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Sommario/riassunto	This study analyzes the whole-group interaction between preservice teachers (N = 15) and ESL speakers during conversation groups that were organized as part of the requirements of a TESL methods course. Analysis of the teacher-led interactions focused on the occurrence of language production opportunities provided to the ESL speakers as reflected through the amount of talk and questioning styles that occurred in four interactional contexts: communication, content, management and language. The findings indicate that the participants generated less talk than the teachers, management and content