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Classroom Discourse: Analyzing Teacher-Learner Interactions in Classroom Transitioning to Student-Centered Learning

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Abstract

The present study aimed to inform English as a Foreign Language (EFL) teachers to interpretively investigate classroom interaction by adhering to Walsh' (۲۰۰۶) Self-Evaluation of Teacher Talk (SETT) framework. It consists of four modes (managerial mode, materials mode, skills and systems mode, and classroom context mode) that define teacher's and learners' roles, the pedagogic goals of the classroom, and what interactional features can be used in order to enhance learners' more communications. The participants of the study included ۱۳ pre-intermediate language learners whose ages range from ۱۴ to ۲۳. The classroom talks were audio-recorded and transcribed. Conversation Analytic (CA) approach was applied in order to take into account teacher-learner interactions. Findings revealed that teacher's initiatives in using tasks in the classroom context mode can provide more learners' turns, which enhance their interactions with their peers, leading to their ownership of the learning context. In fact, teacher-learner interactions revealed that the teachers' conscious understanding of classroom modes and their effective use of tasks in the classroom context mode can foster student-centered learning environment in which more learners' engagements take place. It is recommended that SETT framework should be familiarized to EFL teachers by teacher education programs, which can be beneficial for teachers to develop quality teacher-learner interaction, which lies at the heart of student-centered learning.

Keywords: "Classroom Discourse", "CA", "SETT", "Student-Centered Learning", "Task", "Teacher-Learner Interactions"