Talk Management in Action: A Novel Framework for Teacher Interaction

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ARTICLE INFO

ABSTRACT

This paper explores Teacher Interactional Competence (TIC) in semi-instructed EFL contexts, offering fresh insights into how educators manage classroom discourse to optimize learning. Through detailed Conversation Analysis (CA) of three teachers in an English Interactional Club (ENIC), the study reveals how the Initiation-Response-Feedback (IRF) sequence often drives classroom talk but can limit deeper engagement when not followed by topicalization. To overcome these challenges, the study introduces an innovative TIC framework built on four dynamic components: pause-in-discourse (PID), socio-visualize, digital literacy, and teacher autonomy. This adaptable model could enhance teacher-student interactions and bridge the divide between theory and practice, offering practical strategies for real-time classroom management. By fostering a more flexible, reflective, and digitally integrated approach to teaching, the TIC framework provides a powerful tool for in-service and pre-service teachers, promoting post-method pedagogy and advancing a more interactive, learner-driven experience in modern EFL classrooms.

The interactional competence (IC) of language acquisition became a widely debated subject in the 1960s, particularly with the shift from Chomskyan cognitive approaches to sociocultural studies and psycholinguistics. To date, this transition has emphasized the critical role of interaction in second language development, leading researchers to conduct micro-analyses of phonology, lexis, syntax, and conversational modifications (Gass, 1997). Studies have specifically focused on how language learners identify gaps in their interlanguage, negotiate meaning, and internalize form-meaning relationships through interactionally negotiated output, an essential element for effective language acquisition (Gass, Behney, & Plonsky, 2013). They underscored the importance of Classroom Interactional Competence (CIC) in effective language teaching, which is defined by Walsh (2013) as the ability of both teachers and learners to utilize interaction as a tool for learning. However, this collaborative effort is meant to be orchestrated by teachers who play a crucial role in shaping classroom discourse, facilitating interaction, and promoting classroom talk. This process transforms teachers into strategic thinkers and reflective practitioners who adapt to their students' needs (Kumaravadivelu, 2003). To support this adaptive approach, various tools and learning-centered frameworks have been developed by many studies to

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enable teachers to effectively manage classroom discourse, placing CIC at the forefront of language education research. Walsh (2021) positions CIC through self-reflection as central to classroom dynamics. Ding, Glazewski, and Pawan (2022) view CIC as a vital constituent for fostering professional development and learner engagement. Sikveland, Moser, Solem, and Skovholt (2023) dwell on raising CIC awareness in pre-service teachers, which is considered by Sert, Gynne, and Larsson (2024) a significant component of teacher education to identify nuanced interactional challenges and refine classroom management strategies accordingly. These studies highlight the significance of reflective practices and technological tools in enhancing teaching strategies and developing CIC.

1.2. Statement of the Problem

While most studies on CIC have taken place in fully instructed environments, highlighting the significance of teacher-learner interaction for professional growth (Donald, 2015; Lazaraton & Ishida, 2005), research is scarce in semi-instructed settings, particularly on how classroom talk can contribute to teachers' professional development. Research has extensively focused on teachers' pivotal role in promoting negotiated interaction (NI) due to their central function in managing language learning (Kumaravadivelu, 2003). Hence, Walsh (2014) suggests reconceptualizing CIC by emphasizing the need for teachers to develop their own IC first to facilitate and mediate NI effectively. Those teachers skilled in NI can reflect on and improve their teaching practices, enhancing their professional growth. Supporting this, Kumaravadivelu (2003) proposes ten macro-strategies for language teaching, one of which is promoting negotiated interaction.

This study builds on these ideas by redefining CIC to position TIC as a prerequisite for Student Interactional Competence (SIC) despite their interdependence. It emphasizes teachers' roles in shaping CIC through collaborative learning and talk management. It incorporates TIC within the macro-strategy of Facilitating Negotiated Interaction (FNI) and encourages the integration of macro- and micro-strategies. This combined approach empowers teachers to use both top-down and bottom-up processes for self-analysis, self-observation, and self-evaluation without being restricted by rigid guidelines.

1.3. Purpose of the Study

The primary objective of this study is to uncover how teachers develop their IC in a semi-instructed EFL setting, specifically within the dynamic environment of an interactional club for adult learners studying English. Through the lens of the ethnomethodological approach of CA-SLA, this research delves into understanding how teachers' IC evolves through their ability to orchestrate classroom interaction while guiding discussions and handling interaction sequences in a naturalistic context. To explore this development, the following research questions were posed:

1- How does the teacher manage the talk of adult L2 learners?
2- What interactional resources does the teacher use to manage learner talk?
3- Does the teacher's use of these resources evolve over time?
4- Is there a diversification in the teacher's interactional resources over time?
5- Does the teacher's talk management influence learners' ability to manage topics?
6- How does the teacher's talk management and topicalization impact learner engagement in interaction?

Although the study does not aim to propose new hypotheses for second language learning, it offers descriptive insights into how teachers enhance their IC, thereby contributing to both classroom discourse studies and SLA through an analytic and sociocultural lens. This study ultimately bridges classroom discourse, teacher development, and SLA within a sociocultural framework. It advocates for a data-

driven, emic approach to understanding classroom interactions and underscores the critical role of teachers in facilitating meaningful, socially embedded learning experiences. Additionally, it acknowledges the impact of individual, institutional, social, and cultural factors on language learning and teaching (Kumaravadivelu, 2003).

1.4. Significance of the Study

To the extent of the researcher's knowledge, this study is the first to explore the development of TIC in adult L2 learners through CA in a semi-instructed, authentic learning environment. Unlike previous studies confined to traditional classrooms, it expands CA-SLA research by focusing on real-world, socially dynamic settings, offering the potential for cross-linguistic and cross-cultural analysis (Taleghani-Nikazm, 2002). Highlighting the collaborative roles of teachers and learners, this semi-instructed space offers new perspectives on reconceptualizing fully instructed classrooms. It can inspire classroom redesigns that emphasize creativity and contextual learning, moving beyond prevailing Western models.

Building on Kumaravadivelu's (2003) insights, the study proposes that TIC should align with learners' socio-contextual and cultural needs. Effective topic and talk management, facilitated by flexible referential questions, individualizes the learning process. To capture this, the study introduces the concept of *Socio-vidualize*, which integrates socialization and individualization in negotiated interaction. This new concept emphasizes identifying individual learner needs through flexible, contextual questions, promoting a more need-based learning environment.

Another new concept, PID, refers to teachers' pausing to address linguistic gaps in real-time talk through targeted feedback without overwhelming students with grammatical details. These concepts aim to enhance individualized learning while promoting natural, flexible interaction. The study's significance lies in four key aims: **(1)** raising awareness of the role of TIC in classroom talk management, **(2)** maximizing learning opportunities based on individual needs, **(3)** creating adaptable learning spaces free from pre-packaged, inauthentic materials, and **(4)** achieving these goals through a new, data-driven, experience-based framework. Table 1 below summarizes the six aspects of the originality of the research.

Table 1.
Aspects of research originality

1.	Addressing Teachers' Talk Management of Adult Language Learners
2.	Reconceptualizing TIC as Distinct from CIC
3.	Treating TIC as a Sub-construct of Kumaravadivelu's Pedagogical Framework
4.	Semi-instructed and Natural-like Research Context
5.	The Novel Notion of Socio-vidualize
6.	The Novel Notion of Pause-in-discourse

2. Literature Review

The evolving understanding of CIC and its implications for teaching has urged numerous studies to explore classroom discourse dynamics to integrate interactive methodologies into teacher training. They have tended to raise awareness of how interactional practices directly influence language acquisition and student engagement. Among these, the Foreign Language Interaction Analysis (FLINT) system (Moskowitz, 1976) stands out as a means for teachers to reflect on and enhance their practices through self-evaluation aligned with instructional goals. Additionally, Fanselow's (1977) Foci for Observing Communication in Settings (FOCUS) views teaching as a series of contextual interactions within a social space, the classroom, where both teachers and students collaboratively manage talk (Allwright, 1984).

With technological advancements, these tools have made CIC and its impact on teaching practices more accessible for a deeper examination. Walsh's (2006) Self Evaluation of Teacher Talk (SETT) provides a practical approach for teachers to self-reflect using short recordings and stimulated recall, effectively bypassing the need for lengthy transcriptions. These endeavors have positioned CIC at the forefront of language education research on classroom dynamics (Walsh, 2021). Ding, Glazewski, and Pawan (2022) explore the potential of multimodal analysis through video-based online learning tasks to enhance language teachers' professional development. This technology-enhanced reflection allows them to replay, analyze, and annotate lessons. It ultimately innovates their classroom management strategies and fosters learner engagement. Another study by Sikveland, Moser, Solem, and Skovholt (2023) was conducted to track the development of interactional competence in pre-service teachers. They employed a *Randomized Controlled Trial* (RCT) to test the effectiveness of the *Conversation Analytic Role-Play Method* (CARM). Their findings highlight the significance of CIC for effective language teaching and the integration methods like CARM into teacher training programs for reflective practices. A recent study by Sert, Gynne, and Larsson (2024) tracked the development of CIC over time using a novel, bottom-up and longitudinal methodological approach that combines CA and interactional ethnography, *Discursive Timeline Analysis* (DTA). The study suggests that video-assisted reflective practices of student-teachers can help them spot nuanced and potential interactional challenges and mitigate them; accordingly, they can refine their strategies such as managing turn-taking and responding to student contributions effectively.

The development of CIC in both short-term and long-term contexts has been investigated (Markee, 2000). Ishida (2006) examined the development of Japanese interactional particles during a 10-minute decision-making activity, revealing how L2 speakers used and adapted the markers without explicit corrections. Kim (2009) analyzed discourse markers among L2 Korean speakers and found that their use evolved with proficiency levels. Additionally, Ishida (2009) conducted longitudinal research on the particle *ne*, showing improved competency in various contexts over ten months. Hellermann (2008) studied adult ESL learners' methods of establishing social order in classrooms, noting that beginner students utilized nonverbal cues while higher-proficiency students expanded their social interactions and linguistic practices. These studies on CIC can provide valuable insights into SLA, forging stronger connections between theoretical frameworks and practical language pedagogy.

Although the concept of CIC has garnered considerable debate in SLA research from various perspectives, its precise influence remains underexplored. Initially, in the 1960s, the concept was considered to involve phonological, lexical, and syntactical modifications, as well as exaggerated intonation and slower articulation in input. In the 1970s, new approaches emerged to address the social aspects of language learning, shifting from grammar-focused methods to learner-centered ones. These methods, though focused on promoting interactional competence, still relied on pre-selected linguistic forms, which led to inauthentic dialogue (Kumaravadivelu, 2003); however, there was a gradual shift toward understanding CIC as collaborative interactional adjustments, which included increasing wait-time and minimizing teacher interruptions for error correction, allowing learners to formulate responses more thoughtfully. Such practices were acknowledged to facilitate L2 comprehension through both linguistic and non-linguistic elements in natural modified interactions (Walsh & Li, 2013).

As of the 1980s, learning-centered methods (e.g., the Natural Approach) aimed at creating open-ended and meaningful interactions but failed to address the complex, context-specific nature of language learning. To compensate for this, the 1990s saw some attempts at combining various methods, which led to the recognition of their limitations, prompting a move towards context-sensitive approaches. To address this dilemma, Kumaravadivelu (2003) advocates a post-method approach that is centered on three parameters: particularity, practicality, and possibility, which promote teacher autonomy to develop context-specific strategies while remaining flexible to diverse learner needs. He views traditional teacher education models as inadequate to accomplish this since they offer *one-size-fits-all* strategies. Therefore, he

highlights the necessity of a framework with ten macro-strategies (see *Figure 1*), each with various micro-strategies, to empower educators to become reflective designers. One of these macro-strategies, and the primary concern of this study, is FNI, a vital component in the interactional development of L2 learners (Kumaravadivelu, 2003).
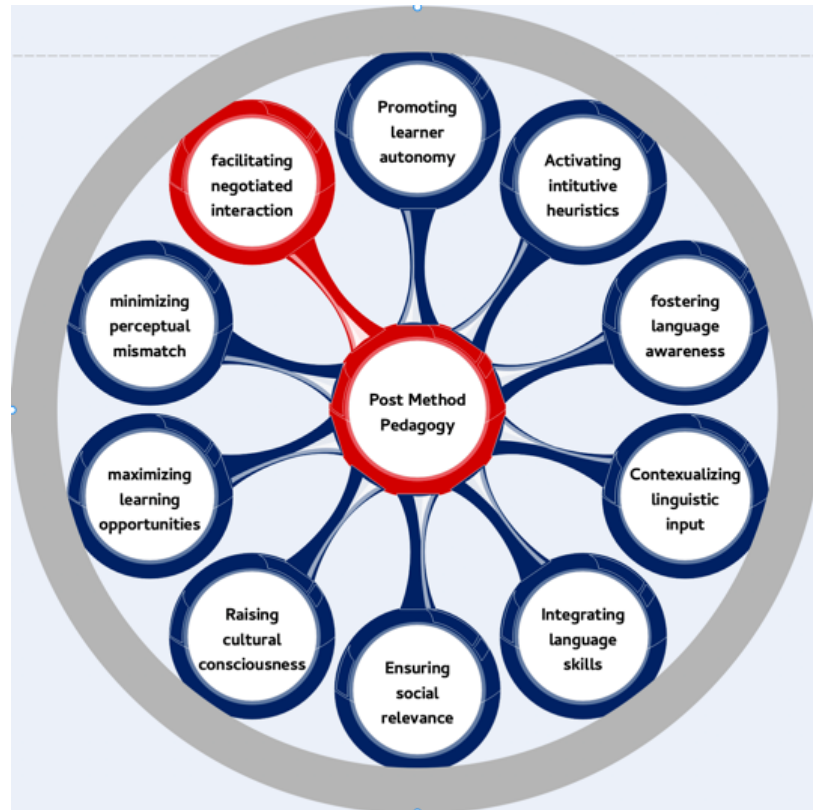

Figure 1. The Pedagogic Wheel

This endeavor is highlighted by employing CA to identify SLA issues in real-time talk because it challenges the idea that language learning is solely a cognitive activity, but rather views it as an inherently social process facilitated by interaction. As presented in Kunitz, Markee and Sert (2021), CA-for-SLA is an interdisciplinary approach employing the principles and methodologies of CA to the study of SLA. It examines how learners manage and participate effectively in conversations using turn-taking, repairing communication breakdowns, responding to conversation feedback and scaffolding one another. CA-SLA provides evidence-based understanding of how real-time classroom interactions can foster language learning and help educators design effective teaching strategies.

CA is rooted in sociology and was developed by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson during the 1960s and the 1970s as a method to study the intricacies of human interaction. It is an insider-relevant, data-driven, ethnomethodological and qualitative research method used to study the structure and organization of naturally occurring social interaction, primarily through detailed analysis of talk-in-interaction (Robinson, Clift, Kendrick, & Raymond, 2024). Using audio and video recordings, it analyzes how each response shapes the subsequent turn, how speakers manage who talks next, when, where and for how long (Kasper & Wagner, 2011).

Being not theory-driven, it employs exogenous theories like Socio-Cultural Theory, examining cultural and social knowledge through detailed transcription of both verbal and non-verbal interactional conduct, including intonation, stress, pauses, and overlaps (Sidnell, 2010). This approach aligns with the

objective of the present study which seeks an in-depth examination of interactional sequences over time, identifying patterns and developments in teachers' talk management. CA is favored over Discourse Analysis and other emic approaches such as the ethnography of speaking because its transcription system captures the intricacies of interaction in greater detail. Furthermore, it does not rely on interviewing speakers for insider perspectives. Instead, it examines how participants treat each other's talk during interactions (Wong & Waring, 2019).

3. Methodology

3.1. Procedures and Context

The present study distinguishes itself from the majority of SLA research, which often examines language learning in short-term contexts, such as single task-based sessions or two-week interaction periods (Lightbown & Spada, 2006). In contrast, this study collected data over a three-month period, encompassing approximately 48 hours of video recordings. The ENIC aimed to enhance participants' IC in a semi-instructed, natural-like environment. To conduct the research, the researcher obtained permission from the Art Center directors and informed the participants in their native language about the study's objectives and procedures to ensure clear communication. The participants were assured of anonymity and their right to withdraw from the study at any time. The multi-modality approach adopted in this study naturally requires the examination of all available communicative resources, verbal and non-verbal modes of the talk, such as speech, gestures, gaze, posture, facial expressions, and physical artifacts. For this reason,, they were asked to provide informed and signed consent, agreeing to be recorded and allowing their data, including videos and screen shots depicting them, to be used for research purposes.

The multi-modality approach examined the *sequential organization* of multimodal actions and its influence on multiple modes such as the interaction of a pause and a gaze shift to signal turn-taking. Other key features of multimodality were also analyzed, including *embodied interaction* (e.g., hand gestures to supplement verbal speech), *material environment* (e.g., pointing to a chart while explaining data) and *context sensitivity* (e.g., the spatial arrangement of participants in a social or physical setting) (Mondada, 2007). CA's unique procedures were followed to build a comprehensive collection of data for in-depth analysis, which included the following steps (Wong & Waring, 2019):

1- *Unmotivated looking*: Analyzing data without predefined hypotheses, remaining open to discovery. Though a general area of interest (e.g., turn-taking) may guide the analysis, particular hypotheses are excluded at the outset.
2- *Repeated listening and viewing:* reviewing data multiple times to refine initial observations and uncover interactional details.
3- *Why that now?":* Considering why an utterance occurs in a specific way and at a particular moment, based on participants' interpretations rather than the researcher' assumptions
4- *Case-by-case analysis:* comparing individual cases across various transcripts to identify regular interactional practices and build evidence-based arguments.
5- *Deviant case analysis:* examining outliers closely to refine, confirm, or reveal alternative interactional patterns.

3.2. Participants

The participants included four adult L2 learners and three English teachers who participated in ENIC, which was held at an Art and Dance Centre café twice a week, for two hours per session. Each teacher was recorded weekly for one to two hours. The teachers, who held BA degrees in English

Language Teaching and had a combined 26 years of teaching experience, ranged in experience from 4 to 12 years. Although the L2 learners had formal language education backgrounds, they considered themselves beginners who were able to understand basic English but struggled with fluency. Before joining, they were interviewed in English, during which they expressed anxiety about speaking in public or with more proficient speakers, often affecting their ability to recall even basic vocabulary. Participants aged 40 to 55 were selected based on this criterion.

3.3. Data Collection Tools

Instruments used for data collection included two Canon D60 cameras, Transana software, and a MacBook Air. One of the cameras was positioned at an appropriate angle that ensured the capture of non-verbal features of the interactions. Although participants initially acted unnaturally because of camera awareness, they relaxed as the researcher minimized his presence. Test shots were conducted to verify the quality of video and audio recordings. Given ethical considerations, the sessions were not recorded secretly. Transcription was carried out using Gail Jefferson's (2004) widely adopted conventions, ensuring consistency and reliability. Line numbers were included for reference, and pseudonyms were used to maintain participant anonymity. Although the transcriptions might not capture all visual cues, they still provide a detailed orthographic representation of the interactions. Interactional materials included movies, songs, short stories, daily idiomatic expressions, and spontaneous topics for debate and discussion. The data were transcribed using Transana, a software tool for qualitative analysis of video, audio, and text data, which facilitated the transcription process and allowed for linking specific transcription segments to video frames.

4. Data Analysis and Findings

Having collected, transcribed, and thoroughly analyzed data, the researcher documented how teachers managed the talk (e.g., by employing varied questions techniques), enhanced topic management and used non-linguistic resources (e.g., body language, silence), and diversified interactional strategies to facilitate negotiated discourse and foster flexible, participant-relevant engagement. The key points are illustrated through selected extracts, with the Jeffersonian transcription system and accompanying screenshots used to enhance clarity and support the analysis.

4.1. IRF Sequences

IRF sequences are widely used for structuring classroom talk but often fall short of fostering meaningful language learning, as they can become routine and limit deeper engagement (Swain & Lapkin, 1998). Display questions, which require predictable answers dominate, while referential questions, which encourage learners to generate new insights are less common. In Extract 1 below, the IRF pattern follows a familiar structure, offering a scaffold but restricting more complex exchanges.

Extract 1.
Typical talk management with IRF

```
1   Tch : Hi, welcome to our speaking club.
2       : How are you today? How do you feel?↑
3   Tah : I am fine. Err:↑ I am feeling good.↓
4   Tch : Nice!↑ Very good.↓
5   Tah : But last night I had a small drunk. (0.3) Yeah! and after
6       : (0.2) drunk I cannot sleep. (0.5) Last night, so I slept
7       : little. Today, I tired but I am feeling good.↓
```

Even when students like *Tah* try to extend the dialogue, the lack of further referential questioning constrains deeper interaction. This suggests that to truly promote *learning by talking* and *collaborative interaction* (Gass et al., 2013), classroom talk must adopt more dynamic conversational patterns that move beyond the limits of routine IRF sequences.

Extract 2.
Adjacency pairs and the three-part exchange

```
1   Tch : How do you feel?↑ How are you today?↓
2   V   : I am fine. (0.2) Now, I am fine.↓
3   Tch : Now you are fine! ((confirmation))
4   V   : This morning, I was tired.↓
5   Tch : Why were you tired?↑
6   V   : Last night. (0.3) We together drunk.↓
7   Tch : Haa! ((understanding)) That is why, (0.5)
```

Extract 2 above illustrates another typical IRF sequence structured as adjacency pairs within a three-part exchange, but it lacks referential questions. The interaction begins with the teacher asking how the participant feels. This is followed by a response, confirmation (*line 3*), and then silence (see *Figure 2*).

Figure 2. Keeping silent before taking a turn.

Despite the absence of a turn-taking signal, the participant takes the initiative to introduce a new topic. The exchange remains heavily controlled by the teacher, and the dialogue only extends beyond the IRF framework when participants add new details voluntarily (see *Figure 3*).

Figure 3. The participant's help call and the teacher's intervention to maintain the flow of the talk.

In Extract 3 below, the teacher moves beyond the typical IRF pattern by incorporating referential questions, as seen in *line 9*, to elicit paralinguistic information.

Extract 3.
Eliciting paralinguistic information

```
 1   Tch  : The name of the story is "Money Talks." (0.2) Do you know what it means↑
 2   Tah  : Yeah, I know.↓
 3   Tch  : Can you translate?↑
 4   Tah  : Para konuşmaları. (0.3) Paraya ilişkin konuşmalar.↓
 5   Tch  : Yes, (0.2) para konuşur. ((correcting him))
 6   Tah  : Ha! Money talks. (0.2) Yes, money talks. ((realizing his mistake))↓
 7   Tch  : Because talk is here not noun, (0.2) verb.↓
 8   Tah  : Yeah, para konuşur.↓
 9   Tch  : Do you think money can open all doors?↑
10   Tah  : Yeah, (0.2) it is a reality in the world.↓
```

However, the teacher does not follow up with additional referential questions, which limits opportunities for deeper interaction. The teacher also provides corrective feedback in *line 5*, helping beginners improve metalinguistic awareness and reflect on form and meaning. This extract shows that while referential questions and feedback can foster more interactive and reflective communication, they can still lead to a routinized and restricted talk.

4.2. Topicalization

In Extract 4 below, the teacher's reliance on display questions limits effective topicalization, thereby restricting opportunities for meaningful interaction.

Extract 4.
Ineffective topicalization with display questions

```
1    Tch  : What does it say? (0.2) Can you summarize this paragraph?↑
2    ER   : Errrr.↓
3    Tch  : OK! (0.2) What did you understand from this paragraph?↑
4    ER   : Türkçesi?↓
5    Tch  : No, (0.2) in English. (0.2) Can you summarize it?↑
6    ER   : ((Returning to Tah))
7    Tch  : For example, (0.3) what kind of house is this Park Street?↑
8    ER   : 24 number, Park, Street.↓
9    Tch  : What kind of house? (0.2) What kind of house?
            ((repeating the same question with facial expression
            and hand gestures))
10   Tah  : Big house, (0.2) luxury house ((interfering))
11   Tch  : For example, (0.3) it is big. (0.2) It is large and…↓
12   ER   : Big house.↓
13   Tch  : It is not cheap. (0.3) It is expensive house, right?↑
14   Tch  : Expensive. (0.2) Pahalı ve büyük. (0.2) It is large. It is big.
            (0.2) It is not cheap.↓
15   ER   : Expensive?↑
16   Tch  : Yes, it is expensive.↓
```

For example, *line 1* focuses on summarizing a paragraph rather than eliciting learners' interpretations or their opinions. When learners struggle (line 6), the teacher continues to seek predetermined responses, potentially undermining learner autonomy and critical thinking. Although the teacher simplifies linguistic complexity, she misses opportunities for effective topicalization, which could extend the talk. Discussing the pros and cons of having a big house could draw out diverse perspectives, enhancing engagement for both extroverted and introverted learners. By shifting to open-ended questions, the teacher could foster richer classroom discussions and greater student involvement.

4.3. Diverse Sources for Negotiation

It was detected that, to facilitate negotiated interaction, the talk in the club was supported by diverse sources stemming from flexible and free engagement in the talk and topic management, as seen in following *Extract 5*.

Extract 5. *Diversifying sources for talk involvement and topic management*

```
 1    Tch: What if you lose all of your money?↑
 2    L1 : Lose money?↓
 3    Tch: Yeah, (0.2) you have no more money.↓
 4    L1 : I am not understand.↓
 5    Tch: Lose means "kaybetmek" (0.2) and "What if?" means "ne olur?" in Turkish.↓
 6    L1 : Ha! (0.2) Paramı kaybedersem ne olur? (0.2) Right?↑
 7    Tch: All of your money. (0.2) Paranın hepsini. (0.2) All means "hepsi."↓
 8    L1 : If I am lose all money, (0.2) I kill me. (0.3) Joke. (0.2) Of course, I don't kill me.↓
 9    Tch: What happens if you lose all of your money then?↑
10    L1 : I think (0.2) I be sad (0.3) and my wife will say me bye bye. Joke, joke!↓
11    Tch: Imagine (0.2) you did not have even 1 Turkish Lira. (0.3) What would you do? ((Returning to L2))
12    L2 : I will work very much. Every day!↓
13    Tch: What happens if you did not find a job?↑
14    L2 : I be hungry. (0.2) My childs cry.↓
15    Tch: You would be hungry.↓
16    L2 : Yes, I will be hungry.↓
17    Tch: Do you think (0.2) someone can die out of hunger (0.3) in this century? ((Returning to L3))
18    L3 : Not understand.↓
19    Tch: OK. (0.2) Let me put it in different words. (0.3) People died before, in the past, like 100 years ago. (0.2)
20         How about today? (0.3) Do you think people die because they have no food and no water?↑
21    L3 : In poor countries, yes.↓
22    Tch: Which countries are poor? (0.2) Can you give an example?↑
23    L3 : For example, Africa. (0.2) People dead, (0.3) no food, (0.2) they are always hungry.↓
24    Tch: But Africa is not a country. (0.2) It is a continent.↓
25    L3 : What means continent?↓
26    Tch: It means "kıta." (0.2) Country is "ülke." (0.2) For example, Turkey is a country. (0.3)
27         What continent is Turkey located in? (0.2) In Asia or Europe?↑
28    L3 : I think in two continent.↓
29    Tch: Yes, (0.2) that is true. (0.2) Turkey is located in both Asia and Europe continents.↓
30    L3 : Istanbul (0.2) one part Europe, (0.2) one part Asia.↓
31    Tch: Exactly! (0.2) Istanbul is divided into two parts by the Bosporus. (0.3)
32         The European part has borders with Greece, (0.2) which is a European Union country.↓
```

To stimulate critical thinking, the teacher employs referential questions and topicalization to promote negotiated interaction. By introducing a hypothetical scenario about losing all money, the teacher aims to elicit imaginative responses but often overlooks grammatical errors to maintain conversational flow. Although this approach fosters involvement, it limits learners' awareness of their linguistic gaps that are essential for improving grammatical accuracy (Thornbury, 1996). The teacher employs code-switching to clarify meanings in Turkish, which aids comprehension but reduces exposure to the target language. However, in *line 20*, the teacher restates a question instead of translating, indicating a shift toward reinforcing comprehension in the target language. While the use of referential questions and flexible topicalization engages learners, the lack of focused form-based feedback and reliance on translation restricts their understanding of the relationship between language form and meaning (Kumaravadivelu, 2003).

4.4. Non-linguistic Items

Non-linguistic factors, such as body position, gaze aversion, and silence, are essential for managing talk and facilitating NI by allowing learners time to formulate responses. In *Figure 4*, the teacher strategically uses silence to give the learner space to think, while the learner looks away to seek assistance from a peer. Without interrupting learners, facial expressions and gestures are employed to support their ability to clarify and modify responses.

Figure 4. Making use of non-linguistic factors, mimics and gestures.

Overall, despite often relying on IRF sequences, which can become monotonous due to limited turn-taking, teachers use referential questions and topicalization to promote more dynamic interactions. However, these strategies can become ritualized, when they fail to address spontaneous learner needs (Kumaravadivelu, 2003).

5. Discussion

5.1. TIC as Subconstruct of FNI

Teachers and learners are expected to interact cooperatively; however, the traditional approach often limits their interaction to predetermined materials that ignore learning opportunities that arise spontaneously over the course of classroom interactions (Kumaravadivelu, 2003). To amplify these opportunities, the concept of CIC is proposed to create meaningful classroom discourse that relies on the interdependent collaboration between teachers and learners. Given that teachers play a key role in initiating and managing classroom discourse, navigating real-time interactions and shaping the flow of communication, they are expected to skillfully manage classroom dynamics, including power relations and emotional exchanges, to maintain an effective learning environment (Aspelin & Eklöf, 2022). Accordingly, this study views TIC and SIC as separate constructs, with TIC serving as a prerequisite for SIC and functioning as a sub-construct of the macro strategy FNI by Kumaravadivelu (2003). To employ TIC effectively, the present study proposes a brand-new framework for managing the talk and supporting the overall language development within and beyond semi-formal settings. The framework is four-dimensional as it consists of four macro strategies as shown in *Figure 5*. In analogy to a web, its boundaries are blurred since their micro strategies and characteristics may overlap. They are interwoven and interdependent with each influencing the other. It is not a *one-size-fits-all* framework; rather, it allows for context-specific and need-oriented outcomes. These four macro-strategies are thought to act as principles that guide their micro-strategies. Two of them, *digital literacy and teacher autonomy*, can be traced back to theoretical and experiential notions that are well-documented in the L2 acquisition literature. As for the other two, *socio-vidualize and pause-in-discourse*, they are novel concepts whose micro-strategies are nevertheless rooted in existing L2 research. The core component is teacher autonomy as it entails the concept of being self-determined which is built on three sub-constructs: willingness, freedom, and capacity. Without a willing teacher who actively utilizes their capacity, the framework cannot function effectively.
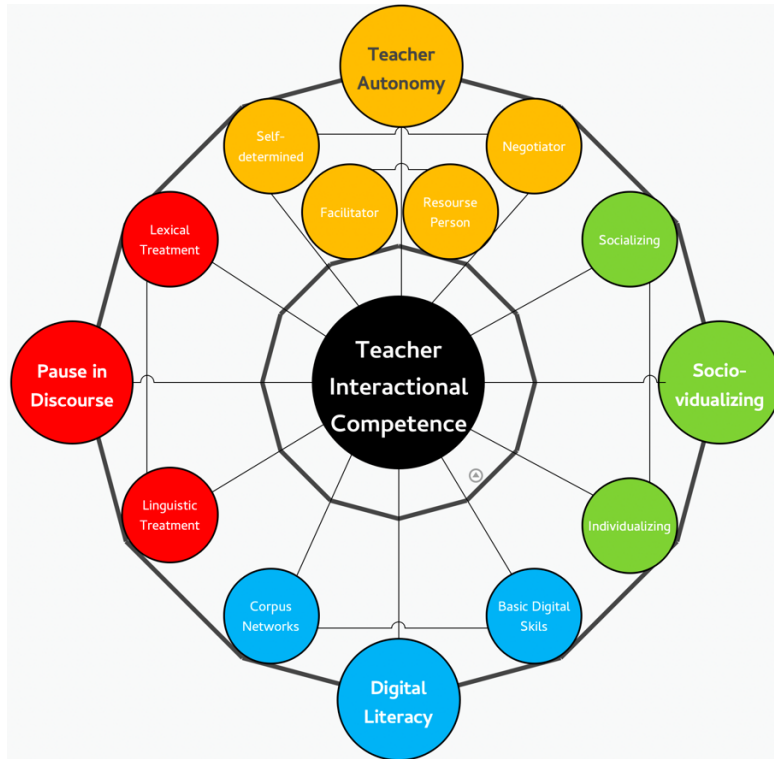
Figure 5. The TIC framework: Main components and Constructs.

Figure 6 below provides a comprehensive illustration of the sub-constructs of each main component of the TIC framework.
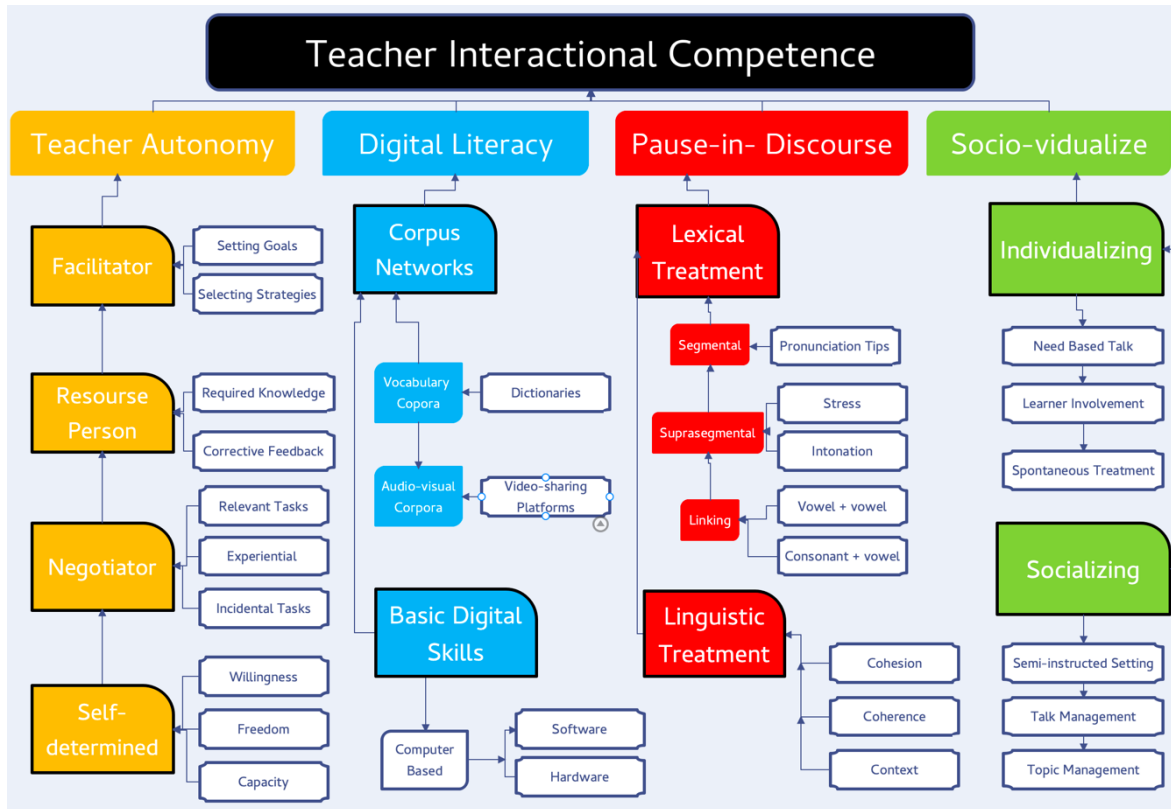
Figure 6. The Sub-constructs of the TIC Framework.

It should be noted that the suggested framework should not be viewed as an alternative to any other framework or considered a method; instead, it may solely be treated as a guideline that helps ameliorate L2 teaching and learning process for language teachers, student-language teachers and teacher educators. It is not theory-driven, and therefore not restricted by a particular theory, though it can be informed by assumptions of several distinct theories grounded in classroom-oriented discourse research. In other words, the proposed pedagogic framework is designed by well-established perspectives of classroom discourse, classroom experimentation and L2 applications already available in classroom research findings. It should, however, be noted that their existence does not constrain the construction of a new framework. The umbrella concept is the macro-strategy FNI within the pedagogical framework proposed by Kumaravadivelu (2003). TIC is a sub-construct of FNI and this sub-macro strategy refers to the teacher's ability to manage the teaching process in general and the classroom discourse in particular in a semi-instructed and natural-like language learning space without predetermined materials or plans. The notion of *socio-vidualizing* comes next as a micro strategy and it stands for transforming the formal learning setting into a *social learning space* where spontaneous *individual needs* are met through *talk management* and *topicalization*. It aims to involve language learners so that they can tackle the interactional limitations posed by *prepackaged* language learning practices. PID is another micro strategy for the treatment of issues that learners with different L1 backgrounds and L2 proficiency levels encounter incidentally. To facilitate the employment of the PID strategy, the notion of *digital literacy* plays a significant role in contextualizing the learner needs addressed throughout PID.

5.2. Teacher Autonomy

Teacher autonomy is defined as "the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others" (Smith, 2001, p.1) or more comprehensively as "teachers' willingness, capacity and freedom to take control over their own teaching and learning" (Huang, 2007, p.33). Teachers' taking responsibility for their learning (Little, 2007) requires being psychologically ready to design a context-specific and need-based learning environment using their professional knowledge. To exercise this freedom effectively, they are expected to systematically monitor and manage the learning opportunities that surface spontaneously in the classroom discourse theorizing from what they have practiced, which acknowledges that willingness as a capacity is not inborn; thus, it can be promoted and fostered through educational interventions although it is arduous and cannot be adopted overnight (Kumaravadivelu, 2003). The primary driving force that initiates and sustains this process is the willingness of the teacher, which is conceptualized as teacher autonomy, but unfortunately has been downplayed as the learner willingness has been the focus of attention (Little, 2007). In other words, the ability to take self-control of teaching depends on self-determination and without this psychological dimension of *Self-directed professional development* autonomy cannot fully operate (Benson & Huang, 2008). *Figure 7* below shows the component *teacher autonomy* along with its four constructs and their sub-constructs.
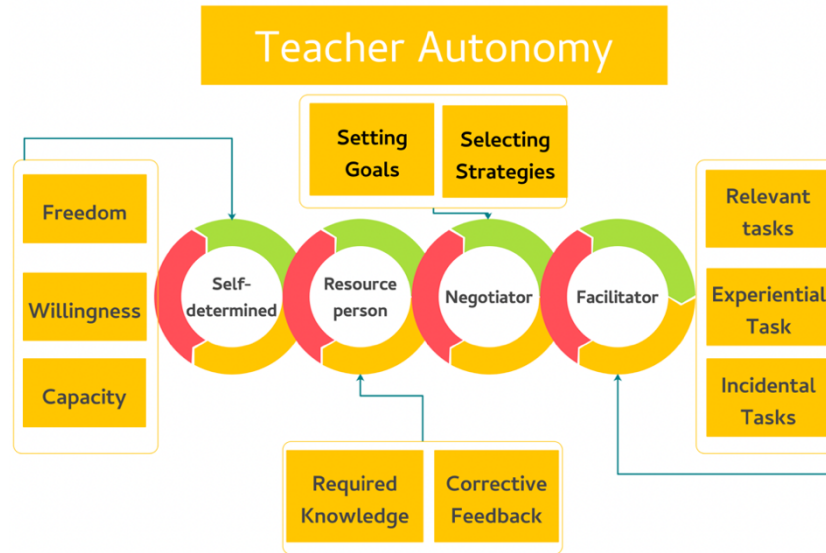
Figure 7. The TIC Component: Teacher Autonomy.

The dedication of teachers leads them to assume the identities of a facilitator, *resource person* and *negotiator* (Littlewood, 1996). Being a *negotiator* necessitates being sensitive to relevant (OK, 2016), irrelevant, incidental and meaningful tasks. Providing the required knowledge and corrective feedback on any learner deficiencies is concerned with the teacher's role as a *resource person*. Facilitating the language learning process for learners is related to the teacher's role as *facilitator*, which is directly associated with students' greater use of learning strategies since teachers create learning environments that are tailored to students' needs (Brandisauskiene et al., 2023).

5.3. Socio-vidualizing the Talk

For a willing teacher, a social context that is contingent upon individual needs is essential to nurture sustained learning. A social setting tailored to individual needs can encourage teachers to engage in critical self-reflection and adapt their beliefs, thereby supporting ongoing professional growth (Korkut & Özmen, 2023). This personalized interpersonal environment is termed by the current study as *Socio-vidualize* that merges socialization and individualization. The concept promotes natural spaces for language development, shifting from traditional, teacher-dominated classrooms to semi-instructed, cooperative learning environments that are not constrained by prepackaged materials such as textbooks, syllabuses and teacher agendas. This approach urges teachers to employ practical micro-strategies such as spotting linguistic and paralinguistic needs of learners in the span of naturally occurring classroom interaction and treating them instantly. In doing so, the learning space becomes more relevant and engaging, promoting meaningful learner involvement (Kumaravadivelu, 2003), which helps learners create their identities and ensures their voices are heard by teachers (Norton, 2000). Free and willing learner involvement promotes learner autonomy (Dam, 1995) as they take charge of their own learning and make decisions about it (Holec,1981). Autonomous learners develop self-efficacy beliefs and this process is facilitated particularly when teachers with an internal locus of control adopt practices that urge students to take control of their learning (Develi & Balçıkanlı, 2023).

To foster learner engagement, two main question types are typically employed: display questions and referential questions. Display questions are more common as they require shorter responses and seek known information (Long & Sato, 1983); in contrast, referential questions elicit new information and

demand longer and complex answers which stimulate higher-level thinking by encouraging learners to express opinions and clarify thoughts on context without focusing on linguistic form (Brock, 1986). However, managing the talk is in jeopardy when referential questions are 'routinized and ritualized' (Kumaravadivelu, 2003). To avert this crisis, teachers or learners can choose random topics that effectively spark active learner involvement, but without producing spontaneous, learner-centered topics, topicalization risks becoming monotonous and less engaging. *Figure 8* below illustrates the component *Socio-vidualize* along with its two constructs and their sub-constructs.
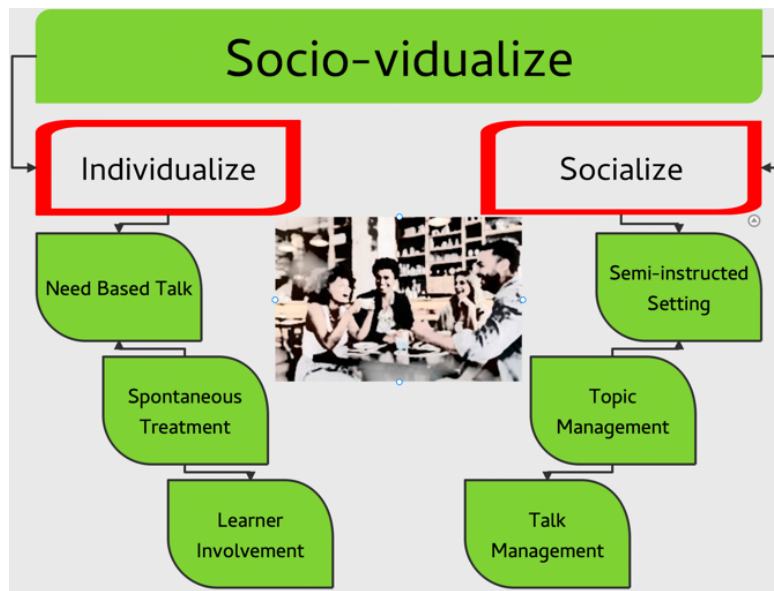
Figure 8. The Socio-vidualize Component

Overall, the concept of *Socio-vidualize* prioritizes the individual needs that surface spontaneously during the talk within a natural-like and semi-instructed space. However, this might prove more complex than expected and the concern revolves around the teacher's ability to anticipate and treat those spontaneous needs beforehand to extend learner involvement. Even though those needs cannot be predicted before the talk, the teacher should be prepared to handle them whenever they arise over the course of the talk. Foretelling needs cannot be effective in a natural and flexible interaction as the semi-instructed learning space is not shaped by a fully structured classroom with predefined language materials. What is more, predetermining the needs of learners with varied L1 backgrounds and L2 proficiency levels would disregard individual differences. This raises an important question: can the main source of learner needs be identified?

5.4. Pause in Discourse

As shown by data, one of the most prevalent needs that manifest in the talk is linked to grammar deficiencies which frequently lead to communication breakdowns during an ongoing conversation. Challenges arise especially with learners of varying proficiency levels. That is a critical issue that needs to be tackled, and thereby posing a key question of how teachers can pause and incorporate grammar discovery tasks into TIC and sustain the flow of talk without derailing it. Expecting learners to focus on grammar rules is not practical because it would require prior teaching of those grammar rules (Ellis & Shintani, 2013). Additionally, mechanical tasks like fill-in-the-blank exercises detract from authentic interaction and fail to align with the spontaneous nature of natural talk. Also, They do not ensure that

learners will truly internalize grammar. Since teachers cannot treat pauses for grammar like natural pauses in turn-taking, detailed explanations by teachers can disrupt the flow of the talk. On the other hand, it would be unrealistic to expect learners to independently discover implicit language rules (Dilber, 2015) particularly in a structured classroom setting with limited hours through sporadic, brief interactions. *Figure 9* below shows the component *Pause-in-Discourse* along with its two constructs and their sub-constructs.
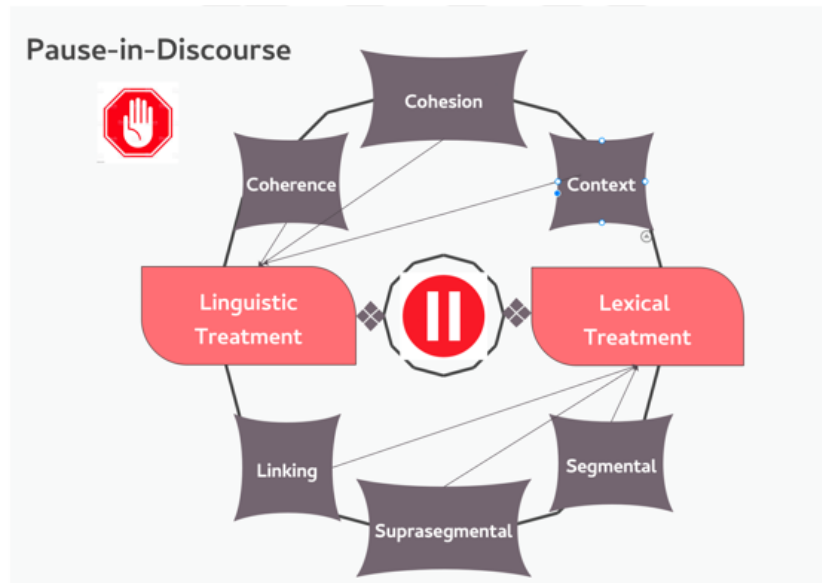
Figure 9. The Pause-in-Discourse Component.

Although consciousness-raising tasks may assist with the initial recognition of grammar rules, they are insufficient when not followed by meaningful and modified interaction (Spada, 2011). Only prolonged exposure to rich linguistic input in a natural and meaningful context can make the grammar rules salient. One approach to achieve this is 'input enhancement' for learners (Kumaravadivelu, 2003) to notice gaps naturally between their current abilities and desired outcomes (Gass, 1997). Allowing learners to compare the target language's grammar with their native language can also foster curiosity and heuristic thinking, which avoids decontextualized grammar tasks and aligns with form-focused instruction (FFI) principles (Spada, 2011). With some learners finding simple forms difficult to grasp and others comprehending complex structures easily, grammar discovery varies by learner (DeKeyser, 2005). Teachers must adapt spontaneously, managing these differences to ensure meaningful, dynamic interactions that connect form, meaning, and use, which is an approach that resonates with the concept of *learning by talking*, where language is used to learn the language itself (Swain, 2000). Occasional shifts to grammar are a natural part of classroom discourse (Long, 1991); therefore, FFI can be used effectively to enhance input processing and link form to meaning, leading to improved spontaneous language use (Spada, 2011). Taking learners' incidental needs and individual differences into consideration, teachers can seamlessly incorporate FFI into ongoing meaningful interactions without disrupting the talk flow with drills or exercises (Lee, 2024; Xu & Li, 2022). This micro strategy balancing grammar instruction with meaningful interaction is conceptualized as PID by this study, which mainly aims to contextualize linguistic treatment.

5.4.1. Pausing to Contextualize

Contextualization is a sub-strategy of linguistic treatment, particularly at the inter-sentential level, since it enhances the understanding of grammatical and lexical items and ensures coherence (Kumaravadivelu, 2003). By addressing the technical aspects of linking words, phrases, and ideas within a text, the teacher makes sure that sentences are connected using tools such as conjunctions, pronouns, and transitional phrases, on which the overall clarity and logical flow of ideas depends. The organization of coherent discourse through cohesive devices affects the comprehensibility of L2 learners and allows them to structure their speech logically and effectively (Tsunemoto & Trofimovich, 2024). Teachers are often expected to pause interactions to clarify ambiguous lexical items as their meanings can vary depending on the linguistic context. For instance, the word poor changes meaning based on various contexts:

a) Many poor families struggle to afford basic needs
b) My phone battery is poor
c) He has poor eyesight
d) he is a poor football player
e) The poor dog is starving.

Similarly, a teacher might explain different meanings of the word *call* by providing scenarios and engaging students with referential questions. To contextualize the word *call* and clarify its meanings in Turkish, which both means *adlandırmak* (to name) and *aramak* (to telephone), the teacher starts with a short phone dialogue, typing and displaying it on a large screen:

A: "Hello! I called you many times this morning! But you didn't answer. Where have you been?"
B: "I am busy now! Can I call you back?"

Then, she gives an example of *call* meaning *to name* by sharing her childhood nickname, saying: "They called me Elo". She asks students to complete the sentence, "They called me ----" with their own childhood nicknames. After each response, to contextualize the dual meanings of *call*, she asks referential questions eliciting their personal experiences and connections. Furthermore, she aligns cohesion devices with the context and purpose to make the talk coherent and unified.

5.4.2. Pausing for Segmental Features

Another frequent factor coercing the talk to pause is the difficulty caused by the endeavor to correctly pronounce specific words. Dwelling on segmental pronunciation of lexical items plays a vital role in promoting more effective communication and comprehensibility as they help learners get familiar with more precise individual sounds (Gordon, & Darcy, 2024), which can be achieved with online practical tools as well as alternative artificial intelligence language (AI) models as they create an anxiety-free environment and private learning zone where learners feel secure (Banafa, 2008). Given that, managing the talk through segmental treatment of the lexical items can be another sub-strategy of PID as demonstrated in the following example:

When a learner uses the word *called* pronouncing it as / kɒːləd / or / kɔːləd /, the teacher explains that the schwa sound ə is omitted when the *-ed* suffix is added to the past tense form of the verb *cal*. The teacher further illustrates this rule with similar verbs such as *bore, cover, assume, book* and *walk*. She points out that the allophones /d/ or /t/ are linked to the penultimate phoneme as in /boːrd/,/ˈkʌvərd /, /əˈsuːmd/, /bʊkt/ and /wɒːkt/. To support this strategy, she uses online vocabulary and grammar resources offering full contents with online Thesaurus, Vocabulary Checker and examples from corpora. One such resource is the Longman Dictionary of Contemporary English (see *Figure 10*).

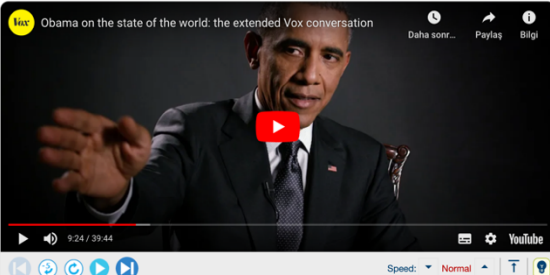**Figure 10.** Inquiry to Check the Pronunciation and Phonetic Transcription of a Word. *Retrieved from* Longman

Another useful resource is a YouTube-based web tool, YouGlish, which can be used to check the pronunciation of a lexical item and its use across various authentic videos with different accents by native or non-native speakers. By simply typing the target lexical into the search bar, your query returns hundreds of videos demonstrating the word in a meaningful real context rather than through inauthentic and automated pronunciation tools. Along with the option to caption videos, it is possible to pause the video, rewind the target area and play it as many times as you wish. You can go forward or backward and scroll through other videos. You can use the restricted mode to prevent the entry and return of inappropriate words or adult-level content. Along with contextualizing the use and pronunciation of the relevant word, queries on the website can also be narrowed down by word class (noun, verb, adverb, adjective). For instance, if you type *call:v* to search for its verb form or type _call:n_ for its noun form, it might return hundreds of thousands of hits as in the following screenshots:

Figure 11. Inquiry to Check the Word *call* as a Verb and a Noun. *Retrieved from* YouGlish

You can also conduct your research by sentence type. For example, typing *call ?* will return results showcasing the interrogative form of the word, while typing *call !* will display examples of its exclamative form. Even you can base your search on gender, typing *call :m* to see how the word *call* is pronounced by males or typing *call :f* to find out how it is pronounced by females with distinct pronunciation across various authentic situations and accents as in *Figure 12*.
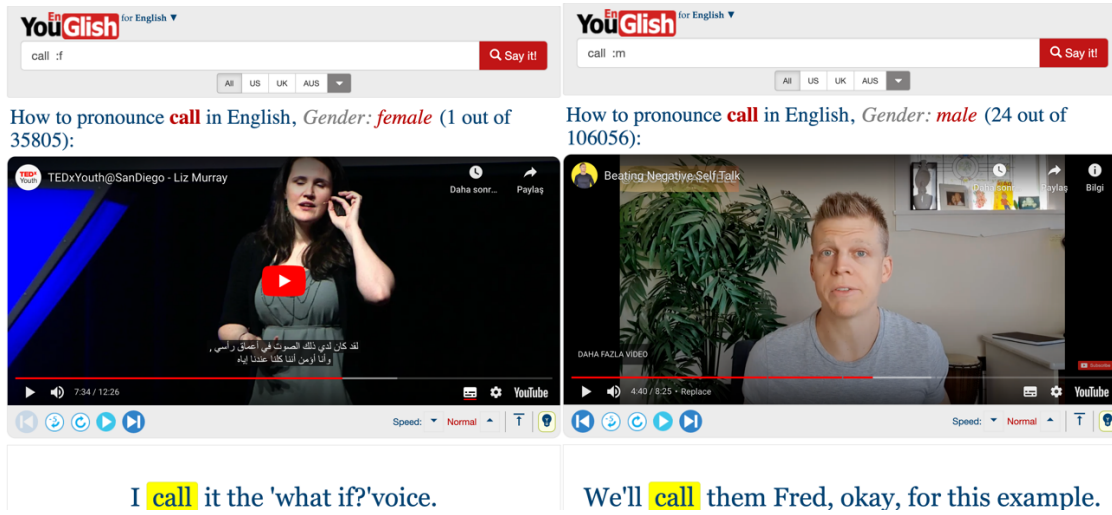
Figure 12. Inquiry to Check the Word *Call* by a Male and Female Speakers. *Retrieved from* YouGlish

5.4.3. Pausing for Supra-segmental Features

Teaching pronunciation effectively requires balancing segmental accuracy with suprasegmental fluency. This combination bring about more natural and comprehensible speech, enhancing overall communication effectiveness (Yenkimaleki, van Heuven, & Soodmand Afshar, 2022) To main the smooth flow of the tallk, two key suprasegmental features, stress and intonation, can be employed to provide prosodic contrasts beyond individual sounds (phonemes). Stress refers to emphasizing certain syllables or phrases with greater energy, while intonation refers to the melodic pattern caused by pitch variations. Intonation can reflect the speaker's emotional state (e.g., calm, angry, happy, or sad). It can also mark syntactic boundaries. For instance, falling pitch indicates sentence completion, whereas rising pitch suggests incomplete utterances. Additionally, intonation can differentiate grammatical categories, such as distinguishing "(to) insult" /ɪnˈsʌlt/ from "(an) insult" /ˈɪnsʌlt/, (Ladefoged & Johnson, 2015). Another significant prosodic feature to be addressed for smooth talk is linking, which connects words seamlessly during speech. Two primary methods of it are highlighted.

a) *Consonant to Vowel Linking*

This occurs while connecting a word ending in a consonant sound to the following word starting with a vowel sound:

- *One egg* /wʌn eg/ → /wʌneg/
- *Four eggs* /fɔːr egz/ → /fɔːregz/
- *A box of eggs* /ə bɑːks əv egz/ → /əbɑːksəvegz/

b) *Vowel to Vowel Linking*

This entails inserting transitional sounds /w/ or /j/ to link a word ending in a vowel sound to the next word starting with a vowel:

- *Two egg* /tuː eg/ → /tuːweg/
- *Three eggs* /θriː egz/ → /θriːjegz/

Pausing the talk for linguistic and lexical treatment often confines language teaching to the textual context, potentially overlooking cultural and situational understanding. This raises an important question: how can an EFL teacher contextualize the target language without being present in an actual native context? The competence to use digital mediums comes into play at this juncture now that reaching authentic materials is just one click away with the advent of the internet.

5.5. Digital Literacy

Digital literacy refers to the technical skills to use digital technologies effectively and the understanding of those tools to critically navigate, evaluate, and create information in various contexts (Martin, 2006). In today's technology-driven educational environment, teachers who seek to effectively manage classroom discourse by facilitating interactive learning and engaging students are expected to be proficient in exploiting digital tools and platforms (Atar & Bağcı, 2023). Digital literacy can extend the scope of TIC and ameliorate the teaching process, for it not only enhances the teaching practices but also contributes to the development of a more professional and confident teacher identity, and therefore it should be one component of teacher education programs (Yang, 2024). Teachers who lack digital literacy may struggle to extend learning beyond the classroom. Extending interaction beyond instruction can help learners gain "…a capacity for thinking and acting independently that may occur in any kind of situation" (Littlewood, 1996, p.428). Through digital literacy, they can guide leaners to navigate through boundless digital resources that accord well with their proficiency level. The teacher not only initiates an activity but also guides the learners to initiate their activities independently as *digital natives* and this guidance can be turned into a culture for the instruction setting (Barfield & Brown, 2007) where learners can construct their self- directed identity or *self-image* (Dörnyei, 2013). After all, "…the goal of all education is to help people to think, act and learn independently in relevant areas of their lives" (Littlewood, 1996, p.434).

The construct of basic digital skills in this study simply refers to the competence of the teacher to operate technological devices such as a laptop or a personal computer connected to an external screen that clearly shows all the participants the visual and aural content. The main purpose is to be able to display the written language or allow the participants to watch and listen to relevant videos. It entails proficiency in basic word processing programs such as Microsoft Word, LibreOffice or Calligra. It also necessitates fundamental knowledge of using internet browsers such as Google Chrome, Apple Safari or Explorer. The main advantage of this component is that it allows teachers to provide learners with audio-visual aid that would not be viable otherwise. Online video platforms such as YouTube and YouGlish broadcast countless authentic videos that can show all the missing aspects of textual context such as visuals that can aid cultural knowledge such as interpreting facial expressions, mimics, eye-contact, gestures and body position and so on. These visual cues can facilitate comprehension by enriching the learning experience. Along with numerous visual ones, they provide aural clues such as stress, intonation and accents, which are conceivably basic features of interaction (Liversidge, 2000). The materials containing these features are not superficial as they are not produced specifically for teaching and learning languages (Adams, 1995). Now that the internet is accessible almost anywhere and online education is indispensable to anyone interested in learning and teaching foreign languages without boundaries, it is essential to make digital literacy a component of TIC. This inclusion turns the classroom discourse into a more natural-like communicative setting. The digital literacy component is presented with its constructs and sub-constructs in *Figure 13* below.
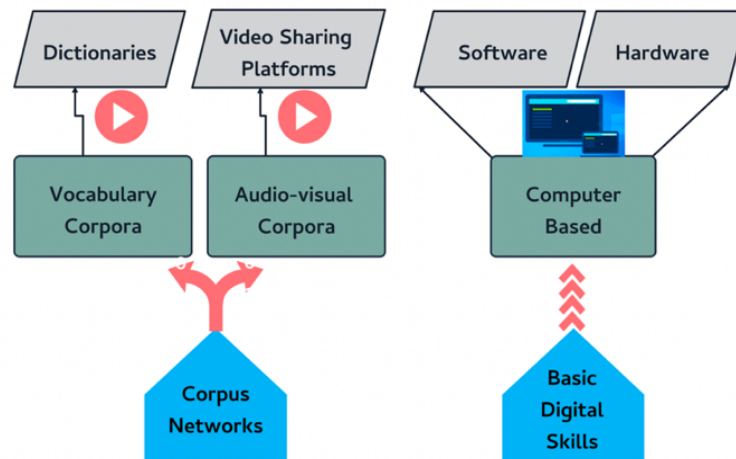
Figure 13. The TIC Component: Digital Literacy.

6. Implications

CIC has become central focus in language education research (Daşkın, 2015; Girgin & Brandt, 2020; Moorhouse et al., 2021; Park, 2017; Seedhouse, 2008; Sert, 2015; Supakorn, 2020; Walsh, 2021; Walsh & Mann, 2015) and has three key features: aligning talk with pedagogical goals, creating learning spaces, and shaping learner output through feedback (Walsh, 2006). Since it is the teachers who are primarily tasked with the responsibility of 'mediating and assisting learning' with the help of interaction (Walsh, 2016), they are expected to be creative, flexible and strategic thinkers to cope with unexpected communication challenges (Kumaravadivelu, 2003). Accordingly, this study proposes a flexible framework for transforming traditional language classrooms into dynamic social learning spaces where teachers manage classroom discourse based on learners' spontaneous needs, diversifying classroom interaction resources to accommodate various learner proficiency levels without relying solely on predetermined language materials or plans. The proposed framework is adaptable and provides a roadmap for autonomous learners, student-language teachers and teachers in the community of practice. The study's insights underline the need for more research into creating '*interactional spaces for learning*' where teachers and learners co-construct meaning, which is closely attributed to effectively maximizing learning opportunities (Walsh & Li, 2013). The insights gained from the present study can also contribute to the understanding of the nexus between language pedagogy and language acquisition '*bridging the gap between theory and practice*' (Ellis, 2010).

The proposed framework can contribute to the endeavors of raising awareness of CIC by building on existing frameworks. Walsh's (2014) *Stimulated Recall Procedures* is one of the earliest frameworks for teacher reflection. It consists of four modes: managerial, materials, skills and system, and classroom context. It aims to stimulate and facilitate self-evaluation through 10-15-minute snapshot recordings. It employs cross-check, double check and repeated playback of the recording, allowing teachers to reflect on their classroom practices in collaboration with their colleagues simultaneously. Other frameworks have already been integrated into teacher training programs. Sert's (2015) IMDAT and Waring's (2021) SWEAR address different pedagogical aims to help teachers reflect on and improve their classroom interactions. The former dwells on introducing CIC, micro-teaching, dialogic-reflection, actual teaching, and the teacher collaboration. The latter focuses on the importance of creating a participatory space where talk management and learner involvement are sustained. Such frameworks as these are of use in developing critical reflective practice as they highlight the importance of self-observation, self-analysis, and self-evaluation for teachers (Ghafarpour, 2017); thus, the findings obtained from this study can contribute to

research on context-specific instructional factors influencing continued professional development of in-service teachers and pre-service teachers. This is highly important in that promoting reflectivity and critical thinking may not work unless the language learning environment aligns with learner needs. Given that fact, the present study's proposal of ENIC can be claimed to incorporate socio-contextual and cultural factors, recognizing that although classroom contexts may slightly differ from natural social environments, classrooms can nevertheless serve as a social settings to reconstruct talk (Allwright, 1984). The current research views classroom discourse as semi-authentic talk shaped by pedagogical goals and specific contextual factors. This approach aligns with Kumaravadivelu's (2003) Post-method Pedagogy and its emphasis on particularity in teaching, which advocates for context-sensitive teaching tailored to learners' needs.

What makes the current framework distinct is its focus on real-time action to address issues as they surface during the talk rather than post-action reflection and post-classroom analysis. Another distinctive feature of the proposed framework is flexibility, as it is not confined to specific sessions. While the common goal shared by other frameworks is to raise teacher awareness, the unique approach offered by the framework proposed in the study is to guide teachers to implement their skills in real-time classroom interactions, which makes the framework viable for various teacher training programs. However, tracking the development of teachers' awareness of CIC through such frameworks requires longitudinal studies that may bridge the gap between theory and practice (Sert, 2019), which remains a challenge due to ever-evolving nature of learner needs and teaching contexts.

7. Limitations

The relatively small number of the participants in the study (three in-service teachers and four adult learners) might raise some concerns regarding the external validity of CA findings. However, given the nature of CA, it is hardly feasible to analyze the naturally occurring conversations of a large number of participants simultaneously. Hence, most eminent studies on classroom discourse collected data from a limited number of participants, often restricted to a particular discourse within a specific context (Seedhouse, 2004).

It may be argued that the findings from a particular research context cannot be generalized. However, CA has a neutral stance when it comes to theorizing about L2 learning and teaching. Rather, its findings are intended to provide a deeper understanding these processes. The study investigated the talk management of the teachers employing various types of questions and topicalization. The focus was on the dialogic interaction, and to ensure reliability, two cameras were positioned at two different angles for to capture comprehensive audio-visual data. Standard transcription software, and CA coding conventions were also employed to ensure methodological rigor.

The proposed framework is grounded in the insights gained from data-driven, experience-based, theory-and-method-neutral and classroom-oriented research. This naturally entails some amount of individual subjectivity, which cannot be reconceived and manipulated by individualistic perspectives of researchers when comparing pre-determined interactional skills, but rather it prioritizes emic perspectives which arise from the participants themselves. Additionally, due to the particularity nature of CA, the present study is closely in rapport with action research. It can be considered an initial, raw and exploratory attempt to lay the groundwork for future research cycles, which may refine and expand on it. Having been piloted by in-service and pre-service language teachers, it may inform the subsequent studies.

8. Suggestions for Further Studies

The present study, to the best knowledge of the researcher, is the first to explore how the IC of teachers of adult L2 learners unfolds through the lens of CA in a semi-instructed, social and natural-like learning setting. Future research may expand CA-SLA studies to different angles, examining phenomena such as more cross-linguistic and cross-cultural studies, the transfer of L1 interactional practices to L2 talk and code-switching in authentic environments (Golato, 2002). The ENIC club, tailored specifically for the present study with adult beginner learners, can be adapted for different learners with various age groups and different levels of language proficiency. Comparative studies may investigate how talk management varies across these different groups and if there are any differences in the development of interactional resources employed by the same teacher for different groups. Furthermore, future research could examine the IC of rookie teachers versus experienced teachers to explore potential differences in their interactional practices. This comparison may reveal the impact of teaching experience on TIC. In future investigations, the viability of the suggested framework can be tested to see if it affects the TIC of different teachers in different formal language teaching contexts: primary, secondary and tertiary. These investigations could yield valuable insights into the applicability of the framework across diverse teaching settings.

Notes:

a) This article is derived from findings of my Ph.D. dissertation, *A Conversation Analytic Study On Teacher Interactional Competence Through Talk Management In A Semi-Instructed EFL Context*, completed at Gazi University. The content has been revised and adapted for publication in this journal.

b) All privacy issues related to the study have been addressed. The Journal of Language Teaching and Learning (JLTL) bears no responsibility for any claims or legal objections raised by the participants involved in the study.

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