

Characteristics of Pre-Service Teacher's Spoken Language in Teaching Practice: A Systematic Literature Review

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Abstract. Oral language is an essential component of teachers' pedagogical competence. As future educators, pre-service teachers need to develop effective oral language skills as part of their teaching practice. This study aims to analyze and synthesize the characteristics of pre-service teachers' spoken language in teaching practice based on previous research. The study employed a systematic literature review using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. Articles were identified through searches in Google Scholar, the Education Resources Information Center (ERIC), and Scopus. Following the application of inclusion and exclusion criteria, 17 articles were selected for analysis. The findings indicate several tendencies in pre-service teachers' spoken language. First, spoken language is predominantly used to manage classroom activities and direct students' learning through questioning, teacher talk, and directive speech acts. Second, spoken language tends to function as a means of knowledge transmission, as reflected in the prevalence of display questions, factual questions, and Initiation-Response-Evaluation (I-R-E) interaction patterns. Third, the use of language to promote argumentation, negotiation of meaning, and collaborative knowledge construction remains limited. Fourth, pre-service teachers employ code-mixing as a communication strategy to adapt to multilingual classroom contexts. These findings suggest that pre-service teachers have developed the ability to use spoken language for organizing classroom instruction; however, its use in fostering productive academic dialogue still requires further strengthening. This comprehensive overview of the spoken language characteristics of pre-service teachers may serve as a foundation for the development of teacher education programs that place greater emphasis on dialogic learning.

Keywords: pre-service teachers' spoken language; teaching practice; classroom interaction; teacher education; systematic literature review

INTRODUCTION

Spoken language is an essential component of learning (Alexander, 2008). From Vygotsky's perspective, sign systems, including language, mediate human activity (Vygotsky, 1986) and shape human thought (Vygotsky, 1934). This idea was further developed by Mercer (2000), who argued that language functions as a tool for constructing shared knowledge within a community. Moreover, the use of language in classroom interaction is considered an initial indicator of efforts to enhance learning (Walsh, 2011).

The quality of learning is determined not only by teachers' mastery of subject matter but also by the quality of the spoken language they use to manage classroom interaction, explain concepts, provide feedback, and facilitate student participation. According to Walsh (2002), teachers' ability to make appropriate language choices is as important as their ability to select effective instructional methods. Effective language use, including direct and minimal correction, appropriate feedback, confirmation checks of students' responses, extended wait time, and scaffolding, can foster student participation.

Conversely, ineffective language use may hinder students' engagement in the learning process.

As future educators, pre-service teachers need to develop proficiency in the use of spoken language during teaching practice. According to Article 10 of Indonesia's Law No. 14 of 2005 on Teachers and Lecturers, pedagogical and social competencies are among the core competencies that pre-service teachers are expected to master. Spoken language proficiency constitutes an important aspect of both professional and pedagogical competence. Through spoken language, pre-service teachers learn to manage classroom instruction, deliver subject content, and establish interactions with students (Primary, Emilia, and Sukyadi 2025; (Putra et al. 2024). Limited oral communication skills may contribute to lower pedagogical competence among pre-service teachers (Tyaningsih, 2006). This finding is supported by Dy and Sumayao (2023), who reported that higher levels of pronunciation proficiency are associated with stronger teaching competence among pre-service teachers.

Teacher education programs in higher education have facilitated the development of teaching skills through microteaching courses and field-based teaching experiences, enabling pre-

service teachers to apply their pedagogical competencies in authentic classroom settings. Systematic literature reviews on teaching practice have examined the implications of microteaching for pre-service teachers (Iliasova et al., 2025), as well as teacher education interventions, including assessment tools, reflective practices, and teaching practicum experiences, designed to prepare pre-service teachers to teach students from linguistically diverse backgrounds (Volknant & Licandro, 2024).

Previous systematic literature reviews have examined various aspects of pre-service teacher education, including disciplinary literacy (Scott et al., 2018), simulation-based learning for developing interpersonal competence (Theelen et al., 2019), feedback practices (Okumu et al., 2025), pre-service teacher resilience (Mu, 2024), and self-directed learning (Ortube et al., 2024). However, no systematic literature review has specifically synthesized evidence on the characteristics of pre-service teachers' spoken language during teaching practice. This gap is particularly significant because spoken language serves as the primary medium through which pre-service teachers manage classroom interaction, deliver instructional content, and foster student participation.

In contrast, research on spoken language use has predominantly focused on in-service teachers. Existing studies have examined teacher talk (Linlin et al., 2024), teacher talk and interactional scaffolding (Rajesh & Rajesh, 2025), teacher talk and discursive moves (Soysal, 2021), as well as communication patterns, power relations, communication strategies, and their implications for classroom learning (Ratnawati, 2026). Despite these contributions, a comprehensive synthesis of the spoken language characteristics of pre-service teachers during teaching practice remains limited.

In recent years, research on pre-service teachers' spoken language has expanded alongside growing attention to teaching practice. However, the findings remain fragmented and have not yet been systematically synthesized to provide a comprehensive understanding of the linguistic characteristics of pre-service teachers, particularly their spoken language during teaching practice. Accordingly, this study aims to analyze and synthesize the characteristics of pre-service teachers' spoken language in teaching practice through a systematic literature review. The study addresses the following research question: What are the characteristics of pre-service teachers'

spoken language during teaching practice as reported in the existing literature? Addressing this question is important for identifying major trends in the literature, mapping the dominant characteristics of pre-service teachers' spoken language, and highlighting gaps that require further investigation. The findings are expected to contribute to a deeper understanding of how pre-service teachers use spoken language in classroom settings and to provide insights for improving teacher education programs.

The findings of this study are expected to provide insights into emerging research trends that may serve as a foundation for future studies on pre-service teachers' language use. From a practical perspective, the results may inform teacher education institutions and teacher educators in designing courses and training programs that support the development of pre-service teachers' spoken language skills. Furthermore, this study is expected to enhance pre-service teachers' awareness of the importance of using spoken language effectively in teaching practice.

METHODS

To address the research question, a systematic literature review (SLR) was conducted. The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to guide the identification, screening, and selection of relevant studies (Page et al., 2021).

During the identification stage, studies were retrieved from Indonesian- and English-language scientific journal articles published between 2022 and 2 June 2026. The data were obtained from Scopus and Google Scholar via Publish or Perish software, as well as from the Education Resources Information Center (ERIC) through its official website. The selection of databases for literature search was based on several considerations. Scopus was chosen because it is a comprehensive international bibliographic database that indexes high-quality scholarly journals and provides broad coverage. ERIC was selected as a specialized education database containing publications relevant to teacher education and classroom research, thereby providing disciplinary depth. Google Scholar was used as a complementary source to identify studies that may not be indexed in Scopus and ERIC.

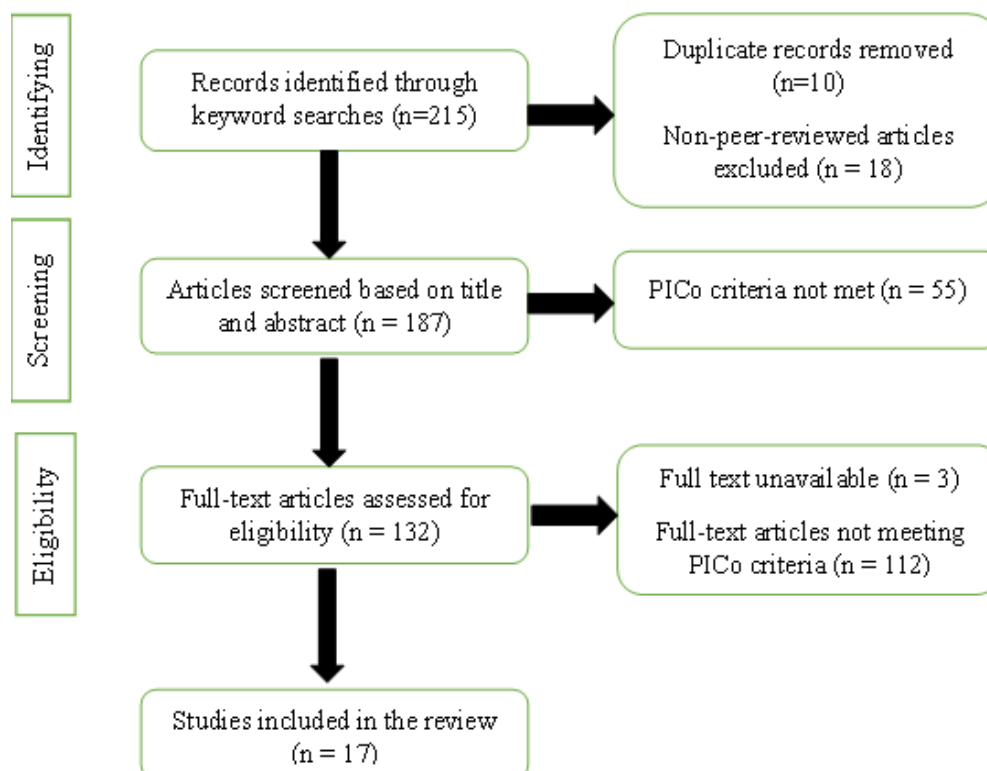


Figure 1. PRISMA Flowchart

The research question presented in the introduction was operationalized using the population, interest, and context (PICo) framework to guide the identification and selection of potentially relevant studies. Database searches were conducted using Boolean operators. For English-language publications, the search string was: ("pre-service teacher" OR "student teacher" OR "prospective teacher" OR "teacher candidate") AND ("teacher talk" OR "speech act" OR "classroom discourse" OR "classroom interaction" OR "questioning"). For Indonesian-language publications, the search string was: ("mahasiswa calon guru" OR "calon guru" OR

"guru prajabatan" OR "mahasiswa pendidikan" OR "mahasiswa keguruan" OR "mahasiswa PPL" OR "mahasiswa praktikan") AND ("bahasa lisan" OR "bahasa verbal" OR "komunikasi verbal" OR "tuturan" OR "tuturan guru" OR "tindak tutur" OR "wacana kelas" OR "analisis wacana" OR "interaksi kelas" OR "interaksi pembelajaran" OR "komunikasi pembelajaran" OR "bertanya" OR "strategi bertanya" OR "pertanyaan guru"). These search strings were derived from the PICo components and were subsequently used to develop the inclusion and exclusion criteria applied during the screening process.

Table 1. PICo Components

Component	Description
Population (P)	Pre-service teachers (including student teachers and teacher candidates)
Interest (I)	Spoken language use in teaching practice (e.g., teacher talk, speech acts, classroom discourse, classroom interaction, and questioning)
Context (Co)	Teacher education contexts, including microteaching, teaching practice, classroom instruction, and learning activities

The search process yielded 215 records, comprising 27 records from Scopus, 55 from Google Scholar, and 133 from ERIC. During the

identification stage, duplicate records (n = 10) and non-peer-reviewed articles (n = 18) were identified and removed. The duplicate records

accounted for 4.65% of the total records retrieved (10 out of 215), indicating that 95.35% of the records were unique across the three databases. This suggests that each database contributed largely distinct records to the overall search

results. Accordingly, combining Scopus, ERIC, and Google Scholar broadened the coverage of the literature search and enhanced the likelihood of capturing relevant studies from diverse sources.

Table 2. Include and Exclude Criteria

Criteria	Inclusion Criteria	Exclusion Criteria
Publication type	Scientific journal articles	Publications other than scientific journal articles
Publication Year	Published between 2022 and June 2, 2026	Articles published before 2022 or after June 2, 2026
Access	Full text available	Full-text articles unavailable
Language	English or Indonesian	Articles published in languages other than English or Indonesian
Population	Pre-service teachers (e.g., student teachers, prospective teachers, and teacher candidates)	Studies that did not involve pre-service teachers
The phenomenon studied	The use of spoken language by prospective teachers in teaching practice.	Studies that did not examine the use of spoken language by pre-service teachers during teaching practice.
Study Type	Empirical studies	Non-empirical studies

A total of 187 records proceeded to the screening stage, during which titles and abstracts were assessed against the PICo criteria. As a result, 55 records were excluded because they did not meet the predefined eligibility criteria based on their titles and abstracts. The remaining records then underwent full-text eligibility assessment. At

this stage, 112 articles were excluded after full-text review due to non-compliance with the PICo criteria. Consequently, 17 studies were included in the final review, comprising two studies from Scopus, nine from Google Scholar, and six from ERIC.

Table 3. Summary of Articles Retrieved and Selected Through the Review Process

PRISMA	Article Status	Scopus	Google Scholar	ERIC	Amount
	Initial Records Identified	27	55	133	215
Identifying	Duplicate Records	1	8	1	10
	Non-peer reviewed articles	4	12	2	18
Screening	Abstracts Not Meeting PICo Criteria	12	10	33	55
	Full Text Unavailable	3	0	0	3
Eligibility	Full-Text Articles Not Meeting PICo Criteria	5	16	91	112
Included	Studies Included in the Review	2	9	6	17

RESULTS AND DISCUSSION

The PRISMA-based selection process resulted in the inclusion of 17 studies. Among these, six studies originated from Indonesia, five from

Turkey, three from the United States, two from South Africa, and one from Sweden. Details of the included studies are presented in the table below.

Table 4. Included Articles

No	Article Title	Publication Year	Authors and Journals	Country	Search Source
1	A Speech Act Analysis of a Pre-Service Teacher in an EFL Classroom	2022	Halimatuz Zahra, Widya Catherine Perdhani, Didik Hartono Ideas: Journal of Language Teaching and Learning, Linguistics and Literature, Volume 10, Number 2, December 2022 pp. 2025 – 2035, DOI: 10.24256/ideas.v10i2.3210.	Indonesia	Google Scholar
2	Differences between a Teacher Educator's and Prospective Classroom Teacher's Talk-Based Strategies for Fostering Academically Productive Classroom Talk	2026	Yilmaz Soysal & Somayyeh Soysal Education Inquiry, 17:1, 175-211, DOI: 10.1080/20004508.2024.2347050.	United States of America	Google Scholar
3	Analyzing Teacher Talk During Microteaching: A Study in Pre-Service English Teacher Education in Indonesia	2023	Ika Wahyuni Lestari ELTIN: Journal of English Language Teaching in Indonesia, Volume 11/No 1, April 2023, DOI: https://doi.org/10.22460/eltin.v11i1.p21-30 .	Indonesia	Google Scholar
4	Pre-Service EFL Teacher Questioning Strategies During Practicum: A Case Study in Indonesia	2025	Uun Muhaji Foster JELT: Journal of English Language Teaching, Vol.6, No. 4, October 2025, DOI:10.24256/foster-jelt.v6i4.254.	Indonesia	Google Scholar
5	Pedagogical Link-Making Moves Implemented by a Pre-Service Teacher to Promote Classroom Talk in a Multilingual Physics Classroom	2025	Makomosela Qhobela International Journal of Didactical Studies Volume 7, Issue 1, 2026, https://doi.org/10.33902/ijods.202631396	South Africa	Google Scholar
6	The Role of Automated Post-Rehearsal Feedback on Pre-Service Mathematics Teacher Questioning	2025	James P Bywater, Sarah Lilly, Debajyoti Datta, Shahina Ansari, Aveen Mohammad, Ginger S. Watson, Donald Brown, & Jennifer L Chiu Journal of Applied Instructional Design 14 (2) DOI:10.59668/2222.21458.	United States of America	Google Scholar
7	Campur Kode Tuturan Mahasiswa pada Praktek Pengalaman Lapangan	2025	Eva Kadang, Muhammad Faisal PEDAGOG Jurnal Ilmiah	Indonesia	Google Scholar

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- Volume 03 Nomor 01, Januari 2025, 22 – 31, <https://doi.org/10.71387/pji.v3i1.102>.
- 8 Keterampilan Komunikasi Verbal Calon Guru Biologi Melalui Pembelajaran Jarak Jauh 2022 Idah Hamidah, Lesy Luzyawati Indonesia Google Scholar
BIODIK: Jurnal Ilmiah Pendidikan Biologi, Vol. 08, No. 01 (2022), Hal. 90 – 96, <https://doi.org/10.22437/bio.v8i1.15667>.
 - 9 Tindak Tutur Direktif Calon Guru dengan Siswa Kelas VIII pada Pelajaran Bahasa Indonesia 2023 Dhiba Riswinda Fajar, Nur Aini Puspitasari Indonesia ERIC
Hortatori: Jurnal Pendidikan Bahasa dan Sastra Indonesia, Volume 7 Nomor 1, 95-106. DOI: <https://doi.org/10.30998/jh.v7i1.1751>.
 - 10 Developing Student-Teachers' Interactional Competence Through Video-Enhanced Reflection A Discursive Timeline Analysis of Negative Evaluation in Classroom Interaction 2025 Olcay Sert, Annaliina Gynne & Maria Larsson Sweden ERIC
Classroom Discourse, 16:2, 142-171, DOI: 10.1080/19463014.2024.2337184.
 - 11 Anticipated and Implemented Questioning in Mathematical Discussions by Prospective Teachers 2025 JeongWon Kim United States of America Scopus
EURASIA Journal of Mathematics, Science and Technology Education, 21(4), <https://doi.org/10.29333/ejmste/16219>.
 - 12 Exploring the Enactment of Pedagogical Content Knowledge about Electrostatics Through Teacher Talk by Two Pre-Service Teachers 2026 Ernest Nkosingiphile Mazibe South Africa Scopus
Research in Science Education, 56:473–492, <https://doi.org/10.1007/s11165-025-10281-x>.
 - 13 Pre-Service English Teachers Ponder over Asking Referential Questions to Increase Student Talking Time 2024 Gülten Koşar Türkiye ERIC
Acuity: Journal of English Language Pedagogy, Literature, and Culture, Vol. No. 202, DOI: 10.35974/acuity.v9i2.3020.
 - 14 Examining EFL Pre-Service Teachers' Use of Classroom Discourse Moves and Factors Affecting Their Choices 2024 Zeynep Gülşah Kani, Gökçe Nur Türkmen Türkiye ERIC
Acuity: Journal of English Language Pedagogy, Literature, and Culture. Vol. 9 No. 2, 2024, DOI: 10.35974/acuity.v9i2.3121.

15	Classroom Questioning: Pre-Service EFL Teachers' Questioning and Modification Strategies	2023	Ayşegül Zingir Gülten <i>Shanlax International Journal of Education</i> , 11(S1), 54–61. DOI: https://doi.org/10.34293/education.v11iS1-July.589 .	Türkiye	ERIC
16	Questions Posed by Pre-Service Teachers to 5 th –8 th Grade Students and Their Level of Interactions	2023	Nadide Yılmaz <i>Anatolian Journal of Education</i> , October 2023 Vol.8, No.2, pp. 113-134, https://doi.org/10.29333/aje.2023.828a .	Türkiye	ERIC
17	Exploring Prospective Classroom Teacher Question Types for Productive Classroom Dialogue	2024	Yılmaz Soysal, Somayyeh Soysal <i>ECNU Review of Education</i> 2024, Vol. 7(4) 1054–1088, DOI: 10.1177/20965311221109283 .	Türkiye	ERIC

The included studies addressed several aspects of pre-service teachers' spoken language, namely questioning, classroom interaction and discourse, teacher talk, speech acts, and code-mixing. The results and discussion are organized according to these thematic categories.

Questioning

Questioning was the most frequently investigated topic among the included studies. Seven articles focused on questioning as a key characteristic of pre-service teachers' spoken language. This trend suggests that questioning skills are widely perceived as a fundamental component of pre-service teachers' oral language use in classroom instruction.

In classroom learning, questioning constitutes an essential component of teacher–student interaction. It is a pedagogical strategy used not only to monitor and enhance students' understanding (Palincsar & Brown, 1984) but also to stimulate productive thinking (Chin, 2007). Within classroom discourse, questioning is closely associated with the Initiation–Response–Feedback (I–R–F) sequence, in which the initiation stage is typically initiated by a teacher's question (Walsh, 2014). Questions play a central role in creating opportunities for interaction and communication between teachers and students. Sahin and Kulm (2008) conceptualized questioning as a pedagogical tool that supports students' cognitive processes, while (Soysal & Soysal, 2024) highlighted its importance in fostering academically productive classroom talk. From Long and Sato's perspective (1983), display questions enable teachers to check students'

understanding of instructional content, whereas referential questions encourage more extended and meaningful student responses. In addition to their instructional function, the quality of questions significantly influences learning outcomes. Prior studies indicate that the frequent use of higher-order cognitive questions can positively contribute to student achievement (Redfield & Rousseau, 1981).

The findings on pre-service teachers' questioning practices identified in this review can be categorized in terms of both the forms and functions of questions. Gülten (2023) analyzed questioning using the framework of Long and Sato (1983), Muhaji (2025) employed Wu's taxonomy (1993) of question types alongside the questioning strategies proposed by Fitriati, Isfara, and Trisanti (2017), while Yılmaz (2023) classified questions based on Sahin and Kulm's (2008) framework. Although these studies all examined pre-service teachers' questioning practices during teaching practice, they adopted different theoretical perspectives. This variation indicates that questioning should be understood as a multidimensional phenomenon encompassing diverse forms, functions, and pedagogical purposes.

Gülten (2023) found that pre-service teachers' questioning was predominantly characterized by display questions, particularly knowledge and comprehension questions. These questions were mainly used to assess students' knowledge, check their understanding, and elicit answers already known to the teacher, rather than to explore students' ideas, develop arguments, or stimulate open-ended discussion.

Example (1)

PET2 : *What does his mother advise him to do?*

S : (silence)

PET2 : His mother advises him something. It is written. Look at the paragraph.

Because he is ill, too ill. *What does his mother advise?*

S6 : You should take medicine.

PET2 : Very well, thank you.

As illustrated in Example (2), the pre-service teacher used the display question “What does his mother advise?” to elicit students’ knowledge. Display questions are characterized by the fact that the teacher already knows the expected answer (Long & Sato, 1983). Consequently, classroom discourse becomes more convergent and oriented toward predetermined correct answers, leading to a predominantly monologic interactional pattern and limited opportunities for student participation in classroom interaction.

Example (2)

PET2 : When is the basketball match?

S : The basketball match

PET2 : *is that afternoon*. Yes, very well. Thank you.

Gülten (2023) found that pre-service teachers faced challenges in sequencing and formulating questions effectively. They tended to pose multiple questions simultaneously or relied on overly general questions that lacked systematic progression and clear instructional focus. In addition, pre-service teachers provided limited hints, cues, or examples to support students’ responses and frequently answered their own questions (see Example 2). Such practices reduce opportunities for student contribution in classroom discourse and reflect a teacher-centered rather than dialogic approach to instruction.

In contrast, Muhaji (2025) reported that pre-service teachers’ questioning was dominated by referential questions (37%), followed by display questions (27%). This finding differs from previous studies that reported a predominance of display questions. The relatively higher proportion of referential questions suggests that some pre-service teachers are beginning to create more opportunities for student participation by encouraging learners to express opinions, share experiences, and produce responses that are not predetermined by the teacher. This trend may indicate a growing confidence among pre-service teachers in facilitating more open and interactive

classroom communication.

Example (3)

T : Alright, before going to the material, I am going to ask you something. *Have you ever got a personal letter?*

Ss : Yes (all students)

T : Okay, okay. That’s similar. *What kind of letter have you ever got? What kind of letter?*

Ss : Um...

T : *What? Invitation? Pardi, what did you say?*

S1 : Wedding

T : Okay, that’s wedding invitation. *And any other letter?*

S2 : Love letter

T : Owh, love letter? Love letter.

Ss : (laughing)

In the excerpt above, the pre-service teacher posed questions during the lesson introduction to elicit students’ prior experiences related to the topic being studied. These questions are classified as referential questions because the teacher did not know the expected answers in advance. Referential questions are generally associated with greater opportunities for classroom discussion and increased student participation. This finding is consistent with Koşar (2024), who examined the impact of referential questions used by pre-service teachers during teaching practice and found that such questions contributed to increased student talk time. In this case, the pre-service teacher’s language use was oriented toward promoting student talk and fostering classroom interaction.

In contrast, Yılmaz (2023) investigated question types and their relationship to patterns of classroom interaction. The study found that factual questions were the most frequently used type of question, accounting for 79% of questions posed in group interactions and 50% of all questions asked by pre-service teachers. Factual questions are primarily intended to assess students’ knowledge and recall of information.

Example (4)

What is ▲ in the following operation: 14:7=▲:18?

Probing and guiding questions were found to be relatively limited in the included studies. Probing questions are used to encourage elaboration and reveal students’ thinking processes, whereas guiding questions function as scaffolding and provide direction without supplying answers. The studies reported that this

limitation is associated with pre-service teachers' limited pedagogical experience and knowledge, a tendency to adopt teacher-centered instructional approaches, and insufficient familiarity with students. Consequently, pre-service teachers' questioning practices tend to remain oriented toward correct answers, with limited exploration, insufficient scaffolding, and indications of underdeveloped pedagogical competence.

Similarly, Soysal and Soysal (2022) found that, in fostering academically productive classroom talk (APCT), pre-service teachers predominantly used questions aimed at eliciting and clarifying students' thinking (communicating questions), focusing students' attention (monitoring-framing questions), and requesting evidence for claims (evidencing questions). However, they rarely employed questions that challenge or legitimize students' ideas, resulting in classroom discussions that remain teacher-centered and are not fully developed into student-to-student argumentative dialogue.

Example (5) "Could you rehearse your saying?"

Example (6) "To conclude Robin Hood's case, can we talk about why he stole, rather than what he stole?"

Example (7) "Do you have any evidence to show that the laundry dries faster in windy weather?"

Despite employing different theoretical frameworks, the reviewed studies on pre-service teachers' questioning practices consistently identified several question types, including factual questions, display questions, communicating questions, monitoring-framing questions, and evidencing questions. Taken together, these findings suggest that pre-service teachers' questioning is primarily oriented toward assessing students' understanding and mastery of content rather than promoting higher-order reasoning and knowledge construction. This tendency may be attributed to several factors, including prior experiences with teacher-centered instruction, limited teaching experience, and insufficient familiarity with students, which may lead to tension and uncertainty during classroom interaction.

At the same time, the emergence of referential questions in the studies by Muhaji (2025) and Koşar (2024) indicates an emerging tendency among pre-service teachers to encourage student participation and elicit more extended responses. Referential questions provide opportunities for students to express opinions, experiences, and interpretations, thereby fostering more dialogic

classroom interaction. According to Muhaji (2025), the use of referential questions may be influenced by the nature of the teaching topic, an orientation toward Communicative Language Teaching (CLT), and the need to facilitate classroom dialogue more effectively. Overall, these findings suggest that although pre-service teachers still rely heavily on questions aimed at evaluating comprehension, some have begun to adopt questioning practices that support greater student engagement and interaction.

Similar findings have been reported in previous systematic literature reviews focusing on in-service teachers. For example, Çalık and Aksu (2018) identified a predominance of closed-ended and lower-order questions, while Davoudi and Sadeghi (2015) reported the frequent use of display questions. The convergence of findings across studies involving both pre-service and in-service teachers suggests that the reliance on lower-level questioning represents a relatively persistent pattern in classroom practice. This consistency may indicate that questioning practices are shaped not only by teaching experience but also by broader instructional traditions and beliefs about teaching and learning. Therefore, teacher education programs should place greater emphasis on the development of questioning skills, not merely as a means of assessing students' understanding but also as a pedagogical tool for fostering reasoning, argumentation, dialogue, and active student participation.

In addition to being described in terms of question types, research on the questioning characteristics of prospective teachers has also examined differences before and after instructional interventions. Bywater et al. (2025) found that prospective teachers' classroom language can be developed through simulation activities and automated feedback. Prior to the intervention, prospective teachers tended to rely on factual questions. After receiving feedback, they used probing and exploratory questions more frequently, enabling them to elicit students' thinking more deeply than factual questions.

Kim (2025) found that pre-service teachers who had received training prepared their classroom language, particularly questions, prior to instruction by anticipating possible student responses. This preparation included predicting students' solution strategies, developing questions for various possible answers, and preparing scaffolding questions for students who might experience difficulties. During instruction,

however, some student responses did not align with these predictions, prompting prospective teachers to modify their questioning strategies. For example, they shifted from probing questions to simpler questions, from open-ended questions to step-by-step questions, and in some cases from questioning to direct explanation.

Research by Bywater (2025) and Kim (2025) suggests that feedback and anticipatory planning can better prepare prospective teachers and enhance the quality of their questioning during teaching practice. These findings do not indicate that pre-service teachers lack teaching competence; rather, they highlight the need for constructive guidance, particularly in how questions are formulated and delivered to students. This evidence underscores the importance of supervision and feedback in supporting prospective teachers' professional development and improving the quality of their instructional practice.

Findings from several studies on the questioning characteristics of prospective teachers during teaching practice offer important implications for teacher education programs. The ability to use a range of question types should be developed as a core teaching skill alongside content knowledge and instructional strategies. In addition, prospective teachers should be provided with opportunities to engage in reflection and receive feedback, particularly on their questioning practices during teaching practice. Reflection can help prospective teachers address inconsistencies between pedagogical theory and the implementation of instructional strategies, while feedback can make both visible and less visible aspects of teaching more explicit (Li et al., 2024). Through these processes, prospective teachers can develop the capacity to foster dialogic classrooms that encourage meaningful discussion and promote genuinely student-centered learning.

Teacher Talk

Among the included studies, five focused on teacher talk, particularly the forms and functions of utterances produced by prospective teachers. After questioning, teacher talk emerged as the second most frequently investigated topic. This prominence may be attributed to the important role of teacher talk and interactional scaffolding in supporting learning through responsive, collaborative, and student-centered interactions (Rajesh & Rajesh, 2025). This finding is consistent with the systematic literature review conducted by Linlin et al. (2024), which reported

that teacher talk had a positive impact on student learning outcomes in the majority of the studies reviewed.

Lestari (2023) examined the teacher talk of pre-service teachers using the Foreign Language Interaction Analysis (FLINT) framework and found that they employed both direct and indirect influence. Direct influence was used to correct students' errors, provide instructions, and discipline student behavior in order to maintain classroom order. Through direct influence, pre-service teachers directed student activities and ensured classroom organization so that instructional objectives could be achieved. In contrast, indirect influence was reflected in dealing with feelings, giving praise and encouragement, rephrasing students' ideas, and asking questions. These forms of indirect influence were used to build interpersonal relationships and encourage student participation in classroom learning. However, the study was primarily descriptive and did not indicate which type of influence was more dominant in pre-service teachers' classroom discourse.

Mazibe (2025) found that teacher talk serves as a primary means through which pre-service teachers enact their pedagogical content knowledge (PCK) during teaching practice. PCK influences the quality of questions posed, responses to students' contributions, the use of representations, and patterns of classroom interaction. However, the study also revealed that adequate PCK is not always effectively enacted through teacher talk. Difficulties in building on students' responses, the use of poorly structured questions, and the predominance of authoritative communication patterns indicate a gap between pre-service teachers' pedagogical knowledge and their classroom communicative practices.

Meanwhile, Soysal and Soysal (2026) compared the talk-based strategies employed by teachers and pre-service teachers to foster academically productive classroom talk (APCT). The findings showed that pre-service teachers predominantly used talk moves aimed at obtaining and transmitting information (communicating, transferring, and evaluating) rather than promoting students' reasoning processes (justifying, discussing, negotiating, and monitoring). Following students' responses, pre-service teachers typically provided further explanations, summarized students' answers, or redirected the discussion toward scientifically accepted knowledge. As a result, the I-R-F/I-R-E sequence often ended with teacher explanations,

limiting opportunities for extended classroom discussion. These interaction patterns reflected predominantly interactive-authoritative and non-interactive-authoritative communicative approaches.

Taken together, the three studies suggest that pre-service teachers primarily use teacher talk as a means of managing classroom instruction and transmitting knowledge to students. However, the use of language to promote students' thinking remains limited. This is reflected in the relatively low occurrence of reasoning-oriented talk moves such as justifying, discussing, negotiating, and monitoring (Soysal and Soysal 2026), limited responsiveness to students' contributions (Mazibe, 2025), and the predominance of authoritative interaction patterns (Mazibe, 2025; Soysal and Soysal 2026). Consequently, classroom instruction has not yet fully supported the development of students' higher-order thinking. In Mercer (2000) terms, these classroom interactions do not yet exhibit the characteristics of exploratory talk and remain dominated by largely one-way communication patterns.

The above conclusion is consistent with the findings of Sert, Gynne, and Larsson (2025), who reported that prospective teachers often faced challenges and tended to provide immediate negative evaluations in the form of explicit rejection of students' incorrect answers. This pattern of teacher response is also in line with Soysal and Soysal (2026), who found that teacher-student interactions within the I-R-E sequence typically ended at the evaluation move, often involving direct negative assessment of students' responses. From Walsh's (2006) perspective, such interactional patterns do not create learning opportunities, as they are not extended in ways that support the co-construction of understanding. Reflection on teaching practice, however, contributes to the development of teachers' pedagogical competence and supports more effective classroom communication practices. Following reflection, prospective teachers became more cautious in evaluating students' answers, particularly by reducing the use of explicit negative evaluations.

Findings from a systematic literature review on teacher talk involving in-service teachers also reveal a dominance of directive utterances and display questions in classroom interaction (Ratnawati, 2026). The convergence of these findings suggests that language use oriented toward classroom control and knowledge verification remains a persistent characteristic of

both in-service and pre-service teachers. Such interactional patterns tend to limit students' opportunities to actively participate and engage in the exploration and development of ideas, thereby constraining the emergence of more dialogic classroom discourse.

The study by Hamidah and Luzyawati (2022) presents a different perspective compared to the previously discussed studies. While most studies in this review examine pre-service teachers' language in terms of its content and communicative functions during teaching practice, this study focuses on the quality of oral delivery and does not explicitly analyze how language functions to support classroom learning processes. In addition, the findings are presented primarily in the form of percentage scores without detailed qualitative descriptions or explanations of each assessment indicator. Hamidah and Luzyawati (2022) assessed pre-service teachers' oral communication skills in distance learning contexts across several dimensions, including stating communicative purpose (78%), accuracy of word choice (83.3%), use of effective transitions (74.07%), vocal variation in speed, tone, and intensity (82.41%), clarity of articulation (90.74%), appropriateness of language for the intended audience (87.04%), and supportive nonverbal behavior (76.85%). The overall mean score was 81.88%, categorized as good. Among these dimensions, clarity of articulation received the highest score, indicating that pre-service teachers were generally able to produce clear and intelligible speech. This aspect is particularly important in teaching practice to ensure that instructional messages are clearly understood by students. However, the relatively lower scores for effective transitions and nonverbal communication suggest areas that still require further development in pre-service teachers' oral communication competence.

Classroom Interaction and Discourse

Two studies examined pre-service teachers' language use in classroom interaction and discourse. Kani and Türkmen (2024) found that pre-service teachers most frequently employed facilitating (37.25%) and clarifying (27.33%) utterances, indicating a primary orientation toward enhancing students' understanding and fostering an inclusive learning environment. The authors further reported that these interactional patterns were shaped by educational, socioeconomic, sociopolitical, gender-related, and discursive factors. In contrast, the relatively low frequency of

extending, supporting, eliciting, and omitting utterances suggests that pre-service teachers provided limited opportunities for students to generate ideas, offer scaffolded responses, engage in argumentation, make generalizations, and develop higher-order reasoning skills.

Meanwhile, Qhobela (2026) found that in a multilingual physics classroom, pre-service teachers' spoken language was used to connect scientific concepts with one another as well as with students' everyday experiences (see Excerpt 8). Their talk also functioned to construct knowledge, develop scientific narratives, organize classroom activities, facilitate connections between concepts, refine concepts at a micro level, and guide the direction of classroom discussion.

Example (8)

PST : ST31 is saying "they vibrate when they move", yes?

ST31 : Yes.

PST : What? Ok! Let us say ST31, you are moving and you are also at a fixed position. Is that possible?

ST32 : No.

PST : Yes let us ehh, let us ehh try to polish that statement. Can we say they are vibrating and also moving? Yes? (*pointing at group 4*)

ST41 : Sir they are not moving but they are vibrating.

PST : *They are vibrating at a fixed position.*

ST41 : Yes, at a fixed position.

In addition to linguistic competence, pre-service teachers' spoken language characteristics are shaped by their pedagogical content knowledge (PCK). Pre-service teachers with well-developed PCK are generally better able to present subject matter in ways that are accessible and comprehensible to students. This is consistent with Shulman's view (1986) that teachers' understanding of content is reflected in their ability to represent and explain it in pedagogically appropriate ways that support student understanding. The findings of this study also indicate that limited variation in discursive moves may be associated with pre-service teachers' still-developing PCK.

Findings from the two studies indicate that pre-service teachers' spoken language functions not only to transmit information but also to construct and manage classroom learning processes. In particular, their language use is more frequently oriented toward facilitating students' understanding and organizing classroom activities than toward fostering sustained academic dialogue. The results suggest that while pre-

service teachers demonstrate an emerging ability to use language for instructional management and the facilitation of comprehension, they have not yet fully utilized spoken language as a tool for promoting productive academic dialogue in the classroom. This pattern is consistent with Soysal's (2021) systematic review of teacher discourse, which, based on teacher discursive moves, shows that teacher talk primarily serves staging functions of instruction but less frequently supports scaffolding and co-construction of knowledge. This finding also aligns with Howe and Abedin's (2013) review, which reported that classroom interaction patterns have remained relatively stable over the past four decades, particularly the continued dominance of the Initiation–Response–Feedback (I–R–F) sequence driven by teachers.

Speech Act

Two included studies examined pre-service teachers' speech acts in teaching practice. Zahra, Perdhani, and Hartono (2025) analyzed pre-service teachers' speech acts using Searle's (1976) speech act theory and found that directive acts were the most frequently used category (64.49%). These directives were primarily employed to encourage student participation, including asking questions about lesson content and instructing students to complete tasks, engage in group work, or pay attention to the teacher. Similarly, Fajar and Puspitasari (2023) focused on directive speech acts and reported that commands and requests were the most dominant forms. Taken together, these findings suggest that pre-service teachers' language primarily functions to manage classroom activities, regulate student behavior, and maintain the flow of classroom interaction.

The two studies discussed above highlight the dominance of directive speech acts in pre-service teachers' classroom discourse. According to Searle (1979), directive speech acts are utterances intended to get the listener to perform an action, such as ordering, requesting, suggesting, or instructing. This predominance suggests that pre-service teachers' spoken language is largely oriented toward managing the learning process and directing students' actions to achieve instructional goals, a function referred to by Walsh (2006) as the managerial function of classroom discourse. In instructional settings, directive speech acts are commonly used to organize classroom activities, manage student behavior, deliver instructions, and focus students' attention. However, when overused and not balanced with more dialogic forms of interaction, this dominance

may lead to excessive teacher control and restrict opportunities for classroom dialogue, thereby limiting the development of more dialogic interaction patterns (Rajala et al., 2016).

Code-Mixing

The study by Kadang and Faisal (2025) investigated bilingual language use among pre-service teachers. The findings show that internal code-mixing was the most dominant form, particularly the insertion of regional languages into Indonesian. In this case, elements of the Papuan Highlands dialect were integrated into Indonesian during teaching practice, indicating that pre-service teachers used both Indonesian and local languages in classroom interaction. From a descriptive linguistic perspective, such code-mixing practices among bilingual speakers can be understood as a strategic use of available linguistic resources to construct meaning and facilitate understanding of the surrounding world (Garcia, 2009).

Second, code-mixing was predominantly found at the lexical level, particularly in the form of single-word insertions such as *dong* ('they'), *sa* ('I'), *ko* ('you'), *tra* ('no'), *pake* ('use'), *su* ('already'), and *macam* ('like'). This finding suggests that Indonesian remains the primary language used by pre-service teachers, while code-mixing functions as a supplementary linguistic resource rather than the main medium of instruction. Garcia and Wei (2014) argue that the study of bilingualism should focus on how speakers draw on their full linguistic repertoire in communication. In the case of Kadang and Faisal (2025), lexical code-mixing—particularly in pronouns—may be interpreted as a strategy to establish social closeness, align with students' linguistic identities, and foster more interpersonal relationships in the classroom. However, the study does not further elaborate on the pedagogical motivations underlying the use of code-mixing in instructional settings. In contrast, O'Brien-Melford (2026) systematic review identifies three main functions of code-mixing in classroom discourse: instructional functions (clarification and support), managerial functions, and interpersonal functions (relationship-building and anxiety reduction).

Research on code-mixing among pre-service teachers indicates a dominant pattern of inserting elements from other languages into Indonesian. This phenomenon can be linked to the role of Indonesian as the primary language of instruction in formal education settings. From a

sociolinguistic perspective, code-mixing in classroom interaction has been associated with communication strategies aimed at facilitating students' understanding (Muin, 2010) and maintaining classroom interaction (Sitinjak et al., 2026). Furthermore, the use of internal code-mixing in instructional contexts, as also reported in Arumaisya's (2025) systematic review, is closely tied to the linguistic and social contexts in which classroom interactions take place.

This study focuses specifically on code-mixing in pre-service teachers' classroom discourse. Therefore, further research is needed to explore the possible occurrence of code-switching in multilingual teaching contexts. Given the scope of the reviewed studies, it cannot be concluded that code-switching is absent in pre-service teachers' instructional practices. The predominance of code-mixing over code-switching may be influenced by the formal nature of teaching practice contexts, which encourages pre-service teachers to maintain Indonesian as the primary medium of instruction. As a result, language alternation tends to occur at the lexical level through the insertion of specific local expressions rather than through full shifts to local languages.

Synthesis of Pre-Service Teachers' Spoken Language Characteristics in Teaching Practice

Overall, the synthesis of the included studies indicates several consistent tendencies in pre-service teachers' spoken language during teaching practice. First, spoken language is predominantly used to manage classroom learning and direct student activities, as reflected in the use of questions, teacher talk, and directive speech acts that function to regulate classroom interaction and check students' understanding. Second, pre-service teachers' spoken language is frequently oriented toward knowledge transmission. This is evident in the prevalence of display and factual questions, as well as the Initiation–Response–Evaluation (I–R–E) pattern, suggesting that classroom interaction remains largely centered on eliciting predetermined answers rather than fostering exploratory dialogue. Third, the use of spoken language to promote productive academic dialogue remains limited, with few studies reporting language practices that encourage argumentation, justification, negotiation of meaning, or the exploration of students' ideas. Fourth, pre-service teachers also demonstrate adaptive communication strategies through the use of available linguistic resources, particularly code-mixing, to accommodate interaction in

multilingual classroom contexts.

The dominance of directive speech acts, display questions, and managerial teacher talk among pre-service teachers can be understood as a consequence of their developmental stage as novice practitioners. This tendency aligns with Huberman's (1989) survival and discovery phase, in which teachers typically prioritize classroom management and the achievement of instructional objectives. As a result, pre-service teachers rely more on directive forms of language rather than discourse that promotes negotiation of meaning or student argumentation. This pattern suggests that while pre-service teachers' ability to use language for organizing classroom instruction is beginning to develop, their capacity to employ language as a tool for fostering productive academic dialogue remains limited and requires further strengthening. From a sociocultural perspective, language is not merely a medium of communication but also a mediational tool for thinking and learning (Vygotsky 1934). Accordingly, classroom discourse that promotes argumentation, justification, and negotiation of meaning is essential for supporting collaborative knowledge construction (Alexander 2008; N. Mercer 2000).

Notably, similar findings have been reported in studies involving in-service teachers (Çalık & Aksu, 2018; Davoudi & Sadeghi, 2015; Ratnawati, 2026). The recurrence of these patterns across both pre-service and in-service teacher populations suggests that classroom discourse oriented toward control and knowledge transmission cannot be attributed solely to teaching experience. Rather, it is also shaped by broader pedagogical orientations and sociocultural traditions embedded in classroom practice. Therefore, strengthening teachers' and pre-service teachers' discourse skills that support dialogue, argumentation, and knowledge construction should be prioritized in both initial teacher education and continuous professional development.

CONCLUSION

Pre-service teachers' spoken language plays a crucial role as a pedagogical tool for managing classroom learning, conveying knowledge, and fostering interaction. However, its use to support academic dialogue, argumentation, and students' knowledge construction remains limited. This finding suggests that the development of pre-service teachers' spoken language competence has

not yet sufficiently emphasized the facilitation of dialogic learning.

This study contributes to the integration of findings from various strands of research, including questioning, teacher talk, classroom interaction and discourse, speech acts, and code-mixing. The characteristics of pre-service teachers' spoken language cannot be adequately understood from a single analytical perspective; rather, they should be viewed as part of broader pedagogical practices involving classroom management, knowledge transmission, and the construction of classroom interaction.

Future research could extend the scope of inquiry to underexplored aspects of pre-service teachers' spoken language, such as code-switching, feedback strategies, and the use of language to foster student argumentation, as well as the longitudinal development of spoken language competence from initial teacher education to professional practice. In addition, further studies are needed to examine the relationship between pre-service teachers' spoken language characteristics and the quality of instructional outcomes.

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