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A Case Study on Effective Interaction in the ELT Classroom with the SETT Framework

Işıl Günseli KAÇAR[1]

Elif TOKDEMİR DEMİREL [2]

[1] Middle East Technical University, Faculty of Education, The Department of Foreign Language Education, Ankara, Türkiye

[2] Kırıkkale University, Faculty of Humanities and Social Sciences, Western Languages and Literatures Department, Kırıkkale, Türkiye

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Corresponding author:
Elif TOKDEMİR DEMİREL
E-mail: e.demirel@kku.edu.tr

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ABSTRACT

The ultimate goal of English Language teaching is to help learners attain effective interaction skills. It is necessary to observe and explore classroom interaction systematically and closely in order to reach this ultimate goal. Hence, this qualitative case study focuses on the differences between pre-service teachers (PSTs) and in-service teachers (INTs), particularly regarding how they managed and shaped interaction in the classroom via the Self Evaluation of Teacher Talk (SETT) framework (Walsh, 2006). The data for the study was collected from the transcriptions of the video recordings of English as a Foreign Language (EFL) 9th graders in a private high school setting in Türkiye. A total of 200 minutes of lesson time was transcribed for the INTs and 240 minutes of lesson time was transcribed for the PSTs. The Transana 2.10 version was utilized for the transcriptions (Woods, 2006). A micro-analytic perspective was adopted for the transcriptions of recordings and two coders coded the transcripts using the SETT framework. Frequencies and percentages of the categories in the framework were compared and it was observed that while INTs used all classroom modes with varying frequencies, PSTs tended to use specific modes more frequently than others. The differences were observed to affect the resulting interactional patterns in the classroom. The study elaborates on these differences and their impact on the training of pre-service teachers.

Keywords: SETT framework, English language teaching, pedagogical goals, classroom interactional competence, Pre-service teachers, in-service teachers.

Introduction

There has been a surge of research interest into interaction and interactional competence over the last two decades as there has been a shift of focus from teacher-centered to student-centered classrooms. In the 21st century's exponentially diverse educational landscape, the importance of interaction and interactional competence have been accentuated in today's language teaching classrooms. As noted by Kramsch (1986), effective communication relies on certain parameters such as shared background knowledge, and a clear understanding of the internal and external dynamics of the communicative settings, which are considered the building blocks of interactional competence. A deep understanding of interactional competence can be regarded as the key to successful classroom interaction as well. The effective management of classroom interaction goes beyond teachers' display of their high level of linguistic competence since it requires close scrutiny of the classroom dynamics. Language teachers play a pivotal role in shaping student contributions in the language classroom. They are engaged in providing knowledge related to language structures for the students and in providing them with an opportunity to use that knowledge in communication situations by acting as models and participants in interaction. In this respect, language teachers are the key figures in L2 contexts who can shape and manage interaction to foster students' learning processes. Learning can be described as an interactive process that involves the engagement of teachers and learners in knowledge co-construction (Breen, 1998; Bruner, 1990; Vygotsky, 1998). Despite the pivotal role teachers play in managing and shaping learner interaction, particularly novice teachers are likely to have certain challenges in this regard. In fact, The SETT framework (Walsh, 2006) has been developed as a tool that is likely to foster relatively inexperienced teachers' reflections on their L2 classroom interaction (Sert, 2010).

The SETT framework attempts to categorize features of teacher talk under four main modes labeled by Walsh (2006) as managerial, materials, skills and systems and classroom context modes. These modes involve certain pedagogical goals and interactional features which function as interactional tools that could be used to achieve those goals. For instance, the managerial mode contains the interactional feature "to transmit information", which

could be performed by "a single, extended teacher turn …" (Walsh, 2006, p. 66). Table 1 below presents an overall view of the SETT framework with all pedagogical goals and related interactional features (Walsh, 2006, p.66).

Some examples of specific interactional features of the SETT framework could be listed as corrective repair, minimal repair, the utilization of transitional markers and content feedback (Ekinci, 2020; Yauwangsa & Wijaya, 2016). What is referred to as repair has been defined by Schegloff (1987) as handling problems in speaking, hearing, or understanding what has been said within the organization of talk-in-interaction. The repair can be in the form of corrective repair which offers an overall correction of the ambiguous portion of the talk or minimal repair in which only partial correction is provided by the teacher. The way repair is handled by the teacher is also crucial in language classrooms since using corrective repair extensively can hinder students' language development and has not been proven to improve students' ability to use language correctly while speaking (Truscott, 1999).

Table 1.
The SETT Framework (Walsh, 2006, p. 66)

Mode	Pedagogic Goals	Interactional Features
Managerial	Information transmission, organization of the physical learning environment, directing learners to use learning materials, introducing and concluding activities, alternating between learning modes	Extended teacher turns, transitional markers, confirmation checks
Materials	Provision of language practice through materials, eliciting responses from learners in relation to materials, checking and displaying answers, evaluating learner contributions	The IRF pattern, display questions, form focused feedback, corrective repair, scaffolding
Skills and Systems	Enhancing learners' accuracy, enhancing learners' manipulation of the target language, provision of corrective feedback, provision of subskill practice for learners, displaying accurate responses	Direct repair, scaffolding, extended teacher turns, display questions, teacher echo, clarification requests, from focused feedback
Classroom Context	Enhancing clarity in learners' self-expressions, context creation, oral fluency development	Extended learner turns, short teacher turns, minimal repair, content feedback, referential questions, scaffolding, clarification requests

One of the important points highlighted by Walsh (2002) is the significant role the teacher plays in coordinating classroom communication which could either positively or negatively affect student participation. Recent studies focusing on SETT framework (Ghafarpour, 2017; Li & Walsh, 2023) highlight benefits such as enhancing language teachers' cognition as well as their pedagogical and practical knowledge in addition to raising interactional awareness. The comprehensive nature of the SETT framework in the sense that it covers all aspects of teacher talk and the opportunities it creates for reflective practices makes it a valuable tool for teacher training programs, which is a fact pointed out in the literature as well (Seedhouse, 2004; Walsh, 2006, 2011, 2013; Huan & Wang, 2011; İnceçay, 2010; Sert, 2010, 2019). The SETT framework has been widely researched in reference to experienced in-service teachers; however, there are relatively fewer studies on pre-service teachers on the subject in the extant literature (Aşık & Kuru- Gönen, 2016; Korkut & Ertaş, 2017; Sert, 2010). It has been suggested that the SETT framework would increase pre-service teachers' awareness of their own classroom practices and foster their decision making and pedagogical reasoning processes and, as a result, assist them in enhancing learners' language development and oracy (Aşık & Kuru-Gönen, 2016; Korkut & Ertaş, 2017; Saeedian & Ghaderi, 2023; Sert, 2010; Ünal et al., 2019; Wa'siah, 2016; Walper et al., 2024).

The importance of Classroom Interactional Competence (CIC) as a field of research for providing opportunities to shape classroom interaction has been acknowledged recently. To date, the number of comparative studies related to the employment of classroom interactional features by in-service teachers and pre-service teachers is relatively scarce. In addition, the SETT Framework has recently emerged as an area of growing research interest in the Turkish context. To illustrate, in a study into the pre-service and in-service teachers' employment of the materials mode, Korkut and Ertaş (2017) highlighted the impact of the local context and culture on the classroom community and classroom practices and recommended that the local context should be taken into consideration in the frameworks that attempt to analyze classroom

interaction, such as the SETT Framework (Walsh, 2006). Similar suggestions have been made elsewhere in the literature regarding L1 use in other ESL/EFL contexts such as India (Pande, 2019). Another recent study analyzing the use of language and goals of pedagogy in respect to classroom modes put forward in Walsh's framework was conducted by Şimşek and Kuru-Gönen (2020). Their study explored the question types asked by teachers and found that types of questions were aligned with the pedagogical goals, i.e., referential questions were associated with the classroom context mode, and display questions were associated with the materials mode and skills and systems mode. Yang's (2010) study examined the functions of different question types such as elliptical questions, WH questions and polar questions in information exchanges in EFL classroom discourse. One conclusion from her study is that EFL teachers tended to use more WH questions compared to polar questions. Erlinda and Dewi (2014) categorized questions into types according to their purposes: procedural, convergent and divergent questions. Among the three question types, divergent questions are the ones that require higher-order thinking on part of the learners and, therefore, elicit longer and more complex responses according to previous research (Anderson, 2012; Öztürk, 2016). The use of questioning was found to hinder learning opportunities in some studies such as Chafi and Elkhouzai (2014). In this study, the researchers observed that teachers used questions mostly as a tool to control the class and to support their teaching, rather than invite opinions and hypotheses from the learners (see also Pande, 2019).

Using the SETT framework can also shed light on the way classroom interaction is shaped by the use of certain features such as teacher talk. Wasi'ah (2016) examined how the teacher incorporated different interactional teacher talk features in the language classroom. The examination revealed that out of 14 interactional features 11 were performed and that the teacher talk varied in line with the activity types employed in the classroom. For example, certain interactional features such as turn completion and form-focused feedback did not emerge in the classroom talk and among the features of the teacher talk employed, only teacher interruption did not fulfill any pedagogic goal. Similarly, in a study by Yauwangsa and Wijaya (2016), the classroom activity and interaction were shown to be interrelated, and the mode employed was found to encapsulate how language is used and how it is related to the purpose of teaching. In a more recent study by Pande (2019) a revised version of the SETT framework was used with the purpose of raising awareness of in-service teachers about their classroom discourse and find out the main interactional patterns they preferred. The study revealed how teachers could create interactional space in the classroom by benefiting from the framework's reflective approach.

Purpose of the Study

In order to extend the studies on CIC by including a comparative perspective regarding the interactional features and pedagogical goals of INTs and PSTs that the SETT Framework comprises, the current study attempts to further examine teacher talk specifically employed by INTs. Hence, the following research questions were addressed:

1. Are there any differences between INTs and PSTs in terms of the use of pedagogic goals and interactional features of L2 classroom modes as classified in the SETT framework?
2. Are there any differences between INTs and PSTs in terms of expressions employed to realize various classroom modes?

Method

Research Design

The qualitative case study design was adopted in the current study. Yin (1994) defined a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident…[and] relies on multiple sources of evidence" (p. 13). Case studies are relevant in situations where the purpose is to carry out in-depth analyses of certain phenomena. In fact, the current study focused on the thorough analysis of pre-service and in-service EFL teachers' teacher talk regarding how they managed interactional opportunities in L2 classrooms. Qualitative researchers emphasized the socially constructed nature of reality and the close relationship between the researcher and the subject of study (Denzin & Lincoln, 2005). The aim of the present study was to conduct an in-depth investigation of the interactional features of both types of EFL teachers from both an emic perspective (i.e., to gain an understanding of how teachers shaped and managed interactional opportunities in their local contexts) and from an etic perspective (i.e., to analyze how teachers navigated the classroom interaction in context from the teacher educators' perspective).

Data Collection

The data were collected via transcriptions of video recordings of English courses from the ninth grade. The researchers used a high-resolution camera with a tripod to record the lessons. The positioning of the camera in the classroom was arranged in such a way so as not to distract the students' attention and was left in the same position

throughout the lesson. For INTs, the transcription corpus was composed of lesson recordings that are 200-minutes in length, while the transcription corpus for PSTs contained 240- minute lesson recordings. The total length of transcriptions in the study corpus was approximately 7.3 hours.

The ethical process in the study was as follows:

- Ethics committee approval was obtained from Kırıkkale University, Social Sciences Ethics Committee (Date: 09.06.2020, Number: 2020-03/08)
- Informed Consent: Written informed consent was obtained from pre-service teachers who participated in this study.

Data Analysis

The transcriptions in the study corpus were coded in accordance with the modes and interactional features in the SETT framework (Walsh, 2011). The Transana 2.10 version (Woods, 2006) were employed in the coding process and edited by two experienced coders who are both EFL teacher educators. A relatively high level of interrater reliability (90%) was attained in the coding process. The raters were engaged in a negotiation process related to the codes when there was a lack of agreement in order to reach a consensus. The coded transcriptions were examined for the frequency of teacher talk elements via AntConc 3.4.4 concordancing software (Anthony, 2014).

Results

The findings revealed certain differences between PSTs and INTs in terms of the use of pedagogic goals and interactional features of L2 classroom modes in the SETT framework as well as the expressions they used to realize these modes. These differences were displayed from a comparative perspective in this section. Both parties' pedagogical goals and the interactional features aligned with these goals pertinent to each mode in their classroom practices were displayed separately in sub-sections. Table 2 displays the frequencies and percentages regarding the employment of classroom modes for both types of teachers.

Table 2.

Comparison of the use of classroom modes by in-service and PSTs

Mode	INTs		PSTs	
	Frequency	%	Frequency	%
Managerial	137	22.5	164	47.8
Materials	326	53.4	152	44.3
Skills and Systems	37	6.1	1	0.3
Classroom Context	110	18	26	7.6
	610	100	343	100

The results of the analysis of teacher talk by in-service and pre-service teachers highlighted different degrees of variation in terms of their management of interactional opportunities in class as shown in Table 2 above. The differences in terms of the frequency of their mode use pointed out differences in terms of the way both teacher types orchestrated the classroom interaction in their classes. To elaborate, PSTs were found to employ the managerial mode (47.8 %) more dominantly compared to INTs (22.5%). The two most frequently used modes by PSTs were managerial (47.8%) and materials (44.3%), whereas they never used the skills or systems mode and only occasionally (7.6%) used the classroom context mode. The order of frequency in using the modes differed between the INTs and PSTs as such: while the INTs tended to employ the materials mode most frequently (53.4%) followed by the managerial mode (22.5%), the classroom context mode (18%) and the skills and systems mode (6.1%) respectively; the PSTs tended to use the managerial mode most frequently (47.8%) followed by materials mode (44.3%), the classroom context mode (7.6%) and lastly the skills and systems mode (0.3%) respectively.

The Employment of the Managerial Mode by INTs and PSTs

Figure 1 below illustrates the comparison of the use of managerial mode by INTs and PSTs in terms of frequency. In the figure, pedagogical goals of the managerial mode have been represented as subcategories of the mode with the codes: M01-M02-M03-M04 and M05. M01 represents transmitting information; M02 represents organizing the physical learning environment; M03 represents referring learners to materials; M04 represents introducing and concluding an activity; M05 represents changing from one mode of learning to another (Walsh, 2006).

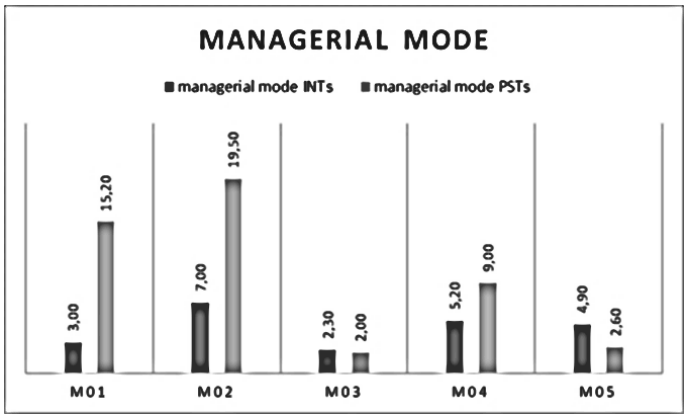

Figure 1.
Comparison of Managerial Mode Use by in-Service and PSTs

As illustrated in Figure 1, except for a small difference in the sub-category M3, all categories of the managerial mode were found to be more frequently employed by PSTs. Overall PSTs used the managerial mode more frequently than INTs (PST 47.8, in-service 22.5%). Most frequently used sub-categories in this mode are M02 (PST 19.5%, in-service 7%), M01 (PST 15.2%, in- service 3%) and M04 (PST 9%, INT 5.2%) respectively.

The following transcription from the corpus extract has been coded for the managerial mode subcategories according to the SETT framework. The code M01 represents the pedagogical goal 'transmitting information with explanations or instructions' (lines 4-11, lines 13-19). The code M02 represents the pedagogical goal 'organizing the physical learning environment'.

In lines 01-03 in Extract 001 below, the PST is preparing the students for a classroom activity and is organizing the physical learning environment by giving instructions about how to get into groups. She continues using the managerial mode throughout lines 4-11 in an extended teacher turn without learner contributions. Throughout lines 4-11, she gives detailed instructions about how the students are going to carry out the activity. The comparison of the frequency of the managerial mode use shows that PSTs used this mode more than INTs.

```
01 |M02|Are you all settled?
02 |M02| All number ones are here, right?
03 |M02| Number twos, number threes, perfect.
04 |M01| So I'm going to distribute these worksheets to you but first
05 |M01|listen to me while I give you the instructions. OK?
06 |M01| You are representing a political party remember and
07 |M01|there is going to be an election soon so
08 |M01|you must decide things,
09 |M01|you must be promising.
10 |M01|You must change the system.
11 |M01|Do something interesting to get the votes. The activity is...
```

Figure 2.
Extract 001. Managerial Mode (PST)

This high frequency may be attributed to several factors. Firstly, compared to INTs, the PSTs have not spent enough time with the learner group to establish familiarity with their group dynamics. Secondly, they may feel unfavorably affected by the teaching anxiety imposed by the supervision requirement of the practicum course. They also seem to feel obliged to adhere to the lesson plan they prepared before the implementation in the classroom and leave little space for improvisation.

```
001    (3.8)
002    T:     oka:y do it as do it as soon as possible
003    let's not lo:se time (1.3) tamam     quick quick
004    (4.1) ((Ss try to sit on their chairs)
005    what are you waiting for?
006    14.4) ((Ss sit on their chairs))
007    oka:y are we missing someone?
008    Sx:    s2
009    Sx:    s3
010    T:     s1 were you missing there in the previous cla:ss
011           (1.6)
012    S4:    geçen ders yoktun diyo
013    Ss:    (inaudible voices)
014    T:     what was it the:n (2.2) it's oka:y (1.8) ↑all right
015    so: ↑are you finished with your (inaudible voices)
016    design hu:h?
017    S1:    no:
018    T:     almost finished
```

Figure 3.
Extract 002. Managerial Mode, in-service Teacher 2

In Extract 002 chosen from in-service Teacher 2, the teacher opened the lesson by using the managerial mode. However, as compared to the PST, the in-service teacher seemed to try to limit the use of this mode, which is indicated by the use of words such as 'tamam (OK), quick quick'. In the first lines 001 through 013, she focused on managing the physical environment and getting the students settled after which she changes the students' focus on the activity by asking "Are you finished with your design?". This expression created a link with the group activity started in the previous lesson by the PST (see Extract 002). The difference between the use of managerial mode by the in-service teacher and the PST is that while the in-service teacher tried to keep it as short as possible, the PSTs included many more details in the instructions.

The Employment of the Materials mode by in-service and PSTs

Figure 2 illustrates the comparison of the use of the materials mode by in service and PSTs in terms of frequency. In the figure, pedagogical goals of the materials mode have been represented as subcategories with codes MT01-MT02-MT03-MT04 and MT05. MT01 represents providing practice opportunities related to materials; MT02 represents eliciting responses regarding the material; MT03 represents checking and displaying answers; MT04 represents clarifying when necessary; MT05 represents evaluating contributions (Walsh, 2006).

As presented in Table 1 earlier in the paper, overall INTs in the study employed the materials mode more frequently than PST (in-service 53.4%, PST 44.3%) although the difference is not very remarkable. As illustrated in Figure 4, in terms of the sub-categories of this mode, the most

preferred sub-categories are MT02 and MT05 respectively. Both in-service (29.5%) and PST (29.2%) teachers employed MT02 while eliciting responses in relation to the material most frequently in this mode. Evaluating contributions (MT5) is the second most frequently employed sub-category in the materials mode by both in-service and PSTs, however, more frequently used by INTs (16.4%) than PSTs (7.6%).

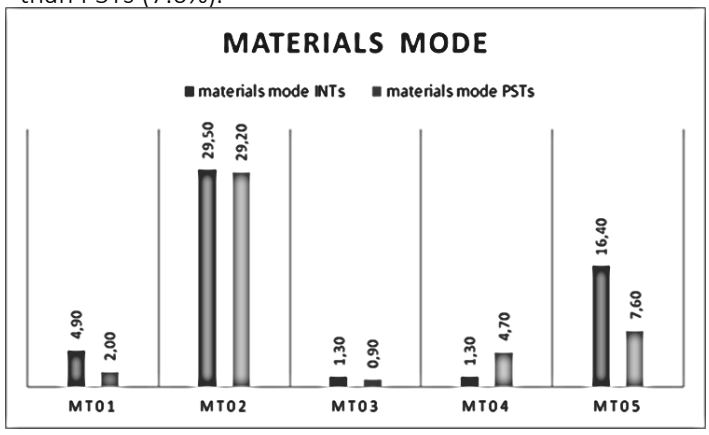

Figure 4.

Comparison of materials mode use by INTs and PSTs

Extract 003 below highlights a sample extended teacher turn in which the teacher provides clarification on a particular vocabulary item unfamiliar to students. The teacher introduced the vocabulary item (line 154) and illustrated how to use the word in context (lines 159, 161).

```
154   T:      chagrin yea:h
155   S10:    huh
156           (3.1) ((T approaches to s10))
157   T:      to my chagrin
158           (1.5) ((T writes it on the board))
159           for instance to my chagrin
160           (1.9) ((T walks))
161           a:ll our students go:t lower marks than i expected
162           (1.1) ((T looks at ss))
163           oka:y? yeah to my chagrin not too formal
164           you can use it in daily language. oka:y
165           (0.8) ((T looks at her course book))
166           fr↑iends:
                                    +claps her hands
```

Figure 5.

Extract 003. Materials mode (in-service teacher #1)

This extract also represents a feature of INTs: the creation of an incidental learning opportunity for students in the classroom context. Although the vocabulary item 'chagrin' was not a target word to be learned in the lesson, the teacher diverted from the lesson to explain the word in detail. This kind of divergence was not observed in the extracts of PSTs.

```
154   T:      chagrin yea:h
155   S10:    huh
156           (3.1) ((T approaches to s10))
157   T:      to my chagrin
158           (1.5) ((T writes it on the board))
159           for instance to my chagrin
160           (1.9) ((T walks))
161           a:ll our students go:t lower marks than i expected
162           (1.1) ((T looks at ss))
163           oka:y? yeah to my chagrin not too formal
164           you can use it in daily language. oka:y
165           (0.8) ((T looks at her course book))
166           fr↑iends:
                                    +claps her hands
```

Figure 6.

Extract 004. Materials Mode (in-service teacher #2)

In Extract 004, the teacher provided extensive explanations to clarify the meaning of 'aerospace engineer', a vocabulary item in the passage. This extract displays an example of the use of materials mode in the SETT framework. This kind of clarification did not seem to provide much interactional space as the interaction taking place was structured around the material specifically in the study.

In Extract 005 below, the teacher tried to elicit responses related to the material- the reading passage- by providing clues to activate the students' content schemata about the subject (e.g., Murphy's law). Although the teacher failed to elicit a response from the students on the first trial, she keeps on using scaffolding by rephrasing her clue.

```
078   S5:     °inaudible voices°
079   T:      so: let me: ask you: a question. and it will be a clue: for you
080           (0.5) hmm:? if you drop a piece of nice: (.) slice of brea:d
081           and you: (.) you just put on a lo:t of nutella on i:t a:nd
082           if you dro:p it on the floor. which site on the floor
083           does it face?
084   Sx:     er:
085   T:      i mean which side on the floor does it face?
086   S1:     er:
087           (2.5)
088   T:      which si:de [does it ↑fall on? (.) usually
```

Figure 7.

Extract 005. Materials Mode (in-service teacher #2)

The Employment of the Skills and Systems mode by in-service and PSTs

Providing language practice related to a specific kind of language skill or system is one of the mode's pedagogic goals (Walsh, 2006). This mode is, therefore, more accuracy oriented rather than fluency oriented. Figure 8 below illustrates the comparison of the use of the skills and systems mode by in-service and PSTs in terms of frequency. In the figure, the pedagogical goals of the materials mode have been represented as subcategories with codes SS01-SS02-SS03-SS04 and SS05.

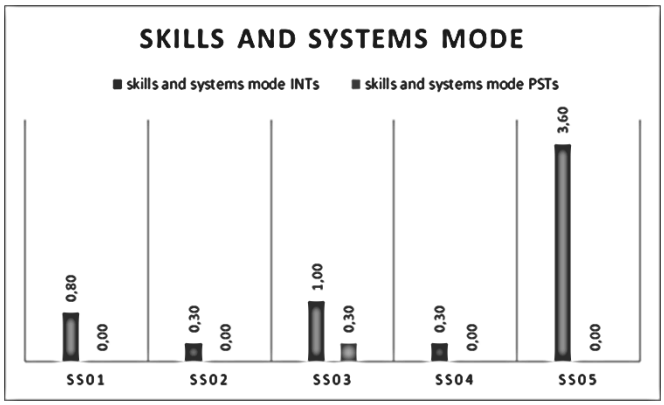

Figure 8.

Comparison of Skills And Systems Mode Use by in-Service and PSTs

Respectively, the codes represent the following pedagogical goals: to give students practice in sub-skills, to show them the right answers, to let them manipulate the target language, to let them produce the right forms, and to give them constructive criticism (Walsh, 2006).

As displayed in Figure 8, the skills and systems mode was the least observed category in the classes of PSTs. The use of this mode was rather infrequent by PSTs. Only one instance of SS03, providing corrective feedback, was observed. On the other hand, although with low frequency, the INTs were observed to use the skills and systems mode more than the PSTs, the most frequent being SS05, displaying correct answers.

```
291  S16: ye[s::]
292  S11:    [yes]
293  T:   huh hu:h a:nd er: what's you:r reaction to: >i mean<
294       what is your policy about the: °(s16)°
295  S16: ye:s. i will do the (.)  we can make we can take mo:ney
296  T:   u::h you would charge money
297  S16: huh hu:h
298  T:   to the university students. oka::y and wh:y?
299  s16: because er: (1.2) we did we wrote (0.8)
```

Figure 9.

Extract 006:Skills and Systems Mode (in-service Teacher #2)

The Employment of the Classroom Context Mode by INTs and PSTs

Figure 10 below illustrates the comparison of the use of the classroom context mode by in-service and PSTs in terms of frequency. In the figure, pedagogical goals of the classroom context mode are represented as subcategories with codes CC01-CC02 and CC03. Respectively, the codes represent the following pedagogical goals: CC01, to enable learners to express themselves clearly; CC02, to establish a context; CC03, to promote oral fluency (Walsh, 2006).

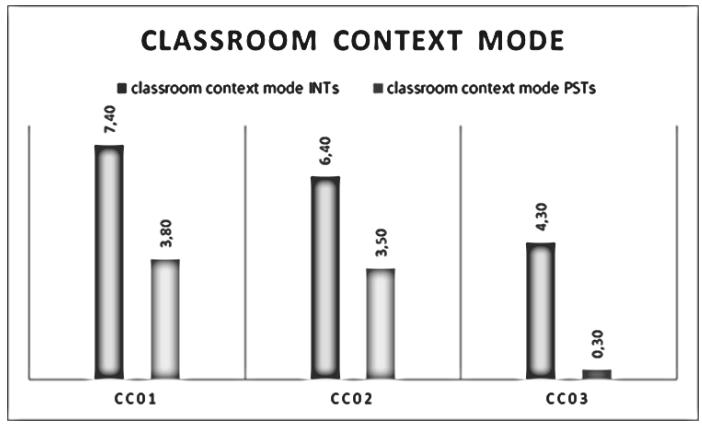

Figure 10.

Comparison of Classroom Context Mode Use by in-Service and PSTs

As shown in Figure 10, PSTs did not seem to be able to employ the classroom context mode as much as INTs. This difference can be attributed to the particularity principle put forward by Kumaravadivelu (2001). Since the INTs were highly familiar with the group of learners, their characteristics, and classroom culture, they were likely to shift to the classroom context mode more confidently than PSTs.

In Extract 007 below, the teacher used the student response on Line 10 to create a context, encourage conversation, and discussion. The activity was a warm-up activity that was conducted at the beginning of the lesson. The teacher elicited random vocabulary items from the students that they used in their daily life and checked whether they knew the meaning of these items. In addition to acting as a warm-up for the lesson, in respect to the classroom context mode, this activity provided learners with practice in a sub-skill, vocabulary. This extract is an example of the display of Teacher Language Awareness (TLA), which promotes the educator's role as mediator (Sert, 2019). By creating this interactional opportunity in the warm-up session, the teacher, in fact demonstrated her awareness of the contribution of classroom interaction to learning (Andrews & Lin, 2018).

```
001   T:     s1?
002   S1:    (tipeks) er:: (inaudible voices)
003   T:     ↑ye::s to find another wo:rd
004          (1.2) ((T looks at ss))
005          for the next ti:me
006          (1.0) ((T looks at her course book))
007          s2 ye:s?
      S2:    +looks at s2 er:: padlock
008
009   T:     >↑what is it<
010   S2:    asma kilit
             padlock
011   T:     ↑ye:s do you eve- (.) do you u:se
             padlock?
012   S2:    yes:
013   T:     whe::re?
014   S2:    in my archery:
015   T:     huh your archery but n↑o:t in your e:r
             house?¤
              +shakes her right hand
016   S2:    no: [do you mean
017   T:     [you don't lock you:r
018   S2:    i u:se (inaudible voices)
019    T:     oka:y
020           (1.8) ((T writes))
021           padlock do you use it for your locker?
```

Figure 11.
Extract 007; Classroom Context Mode (in-service Teacher #1)

Discussion

The study revealed that INTs and PSTs chose to generate interaction opportunities for EFL learners and shaped their interactions in different ways and to varying degrees. Although the PSTs were inclined to focus on the managerial and materials modes at the expense of the classroom context and skills and systems modes, the INTs were observed to utilize all interactional modes with a range of frequencies. PSTs seemed to be frequently preoccupied with failing to have full control the classroom and students' behavior, and they were concentrated on this problem by taking more managerial actions. Since they were also observed by their mentors, they may have felt the pressure to fulfill the expectations of their mentors by using more extended teacher turns with detailed instructions and explanations.

PSTs' dispreference regarding the skills and systems mode could signal their challenge with providing an elaboration on the student responses as novice teachers. Although they used scaffolding, they did not seem to attach importance to providing learners with opportunities to practice sub-skills. They did not seem to provide additional learning and practice opportunities for students within an activity by occasionally diverting from the lesson plan. The PSTs did not prefer to get students engaged in the negotiation of meaning, which is likely to increase their involvement in the lesson via turn-taking moves, scaffolding and information exchanges. They did not appear to shape student responses by providing effective corrective feedback, which is classified under the skills and systems mode in the framework. Instead, they were inclined to give the correct answers themselves. They did not often tend to encourage the students to find the correct answers. As the PSTs were under time pressure to implement a lesson plan thoroughly, they may have focused more on the completion of their plan rather than on the learners. In addition, PSTs tended to use fewer referential questions, which may have led to short learner turns and a lack of extended dialogue and discussions between the learners. To promote PSTs awareness of interactional features embedded in the instructional processes, teacher educators need to be equipped with enhanced pedagogical knowledge regarding teacher talk. In fact, the study highlighted the need for a shift in the teacher trainer's role toward a "mediator of teacher development" in their self-inquiry (Zolghadri et al., 2019, p. 25) to promote the language teachers' professional development (See also Johnson & Golombek, 2018). However, this shift of roles can only be accomplished with a certain amount of exposure to the classroom culture of a specific group of learners in a specific context. This is strongly linked to the 'ecological theory of knowing' which puts forward the importance of situated learning providing evidence for CIC awareness (Given, 2008, p.239). The in-service teachers in their mediator role tend to grow into catalysts for what Kumaravadivelu (2003) calls "post-method teachers" (p.548), who are accustomed to transforming the classroom into a community of practice, creating an interaction-rich atmosphere. Different degrees of language awareness each EFL teacher possessed in the study as a user (the one who is in charge of choosing "the procedural use of interactures"), an analyst (the one who is equipped with the metalinguistic awareness regarding the classroom context and the contextualization of classroom discourse) and as a teacher (the one who has awareness of declarative knowledge of classroom context as well as the procedural awareness of the classroom interaction) might have an impact on the choice of interactures, their interpretation and acquisition in classroom interaction, as suggested by Zolghadri et al. (2019, p.8).

In relation to the implications of the current study, the provision of training for PSTS on reflective practices before their engagement in field experience can be considered to have a beneficial impact on their professional development and help them get over their fear of making judgments, evaluating themselves and reflecting critically, which was also stated in Aşık and Kuru-Gönen (2016). In addition, the integration of a self-reflection tool or framework into practicum classes has been proven useful by recent studies for increasing PSTs' awareness of classroom discourse and how it affects interaction and learning in the second language classroom (See also Yatağanbaba, 2020).

This study has certain limitations as well. First of all, since classrooms were observed with video cameras, the students and the PSTs may have felt camera anxiety. In order to minimize the camera effect, the camera was situated on a tripod and immobilized in class during the lesson. Due to time limitations and school regulations, the researchers were able to observe only the classes of two in-service teachers. Observing more in-service teachers would have yielded richer data. The study could be replicated with the participation of more teachers and more institutions both private and public. It might also be worthwhile to conduct a cross-cultural study exploring the similarities and differences in the teacher talk patterns and the impact of these on the learning processes of diverse learner profiles.

Conclusion and Recommendations

This study has provided valuable insights into how interaction opportunities are created and managed in EFL classrooms by INTs and PSTs, highlighting their differing approaches and challenges. While INTs demonstrated a more balanced use of interactional modes, PSTs focused predominantly on managerial and materials-based modes, often at the expense of fostering deeper learner engagement through skills and systems modes. The findings suggest that PSTs' limited use of strategies such as corrective feedback, negotiation of meaning, and extended learner dialogue may stem from their concerns about maintaining control, meeting mentor expectations, and adhering strictly to lesson plans. These factors appear to restrict their ability to create interaction-rich environments that support learners' development of sub-skills and communicative competence.

To address these challenges, the study underscores the importance of equipping PSTs with training that fosters reflective practices and enhances their awareness of classroom interactional features. The integration of self-reflection tools into teacher education programs could empower PSTs to critically evaluate and refine their interactional strategies, ultimately benefiting their professional growth and their students' learning outcomes. Additionally, teacher trainers must adopt the role of mediators, guiding PSTs toward becoming adaptive, post-method teachers who can create dynamic, community-driven classroom environments.

The current study emphasized the pivotal role the SETT framework played in promoting EFL pre- and in-service teachers' classroom interactional competence. It contributed to the extant literature in the field by shedding light into the impact of the framework on pre-service teachers' professional development, which received relatively scant attention so far. It underlined the relatively untapped pedagogical potential the SETT framework is likely to offer pre-service teachers as a self-evaluation tool and a critical reflection instrument (Aşık & Kuru-Gönen, 2016). In addition to promoting the pedagogical competence of pre-service teachers by enhancing their language awareness, reflexivity, decision-making and professional reasoning processes the SETT Framework provided them with guidelines for how to assist language and oracy development (Aşık & Kuru-Gönen, 2016; Korkut & Ertaş, 2016; Saeedian & Ghaderi, 2023; Ünal et al., 2019; Walper et al., 2024). The study also brought to the fore how the framework acted as a reflective lense for in-service teachers regarding how to generate and shape interactional space in the classroom (Pande, 2019). The integration of a training program into practicum classes on how to utilize SETT framework as a self-reflective tool in the pre-service-teacher education programs is likely to be quite beneficial in terms of raising pre-service teachers' awareness towards classroom discourse (see Yatağanbaba, 2020).

The emphasis that the SETT framework placed on the importance of adopting an ecological perspective and the situated and evidence-based classroom practices in the development of classroom interactional competence (Given, 2008) advocated a role shift for language teacher educators towards becoming mediators in teachers' professional development and fostering their self-inquiry

(Johnson & Golombek, 2018; Zolghadri et al, 2019). It provided ample insights for language teachers and teacher educators in terms of how to create an interaction-rich classroom context by operationalizing context-sensitive pedagogies, paving the way to becoming post-method teachers, as suggested by Kumaravadivelu (2003).

While this study has laid the groundwork for understanding the complexities of teacher talk in EFL contexts, its limitations call for further research. Future studies involving a larger and more diverse sample of teachers, as well as cross-cultural comparisons, could provide deeper insights into the interplay between teacher talk, classroom interaction, and learner outcomes. These efforts will contribute to a more nuanced understanding of how teacher education can effectively support the development of interactional competence among both novice and experienced teachers.

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