anytime and anywhere can foster in students a feeling of assurance and reliance on academic assistance, enhancing their overall learning experience.

Concerning the second point of this question, interviewees noted the richness and diversity of data, the difficulty in choosing topics suitable for educational concepts, the diminishing role of the teacher as a role model, and the absence of monitoring of corrective feedback given as strengths and weaknesses of this method. Here is a comment in response to this question:

"As someone who attempted to track my learning journey by imitating the teacher throughout my education, the absence of a clear modeling role from the instructor feels somewhat unclear and difficult, contributing to confusion and decreasing both motivation and ease with the teaching approach. I enjoy acquiring all learning skills by emulating the teacher, who has a limited role in this method, and it appears that this instructional style doesn't suit every learning preference."

This comment reveals that the interviewee might not fully grasp the approach to some degree and may have evaluated it according to his personal biases, potentially sharing his viewpoint grounded in that perspective. This might not be viewed as a drawback, since studies indicate that shifting the focus role from the teacher to the students can effectively foster student responsibility.

Table 4. Learners' Perceived Strengths and Weaknesses of the E-IMDAT Practice

Code	Answer Category	Frequency	Percentage
1. As an EFL learner, what do you consider the advantages of E-IMDAT practice?			
	In this approach, utilizing media enhances the appeal of learning and assists students in leveraging media's potential when they seek further explanations or specific examples. Consequently, this approach will significantly aid in students' academic development.	6	0.20
	In this teaching approach, students' views are valued more, and they have the chance to offer proposed solutions, fostering a feeling of meaningful engagement in the class and honoring their perspectives.	7	0.23
	In this method, instruction is adapted to the various learning styles of students, and a wealth of data is accessible for knowledge improvement via media components that enrich and intensify the learning experience.	9	0.30
	Since this method of education is not limited to in-person and physical classes, it is possible to have access to constant academic support despite its media dimension, and this ability to provide support anywhere and anytime can significantly help reduce students' tension and stress.	8	0.27
2. As an EFL learner, what do you consider the disadvantages of E-IMDAT practice?			
	This instructional approach is quite intricate, and the responsibilities linked to the abundance of media information are somewhat unclear and laborious. This approach demands significant effort and time from students, which might hinder their motivation slightly.	14	0.46
	In this method, neglecting the teacher's leadership role results in student confusion and complicates adherence to the educational model, as students need to be exceptionally ready to embrace learning duties, which may be a daunting and stressful approach for beginners or underprivileged students.	9	0.30
	In this method, the primary structure for conveying knowledge and ideas is not easily identifiable or distinct, which complicates students' ability to navigate the teaching process through tailored remedial feedback aligned with classroom situations.	7	0.24

5. Discussion

In this research, two groups of interviewees participated, comprising 20 teachers and 30 students who experienced the methodologies of this study. The educators were requested to share their views on the advantages and disadvantages of the IMDAT and E-IMDAT methods. The students who underwent the IMDAT and E-IMDAT methods were also asked to share their views on their advantages and disadvantages.

Regarding the first question of this study, the respondents pointed out various advantages of IMDAT practice, including positive iteration patterns, changes in agency roles, increased self-confidence, adaptability, and flexibility. These results strongly support associated quantitative results, and furthermore,

the impact of these findings is evidently present in recent studies, where they have revealed a direct and positive correlation between the application of the IMDAT approach and the enhancement of continuous and productive interactions, the delegation of agency to students, the boost in self-confidence, the growth of adaptability, and the advancement of students' accountability [22, 23].

Regarding the second item of this question, the participants highlighted various disadvantages, including time demands, procedural difficulties, challenges for novice teachers, and the requirement for extensive interactive facilitation. The concerns expressed by educators about the IMDAT approach can be utilized to enhance its performance and experience, leading to essential modifications in its implementation procedures and cycle, thereby boosting the approach's efficiency.

Regarding the second question, interviewers emphasized the advantages of the approach, such as improving media literacy, encouraging significant reflective exchanges, promoting communication via new technologies, and enhancing collaboration and team efficacy among colleagues. Concerning the advantages of the E-IMDAT approach highlighted by the interviewees, it can be stated that the results strongly validate the quantitative findings and align with recent research indicating that the E-IMDAT approach positively influences the enhancement of media literacy, fosters effective and meaningful interactions, advances new media communications, strengthens collaborative relationships, and enhances team performance [24,25].

Regarding the second item of this question, interviewers noted that this method's drawbacks involve being time-intensive, costly, lacking teamwork spirit, and experiencing administrative uncertainty during its execution. Concerning educators' perspectives on the shortcomings of the E-IMDAT method, it can be stated that these views may play a significant role in enhancing the effectiveness and execution of this approach, particularly in its technological and media aspects, which are evolving uniquely and enhancing outcomes compared to the traditional method, namely IMDAT.

Concerning the first point, the interviewees emphasized the creative and lively atmosphere, the constant assistance from the teacher, the boost in self-assurance, and the advantages for students as the benefits of this approach. Based on the results of the third qualitative question in this study and students' views on the strengths of the IMDAT approach, it is evident that the outcomes and statements align with the quantitative findings, which are closely related to the conclusions of recent studies that highlighted the effectiveness of the IMDAT approach in fostering creativity, providing ongoing and comprehensive support, enhancing self-reliance, and boosting academic productivity for students [26, 27].

Concerning this observation, it can be noted that the energy and essential adaptability of this approach instill in students a sense of confidence and continual support, allowing them to fully achieve their potential. Concerning the drawbacks of this method, as highlighted by students familiar with the IMDAT approach, it is evident that the students ' views are rooted in their individual experiences, which can be subjective and may not be applicable to the approach's overall efficacy. Nonetheless, it is valuable to heed and contemplate these views to enhance the process and effectiveness of the IMDAT approach.

Regarding the first aspect of the fourth question in this research, participants highlighted benefits like the availability of comprehensive data, compatibility with diverse learning styles, recognition and integration of students' viewpoints, and the lack of physical and time limitations on educational support as strengths of E-IMDAT. Concerning the final qualitative question of this research and the insights linked to the initial item of this question, students provided remarks that corroborate the quantitative results associated with this study. The conclusions align with recent research that supports the materials approach's effectiveness in enhancing the sense of participation, fostering media literacy, boosting self-sufficiency in learning, and cultivating effective thinking among students [28, 29].

Concerning the results of this study, it is important to highlight that student expressed diverse evaluative views on the inefficacy of this method, some of which certainly need additional dialogue and scrutiny; however, they can serve as a guide to enhance the efficacy of this approach for potential and essential alterations and improvements.

6. Conclusion

Classroom involvement acts as the basis for educator growth. As a result, comprehending classroom interaction is an essential educational resource. Teaching is a joint effort occurring within a social and physical context through conversation, and the participation of teachers in classroom interactions is essential for thoroughly understanding and addressing the unique and complex situations faced in the

classroom. Consequently, a teacher's understanding and performance of classroom interaction is crucial for successful teaching in the classroom [28].

Educators play vital roles as mediators, advocates, and overseers in EFL classrooms. The teacher acts as a mentor and facilitator of classroom discussions, playing a vital role in assisting students to articulate their thoughts effectively through spoken language and improving their abilities in utilizing the target language for communication [30]. EFL educators must have a range of skills, including interaction techniques, to successfully carry out their duties. The connection between teachers and students is essential in classrooms as this interaction offers students the experiences needed to enhance their language skills [31]. Teachers are intended to assist students in their learning paths by encouraging them to express their ideas and providing opportunities for them to share their thoughts through participation in class activities and promoting interaction with peers [32].

As views on classroom interaction broaden, the importance of students facilitating discussions in the classroom grows more significant. Student involvement is essential in a classroom environment [33]. Furthermore, the teacher's role as a facilitator and monitor of classroom discussions is essential for aiding students in expressing their ideas clearly in spoken language and for improving their ability to communicate in the target language [34]. Recognizing the importance of enhancing communication and, consequently, language acquisition in classrooms, educators need strong skills to promote active involvement.

IMDAT is a reflective and detailed framework designed for teacher growth, based on the CIC concept [17] and aimed at understanding teacher communication. It comprises 5 phases aimed at improving teachers' communication skills. The stages consist of Interaction, Initial instruction/Micro-teaching, Dialogic reflection, a subsequent teaching session, and Peer feedback via collaborative teaching.

The latest generation of students and educators often utilizes technology-driven IMDAT in virtual settings to notably improve their learning and teaching outcomes in various language acquisition abilities. Without a doubt, the adoption of online technologies has become common among educators and learners since the global onset of the coronavirus pandemic. With advancements in information and communication technology, efforts are made to assess the benefits and drawbacks of online courses versus traditional in-person classrooms in enhancing students' speaking abilities [25].

The findings of this study carry implications that could assist English language teachers, students, EFL learners, policymakers for language curriculum programs, and those involved in designing educational syllabi. The initial point is that, for EFL instructors, participating in IMDAT allows them to enhance their critical thinking considerably, contemplate their actions and feelings before, during, and after language activities, and move away from a superficial approach to learning. It also allows them to develop projects rooted in their previous knowledge and teaching experience to acquire new skills, methods, and theories. Additionally, it may assist in their career advancement down the line.

Both IMDAT and E-IMDAT greatly impact language learners, too. By using both IMDAT and E-IMDAT, teachers can more effectively inspire students to reflect, evaluate, critique, and improve their own learning. These are vital skills for promoting their development into independent learners. Additionally, this method can enhance students' experiences by fostering their critical thinking skills, boosting their motivation, and improving their overall performance.

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