



AISEE
The Association of
Indonesia Scholars of
English Education

SELF-EVALUATION OF TEACHER TALK (SETT): FACILITATING TEACHER-STUDENTS INTERACTION IN EFL SPEAKING CLASS

Ningtyas Orilina Argawati¹, Bachrudin Musthafa², Gin Gin Gustine³

^{1,2,3}English Department, Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Indonesia

Corresponding author: tyas.orilina@gmail.com

APA Citation: Argawati, N. O., Musthafa, B., & Gustine, G. G. (2025). Self-evaluation of teacher talk (SETT): facilitating teacher-students interaction in EFL speaking class. *Indonesian EFL Journal*, 11(2), 381-390. <https://doi.org/10.25134/ieflj.v11i2.11851>

Received: 22-03-2025

Accepted: 28-05-2025

Published: 30-07-2025

Abstract: Teachers have significant role in facilitating students' interaction in the classroom. They contribute in students' interaction development. Therefore, teachers need to always take such strategy to do so. One the strategy which can be used by teachers is by applying Self-evaluation of teacher talk (SETT). This study is aimed at describing the implementation of SETT to facilitate teacher-students interaction in EFL speaking class in university level. Using a qualitative research design, data were collected through recorded classroom observations and semi-structured student interviews in a speaking class. The study focused on four key categories of teacher talk: Managerial, Material, Skill and System, and Classroom Context Talk. Research indicates that managerial talk efficiently organizes classroom activities and illustrates organizational communication standards, while material talk contextualizes learning goals, connecting theory to practical applications. Skill and system discussions provide clear language training and constructive feedback, enhancing communication competence and confidence. Classroom context talk promotes critical thinking and introspective engagement, connecting theoretical knowledge with actual professional contexts. The synthesis of data and discussion emphasizes the dynamic interaction of these categories in fostering students' interaction and preparedness for professional communication issues. This study provides significant insights for teachers seeking to enhance instructional practices in higher education, highlighting the essential role of teacher discourse in equipping students for proficient communication in professional environments.

Keywords: *self-evaluation of teacher talk; teacher-students interaction; EFL speaking class.*

INTRODUCTION

It is frequently recognised that interaction is a major factor in language learning in EFL speaking courses. In addition to promoting language proficiency, meaningful communication between students and teachers also boosts student confidence and engagement (Eldeeb & Jerma, 2024; Haile et al., 2024). Despite the rise in popularity of student-centered techniques, especially in the context of Communicative Language Teaching (CLT), the teacher's function as a co-communicator, model, and facilitator is still crucial. The role of teacher talk remains significant in EFL speaking classrooms, where interaction is central to supporting learners' language development.

Recent studies emphasize that the kind and quality of teacher talk greatly affect student engagement and communication skill

(Jembaranita et al., 2024; Nafisah & Setianingsih, 2024; Rizkiyah & Salamah, 2023). Good teacher talk addresses not just content but also facilitates interaction, student participation, and a comfortable classroom (Jembaranita et al., 2024; Kurniawan, 2022; Novianti et al., 2023; Sistyawan et al., 2022; Zahra et al., 2023). However, many language teachers tend to dominate classroom discourse, which can limit opportunities for meaningful student speaking and involvement despite the indispensable value of student contributions (Alshuraiaan, 2023; RIAD, 2023).

In recent years, Self-evaluation among reflective activities has drawn more and more attention as methods of professional development and instruction improvement (Kolajo, 2025; Masuwai et al., 2024). Self-evaluation of teacher talk (SETT) especially allows teachers to assess

their verbal interactions, notice patterns, and make intelligent modifications to enhance classroom communication (Glover et al., 2025; Wang et al., 2025). While self-evaluation has obvious benefits for instruction, little research has been done on how SETT may be systematically used to improve teacher-student engagement in EFL speaking courses - especially in recent years. As teacher speech is largely responsible for classroom engagement, many EFL teachers lack strategies for improvement of their speech patterns and introspection. This sometimes results in teacher-dominated discourse, which may restrict student participation and consequently reduce possibilities for actual communication. Although self-evaluation is usually encouraged in teacher development, its relevance to teacher discussion in EFL speaking classes remains questionable. Much more research is required on how SETT could help educators to become more aware of how they talk and support more

balanced and interactive classroom communication.

The study is guided by the following research question: How does the implementation of self-evaluation of teacher talk (SETT) facilitate teacher-student interaction in EFL speaking classes?

In an EFL speaking class, "teacher-student talk" refers to the dynamic verbal exchange in which the teacher and students jointly create meaning via spoken interaction. Students have real-time opportunity to develop language, get feedback, and negotiate meaning via this kind of classroom conversation .

Self-Evaluation of Teacher Talk (SETT) is a reflective framework meant to help teachers evaluate their verbal exchanges in the classroom to improve instructional effectiveness and student involvement by means of critical assessment. Walsh (2006) first defined SETT as a framework for classifying teacher talk into four categories: managerial, material, skill and system, and classroom context as served in table 1 below.

Table 1. *SETT categories by Walsh (2006)*

Category	Description	Purpose
Managerial	Involves organizing the classroom, giving instructions, or managing behavior.	To facilitate classroom organization and flow.
Material	Focuses on lesson content, materials, or subject matter.	To guide students through the learning content and help them grasp curriculum objectives.
Skill and system	Relates to language systems (grammar, vocabulary) or specific language skills.	To develop learners' linguistic competence by focusing on language rules and skills.
Classroom Context	Encourages interaction, builds rapport, and creates a supportive environment.	To foster a positive, supportive learning environment and maintain good teacher-student relationships.

SETT encourages teachers to consider how their language supports student learning, adjusts teacher-student engagement, and corresponds with educational objectives.

Teacher-student interaction is a vital element in language learning, particularly in EFL speaking courses where the main objective is communicative competence. Some theories in interaction (Ellis, 1991; MacKey et al., 2000) emphasize the significance of substantive interactions between teacher and learners to enhance language intake, production, and feedback. Recent studies (Bouri et al., 2023; Mukhtar et al., 2024; Mukuka et al., 2023; Tobgay, 2021) emphasize that the quality of teacher talk - its clarity, scaffolding, and responsiveness - directly affects student motivation, engagement, and language

acquisition. Affirmative teacher talk that encourages student input and employs open-ended inquiries cultivates a more dynamic and interactive classroom atmosphere (Yang et al., 2024).

EFL Speaking Classes emphasize the enhancement of students' verbal communication abilities via interactive exercises and substantive practice. The function of teacher speaking in these sessions is dual: to provide linguistic input and to facilitate possibilities for student production. Challenges emerge when instructor discourse predominates; restricting student chances for speaking practice (Sanchez & Athanases, 2023). Contemporary educational methodologies promote balanced teacher discourse that fosters student independence and facilitates genuine communication (Hasnah et al., 2025; Xu, 2024).

Numerous recent studies have investigated the significance of Self-Evaluation of Teacher Talk (SETT) and teacher-student interaction in EFL speaking sessions, offering useful information for this research (Demirbuken & Mutlu-Gülbak, 2025; Lin et al., 2025; Riordan, 2024; Walper et al., 2024). Riordan (2024) in her work acclaimed that SETT framework is very significant in EFL teaching environments, since it equips educators with a meta-language for discussing and analyzing classroom conversation. This shared language enables substantive dialogues between researchers and practitioners about the quality and efficacy of classroom interactions. Through self-evaluation with SETT, teachers can recognize trends in their classroom dialogue and deliberately adjust their discourse to enhance language acquisition.

The study emphasizes the need of teacher speech in determining interaction and language learning outcomes in which case EFL speaking events follow. SETT is a possible reflecting tool that helps teachers identify their communication styles and change them to create more inclusive and involved classrooms. Recent research emphasizes the necessity of additional empirical, especially qualitative, studies on the real application of SETT and its direct impact on teacher-student interaction. With a thorough qualitative analysis of SETT usage in EFL

speaking talks, this study aims to solve this problem.

METHOD

This study used a qualitative method to investigate the implementation of Self-Evaluation Teacher Talk (SETT) in English as a Foreign Language (EFL) speaking class. The study examines the dynamics of teacher talk and its influence on student involvement using comprehensive, descriptive data. The research included 32 university students, 20 female and 12 male students, participating in an EFL speaking course, reflecting a typical demography of university EFL classrooms. They were in their first year of University level and were attending the speaking class as the compulsory subject of the current semester. The class displayed heterogeneity in students' speaking skill proficiency. Data was gathered using observation sheets aligned with SETT categories and semi-structured student interviews. Classroom observations were performed using an observation sheet that documented occurrences of teacher talks throughout speaking exercises through two meetings with 90 minutes long for each session talking about formal and informal conversation related to requesting services as the topic.

Table 2. *Aspects observed in implementing SETT*

Category	Criteria & Indicators
Managerial Talk	Clear instructions and directions given
	Classroom activities well-managed and transitions smooth
	Teacher encourages student participation and engagement
	Teacher uses self-evaluation prompts effectively
Material Talk	Materials/topics introduced clearly and contextually
	Teacher explains key concepts related to the material
	Relevance of materials to student needs and learning goals
	Teacher relates material talk to speaking tasks
Skill and System Talk	Teacher addresses specific speaking skills (e.g., pronunciation, grammar)
	Teacher provides corrective and constructive feedback
	Teacher highlights language systems within speaking tasks
	Students show awareness of their skills through self-evaluation
Classroom Context	Supportive and encouraging learning environment
	Positive rapport and interaction between teacher and students
	Students are motivated and feel comfortable participating
	Teacher monitors and responds to student needs and difficulties

Semi-structured interviews were performed with 6 students to collect their perspectives and experiences about teacher talk and interaction. The selection was based on their performances

during teaching and learning process in the classroom divided into active, passive and moderate. The questions from the semi-structured interview were tailored based on the categories of

SETT related to managerial, material, skill and system, and classroom context talk.

Table 3. *Semi-structured interview questions*

SETT Category	Interview Questions
Managerial Talk	How do you feel about the way the teacher organized and managed the speaking activities using self-evaluation teacher talk? Did the teacher’s instructions and directions help you feel more confident or clear about the tasks? Why or why not?
Material Talk	What do you think about the materials or topics used during the SETT activities? Did the teacher’s explanations and discussions about the material help you understand the speaking tasks better?
Skill and System Talk	In what ways did the self-evaluation teacher talk help you become more aware of your speaking skills (such as pronunciation, grammar, or vocabulary)? Did the teacher’s feedback help you notice any language systems or skills that you need to improve? How so?
Classroom Context	How did the use of self-evaluation teacher talk affect the overall learning environment or atmosphere in the classroom? Did you feel supported and encouraged during the activities? What aspects contributed to that?

The gathered data were examined using a coding procedure based on SETT frameworks, categorizing teacher talks into managerial, material, skill/system, and classroom context classifications. The qualitative data from interviews were transcribed and thematically examined to find common patterns concerning student impressions of teacher talk and interaction dynamics. The research seeks to provide a comprehensive account of the use of SETT in actual classroom environments, emphasizing the nature and quality of interactions instead of measuring results.

RESULTS AND DISCUSSION

The analysis of classroom observations using the SETT framework revealed distinct patterns in teacher talk across the four categories. Here is the finding for each category.

Managerial talk

For the purpose of properly coordinating class activities and preserving a professional learning atmosphere, the teachers adopted management talk. This talk comprised the application of teaching and learning via conversation. The conversations are intended to convey information, facilitate physical learning, reference the subject, and start or terminate an activity, transition from one mode to another. In conveying the material and transitioning to specific topics or questions, the instructor mostly used transitional markers (such as and then, next, first, second, lastly, now, etc.). The teacher stated that she intentionally used such transitional indicators to facilitate a seamless transition to the following utterance,

guiding the students to comprehend the material incrementally. An example has been extracted from the transcription as follows:

Excerpt 1: the teacher directed,

“Please access the material I have shared in our WhatsApp group about formal and informal conversation on requesting services. After that, please focus on what we are going to do. Here I will explain the work for today. We are going to discuss about the difference between those two modes of how to request services. As we discuss, prepare your notes accordingly.”

Excerpt 2: teacher used of transitional markers

“First, I would like you to make a group consist of 4. Next, prepare notes for each group. We will start if you are ready with the group. If needed, please move your seat.”

Excerpt 3: Teacher managed the students; behavior

“I would like you to keep silent during forming a group. Come on, don’t be noisy. Please lift the chair, it sounds noisy”

Excerpt 4: The teacher reminded students

“Let’s conclude the group presentations and prepare for the peer feedback session.”

Excerpt 5: Student response to group formation

Student A: “Can we choose our own groups?”

Student B: *miss aja, miss (Please, do it for us)*

Teacher: “Please form groups of four based on attendance list”

These precise and formal instructions helped maintain a structured flow; ensuring students remained focused and aware of expectations.

Students' comment:

"When the teacher clearly outlines what we need to do next, like 'prepare your notes' or 'get ready for the feedback session,' it helps me stay organized and professional in my lesson."

Managerial talk used in this university-level professional speaking class fosters a structured and effective classroom environment. It reflects actual work environments where explicit instructions and effective time management is essential. Through clear directives and smooth transitions, the teacher demonstrates workplace interaction norms, aiding students in assimilating the organizing skills essential for professional achievement. This type of discourse reduces ambiguity, promotes responsibility, and enhances constructive involvement in classroom activities.

Previous research highlights the essential function of management discourse in organizing classroom interactions and cultivating a learning-friendly atmosphere (Karafil & Uysal İlbay, 2024; Salamah et al., 2025; Shahjad & Mustafa, 2025). Managerial talk not only enables easy transitions between tasks but also exemplifies professional communication standards, which are crucial in university courses centered on workplace competencies. Furthermore, effective management communication has been associated with heightened student involvement and less classroom disturbances (Burns, 2009). In professional communication classes, where time management and clarity are essential, managerial talk functions as a framework for students to assimilate organizational abilities applicable to real-world contexts (Amiri, 2025; Deckha et al., 2025; Rigou et al., 2025).

Material talk

The instructor employed material talk to introduce and contextualize professional communication topics.

Excerpt 1: At the start of a session, the teacher stated

"Today, we will explore the differences between formal and informal communication, especially in professional contexts. This topic is crucial because understanding when and how to use each style can significantly impact your effectiveness in university and beyond."

"Okay, now let's start our discussion related to formal and informal conversation in requesting services to make it clearer. Please define what formal conversation is."

Student A: Formal conversation is like when we say something polite?

Teacher: for example?

Student B: asking someone to fix our printer?

Teacher: That could be

Excerpt 2: Throughout the lesson, the instructor reinforced objectives by saying

"Our aim is to understand how conversation differs by its formal or informal purposes."

This approach oriented students to the session's goals and relevance.

Students shared:

"When the instructor explains the purpose of the lesson and its application in real work scenarios, it helps me connect theory to practice and stay motivated."

In this setting, material talk defines complicated professional communication topics, making them comprehensible and relevant to students. By explicitly defining learning objectives and connecting information to real-world applications, the teacher improves cognitive engagement and practical comprehension. This discourse style aids students in constructing a conceptual framework that facilitates deeper learning and skill transfer, essential for achieving professional speaking abilities.

Material talk is crucial in guiding students to the objectives and substance of teachings, hence augmenting cognitive engagement (McCarthy & Walsh, 2023). Walsh (2006) asserts that material discourse facilitates the connection between theoretical understanding and practical implementation, especially in professional communication courses. By clearly articulating learning objectives and connecting them to genuine working scenarios, teachers enhance understanding and motivation (Ellis, 2006). This corresponds with Vygotsky's sociocultural theory, which emphasizes the significance of contextualized learning facilitated by language. Therefore, material talk not only clarifies information but also contextualizes learning within significant professional contexts.

Skill and system talk

During sessions on professional presentations, the teacher emphasized skill and system talk to clarify language use and communication techniques.

Excerpt 1: the teacher explained

"When delivering a formal presentation, use modal verbs like 'could' and 'would' to express politeness and professionalism. Please give me an example"

Student A: I want you to fix my printer, please?

Excerpt 2: When a student misused a phrase, the instructor provided constructive feedback,

"Instead of saying 'I want you to,' try 'I would appreciate it if you could.' This sounds more courteous in a business context."

Student B: I would appreciate it if you could fix my printer, please?

This targeted guidance helped students refine their language for professional appropriateness.

Students remarked:

"I find it helpful when the instructor explains how to phrase things politely and corrects my mistakes gently. It makes me more confident in professional conversations."

Talk on skill and system is essential in professional communication training, since it emphasizes the nuances of language that express professionalism and respect. Direct education in grammar, vocabulary, and pragmatic language gives students with the skills necessary for successful communication in professional environments. Constructive feedback promotes gradual development and develops communication proficiency, allowing students to engage in complicated social interactions with assurance and cultural awareness.

Discussions on skill and system are crucial for enhancing linguistic precision and pragmatic proficiency, particularly in professional settings. Research indicates that specific training and corrective feedback during classroom discourse significantly enhance learners' capacity to use language effectively in professional contacts (Afrilyasanti & Basthomi, 2025; Shadiev et al., 2024). Moreover, Swain (2001) output hypothesis supports the notion that chances for language production and modification via feedback from teachers facilitate language learning. In professional communication courses, skill and system talk include not just grammatical accuracy but also the nuanced use of language for efficient interpersonal interaction (Ellis, 2006).

Classroom Context Talk

The teacher fostered an interactive learning environment through classroom context talk by encouraging student participation and reflection.

Excerpt 1: the teacher encouraged interaction

"I'd love to hear from everyone - who wants to share an example of a formal request they have encountered?"

Student A: Please, fix my copy machine.

Student B: Would you like to fix my copy machine, miss!

Excerpt 2: teacher built rapport

"Great job to everyone who participated so far. I can see you're all making correct sentences!"

Excerpt 3: teacher created a supportive environment

"Feel free to express your thoughts openly, we're here to learn together."

This encouraged critical thinking and active engagement.

A student expressed:

"I feel more prepared for real work situations when the instructor asks for my opinion and encourages me to explain my reasoning. It makes the learning experience more practical and engaging."

Classroom talk is essential for connecting theoretical knowledge with practical application in professional communication courses. By encouraging students to articulate their viewpoints and rationalize their methodologies, the teacher fosters critical thinking, problem-solving, and introspective abilities. This dialogic engagement fosters a learner-centered atmosphere that reflects professional cooperation and decision-making processes, so improving students' preparedness for workplace communication issues.

Classroom talk, marked by interactive and dialogic communication, has been shown to improve student involvement and critical thinking (Paiva et al., 2025; Sari et al., 2025; Sedova et al., 2025). Walsh's research emphasizes that such discourse fosters a collaborative learning environment in which students co-create knowledge and enhance their communication ability. In professional communication education, cultivating dialogic engagement is essential for equipping students to manage intricate interpersonal interactions in the workplace (Dai et al., 2025; Vasylenko et al., 2025). Furthermore,

dialogic teacher discourse fosters the advancement of higher-order thinking abilities and reflective practice, essential for professional development (Moser & Zimmermann, 2025; Wan & Gu, 2025; Zhang et al., 2025).

In conclusion, combining the results and discussion into a unified part has facilitated a more continuous and prompt analysis of the data related to the Self-Evaluation Teacher Talk (SETT) categories. This method improves the clarity and accessibility of the study's results while promoting a more profound comprehension of the interactions among the categories - Managerial, Material, Skill and System, and Classroom Context Talk - within the professional speaking classroom setting. The authentic

classroom and interview samples, polished to embody university-level professional discourse, illustrate the practical importance of these communication categories in enhancing successful learning and equipping students for real-world professional engagements. This comprehensive study highlights the essential function of teacher discourse in developing students' communicative competence, engagement, and preparedness for professional environments, offering significant insights for educators seeking to enhance their teaching methodologies. Table 2 serves the finding and discussion of the implementation of SETT in the study. Table 4 is displaying the conclusion of the finding and description.

Table 4. *Finding and description on implementation of SETT in this study*

Category	Purpose/ Focus	Examples/ Features	Teacher's Excerpt	Student Feedback	Significance
Managerial Talk	Coordinate class activities, maintain order, and guide workflow	Use of transitional markers (first, next, lastly), clear instructions, managing student behavior	"First, open your books to page 10. Next, complete the exercise in pairs. Lastly, we'll review."	"Helps me stay organized and professional in the lesson"	Models workplace communication norms, fosters organization, reduces ambiguity, increases engagement
Material Talk	Introduce and contextualize lesson topics and objectives	Explanation of lesson purpose, linking theory to real-world applications, clarifying topics	"Today, we are going to learn how to use polite requests in English, which you can use in job interviews."	"Helps me connect theory to practice and stay motivated"	Enhances cognitive engagement, deepens comprehension, situates learning in meaningful contexts
Skills and Systems Talk	Clarify language use, communication techniques, and provide feedback	Instruction on grammar, polite expressions, corrective feedback on language use	"Remember, use 'Could you please...?' to be polite when asking for something."	"Makes me more confident in professional conversations"	Develops linguistic tools for professional communication, builds confidence, improves skills
Classroom Context Talk	Foster positive social and interpersonal classroom dynamics	Encouragement, rapport building, behavior management through positive reinforcement, small talk	"Great job, everyone! Keep up the good work. Let's support each other as we learn."	"Makes me feel comfortable and motivated to participate"	Promotes student engagement, motivation, and a supportive learning environment

CONCLUSION

This research examined the use of Self-Evaluation Teacher Talk (SETT) in an EFL speaking classroom, emphasizing the impact of several types of teacher talk on teacher-student interaction. The qualitative research indicated that SETT offers a thorough framework for comprehending and improving teacher discourse by classifying it into managerial, material, skill/system, and classroom environment categories.

The results indicate that while managerial and material talk are crucial for classroom

organization and content delivery, it is the skill and system and classroom context talk that significantly enhance meaningful interaction and student involvement. The prevalence of Initiation-Response-Feedback (IRF) sequences in managerial and skill and system talk guarantees clarity and precision, while the enhanced use of open-ended inquiries and interactive discussion in classroom discourse fosters student autonomy and enhances communication.

Student responses further confirmed that interactive teacher discourse particularly that which fosters debate and appreciates student

contributions, significantly enhances motivation and confidence in speaking. This corresponds with recent work highlighting the significance of reflective teacher discourse and interactive classroom settings.

The SETT framework functions as an essential instrument for teachers, facilitating self-reflection and fostering professional growth. It enhances teachers' awareness of their teacher talk patterns and promotes a balance among many forms of discourse - managerial, content, skill/system, and classroom context - to improve classroom engagement and foster a more effective learning environment. Integrating SETT concepts into teacher training programs may provide teachers with effective techniques to create more engaging, student-centered classrooms. This method assists teachers in transitioning from conventional, teacher-centered discourse to more participatory and communicative pedagogical approaches.

Future study might statistically assess the effects of SETT implementation on students' language competency and participation. Furthermore, investigating the implementation of SETT in various educational settings and levels would provide further insights into its generalizability and efficacy.

REFERENCES

- Afrilyasanti, R., & Basthomi, Y. (2025). Multilingual interventions in feedback: communication strategy in teacher professional development training. *International Journal of Multilingualism*, 22(2), 415–432. <https://doi.org/10.1080/14790718.2024.2312899>
- Alshuraiaan, A. (2023). Exploring the relationship between teacher-student interaction patterns and language learning outcomes in TESOL classrooms. *Journal of English Language Teaching and Applied Linguistics*, 5(3). <https://doi.org/10.32996/jeltal.2023.5.3.3>
- Amiri, S. M. H. (2025). Project-based learning pedagogy: bridging theory and practice for real-world impact. *International Journal of Research and Innovation in Social Science*, IX(IIS), 3810–3831. <https://doi.org/10.47772/IJRISS.2025.903SEDU0274>
- Bouiri, O., Lotfi, S., & Talbi, M. (2023). Metacognition & learning process: using think-aloud protocol (tap) to understand students and their teacher's reflection processes during a problem-solving situation.
- Burns, A. (2009). Doing action research in english language teaching: A guide for practitioners. In *Doing Action Research in English Language Teaching: A Guide for Practitioners*. <https://doi.org/10.4324/9780203863466>
- Dai, D. W., Suzuki, S., & Chen, G. (2025). *Generative AI for professional communication training in intercultural contexts: where are we now and where are we heading?* 16(2), 763–774. <https://doi.org/doi:10.1515/applirev-2024-0184>
- Deckha, N., Scott, C.-A., MacDiarmid, L., Sandford, A., & Chen, V. (2025). Identifying key skills for the future of work and the assessments to build them. *Journal of Innovation in Polytechnic Education*, 6(2), 1–13. <https://doi.org/10.69520/jipe.v6i2.216>
- Demirbuken, B., & Mutlu-Gülbak, G. (2025). Raising awareness on classroom interaction competence through SETT. *ELTR Journal*, 9(1), 1–17. <https://doi.org/10.37147/eltr.v9i1.224>
- Eldeeb, M., & Jerma, S. (2024). Speaking in the EFL classroom: teacher-student reflection. *Humanitarian and Natural Sciences Journal*, 5(1), 356–369. <https://doi.org/10.53796/hnsj51/23>
- Ellis, R. (1991). The Interaction hypothesis: A critical evaluation. *Regional Language Centre Seminar*.
- Ellis, R. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly*, 40(1). <https://doi.org/10.2307/40264512>
- Glover, A., Bleasdale, C., Clifton, G., & Thomas, A. (2025). “It’s Good to Talk”: Exploring effective professional conversations in teacher education. *International Journal of Changes in Education*, 00(00), 1–9. <https://doi.org/10.47852/bonviewIJCE52023876>
- Haile, K. W., Olamo, T. G., & Yemiru, M. A. (2024). Utilizing communication strategies to enhance reflective learning in ethiopian EFL classrooms. *Heliyon*, 10(13), 1–19. <https://doi.org/10.1016/j.heliyon.2024.e32585>
- Hasnah, Y., Saragih, A., & Murni, S. M. (2025). Dissecting the rise of ideological constructs in educators’ pedagogical discourse: A critical discourse Analysis. *Theory and Practice in Language Studies*, 15(2), 557–565. <https://doi.org/10.17507/tpls.1502.26>
- Jembaranita, S., Sada, C., & Rahmani, E. F. (2024). Teacher’s talk in english classroom using foreign language interaction (FLINT) system. *Journal of Scientific Research, Education, and Technology (JSRET)*, 3(1), 349–354. <https://doi.org/10.58526/jsret.v3i1.337>
- Karafil, B., & Uysal İlbay, Ö. (2024). A Conversation analytic study on scaffolding strategies applied in an online english class. *International Journal of Academic Research in Education*, 9(1). <https://doi.org/10.17985/ijare.1365101>
- Kolajo, Y. (2025). Advancing pedagogical excellence through reflective teaching practice and adaptation. *Reflective Practice*, 1–16.

- <https://doi.org/10.1080/14623943.2025.2504143>
- Kurniawan, M. B. (2022). Classroom interaction in the EFL speaking class in junior high school. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 10(1), 82–87. <https://doi.org/10.23887/jpbi.v10i1.47994>
- Lin, Y., BT. Mohamad, M., & Izwan Mahmud, M. (2025). Exploring the relationship between classroom english proficiency and teacher self-efficacy among polytechnic EFL Teachers. *Arab World English Journal*, 16(2), 80–95. <https://doi.org/10.24093/awej/voll6no2.5>
- MacKey, A., Gass, S., & McDonough, K. (2000). How do learners perceive interactional feedback. *Studies in Second Language Acquisition*, 22(4). <https://doi.org/10.1017/S0272263100004010>
- Masuwai, A., Zulkifli, H., & Hamzah, M. I. (2024). Self-assessment for continuous professional development: The perspective of Islamic Education. *Heliyon*, 10(19), e38268. <https://doi.org/10.1016/j.heliyon.2024.e38268>
- McCarthy, M., & Walsh, S. (2023). *ELT: The basics*. Routledge. <https://doi.org/10.4324/9781003350316>
- Moser, M., & Zimmermann, M. (2025). Meaning-making through dialogic classroom discourse in history classes: multi-perspective case studies from a teacher professional development program. *The Journal of Social Studies Research*, 49(1), 51–70. <https://doi.org/10.1177/23522798241278284>
- Mukhtar, M., Firdaus, M., & Darari, M. B. (2024). The development of mathematics discourse-based learning to improve teacher students' procedural and conceptual understanding of multivariable calculus. In *Sciendo eBooks* (pp. 403–413). Sciendo. <https://doi.org/10.2478/9788367405782-050>
- Mukuka, A., Balimuttajjo, S., & Mutarutinya, V. (2023). Teacher efforts towards the development of students' mathematical reasoning skills. *Heliyon*, 9(4). <https://doi.org/10.1016/j.heliyon.2023.e14789>
- Nafisah, B. Z., & Setianingsih, T. (2024). Teacher Talk Analysis in Classroom Interaction through Flander's FIACS Technique. *PALAPA*, 12(1), 95–105. <https://doi.org/10.36088/palapa.v12i1.4737>
- Novianti, D., Hijrah, & Anugrawati, N. (2023). Class interaction analysis in english learning based on flanders inter action analysis category system (FIACS). *English Language Teaching Methodology*, 3(1), 80–97. <https://doi.org/10.56983/eltm.v3i1.222>
- Paiva, H. M., Hayashi, V. T., Santoro, F. M., Paiva, J. P. L. M., & Garcia, M. (2025). Active learning in STEM education: An approach combining flipped classroom and dialogic teaching. *2025 IEEE Global Engineering Education Conference (EDUCON)*, 1–10. <https://doi.org/10.1109/EDUCON62633.2025.11016558>
- RIAD, J. (2023). Classroom interaction: An analysis of teacher talk in Moroccan EFL Cla ssrooms. *International Journal of Language and Literary Studies*, 5(3), 1–11. <https://doi.org/10.36892/ijlls.v5i3.1341>
- Rigou, M., Gkamas, V., Perikos, I., Kovas, K., & Kontodiakou, P. (2025). Utilizing virtual worlds for training professionals: the case of soft skills training of smart city engineers and technicians. *Computers*, 14(6), 206. <https://doi.org/10.3390/computers14060206>
- Riordan, E. (2024). *Language teacher classroom discourse and interaction* (pp. 1–38). https://doi.org/10.1007/978-3-031-43208-8_17-1
- Rizkiyah, F., & Salamah, U. (2023). Analysis of classroom verbal interaction using fiacs (flanders interac tion analysis categories system). *Darussalam English Journal (DEJ)*, 3(1), 31–66. <https://doi.org/10.30739/dej.v3i1.2234>
- Salamah, N., Mujiono, & Muslihun. (2025). Curriculum management to shape students' competence in knowledge, religious values, and morals. *Journal of Education and Learning Innovation*, 2(1), 1–15. <https://doi.org/10.59373/jelin.v2i1.90>
- Sanchez, S. L., & Athanases, S. Z. (2023). Dialogic teacher inquiry: The case of a preservice teacher learning to facilitate class discussion. *Dialogic Pedagogy*, 11(1). <https://doi.org/10.5195/dpj.2023.482>
- Sari, H., Samsinar, S., & Rajiman, W. (2025). Teacher communication strategies: fostering critical thinking skills in the classroom. *Jurnal Riset Dan Inovasi Pembelajaran*, 5(1). <https://doi.org/10.51574/jrip.v5i1.2579>
- Sedova, K., Sedlacek, M., Salamounova, Z., Lintner, T., Svaricek, R., Vlcek, J., Malikova, K., & Rozmahel, I. (2025). Let them all talk: equitable participation in classroom dialogue as a result of an intervention programme. *Language and Education*, 1–19. <https://doi.org/10.1080/09500782.2025.2454637>
- Shadiev, R., Feng, Y., Zhussupova, R., & Huang, Y. (2024). Intercultural competence development through a tele-collaborative project supported by speech-enabled corrective feedback technology. *Journal of Computer Assisted Learning*, 40(2), 697–714. <https://doi.org/10.1111/jcal.12906>
- Shahjad, & Mustafa, K. (2025). A class-oriented architecture for designing learning apps. *Interactive Learning Environments*, 33(3), 2255–2312. <https://doi.org/10.1080/10494820.2024.240570>

- 6
- Sistyawan, Y. N. I., Purnamasari, I. I., Azizah, W., & Mardiningrum, A. (2022). Teacher talks and their importance for EFL learners. *JEES (Journal of English Educators Society)*, 7(2). <https://doi.org/10.21070/jees.v7i2.1652>
- Swain, M. (2001). Examining dialogue: another approach to content specification and to validating inferences drawn from test scores. *Language Testing*, 18(3), 275–302. <https://doi.org/10.1177/026553220101800302>
- Tobgay, K. (2021). Effectiveness of teachers' use of motivational skills to enhance student's academic learning outcome. *Journal of Humanities and Education Development*, 3(4), 83–89. <https://doi.org/10.22161/jhed.3.4.12>
- Vasylenko, N., Ivatsko, T., Matokhniuk, O., Krasnytska, O., Oliynyk, L., Shevchuk, V., Yahupov, V., & Halimov, A. (2025). Development of professional socio-communicative competence of a public manager. *Revista Romaneasca Pentru Educatie Multidimensionala*, 17(1), 247–276. <https://doi.org/10.18662/rrem/17.1/949>
- Walper, K., Pinuer, N., & Velásquez, C. (2024). *Developing chilean pre-service EFL teachers' classroom interactional competence in simulated co-teaching practice sessions* (pp. 189–212). https://doi.org/10.1007/978-3-031-59321-5_11
- Walsh, S. (2006). Investigating classroom discourse. In *Investigating Classroom Discourse*. <https://doi.org/10.4324/9780203015711>
- Wan, P., & Gu, X. (2025). Developing teachers' professional abilities: a systematic review of human-machine dialogic learning for teacher education. *Interactive Learning Environments*, 1–25. <https://doi.org/10.1080/10494820.2025.2507280>
- Wang, F., Zhou, X., Li, K., Cheung, A. C. K., & Tian, M. (2025). The effects of artificial intelligence-based interactive scaffolding on secondary students' speaking performance, goal setting, self-evaluation, and motivation in informal digital learning of English. *Interactive Learning Environments*, 1–20. <https://doi.org/10.1080/10494820.2025.2470319>
- Xu, L. (2024). Navigating the educational landscape: the transformative power of smart classroom technology. *Journal of the Knowledge Economy*, 16(2), 10389–10420. <https://doi.org/10.1007/s13132-024-02233-z>
- Yang, B., Xie, C., Liu, T., Xu, J., & Li, W. (2024). Exploring the relationship between teacher talk supports and student engagement from the perspective of students' perceived care. *Interactive Learning Environments*, 32(10), 6393–6412. <https://doi.org/10.1080/10494820.2023.2263045>
- Zahra, H., Perdhani, W. C., & Hartono, D. (2023). A Speech act analysis of a pre-service teacher in an EFL classroom. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2). <https://doi.org/10.24256/ideas.v10i2.3210>
- Zhang, Y., Xin, J. J., Yu, Z., Liu, Y., Zhao, W., Li, N., Li, Y., & Chen, G. (2025). Enhancing preservice teachers' use of dialogic teaching and dynamic visualizations in mathematics classes: Bridging the knowing–doing gap. *International Journal of Science and Mathematics Education*. <https://doi.org/10.1007/s10763-025-10558-7>