Textbook-Mediated Teacher Talk in Social Studies Lessons at Primary School

İlkokul Sosyal Bilgiler Derslerinde Ders Kitabına Dayalı Öğretmen Konuşması

Nergiz KARDAŞ İŞLER *

ABSTRACT: This study investigates a teacher's use of a textbook in a primary school social studies course. It focuses on the moments when the teacher looks at the textbook during classroom interaction and how this practice promotes and shapes the interaction. Using conversation analysis, it provides new insights into the classroom discourse with reference to how the textbook supports the teacher talk. The corpus consists of 17 hours of video-recorded, naturally occurring classroom interaction. The analysis shows that the teacher extends her turn by using the content of the textbook at different moments of the interaction, such as the question and answer sequence and the lecture sequence. It also shows that the teacher experiences multitasking in the classroom by following the textbook while continuing with another classroom activity. Overall, this study fills a gap in the field by focusing on the use of the textbook in organizing classroom interaction.

Keywords: Textbook, primary school, social studies course, classroom discourse, conversation analysis.

ÖZ: Bu çalışma, bir öğretmenin ilkokul sosyal bilgiler dersinde ders kitabı kullanımını incelemektedir. Öğretmenin sınıf içi etkileşim sırasında ders kitabına baktığı anlara ve bu uygulamanın etkileşimi nasıl teşvik edip, şekillendirdiğine odaklanmaktadır. Konuşma çözümlemesini kullanarak, ders kitabının öğretmenin konuşmasını nasıl desteklediğine atıfta bulunarak sınıf söylemine dair yeni içgörüler sağlamaktadır. Veri, 17 saatlik video kaydı yapılmış, doğal olarak gerçekleşen sınıf etkileşiminden oluşmaktadır. Yapılan analiz, öğretmenin ders kitabının içeriğini soru-cevap dizisi ve ders anlatımı dizisi gibi etkileşimin farklı anlarında kullanarak söz sırasını genişlettiğini göstermektedir. Ayrıca öğretmenin bir yandan ders kitabını takip ederken bir yandan da başka bir sınıf etkinliğine devam ederek sınıfta çoklu görev deneyimi yaşadığını göstermektedir. Genel olarak bu çalışma, sınıf içi etkileşimin düzenlenmesinde ders kitabının kullanımına odaklanarak alandaki bir boşluğu doldurmaktadır.

Anahtar kelimeler: Ders kitabı, ilkokul, sosyal bilgiler dersi, sınıf söylemi, konuşma çözümlemesi.

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*Dr., Hacettepe University, Ankara, Türkiye, n.kardas@hacettepe.edu.tr, https://orcid.org/0000-0002-9536-1428

Institutional interactions are characteristically asymmetrical, with special and particular constraints (Drew & Heritage, 1992). The talk in this interaction is determined by the orientation of the participants towards the institutional setting (Chazal, 2015). Social interaction in the classroom has been characterized as a form of institutional talk (Seedhouse, 1996). In the classroom, teachers should be able to control and organize students' participation so that the pedagogical activities they carry out are accessible to all (Margutti, 2006). Classroom interaction is influenced by the teacher-student hierarchy. Teachers are found to manage the interaction by selecting the next speaker, shaping students' contributions, using feedback and evaluation mechanisms, various teaching artefacts (textbook, blackboard, computer, etc.) and embodied resources. Vygotsky's socio-cultural theory emphasizes the influence of culture, environment and language on cognitive development. Noting that physical or technical tools affect and change the environment, he defined a system in which learners are guided by a variety of tools (Vygotsky, 1978). Mediated action, a key term in the socio-cultural perspective, refers to the interaction between individuals, artefacts and tools to achieve an outcome (Schuh et al., 2018). For instance, to achieve their pedagogical goals, teachers can use materials that are organized according to the needs of the students (Li & Xu, 2022). Classroom materials, such as course books, physical objects, etc., not only organize classroom activities but also constitute task-relevant social actions (Jakonen, 2015). With regard to materials, Chazal (2015) argues that participants' use of simple (such as pen, gavel etc.) and complex (computer screen, written text, a blueprint etc.) material artefacts can shape and construct meaning in interaction. Throughout this study, the textbook is treated as a written textual artefact.

Teachers who use textbooks in the classroom are concerned about how to use them effectively while maintaining student interest (Rowland & Barrs, 2013). Recently, there has been a growing interest in textbook research (Fuchs & Henne, 2018). However, to the best of my knowledge, no previous study has examined the role of the social studies textbook in primary school classroom discourse from an interactional perspective. In Türkiye, textbooks are institutionally mandated and instructional design is generally textbook-centred, as the Ministry of National Education (MoNE) is responsible for the curricula and textbooks produced for all levels of education. Textbooks and workbooks, which are provided free of charge to all students, are actively monitored by the teacher during lessons and are also used for homework activities. The Social Studies curriculum was updated in 2018 and again in 2024. The most recent update was part of the 'Türkiye Century Maarif (Education) Model'. This model has brought about comprehensive changes to teaching programmes, particularly in terms of skills, values education and civic awareness. The Turkish Social Studies curriculum recommends addressing current and controversial issues in the classroom (Ministry of National Education [MoNE], 2018). In social studies classes, students acquire the knowledge and skills needed to become active citizens. They prepare for this role by engaging in discussions about controversial and sensitive topics in the classroom (Zakai, 2019).

This conversation analytic study focuses on role of textbook in primary school social studies classroom interaction. The overall aim of this study is to investigate in-depth how the teacher forms a connection with the textbook to teach social studies course. In this context, this study aims to (1) explore teacher's use of textbook in a

primary school classroom, and (2) provide new insights into the classroom discourse regarding how the textbook supports teacher talk. Detailed analysis revealed that throughout the data, the teacher used gaze as an embodied resource to make the transition from textbook to classroom interaction to extend her preceding talk. Six representative extracts were presented and analyzed through micro-analytical investigation. With the use of video recording devices in interaction, many studies have been conducted on the use of objects, tools and artefacts in institutional settings. These studies show that different tools and technologies are embedded in the forms of interaction that occur in particular organizational settings (Heath & Luff, 2013). When analyzing classroom interaction, the other element to consider besides talk is the embodied actions on classroom materials of the interlocutors (Matsumoto, 2019). Actions that occur in interaction in the absence of talk or in conjunction with talk are called multimodality. Prosody, gaze, gesture, body movements and postures, and manipulation of artefacts, which are actions that occur in interaction with or without talk, are referred to as multimodal practices (Mondada, 2018). Gaze has the function of projecting next action that can be performed in the interaction environment (Rossano, 2013). Previous recent studies (see Amar & Hauser, 2024; Auer, 2021; Kendrick et al., 2023; Mlynář, 2023; Moore & Robinson, 2024; Tůma, 2022; Tůma & Lojdová, 2021; Vänttinen, 2022; Waring & Carpenter, 2019; Willemsen et al., 2019) have shown that gaze shapes and facilitate interaction.

The Role of Textbooks in Educational Contexts

Materials can be used to structure classroom talk and as reference points in classroom interaction (Tůma & Lojdová, 2021). Textbooks as materials guide teachers in the implementation of curriculum in the teaching-learning process. They are traditional teaching tools that can be adapted to the relevant curriculum, competences and content according to the type of school or subject (Fuchs & Henne, 2018) and are used dynamically in the classroom to influence teaching (Johansson, 2006). Textbooks are a unique and preferred resource because they contain structured information, guide teachers and set standards (Sevimli, 2022). While it still serves as a traditional teaching tool, it has been directly affected by the digital transformation of social life, as reflected in educational settings. Digital books have evolved into interactive sources, such as e-books and z-books (Uysal, 2023). These digital contents can directly affect classroom interaction due to their characteristics, such as storage space, portability, multimedia content, low cost and sustainability (Kuzu, 2023). Gak (2011) also stated that textbooks provide an important framework as a resource for the teacher to use in creating an effective lesson. Textbooks are often used to show the transition from one phase of content to another in a lesson (Tainio, 2012). The sequence followed in textbooks can help teachers to present subject matter systematically and in a way that meets the needs of students (Haulle & Kabelege, 2021; Mesa & Griffiths, 2011). Teachers can use the teaching materials to carry out various pedagogical actions such as explaining, eliciting and correction (Tůma & Lojdová, 2021). Sometimes teachers strictly follow the textbooks and teacher's guides and organize the lesson according to them (Woodward & Elliott, 1990). The interaction between the teacher and the textbook results in the transformation of each participant's characteristics, which influence the final product to be performed in the classroom (Leshota, 2020). Supporting this view, Remillard (2012),

in her study of the relationship between the textbook and the teacher, found that the teacher and the curriculum shape each other and both shape the teaching.

Recent research based on classroom interactional data has shown that written materials are closely coordinated with talk. For example, Tůma & Lojdová (2021), in their conversation analytic study of how materials can be used during correction sequences in the classroom, argued that pre-service teachers' classroom performance may be characterised by an (over)reliance on teaching materials. Similarly, Tůma et al. (2023) focused on the development of pre-service teachers' practice of correcting students' answers and how this practice changed over a one-year period. The results suggest that there was a shift from a more mechanistic focus on the materials to a focus on the underlying knowledge, the students' understanding. In another study, Karvonen et al. (2018) showed that the ability to effectively use curriculum materials (textbooks, workbooks, and related teacher guides) is directly related to teacher expertise.

Existing literature on textbooks researches mostly focus on textbook quality and evaluation and on math (see Breakell, 2001; Dole & Shield, 2008; Fan et al., 2004, 2013; Haggarty & Pepin, 2002; Newton & Newton, 2007; Rezat, 2013; Törnroos 2001, 2005; Wang & Fan, 2021) and language classrooms (see Risager, 2018, 2021; Rowland & Barrs, 2013; Weninger, 2021; Yuen, 2011). According to Remillard (2005), the less common studied topic in research on teaching materials is the relationship between teacher and text. Not only do teachers have an important influence on the use of textbooks, but learners' reactions to textbooks should also be taken into account (Gak, 2011), and this can be explored by analysing the classroom interactional data. Woodward and Elliott (1990) stated that teaching is textbook driven when textbooks are closely followed in the classroom and used the information in the textbook is used directly and without modification. This paper fills a gap in the field by focusing on the actual ways of using the textbook in organizing classroom interaction and its consequences for classroom talk. This study focuses on the role of the textbook in primary school social studies classroom interaction. In relation to this focus, it analyses in detail how the teacher uses the textbook to support her talk and how she shapes the interaction in this way. Little is known about teacher talk about textbook texts in a particular subject area.

Method

Conversation Analysis (CA) focuses on how people actually interact by observing their actions and attributions (ten Have, 2007). CA differs from other qualitative research methods that examine verbal communication in that it does not analyse the interlocutor's intentions, implications or attitudes (Gardner, 2004). CA researchers use naturally occurring data to examine the details of actions as they happen, as observed by participants in the context of their activities (Mondada, 2013). CA is a bottom-up approach that starts from the data (Seedhouse, 2005). A is a data-driven method that also investigates how various materials are used and interacted with in educational settings by analysing naturally occurring data.

The data for this study comes from a fourth-grade social studies course at a primary school in Türkiye. The school was selected on the basis of the characteristics of other primary schools in the country, such as the number of teachers, classrooms and pupils in the school. There were 31 students in the classroom, aged between 9 and 10.

The corpus consists of 17 hours of classroom interaction recorded by three video cameras. Visual 1 shows the classroom layout illustrating the classroom environment and camera positions. Social studies course is a compulsory course in Turkish primary school education.
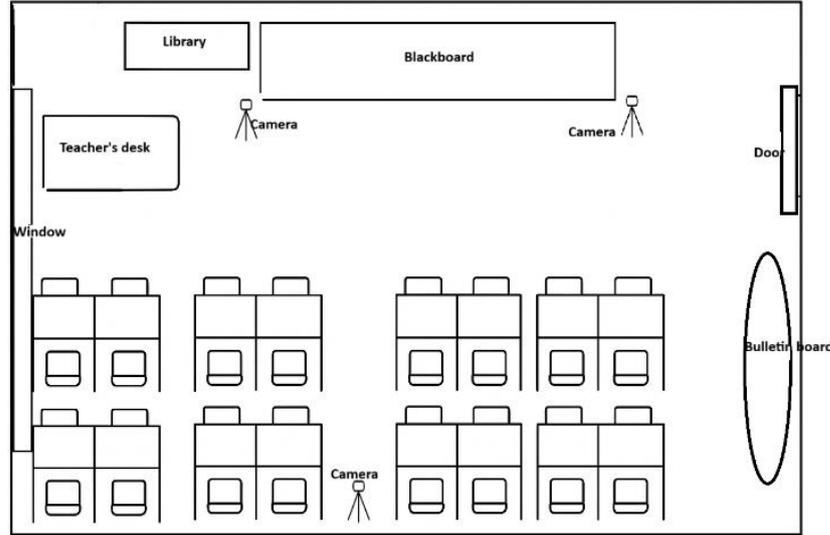
Visual 1. Classroom Setting

This course should teach subjects such as history, geography, economics, law and philosophy with an integrated interdisciplinary approach. The content of the course is presented in six learning areas: 'Living Together', 'Home is the World', 'Our Common Heritage', 'Our Living Democracy', 'Economics in our lives', 'Technology and Social Sciences' (MoNE, 2024). Given the content and interdisciplinary nature of the course, teachers are closely linked to this textbook as a source of activities from different disciplines and therefore it is clear that the social studies course is the most appropriate course to study the role of textbooks in interaction. In addition, the social studies course is one of the most basic courses in which the teacher can relate the knowledge acquired in the textbook to everyday life. One of the specific objectives of the curriculum of the course is to build a bridge to everyday life and to enable students to acquire the necessary skills by experiencing them in relation to real life. Therefore, it is quite possible that the content of the social studies textbook is used to support the teacher's talk.

The knowledge, skills and values to be acquired in this course are taught using the 'Social Studies Textbook' approved by the MoNE. These textbooks are available to students in two forms: textbooks and workbooks. The focal classroom teacher had been teaching the class for four years, since first grade, and had been taught the course based on the textbook. The social studies textbook used during that period was 'Social Studies Textbook – 1st Book (Dikey Publishing, 2015)'. 17 hours of data is related to the "Individual and Society" and "Culture and Heritage" learning areas of the social studies course.

Initial analysis of the data showed that the teacher was quite active in using the textbook content to extend her preceding talk to facilitate student participation. It has

been observed that the teacher sometimes reads sentences from the book aloud to the whole class, sometimes rephrases them in their own words and sometimes expands on the topic by presenting examples independently of the book. A collection was created by selecting the moments when the teacher extended her talk by looking at the textbook. To analyse these moments, CA was adopted as the methodological framework for the present study.. During the data analysis process, the data was first examined with an unmotivated look (ten Have, 2007), after which recurring interactional patterns were identified. In this study, a pattern emerged in moments when the teacher promoted interaction by looking at the textbook at certain points during the lesson. These patterns were then transcribed into micro-details using Jefferson (2004) and Mondada (2016) transcription conventions with a particular focus on the use of the teacher's gaze towards the textbook.

In CA methodology, data is transcribed exactly as it is heard, enabling other researchers to check it. In this study, Transana qualitative analysis software was used to highlight the micro-details of the interaction such as rising and falling intonation, pauses, higher volume, overlaps and embodied behaviors. Thanks to the transcription system and the results of data-driven analysis, the study is highly reliable and valid. The section that follows presents the analysis of six representative extracts from a collection of cases that consists of 18 instances. Two-tier format (original talk, idiomatic translation) is used in each line of the representative extracts.

Ethical Procedures

This study was approved by the Ethics Committee of the university (Approval no. 35853172-433-2200). Signed consent forms were obtained from all students and their parents. Any information that could reveal the identities of the participants, such as names or faces, has been kept confidential. Pseudonyms have been used in the transcripts, and the faces in the video footage have been blurred. The data was only accessed by the researcher, who used it solely for research purposes.

Results

All the extracts show those instances when the teacher looked at the textbook at certain points during the lesson and how the interaction was then promoted and shaped by the teacher. First, the moments when the teacher looked at the textbook and made extensions during the question and answer sequence (see section 3.1) and then during the lecture sequence when the teacher delivered the course content in long sequences of turns (see section 3.2) were shown in micro-moment detail. These analyses also show how a teacher can mobilize an embodied resource (in this case gaze orientation) to make the transition from textbook as artefact to classroom interaction. All these examples illustrate that the teacher extends her talk by using different specific interactional resources. In all extracts, the symbol ♣ was placed at the beginning and end of the moments where the teacher shifted her gaze to the textbook (henceforth TB). Images of these moments were also included with the transcripts. The parts that the teacher read directly from the TB are italicized in the transcripts.

Textbook Informed Teacher Talk in Question and Answer Sequence

Prior to the start of Extract 1, the class talk about the topic 'I know myself'. The teacher asks the students to introduce themselves. After listening to a few students, the teacher talks about the identity cards we use. Then the extract starts with the teacher's question to the whole class, 'does everyone have to have a doctor identity card?'. After this question, the fragment shows that the teacher looked at the TB at some points during the conversation and shaped the interaction in this way.

Extract 1. Identity Card

01	Teacher	herkesin <u>doktor</u> kimliği ol[mak zorunda mı
		does everyone have to have a <u>doctor</u> identity card
02	Class	[HA:YI::R
		[NO:::
03		(0.4)
04	Teacher	ama ↑herkesin >nüfus cüzdanı olmak ↓zorunda mı<=
		but does ↑everyone ↓has to have a identity card=
05	Class	=EVE:T
		=YE:S
06		(0.5)
07	Teacher	tüm belgeler için∆de:
		∆Teacher walks towards to the Doğan's book--->
		amo:ng all documents
08		(0.5)
09	Teacher	<u>herkesin</u> (0.3) <u>mutlaka</u> (0.2) sa∆hi:p olması gereken bir belge var
		there is a document that <u>everyone</u> should <u>certainly</u> have
10		çocuklar
		children
11	Gizem	°nü:fu[s cüzdanı°
		°identity card°
12		(0.2)
13	Teacher	♣↑[hangi belgedir ↑o
		♣Fig. 1 Teacher looks down at Doğan's textbook--->
		↑which document is ↑it

Fig.1

14		(0.5)

15	Class	nü£fu:
		£BUSENAZ raises hand--->
		identi:
16	Busenaz	[nüfus cüzdanı
		[identity card
17		(0.4)
18	Teacher	cüzdanı
		card
19		(0.4)
20	Teacher	°çocuk£lar° (.) >evet< ↑nüfus cüzdanı
		--->£
		°children° >yes< ↑identity card
21		(0.7)
22	Teacher	nüfus cüzdanı
		identity card
23		(1.0)
24	Teacher	ı::
		er:
25		(0.5)
26	Teacher	Türkiye Cum♣huriyeti (0.7) <u>va↑tandaşı</u> <o:lduğumu<u>zun</u>> ↓kanıtıdır çocuklar
		is proof that we are citizens of the Republic of Turkey children

Fig.2

27	Teacher	anlaşıldı mı<♣
		♣ Fig. 3 Teacher looks down at Doğan's TB --->
		is it understood

Fig.3

28	Sude	an[laşıl-
		un[dersto-
29	Teacher	[<u>en</u> önemli: belgelerimizden biridir
		[it is one of our most important documents
30		(1.3)♣
		--->♣ Fig. 4

Fig.4

| 31 | Teacher | ↑nüfus cüz↑danı (0.3) ne zaman verilir♣ |

♣ Fig. 5 Teacher looks down at

identity card (0.3) when is the identity card issued

Fig.5

| 32 | | (0.8) |
| 33 | Teacher | nüfus cüzdanı (0.3) Türkiye Cumhuriyeti vatandaşı olan ailelere |

identity card families who are citizens of the Republic of Türkiye

| 34 | | ♣nedir |

-->♣ Fig. 6

what is it

Fig.6

| 35 | Teacher | hemen doğumundan hemen sonra verilir ve o kişiye ait bilgiler yazılır |

is given immediately after birth and information about that person is written down

| 36 | Teacher | >anlaşıldı mı arkadaşlar< |

do you understand guys

| 37 | Class | anlaşıldı |

understood

This extract includes the interaction that occurred after the question asked by the teacher in line 1. It is seen that the teacher asks questions to the whole class (lines 1 and 4) and receives choral responses from the class (lines 2 and 5). Then the teacher focuses on a certain type of identity card that was different from the others (lines 7-9). In line 11, one of the students self-selects and gives a response in a low voice. The teacher then starts to look at the TB of another student (Doğan), just before asking the question in line 13. From line 13 onwards, the teacher looks at the TB for a long and uninterrupted time (up to line 26) before asking the question. During this time the teacher looks at the book, while at the same time acknowledging the responses and repeating them within

long waiting periods (lines 20-26). In this part of the extract, the teacher looks at the TB while asking the students the question and makes an extension using the information from the TB. In line 26, when the teacher stops looking at the book, she adds a new information about the id card. Since this information is exactly the same as the one in the TB, she reads the TB partially. Then she asks a confirmation check question (Long, 1983) `'is it understood'` for the new information added (line 27). Shortly after asking this question, the teacher looks at Doğan's TB again (lines 27 to 31) and repeats what she said in the previous lines while looking at the book. As soon as she stops looking at the book, she makes another extension again and asks a new question: 'when is the identity card issued?' (line 31). After asking this question, the teacher goes back to Doğan's textbook, waits for 0.8 seconds but there is no response from the students. Then the teacher makes another extension again and reads the information (the answer of the question) in the TB (lines 33 and 35) in the same way as before. Finally, the teacher completes this fragment with another confirmation check and receives a choral response from the class. Visual 2 shows the information and its translation in the TB that the teacher says in lines 26, 29, 33-35.

Visual 2. Relevant Part in the Textbook

Extract 1 illustrates that the teacher, after asking a question to the students in the interaction, makes extensions by using the information in the TB in a direct way. These examples are (1) after asking a question to the whole class, the teacher looks at the TB without interruption and gives the information in the TB to the students (line 26), immediately after giving this information, (2) the teacher looks at the TB again and this time asks the information in the TB as a question (line 31), and finally, (3) the teacher looks at the TB again and gives the information in the TB, which is the answer to the question.

In the following extract, the teacher continues with the topic 'I know myself'. In this case, the teacher explains that people show some emotions in the face of events. The Extract 2 shows that after these explanations, the teacher looks at the TB and shapes the interaction according to the information in it.

Extract 2. Body Language

01	Teacher	**kapı açıl↑sa (0.3) içeriye: bir palyaço gir β↑se**

                                                                                βStudents laugh‑‑>

if the door opens and a clown walks in

| 02 | | **(0.7)** |

| 03 | Teacher | **>önce biβ< şaşır↑ma:: (0.4) doğru mu arka↓daşlar** |

        ‑‑>β
there will be a surprise first is it true guys

| 04 | | **arkasından ↑da: (0.3) dudaklarda bir gülümseme:** |

followed by a smile on the lips

| 05 | | **gözlerde bir ı:: [parlaklık** |

and a er: sparkle in the eyes

| 06 | Zeynep | **   [parlaklık** |

                                        sparkle

| 07 | Teacher | **na♣parsınız** |

    ♣ Fig. 7 Teacher looks down at Doğan's TB‑‑>

what will you do

Fig.7

| 08 | | **(0.7)** |

| 09 | Teacher | **ne hissedersiniz çocuklar** |

what will you guys feel

| 10 | | **(1.0)** |

| 11 | Teacher | **e↑<u>vet</u> (.) ↑*biz >duygu ve düşüncelerimizi konuşarak♣< ya da*** |

                                                    ‑‑>♣ Fig. 8
yes the expression of our feelings and thoughts through speech or

Fig.8

| 12 | | **(0.5)** |

| 13 | Teacher | **♣*<u>yazarak</u> (0.3) ifade edilmesine:*♣ (0.3)↓iletişim diyoruz** |

    ♣ Fig. 9‑‑‑‑‑‑‑‑‑‑‑‑‑1‑‑‑‑‑‑‑‑‑‑‑‑♣ Fig. 10 1: Teacher looks down at her TB
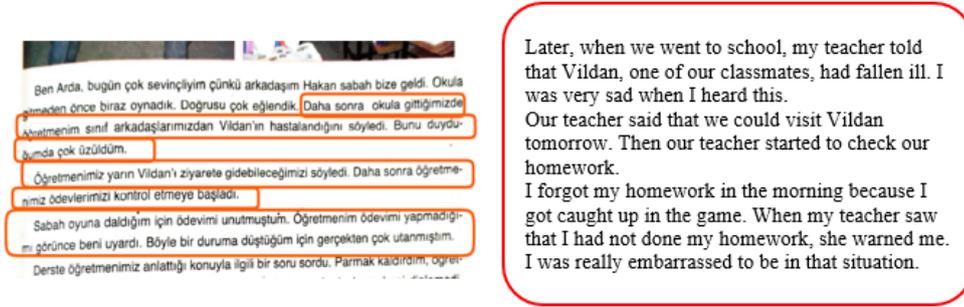*writing   is what we call communication*

14		**konuşarak sözlü (0.3) yazarak yazılı (0.3) iletişim olur**
		oral communication is done by speaking and written is done by writing
15		**(0.8)**
16	Teacher	**↑bazen de bi:z (0.4) be↑den dilimizi kullanırız ↓arkadaşlar**
		and sometimes we use our body language guys
17		**yani şöyle dönüp**
		that is
18		**(0.7)**
19	Teacher	**sınıfta ders dinlemeyen bir öğrenciye (0.3) öğretmen baktığı zaman anlar**
		when a teacher looks at a student who does not listen she understands
20		**(0.6)**
21	Teacher	**mesaj veriyosun yani >dersi lütfen dinle diyosun<**
		you are giving a message you are saying please listen to the lesson

Before the Extract 2, the teacher gives examples of how we can feel different emotions about the events we experience in a day. Then in line 1 she asks the students to imagine a hypothetical situation (Author et al., 2024) and after 0.7 seconds of silence, she gives the emotional and physical reactions to this situation (lines 3-5). Line 7 shows the teacher asking the question to the whole class. The teacher looks at TB while asking this question (up to line 11). During the time she was looking at the TB, she uses wait times such as 0.7 and 1.0 seconds after asking questions, and in line 9 she reformulates her question. During this time, she uses a transition word by saying 'yes' (line 11) and makes an extension by reading a definition of communication from the TB (lines 11, 13) (the definition is in italics in the transcription because it was read from the TB). In line 14 she repeats this definition in her own words. After 0.8 seconds of silence, in line 16 she mentions that body language is used, and in the rest of the conversation she gives an example of how body language is understood.

Extract 2 shows that the teacher asks the students a question and then extends the talk by directly using a definition from the TB. In this fragment, after asking a question to the whole class, the teacher looks at the TB without interruption and reads a definition of communication from the TB to the students (lines 11, 13). As in Extract 1, it is seen that the teacher manages the interaction by asking questions to the students and then presenting information from the TB to the students by centering the TB in the meantime.

The data in Extract 3 come from another social studies lesson on the same day as the data in Extract 2. Before Extract 3, the teacher reads a text from the TB to the class.

Relevant part of this text and its English translation are shown in Visual 3. In the text, a child describes his feelings and thoughts about events that happen to him over a few days. For example, one day he visits a sick friend. In the following extract, the teacher asks the students how they would react to the possibility of the events in the text happening to them.

Visual 3. Relevant Text in the Textbook

Extract 3. Homework

```
01    Teacher   kimi diyelim

                who shall we say

02              (1.0)

03    Teacher   Sevimi

04              (0.5)

05              Sevimi ziyaret etcez ↑rahatsız

                we are going to visit Sevim she's sick

06              (0.8)

07    Teacher   orada hangi duyguyu hissedersin♪
                                          ♪Many students raise their fingers---
                how will you feel there

08              (3.7)

09    Teacher   Busenaz♪=
                    --->♪

10    Busenaz   =öretme-

                =my teach-
```

((Lines 11-25 are omitted. The teacher reminds the class rule about hand rising))
```
26    Busenaz   ziyarete gittiğim için sevinirim

                I will be happy to go for a visit

27    Teacher   =sevinç duyar♣sınız (0.4) ♣ ↑hadi:: sıra ödev kontrolüne geldi
                           ♣ Fig. 11---1---♣ Fig. 12      1: Teacher looks down at Gamze's TB

                you will rejoice       no:w it's time to check the homework
```

Fig.11

Fig.12

(0.6)

| 29 | Teacher | **Ege ödevini yapmamışsın** |
| | | *Ege you haven't done your homework* |

| 30 | | **(0.9)** |

| 31 | Ege | **üzülürüm (0.4)[bi de utanırım** |
| | | *I will be sad   and embarrassed* |

| 32 | Teacher | **[neye♣ üzülürsün** |

♣Fig. 13 Teacher looks down at the Gamze's TB--->

what will you be sad about

Fig.13

| 33 | | **(0.5)** |

| 34 | Ege | **ödevimi yapmadığım için bir de utanırım** |
| | | *because I have not done my homework and I will also be embarrassed* |

| 35 | | **(0.6)** |

| 36 | Teacher | **utanırsın♣ (0.3) ı::** |

---> ♣ Fig. 14

you will be embarrassed   er:

Fig.14

| 37 | | **(1.1)** |

| 38 | Teacher | **utanırım diyo:** |
| | | *I will be embarrassed he says* |

This extract begins with the teacher's selection of a student (Sevim) as a 'sick friend' for the activity of visiting a sick friend in the text (lines 1-3). In line 5, the teacher presents this hypothetical situation (Author et al., 2024) and in line 7 asks the whole class what emotion they would feel. Immediately after the teacher asks the question, many students bid for a turn by raising their hands (Koole, 2015). The teacher doesn't select any student during a 3.7 second pause and then elicits Busenaz (line 9).

When Busenaz responds in line 10, she is interrupted by the teacher reminding her of a class rule about raising hands (lines 11-26). Then, after the student's response, in line 27, the teacher accepts Busenaz's answer and reformulates it (happy to rejoice). Then she looks at the TB for a very brief moment and after looking at the TB says '*no:w*' for shifting topic (Maynard, 1980) and presents the next event 'homework check' in the text. In line 29, the teacher selects a student (Ege) and assigns him a role by saying '*you haven't done your homework*'. After a pause of 0.9 seconds, in line 31, Ege says how he would feel in this situation. In line 32, the teacher asks him to elaborate on his answer by asking an account-seeking question. In this turn, the teacher again looks at the TB for a much longer time than before, up to line 42. During this turn sequence, Ege responds (line 34), and the teacher accepts and repeats Ege's response (line 36) in an embedded expanded version of the answer as positive evaluation practice (Margutti & Drew, 2014) and then, after a pause of 1.1 seconds, she quotes Ege's answer to the whole class (line 38) while no longer looking at the TB.

Extract 3 shows that the teacher expands at two different points: first, she looks at the TB and then uses the topic in the TB to shift the topic (line 27) (Maynard, 1980). Secondly, after looking at the TB (lines 32-36), she asks for elaboration to get more contribution from the student. As in extracts 1 and 2, the teacher manages the interaction by looking at TB.

Textbook informed teacher talk in lecture sequence

Before the start of Extract 4, the topic is 'family history'. Just before the extract, the teacher asks students the question 'what is family?'. Many students repetitively respond with 'The family is the people who protect and take care of us'. After these responses, the teacher tries to facilitate the participation by presenting a hypothetical situation in this extract.

Extract 4. Family (first 32 lines from Kardaş İşler et al., 2024)

01	Teacher	**ben aldım**
		let's say I took you
02	Doruk	**°ne°**
		°what°
03	Teacher	**seni aldım (0.4) büyüttüm**
		I took you I raised you
04		**(1.0)**
05	Teacher	**↑korudum (0.6) ↑kolladım**
		I ↑protected you I took care of you
06		**(0.3)**
07	Teacher	**aile oluyo ↓muyuz**
		do we become family
08		**(0.6)**
09	Doruk	**olmu-**

		you do not-
10	Teacher	↑>**sizin**< **tanımınıza göre o zaman benim aile olmam gerekir**
		by >your< definition then I should be family
11		(0.5)
12	Teacher	↑**ha**
		yeah
13		(0.5)
14	Teacher	**söyle Yağı[z**
		say Yağı[z
15	Yağız	[>**öğretmenim**< **olmuyosunuz**=
		>*my tacher*< *you are not*=
16	Teacher	**e:: (0.6) e::**
		see: see:
17		(1.0)
18	Teacher	↑**evet** ♣**burda noktalayalım**

♣Fig. 15 Teacher looks down at the TB--->

yes let's stop here

Fig.15

| 19 | | (0.4)♣ |

--->♣ Fig. 16

Fig. 16

20	Teacher	**çocuklar** ↑**aile**
		children family
21		(0.7)
22	Teacher	**en küçük toplu**↑**luğa (0.5) anne (0.3) baba (0.7) >ve çocuk**↑**lardan**
		the smallest com↑*munity consisting of mother father >and* ↑*children<*
23		**oluşan< (0.5) aile denir anne (0.4) baba (0.3) >ve çocuk**↑**lardan**
		is called family mother father >and ↑*children<*
24		↓**Nehir lütfen dinle: anne (0.3) ba**↑**ba: >ve** ↑**çucuklardan oluşa:n<**
		Nehir please liste:n consisting o:f mother fa:ther >and children<
25		**en küçük toplu**↑**luğa biz aile diyo- o zaman**
		the smallest com↑*munity we call fami- well then*
26		**en küçük topluluk kim Gizem**

		who is the smallest community Gizem
27		(0.4)
28	Gizem	aile
		family
29	Teacher	aile
		family
30		(0.8)
31	Teacher	toplumun en küçük (0.3) birimi kim↑dir
		who is the smallest unit of society
32	Teacher	[aile]
		family
33	Class	[aile]
		family
34	Teacher	anne ba↑ba: ve ↑çocuklardan oluşa:n (0.4) en küçük toplu↑luğa
		the smallest community of parents and children
35		♣aile diyoruz

♣Fig. 17 Teacher looks down at the TB of the student sitting on the left--->

we call the family

Fig.17

| 36 | Teacher | (1.0)♣ |

--->♣ Fig. 18

Fig 18

37		↑biz aileyi (0.4) <ikiye ayırıyoruz arkadaşlar> biri↑
		we divide the family in two guys one of them is
38		(0.6)
39	Teacher	çekirdek aile bi de geniş aile
		nuclear family and the extended family

Extract 4 begins with the teacher presenting a polar question about a hypothetical scenario. After the teacher receives responses from two students (lines 9 and 15), the teacher confirms the answer and after a 1 second pause, she explicitly closes the topic by saying 'yes let's stop here' (line 18). The teacher looks at the TB while saying this and stops looking at the TB after a 0.4 second pause. After looking at the TB, she

employs definition talk (Markee, 1994), repeating the definition of 'family' three times during the long turns with pauses until line 25. In line 26, the teacher asks Gizem a concept check question. Gizem responds with 'family' (line 28) and then the teacher accepts and repeats the response (line 29). After a 0.8 second pause, the teacher reformulates her question and asks a concept check question to the whole class. The teacher and the whole class answer the question in chorus and in an overlap. While repeating the definition of family for the fourth time in lines 34 and 35, she starts looking at the TB again in line 35, stops looking at the TB after a pause she provides new information (`we divide the family in two…`) by making an extension in line 37.

Extract 4 differs from the previous three in that it shows the teacher looking at the TB during the lecture sequences, rather than when asking question, and making an extension using the information in the TB. The teacher did this at two different points in the fragment: first in line 18, at a moment when she closes the topic by saying `yes let's stop here`, it can be seen that she has looked at the TB and presented the definition of the concept of 'family', included it in the interaction and made an extension by using this definition repeatedly during the long speech. She facilitates the students' participation by asking this definition both to one student (line 25) and to the whole class (line 30). Secondly, similarly, in the later part of the extract, while lecturing on this definition, she looks again at the TB (line 34) and takes new information (family types) and provides it to the students.

Before Extract 5, the teacher asks a student to read the text 'Our Culture' in the TB. This text explains the concept of 'national culture' and the fact that culture can change over time. At the end of the text there is a question: '*What cultural values are visible at weddings, festivals or celebrations in your area? Give some examples*'. After the student reads the question, the teacher will take the floor and Extract 5 will start.

Extract 5. Cultural Elements

01	Teacher	**günümüzdeki çeyizler şöyle oluyo çocukla:r**
		today's dowries are like this guys
02		**(2.4)**
03	Teacher	**↑çeyiz olarak kızı↑ma ben (.) >Çayyolunda< bi ↑daire aldım**
		as a dowry I bought my daughter a flat in Çayyolu
04		**((Some students raise their hands))**
05	Teacher	**veya bir araba aldım**
		or I bought a car
06		**(0.8)**
07	Teacher	**veya beyaz eşya aldım ↓şeklinde (0.2) eski♥den ise (.) >işte<**
		♥Teacher walks towards her desk
		or I bought white goods in the old days there used to be
08		**yazmala:r (0.3) kanaviçeler vardı çocuklar**
		babushkas cross-stitch guys

09	Teacher	şimdi artık♥ (0.3) evler arabalar çeyiz oldu♪ (.) >evet<♪

```
           --->♥                              ♪--------1--------♪
                                                    1: Teacher puts on
```

now houses and cars have become dowry yes

10	Teacher	♣KÜLTÜRÜMÜZDE:

♣ Fig. 19 Teacher looks down at TB--->
IN OUR CULTURE

Fig.19

11		(0.5)
12		bunlar

these

13		(1.3)
14	Teacher	bunlardan bah↓sedicez

we will talk about these

15		(0.6)
16	Teacher	>evet<

yes

17		(0.5)
18	Teacher	♣kültürel öğelerden ↓bahsedicez

--->♣ Fig. 20
we will talk about cultural elements

Fig.20

19		(0.6)
20	Teacher	bizim maddi ve manevi olan (.) <u>her</u> <u>bir</u> <u>değeri</u>↑mizin

<u>every</u> <u>value</u> <u>of</u> <u>ours</u> material and immaterial

21	Teacher	kültürel öğe olduğundan ♣bahsedicez size

♣ Fig. 21 Teacher looks down at TB--->
we will tell you that it is a cultural element
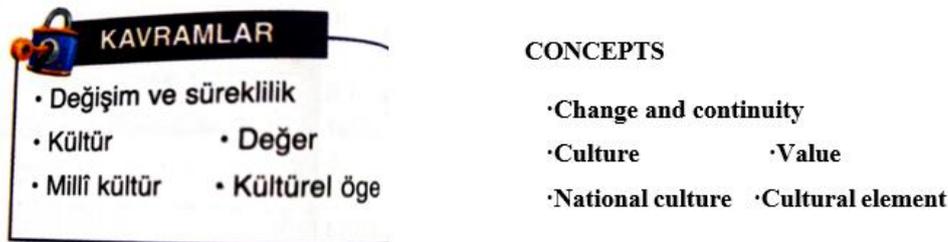

Fig.21

22		(0.5)

| 23 | Teacher | milli kültürden bahsetcez (0.3) bir millete kimlik kazandı↑ran♣ |
| | | ---->♣ |

we will talk about national culture   that gives identity to a nation

Fig.22

| 24 | Teacher | diğer milletler arasında (0.3) farkı belirleyen |

determines the difference   between other nations

| 25 | | maddi ve manevi değerlerimize (0.3) <u>milli</u> kültür dicez |

we will call our material and immaterial values as <u>national</u> culture

Extract 5 starts with the teacher talking about dowry, a tradition that has changed over time, and it is seen that throughout the whole extract only the teacher takes the turns. The teacher talks about what dowry is like today. After her first example, some students bidding for a turn (Koole, 2015) (line 4) but teacher ignores them and continues (line 5). As the teacher continues to give examples of dowries in the present and past, her embodied activities (such as walking to her table and putting on glasses) show that she is preparing to look at the TB. Immediately after putting on her glasses, the teacher begins to look at the TB, just before her turn in line 10. From lines 10 to 18, the teacher continues to look at the TB while talking about the concepts and themes in the TB and listing what they will talk about in the 'Our Culture' unit. The teacher's interturn pauses (lines 11, 13, 15, 17) show that the teacher was checking the TB at this time. The concept of `'cultural elements'` expressed by the teacher in line 18 after she stopped looking at the TB and the concept of 'value' expressed in line 20 are included under the heading 'concepts' in TB (see Visual 4). Then, from line 21 to the end of line 23, the teacher looks at the TB again, in line 23 she introduces the students to the concept of 'national culture', which is also appears in the same place in the TB. The teacher then stops looking at the TB and employs definition talk (Markee, 1994) on national culture (lines 24, 25).

KAVRAMLAR
· Değişim ve süreklilik
· Kültür   · Değer
· Millî kültür · Kültürel öge

CONCEPTS
·Change and continuity
·Culture   ·Value
·National culture ·Cultural element

Visual 4. Concepts Section in the Textbook

Extract 5, similar to Extract 4, illustrates how the teacher extending her talk by using the information in the TB. While lecturing, the teacher looks at the TB in line 10 and adds the concepts of `'cultural elements'` and `'value'`, then in line 21 she looks at the TB again and adds the concept of 'national culture' and she also employs a

definition talk (lines 20-21). This clearly shows that the TB is at the centre of the teacher's flow during this extract.

In the following extract, the teacher lectures about the war of independence in the Ottoman Empire. She gives historical information about the period when the Ottoman Empire started to lose territory.

Extract 6. War

01	Teacher	**bazı milletler (0.3) ↓>bağımsızlığını ilan etmeye başladılar<**
		some nations began to declare their independence
02	Teacher	**Osmanlılar bunlarla ba↑şa (0.3) çıkamadılar**
		The Ottomans could not cope with them
03		**(1.2)**
04	Teacher	**kaybetmeye: [mahkum bir (0.3) <u>ülke</u> konumuna geldi**
		has become a country doomed to lose
05		**(1.5)**

06   Teacher   **↑Os♣manlı imparatorluğu ilk olarak**
                     ♣ Fig. 23 Teacher looks down at TB--->
firstly The Ottoman Empire

Fig.23

07   **(2.0)♣**
                  --->♣ Fig. 24

Fig.24

08	Teacher	**>ben size bin dokuz yüz< <u>on</u> <u>bir</u> yılından başlayacam**
		I will start with the year nineteen hundred and eleven

09   Teacher   **bin dokuz yüz on bir yılın♣↑da**
                                        ♣ Fig. 25 Teacher looks down at TB--->
in nineteen hundred and eleven

Fig.25

10		**Trablusgarp savaşı yapıldı**
		Tripolitania war was fought
11		**(0.7)**
12	**Teacher**	**↑Osmanlılar Trablusgarp savaşındayken**
		when the Ottomans were at war in Tripolitania
13		**(0.7)**
14	**Teacher**	**İtalya ile <u>bir</u> (.) antlaşma yapıyolar♣**

--->♣ Fig. 26

they make a treaty with Italy

Fig.26

15		**(0.7)**
16	**Teacher**	**bu antlaşma: (.) Uşi antlaşması**
		this treaty is the Ouchy treaty
17		**bu antlaşmanın <u>adını</u> <u>iyi</u> bilin arkadaşlar**
		know the name of this treaty well guys
18	**Teacher**	**↑çok <u>önemli</u> bir antlaşma bu♣**

♣ Fig. 27 Teacher looks down at TB--->

it is a very important treaty

Fig.27

19		**(0.8)**
20	**Teacher**	**bu antlaşmaya göre Osmanlı devleti♣**

--->♣ Fig. 28

under this treaty the Ottoman state

Fig.28

21		**(0.8)**
22	**Teacher**	**Tra- Trablusgarpı İtalyaya bırakı↓yorlar**
		ceded Tri- Tripolitania to Italy
23		**(0.7)**
24	**Teacher**	**>kime bırakı↑yo:r<**
		to whom it is ceded

25	Class	[İtalyaya]
		to Italy
26	Teacher	[Trablusgar]pı: İtalyanlara (.) bırakıyor
		ceded Tripolitania to Italians

In Extract 6, the teacher is lecturing until line 24, when she asks a question to the whole class. Although there are also long silences during these lines (3, 5, 7, 11, 13, 15, 19, 21, 23), there is no contribution from any of the students. The teacher looks at TB in line 6 while talking about the process by which the Ottoman Empire began to lose its lands. While looking at the TB, she does not complete her sentence in line 6 and continues to look at the book during a 2.0 second of silence. When she stops looking at the TB, in line 8, she changes her talk by adding new information, stating that she will start from the year 1911. After this, she looks at the TB again from line 9 to the end of line 14. During these moments of looking at the TB, she continues to add new information by talking about all the details of Tripolitania war and the Ouchy treaty, there are also some inter-turn pauses (lines 11, 13). When she stopped looking at the TB, the teacher emphasizes the importance of the Ouchy's treaty (lines 16, 17, 18). From the end of line 18 to the end of line 20, the teacher again looks back at the TB and then she extends her turn in line 22, stating the final outcome of the treaty. In line 24 she asks a clarification question to class. In line 26 the teacher responds in an overlap with the class in chorus.

All the information given by the teacher in Extract 6 can be found in the short text 'Mustafa Kemal in the Tripolitania War' in the textbook (see Visual 5 for the text). Similar to extracts 4 and 5, this extract shows how the teacher extends her talk by using the information in the TB. This extract shows that in a teacher-fronted classroom the TB is at the centre of the lesson.

Visual 5. Related Text in the Textbook

Discussion and Conclusion

This study reveals the interactional details of the use of textbooks in teacher talk. it became clear that the teacher plays an important role in bringing the content of the textbook into talk by using the textbook as the basic resource for teaching. Consequently, the teacher incorporated the textbook content into classroom discussions and demonstrated its effectiveness as a classroom artefact in promoting and shaping interaction. In support of this finding, Tsui's (2005) study also showed that expert teachers, who have more autonomy to make modifications to meet their students' needs

and their own goals, were able to make decisions about the use of materials and their organization. As one of the most widely used resources by teachers, the textbook directly influences educators in the classroom (Carvalho & Amaral, 2025). Results also show that there is a dynamic relationship between the teacher and the textbook. The teacher's relationship with the textbook can be seen as an example of 'participation with the textbook' (see Remillard, 2005), one of the types of textbook use. This type considers how teachers use, shape, adapt and interpret curriculum materials. The results show that the teacher used the textbook content in a declarative way. The fact that the knowledge in the textbooks can be presented in a declarative way shows that more research is needed to determine whether the content of the textbooks is sufficient for the co-construction of knowledge. Moreover, in terms of learning paradigms, teachers are expected to be not only transmitters but also interpreters of knowledge. The textbooks need to be integrated with other resources (Horsley, Knight and Huntly, 2010). For example, this research shows that the teacher did not use any digital resources. While no data-based findings were presented on the role of digital teaching resources in the classroom, the recent digital transformation of education makes it clear that digital resources, such as e-books and static PDF files, are now central to teaching (Lee et al., 2023). These resources can be used effectively in the classroom and will therefore play a very different role in meeting teachers' immediate needs in terms of sustainability, flexibility, and interactive features, such as multimedia, compared to printed textbooks (Im, 2024). In this context, it would be valuable to conduct new studies analysing classroom interactional data in order to determine how and which digital teaching resources are used alongside printed textbooks.

Based on the findings, it can also be concluded that textbooks, a basic tool for teachers, should be both comprehensive and well designed. Jamil et al. (2024) noted that well-designed textbooks can effectively promote critical thinking skills, enabling students to become responsible citizens capable of making decisions and solving problems in complex situations. In order for students to develop responsible citizenship traits, controversial issues which are the essential aim of social studies teaching (see Haas & Laughlin, 2000) should also be covered in textbooks. Furthermore, investigating the strategies and interactional resources used by teachers to interpret and construct knowledge in textbooks will make important contributions to the teacher education field.

The study showed that the teacher extended her previous talk by looking at the textbook content. Extension is explained as transforming the previous talk into other words, expressing it in other words, such as an illustrative example (Waring, 2002). As a result of the micro-moment level analysis of the data, it became clear that the teacher made extensions at different moments, such as during the question and answer sequence and during the lecture. The most obvious finding to emerge from the analysis is that in the moments when the teacher's gaze shifted to the textbook during the teaching process, the teacher maintained her turns. During these moments when the teacher was looking at the textbook, she was observed asking questions or reformulating previously asked questions (extracts 2, 3), giving feedback (extracts 1, 3), expressing that she was closing the topic and repeating her turns (extract 4) and continuing her turn (extracts 5, 6). This is quite a remarkable result as it shows the teacher's experience of multitasking in the classroom interaction. Multitasking involves engaging in two tasks. That is, more

than one action is performed at the same time. Stoneman (2007) identifies multitasking as an action that is performed simultaneously with another action. Teachers experience multitasking in the classroom as they switch tasks and deal with multiple stimuli (Eisenwine & Hadley, 2011). According to Orena and Gamutan (2025), teachers who multitask can also influence their students' focus during the learning process. In this data, the teacher performs more than one action at a time, following the content of the textbook while continuing the teaching process. Teachers can reduce time pressure by multitasking. They have more time for leisure activities and less time for basic tasks (Brante, 2009). However, the data from this study shows that multitasking is more about engaging with textbook content and sharing subject matter knowledge than creating free time. This suggests that multitasking is employed differently from the examples found in the literature.

Another important finding is that in all cases, after looking at the textbook, the teacher shaped the interaction by using various interactional resources. She sometimes posed a new question to the whole class or to a particular student (extracts 1, 3), used the information in the textbook without changing it or adding new information or employing definition talk (extracts 1, 2, 4, 5, 6), and shifted the topic (extract 3). In addition, the teacher emphasized the teaching of the subject matter by asking a confirmation check question (extract 1) or giving explanations in long sequences of turns (extracts 2, 3, 4, 5, 6). These findings also highlight the usefulness of multimodal analysis. The results of this analysis show how a teacher can use embodied resources (gaze) to move from the textbook to the students and/or from the students to the textbook as an interactional practice. Although gaze has been noted as an indicator of teacher attention (Yang et al., 2023), researchers have shown that gaze is not just an auxiliary index of interest or attention, but plays a crucial role in regulating and organizing interaction (Rossano et al., 2010). Many recent studies (e.g. Amar & Hauser, 2024; Muhonen et al., 2020; Sert 2019; Tůma, 2022; Tůma & Lojdová, 2021; Vänttinen, 2022; Waring and Carpenter, 2019; Willemsen et al., 2019) have found that teachers' gaze patterns are important for classroom interaction. Comparison of the findings with those of other studies confirms the importance of using talk, gaze and other nonverbal resources simultaneously and sequentially to facilitate participation in interaction.

The current study describes how the teacher structures classroom interaction based on the textbook and assists to the students' understanding of the subject matter of social studies curriculum, which may also be useful for teacher training. It is recommended that further research can analyse how teachers use textbooks, at what stage of the lesson and for what purpose. The results of these future studies can be used as good practice in teacher education. The findings of this study can also be used to consider how an embodied resource can be used to manage classroom interaction. Therefore, future studies on this topic are therefore recommended.

Several limitations to this study need to be acknowledged. One is that the findings of the study cannot be generalized to all classroom discourses. It examines the interaction during the moments when the textbook is used in a primary school social studies course in Türkiye. Observer's Paradox (Labov, 1972) that participants' behavior will be influenced by the presence of the recording devices is another limitation. The presence of video recorders in the classroom may affect interaction for a period of time

(early on). In addition, although the data have been analyzed rigorously and through micro-analytical examination, as required by the methodology used, there is limitation in terms of the adequacy of the transcriptions. It is not possible to produce a transcript that fully captures all the details of talk.

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Statement of Responsibility

The entire study was conducted by the corresponding author.

Conflicts of Interest

None.

Author Bio:

Nergiz Kardaş İşler is a research assistant in the Department of Primary Education at Hacettepe University. Before joining Hacettepe University, she worked as a classroom teacher for four years. Her research interests are in the areas of teacher-student interaction in primary schools, classroom interaction in social studies courses. In her doctoral dissertation, she examined classroom interaction in primary school social studies course with conversation analytic method.

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