The Implementation of VEO in an English Language Education Context: A Focus on Teacher Questioning Practices

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THE IMPLEMENTATION OF VEO IN AN ENGLISH LANGUAGE EDUCATION CONTEXT: A FOCUS ON TEACHER QUESTIONING PRACTICES

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Prof. Dr. Ülkü ESER ÜNALDI

Eğitim Bilimleri Enstitüsü Müdürü ....

To 38th Wedding Anniversary of My Parents and,

To HUMAN (Hacettepe University Micro Analysis) Research Centre

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ABSTRACT

The present study reports findings on how VEO and a reflective teacher education program enhance the development of teacher language awareness and Classroom Interactional Competence (CIC), defined as the "ability to use interaction as a tool for mediating and assisting learning" (Walsh 2011, p. 158). In the last two decades, there has been increasing interest in L2 Interactional Competence in a variety of language learning settings (e.g. Escobar Urmeneta, 2013; Pekarek Doehler, 2010). Conversation Analysis provides a novel approach to document Interactional Competence (IC) as a co-constructed phenomenon with participants' moment-by-moment engagement of embodied interactional resources. Both language teachers and learners perform these interactional sources in language learning environments. Several attempts have been made to frame a variety of actions performed by teachers to facilitate language learners' contributions in classroom

atmosphere, and there is a growing body of research on the integration of CIC into the teacher education curricula in EFL contexts (Sert, 2015). This study sets out to examine how EFL trainee teachers develop their CIC with the emphasis on teacher questioning practices during a 14-week semester in a preservice teacher education programme. The dataset consists of 22 classroom hours that were taught by 11 preservice teachers in Turkey and recorded using a mobile app, Video Enhanced Observation (VEO), a video tagging observation tool for continuous professional development. The dataset was comprised by the project coordinator Assist. Prof. Dr. Olcay Sert and the project assistant Ress. Assist. Merve Bozbıyık within the scope of VEO Europa Project that has six different partners from five countries including United Kingdom, Germany, Finland, Turkey, and Bulgaria (2015-1-UKO1-KA201-013414). The preservice teachers were engaged in a reflective cycle based on reflections on mentor-teacher feedback, peer feedback, and written critical self-reflections. A combined qualitative methodological approach of Conversation Analysis and Constant Comparison Method was used to analyze the data of this study: (a) CA analyses of classroom interactions, and qualitative analysis for (b) teacher interviews; and (c) stimulated recalls. The findings have indicated that the preservice teachers have managed to utilize various teacher questioning practices to promote learning contribution by extending the students' previous utterances and developed their CIC across two rounds of the reflective cycle. These findings can contribute to a better understanding of the significance of development of CIC in language learning process. This research also provides a timely and necessary study of the data-led and evidence-based reflective practice session in language teacher education.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

CA   CONVERSATION ANALYSIS

CC   COMMUNICATIVE COMPETENCE

CCM   CONSTANT COMPARISON METHOD

CD   CLASSROOM DISCOURSE

CDA   CLASSROOM DISCOURSE ANALYSIS

CIC   CLASSROOM INTERACTIONAL COMPETENCE

CLIL   CONTENT AND LANGUAGE INTEGRATED LEARNING

CLT   COMMUNICATIVE LANGUAGE TEACHING

DA   DISCOURSE ANALYSIS

EFL   ENGLISH AS A FOREIGN LANGUAGE

ESL   ENGLISH AS A SECOND LANGUAGE

GT   GROUNDED THEORY

IC   INTERACTIONAL COMPETENCE

IRF   INITIATION-RESPONSE-FEEDBACK

IRE   INITIATION-RESPONSE-EVALUATION

L2   FOREIGN/SECOND/ADDITIONAL LANGUAGE

PLT   PRESERVICE LANGUAGE TEACHER

RP   REFLECTIVE PRACTICE

RPQ   REVERSED POLARITY QUESTION

SCT   SOCIOCULTURAL THEORY

SETT SELF EVALUATION OF TEACHER TALK

SLC   SHAPING LEARNERS CONTRIBUTION

TT   TEACHER TALK

UTP   UNWILLINGNESS TO PARTICIPATE

VEO   VIDEO ENHANCED OBSERVATION

WTP   WILLINGNESS OF THE LANGUAGE LEARNERS TO
       PARTICIPATE

YNI   YES NO INTERROGATIVE

YND YES NO DECLARATIVE

ZPD   ZONE OF PROXIMAL DEVELOPMENT

CHAPTER 1

INTRODUCTION

In recent years, there has been a growing interest in the development of L2 (foreign/second/ additional language) learners' Interactional Competence, both in (e.g. Hellermann & Doehler, 2010) and outside (e.g. Sert & Balaman, 2017) classrooms. Conversation analytic studies have reported that Interactional Competence (IC) is a co-constructed phenomenon which allows interlocutors to position the flow of the surrounding talk in social interaction (Stivers, Mondada, & Steensig, 2011). IC is observable through participants' moment-by-moment deployment of embodied interactional resources. Both langue teachers and learners have utilized these interactional resources in various language learning settings. In order to facilitate learner involvement in language learning environments, recent studies (e.g. Waring, 2012) have made attempts to document a variety of learning actions performed by teachers through the integration of Classroom Interactional Competence (CIC) into teacher education curricula in EFL and Content and Language Integrated Learning (CLIL) contexts. The present study frames analytic findings on the development of EFL preservice teachers' Classroom Interactional Competence, defined as the "ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p. 158), in a VEO enhanced reflective teacher education programme in Turkish context.

1.1 Statement of the Problem

Van Lier (1996) points out that classroom interaction is the most important element in language teaching and learning curriculum. However, classroom interaction has been neglected for many years by language teaching scholars even though language learners and teachers establish mutual understanding through and in interaction in learning settings (Walsh, 2006). Classroom interaction also allows interlocutors to create a much better learning and teaching atmosphere due to its order and systematicity. Thus, language teachers need to focus on the basic features of interaction which include turn-taking, repair, and sequential organization in order to be good models and to promote learning opportunities through various strategies such as asking questions, eliciting students' responses or repairing wrong answers. In this regard, Classroom Interactional Competence (CIC) is identified as teachers' and learners' ability "to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p. 158). Language teachers utilize the main properties of CIC such as increasing interactional space (Walsh, 2006) and the management of claims of insufficient knowledge (CIK) (Sert, 2011) in different classroom contexts namely form and accuracy, meaning and fluency, task-oriented, and procedural (Seedhouse, 2004). Walsh (2003) also points out the development of CIC in relation to teacher language awareness (TLA) (Andrews, 2001) to enhance students' engagement and recent studies (Escobar Urmeneta, 2013; Sert, 2015; Walsh, 2011) illustrate and strengthen the claim about the role of CIC in promoting learning opportunities. Such features of CIC track students' understanding and participation in language learning environments. Therefore, an awareness and the development of CIC can enable teachers to design their teaching practices in a way to facilitate students' learning. In this regard, teachers firstly need to scrutinize their own teaching performances by viewing tagged recordings in order to explore the strengths and weaknesses of their teachings in relation to their CIC development. Then, they need to critically reflect on the written reports and get mentor or peer feedback during dialogic reflection sessions. In this way, some of these preservice

teachers (PSTs) can raise their own language awareness and develop their Classroom Interactional Competence. In relation to this, language teacher training frameworks like Self-Evaluation of Teacher Talk (SETT) (Walsh, 2003) or (I)ntroducing CIC, (M)icro-teaching, (D)ialogic reflection, (A)ctual teaching, and (T)eacher collaboration and critical reflection (IMDAT) (Sert, 2015) have been integrated into teacher education programmes. Such teacher training frameworks that put the emphasis on language awareness and the development of CIC were implemented in Turkish EFL teacher training contexts and the positive results of these studies (Aşık & Kuru Gönen, 2016; Balıkçı & Seferoğlu, 2016) were documented in a clear way. Yet, there is still a huge research gap in that researchers have not discovered the significant role of CIC through data-led, evidence-based, and dialogic reflective cycle (Walsh & Mann, 2015) during teachers' initial development process for their prospective careers. In this study, such a holistic entity of the reflective practice is supplemented with Video Enhanced Observation (VEO) mobile application as an appropriate technological tool. Through this technological tool (see 3.2 Participants and Research Context), language teachers can bring more authentic evidence across different rounds of the reflective cycle during their internship process. All in all, there has been a missing part in the reflective cycle in CIC based teacher training framework as it has not been complemented with a potential and appropriate technological tool. Thus, this study aims to demonstrate how a reflective teacher training framework contributes to the enhancement of language awareness and the development of CIC through VEO with a specific focus on teacher questioning practices in a Turkish context.

1.2 Significance of the Study

This thesis attempts to show how three preservice teachers (PSTs) who have performed their teaching practices during their internship raise their language awareness and improve their interactional competence across various rounds of their teaching performances

through real and microscopic evidence of Conversation Analytic findings of classroom interactions and supplementary findings of Constant Comparison Method. To shed light on teachers' interactional development, the present study also incorporates video stimulated recall dataset including mentor-teacher feedback, peer feedback sessions, and written critical self-reflections.

The current study seeks to elicit data that address the research gap in the literature by incorporating a technology enhanced reflective practice into teacher education. Firstly, through micro-analytic tools of CA, trainee teachers' questioning practices, which have emerged from the data, will be documented in order to show how they enhance learner engagement in various classroom contexts including form and accuracy, meaning and fluency, task oriented, and procedural (Seedhouse, 2004). Thus, this study will contribute to the development of the PSTs' Classroom Interactional Competence in relation to their questioning practices within the scope of VEO integrated teacher training framework. In addition, such microscopic understanding of teacher talk (TT) allows teachers to explore interactional resources such as intonation or overlapping utterances in addition to normative rules of the linguistic features of classroom interaction. Therefore, raising teachers' awareness of the detailed structure of classroom interactions leads to the improvement of CIC (Sert, 2010). As a dialogic reflection process, technology enhanced stimulated recall sessions including mentor and peer feedback interviews also guide PSTs to provide real evidence from their own teaching performances across different rounds of the reflective practice in initial teacher education programme. Due to these dialogic reflection sessions, the PSTs can gain awareness of the essential interactional skills to overcome problematic issues including divergence between their teaching performances and their previous beliefs and aims, missing opportunities for more extended and elaborated learner turns, and so on. In this way, they can redesign and improve their teaching performances by raising their TLA. Therefore, this process can result in their CIC development. The PSTs also benefit from this technological instrument in their self-

assessment process by benefitting from videoed and tagged moments of the VEO (Video Enhanced Observation) mobile tool. Thus, as a technological mobile tool incorporated into reflective and technology enhanced teacher education programme, it can be claimed that the integration of VEO will be very useful for teachers' own continual professional development through essential monitoring and collaborative reflection by examining the ongoing process of this reflective cycle.

For the purposes of this paper, one of the CA collections which is also an emergent theme was selected; namely questioning practices of the PSTs in various classroom contexts (Seedhouse, 2004). The findings show that the PSTs' questioning practices evolve over time, as evidenced through a conversation analytic treatment of classroom interactions and through teachers' own reflections on these practices. The interactional resources that teachers employ to enhance learners' contribution (Walsh, 2012) diversify over time, and language teachers become more aware of the pedagogical outcomes of such practices, as reported in their reflections. The study also shows that the integration of a mobile app like VEO for teaching interactional competence has proven to be useful, as it facilitates fine-tuned reflections in teacher education.

1.3 Research Context of the Study

English has been taught as the most common foreign language in Turkey for nearly 60 years. According to Buyukkantarcioglu (2004), this popularity results from various developments of human society in relation to socioeconomics, technology, education or socio-politics. Thus, English as a Foreign Language is one of the most important matters in pedagogic and academic environments (Sert, 2010). However, language learners are mostly exposed to English in only classroom settings. They cannot generally practice English outside the classroom.

This study mainly puts an emphasis on the development of EFL trainee teachers' CIC during a 14-week semester in a preservice teacher education programme in Turkey. The dataset consists of 22 classroom hours that were taught by 11 trainee teachers in Turkey. The classroom hours were recorded and tagged by using a VEO (Video Enhanced Observation) mobile application that was designed for continous professional development. This technological tool was integrated into IMDAT (Sert, 2015) model through some modifications in order to facilitate the teacher training programme. Initially, the mentor introduced classroom interactional competence (CIC) and showed the way the preservice teachers (PSTs) use VEO app. in a workshop that lasted nearly three hours. Following this, the PSTs had their initial teaching performances that were videoed and tagged by their mentor. The PSTs had video stimulated mentor teacher feedback sessions by viewing taggings on the VEO mobile application. Then, the PSTs critically wrote self-reflection reports right after they watched the tagged episodes on VEO Portal, to which the mentor uploaded their videos, and listened to the audio recordings of the dialogic reflection sessions with their mentors. Thus, the first round of the reflective cycle was completed. One and a half month later, the PSTs followed the same steps of this reflective teaching cycle with their peers. In other words, the second round of the reflective cycle consisted of the PSTs' another teaching performance, video stimulated peer feedback session, and second written critical self-reflection. In total, the whole data of the current study includes 22 hour video recordings of classroom interaction, about 4 hour audio recordings of dialogic reflection sessions, and 22 written critical self-reflections.

In the Turkish context, the data of this study were also collected by the project coordinator, Assist. Prof. Dr. Olcay Sert and the project assistant Ress. Assist. Merve Bozbıyık within the scope of VEO Europa which is an Erasmus plus fully funded project (2015-1-UKO1-KA201-013414) and its main investigator is Prof. Dr. Paul Seedhouse. This project aims at not only enhancing teaching and learning but also facilitating teacher education through Video Enhanced Observation (VEO). For these purposes, VEO mobile application has

been used in five different education contexts with six strategic partners: Newcastle University (UK), EdEUcation Ltd (UK), Padagogische Hochschule Karlsruhe (Germany), Lapland University (Finland), Hacettepe University (Turkey) and Regionalen inspectorat po obrazovanieto-Haskovo (Bulgaria). Each partner of this project has comprised the outputs of this project including the dataset of the current study within the education context in their own country via VEO mobile application.

1.4 Methodology and Research Questions

The methodology of the present study draws upon mainly Conversation Analysis (CA), which was founded by Sack, Schegloff, and Jefferson in 1960s. According to Sidnell (2010), human beings can identify, analyze, and understand talk as a feature of human social life through Conversation Analysis (p. 9). CA was mainly influenced by three research strands: anthropology, sociology, and linguistics. Researchers and analysists have benefitted from CA in a great number of different social interaction contexts including classroom interaction (e.g. Markee, 2008; McHoul, 1978), political interaction (e.g. Schegloff, 2007), medical interaction (e.g. Murtagh, 2015), pharmacy interaction (e.g. Nguyen, 2011), and so on. According to Ten Have (2007), CA has four basic differences from other research methodologies. Firstly, CA scrutinizes the data from a microscopic perspective by watching video recordings or listening to audio recordings many times, and transcribing all the details through standard transcription convention systems. Secondly, CA mainly focuses on naturally occurring data such as classroom interaction as in this thesis. Moreover, Conversation Analysts define interaction as an emergently co-constructed process in social settings and CA includes sequential organization, which is designed by interlocutors. Finally, CA does not limit language to its linguistic properties as it considers interactional resources including embodied actions such as gestures or suprasegmental elements like pitch in a volume. Therefore, CA is used to analyze

classroom interaction data by documenting turn-taking, repair, and preference organization of this social learning environment. In this study, too, the classroom interaction data of eleven PSTs were transcribed and analyzed through Conversation Analysis research methodology.

Video stimulated recall dataset including mentor teacher feedback, peer feedback interviews, and written critical self-reflections were analyzed through Constant Comparison Method (CCM). CCM allows researchers to codify the data right after the transcription process and to increase the validity and reliability of the findings (Boeije, 2002). In the current study, CCM was used to supplement Conversation Analytic findings through emergent categories. Mentor teacher and peer feedback interviews were initially transcribed with Richard (2003)'s basic transcription convention system in order to demonstrate the ongoing framework of the dialogic reflection sessions. Following this, transcribed interview ethnographic data and written critical self-reflections were analyzed with the codings that emerged from CA analytic findings. Yet, the PSTs utilized the terms of the VEO mobile application such as open vs. close questions or explicit vs. implicit feedback while discussing the important points of their teaching performances. Therefore, there are four main codings that were defined as Question Types, Feedback Types, Communication Problem Types, and Classroom Mode Types under the main category of the Development of Pre-service Teachers' Classroom Interactional Competence.

All in all, CA and CCM were utilized to support each other's findings, to demonstrate the holistic entity of the reflective cycle, and to increase the validity and reliability of the present study. In this sense, the analytic findings of the classroom interaction data were triangulated with the findings of the video stimulated recall data in the present study within the interrelated phases of VEO integrated IMDAT teacher training framework. Therefore, the triangulation in the study will be addressed in two different research questions under one main research question of this study:

- How do VEO and a reflective teacher education program enhance the development of teacher language awareness and CIC?

    1- What kind of questioning practices do the preservice teachers use to facilitate extended learner turns in diverse classroom contexts?

        - evidence from classroom interactions

    2- How do the questioning practices change over time following reflective sessions?

        - evidence from reflective tool

The preceding research questions will be addressed in Chapter 4 by tracking the consecutive phases of VEO integrated IMDAT (Sert, 2015) teacher training framework with three cases of the dataset. The development of Classroom Interactional Competence (CIC) will be explored by referring to the previous studies of the research field and the research questions of this study. By addressing the first question, teacher questioning practices and how they promote learning contributions will be documented by providing evidence from both classroom interaction and reflective tool in different classroom contexts. These questioning practices will also be exemplified with real instances from Conversation Analytic findings of the classroom interaction. Following this, the second research question will be illuminated with a holistic understanding of the reflective teacher education programme by scrutinizing the change in teacher questioning practices over time. Right after the teachers' first teaching performances, the first round of the reflective cycle will be completed with mentor teacher feedback interviews and written critical self-reflections. Some problematic issues including divergence between their teaching performances and previous belifes and expectations, missing opportunities for learner contributions and L1 usage will be framed with the instances from Time 1. While scrutinizing the findings of Time 2, the way these focal PSTs raise their languge awareness and develop their CIC will be illustrated by showing how the positive change in teacher

questioning practices promote learning contributions. In these three cases of the dataset, the PSTs completed two rounds of the reflective cycle through ongoing evaluation and they or their peers were aware of the increase in their language awareness and the development of their CIC. Finally, the present study will be concluded with a particular emphasis on the limitations of the study, implications for teacher professional development, and concluding remarks. In the following section, the definitions of the main and common terms will be provided.

1.5 Definition of Terms

Conversation Analysis: the pathway that scrutinizes the talk as a basic and constitutive feature of human social life by describing, analyzing and understanding it (Sidnell, 2010, p. 10)

Classroom Discourse: the collection and representation of socio-interactional practices that portray the emergence of teaching and learning of a new language through teachers' and students' co-construction of understanding and knowledge in and through the use of language-in-interaction (Sert, 2015, p. 9)

Classroom Interactional Competence: the "ability to use interaction as a tool for mediating and assisting learning" (Walsh 2011, p. 158)

Language Awareness: "a person's sensitivity to and conscious awareness of the nature of language and its role in human life" (Donmall, 1985, p. 7)

Reflective Practice: a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation (Boud, Keogh, & Walker, 1985 cited in Walsh & Mann, 2015, p. 2)

Triangulation: the mixing of method or data so that diverse viewpoints and standpoints cast light upon a topic (Olsen, 2004, p. 3)

Teacher Language Awareness: the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively (Thornbury, 1997, cited in Andrews, 2001, p. 71)

1.6 Outline of the Study

This chapter has presented an overview of the current study by focusing on the statement of the problem, significance of the study, research context, methodology of the study, research questions, and definitions of the main terms. In the following chapter, the conceptual framework of this thesis will be provided by presenting the previous studies of the related research strands on Classroom Discourse (CD), Classroom Interactional Competence (CIC), and Reflective Practice (RP). In 2.1, the relationship between social interaction and discourse will be explored with an emphasis on turn taking and IRF (Initiation-Response-Feedback) sequential exchange of social interaction. In 2.2, different research perspectives to Classroom Discourse will be exemplified and the reason why CA was selected as the main research methodology for this study will be explained in detail. In the third subsection of the literature review, the development of CIC will be framed by presenting the origins of CIC, basic features of CIC, teacher talk, teacher language awareness, classroom contexts, and teacher questioning practices. Finally, in 2.4, reflective practice (RP) in teacher education will be explored by providing CIC based teacher training frameworks including SETT (Walsh, 2006) and IMDAT (Sert, 2015). In addition, VEO integrated IMDAT teacher training framework will be introduced at the end of the literature review section.

In Chapter 3, the methodology of the current study will be explained by addressing some issues such as research design, participants, validity, and reliability of the study. In 3.1, the significance of the study will be revisited along with the research questions of the study. Following this, detailed information about participants, and the research context will be

11

introduced in 3.2. Furthermore, the way the data were collected through VEO mobile application will be shed light on in 3.3, and the ethical considerations will be enlightened in the following subsection. In 3.5, the method of this thesis will be explained in three sub-categories: Conversation Analysis, Constant Comparison Method, and the triangulation in the study. For the follow up, transcribing, building a collection, and the data analysis process will be documented and the chapter will end with a section on the validity and reliability of this study.

Chapter 4 will provide in-depth understandings of the three cases of this study. Each case will be explained with their analytic findings from three data resources including classroom interaction, video stimulated recall sessions, and written critical self-reflections. In the final chapter, these findings will be discussed in relation to the previous studies in the research field by adressing the research questions and bringing real evidence from the previous chapter. In chapter 5, the development of CIC will be explored in detail, teacher questioning practices will be documented, and the development across the two rounds of the RP in teacher questioning practices in promoting learning contributions will be visited. In addition, this thesis will be completed with the conclusion subsection that consists of the limitation of the study, implications for teacher professional development in teacher education, and the concluding remarks.

CHAPTER 2

LITERATURE REVIEW

2.0. Introduction

This chapter will review the previous studies that are related to the conceptual framework of this study in four main sections. In the first section, the relationship between classroom discourse and interaction will be introduced on the ground of the basic features of classroom interaction such as IRF (Initiation-Response-Feedback) sequential exchange. Secondly, Classroom Discourse (CD) will be illuminated from different research perspectives like Sociocultural Theory (SCT) or Discourse Analysis by presenting previous studies on specific themes of CD. Moreover, the reason why Conversation Analysis (CA) is selected as the main research methodology of the present study will be explained in a detailed way. In the third section, the development of Classroom Interactional Competence (CIC) will be elaborated on with its origins from Interactional Competence. In addition, some basic features of CIC will be provided by referring to the main scholars in the field. Furthermore, the role of teacher talk and teacher language awareness in promoting learner contributions will be reviewed within the context of classroom interaction. For the follow-up, various classroom contexts and teacher questioning practices will be introduced to understand their significant roles in the sequential organization of the classroom discourse. The last section of this chapter will center on the reflective practice in teacher education by exemplifying the context from different perspectives. Besides, CIC enhanced teacher

training frameworks including SETT (Walsh, 2006) and IMDAT (Sert, 2015) will be illuminated. Finally, Video Enhanced Observation (VEO) integrated IMDAT teacher training framework will be provided as the main instrument of this study.

2.1. Classroom Discourse & Interaction

Social interaction is concerned with how the procedure of socialization is carried out by human beings verbally and nonverbally (Jenks, 2014). Through social relations with other people, the mankind attempts to communicate with one another and to establish mutual understanding. When people scrutinize the structure of utterances and embodied actions, they carry on the social interaction orderly and systematically as a co-constructed process of human relations (Sert, 2016). Through such an interactive and communicative fashion, people can improve their relationships with each other by using the society that they live in and "language" provides the means to build this social interaction. In these socialization environments, they can learn different languages in interaction, not through interaction (Ellis, 2000). Thus, teachers and learners need to understand the basic concept of the classroom interaction in order to promote language learning.

Markee (2015) points out that discourse is one of the four basic levels of the formal language system including morphology, syntax, phonology, and discourse. It critically focuses on the combinations of written and spoken texts and their organizations with the other levels of formalized language systems. According to Jocuns (2013), Classroom Discourse (CD) includes all types of talk and embraces each kind of the social interaction in the classroom and other learning settings. Moreover, a few examples for CD studies have demonstrated that CD cannot be narrowed down to verbal utterances, nonverbal actions such as mimics and gestures should also be closely examined in language learning settings. From a much broader L2 perspective that encompasses foreign, second, and additional language learning and teaching concepts, CD is identified as "the collection and representation of socio-interactional practices that portray the emergence of teaching and

14

learning of a new language through teachers' and students' co-construction of understanding and knowledge in and through the use of language-in-interaction" (Sert, 2015, p. 9). Since 1960s, foreign, second, or additional (L2) language researchers have been increasingly paying attention to Classroom Discourse studies in order to document the co-constructed structure of teaching and learning in (Hellermann, 2008; Pekarek Doehler, 2010) and outside (Balaman, 2016; Pekarek Doehler & Berger, 2015) learning environments. Furthermore, they have specifically investigated how the participants' interaction and their use of various interactional resources including both embodied actions and verbal utterances might construct or obstruct language learning (Waring, 2015).

Walsh (2011) revealed four basic properties of the classroom discourse, which take place at every level of classroom interactions: control of the interaction, speech modification, elicitation, and repair (p. 4). First of all, classrooms and other learning settings generally consist of teacher-led activities in which language teachers control all of the typical conversational patterns such as turn-taking by guiding students' verbal and nonverbal responses in accordance with a pedagogical theme and the procedure of the lesson. During these teacher-fronted surrounding talks, language teachers also try to achieve a balance between managing classroom interaction and leaving an interactional space for learning opportunities (Walsh & Li, 2013). In addition, teachers can convey intended information to the multilogue. Schwab (2011) identifies the multilogue as teachers' attempts to expand the ongoing classroom talk between more than two students. Secondly, like the parents' interaction with their young children where they tend to use limited words, teachers benefit from diversified interactional resources such as hand gestures or emphasis and rising intonation and they modify student speech in order to avoid intelligibility problems. In this way, students may accomplish a pedagogically targeted interaction in line with the modelling role of teachers. As the third property of the Classroom Discourse, elicitation practices are also commonly used by language teachers to get learners' responses. They mostly utilize various questioning practices such as display and referential questions (Long

15

& Sato, 1983). Instead of controlling and assessing the knowledge of students through display questions, teachers can get more authentic and extended learner responses by promoting learner opportunities through referential questions. Furthermore, diversified teaching practices such as increasing learner involvement (Walsh, 2012) or translation from L1 to L2 (Can Daşkın, 2015) have been documented through Conversation Analytic studies. Finally, repair is defined as "the treatment of trouble occurring in interactive language use" (Seedhouse, 2004, p. 142). This trouble source can be anything that hinders the flow of the surrounding conversation, and teachers should correct these pedagogically unintended responses explicitly or implicitly without restraining students' participation (e.g. Hellerman, 2011; Seedhouse, 2004).

The most reminiscent feature of CD is initiation-response-feedback (IRF) sequence that was identified by Sinclair and Coulthard in 1975. These British scholars focused on the L1 elementary schools to describe the linguistic structure of spoken interaction in classroom environment by developing a hierarchic structure of Classroom Discourse (Waring, 2015). As a typical instance of this sequential structure, the teacher asks a question (What time is it?), a student produces a response (It's 5:30.), and the teacher provides feedback to the student for his/her answer (Very good!). Through IRF exchange structure, researchers and teachers may understand the nature of the classroom talk. However, it should be noted that the overuse of this sequence results in reducing the authenticity of classroom interaction (Seedhouse, 2004). IRF sequence is also called as Question-Answer-Comment (McHoul, 1978), Initiation-Response-Evaluation (Mehan, 1979a), recitation script (Lemke, 1985) or triadic dialogue (Lemke, 1990). Mehan's interactional framework (1979a) pinpoints that all of the ascertained conducts are interrelated in classroom interaction. As a reciprocal process, learner responses (R) affected by teacher's previous initiation (I) also have an impact on the teacher's next turn (F/E). Similarly, investigating the interactional sequence of science classrooms, Lemke (1985) revealed the recitation script (1985) and triadic dialogue (1990). By closely examining how teachers' controlled activities were limited

using teacher-student discussion instead of triadic dialogue, Lemke (1990) described teachers' controlling strategies as more implicit in maintaining surrounding classroom interaction.

Many scholars have examined how teachers foster or hinder language learning in various language teaching and learning contexts (e.g. Barnes, 1992; Mehan, 1979a). For example, Cazden (1988) introduced the role of IRF structure in both traditional and modern learning settings in enhancing learning opportunities, and Gutierrez (1994) scrutinized how teachers expand each student's journal introduction through IRF sequential structure in language art classrooms. Similarly, by using observations in the secondary school, Barnes (1992) demonstrated two different roles of classroom talk: communication and learning. *Communication* function of the classroom talk does not intend to enhance language learning, instead it encourages more extended learner turns that are indicators of mutual understanding whereas *learning* role puts an emphasis on students' learning. Waring (2008) also documented 15 two-hour adult English as a second language classes in the United States and brought to light how explicit positive feedback is selected as the third turn of IRF structure which may direct language learning. Furthermore, on a single case analysis in an ESL language learning environment, Waring (2009) illuminated how the teacher created co-constructed critical homework review activity by using continuous IRF sequence. In a more recent study, Skidmore and Murakami (2010) examined teacher-student dialogue in an English lesson in south-west England. They demonstrated the systematic usage of prosodic features including intonation, pace, and volume and provided evidence for a teacher-fronted IRF exchange structure.

Such a sequential framework of IRF structure rarely receives negative criticism from scholars (e.g. Li, 2013; Nystrand, 1997; Seedhouse, 2004), because it is believed that the mechanical IRF structure obstructs learning opportunities. Yet, both researchers and teachers need to examine the IRF structure of the classroom talk critically so that they can bring evidence of students' understanding (Waring, 2015). Therefore, more innovative

teacher training frameworks that are based on classroom interaction may be provided to both in-service and preservice language teachers. In this regard, Classroom Discourse has been enlightened by many scholars from different disciplines, and these perspectives will be elaborated in detail in the following section (e.g. Ohta, 1995; Schegloff, 2007).

2.2 Various Research Perspectives to Classroom Discourse

Classroom Discourse has been specifically scrutinized in a number of research fields in order to describe the nature of classroom interaction and to suggest new visions for language learning and teaching process. For this purpose, the way teachers and learners interact with one another should be utilized as the channel (Hall, 2002; Lantolf & Thorne, 2006 cited in Sert, 2015). In the following subsections, CD will be introduced from various research disciplines including Sociocultural Theory (Vygotsky, 1978) and Critical Discourse Analysis (e.g. Chouliaraki, & Fairclough, 1999; Kumaravadivelu, 1999). In addition, Conversation Analytic (Sacks, Schegloff, & Jefferson, 1974) insight will be emphasized as the main research methodology of this study offering a micro-analytic understanding of CD. CA is also explained in terms of its similarities and differences with Interaction Analysis and Discourse Analysis. Finally, combined approach will be exemplified through Corpus Linguistics and Conversation Analysis (CLCA) research tradition (Walsh, 2011).

Initially, Sociocultural Theory (SCT) comes from Vygotskyan psychological tradition that is based on the social interaction. According to Vygotsky (1978), development underpins learning procedure and then it leads to the establishment of zones of proximal development (ZPD). Vygotsky defines ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Similarly, Tharp and Gallimore (1988) stated that "teaching is occurring when performance is achieved with assistance" (p. 21).

Wells (1999) provided an in-depth understanding to the concept of ZPD by emphasizing that it is not derived from any higher boundary as it is conducted to all language learners, and it benefits from a variety of semiotic sources as guiding resources. It also consists of properties of learning and cognition together (Negueruela-Azarola, García, & Buescher, 2015). According to Lantolf, Thorne, and Poehner (2015), ZPD is both a framework of developmental procedure and a pedagogic instrument for discovering language learners' capability in very early phases of human life. Ohta (1995) examined learner-learner interaction in a Japanese as a foreign language learning environment and explained that all the participants can utilize collaborative pair work activity in the ZPD regardless of their proficiency level. Based on audio recordings of 22 classroom hours of English lessons at the university level in Vietnam, Sullivan (2010) also illustrated how playing has broadened the concept of Communicative Language Teaching (CLT), which is restricted to teacher-led style of game activities within the scope of ZPD in SCT.

In brief, SCT allows the researchers to gain an analytical perspective and to focus on the investigation of psychological improvement in early phases of human life (Lantolf et al., 2015). It also points out that language learning can be tracked with both guidance and interaction (Waring, 2015). Thus, the reflexive relationship between interaction and successful management of pedagogical focus needs to be critically examined in terms of ZPD in different classroom activities like group or pair work environments (Mercer & Howe, 2012). On the basis of SCT, sociolinguistics also refers to the research field that investigates linguistic data by taking into account the social life or that concentrates on social life in linguistics (Hymes, 2003). Sociolinguists are interested in a diversity of CD including speech acts, conversational routines, and deixis (Canale & Swain, 1980). Shuy's study (1988) illuminated how teacher talk changes depending on the person controlling the activity and what kinds of teacher questioning practices including horizontal and vertical questions are used in language art classrooms. Carlsen (1991) also studied questioning practices in classroom interaction and concluded that these questions originated in

differences in the learning setting and the content of classroom practices. Drawing on L2 French and German development in telecollaborative language learning, Belz and Kinginger (2002) illustrated the sociolinguistic conception in an authentic communicative interchange. According to Waring (2015), sociolinguistics studies shed light on cross-cultural patterns in classroom interaction.

Researchers have also investigated the relations between identity, learning, and power because of economic, politic, and technological improvements for the past two decades (Castells, 1999). Kumaravadivelu (1999) introduced a significant basis of Critical Discourse Analysis (CDA) and some of these features as related to the context of the classroom discourse in this study are selected:

- CD is influenced by political, historical, and social incidents and these factors have a crucial impact on teachers' and learners' lives.

- All the participants of learning environments have individual characteristics, social, and experiential differences, and they reflect such properties in the flow of classroom interaction.

- Students' sociocultural differences that affect the learning atmosphere are generally neglected by language teachers instead of organizing learning settings based on the needs and interests of language learners.

- 'Language learning and teaching' not only tries to foster productive language usage, but also aims at enhancing students' participation in learning settings.

- Language teachers should learn how to gain an essential awareness about describing, analyzing, and assessing various discourse patterns in their own classroom environments. In this way, they can manage to make a connection between their teaching practices and previous theories.

As one of the classical instances of Critical Discourse Analysis, Chick (1996) critically examined mathematics lessons in KwaZulu schools where English is the medium of

instruction. Chick illustrated how both interactional and behavioral styles of language participants were not influenced by their linguistic or cultural individualities, but racism and power framework in South Africa shaped their interactional expressions based on the social biases against each other. Canagarajah (1992) documented how the students resisted the teachers' initiations for promoting discussion-based activities in the classroom environment. Based on audio recordings of two science lessons at the secondary school, Hanrahan (2006) provided an interim conclusion about how the teacher hindered students' participation in science-related content by focusing on humors and external talks. In sum, CDA is mainly concerned with how sociocultural elements such as power, politics, or history are delivered and mediated in learning environments.

Linguists or Applied Linguists have also utilized typical codes and reflection tools since 1960s in order to categorize what researchers determine as the action taking place at the moment during classroom interactions. Hence, these codes and categories can be used as qualitative data for classroom discourse studies into two different approaches: system-based and ad hoc approaches (Sert, 2015). Whereas system-based methods (Bellack, Kliebard, Hyman & Smith, 1966; Halliday, Matthiessen, & Yang, 1999) such as Systemic Functional Linguistics (Halliday 1994; Halliday & Matthiessen, 1999) benefit from predetermined categories, ad hoc approaches such as Conversation Analysis (Sacks et al., 1974) provide an opportunity for producing empiric findings through microscopic understanding of classroom talk without any pre-established hypothesis.

CD has been discussed in three research procedures including Interaction Analysis, Discourse Analysis, and Conversation Analysis and also offered alternate approaches such as Corpus Linguistics (CL) or Corpus Linguistics and Conversation Analysis (CLCA) (Walsh, 2011). Interaction Analysis refers to an interdisciplinary research method that puts an emphasis on people's interaction with one another and their environment (Jordan & Henderson, 1995). Roots of Interaction Analysis derive from ethnography, conversation analysis, and sociolinguistics. Interaction analysists form fixed categories in compliance

with the research questions of their studies and they try to find out these categories in the data. Therefore, Interaction Analysis cannot introduce what is actually happening in classroom settings from emic perspective (Walsh, 2011).

As has been stated before (see 2.1. Classroom Discourse and Interaction), Sinclair and Coulthard (1975) closely examined how the language teacher and students interact with one another in a primary education classroom within the scope of Discourse Analysis (DA). They developed the sequential exchange, IRF structure (Initiation-Response-Feedback) as the three steps of every speech act. Unlike Interactional Analysts, Discourse Analysts keep away from predetermined codings and categories because a participant can produce more than one action verbally or nonverbally in these holistic structures of the social interaction. Based on his study that examined the interactional structure of the same classroom through DA and CA (Conversation Analysis), Seedhouse (2004) claims that DA includes predetermined reciprocal concepts, and it cannot explain the co-constructed structure of classroom interaction.

Conversation Analysis (CA) is a "naturalistic observational discipline and it mainly puts the emphasis on the details of social action rigorously, empirically and formally" (Schegloff & Sacks, 1973, p. 289). While CA initially examined the ordinary conversation as the principal research area in 1960s, later it has closely examined other types of social conversation including classroom discourse. CA methodology suggests that "social interaction is structurally and systematically organized, and mediated or accomplished through the use of sequential patterns" (Gonzalez-Lloret, 2015, p. 571) in a participant-oriented way in the course of interaction. Even though the aforementioned approaches like SCT or CDA have produced similar perspectives, CA provides a microscopical emphasis on classroom interaction through unmotivated looking. Therefore, such a detailed understanding allows language teachers and learners to observe the sequential order of classroom interaction and to analyze their own performances (Waring, 2015) because they can visualize socially structured interaction patterns such as turn-taking or repairs (Sacks,

Schegloff, & Jefferson, 1974, 1977). Furthermore, all the participants of classroom interaction dwell upon how mutual understanding is legislated on one another's utterances in order to accomplish the institutional goals of language teaching and learning setting. According to Markee (2015), Conversation Analysts not only need to allocate enough time to produce the transcripts including verbal utterances and embodied actions, but also need to provide the interrelatedness of multimodal interpretations of classroom interaction. In accordance with an in-depth understanding of CA methodology, McHoul (1985) examined the structure of turn-taking and repair sequences in an Australian context and documented that self-selection of language learners rarely occurs for the following turns, and other-initiated self-repair is the most preferable correction type for learners. Similarly, Fasel Lauzon and Pekarek Doehler (2014) made significant contributions to the field with the study of repair sequences in French L2 classroom interaction by revealing reliable descriptions on how correction utterances in focus on form structure is interactionally organized in naturally occurring classroom talk. Mortensen (2009) also investigated how language learners display claims of incipient speakership and establish recipiency through oral and visual interactional resources like leaning back.

CA also focuses on how instruction is managed in the sequential organization of classroom interaction. Zemel and Koschmann (2011) investigated how the teacher enhanced elaborated interaction with the students by revising the previous question through various questioning practices such as alternative questions (Koshik, 2005) or reversed polarity questions (RPQs) (Raymond, 2003). Another contribution to classroom interaction within Conversation analytic framework was made by Waring, Creider, and Box (2013) who focused on a vocabulary teaching and learning context in an ESL classroom environment. They contributed to the existing vocabulary teaching literature by showing the necessity of technology enhanced vocabulary explanations. Markee and Kunitz (2013) reported on language learners' grammar and word searches during task-based interaction in an Italian as a FL learning setting. Jakonen and Morton (2015) also mentioned the significant role of

knowledge in language learning in an English content and language integrated learning (CLIL) environment by addressing epistemic search sequences. As another contribution to task-based interaction in L2 setting, Balaman and Sert (2017) documented online video-based learner-learner interaction and shed light on how language learners orient to screen and co-construct knowledge in order to carry out task goals. In sum, in language teaching and learning settings, Conversation analysts deal with a great number of themes such as turn-taking and repair sequences (e.g. Hall, 2007; Jefferson, 1987; Seedhouse, 2004), teacher's questioning practices (e.g. Koshik, 2010; Raymond, 2003; Waring, 2013), and teacher's management of task-based interaction(e.g. Hellerman & Pekarek Doehler, 2010; Mori, 2004). Through a micro-analytic perspective, CA enables researchers to focus on an in-depth understanding of co-constructed classroom interaction. This tradition also documents how learning takes place in short-term (e.g. Markee, 2008) and longitudinal term (e.g. Brouwer & Wagner, 2004).

As another research methodology, Corpus Linguistics (CL) is defined as "the study of language that people use in all types of situation" (Walsh, 2011, p. 91). As a result of CL, researchers can store linguistic items into a computer through a software and examine them. Thus, common linguistic properties of language can be documented through different kinds of CL analyses involving frequency analysis, keyword analysis, cluster analysis, and plot analysis. According to Gavioli and Aston (2001), CL allows language learners to observe authentic instances of language use without dealing with imitated linguistic tokens. Furthermore, CL makes both written and spoken language visible through hardware and software database, which also allows researchers to develop new materials. CL and CA can be synthesized in classroom discourse studies. While CL enables researchers to investigate their research questions from a broader perspective, CA provides a detailed documentation of classroom interaction in different contexts (e.g. Bozbıyık, 2016; Walsh & O'Keeffe, 2010). Walsh and O'Keeffe (2010, 2012), for instance, described small group teaching sessions at a higher education learning setting

and offered the combined approach CLCA to raise awareness and promote the analysis of talk-in-interaction from two different perspectives. Based on a three-hour task-based interaction in a Turkish university lecture, Bozbıyık (2016) investigated what kinds of discourse markers the lecturer utilizes in giving instructions to accomplish the task and how the intonation tone of the lecturer's voice changes depending on various functions of discourse markers. Briefly, CLCA provides real insights into the way participants interact with each other in institutional teaching and learning settings. Such a combined research method also minimizes the limitations of the use of only one methodology with an emphasis on classroom context which is at the heart of classroom discourse (Walsh, 2011). As a consequence, researchers have enlightened about the sequential organization of classroom interaction through various research methodologies such as SCT, CA or CLCA by allowing language teachers and learners to observe what is happening in different learning environments. Markee (2015) points out that researchers need to understand the diversified roles of these theories and approaches during their research process. For instance, ethic theories aim at creating new theories whereas emic approaches put the emphasis on the production of empirical findings. Hence, researchers should clarify the functions of research methodologies by taking into consideration their collaborative roles in the study of classroom interaction and language teaching and learning environments. Furthermore, teachers can modify their actions and activities through classroom interaction by using it as an instrument to mediate and guide learning as demonstrated in CD studies (Walsh, 2006). This will also pave the way for the development of classroom interactional competence (CIC) as explained in the following subsection.

2.3. Classroom Interactional Competence

2.3.1. From Interactional Competence to Classroom Interactional Competence

The development of Interactional Competence has been closely examined by Conversation Analysis scholars by focusing on the sequential analysis of social interaction. The term competence is derived from Chomsky's notions of competence and performance (Chomsky, 1965). According to Chomskian argument, competence underpins language learning as a natural ability stemming from birth, but the significance of performance is neglected. Hymes (1972) criticized such a unilateral perspective of competence and reconstructed the term using "Communicative Competence (CC)". CC makes great contributions to the language teaching and learning field (Canale & Swain, 1980). Yet, it only emphasizes the speaker's action regardless of the interlocutor's reciprocal performance as if both the speaker and the listener do not have the same responsibility in any conversation (Escobar & Walsh, 2017). In this sense, Kramsch (1986) revealed that this co-constructed process is based on the level of interactional competence (IC) rather than CC in establishing mutual understanding between interlocutors. IC is identified as the "relationship between the participants' employment of linguistic and interactional resources and the contexts in which they are employed" (Young, 2008, p.101). Even though all of these studies make potential contributions to the language teaching and learning field, they are not able to bring real evidence for the development of IC as distinct from CA's microscopic findings (Balaman, 2016). Markee (2008) provided three basic elements of interactional competence (cited in Walsh, 2012, p. 3):

1) language as a formal system (includes pronunciation, vocabulary, grammar),

2) semiotic systems, including turn-taking, repair, sequence organization,

3) gaze and paralinguistic features.

Many CA scholars have documented L2 Interactional Competence (IC) in various research contexts such as L2 story telling (Berger & Pekarek Doehler, 2015; Ishida, 2010) or

vocabulary teaching environment (e.g. Markee, 2008; Pekarek Doehler, 2010). For example, through Conversation Analytic (CA) findings, Barraja-Rohan (2011) demonstrated how the teaching of IC increased the awareness of English as a second language adult learners. In addition, based on 71 role-play activities in oral proficiency interviews, Okada (2010) evaluated students' interactional competence by taking their practical performances into account. As an instance of Conversation Analytic longitudinal study, Nguyen (2011) documented the practices of and changes in pharmacy students' interactional competence from their apprenticeship to professional life and produced an in-depth documentation of their interactional practices using CA methodology. As in previous examples of CA works, in all of the studies based on the development of IC in learning settings, interaction is accomplished through the participation of interlocutors.

Walsh (2006, 2011, 2012) defines the concept of Classroom Interactional Competence (CIC) as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (p. 158). According to Seedhouse and Walsh (2010), CIC allows teachers and learners to give a space for learning and to maintain it by creating language learning opportunities. Sert (2016) also illuminated why language teachers should have good interactive skills to manage the pedagogical context of their lessons. For instance, as a sign of developing CIC and good interactive skills, teaching and learning are legitimated by asking various questions or clarifying meaning in interaction.

Walsh (2011) distinguished the basic features of Classroom Interactional Competence (CIC) in four *categories: maximizing interactional space, shaping learner contribution (SLC), effective use of eliciting, instructional idiolect, and interactional awareness*. For example, increasing wait time or giving a space for learning can be regarded as an invitation for extended learning opportunity (Sert, 2015). In a teacher-led classroom atmosphere, teachers shape learners' contributions by seeking clarification, scaffolding, modelling, or repairing learner input because of their dominant role in classroom setting (Walsh, 2013, p. 55). Can Daşkın (2015) also investigated how teachers shaped learners'

contributions in EFL preparatory classrooms at a state university in Ankara, and she particularly expanded Walsh's categorization of CIC features with two new properties: *translation from L1 to L2* and *the usage of board*. Her findings illustrated that SLC results in extended learner participation through the use of these interactional patterns in especially teacher-fronted learning environments. Furthermore, various types of teacher questions can be used for eliciting information from language learners depending on the classroom context and the pedagogical goal of the moment (Walsh, 2006). To illustrate, designedly incomplete utterances (DIUs) (Koshik, 2012a) can be initiated to elicit a linguistically correct utterance in 'form and accuracy context' (Seedhouse, 2004). Furthermore, teachers adjust their classroom idiolect style to assist students' learning opportunities. Finally, the use of shifting language or codeswitching can result in language learners' increasing interactional awareness in classroom contexts. For instance, Ustunel and Seedhouse (2005) framed the sequential organization of codeswitching based on teacher and learner initiation to illustrate their alignment or misalignment in terms of the pedagogic goal of the language teacher.

Following Can Daşkın's (2015) two more extensions to the features of CIC, Sert (2015) offers four different properties of CIC in language learning environments: Successful management of claims/displays of insufficient knowledge (Sert 2011), increased awareness of unwillingness to participate (UTP), effective use of gesture, and successful management of code-switching (p. 134). According to Sert (2011), language learners can display their insufficient knowledge through verbal utterances like "I don't know" or nonverbal behaviors such as shaking head. In this regard, teachers should manage these interactionally and pedagogically problematic parts using different practices such as shifting question types or providing wait time. In addition, language teachers need to be aware of their students' repeated actions including long silences, gaze averting, or their combination. In this way, teachers can request for elaboration or clarification through questioning practices or allocate the turn to another volunteer student rather than insisting

on the same unwilling student to participate (Sert, 2011, 2013). In addition, verbal instruction can be supported with the usage of such gestures as iconic gesture to elicit preferred responses from language learners in teacher-fronted classroom settings (Sert, 2015). Furthermore, Amir and Musk (2013) revealed out how participants of classroom interaction benefit from code-switching through both verbal and nonverbal behaviors and how the change between L1 and L2 influences ongoing classroom talk. Drawing on their findings, Amir and Musk introduce this sequential exchange with the term "language policing". This phenomenon generally comes out as one of the main institutional purposes of L2 language learning settings, and so teachers should overcome the interactional problems based on language policing through diversified use of resources such as writing on the board.

Sert (2011) documented a 16 hour English language learning environment at a state school in Luxembourg and illuminated how language teachers managed students' claims of insufficient knowledge (CIK) using many different practices like DIU, embodied vocabulary explanations, or deictic gestures in his dissertation. In another breakthrough study, Escobar Urmeneta (2013) showed how a CLIL teacher enhanced learners' participation in the Spanish context through both Conversation Analytic Approach for classroom interaction and ethnographic content analysis for written reflection reports. Another contribution to the in-depth scrutiny of CIC is from a study conducted by Escobar Urmeneta and Evnitskaya (2014) which focused on a bilingual learning environment in Barcelona to investigate how participants of classroom interaction operationalize CIC during a teacher-fronted discussion activity. In brief, many CA scholars have brought new insights into various learning settings using the emic perspective of this robust research methodology and made great contributions to the concept of CIC within both teaching and learning contexts. However, the present study specifically investigates to what extent preservice teachers' questioning practices promote learning opportunities. In this respect,

learning is not the main focus of this study, but a desired result. Thus, the next subsection will elaborate on the important role of teacher talk in investigating CIC properties.

2.3.2. Teacher Talk

Research on L2 classroom settings has shown that Teacher talk (TT) plays a significant role in organizing and controlling language learning settings (Nunan, 1991). However, some studies (e.g. Paul, 2003) have discussed that TT may hinder students' participation, and increased teacher talk can prevent students' opportunities for practicing what they have learned previously. On the other hand, Cullen (1998) pinpoints that TT is ignored in and outside the classroom contexts even though it allows participants to initiate and respond to learner contribution. Walsh (2002) explored the reflexive relationship between teacher talk and learners' engagement in an English as a Foreign Language (EFL) classroom setting. He demonstrated how TT promotes or inhibits learners' involvement as it involves the use of various practices. Whereas some teaching practices such as extended wait time or request for clarification allow language teachers to facilitate learners' participation, other strategies such as teacher echo or attempts like turn completion may diminish students' engagement in L2 learning environments. Furthermore, language teaching and learning researchers have investigated the crucial role of TT through diverse themes of language learning. For instance, Lee (2008) examined the IRF structure of 46 hour classroom interaction in an ESL learning environment and casted light on how teacher talk is designed in the third turn of the sequential exchange in terms of various factors such as background of the classroom context or learners' skills. Waring (2012) portrayed how a language teacher utilized understanding checks in TT patterns in classroom interaction. As another instance of TT studies, Sert (2013) documented the interactional patterns of "epistemic status checks" in L2 classroom environments. He also recommended that language teachers need to be aware of students' embodied actions to identify interactional

trouble resources and to manage lesson time and students' participation effectively. Based on the database collected from the language courses in US, Fagan (2014) closely examined the sequential unfolding of teacher practices including oral feedback types by using "giving positive assessment, inviting peer assessment, and implying positive assessment" as distinguishable features of TT. Overall, the study of TT has brought real evidence to different language teaching and learning contexts and demonstrated its significant role. Since TT promotes the development of learners' interactional competence in various ways such as conveying meaning or giving prompts, language teachers ought to improve students' L2 usage rather than mother tongues. Thus, language teachers should raise their awareness about the use of teacher talk, which enhances learner engagement and matches between pedagogical and language goal (e.g. Aşık & Kuru Gönen, 2015). This is the reason why the following section will explain teacher language awareness in a detailed way.

2.3.3. Teacher Language Awareness

Teacher Language Awareness (TLA) originally comes from the term language awareness that encompasses native, foreign, second, and additional language teaching and learning (Andrews, 2007). Donmall (1985) offers the definition of language awareness that was identified by National Council for Language in Education (NCLE). In terms of this definition, language awareness is "a person's sensitivity to and conscious awareness of the nature of language and its role in human life" (p. 7). The more language knowledge teachers and learners have, the more active they can utilize their L1 or L2 in different social contexts. Therefore, if language teachers are aware of the structure of the target language and their skills for analyzing it, they can make great contributions to the quality of their teaching style (Walsh, 2012).

TLA refers to "the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively" (Thornbury, 1997, cited in Andrews, 2001, p. 71). Wright (2002) documented three different functions of TLA: language teachers who are aware of the linguistic feature of language can understand the way language works, they can find out some trouble resources like students' errors, and these teachers may also realize how they can enhance learning opportunities. Furthermore, Andrews (1997) defines TLA "as metalinguistic awareness" (cited in Andrews, 2007, p. 948). In this sense, it can be claimed that TLA embraces language awareness in relation to students' viewpoint on language use, the development of students' interlanguage, and the way difficult language contents lead to troubles for learners.

Walsh (2012) closely examined teacher talk from the perspective of teacher language awareness (TLA) by taking teacher-led L2 classroom atmosphere into account. He demonstrated how teachers' language awareness increased learner engagement and promoted learner contributions. Walsh also offers SETT (Self-Evaluation Teacher Talk) training framework to guide language teachers to realize the direct relationship between language awareness and enhanced learner participation. In brief, in terms of language teachers' classroom practices, Andrews (2011) describes the vital impact of TLA on language teachers' performance in classroom tasks as (p. 81):

> "(1) mediating what is made available to learners as input; (2) making salient the key grammatical features within that input; (3) providing exemplification and clarification, as appropriate; (4) monitoring students' output; (5) monitoring one's own output; (6) helping the students to make useful generalizations based upon the input; and (7) limiting the potential sources of learner confusion in the input; while all the time (8) reflecting on the potential impact of all such mediation on the learners' understanding."

TLA contributes to language teachers' classroom practices through various classroom tasks since these teachers can facilitate learner involvement and create more dialogic and collaborative classroom settings in different classroom contexts. In the following subsection, various classroom contexts will be introduced.

2.3.4. Classroom Contexts

In the language learning setting, classroom talk needs to take place in a context which involves classroom interactions with practical evidence such as questions, turn-taking, sequential organization, and embodied actions (Waring, 2015). Seedhouse (2004) has described the classroom contexts in four main categories: form and accuracy, meaning and fluency, task-oriented, and procedural contexts. Such classroom contexts are shaped by the pedagogical purposes of the lesson and this is reflected in turn-taking, repair, and sequential organization (Sert, 2015). For instance, the repair that is initiated in classroom interactions needs to be defined in terms of the classroom context and its pedagogical goals.

EFL/ ESL teachers aim at eliciting linguistically correct structure from language learners in form and accuracy context since there is little emphasis on meaning. Thus, a teacher-fronted language setting is created, and the language teacher mainly focuses on assessing students' utterances. Teachers mainly examine whether students can carry out the classroom task without teacher's guidance or not. When teachers come across dispreferred learner responses, they provide explicit corrective feedback instead of giving a space for learning and self-discovery (Walsh, 2012). Furthermore, explicit positive assessment (Waring, 2013) is produced for accurate grammatical structures right after preferred responses (Pomerantz, 1984; Schegloff, 2007).

Secondly, the main focus of the meaning and fluency context is to create language learning opportunities in the classroom environment (Seedhouse & Walsh, 2010). Unlike form and accuracy context, L2 teachers try to avoid any interactional problems related to mutual understanding. Since there is an emphasis on fluency rather than accuracy, instead of giving explicit corrective feedback, the recast is embedded in long utterances in order not to obstruct the surrounding talk (Fasel Lauzon & Pekarek Doehler, 2013). In meaning and

fluency context, as long as the linguistic, syntactical or grammatical errors do not influence the intelligibility of classroom interactions, the teacher does not take an action to correct the trouble source and promotes learning opportunities.

In task-oriented classroom settings, language teachers try to enable students to carry out a task successfully rather than focusing on the language system including turn-taking and sequential organization. Seedhouse (2004) defines three main features of this context: "reflexive relationship between turn-taking system and the nature of the task, tendency to minimalization and indexicality, and a lot of instances including confirmation checks, comprehension checks, self-repetition, and clarification requests" (cited in Sert, 2015, pp. 29-30). In this classroom environment, interlocutors mainly take an action to find the problematic utterances that have negatively impacted the communication and the completion of the task. Finally, in the procedural context, language teachers aim at providing instruction prior to the intended activity. Unlike the other three classroom contexts, the necessary information is provided through teacher monologue with quite limited learner contributions. Instead of eliciting verbal response from the students, the language teacher mostly pays attention to embodied actions such as nodding or shaking head to check whether s/he has established mutual understanding. In the following subsection, various types of questioning practices in these classroom contexts will be focused on.

2.3.5. Teacher Questioning Practices

As one of the institutional settings, educational context selects the structure of the ordinary conversation as the baseline and benefits from its significant key features including turn-taking, adjacency pair or repair in order to reach the institutional aims (Sacks, Schegloff, & Jefferson, 1974; Schegloff, 1984). Question-answer adjacency pair is one of the basic

features of classroom interaction as it enables teachers to guide the next turn of the adjacency pair and to foster expansion of the learner turns (Walsh, 2006).

Since 1960s, various kinds of question types have been established in classroom discourse: Exam vs. real questions classification (Searle, 1969), known information questions vs. information seeking questions (Mehan, 1979b), and display questions vs. referential questions (Long & Sato, 1983). Teachers utilize display questions in order to enable students to produce linguistically accurate sentences and complete the typical IRF (Initiation-Response-Evaluation) design, but they produce referential questions to elicit new information that is not known (Brock, 1986, p. 48). Brock (1986) also pinpointed that EFL/ESL teachers need to learn how to ask referential questions to enhance more extended language learner turns. Cullen (1998) also revealed that display questions bring about a less communicative language learning setting because of the limited student responses (cited in Walsh, 2006). However, some (e.g. Long & Sato, 1983) questioned the view that display questions are less effective in promoting communicative language. Teachers rarely prefer asking known information questions, which can be used for promoting learning in relation to communicative function of these questions. On the other hand, they initiate information seeking questions to create a new learning atmosphere and obtain unknown knowledge.

Markee (1995) points out that language teachers use the "counter-question strategy" to transform a teacher-leading activity into a more communicative one by controlling neither the content nor the sequential organization of the classroom talk. Conversation Analysts use Mehan's classification (1979) as the base for questioning practices in Classroom Discourse (CD). Such a contributive dichotomy allows the analysts to examine the function and the sequential organization of the questioning practices. Thus, Koshik (2002a, 2002b, 2003, 2005, 2010) has scrutinized how the social actions are achieved in various questioning practices in L2 writing conferences (Sert, 2011). Five basic types of questioning practices were identified: Designedly Incomplete Utterances (DIUs) (Koshik,

2002a), Reversed Polarity Questions (RPQs) (Koshik, 2002b; also see Raymond, 2003; Waring, 2012), Wh- as challenges (Koshik, 2003), Alternative questions (Koshik, 2005), and Questions that animate the voice of an abstract audience (Koshik, 2010).

Koshik (2002a) defines Designedly Incomplete Utterances (DIUs) as "grammatically incomplete sentences, phrases, or individual words to be continued, but not necessarily completed, by the student" (p. 288). These incomplete sentences, phrases or words are extracted to obtain evidence from students' own utterances and to demonstrate whether this evidence is in line with teachers' pedagogical aims (Margutti, 2010 cited in Sert, 2011). DIU is used as a hint to direct students to the interactional and linguistic trouble sources for self-correction instead of providing explicit corrective feedback (Ellis, 1996; Lyster & Ranta, 1997). As prompts for self-correction, DIUs are produced through pauses and elongated final syllable of the student's previous utterance to assist students in their self-corrections and extended turns by language teachers. According to Tharp and Gallimore (1988), questioning practices are divided into two categories as assessment and assistance questions in terms of their purposes. However, some teachers are not able to produce assistance questions like DIU in order to create learning opportunities (e.g. Waring, 2008).

As the second type in Koshik's question classification, reversed polarity questions (RPQs) are identified as yes/no interrogative questions to bring adverse assertion to students' problematic utterances (Koshik, 2002b; Waring, 2012). Reversed polarity questions can change from affirmative to negative or vice versa and regard "yes" or "no" as the type-conforming preferred responses (Raymond, 2003; Sacks, 1987; Schegloff, 1995). Such yes/no interrogative questions are also called as known information questions (Mehan, 1979a) or test questions (Searle, 1969) with which language teachers do not attempt to elicit new information. By means of RPQs, language teachers also mitigate dispreferred actions, while evaluating students' turns (Koshik, 2002b). Raymond (2010) also differentiated yes/no interrogatives (YNIs) from yes-no declaratives (YNDs). YNIs display claims of insufficient/no knowledge (Sert & Walsh, 2013) and expect an appropriate

response. Yet, YNDs demonstrate previous knowledge and request for confirmation. EFL/ESL teachers can benefit from yes-no interrogative questions in various classroom contexts: For example, they can check whether or not language learners are ready in the procedural context. Moreover, such robust question types can be used to address known information as a hint for the following initiation, directive utterance or understanding check in other classroom contexts (Waring, 2012). Therefore, reversed polarity questions (RPQs) allow language teachers to enhance more extended learner turns in which students can discover the preferred responses.

Like yes/no type reversed polarity questions, wh-questions can request available utterances as a prompt for the clarification of the previous action or assertion (Horn, 1978; Koshik, 2003; Quirk et al., 1985). Language teachers produce wh- questions as challenges in a predesigned territory such as declination or complaint (Koshik, 2003). Indeed, such challenging wh- questions help find out preferred responses to the main question of the Conversation Analysis Approach: Why that now?" (Schegloff & Sacks, 1973). They also initiate request for elaboration or clarification for language learners' previous utterances with no mitigation or hedging. Therefore; language teachers use wh- questions as challenges in compliance with the purposes of the institutional settings such as accomplishing a task (Drew & Heritage, 1992).

Koshik (2005) revealed that as the other initiation of the repair sequences, alternative questions represent hearing or understanding problem regarding the previous utterance (Egbert, 1997; Schegloff, 1997). Unlike yes/no type questions, alternative questions enable interlocutors to select the correct alternative by comparing two similar choices. When alternative questions are used for error correction, the first alternative is articulated by repeating the previous problematic utterance with a rising intonation and the second one produces the candidate correct answer. Thus, the latter alternative is generally the preferred response, and language learners are guided to choose the second alternative.

As one of the leading scholars in describing teachers' questioning practices, Koshik (2010) enlarged her classification of the questioning practices in classroom context with questions that help teachers increase language learners' willingness to participate (WTP) (Goodwin, 1984; Sert, 2013) and to repair the trouble sources in interaction. While language teachers are using these types of questioning practices, they try to direct students to realize the dispreferred responses (Pomerantz, 1984; Schegloff, 2007) that need to be corrected. Although students do not have to provide an explicit correction, it is intended that they supplement the missing information themselves. In sum, such known-answer questions are used to elicit self-correction from language learners and to increase the extended learner turns in terms of the purposes of different classroom contexts, which will be closely examined in the findings and analysis chapters. In the next section, reflective practice in CIC based teacher training frameworks will be elaborated.

2.4. Reflective Practice in Teacher Education

Dewey (1933) identifies the term "reflection" as the only research methodology to avoid the emphasis on unprompted and usual actions. According to Dewey (1933), the focus of reflection should be on active, significant, and continual engagement with uncertainty. In addition, not only hypothesis examination but also the use of a well-organized integrated approach should be one of the principal themes of reflection discussions. In other words, Dewey points out the "systematicity and data-led" pathways to Reflective Practice (Walsh & Mann, 2015, p. 2). Dewey's study also centers on the relationship between interaction, experience, and reflection. Reflection has been closely examined for many years by various researchers and practitioners (e.g. Dewey, 1933; Schön, 1983; Semetsky, 2008). Schön (1983) classifies this term into two main types: reflection-on-action and reflection-in-action. While reflection-on-action is the reflection type that is carried out after the main performance or action, reflection-in-action occurs simultaneously with the main performance or action. As a follow-up, reflection-for-action is defined as the gateway to

recognize the phases to accomplish a task in future (Killion & Todnem, 1991). Mann (2005) also identifies the significance of such a reflective process with an emphasis on the relationship between action and awareness (p. 11).

Reflective Practice (RP) is defined as "a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation" (Boud et al., 1985 cited in Walsh & Mann, 2015, p. 2). RP should be counterbalanced by more collaborative reflection rather than well-known written texts which have been the most common way of reflection. Walsh (2006) emphasizes that reflective practice is about changing a process so that language teachers can be more effective. Yet, Sert (2015) argues that the initial phase of RP requires increasing awareness and understanding rather than making concrete changes in a professional action. Lazaraton and Ishihara (2005) framed the sequential patterns of classroom discourse by conducting a case study including transcripts of classroom interactions and the teacher's self-reflections. They investigated whether there is a match or mismatch between the teaching performance and the beliefs or aims of the teacher. They concluded that more dialogic dataset through suitable instruments need to be used as a counter-balanced tool for reflective practice (RP) rather than written self-reports. Escobar Urmeneta (2013) also scrutinized the development of CIC of CLIL teachers in Spain across two rounds of teaching performances in an academic year. She focused on the single case analysis of Pilar's performance as a good practice instance of preservice teachers by investigating the relationship between change, action, and reflection. How Pilar managed to promote learning contributions from her first teaching performance to the next one through a RP procedure was also illustrated in her study. Furthermore, Waring (2013) documented how such an in-depth analysis of reflective practice produces an extensive and precious study of teacher reflection by using data from four different mentor-teacher feedback sessions in a TESOL course of study in US. Walsh and Li (2013) focused on the relationship between pedagogic expectations, sequential organization of classroom talk,

and actual teaching practices. They elaborated how Chinese EFL teachers track learning opportunities by providing space for learning in continual teacher-fronted classroom activities.

Walsh and Mann (2015) shed light on a more evidence based approach to Reflective Practice with three main criteria: data-led, dialogic reflective practice (RP), and suitable instruments for RP (p. 2). Initially, teaching performances are valuable data source because language teachers can utilize their own experiences and settings in their own RP procedure. Therefore, they can manage the problematic issues of classroom interaction in relation to learning and professional development. Secondly, the more dialogic and cooperative reflective sessions are, the more precious interpretations and inquiry can be elicited. Thus, RP provides new gateways to a more collaborative movement with other colleagues (Mann & Walsh, 2013). Finally, researchers and teachers need to use more suitable instruments and frameworks for specific classroom contexts. Such a crucial criterion provides an in-depth understanding of reflective practice (RP) and brings considerable evidence to the awareness and development of CIC. For this purpose, the usage of ad hoc tools is more preferable than standardized instruments since these tools enable teachers to gain a microscopic perspective of professional practice. In this regard, stimulated recall has been recommended as a remarkable instrument for raising awareness in teacher professional development (Walsh, 2006). Through stimulated recall, teachers can view their teaching performances and critically discuss it with other practitioners. Hence, some ad hoc instruments and training frameworks like SETT (Walsh, 2006) or IMDAT (Sert, 2015) have been studied and developed to provide more data-led and evidence-based reflective tools.

Walsh (2006) initially developed "SETT (Self-Evaluation of Teacher Talk)" as a teacher training framework in order to promote teacher professional development through classroom interaction. This framework aims at guiding teachers to identify their own classroom interaction setting and improving their understanding of teacher language

awareness (TLA) and classroom interactional competence (CIC). SETT teacher professional development framework has been implemented in many different contexts. For instance, Howard (2010) closely examined an In-Service Education and Training (INSET) programme in Middle East, which involved observing classroom interactions with an emphasis on the classroom contexts that are influenced by some external elements such as beliefs or previous practices of the experienced teachers. Shamsipour and Allami (2012) focused on the interactional properties of SETT integrated Iranian language learning environments and recommended that more research is carried out to investigate how language teachers demonstrate their own L2 usage. Another instance of SETT implementation in a different context is Aşık and Kuru Gönen's (2015) study in a Turkish preservice teacher training programme. This study was based on 23 preservice teachers' (PSTs) reflections from two different state universities in Turkey. Aşık and Kuru Gönen (2015) brought into light how SETT training framework guides these PSTs to evaluate the relation between their own teaching performance and pedagogical purposes in a teacher initial development process. They also laid emphasis on the significance of both understanding teacher talk and raising language awareness in teacher professional development.

SETT framework puts an emphasis on four different classroom micro-contexts defined as "modes that have clearly defined pedagogic goals and distinctive interactional features determined largely by a teacher's use of language" (Walsh, 2006, p. 62). These classroom micro contexts are identified as managerial mode, classroom context mode, skills and systems mode, and materials mode (see Appendix 1). In managerial mode, language teachers pedagogically aim at transferring information, shifting from one classroom micro context to another, directing students to lesson materials, starting or completing an activity, and organizing the language learning setting. Based on these pedagogical goals of the managerial mode, interactional properties involve long teacher utterances, usage of transitional markings, limited learner engagements, and usage of confirmation checks.

Secondly, the classroom context mode allows language learners to provide a clear explanation, organize a learning environment, and enhance fluent L2 speaking. The interactional features of this classroom mode consist of more elaborated learner turns, limited teacher utterances, implicit repair sequences, request for clarification, scaffolding, and questioning practices that are mostly based on a referential type. According to Walsh (2006), the interactional and pedagogical management of sequential unfolding is co-constructed within the particular context of classroom interaction. In addition, language teachers give a space for learning, which is defined as "the extent to which teachers and learners provide interactional space which is appropriate for the pedagogical goal of the moment" (Seedhouse & Walsh, 2010, p.140).

As the third classroom micro context, the pedagogical aims of the skills and systems mode are mainly based on language practices in accordance with either the language skills (reading, listening, writing, and speaking) or the language system (phonology, grammar, vocabulary, and discourse). Unlike the previous classroom modes, skills and systems mode allows students to manage L2 learning, and produce correct responses and utterances, and get corrective feedback. This classroom mode contains long teacher utterances, explicit feedback, display questions, and feedback that mainly focuses on the form of the target language. Finally, the material mode enables participants to exercise the target language around a material, control and produce responses, provide clarification, assess participation, and extract answers from the material. The interactional properties of the material mode are "usage of scaffolding, predominance of IRF sequential pattern, form-focused feedback, and excessive usage of display questions" (Walsh, 2003, p. 3). In this mode, the material generally has a significant role in the turn allocation of classroom interaction. Thus, the language teacher himself/herself cannot design the sequential organization of classroom interaction. In brief, even though these classroom modes have similarities, they obviously reflect their pedagogical purposes and interactional properties.

According to Drew (1994), such a framework as SETT allows language teachers to recognize the periodic patterns that make a contribution to the interactional features of a suitable teacher talk (TT) in a specific classroom mode. SETT programme introduces the relationship between learning and interactions with an emphasis on lesson targets and TT. Since classroom modes are not stable and constant, they may be shifted from one mode to the other. This is known as "mode switching" in which language learners mostly change the mode, but then the teacher turns it back to the main mode of the lesson. These changes are marked with some linguistic patterns including transition or boundary markers like "ok, right, etc." and paralinguistic items such as intonation or stress. In addition, each lesson consists of one main mode and some side sequences. The interlocutors of classroom interaction manipulate such sequentially exchange structures in a co-constructed way, and they attempt to make a connection between the interactional properties and the pedagogical purposes of these classroom modes. On the other hand, there may be some mismatches between the pedagogic goals and the interactional features of classroom interaction, which obstruct the learning opportunities in learning environments and it is called as "mode divergence" (Walsh, 2006).

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┌─────────────────────────────────────────────────────────────────┐
│              1. Record fifteen minutes of classroom interaction.  │
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                                   ▼
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│              2. Analyse using SETT – identify modes.              │
└─────────────────────────────────────────────────────────────────┘
                                   ▼
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│         3. Analyse using SETT – identify interactional features.  │
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│      4. Evaluate the interaction and identify areas for attention or change.  │
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│              5. Discuss with a colleague.                         │
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│              6. Make another recording and repeat steps 2–5.      │
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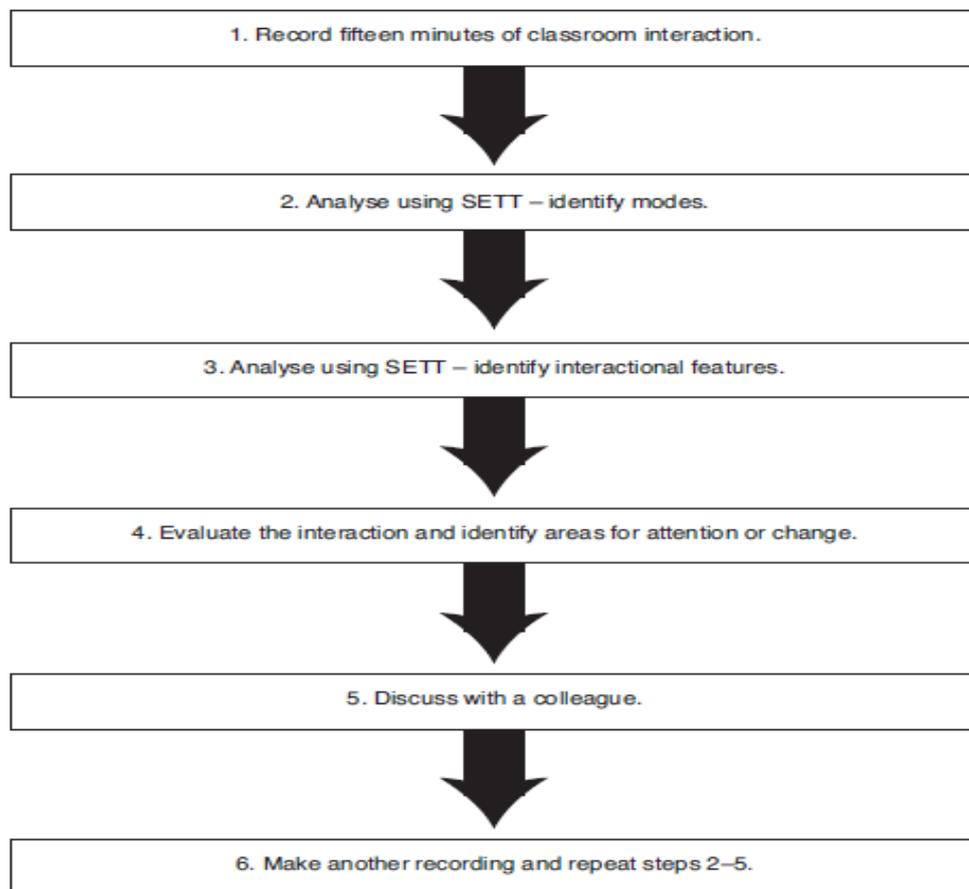
Figure 1. SETT (Self-Evaluation of Teacher Talk) teacher professional development framework. Walsh, S. (2006). *Investigating classroom discourse.* London: Routledge.

SETT teacher professional development framework provides an emic perspective to tracking both reflection and action, and leads to change in teachers' language practices in learning settings. The participants of SETT framework firstly attend a workshop in order to raise interactional awareness in relation to L2 usage, learning opportunities, and pedagogical goals (Walsh, 2003). These language teachers record their own teaching for fifteen minutes in three different classrooms, and then they try to identify four classroom modes by listening to these audio recordings. These SETT users take specific notes regarding the interactional features of the classroom modes like direct repair or teacher echo (Walsh, 2006). Furthermore, they critically report an evaluation of these features with an emphasis on pedagogical goals and classroom modes, and generally provide an

assessment of the whole process. In the following phase of SETT framework, teacher participants have semi-structured interviews with an interviewer/a colleague who commands on the teachers' performances by raising their awareness of the interactional features of classroom interaction. Finally, these steps are repeated through another cycle of this self-reflective practice. As a self-reflective process, this framework allows language teachers to observe their language settings by focusing on the aims of the lesson, and the language as the medium of their lessons (van Lier, 2000). Teachers also raise their language awareness about the classroom micro contexts, which can be followed by a change or development of their own classroom practices.

Walsh (2013) has revealed that "teacher professional development can be more effective using interaction with colleagues or expert knowers" (p. 135) because teacher-student interaction plays a significant role in learner engagement in language learning settings. Sert (2015) expresses the development that is "L2 Classroom Interactional Competence (CIC) development through which opportunities of language learning are maximized" (p. 154). In this regard, Sert (2015) focuses on how to bring real evidence to the development of CIC using Conversation Analysis Approach to classroom interactions as well as the findings of other datasets that consist of self-reflections and observation reports. While CA provides microscopic details of classroom interaction, other qualitative data instruments enable researchers to reach the beliefs, experiences, and aims of language teachers.

Sert (2015) collected and analyzed the dataset that came from the junior and senior years of an undergraduate programme. This database consisted of micro-teaching performances and initial actual performances that were carried out by 14 preservice teachers (PSTs). In addition to classroom interaction data, written documents were obtained including self-reflections on micro-teachings in their junior year of the undergraduate programme, observation reports on the practices of the regular teacher in their internship school, their mentor's report which included feedback on their performances, and the lesson plans for

both their micro-teachings in their junior year and their initial actual teaching performances in the senior year of the undergraduate programme.

The PSTs gave their lesson plans, which consisted of the aims of the lesson, teaching methods, and lesson materials, before their micro-teaching experiences. One week later, the mentor provided written feedback on the procedure of the lesson, instruments, and classroom interaction. Having completed the semester, PSTs wrote critical self-reflections in relation to their micro-teachings. They also expressed justifications for their performances, and made an assessment of their interactional practices through two transcribed extracts from the micro-teachings. This process aims at developing teacher initial awareness through self-reports (Walsh, 2003, cited in Sert, 2015). More than 13 months later, they prepared the second lesson plan for their first actual teaching performances. This lesson plan included a more communicative language emphasis on classroom interaction. Some of these preservice teachers performed the interactional features of CIC like shaping learner contributions or the effective usage of embodied actions. Yet, these interactional properties could not be observed during their micro-teaching performances. Therefore, such a developmental process of CIC can be exemplified through turn-by-turn structure and the detailed findings of Conversation Analysis, and also these analytic findings can be complemented with other ethnographic evidence including self-reflections, observation reports, lesson plans, and written feedback documents as well as an in-depth analysis of classroom interaction (Sert, 2015). As one challenging point of these data collection instruments, dialogic reflection is not involved in this reflective procedure although it opens a gateway for teacher education. According to Mann and Walsh (2013), reflective practice (RP) needs to include self-reports and dialogic reflective practices as a supplementary ethnographic dataset. In this sense, Sert (2015) developed a teacher training framework that is called IMDAT: (I)ntroducing CIC, (M)icro-teaching, (D)ialogic reflection, (A)ctual teaching, and (T)eacher collaboration and critical reflection (p. 164). Such a CIC integrated teacher training framework has been carried out

46

in various teacher education programmes (e.g. Balıkçı & Seferoğlu, 2016; Sert, 2016). For instance, Balıkçı and Seferoğlu (2016) closely examined how 17 preservice teachers gave instruction in their teaching performances by following the interconnected phases of IMDAT teacher training framework. They explored how PSTs raised their awareness about how effective they were in their way of producing instruction sequences. Moreover, Balıkçı and Seferoğlu (2016) highlighted the necessity of teaching effective instruction-giving strategies to preservice teachers in order to manage interactional problem sources.
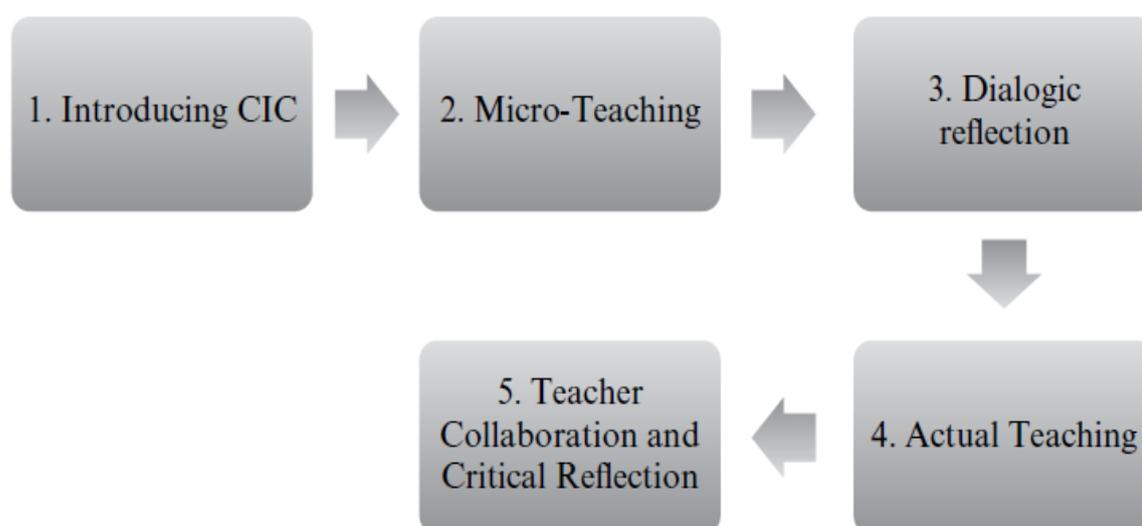
Figure 2. IMDAT teacher training framework. Sert, O. (2015). *Social interaction and L2 classroom discourse.* Edinburgh: Edinburgh University.

At the first phase of IMDAT teacher training framework, an introductory workshop that lasts for at least six classroom hours is organized in order to give significant information about Classroom Interactional Competence (CIC). While the lecturer provides theoretical knowledge about the features of CIC and language awareness, s/he exemplifies these underpinnings through authentic extracts derived from actual classroom interaction data. The participants of these workshops also practice the interactional properties of CIC by examining the transcriptions of the selected extracts. Participants' awareness can be increased about the importance of facilitating learner involvement using extended wait-

time, giving enough time for planning, request for elaboration, and extra student engagement. In order to shape learner contribution, appropriate correction types need to be chosen depending on the classroom context. For instance, the repair embedded in a long utterance can be produced in a meaning and fluency context (Fasel Lauzon & Pekarek Doehler, 2013). Furthermore, in relation to the effective usage of elicitation, various kinds of questioning practices such as DIU (Koshik, 2002a) can be illustrated to show how they enhance more elaborated student utterances in meaning and fluency context. Workshop participants can learn how they can use the target language in compliance with various classroom contexts, which results in raising their interactional awareness. The lecturer further informs the participants about how they can deal with claims of insufficient knowledge (CIK) successfully via verbal utterances and nonverbal actions (Sert, 2011). They should understand and increase awareness about the significance of establishing recipiency and embodied actions of unwillingness to participate (UTP). Moreover, the lecturer gives crucial information about how participants can use their gestures effectively and also manage the code-switching issues with an emphasis on the language medium of L2 learning environments (Amir & Musk, 2013).

Having participated in the introductory workshop of CIC, each trainee teacher prepares a lesson plan for 15/20-minute micro-teachings. These plans consist of important information about the skeleton of the lesson including the main goals of the activities, teaching materials and methods, profile information of the classroom, and the theme of the lesson. While the lesson is recorded with cameras, the lecturer takes general feedback notes on the practice teachings by focusing on only the instruments and exercises. At the third phase of IMDAT training framework, student teachers are provided with written feedback on their performances during individual meeting hours. These meetings with the lecturer take place in the form of dialogic reflection sessions in which the lecturer expresses the positive and negative sides of student teachers' teaching performances. This process is called as stimulated recall (e.g. Lyle, 2003, cited in Mann & Walsh, 2015). In

addition, student teachers self-report on their micro-teaching performances by transcribing two instances. One of these extracts is taken from the parts carried out successfully, and the other is selected from the parts that the candidate failed to conduct successfully. The basic transcription convention systems (e.g., (+) for longer silences or (-) for silences less than one second) are used to illustrate the micro-details of classroom interactions.

In the last semester of a four-year undergraduate ELT programme in Turkey, student teachers have their first actual teachings in a real classroom of a state/private school. Before they prepare lesson plans for their actual teachings, the lecturer directs them to revise their previous lesson plans based on their actual performance in their micro-teachings. In doing this, the lecturer expects these student teachers to realize the differences between their plans and their practices. The actual teaching performances are recorded and student teachers can view their performances, getting a chance to observe the strengths or weaknesses of their CIC in their own teaching experience. Then, they select a peer to switch their videos with and scrutinize one another's teaching practices. In the last step of IMDAT teacher training framework, peers should choose video extracts of a good teaching performance displayed by their partner by setting up pedagogic targets and producing some properties of CIC. They also select extracts of their own teaching performances that include the parts that they benefit from features of CIC unsuccessfully. Lastly, they organize a peer feedback stimulated recall session in which student teachers try to share their comments on each other's performance collaboratively and this session is audio-recorded (Sert, 2015).

Like SETT model (Walsh, 2006), IMDAT teacher training framework puts the emphasis on raising awareness and the development of CIC in teacher education. This framework draws on classroom interaction from a micro-analytic perspective. It also guides student teachers to enrich their perspective through the interactional features of CIC. RP phases of this framework allow participants to evaluate this developmental procedure, which is data-led and evidence based (Walsh & Mann, 2015). According to Sert (2016), analyzing the

sequential organization of classroom interaction enables language teachers to recognize how to teach four different types of language skills, feedback types, and the use of technology and materials in real language environments as different from their expectations and beliefs, and thus, the language awareness of these teachers can be increased. Through video stimulated recall, language teachers can grasp some important points that have been missed in classroom interactions, and they can improve both their analyses and teaching performances (Pomerantz, 2005). For this reason, Sert (2016) has made slight modifications into IMDAT teacher training framework to integrate VEO (Video Enhanced Observation) application and to use such technological tool in reflective feedback sessions using stimulated recall. VEO mobile application is an instrument allowing teachers to improve both their monitoring and assessment of student learning. The functions of this mobile application will be detailed in 3.3 Data Collection subsection of Chapter 3.
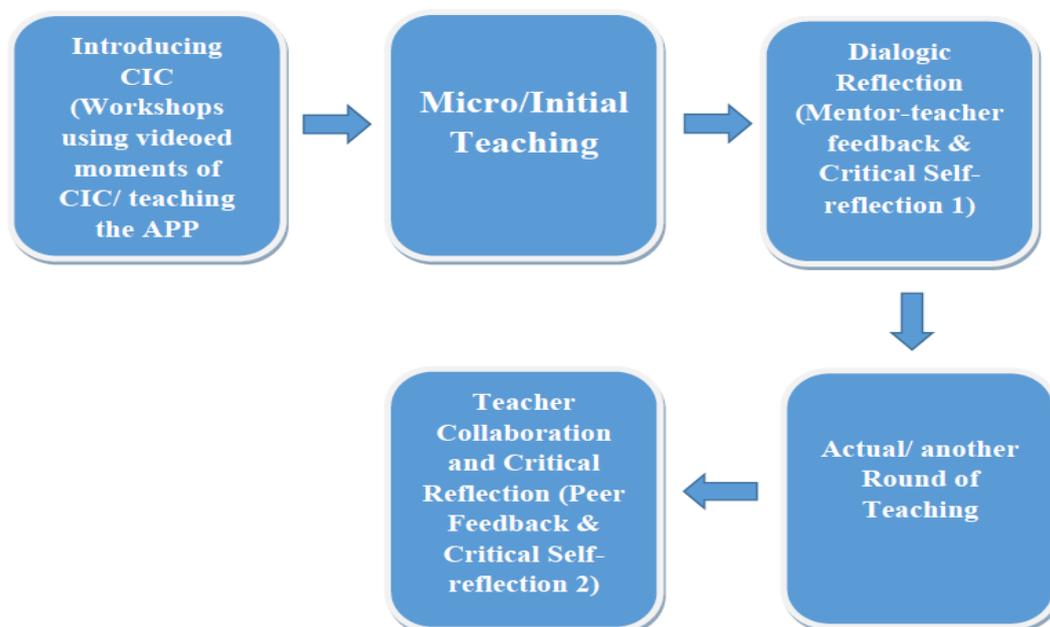
Figure 3. VEO integrated IMDAT teacher training framework. Sert, O. & Bozbıyık, M. (2017). *A Technology Enhanced and Reflective Teacher Education Programme: Implications for Teaching L2 Interactional Competence.* Paper presented at ICOP-L2 Neuchatel, Switzerland.

Within the context of VEO integrated IMDAT teacher training framework, while introducing CIC, the mentor teaches the PSTs to use the VEO app and shows them videoed moments of classroom interactions. In this phase, the selection of training videos should be based on comparative collections of pedagogical or interactional phenomena of classroom interaction. After the initial teaching, mentor and peer feedback sessions are held using the tagged recordings on the app. The teachers also critically self-report on their initial teaching performance by viewing these videoed and tagged episodes on VEO. The reflective cycle is completed with another round of teaching, and following that, teachers are engaged in peer feedback, and they produce reflective texts based on the recordings on the app. At the end of such a technology enhanced process of the reflective cycle, increasing language awareness and the development of the teachers' practices can be observed in terms of teacher professional development. All in all, such teacher training frameworks like SETT or IMDAT offer in-depth understandings of natural classroom discourse in a reflective practice through their ongoing and interconnected phases. These CIC based professional development programmes also allow language teachers to utilize their own teaching performances in the evidence-based reflective sessions of teacher education as both creators and participants of their own studies (Kumaravadivelu, 1999).

2.5. Conclusion

In this chapter, the previous studies that are related to the main phenomena of this thesis have been reviewed. In the first section, the relationship between classroom discourse and interaction has been presented by explaining the basic features of classroom interactions. In the second section, CD has been scrutinized from various research perspectives such as Critical Discourse Analysis (CDA) or Conversation Analysis (CA), and how CA makes great contributions to Classroom Discourse as a microscopic research methodology has been explained. In the following section, the development of Classroom Interactional Competence has been mainly described with its main properties including teacher talk,

teacher language awareness, classroom context, and teacher questioning practices. Finally, an in-depth scrutiny of Reflective Practice has been provided through CIC-based teacher training frameworks that have formed the basis for this study. The following chapter will present the methodology of the present study.

CHAPTER 3

METHODOLOGY

3.0 Introduction

In the methodology chapter, a number of issues including data collection tools and method will be introduced. While section 3.1 will highlight the purposes of the study and the research questions by focusing on the significance of the study, section 3.2 will consist of in-depth information on the context of the study and the profile of the participants. After providing the data collection procedure in section 3.3, 3.4 will explain how the ethical issues of the study are managed. Section 3.5 will firstly give some information about the methodology with a particular emphasis on Conversation Analysis as the main research method of the study and Constant Comparison Method as the supplementary method. In addition, triangulation in the study will be elaborated. Section 3.6 will illuminate how transcribing, building a collection, and data analysis procedure have been carried out. This chapter will be finalized with the validity and reliability of the current study.

3.1. The Significance of the Study and Research Questions

The aim of the present study is to investigate how the preservice teachers (PSTs) raise their language awareness and develop their interactional competence across two rounds of reflective practice (RP) in the light of Conversation Analytic findings of classroom

interaction and emergent findings of the video stimulated recall dataset including mentor-teacher feedback, peer feedback sessions, and written critical self-reflections.

The current study initially fills a research gap by scrutinizing how teacher questioning practices impact the promotion of learner contributions in different classroom contexts through a micro-analytic perspective of Conversation Analysis (CA) in a Turkish EFL setting. Thus, this study will make a significant contribution to the development of classroom interactional competence (CIC) through the PSTs' questioning practices. In addition, as a cooperative and pivotal process, Video Enhanced stimulated recall sessions including mentor and peer feedback interviews guide these trainee teachers to provide real evidence for the two rounds of the reflective cycle in the PST training programme. The preservice teachers also benefit from this technological tool to evaluate their own teaching performances by referring to the exact moments of the VEO episodes. Therefore, this is the first study where the participants bring real evidence to back up their comments through VEO in a technology enhanced teacher education programme in Turkish context. In this regard, the following two research questions are presented within the scope of one main question:

The Main Research Question:

- How do VEO and a reflective teacher education program enhance the development of teacher language awareness and CIC?

Research Questions:

1- What kind of questioning practices do the preservice teachers use to facilitate extended learner turns in diverse classroom contexts?

- evidence from classroom interactions

2- How do the questioning practices change over time following reflective sessions?

- evidence from reflective tool

The preceding research questions will be examined in the following chapter by tracking the consecutive phases of VEO integrated IMDAT (Sert, 2015) teacher training framework with three instances of the collected data which involve successfully accomplished cases. The next section will focus on the participant profile and the research context of the study.

3.2 Participants and Research Context

In Turkey, the preservice teachers (PSTs) who complete a four-year undergraduate education programme in the Departments of English Language Teaching receive a great number of basic courses related to advanced language skills, methodological and specialized courses during 3 years of their education. As senior year students, these PSTs initially observe in-service teachers at primary or secondary schools for twelve weeks during the fall semester and then they write some reflective texts on different themes such as using technology. In addition, the PSTs prepare lesson plans to be put into practice in learning settings. In this study, the preservice teachers that are the participants of this study had stimulated recall sessions with their mentors who had watched them at least once in the real classroom atmosphere during the spring semester of the final year. Then, they were assessed in terms of the criteria used for reflective texts, lesson plans, and teaching performances.

Figure 4. VEO Europa strategic partnerships. Veo Europa. (2016). Veo Europa Strategic Partnership [Photograph]. Retrieved from https://veoeuropa.com/.

The dataset of this study came from a fourteen-week semester in a preservice teacher education programme at the Department of English Language Teaching at Hacettepe University in Ankara. The data were collected in English as a Foreign Language Classrooms at a state school from March to June, 2016. This data also forms a part of the larger dataset within the scope of VEO Europa Project. This is an Erasmus plus financed project (2015-1-UKO1-KA201-013414) that aims at not only enhancing the prominence of teaching and learning but also advancing teacher education through VEO as a modern technological application. Video Enhanced Observation (VEO) was developed at Newcastle University in order to back up both the initial teacher education and the continual professional development (CPD). The project copartnership consists of six partners in five different country contexts: Newcastle University (UK), EdEUcation Ltd (UK), Padagogische Hochschule Karlsruhe (Germany), Lapland University (Finland), Hacettepe University (Turkey) and Regionalen inspectorat po obrazovanieto-Haskovo (Bulgaria) (see Table 1). How VEO application is integrated into this research will be elaborated on in the data collection process (see section 3.3).

Table 1

VEO Europa Project Partners

Country	Partner	Project Coordinator	Researchers
United Kingdom	Newcastle University	Prof. Dr. Paul Seedhouse	Elizabeth Hidson
United Kingdom	EdEUcation Ltd	Paul Harrison	Viktor Markov
Germany	Padagogische Hochschule Karlsruhe	Prof. Dr. Götz Schwab	Mareike Oesterle
Finland	Lapland University	Prof. Dr. Tuija Turunen	Outi Kyrö-Ämmälä Minna Körkkö
Turkey	Hacettepe University	Assist. Prof. Dr. Olcay Sert	Merve Bozbıyık
Bulgaria	Regionalen inspectorat po obrazovanieto-Haskovo	Ivan Panayotov	Rumyana Delcheva Julia Todorova Albena Toncheva

The whole dataset consisted of twenty-two classroom hours which were taught by eleven trainee teachers. Yet, three different cases that included real evidence for raising language awareness and the development of PSTs' classroom interactional competence were mainly emphasized through VEO integrated IMDAT (Sert, 2015) teacher training programme. Seedhouse (2004) points out that CA based dataset between five and ten hours is noticeable enough to generalize and come to a conclusion. After the PST's had observed English lessons from 6th to 8th grade at the secondary school, they displayed their teaching performances in terms of their intended lesson plans. During the spring semester, they had two teaching practices observed by the mentor and their peers respectively. Also, each lesson lasted forty-five minutes over the course of eleven weeks. Every classroom included language learners whose numbers changed between twenty-five and thirty-two and there was not a dominant gender that influenced the classroom climate positively or negatively. Students' age group ranged from eleven to fourteen and the proficiency level of the

students was A2 (elementary) English in terms of the information given by the main course book, Upturn in English. Şener (2015) pinpoints that Upturn in English is designed for the students whose proficiency level is A2 in terms of CEFR standards (Common European Framework of Reference for Languages), and these students;

- can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography).

- can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

- can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

- can engage in conversation to establish shared understanding about familiar topics.

- can read, understand and obtain information from short documents, familiar sources, signs and symbols.

- can write to communicate with some awareness of the intended audience (p. 9).

English is taught as a foreign language in Turkey and they are not usually exposed to English in their daily lives. In the classroom, these students work with the course book supplied by the Ministry of Education in addition to the supplementary materials that the in-service teacher sometimes brings to the classroom. Furthermore, 8th grade students prepare for TEOG, the national student selection and placement exam, in order to be accepted to the Science and Anatolian schools which are considered to provide better opportunities for high school education. The exam mainly tests the reading as a skill and grammar and vocabulary as the language tools. This, however, means that the other three language skills; listening, speaking, and writing are focused on less than the others and so in-service teachers can rarely design their activities in compliance with such diversified skills. Thus, the data collection process of this study is influenced by the national reality for teaching and learning a foreign language in Turkey.

The author of this thesis participated in most of the classes as the research assistant of VEO Europa Project. Each lesson was recorded through one iPad where VEO (Video Enhanced

Observation) mobile application had been uploaded before. Moreover, as well as the Conversation Analytic evidence, the dataset included eleven different sets of data from ten to twenty minute stimulated recall audio recordings of sessions carried out between the PSTs and either their mentors or peers. The current study mainly dealt with six sets from the audio recordings of three cases for the purposes of this research. Finally, every PST self-reported after their teaching performances and stimulated recall sessions and thus, six different self-reflection texts selected from twenty-two written critical self-reflections were included in this research. However, both the stimulated recall sessions and the self-reflection texts were used to complement the Conversation Analytic findings in this study. The following section will illuminate the data collection process of this study.

3.3 Data Collection

At the first phase of VEO integrated IMDAT (Sert, 2015) teacher training framework, the PSTs were instructed in how to use Video Enhanced Observation (VEO) app. by showing them videod and tagged moments of classroom interaction. During the workshop, the mentor initially gave such significant information that the PSTs could understand the functions of the IMDAT teacher training framework which is grounded on the development of Classroom Interactional Competence (CIC). Later, the way these trainee teachers should use the taggings on VEO while evaluating the teaching performances of their peers was also explained. At the next step of this process, the mentor clarified the important footsteps of uploading the videos on VEO Portal. As the active members of VEO Portal, both the PSTs and their mentors can examine the whole page, organize their own individual information, upload the videos that they recorded and tag the videos via VEO mobile application. They can also add more comments while watching these videos on the portal again. They are able to share these videos with VEO Portal users. Yet, during this internship process, they only partook in these videos with their mentor, peers and the researcher. The mentor also introduced all of these steps practically by utilizing the VEO

app. on his IPad and responding to the PSTs' questions. Due to the elaborated workshop, the preservice teachers rarely faced with a technological problem based on the mobile application during their internship activities. In addition, at the end of the workshop, the PSTs read the conditions and signed the consent form for the internship attendance which will be detailed in the ethical consideration part. Therefore, it is apparent that these eleven PSTs clearly understood the practicing steps and the purposes of their training process and then they decided to participate in this technology oriented internship activity.

After the mentor had informed the PSTs about the classroom interactional competence and the way of using VEO mobile application, they continued to go to the state school and to make observations of the in-service teachers' lessons. Three weeks later, trainee teachers prepared their lesson plans based on the general curriculum of the Ministry of National Education with various activities by explaining their beliefs and the targets of the lesson. Later, the mentor and the researcher went to the school to observe and record the first teaching performance of the preservice teachers in the same classroom where they made their observations for more than one semester. While the mentor recorded and tagged each PST's performance, the researcher observed the whole lesson for 45 minutes as an insider with no interference in the ongoing flow of the classroom interaction.

At the initial page of VEO mobile app., there are three main sections: record including VEO tag sets for different contexts, review providing the previous videos with their taggings, and VEO Portal directing the users to the online account.

Figure 5. The initial page of Video Enhanced Observation. VEO Europa. (2016). Pre-records info on VEO mobile application [Photograph]. Retrieved from https://portal.veo-group.com//#/.

After the VEO user logs in and clicks on the record button, s/he comes across with eight different tag sets in the Turkish context: Classroom Management, Contextual Teaching, Education Original VEO Tags, Effective Presentation in L2, *L2 Teacher-Hacettepe University*, L2 Learner-Hacettepe University, Language Learning and Teaching, and Presentation Evaluation. As part of VEO Europa Project, every partner can create their own tag sets like Bloom's Taxonomy in United Kingdom context. In terms of the purpose of this study and assessment of the internship process, the mentor utilized the L2 Teacher-Hacettepe University tag set in order to use the taggings for the evaluation of the PSTs' first teachings.
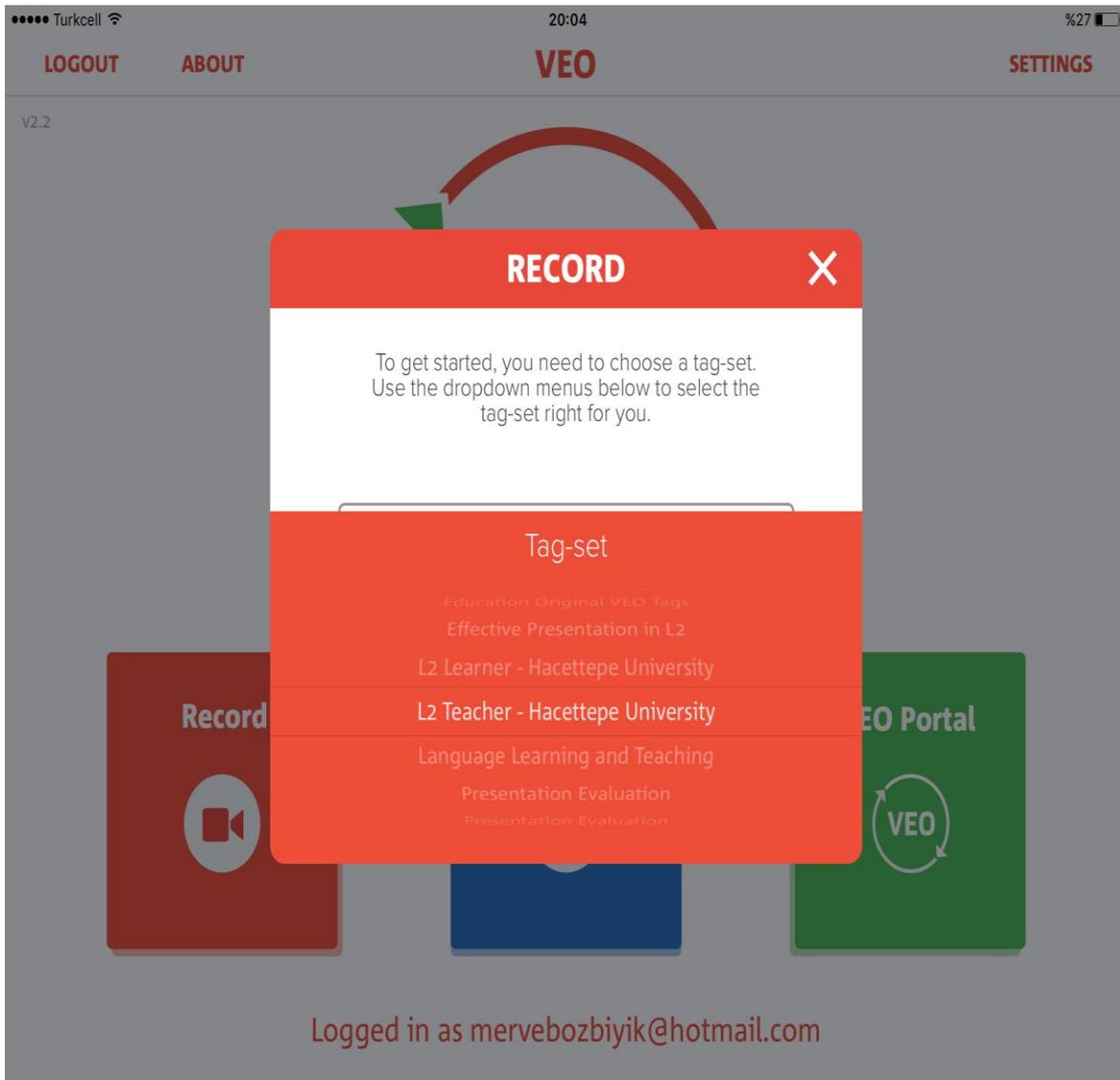
Figure 6. 8 Different tag sets on Turkish context. VEO Europa. (2016). Pre-records info on VEO mobile application [Photograph]. Retrieved from https://portal.veo-group.com//#/.

Having selected the exact tag set, the mentor records some pre-information including the video title, its description, class name, preservice teacher's name, lesson period, number of the students, lesson type, class gender, class level, and special focus to give brief information about the video context.
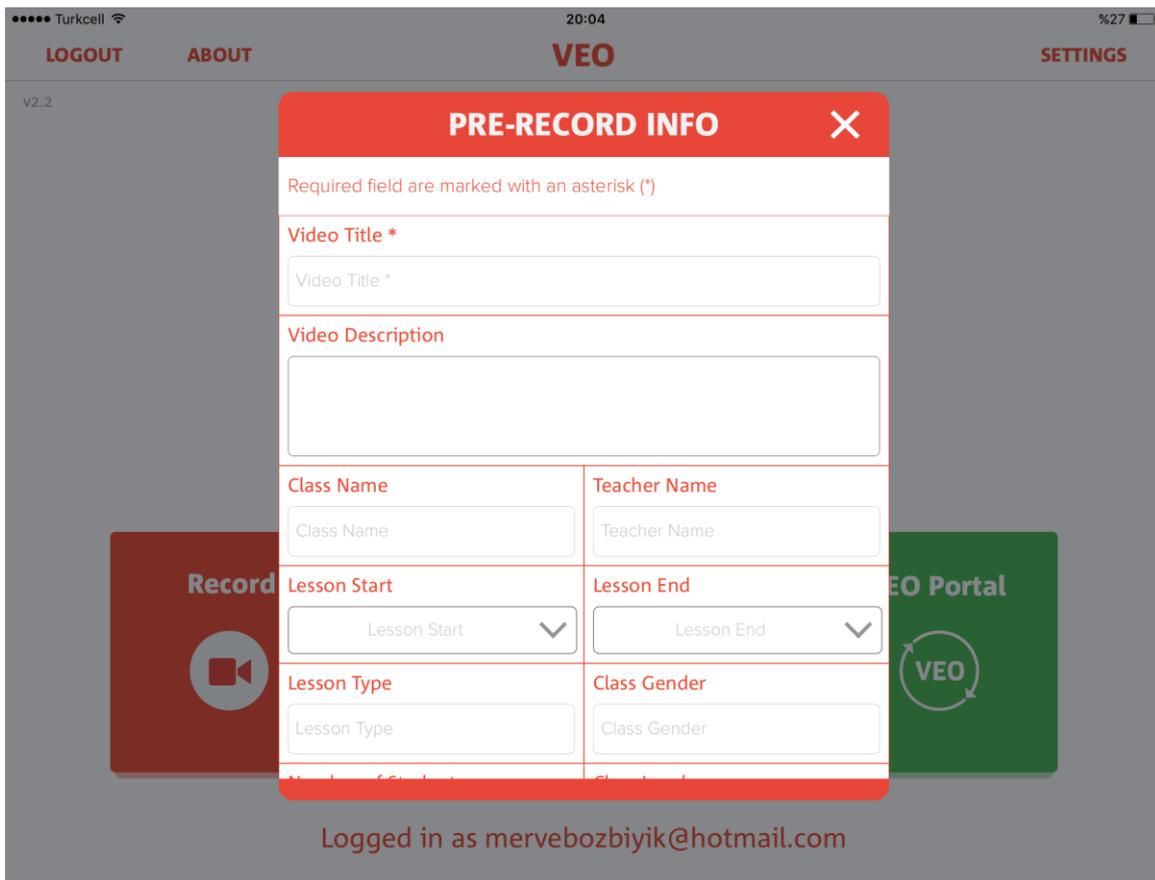
Figure 7. Pre-Records info on VEO mobile application. VEO Europa. (2016). Pre-records info on VEO mobile application [Photograph]. Retrieved from https://portal.veo-group.com//#/.

While tagging the PSTs' actions, the mentor can benefit from various tag buttons, and thus, focus specifically on how the PST uses L2 (accuracy vs. fluency), or L1 (on-task vs. off task), which kinds of questions (open vs. closed) s/he asks, which kinds of feedback (implicit vs. explicit) are given, whether there is any discipline based problem or not (no orientation, handling time or handling style), and whether s/he utilizes materials and gestures as nonverbal elements. They also put a quick tag so that you can add something that cannot be placed on the VEO original tag system, and then can explain the reasons for the quick tag usage. The users of the tag sets can put the plus or minus tags in terms of their evaluation criteria. In addition, the PSTs usually change the classroom mode among 4 different types: form, meaning, management, and materials and the mentor can select the

classroom mode in terms of how T values the lesson time from this perspective. They can increase or decrease the ratio of the engagement in the flow the lesson.
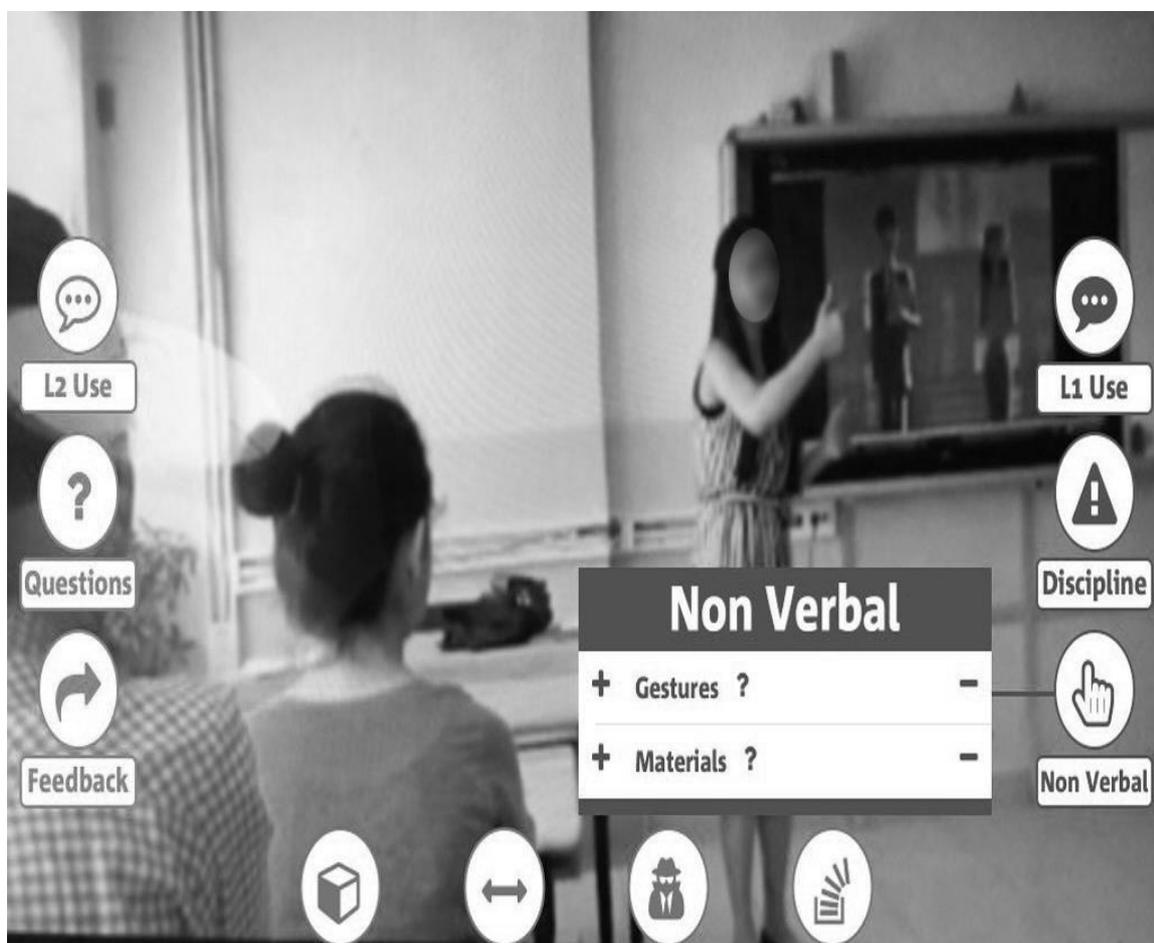
Figure 8. L2 Teacher-Hacettepe University tag set. Sert, O. (forthcoming). Transforming CA findings into future L2 teaching practices: Challenges and prospects. In S. Kunitz, O. Sert & N. Markee (Eds), *Classroom-based conversation analytic research: Theoretical and applied perspectives on pedagogy.* New York: Springer.

At the end of the tagging process, the mentor initially completes the recording by providing post-record information in the comment parts about the frequency of L1 and L2 usage, questioning and feedback, discipline issues and nonverbal usage, and special focus so that the VEO users can add final notes based on the preceding taggings.

Figure 9. Post-Records info on VEO mobile application. VEO Europa. (2016). Pre-records info on VEO mobile application [Photograph]. Retrieved from https://portal.veo-group.com//#/.

When the mentor saves the tagged video in the Review section and uploads it to VEO Portal, the mentor and the other users with whom he shares the video can reach all of the tagged specific moments separately. They can also add more comments and extra tags into the constituted taggings.

Figure 10. Constituted taggings on the review section. VEO Europa. (2016). Pre-records info on VEO mobile application [Photograph]. Retrieved from https://portal.veo-group.com//#/.

Afterwards, all of the statistical information can be clearly obtained through various chart types based on three categories: positive and negative evaluation, engagement, and focus. Within the same session, the mentor can also reach his previous information, comments, and notes. As the final step of the VEO mobile application usage, the mentor uploads the tagged video to VEO Portal and shares it with both the researcher and the preservice teacher.
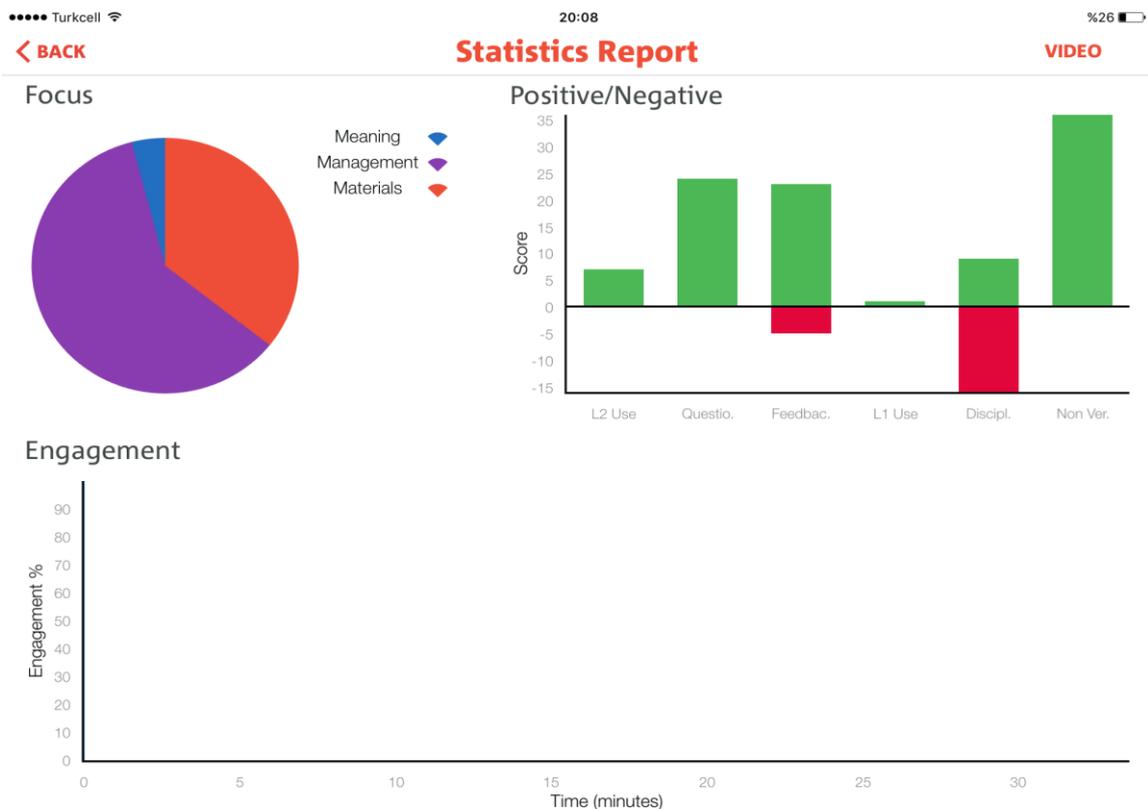
Figure 11. Statistics information of VEO mobile application. VEO Europa. (2016). Pre-records info on VEO mobile application [Photograph]. Retrieved from https://portal.veo-group.com//#/.

After they had completed the observation and recording process of their first teaching, they began the feedback sessions immediately. The mentor structured the mentor-teacher feedback interviews in such a way that they focused on the recorded and tagged episodes of VEO mobile application, which formed the initial process of the continual professional development structure. The eleven mentor-teacher stimulated recall sessions lasted between 15 and 30 minutes. At the initial phase of the mentor-teacher feedback sessions, the mentor asked the PSTs general questions to learn about their general comments on their first teachings. Then, he centered upon the specific themes of the lesson such as teachers' question types or the interactional trouble sources of the communication by providing exact tagged moments from the lesson. Having watched the taggings, they generally discussed both the PSTs' expectations and plans, and their practical performance in the lesson. In order to supply a detailed understanding of the videod and tagged lesson

episodes, the mentor brought real evidence with various instances for each significant phenomenon such as participation or L1 usage during their first teachings. In sum, the mentor did not only share his own classroom observation through an innovative application, but he also guided the PSTs about the integration of this tagging system during their internship process.

As the final step of the reflective cycle in Time 1, the PSTs wrote a critical report based on their own evaluation of their first teaching experience. Each critical self-report consists of one to three pages. The PSTs provided exact references to the tagged minutes of their videos in their reflection report/self-report by watching their own tagged video on VEO Portal. They mainly wrote about their justifications for some issues such as the use of interactional and linguistic resources, classroom materials, their teaching style, and in/congruence between their expectations and performance in the classroom.

Nearly one and a half months later, another cycle of reflective teaching were held with the same steps. However, this time each preservice teacher was recorded and tagged by his/her peer and they shared their partners' videos with the mentor, the researcher, and their peers. The same steps and tagging procedure were followed and then they carried out peer feedback stimulated recall sessions with their peers. Finally, they wrote their second self-reflection report by viewing their own videos with their peers' taggings. In addition, the first application of the teacher training programme in Time 1 served as a reflective framework. As a consequence, this round was successfully completed in Time 2 and the whole data were collected in line with the VEO integrated IMDAT (Sert, 2015) teacher training programme (see Figure 3). Then, whereas further evidence obtained from the classroom interactions were transcribed with Jefferson Transcription Convention System (2004) from a Conversation Analytic perspective; mentor and peer interviews, and stimulated recalls were analyzed using Constant Comparison Method with the emergent categories of CA findings. The next section will introduce how the ethical issues of this study have been managed.

68

3.4 Ethical Considerations

Qualitative researchers should consider a number of issues to avoid any potential ethical dilemmas. According to Silvermann (2016), professional research organizations view the ethical concerns as underlying three basic criteria: codes and consent, confidentiality, and trust. First, codes and consent indicates that each research participant needs to be informed of the research design. Some associations can accept oral consents if they do not conduct the study with specific groups such as children or patients. On the other hand, it is compulsory for investigators to contact the local council to ensure ethical approval in some countries such as Turkey. Furthermore, the application form should contain the necessary information including a summary of the research and the procedure of the study. Therefore, the ethical approval of this research was obtained from Hacettepe University Ethic Boards and Commission in the wake of a detailed scrutiny. This study was carried out within the context of VEO Europa that is a fully funded Erasmus plus project organized by European Union (2015-1-UKO1-KA201-013414) and Hacettepe University is a strategic partner of the VEO Europa team using VEO mobile application in various contexts. The researcher of this study is also the project assistant of VEO Europa Turkey team. Thus, the dataset was collected within the scope of this official project and the ethical approval was provided by Hacettepe University (see Appendix 2). After the legitimate ethical approval, the consent forms were presented to eleven preservice teachers for the participants to avoid "street-style" ethnography (Punch, 1994 cited in Silvermann, 2016). The same layout in the official VEO Europa project consent form was used and the consent form was given to participants in different contexts by five project partners. The participants take part in the study on a voluntary basis and can withdraw from the study any time. In addition, the consent form provides in-depth information about the aims of the research, and the confidentiality of personal information to obtain written permissions of the participants (see Appendix 3). All of the participants accepted the signified conditions

and put their signatures. In addition, all of the documents were translated into Turkish language so that they could clearly understand the content of the research since all of the investigators are in charge of participants' full comprehension of the study (Mackey & Gass, 2005).

As the second ethical criteria in Silvermann's prominent principles, confidentiality is linked to the anonymity of the participants' identities and the place of the research. The dataset of this study is composed in a state secondary school in Ankara. However, the name of the school cannot be presented for research purposes. Besides, the display images were blurred by clicking on the settings button on VEO mobile application and recording the participants' teachings as black and white images (see Figure 12.)
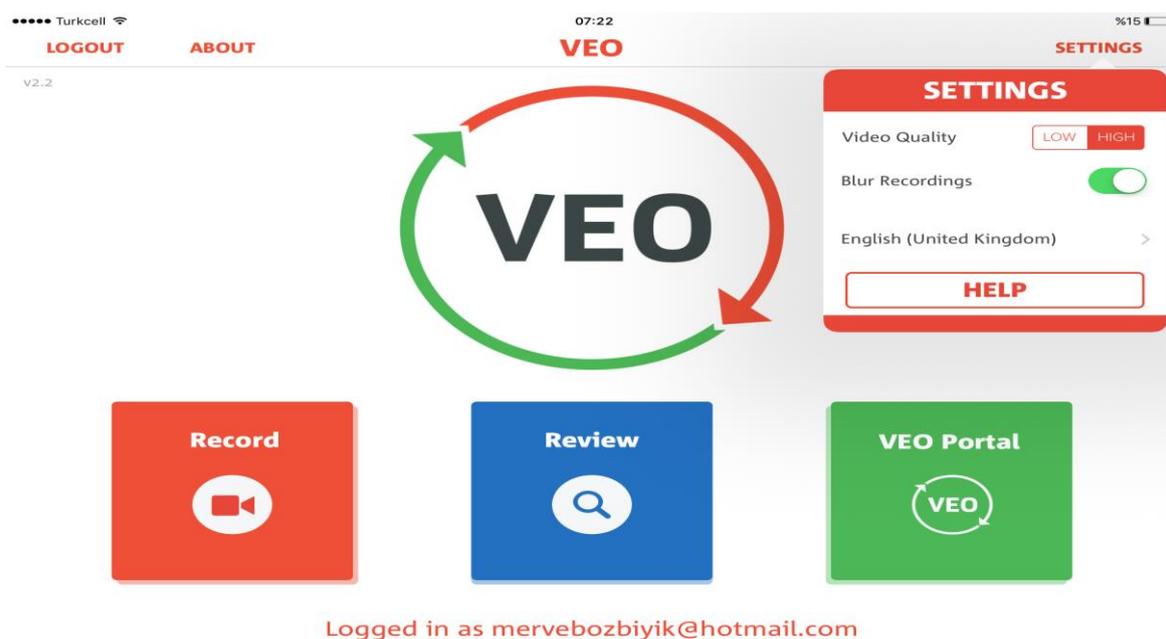
Figure 12. Blurred button on VEO apps. settings. VEO Europa. (2016). Pre-records info on VEO mobile application [Photograph]. Retrieved from https://portal.veo-group.com//#/.

From the beginning to the end of the analysis chapter, the PSTs were referred to as T when the extracts were presented in the findings section. However, the names of the participants were abbreviated with different letters (e.g. Christian Hyland as CT). The mentor was also shortened as "M". The study mainly focuses on the actions of the trainee teachers. Thus, all

of the students from three different classes were enumerated and their identities were described with various explanations (see Figure 13).

"BY" STUDENT LIST-1

S1: tall male student with black glasses, sitting at the back

S2: the male student wearing black jacket, sitting on 2nd row in the middle

S3: the male student wearing grey sweatshirt, sitting next to S2

S4: the female student wearing grey sweatshirt

S5: the male student with red sweatshirt, sitting in front of S3 on 1st row at the left side of the classroom

S6: the male student with short black hair, sitting at the right backside of the classroom

....

Figure 13. BY's Classroom Data Student List 1

Figure 13 presents only the first six students who were present during BY's first performance whereas the classroom consists of 21 students. Also, all of the abbreviations were composed of one or two shifted letters.

With regard to Silverman's final ethical criterion, trust indicates the relationship between the researcher and the participants. It is also linked with the researcher's trustworthiness about whether or not s/he damages the research discipline and the subjects. Therefore, confidentiality and trust have a reflexive relationship and thus, the researcher's reliability impacts the privacy of the research. To avoid all the challenges posed by the issue of trust during the research process, participants need to believe that the anonymity of their identities will be protected through ethical considerations. Thus, with a thorough harmonization of consent, confidentiality and trust as the touchstones, it is possible to ensure the moralistic accountability in qualitative methodology. In sum, after the close examination of the ethical procedure in the light of Silverman's ethical principles, the classroom interaction data in this study were transcribed in a detailed way using

Conversation Analysis methodology and the findings of the classroom data were supplemented with teacher interviews and stimulated recalls through Constant Comparison Method. The following section will elaborate on these two research methods used for triangulation. It will explain why CA was embraced as the main methodology, and how its findings were supplemented with Constant Comparison Method.

3.5. Method of the Data

3.5.1. Conversation Analysis Approach

As one of the qualitative research methods, for sociological investigations (Waring, 2015), Conversation Analysis is identified as a pathway that scrutinizes the talk as a basic and constitutive feature of human social life by describing, analyzing and understanding it (Sidnell, 2010, p. 10). Conversation Analysis was initially founded by the sociologists Harvey Sacks, Emanuel Schegloff and Gail Jefferson at the University of California in the early 1960s. CA has been basically affected by anthropology, sociology, and linguistics. Furthermore, it is not only illuminated by Garfinkel's ethnomethodological perspective (1967) which has emphasized the socially routine activities, but it is also influenced by Goffman's sociology (1967) which has dealt with the observations of people in interaction (Bloor & Wood, 2006). CA was originally established through Harvey Sacks's lectures (1992) and study on the systematicity of turn-taking (Sacks et. al., 1974, cited in Balaman, 2016).

Conversation Analysis has been carried out in various social settings including both ordinary conversations and institutional contexts such as Classroom Discourse (e.g. McHoul, 1978; Waring, 2015), courtrooms (e.g. Atkinson & Drew, 1979; Pomerantz, 1984), and medical interaction (e.g. Maynard & Heritage, 2005; Ten Have, 1991). While CA makes a great theoretical contribution to such social settings by unearthing all of the micro analytic details as a methodological approach, it also provides emerging empiric-

based hypothetical utensils for social interaction (Waring, 2015). In CA methodology, there are 4 basic features of talk in interaction in all of the social interaction settings (Seedhouse, 2005, cited in Sert, 2011, p. 46):

1- *There is order at all points, the interaction is ordered and methodic*. This feature is related to the adjacency pair (e.g. greeting-greeting, question-answer) (Hutchby & Wooffitt, 2008) as one of the other significant concepts of the social interaction.

2- *Each contribution to interaction is context-shaped and context-renewing.* The talk-in-interaction is such a co-constructive procedure that the participants should understand one another and build their own next turn.

3- *No order of detail can be dismissed.* Conversation Analysis focalizes every detail in interaction with Jeffersonian transcription conventions like volume, overlap, latching, pause in order to perceive naturally occurring interaction.

4- *Analysis is bottom-up and data driven.* Thus, the interlocutors have their orientations to preexisting order that is not derived from either any underpinning theoretical framework or the researcher's understanding.

In order to answer the research questions, this study has taken into consideration the preceding four basic features of talk-in-interaction, which form the basis for the theoretical conceptual framework followed in this study. Firstly, question-answer kind of adjacency pair has been focused on as the main phenomena of the study. Secondly, such question-answer adjacency pairs are being shaped by the preservice teachers and the language learners, this interactional pattern involves such a dynamic procedure that the research has basically investigated how the PST initiates the third turn of the interaction for extended learner contributions. Thirdly, the classroom interaction data have been transcribed using Jeffersonian transcription conventions (see Appendix 3) with the belief that "the devil is in the details" (Waring, 2015, p. 46). To investigate whether teachers' questioning practices provide more extended learner turns across two rounds of the reflective cycle, such a detailed analysis is significant to extract a considerable dataset from the collection. Finally, following a bottom-up and data-driven procedure, the researcher has not begun with any previous theoretical account. Having collected and transcribed the whole dataset with unmotivated looking, the principal phenomena have emerged during the data analysis

73

process. In brief, CA provides a perfect fit approach for the basic purposes of the study because it provides all of the micro details in the utterances produced. Even though such a micro-analytic transcription and analysis can be seen as very time-consuming for the researcher, it significantly sheds light on the challenging and remarkable instances of the preservice teacher-student interaction as one of the naturally occurring interactions in the classroom atmosphere.

There are some key features of CA dataset such as adjacency pair, repair, turn taking, and preference organization, which have been mainly focused on in this study. The interaction is ordered in adjacency pairs (e.g. request-grant/reject) (Sert, 2015) that are produced as the co-construction of first and second pair part, In addition, when interlocutors come across a trouble source in the surrounding talk, they attempt to manage the interactional problems collaboratively, such an action based on producing a solution for interactional trouble sources is identified as repair (Seedhouse, 2004). Such interactional features will be enlightened within the four micro contexts of classroom interaction (Seedhouse, 2004) in Chapter 4. The second subsection of this main section will explain how CCM supplement the classroom interactional data in this study.

3.5.2. Constant Comparison Method

The Constant Comparison Method allows the researcher to explain the social process of the studies in relation to the articulation of their collected data. Constant Comparison Method (CCM) is originated from the basic features of Grounded Theory and Content Analysis, aiming to codify the analysis procedure and to raise the accountability of the findings (Boeije, 2002).

As one of the main aspects of a detailed qualitative research method, Grounded Theory (GT) was established by two sociologists called Barney Glaser and Anselm Strauss. They began to carry out research about the interaction between patients on the point of dying,

their families and health-care experts in hospitals in 1960. In the last chapter of their book with the title of "Awareness of Dying", Glaser and Strauss (1965) focalized how they collected and analyzed the data with field notes, memos, codes, categories, hypothesis and theories. In The Discovery of Grounded Theory: Strategies for Qualitative Research, they illuminated how researchers can discover theories from systematically collected and analyzed data (Glaser & Strauss, 1967). Thus, GT has been rooted in health at first, but later on, it was developed and started to be adapted to some other fields like education and psychology. Grounded Theory has two main aspects: Firstly, in the data analysis process, certain coding systems should be used. Secondly, the analysis process should end with a theory generated from the collected data. If a research includes both of these characteristics, then, it is called as Grounded Theory (Dörnyei, 2007; Richards, 2003).

Glaser and Strauss (1967) used Constant Comparison Method to create a theory (Lincoln & Guba, 1985). First of all, researchers compare incidents which are applicable to each category at each phase of the analysis. Therefore, they find codes for categories and turn to their memos in order to record their own ideas to elaborate categories, to specify properties and identify the gap in the field. Secondly, they can also integrate categories and their properties with constant comparison of common similarities or points among categories and their aspects. Thirdly, researchers can delimit the theory. Delimiting is done at two levels: one is at the level of theory while the other is at the level of categorization. As such, variables and formulation of ideas will be reduced and saturated. This reduction is useful for researchers in order not to waste time on the coding process. Lastly, researchers can write the theory with the coded data, and with memos full of ideas providing a context for the theory (Glaser & Strauss, 1967; Richards, 2003). Then, there should be some criteria for the theory. According to Glaser and Strauss (1967), a theory should have some elements like categories, properties, and hypothesis. In this study, considering these basic steps of CCM application, each case was compared into its own six-phases of the reflective cycle in order to find out the interconnected parts between the classroom interaction data

and the video stimulated recall dataset including mentor-teacher feedback, peer feedback, and two critical self-reflection reports. Through a CA research methodology, the preservice teachers' practices were documented and one of the main collections comprised the PSTs' ClC development. In this sense, for Constant Comparison Analysis, the main category of the codings was selected in the light of this collection. As the second step of CCM, Content Analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material. Weber (1990) defines Content Analysis as "a research technique that uses a set of procedures to make valid inferences from text" (p. 9). In terms of similarities between Grounded Theory and Content Analysis, both methods are based on naturalistic inquiry. Data can be collected from multiple channels such as interviews, observations, documents, and visual materials. In addition, both methods follow a systematic procedure of data analysis. On the other hand, GT emerged from the field of sociology, whereas content analysis was originated in communication and linguistics. Whereas Grounded Theory lies in social interactionism and emerged as a reaction to positivistic view of science, Content Analysis is the result of a reaction to understanding the meaning of the context. Their characteristics and data analysis procedures also differ. Unlike Grounded Theory, Content Analysis yields data reduction, abstraction, and core categories instead of a new theory developed by identifying the relations among codes.

Content Analysis is mainly inductive, grounding the examination of topics and themes as well as the inferences drawn from them in the data. In addition, samples for content analysis usually consist of purposively selected texts which can inform the research questions being investigated. In this regard, the codings of this study emerged from the Conversation Analytic findings of the classroom interaction with a particular emphasis on teacher questioning practices. However, the participants of the current study mainly report these questioning practices using the terms that are limited to the tagging names of VEO mobile application such as open and closed questions for different question types. Thus,

under the main category of the Development of PSTs' Classroom Interactional Competence, four main codings were identified: Question Types, Feedback Types, Communication Problem Types, and Classroom Mode Types. In this study, the main focus is on question types in L2 Teacher tag set and the supplementary codings for the classroom interaction data were selected to back CA and CCM findings in an interconnected way. Overall, CCM was only used for complementing the main findings of the classroom interaction by producing periodic and analytic codings during the reflective cycle of video enhanced teacher education framework. CCM does not only provide a better understanding of the emerging data but it also creates a perfect fit between the classroom data and video stimulated documents. In the following section, how these qualitative methods were used in the light of triangulation will be detailed.

3.5.3 Triangulation in the Study

Investigators have viewed triangulation as "deepening and widening their understandings" of the findings of both qualitative and quantitative methodologies (Olsen, 2004, p. 1). According to Jick (1979), they have used different terms to refer to "triangulation" but followed the same conceptual framework: multi-methods (Brannen, 1992), mixed methodology (Tashakkori & Teddlie, 1998), mixed methods (Tashakkori & Creswell, 2003), multi-strategy (Bryman, 2004). Triangulation is employed to gain and develop a detailed understanding of the scientific phenomena through multiple research methods, theoretical perspectives, data resources, and analytic techniques (Creswell, 2013). Triangulation is also defined as "the mixing of method or data so that diverse viewpoints and standpoints cast light upon a topic" (Olsen, 2004, p. 3). Therefore, triangulation leads researchers not only to scrutinize the identical phenomenon from diversified viewpoints and also to enhance their understandings in a more unique and profound way.

Scientists in physical sciences can repeat each other's experiment in a different lab to assess whether they have found out the identical findings, but for social scientists, this is not possible due to the uniqueness of the settings that they deal with. Thus, some social scientists have suggested that the validity issue can be solved by utilizing different methods for the analysis of the same phenomenon and with the same participants. In this regard, the birth of triangulation traces to the development of multiple operationism (Campbell & Fiske1, 1959). They claim that two or more research methods should be applied in the trustworthiness process in order to assure the divergence of the quality. In addition to Campell and Fiskel's hypothesis, Webb et al. (1966) state that researchers should manage the dependence on one single method or theoretical framework and also reinforce the main argument with plenty types of qualitative or quantitative methods. On the basis of the contributions of the previous scientists, Denzin (1978) pinpoints the significance of triangulation, which practices on the exact phenomenon through diverse data resources, researchers, hypothesis and methodologies.

In this sense, Denzin (1989) divides the triangulation into four various categories: data triangulation including plenty of data resources, investigator triangulation carried out by different researchers, theoretical triangulation based on distinctive hypothetical patterns, and methodological triangulation consisting of diversified research methods. Whereas all of these 4 basic triangulation types can be used in the same study, the methodological triangulation is the most preferable kind which gets more attention of the researchers who specifically utilize the qualitative methods to increase the validity of their studies. Yet, the methodological kind of triangulation brings about a divergence of opinion between the researchers. While some researchers identify the methodological triangulation as the mixed and connected qualitative and quantitative methods in the same study, the rest of them believe that that the data should be collected and analyzed both qualitatively and quantitatively to investigate the same phenomenon (Thurmond, 2001). Such a division

produces two sub-categories: between- and within- kinds of the methodological triangulation.

In between/across-method triangulation, while examining a single hypothesis, investigators benefit from qualitative and quantitative methodologies in order to accomplish the external credibility of a study. However, in the within-method kind of triangulation, the researchers use qualitative and quantitative methodologies in data collection and analysis process as mutually complementary methods in order to increase the internal validity of the research and thus, shed light on the identical argument. (Denzin, 1978). Within-method type of triangulation is not aimed at attaining extravagant and linear measurements. Yet, the investigators using within-type of triangulation intend to both neutralize the drawbacks of a research method and fortify its strengths through other complementary methods (Kirk & Miller, 1986). In this sense, within-type triangulation methodology has been carried out in this research design. While the classroom interaction is transcribed and analyzed through Conversation Analysis Approach as the main resource of this study, written texts including mentor-teacher and peer feedback interviews and critical self-reflection reports are examined and codified via Constant Comparison Method. Therefore, Conversation Analytic findings are supplemented with the Constant Comparison Method transcriptions of written texts. In the following section, the transcription process, construction of the collection, and data analysis procedure will be detailed.

3.6. Transcribing, Building a Collection, and Data Analysis

As one of the main purposes of triangulation methodology (Shih, 1998), triangulation is used to complete the findings of the classroom interaction data and to avoid method-bounded issues (Gorard & Taylor, 2004). The teaching performances of the PSTs during their internship were analyzed with CA methodology in a very detailed way. Following the basic steps of VEO integrated IMDAT teacher training framework, not only video

stimulated recall sessions consisting of mentor-teacher and peer feedback interviews were carried out, but also the PSTs critically self-reported their experiences as the main phases of the consciousness-raising process (Walsh, 2003). The written documents were examined through Constant Comparison Method.

Conversation Analysis scrutinizes the details of the interactional patterns analytically through an in-depth understanding. In this sense, Conversation Analysts record naturally occurring talks and transcribe the interactions to capture all the details within the complex constitution of the talk. The transcription of the natural data is not only an essential beginning stage of the analysis of the taped interaction, but it also presents a typical phase of the data analysis process with both the practice and production of the transcription (Hutchby & Wooffitt, 2008 cited in Sert, 2011). Therefore, for the orthographic representation of the interaction (Sert, 2015), analysts need to produce intricate transcriptions and mark out the symmetrical performance of social action in action (Hepburn & Bolden, 2013). However, some potential problems arising from the data interpretations of different researchers can be encountered. Priori theories or hypotheses that the investigators have adopted can affect the representativeness of the interactional data adversely. Yet, Conversation Analysis Methodology is grounded on the principle about the thorough demonstration of each detail in and through interaction (Sacks et. al, 1974; Seedhouse, 2005 cited in Balaman, 2016). Thus, standardized transcription convention systems are employed for the interactional data to avoid possible problems confronted by CA investigators. In this study, Jeffersonian convention system, which is widely known, was used (Hutchby & Wooffitt, 2008). This transcription system shows various properties of talk consisting of details like overlaps, intonation, gestures, stress, pauses, gaps, and notes for researchers which include the use of sequential line numbers and Courier New-10 as a particular font-type and size. In the extracts, displayings of L1 talk were explained with English translations in italics under the Turkish version.

As stated before, this study includes twenty-two-hour classroom interactional data: two different teaching performances of eleven trainee teachers. This dataset was transcribed case by case with Transana Software. The users of this software can transcribe their data through Jeffersonian basic transcription conventions and put time codes for connection with audiovisual documents. Every case has 2 subsets of interactional data which are coded with the pseudonyms of preservice teachers and the lesson number (e.g. by_lesson_1 and by_lesson_2). After an unmotivated basic transcription process, the collection of the development of PSTs' classroom interactional competence was defined and two sub-collections were formed: question and feedback types of the preservice teachers since these practices enable language teachers to facilitate more extended and elaborated learner turns in IRF (Initiation-Response-Feedback) sequential exchange. Following this, a detailed analysis of the transcriptions of the most illustrative extracts was carried out and action sequences including verbal and embodied proofs were documented. Therefore, a total of 48 extracts has been included in the sub-collection of the question types of the PSTs.

As the second step in the transcribing process, written texts including video stimulated recall data were transcribed using Constant Comparison Methodology. The main aim of the recall session was to prompt the interlocutors' opinions or feelings in the interaction (Pomerantz, 2005). VEO mobile application also enriched the stimulated recall sessions with the recorded and tagged episodes it provided. The dataset is divided into four parts in this research: mentor-teacher feedback sessions, first self-reflections, peer-feedback sessions, and second self-reflections. First of all, both mentor-teacher and peer feedback sessions were transcribed through very basic conventions consisting of pauses, overlaps, fillers, emphasis, problematic features, intonation, and nonverbal utterances (Richards, 2003) (see Appendix 4). To increase readability, without giving up the necessary features of the data, the interview dataset was also transcribed on Transana Software with line numbers and the same font size and type used in the transcription of classroom

interactional data. Hence, the systematic and reliable conventions provide an easy transfer to the final version and a secure link with the other data resources.

The video stimulated mentor and peer interviews consist of nearly four hour audio recordings and the mentor interviews also took longer than the peer interviews. During these stimulated recall sessions, the participants (mentor, preservice teachers, and their peers) refer to the video recordings of the classroom interaction in PSTs' practices while investigating the basic phenomena such as feedback types or communication problems on VEO taggings. Whereas either the mentor or the peer asks reflective questions by viewing exact instances on VEO tags, the PSTs provide their comments on their previous aims, expectations, beliefs, or opinions. This allows the researcher to build up a full picture of the preservice teachers' practices and to puzzle out the intricacy of communication (Pomerantz, 2005). Baker (1997) also points out that the discussions arousing in the interviews involve a kind of accounting system rather than an unequivocal interpretation. While analyzing this straightforward discussion process, the researchers utilize codings for all of the qualitative content analysis. Thus, they find out categories and codes. As has been indicated before, Constant Comparison Method was only used to display how video stimulated recall sessions complement Conversation Analytic findings of the classroom interaction data. Thus, the codings of the interview dataset emerged in relation to teacher questioning practices under the collection of CIC in the classroom interaction. In this regard, one main theme that is the Development of Preservice Teachers' Classroom Interactional Competence and 4 sub-thematic codes were identified: Question Types, Feedback Types, Communication Problem Types, and Classroom Mode Types. The main theme of this study is the question types for the PSTs' CIC development. Thus, the extracts of video stimulated interviews were selected specifically from the part where the interlocutors discussed the question types of the preservice teachers by addressing the tagged episodes of Video Enhanced Observation.

As the video stimulated recall sessions offered an understanding for the complex reflexive relationship between teachers' expectations, aims, and their performance in the classroom (Li & Walsh, 2011), the PSTs self-reported their teaching practices as part of this developmental process. Based on the preservice teachers' comments in their self-reflections, the researcher could observe the interrelation between teaching and reflection. According to Schön (1987), reporting on the action by referring to interaction emerged as a significant feature of "the reflection on action" in the self-assessment process. Therefore, as part of the developmental procedure, self-reflections could be taken place right after the PSTs viewed the tagged video recordings on VEO Portal and benefitted from the audio recordings of mentor-teacher feedback. Both the identical thematic codings of the interviews and instances of the videoed and tagged VEO episodes were used to select the relevant passages in this study. This reflective cycle was held again following the same phases including the dataset of second teaching performance, video stimulated peer interview, and second self-reflection. The following list also summarizes the steps of transcribing and analyzing the data:

1. Watching the classroom interaction dataset several times

2. Examining the simple and less detailed transcriptions with unmotivated looking

3. Scrutinizing the action sequence including turn takings, repairs, and sequence organizations

4. Detailed transcription of the selected extracts and the construction of the phenomenal data

5. Transcribing the interviews with a very basic convention system

6. Identifying the emergent codings of the mentor-teacher feedback interviews in the light of Conversation Analytic findings

7. Focusing on the self-reflection extracts based on both the classroom interaction data and VEO recorded and tagged episodes

8. Selecting the critical self-reflection extracts that are interrelated with the classroom interaction and mentor-teacher feedback session data

9. Carrying out the same reflective cycle with the peers in Time 2 after one and a half month later

10. Establishing the interconnected data set including the reflective cycle findings, and investigating the main purposes of the study by addressing the research questions

The eleven PSTs followed each step of VEO integrated IMDAT teacher training framework and completed their internship programme successfully. In accordance with the purposes of the study, these trainee teachers utilized the recorded and tagged VEO episodes and referred to these technological proofs in the video stimulated recall sessions and written documents. The researchers could also benefit from these video stimulated annotations to deduce the aims, expectations, and concerns of the PSTs. In this regard, the relation that is established between teaching performances and inferred stimulated recall comments leads to the identification and clarification of various viewpoints during the reflective practices presumably (Pomerantz, 2005). However, it is significant that the phases of the reflective cyclic method do not create a linear procedure in qualitative studies (Boeije, 2002). Therefore, only three of the eleven PSTs fully understood that the main aim of CIC development is to enhance learning and create learning opportunities (Walsh, 2012). The language awareness of these PSTs also emerged during the six different steps of VEO integrated IMDAT teacher training framework (Sert, 2015).

In Conversation Analysis, the use of ideal transcription is one of the most challenging issues and transcribers cannot reflect the authentic recordings thoroughly (Sert, 2011). However, Jeffersonian transcription conventions that were used in this study illustrate all the details in the classroom interaction. On the other hand, the terminology used in the

tagging systems of VEO mobile application do not match with CA transcription terminology. For instance, the tags of a teacher's question types divide into 2 sub-categories: open vs. closed questions. Yet, CA terminology utilizes various question types such as designedly incomplete utterances (DIUs) (Koshik, 2002a), reversed polarity questions (Koshik, 2002b; Raymond, 2003), and alternative questions (Koshik, 2005) (see Chapter 2). Therefore, the classroom data analysis may not be juxtaposed with video stimulated recall transcriptions. VEO Europa Team can create new tag sets for the needs and contexts in their own countries. However, when the data were collected for this study, the application did not provide this property. To view both the students and the PST in the classroom, the mentor and the peers utilized an IPad including the VEO application. Thus, the recordings could not offer each detail in the classroom interaction. Yet, the main focus in the study was to investigate how the PSTs developed CIC to enhance learning opportunities. Therefore, the recordings mainly included the verbal utterances and embodied actions of the PSTs. In sum, the preceding issues may be regarded as the potential problems of this study. The next section will explain how the current study has created the valid research design.

3.7. Validity of the Study

Kirk and Miller (1986) point out that the validity of research studies deals with to what extent the researcher measures what is assumed to be measured (cited in Silverman, 2016). To create a more validated research design, researchers select triangulation which can provide remarkable points for further development of reflective practice studies. As has been introduced, in this study, the research method which is composed of Conversation Analysis and Constant Comparison Method compensated each other's weaknesses. Whereas CA produces all of the micro details during the PST and language learner interaction from an emic perspective, CCM provides the supplementary codings and

categories for the Conversation analytic findings during the video stimulated reflective practice process.

In order to produce well-documented robust findings, Rossman and Rallis (2003) have proffered some significant key features so that the researchers can increase the validity of their studies (p. 69). First of all, the researchers should be in the place where the study is being conducted and interact with the participants because it allows the researchers to dominate their own research design. In this study, the researcher has observed the whole process without interfering in the authentic setting of the study. Secondly, the triangulated research method provides in-depth and broader analyses of the research and the particularly dominant research method is supported with another supplementary methodology. Making use of such a triangulated qualitative research method, this study has been carried out with the classroom interaction data analyzed through CA methodology and the Conversation Analytic findings have been complemented with the CCM categories and codings. Therefore, the qualitative codings allow the researcher to notice the missing points in the dataset and facilitate better analyses (Pomerantz, 2005).

Thirdly, participation credibility is such a crucial point that researchers need to identify and develop a strategy. In this study, the researcher has created different pseudonyms for the participants and she has used the same pseudonyms for the participants in various research contexts (e.g. T for the preservice teacher in every step of VEO integrated teacher training framework). Finally, the research findings should be validated with a critical friend or a community of practice. This study has been formalized through data sessions and conference presentations. The data that will be presented in Chapter 4 have been scrutinized at HUMAN (Hacettepe University Micro Analysis Network) data sessions with the leading researchers of the field and post-graduate students. While some findings were affirmed and improved in two data sessions, the other new discoveries arose from the critical comments and post-analytic conversations. The preliminary findings that emerged from the same data set were demonstrated during the ICOP-L2 Conference in Switzerland

(Sert & Bozbıyık, 2017). Considering the key features of validity (Rossman & Rallis, 2003), the validity of this study has been increased through such preceding measures.

Finally, Video Enhanced Observation (VEO) mobile application makes great contributions to the trustworthiness of this research during the video stimulated recall sessions. Through videod and tagged episodes, VEO integrated stimulated recall can enable the students to remember their own previous and ongoing thoughts and beliefs that cannot be mostly explained in face-to-face interaction. Moreover, it provides an opportunity to arrive at the participants' understanding and their claims of displaying understandings for the researcher (Pomerantz, 2005). The next section will discuss the reliability of the triangulated study.

3.8. Reliability of the Study

Reliability is identified as "the extent to which an instrument yields consistent results across time and users" (Waring, 2015, p. 47). The procedure of collecting and transcribing data and building collections guarantees the reliability of Conversation Analysis based research design (Balaman, 2016; Sert, 2011). The triangulated dataset in this study includes 22 hours of video recordings, 11 different sets of 20-minute interview audio recordings, and 22 critical self-reflection reports obtained in about two and a half months. Moreover, while the researcher did not have any grounding framework for the research phenomena, the preservice teachers taught their lessons based on in-service English teachers' suggestions. Thus, such significant touchstones of the data-driven approach lead to raising the reliability of the study.

Technical value is another important aspect that influences the reliability of the study. Only IPad including VEO mobile application was used for recording and tagging the classroom interaction. It could adversely impact both the video and sound quality. Yet, the mentor or the peers could change the positioning of the IPad which is a moveable technological tool to wherever they want to record without denaturalizing the classroom atmosphere. According to Sert (2011), the sufficiency of the Conversation Analytic transcription can be

fulfilled in some various ways. For example, Jeffersonian system which includes the standard Conversation Analytic conventions has been used. In addition, the researcher has been trained in an elective Conversation Analysis course for a semester during her BA degree and she has also worked in many projects including collected data from different social interaction such as classroom interaction (Can Daşkın, forthcoming), medical interaction (Sert et al., 2015), and political interaction (Büyükgüzel, 2016) within the scope of HUMAN Research Centre. As indicated before (see Validity of the Triangulated Study), two data sessions have also been very beneficial in checking the reliability of the transcriptions. Since HUMAN researchers criticized the accuracy of the conventions used in the transcriptions. Furthermore, the transcriptions of the selected extracts have been checked by one of the CA experts during feedback sessions. When CCM is employed as a supplementary approach, reproducibility can influence the selection of the categories and codings of a study in different times. However, in this study, both the main category and its codings have emerged from the phenomenal collection of the classroom interaction in conjunction with VEO tagging system. Thus, this emergent selection prevents the researchers from endangering the research design. Also, creating the same research design is always a problematic issue for such triangulated studies. The last section will summarize the whole chapter very briefly.

3.9. Conclusion

This chapter shed light on the methodological framework of this thesis as a triangulated study including Conversation Analysis Approach and Constant Comparison Method. It also provided in-depth information about both data collection and transcription process and explained issues like ethical considerations, the validity and reliability of the present study. Most of the information given in this chapter will be elaborated in the following chapter by bringing real evidence from the collected data. Three cases from the eleven preservice teachers' collection will be analyzed in the next chapter.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.0. Introduction

This chapter will present findings and analysis by addressing the research questions in relation to questioning practices of three preservice teachers (PSTs) across two rounds of reflective cycle in VEO integrated IMDAT (Sert, 2015) teacher training framework. In the light of both in-depth analysis of Conversation Analysis Methodology and supplementary contribution of Constant Comparison Method, how teacher language awareness of the focal PSTs was raised will be evidenced across six interconnected phases of VEO integrated IMDAT (Sert, 2015) teacher training framework. Findings of this dataset will also provide real evidence for the development of preservice teachers' classroom interactional competence by investigating how these EFL trainee teachers have used different questioning practices to promote learner contributions (He, 2004; Seedhouse & Walsh, 2010).

As it was indicated in Chapter 3, the classroom data from eleven EFL trainee teachers were initially transcribed through Conversation Analytic Approach and collections were made. The collections included students' participation in different classroom contexts, development of Classroom Interactional Competence (CIC), classroom management issues, and L1 usage of both PSTs and language learners. These collections were

complemented by video stimulated recall dataset including mentor-teacher feedback, peer feedback, and two written critical self-reflections of the PSTs. At the end of the process, the development of the classroom interactional competence (CIC) of the PSTs were tracked and the sub-collections were established. The sub-collections included PSTs' feedback types and question types. In this study, the questioning practices of 11 PSTs were primarily documented and questioning collections of each PST were made through in-depth analysis and unmotivated looking. Later, this dataset supplemented with video stimulated written texts was converted into the individual collection of each preservice teacher.

The classroom interaction data were transcribed with Jeffersonian Transcription Conventions (see Appendix 4) whereas video stimulated recall dataset was approached through interview transcription conventions (see Appendix 5) (Richard, 2003, pp. 81-82). The categories of mentor-teacher feedback, peer feedback interviews, and written critical self-reflection reports emerged from the findings of the classroom interaction data and were entitled in the light of VEO taggings (see 3.5.2 Constant Comparison Method). Moreover, during video stimulated recall sessions involving mentor-teacher and peer feedback interviews, the videod and tagged episodes of VEO mobile app. were sometimes viewed by the participants. These episodes of the classroom interaction data were inserted into the extracts of both mentor-teacher feedback and peer feedback interviews. Such interrelated findings of the reflective practice will be shown in the following subsections (e.g. the case of BY, Mentor-Teacher Feedback Extract 2: enriching students' contribution, p. 12).

In this study, the researcher aims at investigating whether the PSTs raise their language awareness and develop their Classroom Interactional Competence (CIC) across two rounds of the reflective cycle within the context of the VEO integrated IMDAT teacher training framework by emphasizing the questioning practices of these PSTs. According to Sert (2015), the process of developing CIC is so dynamic, interactive and reflective that both

researchers and teachers need to scrutinize this process carefully and in a planned way. There is a gateway from raising language awareness to development of CIC in such a reflective procedure (Sert, 2015, p. 153). However, it is apparent that such interrelated development cannot be actualized on a linear pathway. In other words, collection of teaching performances sometimes reflects experiences of the PSTs and it cannot be expected that all of these preservice teachers develop their CIC in this holistic process. Thus, focal EFL trainee teachers raised their language awareness and improved their CIC through a great deal of different question types (Koshik, 2010; Mehan, 1979b; Raymond, 2003;) in a way to promote learning opportunities (Kim, 2012; Walsh, 2002; Waring, 2008) in the six interconnected phases of the teacher training model. In the following three subsections, three good practices of VEO integrated IMDAT (Sert, 2015) teacher training framework will be detailed, thereby analyzing each case in their original contexts.

4.1 The Case of BY

The case of BY will be closely examined as the first instance of three practices that have the positive change within the context of the VEO integrated IMDAT teacher training framework, because every phase of PST's reflective cycle has interrelated extracts based on the main phenomenon of the study that focuses on the impact of teacher questioning practices on promoting learning contributions in different classroom contexts. The case of BY will be divided into two parts: While Time 1 includes her first teaching performance, mentor-teacher feedback session, and her first critical self-reflection report, Time 2 consists of her second teaching practice, peer feedback session, and her second critical self-reflection report.

From BY's individual collections of CIC development, four different classroom interaction extracts were particularly selected from eleven different instances of two rounds of her teaching practices. They were also supplemented with four extracts from the mentor-

91

teacher feedback session, three extracts from the first self-reflection report, three peer feedback extracts, and one extract from the second self-reflection during her internship. During video stimulated recall sessions, this PST viewed some of the recorded and tagged episodes of Video Enhanced Observation (VEO) mobile application.

BY's two teaching performances have been carried out in the 8th grade classroom. It consists of 30 language learners whose age group is between 14 and 16. According to the author of Upturn in English that is the main course book of the state schools in Turkey, English proficiency level of these students are stated CEFR (The Common European Framework of Reference for Languages) A2 level (Şener, 2015). The PST also expresses this information on her first self-reflection report. This specific case also comes from inexperienced preservice teacher's dataset during her internship process of her final semester of the university education.

4.1.1 Time 1

As it was stated in the preceding section, Time 1 involves BY's first teaching practice, mentor-teacher feedback session, and the first self-reflection report. Time 1 tracks the relationship between BY's first teaching performance and its reflection on the video stimulated recall sessions and the written critical self-reflection (Pomerantz, 2005; Rowe, 2009). The theme of the lesson is "chores" and nine sets of vocabulary items based on the chores will be taught through a great deal of various activities in 45 minutes. BY had the first teaching performance in teacher-centered classroom atmosphere as the traditional style of the pedagogy (Markee, 2000). However, she intended to focalize speaking activities more and organized the lesson with regard to this purpose. Thus, the PST particularly initiated with information seeking questions (Mehan, 1979b) to elicit new information about the language learners' daily lives by checking their previous knowledge about the chores in meaning and fluency classroom context (Seedhouse, 2004). The PST

tried to create such meaning and fluency based classroom atmosphere twice during the lesson. Among six various selections of the collection, the following two extracts will demonstrate how the PST could not promote more expanded learners' turns (He, 2004; Seedhouse & Walsh, 2010; Walsh, 2012) even though she utilized various question types like reversed polarity questions (RPQs) (Koshik, 2002b) or alternative questions (Koshik, 2005).

Extract 1: weekend

```
Clip: by1_weekend

Collection:  expansion_questions_time1
File:   D:\my thesis\thesis_02032017\selected_videos\lesson1\by1.avi
Time:   0:00:00.0 - 0:01:32.7    (Length:  0:01:32.7)
Episode Transcript:  teaching1_by1
Clip Transcript:
001   T:    you: kno:w. er:: now we will (.) ↑i will speak
002         in english. if you: d↑on't understand me: (0.6)
                                              +points to herself
003         please ye:- raise your hands i will h↑elp you:
                     +raises her hand        +starts to shake her hands
004         and i will er:m tell it again and in a clea-
005         clearly (0.8)   oka:y?
                          +nods her head
006   S1:   oka:y
007   T:    okay
008   S1:   nice:
009   T:    a:nd how was your weekend? is there anything (0.2) interesting
010         o:r (0.6)something that you want to tell us. tell me tell
                                              +points to herself
011         your friends (1.1) what did you do: in the weekend?
            +points to Ss
012         (1.4) did you watch the television?
                   +opens and shakes her hands
013         did you go to anywhe:re? (1.5) or cinema? yea:h?
                                              +points to
                                           S2 with her head
```

Unlike traditional greeting exchange, T starts the lesson by stating that she will use English as the language medium of the lesson and the students can solicit help from her, and completes her turn with understanding check question (oka:y?) with both verbal and nonverbal interactional resources from line 1 to line 5. This is followed by S1's

confirmation token (oka:y) (Heritage, 2003; Schegloff, 2001) and T's sequence closing third respectively in line 6 and 7. In the follow-up turn, S1 produces the explicit positive assessment to T's previous turn (nice:) in line 8 as both sequence and case closed device (Waring, 2008). From line 9 to 11, T initiates the interactional routines (Waring, 2013) based on learners' weekend activities using information seeking questions. She also reformulates these information seeking questions with "wh-" and yes/no interrogative type questions (Raymond, 2003) and looks for a volunteer around the classroom. Preceded by (1.4) seconds of silence during which T waits for the students' responses to her initiation, she tries to deal with the routine inquiry through another information seeking question (did you watch the television?) by exemplifying the weekend activity in line 12. When the students again do not produce a response to T's question, she reinitiates with an alternative question about another weekend activity (Koshik, 2005). The first alternative in the question is followed by (1.5) seconds of silence and a hesitation marker and then the candidate response as the second alternative is offered (did you go to anywhe:re? (1.5) er: or cinema?). The PST also establishes recipiency with S2 through a confirmation token with a pointing gesture (yea:h?) in line 13.

```
014   S2:   er:
015   T:    ↑what did you do:
016   S2:   er: (inaudible voices) pla- er pla:y computer games
017         er ↑with my friend
018   T:    yeah. you are coming together and playing
019         together (0.8) playing ga:mes
020         (2.6) ((mutual gaze with ss)) what doe:s-?
021   S2:   ↑online
022   T:    online games oka:y. i:- i i got a:nd any:one
023         who wants to tell (0.6) anything (0.4) interesting? (1.3) didn't
024         you do ↑anything it at the weekend?
025         (3.3) did you do:-
026   S3:   haftasonu: bi şe:y↑(.)li:k de neylik anlamadım
              at the wee:kend someth↑(.)ing i didn't understand it
027   T:    ye:s, i am ↑asking this
028   S4:   haftasonu ne yapıyordun?
              what were you doing at the weekend?
029   S5:   asking this asking cevaplamaktı
              +turns back to S3
                        asking was to ask
030   S4:   soruyu sordu dimi:?
              she asked the question, didn't she:?
031   T:    if you don't anyhing i will t↑ell m:y weekend¤
                            +points to herself
```

After S2's hesitation marker (er:) in line 14, T iterates her information seeking question intended to elicit a response from the students by starting with rising intonation (↑what did you do:.) in line 15. Then, S2 provides her specific weekend activity with a hesitation marker, partially inaudible voices of her turn and self-initiated self-repair (Hellerman, 2009; Schegloff, 1987) (pla- er pla:y computer games) and completes her turn by introducing with whom she played computer games with an emphasis and a rising intonation in line 16 and 17. T acknowledges S2's contribution with a confirmation marker (yeah) and reformulates S2's previous utterance with (0.8) seconds of silence in line 18 and 19. In the follow-up turn, T asks another information seeking question preceded by (2.5) seconds of silence during which T looks at the class in line 20. This action has previously been shown as signaling T's invitation for another contribution (Sert, 2015; Sert & Bozbıyık, 2017). However, S2 initiates to provide elaboration on her previous utterance with rising intonation (↑online.) in line 21. Then, from line 22 to 24, T initially displays confirmation through repetition of S2's response and a confirmation token (online games, oka:y.), tries to allocate turn

to another interlocutor, which is followed by (1.3) seconds of silence and reiterates her initiation with a reversed polarity question (Koshik, 2002b) (didn't you do anything it at the weekend?). The PST does not expand S2's initiation to more elaborated student turn in accordance with the pedagogic goal of the meaning and fluency context. Thus, she misses the opportunity for more extended and elaborated learner contributions (Waring & Hruska, 2012). In line 25, during (3.3) seconds of silence, the PST provides a space for learners' involvement (Walsh, 2012), T also completes her turn with an elongated cut off of YNI question (did you do: -). In line 26, S3 self-selects as a next speaker and produces claims of nonunderstanding by placing himself in an unknowing (K-) position (Sert, 2013) in L1. In line 27, T offers an elongated explicit confirmation token and completes her turn (ye:s, i am ↑asking this.). She also reestablishes English as the language medium of the classroom interaction by producing her utterance in L2 (Amir & Musk, 2013; Balaman, 2016; Hazel, 2015). From line 28 to 30, S4 and S5 make a collaborative effort for translating T's previous utterances into L1. As the collaborative turn sequences of the learners (Lerner, 1987), the following four lines (from line 26 to 30) display mutual understanding problem between the PST and the students in the classroom. Yet, the PST avoids providing clarification to nonunderstanding issue and she also self-selects as a next speaker and requests for explaining her own weekend activity (if you don't anyhing i will t↑ell m:y weekend.) in line 31. In brief, Extract 1 has illustrated how the PST could not enhance the opportunity for more extended and elaborated learner contributions (Waring & Hruska, 2012) in meaning and fluency context though she utilizes various information seeking questions such as RPQs (Koshik, 2002b) or YNIs (Raymond, 2010) to elicit new information from the students. Such information seeking questions are typically used to create more extended learner turns in the contexts that the teacher may not know the answer (Koshik, 2010; Mehan, 1979b; Sert, 2011). However, she did not initiate any question to the student's response on the 3rd turn of the classroom interaction and lost the

opportunity for facilitating learner involvement in the meaning and fluency classroom context (Seedhouse, 2004).

The following extract comes from nearly 11th minute of the PST's first teaching performance and it lasts for one and half minute. T has completed the warm-up phase and directed the students to "chores" as the main theme of the lesson. In Extract 2, T firstly presents the names of the chores in a puzzled way with their pictures on the interactive board and then asks the students whether they have done these chores at their daily lives or not. Having elicited various responses from different students, the PST tries to expand learners' contributions in the meaning and fluency context (Seedhouse, 2004). Therefore, Extract 2 will exemplify how the PST initiates with positive and negative reversed polarity questions (Koshik, 2002b; Raymond, 2003) that are typically produced to elicit yes or no as preferred responses (Koshik, 2010; Sacks, 1987; Schegloff, 1995; Waring, 2012) and so such kinds of teacher questions lead to limit expanded and elaborated student utterances.

Extract 2: chores

```
Clip: by1_chores

Collection: expansion_questions_time1
File:  D:\my thesis\thesis_02032017\selected_videos\lesson1\by1
Time:  0:11:45.1 - 0:12:34.2  (Length:  0:01:29.1)
Episode Transcript: teaching1_by1
 Clip Transcript:

277 T:   oka::y, don't you go to the grocery (0.6) for shoppi:ng
                   +points to the slide
278 S4:  [y↑e:s]
279 T:   [fo:r] buying brea:d?
280 S4:  ye:s
281 S2:  ye:s
282 T:   yes you do: a:nd don't you have your mum setting the table?
283 S2:  y↑e:s
284 T:   goo:d
285 S5:  yes
286 T:   do you empty the dishwasher?
287 S3:  n↑o:
288 Ss:  no:: no: no
289 T:   you need to do: (3.2) but mums do tha::t
290 Ss:  ye::s
291 T:   a:nd i think er: boys do: [this]
292 S2:                           [y↑e:s]
293 S3:  ye::s
294 T:   yea:h i know
295 S3:  sometimes sometime:s
296 T:   girls do you have helping your mu:m?
297 S2:  n↑o:
298 S1:  aa ben çok yaparım onu ya:
         huh i always do it yea:
299 T:   maybe some glasses
300 S5:  >ben de yaparım onu<
         >i do it, too<
300 S3:  tsch.
301 S5:  o ney la? nabıyo o?
         what is it? what is she doing?
302 T:   ye:ah i think you need all of them. all of you need to do this
         +writes it on the board      +points to the first picture
                                            on the white board
```

97

At the beginning of Extract 2, T provides an acknowledgement token as a sequence closing third (Schegloff, 2007) and initiates with a negative reversed polarity question (`don't you go to the grocery`) (Raymond, 2003) with a pointing gesture to the interactive board, (0.6) seconds of silence, and TCU final position (Sidnell, 2010). In an overlap with S4's confirmation token (`[y↑e:s.]`) in line 278, T completes her previous turn and produces another alternative prompt for the action in line 279. Instead of providing a preferred response directly, the PST tries to assist language learners' contributions through reversed polarity questions (RPQs). In line 280 and 281, S4 and S2 provide their confirmation respectively, which is accepted by the PST with a confirmation token in line 282. T also tries to maximize language learners' contributions (Sert, 2015; Walsh, 2006) with another negative polarity question (`a:nd don't you have your mum setting the table?`). After S2's confirmation in line 283, T provides explicit positive assessment (Waring, 2015) in line 284, and S5 provides another confirmation token (`yes.`) in line 285. In line 286, T shifts her question types from negatively to positively framed question by asking whether the students empty the dishwasher or not (`do you empty the dishwasher?`). After S3's rejection in line 287, the students provide an elongated and repeated rejection devices (`no:: no: no.`) in chorus. Thus, such types of teacher's questioning practice with a specific grammatical structure in English have rhetorical impact on meaning and interaction (Linebarger, 1987), and the interlocutors have a tendency to select "yes" or "no" as a preferred answer (Sacks, 1987). In line 289, T expresses necessity of doing chores, which is followed by (3.2) long seconds of silence during which T waits for any response from the students, and creates more interactional atmosphere by completing her turn through counter coordinative conjunction (but). After choral agreement token in line 290, T produces a personal epistemic stance (Kärkkäinen, 2003), and establishes recipiency with only boys in the class. This has been followed by S2's overlapped agreement with the completion part of T's previous turn in line 292 and by S3's elongated acknowledgement

token (`ye::s.`) in line 293. For the follow-up, T displays her previous knowledge that confirms the students' responses. Koshik (2002b) points out that reversed polarity questions (RPQs) are known information questions to elicit the information that the PST has already known. In line 294, the utterance (`i know`) displays that T aims at eliciting previously known information from the students through reversed polarity questions (RPQs). In line 295, S3 provides a prompt to explain how often he empties the dishwasher as a chore (`sometimes. sometime:s.`). Yet, T misses the opportunity for extending learners' contribution and promoting L2 interaction (Waring, 2008), and immediately asks for the contribution of the girls in the classroom with an ungrammatical positive reversed polarity question (`girls do you have helping your mu:m?`). As the follow-up turn of S2's disagreement (`n↑o:.`) in line 297, S1 provides his utterance in L1. Then, T tries to direct the students to a more specific action through exemplification (`maybe some glasses`). Nevertheless, responses for the PST's previous solicitation are given by the same students (`S3 and S5`) during the following three lines. At the end of Extract 2, T only confirms the contributions of the volunteer students by writing "helping mum" on the board simultaneously and states they should do these chores by performing self-initiated self-repair (`i think you need all of them. all of you need to do this`) (Schegloff et al., 1977) with a pointing gesture in line 302. The previous analysis of Extract 2 has demonstrated how the PST performed both positive and negative reversed polarity questions to revise previously learned vocabulary items and such questioning practices avoided possible sequence expansions (Heritage, 2012) of the students during T's first teaching performance.

In sum, the previous two extracts have revealed that the PST could not enhance learning opportunities (Walsh, 2012) through various kinds of teacher questions including information seeking and known information questions (Mehan, 1979b) by extending the students' previous utterances during the initial performance of her internship process. In terms of the VEO integrated steps of IMDAT teacher training framework, after the PST

has completed teaching her subject and this lesson has been recorded and tagged through VEO (Video Enhanced Observation) mobile application by her own mentor at the same time, she had video stimulated mentor-teacher feedback session. The dialogic reflection (Sert, 2015) session was carried out to focus on what the PST successfully conducted or failed to do so by viewing the videod and tagged moments of her own previous lesson. They critically negotiated the significant moments of the lesson during nearly twenty-minute session and the mentor-teacher interview was transcribed with very basic interview transcription conventions (Richards, 2003) and was emergently codified as teacher questions under the main category of the Classroom Interactional Competence development of the PST as the main phonemana of the whole dataset. Taken from the Preservice Teachers' Question Types sub-coding collection of the research, the following four interview extracts from this video stimulated recall session are linked to the previous teaching transcripts (see Extract 1: weekend and Extract 2: chores) by emphasizing these specific moments of the lesson through VEO taggings. Such mentor-teacher feedback extracts from video stimulated recall session (Pomerantz, 2005) will illustrate how the mentor and the PST collaboratively discuss the first teaching performance through videoed and tagged episodes of VEO mobile application (Walsh & Mann, 2015).

Mentor-Teacher Feedback Extract 1: warm-up

```
065   T:    öyle bakıncaa ya öğrencilerin ben şimdi onların daha
            from that point well i expected students to have spoken
066         çok konuşmalarını beklemiştim.
            more now.
067   M:    [hı hı:.]
            [hnm hnm:]
068   T:    [daha çok] hani.
            [much more] well
069   M:    yani [meaning focused ve fluency daha fazla] olma- olması
            well being [much more meaning focused and fluency]
070   T:         [kendilerinden evet evet evet.]
                 [from themselves yes yes yes.]
071         hani kendileri mesela hani haftasonu ne yaptıklarını sordum.
            well themselves for instance i asked what they did at the
            weekend.
072   M:    hı hı::.
            hnm hnm:.
073   T:    daha sonra daha çok katılmalarını
            then to participate more
074   M:    .hh orda [bir katılımda ee]
            .hh there [in participation err]
075   T:             [bekliyordum] istiyordum.
                     [i hoped] i wanted.
```

Mentor-Teacher Feedback Extract 1 comes from the beginning phase of the video stimulated recall session (Pomerantz, 2005). This extract starts right after the mentor (M) states that the meaning focused parts of the lesson stayed at the minimum, the PST confirms her mentor's comment and then M asks BY's purposes and beliefs before her teaching performance. The PST introduces her own expectations and beliefs in relation to students' participation and meaning and fluency classroom context (Seedhouse, 2004). The PST also states that she has used teacher questioning practices in order to initiate meaning and fluency context.

Mentor-teacher Feedback Extract 2: enriching students' contribution

100   (+) ((they watch it.))

Time: 0:01:08.4 - 0:01:12.1 (Length: 0:00:37.0)
023   who wants to tell (0.6) anything (0.4) interesting? (1.3) didn't
024   you do ↑anything it at the weekend?

101   mesela (+) şimdi aslında bu kadar buraya kadar olan

                for example(+) now actually that they said what they did

102   kısımda ne yaptıklarını söylediler ve sen üzerlerine hani

                until this part and you made a kind of a short comment.

103   ufak kısa bir comment yaptın. belki ordaki elaboration

                maybe you could have enriched your elaboration question or

104   question'ı veya senin comment'ini zenginleştirebilirdin. ki

                your comment there. actually you did it.

```
105          aslında yaptın. Kendi fikrini de söyledin. Kısaca bir şey de
             you also stated your comment. Well, you did something as
106          yaptın. bu ilk kısımda aslında hani iyi bir başlangıç olmuş
             Well, that was actually a good beginning at the first phase
107          kısmen. .hh belki ↑feedback kısmında hani öğrencinin

             partly. .hh maybe at the ↑feedback phase while you were
108          dediğine kendi yorumunu yaparken
             stating your own comment on the student's response
109    T:    daha er zenginleşcek
             er will enrich more
110    M:    daha zenginleştirebilirdin. o önemli. yani burda eksiklik
             you could have enriched more. it is important. i mean here
111          err öğrencinin söylediği şeyin üstüne senin ne söylediğin.
             the deficiency is here err is what you commented on
112          çünkü iletişim o. o böylece belki on dakika bile
             something that the student said. because that's
113          devam edebilirdi.
             communication. so it could have continued during maybe even
             ten minutes.
114    T:    hımm.
             hmmm.
```

At 4:23rd min. of the video stimulated recall session, Mentor-Teacher Feedback Extract 2 begins nearly 30 lines right after Extract 1. The preceding extract has exemplified how T cannot expand learner contribution via a great deal of teacher practices including question, feedback, and elicitation types. The mentor (M) also gives some suggestions for next teaching performances of the PST. Such dialogic reflective sessions can be very beneficial for EFL trainee teachers, because such real evidence has been provably selected and showed for the preservice teachers' professional development instead of demonstrating some instances from an institutional catalogue (Mann & Walsh, 2013).

After they have watched the videoed and tagged video of the partial warm-up phase of the lesson (specifically from 00:27.7 to 01:11.2), the mentor suggests extending the third turn of the students' responses by enriching the conversation through elaboration questions. After T's repetition of the mentor's advice shortly, the mentor (M) again emphasizes the significance of teacher's own practices including question and feedback so as to facilitate learning engagement in meaning and fluency context. The following mentor-teacher

feedback extract has illustrated how T benefitted from reversed polarity questions (RPQs) (Koshik, 2002b) as an undesirable question type that leads to interactional trouble in the classroom interaction and also gives beneficial suggestions to the PST for enhancing L2 interaction (Seedhouse & Walsh, 2010).

Mentor-Teacher Feedback Extract 3: negative polarity questions

```
Clip: by1_chores

Collection: expansion_questions_time1
File:  Dithesis_02032017\selected_videos\lesson1\by1
Time:  0:11:35.1 - 0:11:45.0   (Length:  0:00:09.9)
Episode Transcript:  teaching1_by1
Clip Transcript:

272     (0.8) a:nd do you dust the shovels? girls don't you have
273     your mother? (1.5) ye:s.
                        +T points to S11 with her head.
274  S11: dust you the er:
275  T:   you: dust the shovels.
276  S11: yea:h.
```

180   (+) ((etiketi izliyorlar)) şimdi soru tiplerine odaklan.

    (+)((they watch the tagset.)) now focus on question types.

```
Time:  0:11:45.2 - 0:12:02.5   (Length:  0:00:57.3)
277  T:   oka:y, don't you go to the grocery (0.6) for shoppi:ng
          *points to the slide
278  S4:  [y↑e:s]
279  T:   [fo:r] buying brea:d?
280  S4:  ye:s
281  S2:  ye:s
282  T:   yes you do: a:nd don't you have your mum setting the table?
283  S2:  y↑e:s
284  T:   goo:d
285  S5:  yes
```

181   (+) ((izlemeye devam ediyorlar.)) don't you have

    (+) ((they continue to watch it.)) don't you have

```
Time:  0:11:45.2 - 0:12:06.0   (Length:  0:01:00.8)
286  T:   do you empty the dishwasher?
287  S3:  n↑o::
```

182   don't you go don't you ↑ask (anlaşılamayan sesler)

    don't you go don't you ↑ask (inaudible voices)

```
183        şimdi sen bu aktivitede normalde ne istiyordun bundan önce?
           now what did you normally want in this activity before ?
184        yani dersten önce planladığında bunu. burda öğrencilerden
           i mean when you planned it before the lesson.
185        ne is[tiyordun?]
           what did you [want?]from the students here
186   T:        [evet.] aslında şey yapıcaktım. onlara soracaktım
                [yes.] actually well i was going to... well, i mean i
187        işte hani
           was going to ask them
188   M:   [ve onlar resimdeki eylemi söyleyeceklerdi.]
           [and they were going to said the actions on the picture.]
189   T:   [göstericektim resimlerini sen hangisini] yapıyorsun falan
           [i was going to show the pictures. which one] do you do or
190        diye. bireysel olarak sorucaktım aslında.
           so. i was actually going to ask them individually.
191   M:   bireysel olarak sorucaktın.
           you were going to ask them individually.
```

At the beginning of Mentor-Teacher Feedback Extract 3 at 10:48 min. of the stimulated recall session, they view the videoed and tagged episode including the minutes from 11:35.5 to 11:56.2 of the Extract 2: chores on the VEO app. While attributing to his question type taggings on VEO and focusing on the reversed polarity question types used by the PST, the mentor asks her expectations and plans of this activity. Then, PST introduces that she has planned to ask the names of the pictures to the students and to direct these questions to them individually.

```
207        soru tiplerine ben sana videoyu gönderince bir bak yine.
           when i send you the video, check the question type again.
208        sen ne sorup ne göstermişsin?
           what did you show and ask?
209        onlar nasıl cevap vermiş? .hh çünkü belkide sadece yes ve no
           how did they answer? .hh because maybe you were only asking
210        demelerini gerektiren soru soruyorsundur.
           questions that they should say yes or no as a response.
211        öyle bir durum vardır.
           there was such a situation.
212   T:   evet.
           yes.
```

After they have touched on this topic in detail throughout 17 lines omitted in this extract, the mentor (M) wants T to view these parts by emphasizing her own question types and their impacts on the flow of the conversation. That is, because of the fact that the negatively framed questions can limit language learners' production of additional responses beyond yes/no type utterances (Raymond, 2003) by causing intelligibility problems. In sum, Extract 3 from the mentor-teacher feedback has exemplified how the mentor directed the PST to the problematic parts including RPQs, tried to learn the previous targets and beliefs of the PST, and gave some suggestions to raise teacher language awareness. In Extract 3, it is apparent that such dialogic reflection sessions allow researchers to learn the participants' previous beliefs or aims and what the participants have thought during the exact moment of her teaching performance (Pomerantz, 2005).

Mentor-Teacher Feedback Extract 4: beginning phase of the lesson

```
284   M:    bir bakıyorum bir saniye ((etiketleri kontrol ediyor.))hani
             i'm looking… one second ((checking the taggings.)) well
285         şu en başta dediğin gibi err belki konuşma kısmına ayrılan
             like that you said at the beginning err maybe the time that
286         zaman düşük kaldı.
             was spared for the speaking part was not enough.
287   T:    hı: hım.
             hnm hnm:
288   M:    err o zaman zaten burdanda gözüküyor.
             err then anyway it is also seen from here.
289   T:    evet.
             yes.
290   M:    err öğrencilere o en başta konuştuğumuz feedback verme
             err at giving feedback part about which we talked at the
291         kısmında err onlar bir şey söyledi. onun üstüne ne yapman
             beginning, err they said something. what do you have to do
292         gerekiyor? err o öğrencilerin sürekli ↑1-two'da devam
             on it? err you enabled those students to continue in
293         edebilmesini sağladın. bence bu önemli pozitif bir şeydi.
             ↑1-two. i think it was an important and positive thing.
```

The Mentor-Teacher Feedback Extract 4 lasts from 18:25 to 18:54 min. at the end of the stimulated recall session. The mentor reminds the PST of the positive points of her first teaching performance for reinforcement and gives some suggestions for improving the negative sides at another round of teaching session. In the preceding extract, the mentor reformulates the comments of the Mentor-Teacher Feedback Extract 1 by referring to the beginning phase of the lesson (Extract 1: weekend) and checking the exact recorded and tagged episode of the classroom interaction data. He also states that T needs to focus on how she facilitates more extended student turns. Finally, they complete the video stimulated recall session with the positive feedback about T's persistency on the micro-

level language policy-in-process (Amir & Musk, 2013) at the first 5 minutes of the classroom interaction.

From all of the video stimulated recall session data including mentor-teacher feedback extracts, it can be clearly seen that such a dialogic reflective session leads to realizing troubles that avoids promoting learners' contributions during the PST's first teaching. Moreover, while the PST explains the mismatch between her plans and expectations, and what happened in the classroom, the mentor discusses such interactional troubles that mainly have arisen from her questioning practices, thereby exemplifying VEO tagged episodes and gives some suggestions to solve linguistically and interactionally trouble sources for the next round of teaching. In this sense, the mentor does not only give positive and negative feedback, but he also enables the PST to pinpoint these disputable parts of the lesson on her own self-reflections and prospective teachings respectively to increase teacher language awareness (Andrews, 2001; Walsh, 2003) .

At the third phase of the VEO integrated IMDAT (Sert, 2015) teacher training framework, the PST views her own teaching video on the VEO Portal and listens to the audio recording of the mentor-teacher feedback. Then, she writes critical self-reflection about the class profile, her previous plans, well-bounded and questionable parts of the lesson, and also exemplifies these parts from the exact moments of VEO videos like "as 'no sound game'. (13:14-13:16)". In addition, the stimulated recall dataset including written critical self-reflection allows trainee teachers to utilize their own data so that they can enlighten their critical viewpoints on their written reports (Walsh & Mann, 2015). The following three self-reflection extracts come from another stimulated recall dataset that the PST has critically analyzed and reported her own first teaching.

Self-Reflection 1 Extract 1: online games

I was energetic during the lesson. I wanted to create a warm atmosphere. As I can observe from the tags I tried to ask open ended questions as much as I can find simultaneously to take answers and shares from students especially in the warm-up part. Additionally, open ended questions assisted to me since I wanted to make them speak. During this part I give them some examples about weekend activities like watching television or going to the cinema. (00:35-00:41) I preferred to give such examples because weekend activities are wide-ranging. I aimed to narrow it down. Immediately after my examples, I received an example as playing online games. (00:46-00:50) I think that my guidance might have helped him.

At the beginning of the first self-reflection report, the PST expresses a great deal of essential information based on the class and lesson profile and then she focalizes the positive points and goes on with the warm-up phase. In the light of question taggings VEO (Video Enhanced Observation) application and feedbacks from mentor-guided stimulated recall session, the teacher states that she has utilized mostly open-ended questions that are really useful for allowing the students to speak. Also, she particularly refers to exact tagged episodes of her lesson video on VEO application and she also refers to different instances from her first teaching practice such as in Extract 1: weekend again. According to the PST, her exemplification strategy helps the students give a more specific instance such as online games (see Extract 1: weekend, line 21). However, T does not express how she has missed the opportunities for promoting L2 interaction, because she wants to put the emphasis on her guidance as one of the most favorable spots of the lesson and completes the paragraph by focusing on the positive sides of the lesson. Like the mentor-teacher feedback extract 1, the following extract illustrates how the PST regards her own questioning practices as one of the most crucial and disputable parts at the very beginning.

Self-Reflection 1 Extract 2: from open to close questions

I observed myself critically and realized some problematic points. One of them is related to question types. Actually the problem stemmed from withdrawing from my plan. *For example, in warm-up part I initiated with open ended questions. (00:20-00:34) I thought to take answers from students. Unfortunately, they didn't want to share their weekend activities except from one student. So, without noticing, I jumped to the close ended questions. (01:08-01:11) My simultaneous objective was to take a reaction from the students. But, it wasn't appropriate to my aims. I had wanted to make them speak. Taking yes or no answers to my close ended questions didn't suit my aims. Instead of close ended ones, I might have made up some different open ended questions like "Were you at home during the weekend?", "Did you go to the outside?" These questions are also like close ended but I might have continued with open ended ones like "What did you do at home?" or "What did you do in the park/market?"*

Secondly, the teacher goes on the problematic parts and Self-reflection 1 Extract 1 includes in two preceding lesson extracts from her first teaching. Unlike Self-reflection 1 Extract 1: online games, she concentrates on negative impacts of open-ended question usage at the beginning phase of the lesson (see Extract 1: weekend). Having shifted the question types from open to close ended, the teacher also articulates the challenges between her aims and practice in the classroom. It means that she starts to get only short responses to her close ended questions even though she has planned to shape learners' contributions (see Extract 2: chores) by changing question types from closed to open ended. In brief, the previous extract from BY's first self-reflection has demonstrably exemplified the self-awareness about the incongruity between the classroom practice and the intended expectations and plans of the preservice teachers (Seedhouse, 2004).

Self-Reflection 1 Extract 3: students' responses

The last point and may be the most demanding one is perceiving student answers and adding something on them. When I watched myself, I really realized the problem. *Students' answers are really important because their learning may be shaped by them. For example, in warm up stage a student said "playing game with my friends". Then I extended his answer by saying "You are coming together and playing games." After my explanation, he corrected my thought by saying "online games". (00:40-01:00) If I hadn't spoke on his answer and had skipped by just saying "Okay, thanks." I wouldn't be able to get the correct information.* So, it is one of the most important point for me to pay attention during the lessons.

At the end of self-reflection 1, the PST states that students' responses are the most significant point with teachers' strategies for both extending their turns and shaping their contributions. In this regard, Extract 1: weekend has been given as an example again, and she has also demonstrated her increasing language awareness by focusing on students' responses to her own teacher questioning practices. In terms of the three extracts from the PST's first self-reflection, it can be claimed that she has realized some problematic points including the role of teacher questioning practices in generating more expanded and elaborated student turns. Such problematic parts should be paid more attention during her prospective teachings to create more interactional atmosphere. Also, it is apparent that video stimulated recall sessions including mentor-teacher feedback sessions and self-reflection reports with VEO mobile application make great contribution to raising self-awareness of the PST as one of the particular points of the initial professional development (Andrews, 2007; Mann & Walsh, 2013).

As a consequence, BY has completed the first round of the reflective cycle of her teaching practice right after her teaching performance and video stimulated recall dataset including mentor-teacher feedback session and her first written critical self-reflection. Having carried out the preconditioned lesson plan during the first teaching performance, the PST realized the strengths and weaknesses of her own teaching style at the mentor-teacher feedback session. In this interview, the mentor delivered his own opinions through real evidence from videoed and tagged episodes on Video Enhanced Observation (VEO) application. Finally, the self-reflection report provided valuable and practical contribution about what the PST believed and planned and what happened in the classroom atmosphere as another video stimulated recall data source (Lazaraton & Ishihara, 2005). Thus, it is apparent that the findings of PST's first teaching practice have formed a basis about increasing teacher language awareness in Time 1. Later, the same steps of VEO integrated IMDAT teacher training framework will be held on another round of the reflective cycle in Time 2.

4.1.2 Time 2

One and a half month later, the PST had another round of reflective practice, and she taught the subject which was determined as "Science/ Invention and Inventors" in terms of the lesson curriculum of 8th grade at the second week of May. Different from the first round of VEO integrated IMDAT (Sert, 2015) training framework, the PST had a peer (ZA) who made recordings and taggings through VEO and then they had peer feedback session respectively. As the final phase of this teacher training model, BY reported her second self-reflection text based on the developmental process from one to another teaching practice. Within the same classroom profile, the same PST carried out her second teaching practice including various activities, and she utilized a variety of questioning and elicitation practices to enhance more extended learner turns (Sert, 2015; Walsh, 2012). Within the context of promoting learning opportunities, five different classroom interaction

112

extracts were taken from the second teaching practice in relation to the role of teacher questioning practices in promoting learner contributions. Thus, two different extracts were selected to illustrate a great deal of diversified questioning practices of the PST. They were also complemented with video stimulated recall sessions that consisted of two peer feedback session and one self-reflection extract. In Time 2, the following extracts of the PST's questioning practices will exemplify how BY extends third turn of the classroom interaction through diversified teacher questions and practices to facilitate learner involvement. Furthermore, such interrelated extracts from the second reflective cycle will shed light on whether the PST increases her teacher language awareness (Andrews, 2001) and improves her classroom interactional competence (Hellermann, 2008; Young & Miller 2004) across two rounds of the reflective cycle into teacher professional development. The following two classroom interaction extracts (Extract 3: after teog and Extract 4: picnic) will exemplify how BY utilizes more diversified question types including alternative questions, YNIs, RPQs and wh- questions to promote learning opportunities in meaning and fluency context (Seedhouse, 2004).

Extract 3 comes from a beginning phase of the warm-up that consists of both traditional and interactional classroom routines. Prior to the following extract, the PST completes the traditional greeting exchange and states she will guide the students about the usage of the target language as the channel of the classroom interaction like Extract 1 in Time 1. In other words, speaking English is identified as the basic rule in classroom interaction and also disorientation to such significant formula can lead to interactional troubles such as unwillingness to participate (UTP) (Sert, 2013b) in terms of the language policing (Amir & Musk, 2013). The following extract will illustrate how the PST starts to use various question types such as yes/no interrogative question or alternative questions (Koshik, 2005) in order to facilitate learner contributions by converging with the goals of the meaning and fluency context.

Extract 3: after teog

```
Collection:  expansion_questions_time 2
File:  D:\my thesis\thesis_02032017\selected_videos\lesson2\by2.avi
Time:  0:00:37.8 - 0:01:35.2    (Length:  0:01:38.6)
Episode Transcript:  teaching2_by2
Clip Transcript:

017    S1:    oka:y [(inaudible voices)]
018    T:             [a::nd] what did you do at the weekend?
019    S1:    [er::]
020    T:     [after] teo:g £heh. what did you do:?£
021    S2:    teog'dan sonra mı?
              after teog?
022    S1:    teog'dan sonra naptınız diyo.
              she said what you did after teog.
023    T2:    °haftasonu [naptınız diyo°]
              °at the weekend [what did you do°]
024    S3:                  [playing ga:mes]
025    T:     playing ga:mes. which ga:mes?
026           (1.0) ((T look at s1))
027    S1:    er::
028    T:     online [ga:mes]
029    S1:           [(with s4)]
030    T:     yeah
031    S1:    (this is the s5)
032    T:     ye:s
033    S4:    ↑my friends
              +points to S1
034    S1:    my friends
035    Ss:    [eheh heh.]
036    T:     [did you] come together o:r online games?
                          +shakes her hands
037    S1:    ye:s
```

After S1 produces a confirmation token (oka:y) for T's previous understanding check question, the teacher asks an information seeking question (Mehan, 1979b) to elicit new information about the previous weekend activities of the students in an overlap with S1's inaudible TCU final unit. Overlapping S1's elongated hesitation marker in line 19, T attempts to learn their weekend activities, by stating "(after teog)" which is the official student selection and placement exam for the high school education in Turkey. She also asks one more information seeking question to receive the intended and preferred student responses based on their last weekend activities in line 20. However, this

information seeking question is linked to the partial knowledge of the students' daily lives, because she states that they had "teog exam" last week. Therefore, such questioning practice of the PST does not only intend to elicit more elaborated responses from the students about their weekend activities, but it is also used as the linguistic and interactional resource for creating communicative classroom atmosphere (Waring, 2015). This has been followed by S2's yes/no declarative question (`after teog?`) (Raymond, 2010) in L1. Through this YND, S2 provides claims of the partial knowledge and needs to elicit relevant confirmation (Raymond, 2010) in line 21. After S1 produces the translation of the PST's previous question in line 22, the in-service English language teacher (T2) provides the translation of the first information seeking question with sotto voce delivery (Waring, 2015) and the partial overlap in line 23. For the follow-up, S3 provides a candidate response, thereby expressing the name of the weekend activity (`playing ga:mes`). In line 25, T echoes S3's response and requests for clarification through elaboration question (`which ga:mes?`), which is followed by (1.0) second of silence during which T reestablishes the recipiency with S1 again, thereby establishing the mutual gaze in line 26. This action displays how T gives the floor to the students to solve the mutual understanding problem of one another collaboratively.

After S1's hesitation marker in line 27, T provides a candidate response through exemplification by overlapping S1's utterance that begins explaining with whom he has played the game in line 29. This has been followed with T's go-ahead token (`yeah`) that signals a space for L2 interaction in line 30. After another go-ahead token of the preservice teacher in line 31, S1 continues to explain his playmates, thereby referring to the different students in the classroom in line 32. For the follow up, S4 is engaged in an ongoing interaction and provides more general response that has covered S1's previous explanations with a pointing gesture to S1. In line 34, S1 repeats S4's response in line 34 and the choral laughter (`[eheh heh.]`) is overlapped with the beginning of T's next turn in line 35. In line 36, T asks a YNI question (Raymond, 2010) by providing alternative

115

responses. This has been followed by S1's partially preferred response to the previous YNI question (Koshik, 2002b) in line 37. However, T provides two alternative responses so that they can select one of them. This is because of her attempts to clarify the previous turns of the students (Koshik, 2005).

```
038    T:     onli:ne?
039    S1:    ye:s
040    T:     ↑what (0.3) the name of the ga:me?
              +opens her hands
041    S1:    (witch of the hateness)
042    S2:    (witch of the lo:ve)
043    Ss:    eheh heh
044    T:     anyone e:lse play the ga:me l↑ike that
045    S2:    ne oluyo yani türkçesi?
              well what does it mean in turkish?
046    T:     ↑i know you didn't study l↑esson after the teog exam.
047    S5:    ye:s.
048    T:     you didn't do: (must) things. what did you do:?
                                    +leans forwards S5
049    S5:    er: ya ben şey yattım ya direkt
              er: ye well i lied down directly
050    Ss:    eheh hehe
051    T:     did you sleep?
052    S5:    i did
053    T:     o:r watch television who:le the da:y?
                                    +opens her hands
054    S5:    yo:: direkt yatakta yattım
              no:: directly lied down.
055    T:     hu::h
056    Ss:    eheh hehe
```

In line 38, T yields request for clarification to undertake S1's confirmation of "online" games. Koshik (2010) points out that both the language teachers and learners generally select the second choice that is provided in the alternative type question as the preferred response. In this sense, it can be claimed that the PST provides the preferred answer in the second place to elicit more clarified response about how they played the computer game. After S1's confirmation token in line 39, the teacher produces another information seeking question with wh- type to elicit the name of the game. She also opens her hands and it

might indicate that she waits for candidate answers from the students in line 40. After S1 produces the name of the game in line 41, S2 provides peer correction through embedded recast (Fasel Lauzon & Pekarek Doehler, 2013) of S1's previous turn in line 42. The other initiated other repair sequence (Seedhouse, 2004) has been followed by the choral laughter from the students in line 43. The teacher initiates with a verbal utterance that requests the other students to speak and investigates whether there is another student playing the games like that or not in line 44. In line 45, S2 displays claims of nonunderstanding and formulates his utterance in L1. After T restates her previous knowledge about the students' weekend activities in line 46, S5 provides an agreement token in line 47.

In line 48, T makes another comment about the weekend activities of the students (`you didn't do: (must) things.`). She also reiterates her previous information seeking question (`what did you do:?`) by leaning forwards to S5. This action has previously been shown as signaling turn allocation to volunteer student in the previous turn (Mortensen, 2009). In line 49, as a response for T's embodied turn allocation to S5, he states in L1 that he only had a rest, and it triggers the choral laughter again in line 50. For the follow up, T initiates another YNI question (Raymond, 2010) to elicit more elaborated information in L2 and it is followed by S5's grammatically correct response in line 52. In line 53, the PST initiates an alternative question to clarify what he did while lying on the bed (`o:r watch television who:le the da:y?`). This alternative question is rejected by S5 in line 54. Extract 3 is completed with T's elongated confirmation token (`hu::h.`) and students' choral laughter respectively in line 55 and 56. The previous analysis showed that the PST attempted to facilitate more extended and elaborated learner turns through information seeking questions such as YNIs and alternative questions. Extract 4 that follows will illustrate how T initiates the elaboration questions including alternative, yes/no interrogative and wh- questions to increase the same student's contribution and how T gives a space for managing the mutual understanding problem collaboratively (Walsh, 2012).

Extract 4: picnic

```
Collection:  expansion_questions_time 2
File:   D:\my thesis\thesis_02032017\selected_videos\lesson2\by2.avi
Time:   0:02:35.5 - 0:02:54.3   (Length:  0:00:18.8)
Episode Transcript:   teaching2_by2
Clip Transcript:


094   T:     thanks a lot. ye:s?
                            +points to S6
095   S6:    i (0.3) went to th↑e:: the picnic
096   T:     the picnic o::
097   S6:    ↑in my family
098   T:     with your family:?=
099   S6:    =with your family
100   T:     what did you do:?
101   S6:    er:: ellinci yıl
102   T:     hu::h
103   S1:    ne yaptın?
             what did you do?
104   T:     [what's] the:re?
105   T2:    [↑what] did you do:?
106   S7:    na::ptın diyo
             she said what you did.
107   T:     for example, did you pla:y (0.6) [volleyball]
                                         +shakes her hands
108   S1:                                 [volleyball]
109   T:     with your family:?
110   S6:    volleyball.
111   T:     volleyball.
             +nods her head
```

About one and a half minutes later at the beginning phase of the lesson, Extract 4 starts right after T elicits the students' responses about their weekend activities such as watching TV or playing computer games. In line 94, T completes the previous IRF (Initiation-Response-Feedback) pattern with an acknowledgement and allocates the turn to S6 with a pointing gesture. After S6 expresses that she has gone on a picnic in line 95, the teacher produces the partial repetition, thereby focusing on the weekend activity type.

This is followed by S6's previous turn completion with rising intonation (↑in my family) in line 97. For the follow up, T produces an alternative question to initiate student error correction with an embedded recast (with your family:?=) (Koshik, 2005). This is latched by S6's partially preferred response in line 99. While S6 corrects her mistake based on the usage of right preposition (with vs. in), she produces wrong possessive pronoun (your vs. my) referring to the teacher. Yet, T does not provide another form-based correction in conformity with meaning and fluency context. She illuminates the success of the student, thereby looking at the right side (Waring, 2015). After T has elicited with whom S6 went on a picnic, she specifically asks what S6 has done there through another elaboration question in line 100. She starts with the hesitation marker (er::) which can be seen as an initial evident for mutual understanding problem. Also, S6 offers the name of the picnic area (ellinci yıl) in line 101 as the dispreferred response (Pomerantz, 1984). T yields a slight and strengthened confirmation token (hu::h.) in line 102, and then S1 repeats the preservice teacher's previous information seeking question in L1 in line 103. This has been followed by the partial overlapped questions T's another information seeking question (line 104) and T2's repetition of the pre-service teacher's initial question (line 105). In line 106, S4 reports the trainee teacher's information seeking question in L1 to collaboratively solve the intelligibility trouble. When S6 doesn't engage in the ongoing interaction, T initiates yes/no interrogative question by asking whether she has played volleyball or not with (0.6) seconds of silence, shaking her hands, and overlapping S1's initiation to T's turn completion ([volleyball]) in line 108. T reiterates her above-mentioned alternative question (with your family:?) to enable S6 to engage in the interaction in line 109. Extract 4 is completed with S6's repetition of the mentioned activity (volleyball) in line 110 and T's reiteration which is embodied with the nodding her head. In sum, Extract 4 has exemplified T's elaboration questions that not only extend the student's contribution but also give an opportunity to the students for collaborative meaning-making procedure (Sert, 2015).

During the second teaching practice of the PST, her peer has recorded and tagged video through VEO. Later, she has the peer feedback session with her peer in order to discuss the flow of her second lesson and the developmental process across these two rounds of the reflective cycle. This video stimulated recall session including peer interview lasts for about ten minutes. Her peer starts the peer feedback session with the positive aspects of the lesson and she usually confirms the PST's comments and then provides her opinions critically. In the following peer feedback extract, the PST will evaluate her second teaching practice with an emphasis on warm-up phase as meaning and fluency context. She also gives an example on this theme (see Extract 1: after teog) from 04:22 to 05:02 minutes of the peer feedback interview.

Peer Feedback Extract 1: student responses

```
084   T:    öğrenci cevapları iyiydi. mesela err ben yine geçen
            students' responses were good. for instance err i again like
085         dersteki gibi err hani haftasonunda ne yaptınız falan
             the previous lesson err well i started the lesson
086         diye başladım derse. işte teogda ne yaptıklarını, işte teog
            asking what you did at the weekend or so. well i asked what
087          sonrası falan filan onları sordum. .hh yine cevap aldım.
            did you do in the teog, after the teog, etc. .hh again i got
            replies.
088   P:    [eveet iyiydi.]
            [yees it was good.]
089   T:    [geçenki] dersten daha çok cevap aldım. hani geçenkinde
            i got more response than [the previous] lesson. i mean
090         biraz sıkıntı çekmiştim hani sadece bir öğrenci falan cevap
            at the previous i had troubles. i mean only one student gave
091         vermişti ama bunda hani biraz daha katılımda bulunmaya
            the response but in this one they tried to participate
092         çalıştılar. daha çok cevap aldım yani (-) öğrenci cevabı
            more. well i got more answers (-) I mean student replies.
```

120

At the beginning, T explains how she has designed the teacher talk and expanded third turn of the classroom interaction, thereby connecting with their daily lives and current issues like teog exam for creating much more interactional atmosphere unlike her initial teaching practice. It is followed by her peer agreement and the PST further emphasizes her own self-awareness of higher participation level on the warm-up part of the lesson as a meaning and fluency context as compared to the first teaching performance. Peer Feedback Extract 1 has shown that the PST realizes her better performance on promoting learner contribution by using her potential expansion sequences unlike her previous teaching. Moreover, this self-reflection extract indirectly makes references to Extract 1: weekend from the first teaching transcript and Extract 3: after teog by comparing two various practices of the warm-up phase of the lesson. From 06:15 to 07:03 min. of the peer feedback interview, the following extract will demonstrate how T enriches her teaching activities and the classroom contexts like form and accuracy or meaning and fluency context (Seedhouse, 2004) unlike her first teaching performance.

Peer Feedback Extract 2: meaning-focused activities

```
117    T:    derste anlatırsam (-) olmaz ya yani iyi gitti bence
              if i told (-) it wouldn't yeah i mean it went well
118          yani hani mesela geçen şeyde er böyle materyal ağırlıklı
              i think. i mean well for example at the previous lesson,
119          gitmiştim genelde hani böyle aktiviteler üzerinden falan.
              er i went on material-focused, generally well from
120          ama hani bunda biraz daha şey gittim mesela meaning'e de
              activities, etc. but well i went a bit different. for
121          odaklandım. işte yada cümle kurdurdum onlara form'a da
              instance i also focused on meaning. well or i made them
122          odaklandım. daha iyiydi yani mesela production kısmındaki
              form sentence, i also focused on the form. it was better
123          er aktivitem yetişmedi. ama bence hiçbir sorun yok yani.
              well for instance i couldn't finish er my activity at the
124          yetişmeyedebilir.
              production. but i think this isn't a problem. it
              needn't be completed.
125    P:    bencede hiçbir sorun yok.
              i think all is fine.
```

Prior to the beginning of Peer Feedback Extract 2, the teacher and her peer make comments on her feedback types and she explains that usage of various feedback types is the least developed part of her teaching style. Then, she starts summarizing the whole lesson from a more general perspective and pinpoints that she has increased the diversification of the classroom modes and gives more importance to meaning and fluency as compared to the previous lesson. She is also pleased with the flow of the lesson even if she cannot complete her targeted lesson plan activities. Her peer also agrees with all of the teacher's comments on her own teaching style. Therefore, it is apparent that the preceding peer feedback extracts have exemplified both self and peer awareness of the positive development of this preservice teacher's classroom interactional competence (CIC) through creating meaning and fluency context across two rounds of the reflective practice on VEO integrated IMDAT teacher training framework.

As the final step of the VEO-integrated IMDAT (Sert, 2015) teacher training framework, the PST views videoed and tagged episodes of her second teaching performance video by her peer via the mobile application and then she critically self-reports her teaching practice by focusing on the whole process of her internship. Self-Reflection 2 Extract 1 is taken from the very beginning part of the second self-reflection mainly emphasizing her feelings of the teacher development across two reflective cycles. Similar to peer feedback extracts, the PST states that she got more responses to her initiations by giving exact moment instances like Extract 3: after teog and Extract 4: picnic from the classroom interaction data. In this regard, she links these positively developed moments with the diversifications of her teaching style such as exemplification or usage of different question types. Self-reflection 2 Extract 1 will provide an example about how the trainee teacher firstly compares two different teaching practices in relation to more extended learner turns and raises teacher self-awareness among two teaching performances. Thus, it is evident that she also improves her CIC through positive change of her teaching practices across two rounds of the reflective cycle.

122

Self-Reflection 2 Extract 1: speaking

> To begin, I want to mention about my general feeling about my 2nd lesson. From the beginning of the *lesson I was more relax and confident than my previous lesson.* At the end of the lesson, I left the class happily. As my previous lesson I initiated the lesson with speaking about their weekends. *In my first lesson, I had nearly just one answer, but in the 2nd lesson the numbers of the answers increased. (00:45-01:09), (01:55-02:34), (02:35-02:54) In this lesson they weren't ashamed to speak and give answers. My warm and cheerful attitude might have decreased their anxiety level. When I watched my lesson I realized that my examples gave them idea and they found something to share. For example, I gave an example as watching television then a student said "Yeah!" And shared his idea. (01:50-02:34) In previous lessons, my closed type questions didn't serve the purpose, but in this lesson my examples were enough to make them speak.*

All in all, the case of BY consists of two developmental times including 4 lesson transcripts, 6 video stimulated recall sessions, 4 mentor-teacher and 2 peer feedback interviews, and 4 self-reflection texts. From these interrelated extracts, it is apparent that both the PST's teaching practices and video stimulated recall sessions are aligned with VEO integrated IMDAT (Sert, 2015) teacher training framework which is based on the development of Classroom Interactional Competence. In the end, there is a congruence between lesson transcripts, dialogic reflective sessions and self-reflections on Time 1 and Time 2 and this alignment is evidenced by videoed and tagged episodes through technological mobile application. Walsh (2012) points out that the language teachers need to improve the classroom interactional competence to promote learning opportunities. Thus, BY's case illustrates one of the best practices through which she has gained teacher language awareness and developed her teaching style by attempting to produce more extended learner turns via questioning practices in consideration of VEO integrated IMDAT teacher training framework. In the following sub-section, the case of NC will be scrutinized as the second instance of VEO integrated IMDAT teacher training framework.

4.2. The Case of NC

Like the case of BY, the reflective cycle of the NC will be illuminated step by step in order to demonstrate how to enhance learning opportunities through more diversified questioning practices during the interconnected phrases of the VEO integrated teacher training framework. In this section, it will be illustrated how NC establishes meaning and fluency context (Seedhouse, 2004) by raising language awareness (Andrews, 2007) and improving CIC while she is enhancing more extended learning contributions (Sert, 2015; Walsh, 2012) from her first teaching performance to another one. In this regard, the following sub-sections of NC include four classroom interaction extracts, two video stimulated recall session extracts (one mentor-teacher feedback and one peer feedback), and three self-reflection reports from both Time 1 and 2.

After two teaching performances of the EFL trainee teacher were transcribed through Conversation Analytic methodology, the extracts were collected and divided into two sub-collections in terms of the basic interactional and linguistic resources (i.e. NC's feedback and question types). These extracts demonstrate the classroom interactional competence development of the trainee teacher in different ways that include establishing meaning and fluency context, diversifying teacher questioning practices, and increasing language awareness. Thus, four classroom extracts were picked out to illustrate how NC created more communicative classroom atmosphere using different kinds of questioning practices in Time 2 even though she missed learning opportunities in contrast with her previous expectations in Time 1. Like the other ten cases of this database, the findings of NC's classroom extracts were supplemented with video stimulated recall data that consisted of mentor-teacher feedback, peer feedback, and two rounds of self-reflection reports. Such supplementary documents were connected with the findings of NC's classroom interaction under the individual collection of this PST. The participants including the mentor, NC, and

her peer viewed the videoed and tagged episodes of the classroom interaction on VEO Portal as the evidence-based and data-led reflective tool for teacher professional development (Walsh & Mann, 2015).

Two teaching practices of NC come from the same 8ᵗʰ grade classroom at the same secondary school in Ankara. According to the Common European Framework of Reference for Languages (CEFR) criteria, the English proficiency level of the students were defined A2 in the second lesson plan of the preservice teacher. Also, the author of Upturn in English has stated the main course book was prepared and the activities were designed for A2 level students (see Chapter 3). The class contains 24 language learners whose age group is between 14 and 16. The classroom dataset consists of mutual interactions either from the language teacher to the language learners or vice versa. The following subsection will provide two extracts of the classroom interaction from Time 1 that illustrate how PSTs cannot promote learner involvements by creating more communicative atmosphere in contrast with her previous pedagogical goals in the lesson plan. Moreover, through mentor-teacher feedback session with dialogic video stimulated recall session, the following subsection will explore how the preservice teacher misses learning opportunities during her first teaching practice and reflects it on both mentor-teacher feedback session and her critical self-report at the end of the first round of this reflective cycle.

4.2.1 Time 1

Like BY's first teaching practice, NC carried out the revision lesson based on the chores as the theme of her first lesson. She also practiced "responsible for doing" structure as the intended grammatical point of the first teaching performance during her own internship. In this sense, she organized her teaching performance into two main types of the four different classroom contexts: form and accuracy, and meaning and fluency context

125

(Seedhouse, 2004). While the preservice teacher attempts to elicit linguistically preferred response with "responsible for V+ing" structure in form and accuracy context, she also tries to check whether the students have transferred their previous learning about the chores to the communication settings in the meaning and fluency context. In this regard, the EFL trainee teacher initiates with various kinds of the teacher questions such as DIU (Koshik, 2002a) or yes/no declaratives (Raymond, 2010) on the basis of information seeking and known information question types (Mehan, 1979b) to elicit more preferred and extended learner responses in compliance with the different classroom contexts including form and accuracy, meaning and fluency (Seedhouse, 2004). In the first teaching practice, five different instances of the PST's question types were excerpted by focalizing whether such questioning practices triggered extended learner turns or not and then two explicit examples of these extracts were closely scrutinized in compliance with the main targets of the study.

Extract 1: responsible

```
Clip: nc1_responsible

Collection: expansion_questions_time1

File:  D: thesis_02032017\selected_videos\lesson1
Time:  0:00:00.5 - 0:01:42.2   (Length:  0:01:41.7)
Episode Transcript:  teaching1_nc1
Clip Transcript:

001  T:    good, >how are you feeling< toda:y?
002  S3:   ↑oka:y
003  S1:   >tired (because)< (.) i'm: tired
004  T:    °oka:y.° (1.5)
005  S2:   nası isterseniz
           however you want
006  T:    so:
007        (2.5) ((tries to get something from her handbag))
008        do you remember? (0.6) la:st week
009  S2:   °no:.°
010  T:    funda hoca:. another funda hoca.
           (t2's name) teacher another (t2's name) teacher
                  +points to the back softly
011  S3:   y↑e:s.
012        (5.1) ((T tries to open her own laptop))
013  T:    a::nd (1.0) you see: the:se some wo:rds
014        (13.2)((tries to open the slide on the interactive board))
015  S2:   hoca:m
           teacher
016        (35.3) ((T opens it with S1's help))
```

Extract 1 comes from the very beginning phase of the PST's first teaching performance and it lasts for more than one and half minute of the warm-up part of the lesson. Before the mentor starts recording and tagging the video of the lesson, the PST tries to complete the preparation for the lesson and to solve classroom management issues. In line 01, T provides a sequence closing third (Schegloff, 2007) and initiates an information seeking question (Mehan, 1979b) to deal with the interactional routine, thereby asking how the students are feeling (Waring, 2015). After S3's elongated acknowledgement token (↑oka:y) in line 02, S1 provides a preferred response (Pomerantz, 1984) with self-initiated self-repair (Schegloff et al., 1977) in line 3. This is followed by another sequence closing third in sotto voce and (1.5) seconds of silence. Sacks (1975) has revealed that there are three kinds of interlocutors' answers to the interaction-based questions such as "how are you?" or "how are you feeling?": neutral (e.g. okay, good), plus (e.g. awesome, terrific), and minus (e.g. depressed, tired) responses. Whereas the neutral responses were used as the sequence closing third (line 01), the minus or plus answer lead to creating more extended talk. From line 01 to 04, the preservice teacher misses the opportunity for generating extended conversation right after S3's minus response even though she attempts to manage the interactionally problematic phase of the lesson through the information seeking question (Waring, 2015). In line 05, S2 provides an utterance that cannot be identified as a response to the trainee teacher's previous question and she also shows her engagement with an utterance in L1. T produces an elongated prompt to introduce the next part of the talk, which is followed by (2.5) seconds of silence during which the preservice teacher attempts to grab something from her own handbag in line 07. For the follow-up, T initiates a yes/no interrogative question as one of known information question types (Mehan, 1979b) or test question (Searle, 1969) with (0.6) sec of silence to see whether the students have remembered the theme of the last week (do you remember? (0.6) la:st week?). Such reversed polarity question allows teachers to elicit known information that have been taught before (Koshik, 2002b; Sert, 2011) and it is expected to

get "yes" as the preferred response. However, S2 produces a dispreferred response with the sotto voce delivery in line 09. This has been followed by the clarification of the preservice teacher by reminding the teacher candidate that has presented the known information to the students through self-initiated self-repair (`funda hoca:. another funda hoca`) with a pointing gesture. They have two English regular teachers that have the same name and T directs the students to the information given by the teacher candidate. In Turkey, unless the teacher candidates complete one academic year and pass the official exam, they cannot become regular teachers (see http://mevzuat.meb.gov.tr/html/42.html). In line 11, T's previous clarification is answered by S3 with a rising intonation on the first syllable of the confirmation token (`y↑e:s`). This has been followed by (5.1) seconds of silence during which T tries to start her own laptop. For the follow up, T directs the students to the interactive board with one second of silence in line 13. After (13.2) seconds of silence during the preparation process in line 14 and S3's prompt in line 15, the trainee teacher finalizes her preparations with S1's help during (35.3) seconds of silence in line 16.

```
017  T:    so: do you remember the wo:rd?
                              +points to the slide on
                              the interactive board
018        (0.4) responsibility: (0.8) from the last wee:k
019  S4:   sorumluluk muydu:?
           was is responsibility?
020  S2:   e:vet
           ye:s
021  T:    hnm hnm:. like this.b↑u:t in english (0.3) can
022        you:: (0.3) give an example for me:?
                 °        °
023  Sx:    respo:nse-
024  S5:   exa:mple?
025  S6:   örne:k
           example
026  T:    hnm hnm:. any example. hnm hnm:.
              +nods    +points to S7
           her head
027  S7:   er:: ↑an responsibility: responsible [↑i]
                              +S1 raises his hand
028  T:                              [>↑i a:m<]
                              +touches on herself
029  S7:   am responsible fo:r
030  T:    hnm hnm:
           +nods her head
031  S7:   study: English
032  T:    y↑e:s. i am responsible fo:r study↑i:ng engli:sh.hnm hnm:
```

Having completed all of the preparation of her first teaching practice, T initiates a recognition check question (`so: do you remember the wo:rd?`) (e.g. Frazier, 2007) to remind the students of the topic of the previous English lesson by pointing to the slide on the interactive board at the end of line 17. After (0.4) seconds of silence at the beginning of line 18, she produces (`responsibility:`) that is presented on the slide. In line 19, S4 requests for confirmation through a yes/no interrogative question (Raymond, 2010) in L1, which is followed by S2's confirmation in L1. In lines 21 and 22, T initially produces a confirmation token (`hnm hnm:`) and verbal orientation to "target language only" rule by marking with an elongated contrasting device with rising intonation (`b↑u:t in english`). This has been followed by (0.3) seconds of silence and T's request for exemplification with a yes/no interrogative question, which displays her expectations for the preferred response "yes" and extended learner turn (Waring, 2012). Yet, Sx who has not been viewed on the video recordings repeats the elongated targeted vocabulary item partially with sotto voce delivery (`°respo:nse-°`) in line 23 and S5 produces a partial repeat of T's previous utterance (`exa:mple?`) in line 24. Such student responses might demonstrate language learners' nonunderstanding of the teacher's question (Hindmarsh, Reynolds, & Dunne, 2011). After S6 produces a translation of "example" into L1 in line 25, T provides a confirmation token by nodding her head and restates her language policing implicitly (`any example`) rather than usage of formulaic solicitation (Amir & Musk, 2013). She also performs an embodied turn allocation to select S7 as the next speaker with a pointing gesture in line 26.

In line 27, S7 produces linguistically incorrect utterance through an elongated hesitation marker, repetition of the vocabulary item with rising intonation, and syntactical error by overlapping with the next turn of the PST (`er:: ↑an responsibility: responsible [↑i]`). S1 also raises his hand by realizing wrong format of the "responsible for V+ing" as grammar structure of the lesson. In line 28, T initiates a repair using designedly incomplete utterances (DIUs) (Koshik, 2002a) by stating the

129

linguistically correct structure with rising intonation, and faster pace (`[>↑i a:m<]`) by backing up her turn with an embodied practice (touching herself). In line 29, S7 starts to provide syntactically accurate response by completing T's previous initiation. After T's acknowledgement token with a nodding gesture in line 30, S7 completes the sentence structure by providing linguistically incorrect utterance (`study: English`). In line 31, T produces a confirmation token with rising intonation, and a recast that is embedded into linguistically accurate sentence (`i am responsible fo:r study↑i:ng engli:sh.`) (Fasel Lauzon & Pekarek Doehler, 2013) with a rising intonation on the problematic part. She also completes other-initiation other-repair sequence with another confirmation token (`hnm hnm:).`

Extract 1 has demonstrably shown that this PST could not extend potential learners' contributions right after she initiated an information seeking question at the beginning of the lesson. Moreover, she only confirmed language learners' preferred responses to her limited questioning practices including YNIs and DIU rather than promoting more extended learner contributions. The following extract will bring into light how this PST utilizes information-seeking questions (Mehan, 1979b) to promote extended learners' turns at the end of the lesson. Extract 2 will also exemplify how T checks students' learning outcomes based on the form and accuracy context and benefits from DIU as one of the known information questions with the purpose of error correction (Koshik, 2002a).

Extract 2: as a chore

```
Clip: nc1_asachore

   Collection: expansion_questions_time1
   File:  D:\thesis_02032017\selected_videos\lesson1
   Time:  0:30:14.9 - 0:31:12.7   (Length:  0:01:37.8)
   Episode Transcript: teaching1_nc1
   Clip Transcript:

   404        as group members er: >wh↑at do you do:< in the
   405        ho:me (.) h↑ouse as a chore?
   406        (7.2) ((Ss try to find out the sentence on their exercise))
   407   S17: ninty
   408   S18: ninty:
   409   T:   no: >what do you do:?< i'm: i am asking for you:
   410        all of you:. >wh↑at do you do:< (0.3) as a cho:re?
   411        at the hou:se the washing dishe:s, er: you can say i am
   412        responsible for er making the beds
   413        (1.2) ((S20 raises her hand))
   414   T:   hnm hnm:.
   415   S20: i am responsible fo:r er: make er make at the be:d
   416   T:   making?
   417   S20: the be:d
   418   T:   the be:d. hnm hnm
   419   S20: er:
   420   T:   do you like it?
   421   S20: er yea:h. i er: like it
   422   T:   hnm hnm: great you like it. hnm hnm. so: >anyone<
   423        else? hnm hnm:.
                   +points to S24
   424   S24: er: i am responsible for er prepare the breakfast
   425        at the saturda:ys a:nd er:: i love it.
   426   T:   preparing the breakfast. oka:y. hnm hnm::.
                              +points to S22
   427   S22: i am responsible for tidying my room
   428   T:   hnm hnm:.
   429   S22: but i do:- er:: i don't like it

   430   T:   you don't like it, i don't like it eh: hehe.
   431        oka:y so anyone else?
```

At the 30th minute of the trainee's first teaching performance, Extract 2 starts right after they have completed the exercise based on both the exercise of "responsible for V+ing" grammatical structure and revision of the vocabulary items as a group activity. After language learners have practiced "responsible for V+ing" as targeted grammatical structure of this lesson through various classroom activities, the preservice teacher intends to explore whether they will transfer these learnings to more productive procedure of the lesson by asking questions about their daily lives. In this sense, PST initiates an information seeking question by asking what they do as a chore in their house in line 404 and 405. However, T starts her initiation with "as group members" as if they will answer the question from their course book exercise. This leads to (7.2) seconds of silence during which the students try to find out teacher's question on their course book in line 406. After S17 and S18 express the page number that this recent exercise has been found respectively

in line 407 and 408. In line 409, PST firstly completes IRF exchange with a rejection marker in order to solve the mutual understanding issue, which is followed by T's partial repetition of the previous information seeking question with faster `pace (>what do you do:?<)` in line 409. From line 409 to 412, NC produces clarification, repetition of her previous questioning practice, exemplification of both a chore as an intended vocabulary item and linguistically correct utterance in accordance with the targeted grammatical point of the lesson (responsible for V+ing). After S20's embodied initiation by raising her hand in line 413, this PST projects turn allocation to S20 as the next speaker with a go-ahead token in line 414.

The PST has started her utterance with an accurate linguistic structure (`i am responsible fo:r`), however she produces dispreferred response with hesitation markers and repetition of the problematic vocabulary item (`er: make er make at the be:d`) in line 415. This has been followed by T's designedly incomplete utterance (Koshik, 2002a) as one of the known information question type. In line 416, such other initiated utterance has two main functions: While T produces linguistically correct response for the first problematic part of S20's previous response, she initiates DIU with a rise in pitch to elicit self-correction from the language learner (`making?`). Following S20's self-repair in line 417, the PST reiterates the correct response of the student and produces a confirmation token in line 418. Even though repair sequence has been completed with T's confirmation in the previous line, S20 maintains her engagement through an elongated hesitation marker in line 419. For the follow-up, the EFL trainee teacher initiates yes/no interrogative question (Raymond, 2001; 2003) to learn whether she likes making the bed or not (`do you like it?`) in line 420. S20 provides her utterance with hesitation markers (`er yea:h. i er: like it`) in line 421. In line 422 and 423, T firstly produces confirmation tokens, explicit positive assessment (Waring, 2013), and repetition of the student's preferred response. She also requests for another response from different students and establishes the recipiency with S24 with a pointing

gesture. In line 424 and 425, S24 states her responsibility for preparing breakfast. She also explains that she likes this responsibility by answering two various information seeking questions of the PST. NC focalizes linguistically inaccurate part of S22's previous turn and repairs it with embedded recast (`preparing the breakfast`) in line 426. After T's embodied turn allocation to S22 at TCU final position, S22 provides explicitly correct structure (`i am responsible for tidying my room`) in line 427. After T's acknowledgement token in line 428, S22 self-selects to continue by explaining that she likes doing this chore in line 429. Finally, PST repeats S22's previous utterance, makes a comment and continues to elicit other students' responses (`you don't like it, i don't like it eh: hehe. oka:y so anyone else?`) in line 430 and 431. In brief, Extract 2 has ostensibly illuminated that how the preservice teacher initially initiated information seeking questioning practices to elicit information from language learners. On the other hand, she missed the opportunities for enhancing extended learners' contributions without establishing meaning and fluency. The PST also shifted the various responses from different language learners rather than facilitating more extended and elaborated learner utterances.

The preceding two extracts from NC's first teaching performance have been demonstrably illustrated how she could not establish meaning and fluency context through diversified questioning practices in order to enhance learning opportunities. Furthermore, the PST has mainly focused on the intended grammatical structure by utilizing limited question types including YNIs or DIU even though she attempted to create meaning and interaction based classroom context. Following her first teaching performance, NC had mentor-teacher feedback session that had lasted for nearly twenty minutes. During the mentor-teacher feedback interview, while the mentor investigated the authentic classroom discourse through dialogic reflection session, the PST also introduced her previous aims, beliefs and expectations about the first teaching practice (Lazaraton & Ishihara, 2005). They also

crossed over videoed and tagged snapshots of her performance through Video Enhanced Observation mobile application.

As it has been explained in 3.6. Transcribing, Building a Collection, and Data Analysis subsection of the methodology chapter, Richard's interview transcription convention system (2003) was used to transcribe the mentor-teacher feedback interview sessions (see Appendix 4). In these extracts, her mentor and the PST discuss considerable points by viewing the recorded and tagged episodes of the lesson on VEO Portal. During mentor-teacher feedback session, NC and her mentor sometimes reviews exact moments of NC's first classroom practice. For instance, they examine the moments between 00:10:05-00:12:2 for nearly 01:07 sec. of the lesson in line 32 in mentor-teacher feedback session Extract 1: meaning and fluency context. Such video-stimulated recall part will be shown in this interview transcription with as a separate section (see line 32 and 34 in the following extract). The following mentor-teacher feedback extract will frame how the mentor guides the PST to emphasize problematic parts that she did not promote more extended learner contribution by viewing two tagged episodes from both Extract 1 and 2 of the classroom interaction data. It proceeds from 00:29:8 to 01:47:3 seconds of the video stimulated recall session.

Mentor-Teacher Feedback Extract 1: meaning and fluency

```
011   M:    .hh ee ↑materyal modu onun için daha çok(-)task'ten
            .hh er: for this ↑material mode was much more (-) suitable

012         sonra o ve task(unity)den sonra uygundu. eee herhangi bi
            after task and task (unity). err in any way there will

013         şekilde meaning and fluency olucak, o aslında öğrendikleri
            be meaning and fluency, that- actually there was nothing

014         şeyi kullanılı↑cak konuşma içinde bi ↑şey (-) olmadı.
            to be used what they had learnt during the speaking.

015   T:    huh huh.

016   M:    eee sen genel olarak bunun hakkında ne düşünüyosun
            err generally what dou you think about it

017         her şeyden önce? Bunun gereği bu muydu? yoksa: acaba
            first of all? is it necessary for this? o:r maybe

018         serpiştirilebilir miydi araya?
            could it be interspersed among them?

019   T:    ben o hani şey biraz daha hani er hızlı yapıp o task'i hani
            i well that a bit more well er doing quickly that task well

020         orda hani sizin evde napıyosunuz hani sorduğum o kısmı daha
            there well your what are you doing at your home well i was

021         uzun tutmayı planlıyordum. [ama on-]
            planning to spare longer time for the part that i asked

022   M:    [hnm hnmm.]

023   T:    -lar hani bitiremeyince bende hani oraya daha az vakit
            [but th-] for example when they didn't finish, so well it

024         ayırdım gibi oldu. yani ben onlara da hani evde siz
            occured as if i had spared less time for it. well i

025         napıyosunuz anneniz napıyo falan şeklinde [sorucaktım.]
            [would ask] them like what are you doing what does
            your mum do

026   M:    [anladım.]
            [i see]
```

Mentor-teacher feedback Extract 1 comes from the very beginning phase of the dialogic reflection session. Prior to Extract 1, the mentor summarizes the main activity of the lesson that has included 20 minute-task-based activity and also states that the PST has mostly spent the lesson time on giving on-task feedbacks. At the beginning of this extract, the mentor introduces the classroom mode that has been basically on the material mode from four different classroom modes on VEO mobile application: form, meaning, management,

and material that are used to tag focus of the lesson by VEO users, since the PST emphasizes the material mode because of 20 minute-task based activity. Also, the mentor expresses that the PST has not created meaning and fluency context that the language learners could use their previous learnings in meaningful settings. Then, M initially asks the PST's own opinion about this point and the PST analyzes her first teaching performance by explaining her previous targets about the lesson. She also states that she has planned to promote learner contributions by expanding the lesson part in meaning and fluency context through her questioning practices. The PST also introduces that she cannot ask more extended questions, because the students cannot complete the previous activity.

```
027              [en başta sanki]
                 [so: at the beginning]
028    T:        [ama o şey oldu] yani.
                 [but something happened] well.
029    M:        öyle olur gibi oldu mu bakıyorum ben
                 i'm looking whether it happened like that
030              ((OS checks it with VEO.))
031    T:        en ((cızırtı)) sonda oldu sanırım.
                 at ((buzzing)) i guess it happened in the end.
032              (+) ((they watch it through VEO.))
```

```
Time: 0:00:10.5 - 0:00:12.2 (Length: 0:00:01.7)

   008        do you remember? (0.6) la:st week
```

```
033    M:        direkt last week, sonundan başladık zaten. en sonda
                 directly last week, we already started from the last.
034              ((they continue to watch it.))
```

```
Time: 0:30:55.9 - 0:31:18.7 (Length: 0:01:02.8)

   424  S24: er: i am responsible for er prepare the breakfast
   425       at the saturda:ys a:nd er:: i love it.
   426  T:   preparing the breakfast. oka:y. hnm hnm::.
                                              +points to s22
   427  s22: i am responsible for tidying my room
   428  T:   hnm hnm:.
   429  S22: but i do:- er:: i don't like it

   430  T:   you don't like it, i don't like it eh: hehe.
   431       oka:y so anyone else?
```

```
035              işin özeti çok fazla olmadı.
                 at last in brief it wasn't so much
036    T:        hnm hnm.
```

The mentor attempts to introduce his counter argument by overlapping with surrounding talk of the PST. He also tries to find out the exact episode of the video recording on VEO

mobile application by focusing on the beginning phase of the lesson. However, while the mentor is checking her own taggings on the application, the PST claims that she has carried out some parts of her intended plans in the last part of the lesson. In line 32, the mentor begins a very short snapshot from the beginning phase of the lesson. This part includes yes/no interrogative type (Raymond, 2010) of teacher questioning practices to check whether the students remember the theme of the previous lesson in the last week. In line 34, the mentor starts another tagging that the PST claims this phase as an instance for the meaning and fluency. This part comes from the last part of the lesson and it lasts for 01.02.8 seconds. In this part, the PST only repeated and confirmed learners' responses instead of promoting more extended learner engagement. After they have viewed this videoed and tagged episode of the lesson, the mentor restates that the PST has not enhanced learning opportunities in relation to the meaning and fluency context (Seedhouse, 2004).

In this extract, it is apparent the mentor and the PST have focused on the videoed and tagged moments that they have stated the beginning and last phase of the lesson as meaning and fluency context during this dialogic reflective practice session. They also remember these exact moments that the PST cannot facilitate learner contributions through various practices even though the PST claims to create the meaning and fluency classroom context. Thus, the mentor-teacher feedback extract 1 has demonstrated how video stimulated recall session has provided real evidence from her own teaching performance of the PST (Lazaraton & Ishihara, 2005). Furthermore, this dialogic reflection session enables NC to raise her own language awareness about her first teaching practice in teacher professional development process (Walsh & Mann, 2015). This extract also provides strong evidence for mismatch between teacher's real performance and her previous expectation and goals (Walsh & Li, 2013).

After NC has completed two steps of the reflective cycle, the mentor shares the videoed and tagged teaching practice of the trainee teacher and the audio recording of the mentor-

teacher feedback interview. In 10 days, the PST will write the first self-reflection report, thereby examining the taggings of the mentor on VEO Portal and revising the interconnected interview audio recording. In her first self-reflection, the PST has initially reported the class profile information including the proficiency level of the students, the flow of the teaching practice, and some critics based on the VEO mobile application taggings like question types or classroom modes.

Self-Reflection 1 Extract 1: responsibilities and chores

I have already mentioned a little but let's look for the lesson plan entirely once more. In the warm up stage – unfortunately I skipped it in application- I had a video after your warning about the students may stay in silence. The video was about responsibilities and chores with the subtitles. It would be brilliant. After showing the video, *I was going to ask the questions such as 'What are your chores?'. However, it didn't work. Then, the presentation/ revision part for recycling of the vocabulary.* I have already talked enough about the last one the practice part, a group activity.

In Self-reflection 1 Extract 1, the PST explains that she came to the classroom too late and so she had to skip the video including the names of the responsibilities and chores. Thus, the students could not revise the previously learned vocabulary items and could not enhance learner contributions using different questioning practices. The PST also emphasizes the divergence between her previous beliefs and her own classroom performance (Li & Walsh, 2011; Phipps & Borg, 2009). Moreover, the mentor specifically focalized on such tagged moments during video stimulated recall session as one of the problematic phenomena of her first teaching performance. She scrutinizes this part with her mentor in a detailed way during mentor-teacher feedback session Extract 1. In brief, Self-reflection 1 Extract 1 has ostensibly illustrated the video stimulated recall session can raise teacher language awareness of the PST, because she has realized the problematic issues including missing opportunities for learner contributions through different question

138

types. The following critical extract comes from the conclusion paragraph of the first self-reflection text.

Self-Reflection 1 Extract 2: revision lesson

It was a revision lesson. As anyone can see that the lesson looks like focusing on writing skills due to the last activity is a writing activity. While planning the activity, I tried *to make it more integrated with questions like 'What do you do at home? What is your chore?'.* At the first glance the activity looks like a controlled one with the use of 'responsible for Ving' *but I added it the feelings part, if they like the chore or not. I wanted to give the students some space to think about the pictures and elevate the contribution in the classroom.* About contribution there is one more thing, the grouping I used some numbers to make the groups due to my previous observations. According to them, some of the students do not contribute to the lessons even they do not have a book. Therefore, to get their attention I made the group work activity. In brief, the target language skill was writing but I tried to add speaking, too.

In Self-reflection 1 Extract 2, the preservice teacher introduces how to integrate the speaking activity into the writing task as a group work. During the preparation process of the writing part, she initiates some information seeking questions to elicit new information based upon their daily lives. As a controlled activity, she mainly emphasizes the linguistically correct utterances. However, she states that she expanded learners' contributions through another yes/no interrogative question by investigating their feelings about these chores and she wanted to leave a space for more extended learner contributions (Walsh, 2012). Even though she initiated several teacher questioning practices, she could not expand students' responses so that they could elicit new ideas for their writing activity in her previous purpose. On the other hand, the PST could create more communicative atmosphere in her opinion. In brief, the preceding extract has demonstrated how the PST did not realize mismatch between her beliefs and her teaching performance in spite of the emphasis of this specific part of the lesson during mentor-teacher feedback session.

A reflective cycle is a holistic entity including many rounds of teaching. In this case, the PST has completed the first round of this reflective cycle including initial teaching performance, mentor-teacher feedback session, and critical self-reflection respectively. As it has been illustrated through diverse extracts from these three data resources, the PST could not establish meaning and fluency context even though she stated this purpose in the lesson plan. Therefore, she faced with the incongruence between her stated beliefs and the classroom performance (e.g. Walsh & Li, 2013). However, Andrews (1999) categorizes the main characteristics of the teacher language awareness into 4 basic types: professional (e.g. teaching experience), personal (e.g. sensitivity), contextual (e.g. time), and attitudinal elements (e.g. readiness). Therefore, the main reason that have been focalized by the preservice teacher is basically linked to such significant touchstones of teacher language awareness. Yet, the mentor-teacher feedback session actually enables the trainee teacher to realize the main resource of the interactional troubles including not expanding learner involvement as the deficiency of TLA. In this regard, it can be claimed that such stimulated recall sessions bring about increasing awareness and professional development. Thus, in Time 2, another reflective cycle will be carried out to observe the PST's second teaching performance, preceded by video stimulated recall sessions.

4.2.2 Time 2

At the second week of May, the same reflective cycle will be conducted among peers through NC's second teaching performance, video stimulated peer feedback session, and her second critical self-reflection report. Five weeks later than NC's first teaching practice, together with her peer (TZ), she recorded and tagged their teaching performances through VEO mobile application interchangeably. For the follow-up, they had the peer feedback session including video stimulated recall, so that the PST can promote the analytic investigation through their own recorded and tagged classroom interaction data. Finally,

the peers self-report their second teaching performances by mainly focusing on the developmental process among two consecutive reflective cycles of their internship process.

In Time 2, this PST aims at reporting key information about the Unit 9: Science through short recordings and creating communicative atmosphere by discussing scientific achievements. The theme of the lesson will be carried out within the same context including the same classroom and participants' profile. In order to accomplish the intended task, the theme of the lesson has been backed up with a brainstorming activity, vocabulary presentation, and listening part. In the light of the main phenomena of the study that is focusing on how 11 different PSTs develop their CIC in two rounds of RP, NC's second questioning practices were initially collected with four different classroom interaction extracts and then two of them were chosen to scrutinize. The following extract will exemplify how the EFL trainee teacher elicits language learner responses through yes/no declarative (Raymond, 2003) and known information questions to enhance learners' contributions and create more learner-centered classroom atmosphere (Anton, 1999).

Extract 3: science

```
Clip: nc2_science

Collection:  expansion_questions_time 2
File:   D:\ thesis_02032017\selected_videos\lesson2
Time:   0:00:00.0 - 0:00:49.9   (Length:  0:00:49.9)
Episode Transcript:  teaching2_nc2
Clip Transcript:
001  T:   i'm fine, too. so: er:: you >had an< (0.2) exam
002       last wee:k (0.2) teog (it was good?)
003  S1:  very good
004  T:   very good. er:: what are the lessons?
          +shows her thumb
005       (0.3) er: you: have in er: in this exa:m?
                          +shakes her hands
006       mathematics: (1.2) er::
          +touches on her finger
007       (3.8) ((a few students come to the classroom))
008  S1:  gapıyı ben mi gapataca:m?
          will i clo::se the door?
009       (2.8) ((T walks and closes the door))
010  S2:  na gadar terbiyelisin?
          how polite you are?
011  T:   ↑what are the lesso:ns? you ha:ve
012       (1.8)
013  S3:  (inaudible voices)
014       (T leans forward to S3))
015  S3:  er::
016  S4:  duyamıyo::z
          we can't hea::r
```

At the very beginning of the lesson, the PST begins the lesson with the traditional greeting exchange and completes an interactional routine before NC's peer records and tagging of the classroom interaction through VEO mobile application. In line 01 and 02, this PST provides sequence closing third as the last phase of the IRF (Initiation-Response-Feedback) structure (Hall, 1998; Hellermann, 2003; Sinclair & Coulthard 1975). She also displays previous knowledge (Sert et al., 2015) about their daily lives and initiates a yes/no declarative question (YND) (Raymond, 2010) to get a confirmation as a preferred response `(it was good?)`. After S2's response in line 03, the PST initially produces explicit positive assessment (Waring, 2013) through teacher echo (Sert, 2015; Walsh, 2012) and showing her thumb simultaneously in line 04. She also initiates a known information question to elaborate names of the lesson in teog exam `(what are the lessons?)` in line 04. This has been followed by (0.3) seconds of silence, hesitation markers, and T's clarification of the previous elaboration question `((0.3) er: you: have in er: in this exa:m?)` in line 05. She also provides an exemplification for the names of the lessons in TEOG exam in line 06. This action signals T's request for other candidate answers verbally and nonverbally `(mathematics:)`. This turn is completed with (1.2) seconds of silence and elongated hesitation marker. From line 07 to 10, a few students come to the classroom late and the classroom issue is managed through off-task conversation between the students in L1. In line 11, T repeats the previous known information question (Mehan, 1979b), which is followed by (1.8) seconds of silence during which T gives an interactional wait-time for learners' contributions (Can Daşkın, 2015a; Walsh, 2012). After S3's self-selection as the next speaker with her incomprehensible utterance in line 13, the EFL trainee teacher leans forward to S3 for the incipient speakership (Goodwin, 2006; Mortensen, 2009). This demonstrably shows that the embodied action of the PST allows S3's continuation with a hesitation marker in the next turn (Goodwin, 2000) in line 15. For the follow-up, S4 displays a claim of hearing problem

that influences the intersubjectivity (Kasper & Wagner, 2011) and should be repaired not to inhibit the continuity of talk (Gardner & Forrester, 2010) in line 16.

```
017  T:   what are the lesson you ha::ve er:: in that exa:m teog.
             +shakes her hands.
018  S3:  [inaudible voices]
019  T:   [mathemati:cs]
020       (0.6) ((T looks at S3))
021  S3:  social science er::
022  T:   so↑cia::l?
023  S3:  science
024  T:   scie:nces
             +nods her head
025  S3:  er::
026  S5:     s[cie:nce
027  Sx:     [°phsical] sciences°
028  T:   sci:ence. ↑so:: we will talk abou:t (.) ↑scie:nce (0.5) toda::y.
```

In line 17, T reinitiates the same elaboration question through handshaking that signals T's requests for alternative candidate responses (what are the lesson you ha::ve er:: in that exa:m teog.). After S3's inaudible talk overlapping the T's exemplification respectively in line 18 and 19, the PST maintains turn allocation with S3 and provides (0.6) seconds of silence as a space for learner contribution in line 20. This has been followed by S3's candidate response and elongated hesitation marker. After S3 provides "social science" as one of the lesson that is included in the official exam (teog), T repeats the previous turn until the trouble source with a rising intonation, lengthens the syllable and waits for the error correction (so↑cia::l) in line 22. Such designedly incomplete utterance (Koshik, 2002a) is used to elicit further extended learner turn. However, S3's repetition of the trouble source in line 23 is followed by T's explicit correction with a head nod that has not been matched with the pedagogic goal of the meaning and fluency classroom context (Sert, 2015) in line 24. After S3's elongated hesitation marker in line 25, S5 initiates the second part of S3's previous response

`(s[cie:nce),` thereby overlapping with the first word of another candidate response proferred by Sx in the sotto voce delivery in lines 26 and 27. Then, the PST echoes S3's response and completes her turn by explaining what they will do during the lesson. In this extract, T has reminded the correct form of the preferred response `(social sciences)` even though she has elicited the correct answer `(science)` from the students with information seeking questions. Extract 3 illustrates how NC initiated wh-information seeking questions (Koshik, 2003) and designedly incomplete utterance (Koshik, 2002a) to establish meaning and fluency context at the beginning phase of her first teaching performance. In other words, the PST did not only utilize such questioning practices in order to raise learning involvements, but she also elicited the targeted vocabulary item `(science)` from students' candidate responses in warm-up stage of this lesson. From NC's second teaching performance, Extract 4 will exemplify how the PST asks known information questions to revise the previously learned vocabulary items and extend learner participation in meaning and fluency context (Seedhouse, 2004).

Extract 4: printing press

```
Clip: nc2_printing press

   Collection:  expansion_questions_time 2
   File:  D: thesis_02032017\selected_videos\lesson2
   Time:  0:02:23.9 - 0:02:54.4   (Length:  0:00:30.5)
   Episode Transcript:  teaching2_nc2
   Clip Transcript:
077  T:   stea:m engine.
078       (1.1) ((T goes towards the interactive board))
079       er:: fo:r t↑rains. °oka:y° (0.4) a::nd what is it?
                            +points to a picture on the slide
080  S7:  machi:ne.
081       (0.8) ((takes a step front))
082  T:   machi:ne but what kind of machi:ne?
083       (1.2)
084  S4:  it's my n↑ee:d
085  S5:  °print°
086  T:   my needs like mone:y. pri:nt. y↑e:s printing pre:ss.
                            +turns back to S5
087       (0.8) ((writing on the white board)) ye:s. do you know i:t?
088       (1.3) ((writing)) printing p↑re::ss
```

Extract 4 starts right after T has completed a short warm-up phase and begun the vocabulary revision activity. T firstly opens and shows the slide including pictures of the scientific discoveries or inventions. Then, the students provide the names of these scientific achievements. In line 77, T provides feedback through the repetition of the student's previous response as the final unit of IRF structure, which is followed by (1.1) seconds of silence during which T walks towards the interactive board in line 78. For the follow-up, the PST prompts a hesitation marker and a clarification about what the steam engine is used for (`er:: fo:r t↑rains.`) in line 79. She also changes the slide, provides an acknowledgement token, (0.4) seconds of silence, and initiates the known information question (Mehan, 1979b) (`a::nd what is it?`) in line 79. S8 self-selects for producing a candidate response to T's previous initiation (`machi:ne.`) in line 80. This has been followed by (0.8) seconds of silence during which T takes a step front as displaying T's listenership (Gardner, 2001) to S8's self-selection in line 81. T repeats S8's candidate response and initiates an information seeking question to elicit a more specific answer from the students (`machi:ne but what kind of machi:ne?`) in line 82.

After T provides (1.2) seconds of silence as a space for learner contribution (Walsh, 2012), S4 introduces that the machine is her own need. This utterance displays intelligibility and mutual understanding (Seedhouse, 2005) problem arising from T's previous questioning practice between T and language learners. After S5's alternative response with sotto voce, the PST firstly initiates S4's candidate response and provides a clarification by implicitly stating that this machine prints the money as one of our needs. Later on, T displays repetition of S5's candidate response and it is embodied with her turning back to the student. She also provides an explicit confirmation and a recast that is embedded in her own utterance (`y↑e:s printing pre:ss`) in line 86. After the PST writes the correct answer on the board during (0.8) seconds of silence, she initiates yes/no interrogative (YNI) question to check whether the students know it or not in line 87.

145

Following (1.3) seconds of silence during which T continues to write the names of the scientific achievements and gives a space for learner contribution, she completes her turn by displaying the repetition (printing p↑re::ss) in line 88. In brief, Extract 4 has demonstrably shown that T utilized the known information questions including wh- and yes/no interrogative questions in meaning and fluency classroom context (Seedhouse, 2004). She aimed at both eliciting correct responses with extended learners' contributions and enabling language learners to remember previously learnt vocabulary items. In sum, two preceding extracts have illustrated how the PST promoted more extended learners' contributions through both information seeking and known information questions (Mehan, 1979b) by establishing meaning and fluency context (Seedhouse, 2004).

Having carried out her second teaching performance, NC has peer feedback stimulated recall session which lasts totally 10 minutes. They mainly converse about the considerable teaching phenomena like teacher feedback types or students' participation without providing any judgement about one another's teaching performance. During this peer interview session, they utilize videoed and tagged episodes of Video Enhanced Observation (VEO) mobile application as data-led and evidence-based dialogic reflective session (Mann & Walsh, 2013). During such video stimulated recall session, the peer (P) begins the interview by asking NC's opinions and he transforms the peer feedback interview from the self-reflection to collaborative reflective session due to his own contribution. From the beginning of the video stimulated recall session, P initiates an information seeking question to learn how she has felt right after the second teaching performance. Then, the preservice teacher introduces her pleasure about the continuity of the classroom interaction and students' participation. After they have completed that part, the following peer feedback extract lasts from 00:52:0 to 02:41:9 seconds of the peer feedback interview. Peer Feedback Extract 1 will illustrate that the PST self-reports the way she enhances learner contribution at the beginning phase of NC's second teaching performance in the meaning and fluency context (Seedhouse, 2004).

146

Peer Feedback Extract 1: brainstorming

```
017  T:   haha hahah. onun dışında brainstorming'te şey oldu. çocukların
          eheh eheh. except for this, something happened during
018       teog sınavından girdim. orda (-) bi activation yaptığımı
          brainstorming. i started from their teog exam. there (-) well,
019       düşünüyorum açıkçası hani. orda bi düşündüler.
          honestly, i think i made an activation for them.
          they thought for a second there.
020  P:   huh huh.
021  T:   işte hangi derslerin olduğuna (-) giriş yaptım.
          well i have started (-) with which lessons there are.
022       ordan s- science'a işte science'tan konuşucaz bugün falan
          Then, about s-science well we will talk about the science today
023       diye. onun dışında hayatımda ilk defa brainstorming yönettim
          or so. except for that, this is the first time that i have
024       kii hani başarılı olduğunu düşünüyorum. (+) çünkü çocuklardan
          managed the brainstorming in my life, and well i think i was
025       err hani bişiyler söylemelerini istedim. ve hani cevaplar da
          successful. (+) because i wanted students to say something. and
026       ↑aldım. alamadığım zaman onlara örnek verdim. hani o ez-
          well i g↑ot the answers too. when i didn't get, i gave
027       özellikle electricity güzel bi örnekti. o ışıkları açtım
          examples to them. well es- especially the electricity was a nice
028       kapattım yani benim hoşuma gitti açıkçası. (+)
          example i switched on and off the lights, well i like it
          honestly. (+)
          ((11 lines were omitted.))
039       düşünüyorum. (-) .hh onun dışında brainstorming bence (+) iyiydi.
          i think. (-) .hh except for that, brainstorming, i think, (+) was
          good.
040  P:   hnmm.
```

At the beginning of the peer feedback extract 1, the PST critically self-reports how she attracts students' attention to the lesson by starting from teog exam as known information. She explains how to get preferred responses (Pomerantz, 1984) through various questions and elaboration practices like exemplification. The PST also expresses that she has managed the brainstorming successfully. Having commented on her own teaching performance in meaning and fluency context, the PST asks whether her peer has any

comment about this point in accordance with the structure of the dialogic reflection session.

```
041  T:   uhh bunla ilgili bi düşüncen [var mı?]
          uhm do you [have] any idea about this?
042  P:                             [haaa] brainstorming iyiydi
                                    [hu::h] brainstorming was good
043       canım. eee (+) bakiyim bi. bi saniye.
          dear. errr (+) let me check it. one second.
044       ((T checks his notes by turning the page.))
045       brainstorming. ↑haa brainstorming err iyiydi a↑ma (-) benim

          brainstorming. ↑huh brainstorming err was good b/ut (-) my
046       düşüncem şey  ((Tsayfa çevirmeye devam ediyor.))
          opinion well ((T continues to turn the page.))
047       giriş böyle iyiydi işte ee eee hani konun science ya.
          the beginning was good as it is er err as your topic is science.
048       science'ı      [böyle]
          science    in [such]
049  T:                 [huh huh]
050  P:   eee bi şekilde science işliyceni onlara er anlatmış oldun
          err in a way you explained them you would teach science
051       yani teogdan girince. o giriş iyi oldu warm-up konusu kısmı
          As you started from teog, that beginning was good, warm up phase
```

For the follow-up, her peer produces his agreement about her brainstorming performance and tries to show a videoed and tagged episode of the beginning phase of the lesson. However, he cannot find out an instance for this part and begins to check his notes. He also points out her agreement on T's natural transition from "teog exam" as the known information based on their daily lives to "science" as the main theme of the lesson. In brief, the analysis of this peer feedback session extract 1 has revealed increasing language awareness of the PST about establishing meaning and fluency context. In this extract, she states her different practices like exemplification and elicitation in order to promote learner contribution in the brainstorming activity as the meaning and fluency context. Thus, the peer feedback extract 1 also offers an example about how the PST raises her own language

awareness and develop CIC from the first round of the reflective practice to another one during her internship process.

As the final step of the VEO integrated IMDAT (Sert, 2015) teacher training framework, the trainee teacher critically self-reflects her internship process, thereby dividing her second teaching performance into three main parts: warm-up, vocabulary presentation, and listening. Therefore, she elaborates on such significant lesson parts by providing exact moments from the videod and tagged episodes of the lesson such as "In 1:57 I said ' Gravity is a discovery'.". Unlike her first critical self-reflection report (Sert, 2015), she enlightens the strengths and weaknesses of her teaching style into three parts of her second self-reflection. In this regard, the following extract from the second teaching performance will exemplify the self-evaluation of the PST by referring to the tagged moment from video stimulated recall session.

Self-Reflection 2 Extract 1: from teog to science

> I began to this part by asking to students about their exam, Teog (0:05) and asking the topics in it to elicit the word 'science'. *I believe it was a good entrance to topic, many of them raised their hands and also it was good for making the connection what they have already known and what they will learn in this lesson.*

Before the beginning of the second Self-reflection Extract 1, the PST has not only revised the predetermined targets and beliefs of the intended lesson, but she has also given general information about the classroom profile. Later, she starts to criticize her lesson from the warm-up phase and Self-reflection Extract 1 comes from the very beginning of the specific paragraph. In this extract, NC reports that her warming up style based on the transition from known to unknown information leads to students' participation.

As a consequence, the case of NC consists of four classroom interaction extracts, two video stimulated recall sessions including one mentor-teacher and one peer feedback interview, and three self-reflection reports from two rounds of the reflective cycle. At the beginning part of the analysis process, the classroom interaction data were extracted with no predetermined theory or background information in order to exemplify how the PST has benefitted from a great deal of various features of CIC in relation to teacher questioning practices in meaning and fluency context. After both the PST and her peer have focused on one instance (Extract 1) during video stimulated recall session, she also reflects this specific moment on her own self-reflection text as similar to the examples of the first round of the reflective practice. Therefore, it is apparent that such crucial phases of VEO integrated IMDAT teacher training framework have been interrelated with each other and this interconnectedness is proven through the analytic findings of three different data resources across two rounds of the reflective practice. Also, the micro-analytic perspective of this reflective cycle enables the PST to broaden her own professional development procedure by raising awareness and improving the classroom interactional competence (Mann & Walsh, 2013; Sert, 2015). In Time 1, NC could not raise more extended and elaborated learner turns and establish meaning and fluency context in spite of the students' initiations. In addition, the mentor enabled the trainee teacher to realize such problematic parts including closing the third turn of the sequence. In the light of these analytic findings of Time 1, the PST established the meaning and fluency context through both questioning and elicitation practices in brainstorming activity. She also managed to converge her previous expectations and beliefs with her second teaching practice. In this sense, at the end of this twofold stages of the reflective practice, it can be claimed that the PST has raised her own language awareness and develop her CIC on this teacher training framework. Finally, the case of OZ will be detailed as the last instance of the good practices during the process of the VEO integrated IMDAT teacher training framework.

4.3. The Case of OZ

Like the other cases of the VEO integrated IMDAT teacher training framework, OZ has finalized the six interrelated reflective practice procedure including the initial workshop based on the reflexive relationship between the classroom interactional competence and usage of Video Enhanced Observation (VEO) mobile application, teaching practices, and video stimulated recall sessions between Time 1 and Time 2. At the end of the internship process of 11 different trainee teachers, Conversation Analytic findings have been presented as real evidence for the Classroom Interactional Competence development (Walsh, 2012). The development of CIC has been demonstrated with diversification of teacher questioning practices or attempts to establish meaning and fluency contexts in order to facilitate more extended learner contributions. Such considerable evidence shown in the extracts have been also supplemented through other means of the data collection that consist of mentor-teacher feedback, peer feedback interviews, and self-reflection reports (Sert, 2015). These written texts have been finally analyzed through Constant Comparison Method (Glaser, 1965; Boeije, 2002) in order to extract the supplementary emergent themes of the preservice teachers' raising awareness and classroom interactional competence development by comparing not only the 11 preservice teachers' cases with one another but also every case in the six interconnected phases of VEO integrated teacher training framework. Like the cases of BY and NC, it will be examined the role of teacher questioning practices in teachers' initiations for promoting more extended learner contributions in various classroom contexts. The following findings and their analysis will bring real evidence for increasing awareness and development of the classroom interactional competence of the trainee teacher from the first to second teaching performance during their internship process. These findings come from the 8th grade class that includes 26 students. Their age group ranges from 14 to 16 years old. Also, OZ is a

151

semi-experienced preservice teacher as he himself implies his teaching experience at the beginning of the mentor-teacher feedback interview below (Figure 14).
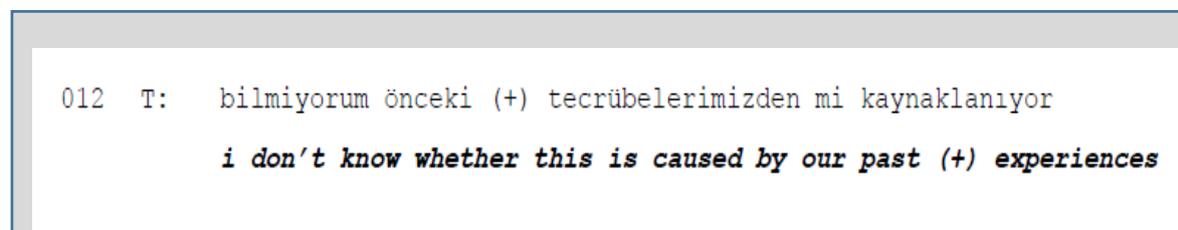
```
012  T:   bilmiyorum önceki (+) tecrübelerimizden mi kaynaklanıyor
          i don't know whether this is caused by our past (+) experiences
```

Figure 14. OZ's statement about his previous teaching experience

4.3.1 Time 1

Time 1 consists of two classroom interaction extracts from OZ's first teaching, one mentor-teacher feedback extract, and one extract from his first critical self-reflection respectively. In addition, the Figure 14 will be presented to demonstrate the teacher focus chart of the VEO statistical data about which the mentor and the preservice teacher discuss during the video stimulated recall session. Two different extracts were selected from 6 different classroom interaction extracts based on the trainee teacher's questioning practices in his first teaching practice.

Like the other good practices of VEO integrated teacher training framework, the first teaching performance is the revision lesson that is mainly focused on chores. After T has checked the previous vocabulary knowledge of language learners, he tries to create more interactional classroom atmosphere with a speaking activity. For this purpose, he utilizes the Hot Potatoes programme (see https://hotpot.uvic.ca/). The Hot Potatoes includes six different applications, that enable users to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. In Time 1, the PST has prepared and carried out the matching/ordering exercise so that the students could revise names of the chores as the group activity. The following extract will illustrate how OZ cannot promote learner contributions in L2 and also how he

cannot create more communicative classroom atmosphere by conveying volunteers'
responses L2 to the multilogue (Schwab, 2011). However, T uses various kinds of teacher
questions including yes/no interrogative reversed polarity question (RPQ) (Koshik, 2002a;
Raymond, 2003), yes/no declarative (Raymond, 2001), and wh- questions (Koshik, 2003)
in meaning and fluency context (Seedhouse, 2004).

Extract 1: take out the garbage

```
Clip: oz1_takeouthegarbage

   Collection:  expansion_questions_time1
   File:  D:thesis_02032017\selected_videos\lesson1
   Time:  0:06:53.1 - 0:07:40.5   (Length:  0:01:27.4)
   Episode Transcript:  teaching1_oz1
   Clip Transcript:

141        (3.4) ((T looks at the interactive board and takes
142                the worksheet from the teacher table))
143        do you have any idea:? what is thi:s?=
144  S2:   =>k↑arşılaş<°tırıca:z°
           =>we'll °c↑ompare°
145  S1:   y↑e:s, i have an idea
           +S1 and S8 raises their hands
146  S2:   er::
           (1.4)
147  T:    how many hour in hour? (2.5) do you know this? (0.8) they
                                    +points to the slide
148        (1.2) did you do: jo:b?
149  S2:   °take (machi:ne)°
150  T:    did you make tha:t?
151  S4:   kimse anlamıyor benim problemimi
           noone understands my trouble
152        (1.7) ((mutual gaze with S2))
```

At the beginning time of OZ's first teaching practice, T completes the interactional routine
very briefly and states the aim of the lesson by revising names of the chores. For this
purpose, he distributes the hand-outs that includes matching vocabulary exercise. This PST
also explains that language learners will do this matching exercise on the interactive board.
Extract 1 starts right after about six and half minutes during which the students have
completed the exercises on their worksheets. In line 141 and 142, T takes the hand-out

from the teacher table and looks at the interactive board throughout (3.4) seconds of the silence. In line 143, the PST initiates a YNI `(do you have any idea:?)` and an elaboration question to elicit a correct response from language learners `(what is thi:s?=)` as information seeking questions. In line 144, S2 displays insufficient understanding to obtain a confirmation for her previous knowledge in L1 by latching with T's previous utterance (Hepburn & Bolden, 2013). For the follow-up, S1 provides a confirmation token with a rising intonation and engages in PST's previous initiation in line 145. S8 and S1 also raise their hands to establish recipiency (e.g. Mortensen, 2009) with T. This has been followed by S2's elongated hesitation marker in line 146 and (1.4) seconds of silence in line 147.

In line 148, the EFL trainee teacher firstly initiates an ungrammatical wh- (Koshik, 2003) question `(how many hour in hour?)` which is followed by (2.5) seconds of silence as a space for learner contribution (Walsh, 2011, 2012). He also produces a yes/no interrogative (Koshik, 2002b) questions by addressing the whole class (Escobar Urmeneta & Evnitskaya, 2014) with a deictic gesture by pointing at the slide on the interactive board. In this sense, using deictic gesture has been asserted as the supplementary multimodal resource (Kääntä, 2012; Mortensen, 2008). Following (0.8) seconds of silence, T completes his turn with a deictic reference item `(they)` that is related to the people on the slide. After (1.2) seconds of silence, T initiates another yes/no interrogative question to learn whether the students have done this chore or not in `(did you do: jo:b?)` line 148. This has been followed by S2's candidate answer in a sotto voce `(°take (machi:ne)°)`. For the follow-up, T initiates an affirmative reversed polarity question (RPQ) (Koshik, 2002b) to point the problematic part on the previously displayed utterance of the student in line 149. Thus, the PST provides an elaboration question by marking the trouble source rather than giving the explicit correction through RPQ (Waring, 2012). S4 displays claims of nonunderstanding in L1 in line 150, which is followed by (1.7) seconds of silence during which OZ establishes the recipiency with S2.

```
153  S3:  eheh hehe
154  T:   did you make stand?
155       (3.2) ((inaudible voices))
156  T:   what does your group?
157  S2:  /ce:/
158  T:   /si:/ oka:y
          +starts to check his worksheet
159       (2.8) ((T continues to check it))
160       a::nd
161       (0.8)
162  T:   >you did it?< this story: so you know
          +shows the worksheet to s2
163       it (1.8) what is it?
                  +points to the slide
164  S2:  er:: °take ou:t°
165  S3:   t↑ake out the garbage
               +S8 raises his hand
166  T:   take out the garbage. ye:s. so: please match it
                              +points to S7, but S8 stands up
```

After S3's laughter token in line 153, T initiates another yes/no reversed polarity question (Koshik, 2002b) to check whether the students have made enough effort to find out the correct response. This has been followed by (3.2) seconds of silence that the whole class has spoken simultaneously in line 155. In line 156, the PST initiates another wh- question by seeking new information. After S2's mispronounced response (Pomerantz, 1984) in line 157, T provides explicit correction (Hutchby & Wooffitt, 2008) on the linguistically inaccurate utterance and a confirmation token as a turn final unit in line 158. After T has checked his own worksheet during (2.8) seconds of silence and prompted an elongated conjunction to show that he will continue speaking in line 160. Following (0.8) seconds of silence in line 161, T provides a yes/no declarative (YND) question to check whether the students have done the exercise or not with a deictic gesture by showing the worksheet to S2. T reestablishes recipiency with S2 through this deictic gesture as a multimodal resource (Mondada, 2008). Following (1.8) seconds of silence, the PST reinitiates his previous wh- question to elicit the name of the chore (what is it?) in line 163. S2 provides her candidate response with a sotto voce delivery, which is preceded by an

elongated hesitation marker in line 164. For the follow-up, S3 provides explicit correction with rising intonation on the first syllable of his utterance (t↑ake out the garbage), and S8 also raises her hand to give the preferred response in line 165. The preservice teacher acknowledges S3's preferred response through repetition and a confirmation token and completes his turn by requesting that S7 will match the name of the chore with the picture on the Hot Potatoes matching activity. The previously analyzed extract has demonstrably shown that this PST utilized mostly known information questions including yes/no interrogative reversed polarity, yes/no declarative, and wh- questions to accomplish the task. However, he could not enhance more extended learners' contributions in L2 meaning and fluency classroom context (Seedhouse, 2004) and also he could not convey the correct answers to the multilogue (Schwab, 2011) that language teachers try to address more than one learner. The following extract will exemplify how OZ cannot elicit preferred responses and promote L2 interaction even though he benefits from various kinds of teaching practices.

Extract 2: do you agree

```
Clip: oz1_doyouagree

Collection:  expansion_questions_time1
File:  D:\thesis_02032017\selected_videos\lesson1
Time:  0:12:34.7 - 0:13:00.8   (Length:  0:01:06.1)
Episode Transcript:  teaching1_oz1
Clip Transcript:

255  T:   you all agreed, right? (1.8) you all
256       agreed sweep the floor. sweep plea:se. do you [inaudible voices]
                        +points to         +goes towards S9
                    the interactive board
257  Sx:  yaprakları                              [inaudible voices]
          leaves
258       cut
259  T:   do you agree? yes or no?
260  S1:  .hh bana katılıyo musun diyo bak
          .hh she said "do you agree with me?" look
261  S9:  no:.
262  S4:  ye:s
263  T:   n↑o: why not?
264  S1:  neden katılmıyosun [diyo]
          [she said] why don't you agree?
265  T:                     [↑what] is it this o:ne?
                                  +points to the slide
266       sweep (inaudible voices)
267  S9:  sweep the /di:st/
268  T:   sweep the /di:st/ [(so: very good)]
269  S2:                    [e katılırsan] sevinirim
                            [if you agree] i'm pleased
270  T:   okay thank you. can you match it?
                    +points to the laptop and S9 comes to the board
271       s7? (1.8) next one, yea:h
                +points to s7
```

About 5 minutes right after Extract 1, the following extract comes from the ongoing activity of vocabulary revision. After the students have provided correct responses to T's initiations, they come to the board and match the names of the chores with the appropriate pictures on the Hot Potatoes application. In line 255, T initiates a yes/no declarative question (Raymond, 2003) and provides confirmation check question, which is followed by (1.8) seconds of silence during which T provides a wait-time for learners' contributions (Walsh, 2012). For the follow-up, the PST reformulates his previous request for confirmation, repeats the candidate response with a pointing gesture. He also initiates a YNI question that cannot be heard completely by reformulating his previous question (`do you [inaudible voices]`) by walking towards S9 as T's embodied turn allocation in line 256. This has been followed by Sx's candidate response through codeswitching (Li, 1999) in line 257 and 258.

T asks whether they agree with "sweep the floor" as the correct response or not with an alternative question (Koshik, 2005) in line 259. S1 translates T's previous yes/no question into their mother tongue to offer a solution to S9's nonunderstanding problem, which is followed by S9's rejection and S4's confirmation respectively in line 261 and 262. According to Koshik (2002b), real questions expect their responses from the same polarity, so it means that the preservice teacher might confirm "yes" as the preferred response. In this regard, even though T elicits both yes and no responses in line 261 and 262 from the different students, he is specifically engaged by repeating S9's rejection with rising intonation and asks an elaboration question through wh- question (`n↑o: why not?`) in line 263. Koshik (2003) also pinpoints that such previously established disagreement as rejection or complaint leads to asking wh- question as a challenge that indicates negative assertion. This has been followed by S1's translation of the PST's elaboration question in line 264 so that S9 might have the nonunderstanding problem of the preservice teacher's previous questioning practice. In line 265, T reinitiates his very first known information question (`[↑what] is it this o:ne?`)(Mehan, 1979b) by pointing to the picture

157

on the slide again. In line 266, he provides partially audible correct response, which is followed by S9's repetition with linguistically inaccurate pronunciation (`sweep the /di:st/`) in line 267. For the follow-up, the PST firstly echoes S9's previous utterance and provides an explicit positive assessment (`[(so: very good)]`). After S2 states that she will be pleased if S9 agrees with her candidate response in line 269, T initially provides a confirmation token and sequence closing third (`okay thank you`). He also invites S9 to do the exercise through another yes/no question with a pointing gesture. While S9 is matching the name of the chore, T allocates the turn to S7, which is followed by (1.8) seconds of silence and embodied turn allocation in line 270. The PST continues to elicit the names of the chores through the Hot Potatoes matching activity. Extract 2 has demonstrated that T cannot elicit preferred responses to his initiations of request for clarification questions in spite of various teacher questioning practices including reversed polarity questions (Koshik, 2002b) and wh- questions as challenges (Koshik, 2003) arising from the adverse assertion. In brief, the preceding two extracts have demonstrably shown that the PST cannot elicit new information in L2 and he cannot also address more than one language learner in spite of using diversified teacher question types such as yes/no reversed polarity question (Koshik, 2002b), wh- questions (Koshik, 2003) or alternative questions (Koshik, 2005) and cannot promote extended learner turns in meaning and fluency classroom context (Seedhouse, 2004). Similar to previous two cases of the present study, OZ has also mentor-teacher feedback session that proceeds nearly 18 minutes right after he has completed his first teaching practice. Two different instances of the dialogic reflection session will be presented to supplement the main analytic findings of the classroom interaction data in Time 1. The mentor (M) initially focalizes the PST's opinions about his own practice, and he makes such useful comments that might raise the awareness of the PST during this dialogic reflective session (Sert, 2015). The following mentor-teacher feedback extract 1 comes from the 06:52.0-07:23:2 seconds of the video stimulated recall session and teacher question types category. This extract will exemplify how the

mentor allows the PST to explore his own teacher questioning practices through videoed and tagged episode of the PST's initial teaching performance.

Mentor-Teacher Feedback Extract 1: question types

```
121   M:    şimdi bi ım (+) s::oru tipleriyle alakalı bir
            now     er: (+) we can look at a few instances
122         iki yere bakabiliriz
            related to question types
123         (+) ((they watch the tagged video.))
```

```
Time:  0:12:43.8 - 0:12:52.0    |Length:  0:00:08.2)

256         agreed sweep the floor. sweep plea:se. do you [inaudible voices]
                +points to          +goes towards S9
                the interactive board
257   Sx:   yaprakları                          [inaudible voices]
            leaves
258         cut
259   T:    do you agree? yes or no?
260   S1:   .hh bana katılıyo musun diyo bak
            .hh she said "do you agree with me?" look
261   S9:   no:.
262   S4:   ye:s
263   T:    n↑o: why not?
264   S1:   neden katılmıyosun [diyo]
            [she said] why don't you agree?
265   T:                       [↑what] is it this o:ne?
                                    *points to the slide
266         sweep (inaudible voices)
```

```
124   M:    duyuyorsun dimi?
            you are hearing, aren't you?
125   T:    ama sanırım o çocuk ıı hiç cevap vermicekti
            but I guess that child er: would never respond
126   M:    hnm hnm
127   T:    kafayı eğdi (-) yes or no dedim hani direkt
            he tilted his head (-) i said yes or no well directly
128         bişey söyle heheh heh
            say something
129         (+) (they start to watch another tagging.)
```

At the beginning of the mentor-teacher feedback session, the mentor directs the PST to observe one of the tagging based on the question types. Later on, they view the tagging that has been recorded from 12th minutes of the classroom interaction. In this tagging, T

initiates a yes/no interrogative question by providing two alternatives. In terms of the students' responses, he also asks an elaboration question to shape learners' contributions. However, he gives up eliciting an alternative response to his previous question and shifts the theme of the interaction by reinitiating his first questioning practice in Extract 2. After they have completed viewing this videoed and tagged moment of the VEO mobile application, the mentor initially checks the PST's attention. The trainee teacher explains that he provided yes or no as alternative responses when the student did not display willingness to participate (Evnitskaya & Berger, 2017). However, the mentor listens to the PST's explanations and shifts to another tagging based on an instance of the feedback types category. In brief, the mentor-teacher feedback extract 1 has showed the mentor's initiation for raising language awareness of the PST (Andrews, 2007) by providing real evidence from his own teaching performance. Yet, the mentor did not comment on the PST's explanations unlike previous instances in the preceding two cases.

As the second instance of the video stimulated recall session, the mentor-teacher feedback extract 2 comes from 15:52:0 to 16:17:1 seconds of the interview. Prior to Extract 2, the mentor has completed checking the taggings of L2 Teacher tag set on VEO. Later, he emphasizes the statistical information provided by VEO mobile application. The mentor shows the focus chart of the classroom interaction to the trainee teacher (see Figure 15).
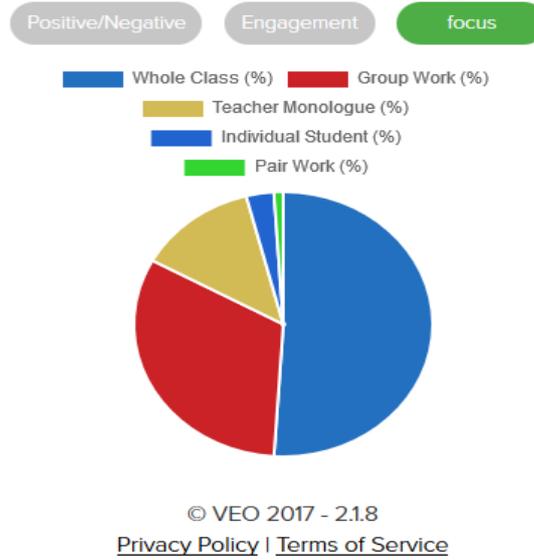
Figure 15. VEO Focus Chart of the Classroom Interaction

While the PST is examining the focus chart, the mentor introduces that the individual student and peer work modes were rare while the group work was more common during his first teaching performance.

Mentor-Teacher Feedback Extract 2: open, etc.

```
304  M:   hani ↑ tek individual studentın (+) şey olduğu az, pair work zaten
          well ↑only "individual student" as activity type is rare (+) was
305       yoktu group work şeklindeydi hep onu silebiliriz (+) genel
          less, anyway there was no pair work they were always group work we
306       olarak mode communication mode dağılımı da bu (+) ıı::
          can delete it (+) generally this is mode-communication, mode
307       (+) senin sorduğun (+) sorular ıı:: (+) soru çeşitleri
          distribution (+) er:: (+) the questions er:: (+) that you asked
308        open vesaire vesaire onlara girip odaklan mutlaka ben
           (+)the question types open etc. etc. definitely focus on them when
309       verdiğimde feedback stratejilerine iyi yaptığın şeyler
          i gave feedback strategies, there were also the things
310       de oldu dediğim gibi o çok fazla let it pass yap[tığın]
          at which you were good like I said there were too much
311  T                                                [°hnm::°]
312  M:   durumlar da oldu
          circumstances that you [did] let is pass.
```

161

In mentor-teacher feedback session extract 2, the mentor explains that the teacher questioning practices and feedback strategies has influenced the distribution of the classroom focus chart and the flow of the whole lesson. He also emphasizes "let it pass" sequences in which the PST only confirms students' responses rather than promoting learner contributions in order to create more communicative classroom atmosphere. In brief, this extract has demonstrated how the mentor directs the PST to the moments that he missed the opportunities for facilitating learner involvements through different question and feedback types.

Self-Reflection 1 Extract 1: my questions

Sometimes *I changed my questions according to student's level when there were no answer for an open question. I changed it to closed question to get at least an answer so my student would not be discouraged "12.43"*.

After the PST has viewed his first teaching practice through recorded and tagged episodes on VEO Portal and listened to the audio recordings of his mentor-teacher feedback session, OZ wrote his first self-reflection paper. Similar to the other critical self-reflections of the PSTs, he begins with the class profile, overviews of the classroom activities, and strengths and weaknesses of his own teaching style. As the positive sides of his teaching practices, he explains how he shifted from open (wh- questions) to closed (open) question types to elicit a response from the students. He also illustrates such positive points from the VEO episode that has been tagged by his mentor and it refers to Extract 2 from the classroom interaction data and Extract 1 of the mentor-teacher feedback. In brief, it can be seen that the interconnectedness of these extracts from three data resources allows the PST to raise his language awareness in relation to teacher questioning practices. Furthermore, it is apparent that the PST has brought real evidence by referring "12.43" seconds of the lesson from his own teaching practice. Hence, it can be claimed that such data-led and evidence-

162

based instance enables the PST to realize strengths and weaknesses of his teaching style and raise his language awareness.

4.3.2 Time 2

In this study, eleven EFL preservice teachers have organized the schedule to record and tag one another's second teaching performance and then they begin to carry out the same steps of VEO integrated IMDAT teacher training framework with their peers. In Time 2, OZ's second educational activity is composed of two classroom interaction extracts, two peer feedback sessions, and two self-reflection reports including video stimulated recall. Like the other two good practice instances of this technology enhanced EFL teacher education framework, the second cycle of OZ's teaching performance will demonstrably show how diverse teacher questioning practices will allow the PST to promote extended learner turns. This reflective process will illustrate how the peers utilize videod and tagged episodes of Video Enhanced Observation very effectively to bring real evidence from their own classroom interaction dataset on the collaborative and self-reflective session.

The following two extracts come from the same 8th class in which OZ had not only observed the regular English teacher for the fall semester of his final year, but he also had the first teaching performance. These two extracts were selected with the emphasis on the impact of teacher questioning practices on more extended learner engagements in L2. The main theme of the lesson is "science" and there are 25 language learners that will revise the previously learned vocabulary based on the scientific achievements. The following extract will demonstrate how OZ's different questioning practices like yes/no interrogative (Raymond, 2003) or alternative questions (Koshik, 2005) are used to elicit correct response by emphasizing the familiar subject like anime that is Japanese film or animation for both adults and children.

163

Extract 3: anime

```
Clip: oz2_anime
Collection: expansion_questions_time 2
File: D:\thesis_02032017\selected_videos\lesson2
Time: 0:12:52.2 - 0:14:39.4 (Length: 0:02:27.2)
Episode Transcript: teaching2_oz2
Clip Transcript:

470  T:   s↑o: atari was not the:re. and someone who
471       should be: japa:nese. what was his name? created tha:t
472  S4:  (anime)
474  T:   what did you sa:y?
475  S4:  anime is n↑o:t cartoo:n
476  S1:  heh eheh heh
477  T:   i know tha:t
              +nods his head
478       (2.4) ((T looks at the interactive board))
479       (0.5) ((mutual gaze with S4))
480       so::?
481  S1:  eeh eheh hehe
482  T:   >°(what was tha:t)°< he: he watchs: (.) anime: and he
483       wa:nt (0.2) to share us
484  S4:  ye:s
485  T:   sha:re with us
486  S1:  °£hehe£°
487  T:   which one their words?
488  S4:  hu::h
489  S1:  °(hangisiydi diyo?)°
          ° (he asks which one?)°
490  S4:  er:: (inaudible voices) believes
491  T:   >(inaudible voices)< believes [↑oka:y]
492  S4:                               [er::]
493  T:   do you know >what is< anime:?
494  S1:  anime is a /karto:n/=
495  S6:  =/kartu:n/
496  T:   no:, it's:- it's n↑ot cartoon
497  S5:  no:
498  T:   it's not tha:t. we said tha:t
499  S1:  eheh heh
```

Prior to Extract 3, T has completed traditional greeting exchange very shortly and then he has shifted to the revision of vocabulary items. During the vocabulary revision exercise, after T has firstly presented the pictures of scientific achievements, language learners will decide whether the vocabulary items are invention or discovery. They also try to identify the meaning of the invention, discovery, and their verb forms. T shows the picture of "Atari" which is the video game machine for the home computers and elicits the correct response that Atari is an invention from the students. In line 470 and 471, T repeats a student's previous response and asks by whom the machine has been created through wh-elaboration question. In line 472, S4 initiates another scientific invention's name instead of providing an accurate response to T's previous question. For the follow-up, the PST aligns

with S4's candidate utterance by requesting for the repetition with another elaboration question (`what did you sa:y?`). Such elaboration question enables other students to focus on S4's utterance so that the PST can spread such known information to the multilogue (Schwab, 2011) to extend learners' contributions. In line 475, S4 states that anime is not a cartoon by providing a more clarified response than the previous one, which is followed by S1's laughter token in line 476. After T displays the sufficient knowledge, thereby backing up his utterance with a head nod (`i know tha:t`) in line 477,he looks at the interactive board throughout (2.4) seconds of silence and reestablishes mutual gaze with S4 respectively in line 478 and 479. For the follow-up, he initiates an elaboration question through an elongated device so that S4 will introduce the next part of his utterance (`so::?`) in line 480, which is followed by S1's another longer laughter in line 481. In line 482 and 483, T firstly asks what anime is in the past structure with sotto voce. This has been followed by S4's confirmation token (`ye:s`) in line 484, T's prompt for S4's extended turn (`sha:re with us`) in line 485, and S1's short laugher with sotto voce delivery (`°£hehe£°`) in line 486. T asks the motto of anime through another elaboration question (`which one their words?`) in line 487. After S4 displays claims of insufficient knowledge (CIK) (Sert, 2011, 2013) with an implicit elongated confirmation token (`hu::h`) in line 488, S1 produces the translation of T's previous elaboration question to manage a mutual understanding problem during the surrounding talk in line 489. In line 491, T confirms S4's partially comprehensible `response` (`er:: (inaudible voices) believes`) with a repeat and a confirmation token that overlaps S4's elongated hesitation marker (`[er::]`). For the follow-up, T initiates yes/no interrogative question by asking what the anime is again. Even though such questioning practices prefer "yes" or "no" as the correct answer (Sacks, 1987; Schegloff, 1995), S1 produces the utterance that is partially mispronounced (`anime is a /karto:n/=`) in line 494 by latching with S6's mispronounced partial repetition (`=/kartu:n/`) in line 495. T produces rejection through embedded recast (Åhlund &

Aronsson, 2015; Fasel Lauzon & Pekarek Doehler, 2013) of the mispronounced vocabulary item (no:, it's:- it's n↑ot cartoon)in line 496, which is followed by S5's repetition of the teacher's rejection in line 497. T reminds the students that they said it before prefaced with another rejection (it's not tha:t. we said tha:t) in line 498. After S1's laughter token in line 499, T reinitiates the same question in the YNI question format in line 500. Yet, he produces "that" instead of "anime" as the past reference to the previous information (Can Daşkın, 2015b, 2017).

```
500  T:   do you know what's tha:t?
501  S1:  it's a cartoon
502  S5:  anime is cartoon
503       (6.3) ((mutual gaze with ss))
504  T:   any answer?
505  S4:  if you: [sa:y]
506  T:           [wh↑at]'s anime? okay explain to your friends
507       and i'll ask you: (0.8) is it discovery or invention?
508       ((flicking)) explain it fi:rst what is anime?
                    +points to S4
509  S1:  eheh
510  T:   listen to your frie:nd
511       (1.6)
512  S4:  er:
513  S1:  anime is a cartoon
514  T:   st↑and u:p
515  S4:  /dʒa'pu::ns/ cartoon
          +stands up
516  T:   >/dʒ↑a'pəns/< cartoon. so it's not cartoon but it's
517       good /dʒapəns/ [cartoon]
518  S4:                 [cartoon] /dʒa'puns/ cartoon
                            +points to S1
519  T:   it's a tradition actually, ye:s. thank you:. s↑o:
520       (1.5) anime: is it: invention or discovery?
521  S5:  °invention°
522  S4:  er::
523  S1:  er:
524  S4:  invention
525  Ss:  invention
526  T:   invention, wh:y?
527  S4:  ee bulunmuş yani
          er: so it was found
528  S2:  keşfedilmemiş.
          it was not invented
529  T:   y↑e::s.
530  S1:  becau::se it's it's a: n↑o:t always the:re
531  T:   y↑e:s it was not always there.it someone created it, oka:y?
532  S4:  eve:t ye:s
            +T points to the interactive board
```

S1 and S5 repeat wrong responses respectively in line 501 and 502, which is followed by (6.3) seconds of silence during which the PST establishes mutual gaze and provides a space for learner contribution (Walsh, 2012) in line 503. T produces a yes/no declarative question (Raymond, 2010) to seek any response to his questioning practice in line 504. In

an overlap with S4's elongated initiation, T repeats the main question in wh- format ([wh↑at]'s anime?) in line 506. In line 507 and 508, he states that he will produce an alternative question to investigate whether the students think that anime is an invention or a discovery after they have provided a response for what anime is. The PST also performs embodied turn allocation to S4 while he is initiating to elicit extended learner turn, which is followed by S1's laughter token in line 509. T tries to take other students' attention and provides another wait-time throughout (1.6) seconds of silence in line 510 and 511. After S4's elongated hesitation marker in line 512, S1 restates his previous utterance (anime is a cartoon) in line 513. After T's directive utterance with a rising intonation (st↑and u:p) in line 514, S4 states that the anime is a Japanese cartoon with a mispronunciation by standing up in line 515. The preservice teacher produces explicit corrective feedback through clarification, thereby overlapping S4's following utterance in line 516 and 517. S4 reproduces "Japanese" in the mispronounced format (/dʒaˈpu::ns/) with a pointing gesture to S1 in line 518. For the follow-up, the PST expresses that it is actually a tradition and confirms S4's utterance as the correct response with no emphasis on his pronunciation mistake again in line 519. As has been indicated before, the PST has elicited a correct response and then asks whether the anime is an invention or a discovery through an alternative question (Koshik, 2005). From line 521 to 525, the students provide "invention" as the right answer collaboratively with S1's and S4's hesitation markers. In line 526, T acknowledges the students' choices by repeating the correct answer and asks a wh- question (Koshik, 2003) that is challenging rather than inquiring to revise the students' previous learning about the difference between the meaning of discovery and invention. This has been followed by S2's and S4's explanation in L1, which is followed by T's confirmation token with a rising intonation in line 529. For the follow-up, S1 provides correct explanation with self-initiation self-repair (Hellerman, 2009; Seedhouse, 2004) (becau::se it's it's a: n↑o:t always the:re) in line 530. For the follow-up, T firstly provides a confirmation token with a rising

167

intonation, reiterates S1's previous utterance, and completes his turn with an understanding check question (oka:y?) in line 531. S4 provides his confirmation token in both L1 and L2 in line 532 with a pointing gesture to the interactive board as he will complete vocabulary revision activity with a matching activity on the Hot Potatoes programme. Extract 3 has clearly illustrated that the PST's questioning practices directed the students to find out correct responses by promoting more extended learner involvement and connecting their previous knowledge with the ongoing revision activity in meaning and fluency classroom context (Seedhouse, 2004). The following extract will shed light on how the PST elicits right answers in L2 through his questioning practices to promote L2 learning opportunities.

Extract 4: what was the discovery

```
Clip: oz2_whatwasthediscovery?
Collection: expansion_questions_time 2
File: D:\thesis_02032017\selected_videos\lesson2
Time: 0:21:35.3 - 0:22:28.4 (Length: 0:01:33.1)
Episode Transcript: teaching2_oz2
    725  T:   see it. a:nd w- >we s↑a:y<  i fou:nd something
              +points to the        +points to himself
              board
    726       i discovered somethi::ng and it's bl↑ack ho:le
              +points to the board
    727  S1:  ye:s
    728       (1.5)
    729  T:   can you give (.) an ex↑ample (0.6) o::v
    730       (3.2) ((T looks at the course book and touches on the laptop))
    731       another discovery
    732       (4.4) ((T looks at the course book)
    733  S2:  finding
    734       (1.2) ((T stands up and points to the picture))
    735  T:   what was the discovery?
    736       (4.1)
    737        come on G↑U:YS
                      +sits down on the teacher table
    738  S7:  bulma:k
    739  S2:  ↑finding
    740  T:   what was the discovery?
    741  S5:  [discovery:]
    742  T:   [th↑e thing] which is discovered
              +points to the picture
    743  S11: (inaudible voices)
    744  S2:  that someone (.) [discovered]
    745  S4:               [invention]
    746       (1.6) ((inaudible voices))
    747  S5:  j.j. thompson discovered electron
    748  T:   j.j. discovered electro:n (0.6) ↑electro:n oka:y it is the
                                    +points to the interactive board
    749       discovery so it is the (0.5) th↑i:ng that is fou:nd (.) oka:y?
    750  S3:  okay
    751  T:   something that is fou:nd (.) something that is discovered
    752  S1:  ye:s
    753  T:   it is discovered
```

Almost 10 minutes later, the PST shows the pictures of scientific achievements on the slide and language learners decide whether it is discovery or invention by revising the meaning of these vocabulary items. Finally, they try to find out inventor's or discoverer's names of these scientific achievements by using their previous knowledge about them. Extract 4 comes from the last phase of the vocabulary revision activity. Extract 4 starts right after the class watches a video that is based on the discovery of the black hole and the PST states that it is discovery by eliciting the correct response from students. In line 725 and 726, T provides a clarification of their meanings with the deictic gestures as the multimodal resources. This has been followed by S5's elongated confirmation token (`ye:s`) in line 727 and (1.6) seconds of silence in line 728. T requests for an instance as another discovery through yes/no interrogative question (`can you give (.) an ex↑ample`) with long silences including (3.2) and (4.4) seconds during which he checks his own course book and touches on the laptop from line 729 to 732. After S2's candidate response (`finding`) in line 733, the PST does not orient to S2's utterance and provides a pointing gesture to the slide throughout (1.2) seconds of silence.

For the follow-up, he asks the meaning of discovery in the past structure as the Reference to a Past Learning Event (RPLE) (Can Daşkın, 2015b) with an elaboration question. After (4.1) seconds of silence in line 736, the PST attempts to the students' participation with rising intonation and shouting in line 737. Following S7's candidate response in L1, S2 reproduces his candidate response with a rise in pitch (`↑finding`) in line 739. Yet, the PST reinitiates his previous elaboration question with no orientation to the previously provided responses in line 740. T produces an explanation by overlapping S5's repetition (`[th↑e thing] which is discovered`) in line 742. From line 743 to 746, T gives the floor to the students and they try to provide a correct response. In line 747, S5 produces explicitly correct response, which is followed by T's repetition, a confirmation token, and understanding check question in line 748. After S3's confirmation token in line 749, the preservice teacher reiterates the meaning of the discovery in line 751. This has

been followed by S1's confirmation token in line 752 and T's reformulation of his previous utterance in line 753. In sum, Extract 4 has illustrated how the PST insisted on "language policing" (Amir & Musk, 2013) and repeats the same elaboration questions to get explanation and clarification in order to enhance more extended learning opportunities in the meaning and fluency classroom context (Seedhouse, 2004).

Like his mentor-teacher feedback session, OZ has peer feedback interview including the recorded and tagged episodes of his second teaching performance within the scope of the VEO integrated IMDAT (Sert, 2015) teacher training framework. The peer feedback session lasts for 15 minutes totally. The following extracts from the video stimulated recall session will illuminate how the preservice teacher and his peer (P) has discussed the strengths and weaknesses of OZ's teaching style by focalizing his questioning practices.

Peer Feedback Extract 1: known to unknown

```
45    P:    dersin onüçüncü dakikasında:: (+) anime örneğini verdin.
            at the 13th min. of the lesson (+) you talked about anime
46          işte anime nedir bunu biliyor musunuz falan diye bi giriş
            well by saying like what is anime do you know it? you started
47          yaptı:n (+) bu güzel oldu aslında hepsi: orda bi dikkat
            the lesson (+) it was good actually all paid their attention
48          kesildile:r. çünkü hepsi animenin ne olduğunu biliyo: .hhh yani
            there. because all knows what anime is .hhh well you tried to
49          bilinenden bilinmeyene bi örnek vermeye çalıştı:n (+)
            give an example from known to unknown (+) you attracted their
50          dikkatlerini çektin o:rda (+) .hh ondan so:ra:: (-) işte
            attention the:re (+) .hh after tha:t (-) well i actually
51          open: closed question aslında bunlar üzerine durdum ben daha ço:k.
            focused on ope:n closed questions more
```

Peer Feedback Extract 1 comes from 1:43:0 to 02:06:3 seconds of the video stimulated recall session. The peer of the PST explains that OZ has drawn the students' attention to the theme of the lesson by progressing from known to unknown information by referring to the thirteenth minutes of the lesson with Extract 3: anime. This leads to eliciting the preferred responses from the students and enhancing learner contributions. In this regard, he has managed to establish meaning and fluency context and allows the students to produce their utterances in L2. The following extract will illustrate how OZ's peer shares her comment about teacher questioning practice through videod and tagged moment of VEO mobile application.

Peer Feedback Extract 2: come on guys

```
96    P:    eh:: (-) ondan sonra:: .hh (+) ha:h bide (+) konu yine
            er:: (-) after tha::t  .hh (+) huh also (+) the topic again
97          sıkıcı: bi konu olduğu için biraz da zor geldi onlara
            was a boring topic, so it was a bit difficult for them
98          anlamadılar dersten kopma girişimleri çok fazlaydı:: .hhh ı::
            they didn't understand. losing their attention to the lesson was
            too mu:ch .hhh er::
99          bu noktada ses tonunu güzel kullandın aslında (+) işte
            well this point, you used your volume very well actually (+)
100         (-) onların biraz ilgisiz kaldığını gördüğünde işte
            (-) when you realized they were uninterested in the lesson
            actually (+) well
101         come on guys (+) falan yaptın (-) mesela:
            you said come on guys (+) like that for example
102   T:    hı: [hı::]
103   P:        [yirmi birinci dakikada: (-) videonun yirmi
            at the 21st min. (-) let's look at the twenty-first minute
104         birinci dakikasına bi bakalı:m (-) öyle not etmişi:m
            of the video (-) i took notes like that
105         (+) yine open question kullanarak yaptın aslında bunu:
            (+) well you actually did by using open question
106         (+) ((they watch the tagging.))
```

```
Time: 0:21:54.4 - 0:21:59.2 (Length: 0:00:04.8)

736          (4.1)
737          come on G↑U:YS
                    +sits down on the teacher table
```

```
107   P:    onlara kavramlarla ilgili: sorular sordu::n.
            you asked them questions about the concepts, you made the students
```

Peer Feedback Extract 2 proceeds from 03:18:0 to 04:18:1 and they emphasize teacher talk including teacher questioning practices and management style. At the beginning, the peer explains that the topic is a bit boring for the students, because they revise the previously learned information. However, when the PST realizes students' unwillingness to participate, he utilizes various techniques like rising intonation of his voice. His peer also exemplifies her comment from the specific tagging on VEO integrated IMDAT teacher training framework. She also states that OZ has used an open question while conducting such effective practice by checking her notes. Later, they viewed videoed and tagged moment from 21st minute of the lesson as the open question instance of teacher questioning practices.

```
108          bi uyanmalarını sağladın o sesinin [tonunu] hafif yükseltti:n
             awake. you raised the [volume] of your voice a bit
109   T:                            [hı: hı::]
110          (+) ((incomprehensible talk of the tagging))
111   P:     bunun gibi ↑aynen bunun gibi
             like that well like that
112          (-) ((incomprehensible talk of the tagging))
113   T:     hnm hnm::
114          (+) ((they watch the rest of the tagging.))
```

```
Time: 0:21:02.0 - 0:22:03.1 (Length: 0:00:01.1)
  740  T:   what was the discovery?
```

```
115   P:     what was discovery
116   T:     anladı:m
             i see
117   P:     .hhh ee: şey de güzeldi. kavramlar zor anlamaları
             .hhh er:: that thing was also good. because the concepts were
118          zor olduğu için sık sık input verdin aslında onlara
             difficult for them to understand, so you often gave input to them
119          yine yirmi birinci dakikada: bunu görüyoruz (+) tekrar
             actually we see it again at the 21st min. (+) you asked again
120          tekrar sordun what was the difference between them what
             and again
121          was discovery wha- what was invention tekrar tekrar sordun
                                                    you asked again and again
122          tekrar tekrar açıklamalar yaptın.
             you explained again and again.
```

From line 106 to 112, they view the extract 2 from the classroom interaction. Yet, the classroom talk that has been videoed and tagged on VEO mobile application is incomprehensible while speaking during the peer feedback session simultaneously. The peer echoes one of the PST's questioning practice right after they have watched it in the episode, and then elaborated how T has carried out Extract 2 by referring to the PST's repetitions of his questions and in-depth explanations. In brief, the preceding peer feedback extracts have illuminated that his peer was also aware of the positive impact of OZ's questioning practices on promoting learners' contributions and brought real evidence for her comments from the taggings on VEO Portal. Thanks to such dialogic reflective practice sessions, both the researchers and participants can not only obtain the tacit feelings and observation during the surrounding conversation, they can also scrutinize the conversational action to improve their professional practice (Waring, 2013). Finally, the following two extracts will be shown from the second critical self-reflection report of the PST.

Self-Reflection 2 Extract 1: Closed Questions

Closed questions are used in class to get brief answers from students. In that way students are able to answer the questions about the topic which is new to them. This question type is also used to courage weak learners as it is easier to answer. Most of the time closed questions were effective to get the students in the topic. It is an example of a good closed question to get the attention of a weak learner and courage him to answer questions and use the target language. But they could not be used to develop production skills, and there were some closed questions that were asked to strong learners. They found it easy and were not be able to produce something new.

The analysis of self-reflection 2 extract 1 mainly comes from teacher question types coding collection of the development of CIC category. However, VEO application has only 2

types of teacher questioning practices: closed and open questions. Thus, such limited kinds of teacher questions have caused that OZ has introduced the main functions of close and open questions with no emphasis on micro analytic classification of his questioning practices such as alternative questions (Koshik, 2005) or reversed polarity questions (RPQs) (Koshik, 2002b). The Self-Reflection 2 Extract 1 points out the common benefits of using closed questions and it illuminates that the closed questions could be used to take the students' attention to the main theme like Extract 1: anime. The following self-reflection extract will explain why the preservice teacher mostly asks open question to the language learners.

Self-Reflection 2 Extract 2: Open Questions

> Open questions were mostly asked to whole class but only students that are willing to answer the
> question were chosen. The main reason was not to discourage weak learners. Sometimes open
> questions were asked after a closed one.

Self-reflection 2 Extract 2 starts right after the trainee teacher has explained the positive and negative sides of the closed type question usage, thereby giving common instances with no specific tagging on VEO Portal. The open questions are mostly selected to get more elaborated responses rather than the closed practices. The PST states that he mostly elicits the responses from the volunteer students although he has initiated such questioning practices to the whole class so that the other students could not be influenced adversely about the participation.

As the analyzed case of OZ within the context of VEO integrated IMDAT (Sert, 2015) teacher training framework has shown, it is evident that the PST managed to facilitate learner contributions through diversified questions in 3rd turn of IRF (Initiation-Response-Feedback) sequential exchange across two rounds of this reflective cycle. The participants

of this case including the mentor, the preservice teacher, and his peer evaluate his teaching performances through video stimulated recall sessions in a detailed way. As a consequence, it can be claimed that the PST raised his own language awareness (Andrews, 2001, 2007) and develop his own CIC through the real evidence of his initiations for more expanded and elaborated turns (Seedhouse & Walsh, 2010) during his initial teacher professional development process.

4.4. Conclusion

This chapter illuminates how these three preservice teachers (BY, NC, OZ) utilizes the various questioning practices such as designedly incomplete utterances (DIUs) (Koshik, 2002a), reversed polarity questions (RPQs) (Koshik, 2002b), yes/no alternative questions (Koshik, 2005) or yes/no declarative questions (Raymond, 2010) in order to promote learners' contributions (Walsh, 2012) and to enhance extended learner turns in the different classroom contexts that are based on the purposes of the lesson (Seedhouse, 2004). This chapter has also provided interconnected instances from three different data resources in order to bring real evidence for raising language awareness and develop CIC across two rounds of the reflective cycle. Such real evidence is demonstrated through videoed and tagged moments of the classroom interaction data on VEO mobile application and they are used in video stimulated recall sessions including mentor-teacher, peer feedback session, and two different self-reflection reports. While the classroom interaction data were analyzed through Conversation Analysis methodology, codings of the written critical self-reflections emerged from the CA findings and also analyzed with Constant Comparison Method. This chapter consists of three different cases that has provided instances of good practice of reflective practice process.

These three cases are investigated to show how the preservice teachers raise their own language awareness and develop CIC by promoting learner contributions through a great

deal of teacher questioning practices. All of these PST have managed to facilitate learner involvement through various questioning practices from Time 1 to Time 2. In 4.1, the case of BY has been closely examined to provide holistic entity of VEO integrated IMDAT teacher training framework with some instances from six interrelated phases of the reflective practice. This PST has diversified teacher questioning practices from RPQs (Koshik, 2002b) to alternative questions (Koshik, 2005) in order to elicit new information in meaning and fluency context (Seedhouse, 2004) at the end of this reflective practice process. In Time 1, he could not enhance learner engagement with some limited questioning practices such as negative polarity questions that lead to mutual understanding problem, and both BY and her mentor discussed these interactionally problematic parts with their comments, suggestions by viewing videoed and tagged recordings of the classroom interaction in mentor-teacher feedback session and her first self-reflection. One and half month later, the PST carried out her second teaching performance by promoting learner contributions using more diversified questions like wh- questions or alternative questions. She also reflected such a developmental process of her teaching performance in both peer feedback session and second critical self-reflection text by comparing two different rounds of reflective practice on VEO integrated IMDAT teacher training framework. In subsection 4.2, the case of NC illustrates how she established the meaning and fluency context with more elaborated and extended learner turns in Time 2 even though she could not create any communicative classroom atmosphere in Time 1. Moreover, NC has claimed that she created meaning and fluency context in Time 1. However, after her mentor and the PST examined the tagged moments of the classroom interaction on VEO mobile application, she realized that she did not establish meaning and fluency context through video stimulated recall session. At the end of this process, she enhanced learner engagement through diverse questioning practices and evaluated her own performance on peer feedback session and second self-reflection as having raised her TLA and developed her CIC. Finally, in subsection 4.3, the case of OZ has exemplified how the

176

PST expanded the third turn of the IRF (Initiation-Response-Feedback) sequential exchange in order to promote learner contributions in Time 2 even though he utilized the same questioning practices in both Time 1 and 2. Both OZ and his peer also evaluated his teaching practice by referring to the exact moments of VEO application in data-led and evidence-based reflective practice session. All in all, such all-inclusive findings will be scrutinized in a detailed way in Chapter 5 by addressing the research questions of the study and connecting with the literature framework of the research field. Furthermore, overall implications of these analytic findings will be provided in the field of professional teacher development in teacher education.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter will present the discussion and conclusion remarks in relation to the research questions of the present study with a particular emphasis on the analytic findings of chapter 4. The chapter will also present the limitations of the study and implications for teacher education. In 5.1, the development of classroom interactional competence (CIC) will be discussed based on the main studies of the research field in literature. For the follow-up, in 5.2, various questioning practices including Designedly Incomplete Utterances (DIUs) (Koshik, 2002a), Reversed Polarity Questions (RPQs) (Koshik, 2002b), Wh- as challenges (Koshik, 2003), and Alternative Questions (Koshik, 2005) will be documented based on the instances emerging from classroom interactions in response to the first research question of the present study *(What kind of questioning practices do the preservice teachers use to facilitate extended learner turns in diverse classroom contexts?).* Furthermore, the chapter will explicate the diversification of the PSTs' questioning practices in terms of classroom contexts and the intended lesson plans. In 5.3, the change after the reflective sessions will be explored using different instances from both video

stimulated recall sessions and critical self-reflection reports. In this subsection, the second question of the current study *(How do the questioning practices change over time following reflective sessions?)* will be addressed in detail. Section 5.4 will present the limitations of the study and provide some implications for teacher education in the light of the data-led, evidence-based, and dialogic reflective process followed in this study. Finally, this chapter will be completed with the concluding remarks of the present study.

5.1 Exploring Classroom Interactional Competence Development

Interactional Competence (IC) refers to the relationship between interlocutors who draw on a number of linguistic and interactional sources and the context in which social interaction is carried out (Young, 2008). With this basic definition in mind, participants improve their IC in a co-constructed way to accomplish a task in social interaction settings including classroom interaction (e.g. Walsh, 2002), online interaction (e.g. Balaman & Sert, 2017), or medical interaction (e.g. Murtagh, 2015). Walsh (2006) closely examines the role of interaction in language learning settings and defines Classroom Interactional Competence (CIC) as participants' abilities to utilize classroom interaction to facilitate learning. Language teachers, for instance, as participants in classroom interaction, explicate their CIC by utilizing language and adjusting its appropriateness for the learners, and ensuring convergence with the pedagogical purposes (Walsh, 2011). To this end, they initially need an overall understanding of CIC so that they can redesign their classroom activities in relation to classroom context (Seedhouse, 2004). Teachers and students demonstrate CIC in different ways such as providing suitable responses at a specific moment, enhancing opportunities for involvement, opening up space for learning, requesting for clarification, and so on (Walsh, 2011). These interactional strategies are defined as the basic features of CIC and they make great contributions to creating a communicative classroom atmosphere. In addition, Sert (2015) has added four features to CIC, namely (1) successful management of claims/displays of insufficient knowledge (Sert 2011), (2) increased awareness of

unwillingness to participate (UTP), (3) effective use of gesture, and (4) successful management of code-switching.

The current study demonstrates how the PSTs have used these basic features of CIC by documenting teacher questioning practices. This study also contributes to the research field by investigating the development of CIC across two rounds of reflective practice (e.g. Escobar Urmeneta & Evnitskaya, 2014; Walsh & Li, 2013). Finally, it fills a research gap by investigating how the PSTs raise their language awareness and develop their CIC through video stimulated recall sessions across two rounds of reflective practice within VEO integrated IMDAT teacher training framework. Thus, the following subsection will show what kinds of teacher questioning practices have been utilized based on evidence from the close analyses of classroom interactions in different classroom contexts.

5.2 Documenting Teacher Questioning Practices

This study has been the first to present the diversification of teacher questioning practices oriented to promoting learner contributions across two rounds of a reflective cycle in VEO integrated IMDAT teacher training framework. In the present study, teacher questioning practices have been framed in two main classroom contexts that are meaning and fluency and form and accuracy contexts (Seedhouse, 2004) in order to investigate how these questioning practices have been utilized by the focal preservice teachers to facilitate more extended learner turns. Thus, the first research question of this study has been responded by documenting these practices using CA methodology.

As it was discussed in Chapter 2 (see 2.3.5: Teacher Questioning Practices), language teachers can shape the third turn of IRF sequences (Initiation-Response-Feedback) (Sinclair & Coulthard, 1975) to enhance learner contributions and initiate question-answer adjacency pairs (Walsh, 2006). Therefore, these question-answer adjacency pairs play a significant role in classroom discourse by facilitating or hindering opportunities for language learning. Question types have been classified by many scholars in terms of their

functions: exam vs. real questions (Searle, 1969), known information questions vs. information seeking questions (Mehan, 1979b), display questions vs. referential questions (Long & Sato, 1983). Even though these classifications have been used for different purposes such as eliciting new information and checking previous learnings, they have failed to encompass all question-answer adjacency pairs mainly due to an overall lack of emphasis on the interactional aspects of language learning (van Lier, 1988). Banbrook and Skehan (1990) revealed that questioning strategies cannot be generalized to other classroom activities due to the unique structure of every classroom activity, Koshik, for instance, closely examined writing conferences and documented a great number of teacher questioning practices: DIUs (Koshik, 2002a), RPQs (Koshik, 2002b), Wh- as challenges (Koshik, 2003), Alternative questions (Koshik, 2005), and Questions that animate the voice of an abstract audience (Koshik, 2010). In the light of Koshik's detailed classification, the questioning practices of the PSTs in this study have been analyzed in terms of their functions in various classroom contexts.

Designedly Incomplete Utterances (DIUs) (Koshik, 2002a) are used to signal interlocutors' dispreferred responses or linguistic or interactional trouble sources. As it was identified in Chapter 2 (see 2.3.5 Teacher Questioning Practices), DIUs can be incomplete words, phrases, or sentences that are derived from language learners' written texts or their utterances in classroom interaction. As an assisting question type (Tharp & Gallimore, 1988), DIUs are used to direct language learners to their problematic utterances rather than providing explicit correction. In three different cases of the present study, only NC has benefitted from designedly incomplete utterances to guide her students to self-correction in both rounds of the reflective cycle. However, she has utilized such questioning practices in different classroom contexts. As it was indicated, NC could not establish meaning and fluency context using various questioning and elicitation practices in Time 1. Yet, she tried to elicit the accurate grammatical form "responsible for V+ing" in form and accuracy

context. For this purpose, she deployed a designedly incomplete utterance in "Extract 1: responsible" and "Extract 2: as a chore".

```
415  S20: i am responsible fo:r er: make er make at the be:d
416  T:   making?
417  S20: the be:d
418  T:   the be:d. hnm hnm
```

The preceding part comes from "Extract 2: as a chore" which is from NC's initial teaching practice. In line 415, S20 produces linguistically problematic two utterances: make instead of making and adding "at" before the bed. For the follow-up, the PST provides explicit correction for "V+ing" structure and she also completes her turn with a rising intonation to highlight the other trouble source. After S20's correct response, she echoes S20's previous response and provides a confirmation token. This part of the extract has illustrated that a designedly incomplete utterance was produced in order to elicit linguistically correct utterances by using the previous turn of the student in a form and accuracy classroom context (Seedhouse, 2004). Moreover, in Time 2, the following extract will exemplify the use of DIU in a different classroom extract.

```
021  S3:  social science er::
022  T:   so↑cia::l?
023  S3:  science
024  T:   scie:nces
          +nods her head
```

This section comes from the second teaching performance of NC (see Extract 3: science). In this extract, the PST tried to elicit the name of a particular subject using various questioning practices including wh- as challenges (Koshik, 2003) and DIU (Koshik, 2002a) in a brainstorming activity. The PST attempted to elicit the names of the subjects tested in teog exam, which is the national student selection and placement exam in Turkey. Following this, S3 provided "social science" as a candidate response in line 21. However, the PST requested the correct name of the subject through a DIU in a meaning and fluency

context instead of asking interrogative questions to elicit a response (Waring, 2012). In brief, even though DIU has been mostly identified as a known information question to check linguistically accurate forms of the utterances in form and accuracy context (Seedhouse, 2004), NC has used designedly incomplete utterances (DIUs) to elicit responses from the students in both meaning and fluency and form and accuracy contexts. Therefore, it can be claimed that DIU questioning practices have been used as a significant part of NC's teacher idiolect to elicit new information from the students in various classroom contexts although the other PSTs did not produce DIUs.

Secondly, language teachers prefer to use reversed polarity questions (RPQs) to both evaluate students' performances and give some suggestions for their next teaching practices. These positively or negatively framed questioning practices limit potential students' responses through "yes" or "no" (Raymond, 2003). In addition, these yes/no type questions downgrade first position assessment while they promote second position assessment (Heritage & Raymond, 2005). It means that RPQs can produce the epistemic independence of preservice teachers within the disaffiliation framework. In the present study, three PSTs produce both negative and positive polarity questions. Yet, their type conformity influences the mutual understanding between the language teacher and learners in different ways. For instance, BY initiated negative polarity questions in order to create a more communicative learning setting in meaning and fluency context. Although she asked these RPQs to promote learner contributions by providing exemplifications, they led to intelligibility problems (see Extract 1: weekend, Extract 2: chores, and Extract 3: after teog in the Case of BY).

183

```
277  T:   oka::y, don't you go to the grocery (1.1) for shoppi:ng
                 +T points to the slide.
278  S4:  [y↑e:s.]
279  T:   [fo:r] buying brea:d?
280  S4:  ye:s.
281  S2:  ye:s.
282  T:   yes, you do:. a:nd don't you have your mum setting the table?
283  S2:  y↑e:s.
284  T:   goo:d.
285  S5:  yes.
```

As an illustration, the previous extract is taken from "Extract 2: chores" and BY has tried to enable the students to produce more extended and elaborated learner turns in a meaning and fluency context. However, such negative polarity questioning practices are designed to accept "yes" as the preferred learner response (Heritage, 2002). In addition, Heritage (2003) closely examined news interviews and indicated that negatively framed questioning practices confirm "yes" as a preferred response. In this regard, it can be claimed that BY elicited preferred responses from language learners, and so she shifted her own question to another RPQ. Yet, this sequential organization of classroom interaction diverges from the pedagogic goals of the meaning and fluency classroom context (Seedhouse, 2004). The PST needs to promote learner contributions by initiating the 3rd turn of IRF sequential exchange with other questioning and elicitation practices. According to Seedhouse (2004), language teachers should avoid any interactional problems that negatively impact classroom interaction in meaning and fluency context. In brief, she could not facilitate learner involvement although BY initiated many reversed polarity questions in order to establish meaning and fluency context in Time 1. On the other hand, RPQs were utilized to elicit new information only once in Time 2 (see Extract 3: after teog). The frequency of RPQs usage has decreased due to stimulated recall sessions and it will be detailed in the following subsection. On the other hand, the function of yes/no interrogatives has been

investigated in many different social interaction contexts. For instance, Monzoni (2008) demonstrated how positively framed questions have been used to establish mutual understanding between caller and call-taker in an ambulance call center interaction. In this study, it is apparent that Yes/No Interrogatives have been initiated to elicit both known and unknown information from language learners in different classroom contexts (e.g. The Case of BY Extract 3: after teog, The Case of BY Extract 1: responsible). Teachers also benefitted from these questions as a pathway to more extended and elaborated learner turns. For instance, the following part of "Extract 2: as a chore" in the case of BY has been given to exemplify how the PST initiated YNI and then she expanded the next turn in relation to both her questioning practice and the students' dispreferred response (Pomerantz, 1984).

```
286  T:   do you empty the dishwasher?
287  S3:  n↑o:.
288  Ss:  no:: no: no.
289  T:   you need to do: (3.2) but mums do tha::t.
290  Ss:  ye::s.
291  T:   a:nd i think er: boys do: [this.]
292  S2:                            [y↑e:s.]
293  S3:  ye::s.
```

According to Raymond (2010), yes/no interrogatives (YNIs) are different from yes-no declaratives (YNDs). Whereas language teachers try to elicit preferred responses with YNIs, they firstly demonstrate previous information and then request for confirmation through YNDs. In this study, yes/no declaratives were also produced to get confirmation and promote learner contributions in accordance with the classroom contexts (e.g. The Case of BY Extract 3: after teog, The Case of NC Extract 2: science).

```
001  T:  i'm fine, too. so: er:: you >had an< (0.2) exam
002      last wee:k (0.2) teog (it was good?)
003  S1:  very good
004  T:  very good. er:: what are the lessons?
         +shows her thumb
```

For instance, the preceding part comes from The Case of NC "Extract 2: science" at the beginning phase of her second teaching performance. In this part, NC initiated YND to enable language learners to confirm her comment while establishing meaning and fluency context. Thus, she asked another elaboration question to facilitate learner contributions right after NC elicited S1's preferred response. All in all, these questioning practices including negative or positive reversed polarity questions and yes/no declaratives have been utilized to elicit extended and elaborated learner turns during teacher-fronted language learning activities in meaning and fluency contexts in this study. Preferred responses to such questioning practices also play a significant role in creating a more or less communicative atmosphere since language learners produced at least "yes" or "no" as preferred responses to these teacher questions rather than displaying unwillingness to participate in the classroom interaction. In addition, wh- questions which are the third category in Koshik's classification can lead to a decrease in learner involvement in a teacher-led classroom atmosphere because of the expectations for more elaborated responses. Wh- questioning practices indicate that there is no appropriate account for previous claims and request for clarification and elaboration as preferred responses to these questioning practices. In this sense, wh- questions demonstrate negative assertion to the previous claims of interlocutors rather than seeking new information (Schegloff, 1987). They are also produced to check language learners' understanding as comprehension check questions in institutional settings (Koshik, 2003). In this study, wh- questions have been identified as the most common type of teacher questioning practices (e.g. The Case of OZ

Extract 3: anime). During teacher-led language learning activities, the places of initiations for these questioning practices influence the sequential organization of classroom interactions in relation to classroom context since these questioning practices are shaped by the previous and following turns of the classroom talk. For example, the following wh-question has been used right after S4's candidate response where OZ requested for clarification by asking what they said in meaning and fluency context during his second teaching performance.

```
470  T:   s↑o: atari was not the:re. and someone who
471       should be: japa:nese. what was his name? created tha:t
472  S4:  (anime)
474  T:   what did you sa:y?
475  S4:  anime is n↑o:t cartoo:n
476  S1:  heh eheh heh
477  T:   i know tha:t
               +nods his head
```

However, when these wh- questioning practices were produced at the beginning of the meaning and fluency context with no prior claim, language teachers could not elicit elaborated responses from language learners because of a mutual understanding problem. As an illustration, BY began her second teaching practice by asking a wh- question directly in the following part of Extract 3: after teog. However, language learners requested for clarification in L1 even though T repeated her questioning practices.

```
018  T:            [a::nd] what did you do at the weekend?
019  S1:  [er::]
020  T:   [after] teo:g £heh. what did you do:?£
021  S2:  teog'dan sonra mı?
          after teog?
022  S1:  teog'dan sonra naptınız diyo.
          she said what you did after teog.
```

In sum, language teachers initiated wh- questions by embracing adjacency positioning like prior and following turns (see The Case of OZ Extract 3: anime, above). In those cases, teachers could promote learner contributions by extending the next turn of classroom interactions based on previous student utterances and so they managed to establish meaning and fluency contexts successfully in the present study. On the other hand, these questioning practices were sometimes produced with no previous claim, and so language learners displayed unwillingness to participate (Sert, 2013b) (see the case of BY Extract 1: weekend) and requested for more clarified explanation in L1 (see the Case of BY Extract 3: after teog). They also resulted in students' avoidance of language policing (Amir & Musk, 2013) while they were mainly trying to solve a mutual understanding problem in relation to meaning and fluency context. Furthermore, according to Koshik (2005), language teachers can present two alternative responses by emphasizing the previous student utterances in a sequential exchange of classroom interaction when they encounter a focal error, which may result from hearing or insufficient knowledge problems. Alternative utterances need to be produced as separate candidate responses with no rise in a pitch (Quirk & Greenbaum, 1973). However, a contrastive stress can be added to the second alternative utterance as the more preferred response to the previous initiation (Schegloff et al., 1977) and language learners may select the second alternative by considering this criterion. In this study, teacher alternative questions were also used to facilitate learner involvement in meaning and fluency context (see The Case of NC Extract 3: after teog, The Case of OZ Extract 3: anime).

```
519  T:   it's a tradition actually, ye:s. thank you:. s↑o:
520       (1.5) anime: is it: invention or discovery?
521  S5:  °invention°
522  S4:  er::
523  S1:  er:
524  S4:  invention
525  Ss:  invention
526  T:   invention, wh:y?
```

The preceding part comes from The Case of OZ Extract 3: anime in his second teaching practice. Regarding the theme of this lesson, the PST firstly asked the meaning of "anime" and then whether it is an invention or a discovery through an alternative question. After he elicited the correct response from the students, he initiated another elaboration question through wh- questioning practices. In sum, language teachers can elicit correct alternative responses using repetition and providing two answers. Finally, teachers can benefit from questioning practices in demonstrating the specific parts of the lesson missed by abstract students in language classrooms (Koshik, 2010). Through these questions, language learners can understand that they need to add something to their response, which is in need of revision. In the three cases of the present study, these questioning practices have not been used to direct the students to realize and complete their responses with the missing parts. It can be claimed that the preservice teachers generally focused on eliciting correct responses during exact moments of teacher-fronted classroom activities during their internship process.

As a consequence, teacher questioning practices play a vital role in designing classroom interactions including interactional and linguistic resources to facilitate more extended learner turns in a variety of classroom contexts. In this study, teacher questioning practices were closely examined in the light of Koshik's classification in terms of their sequential positioning in classroom interaction across two rounds of a reflective cycle. In the three cases of this study, each preservice teacher (PST) used different kinds of questioning

practices including DIU (Koshik, 2002a), RPQs (Koshik, 2002b; Raymond, 2003), wh- as challenges (Koshik, 2003), and alternative questions (Koshik, 2005) as well as YNDs (Raymond, 2010). However, the frequency of teacher questioning practices changed depending on the specific cases, the pedagogical focus of the lesson, classroom contexts, and the teaching experience of the focal PSTs (from Time 1 to Time 2). For instance, in the case of NC, DIUs were only used to elicit correct responses by directing language learners to self-correction in both form and accuracy and meaning and fluency contexts in relation to the pedagogic goals of the lessons. In addition, negatively or positively framed reversed polarity questions contributed to establishing mutual understanding in classroom discourse (CD). Even though language learners provided preferred responses to negatively polarity questions, teachers could not facilitate learning opportunities by extending prior turns of the students in meaning and fluency context in Time 1. On the other hand, in Time 2, all of the focal PSTs utilized yes/no interrogatives (positively framed reversed polarity questions) and yes/no declaratives in order to elicit a limited response as yes or no, and to promote learner involvement through elaboration questions based on the students' responses to these questioning practices. Furthermore, different from YNIs, wh- questioning practices mostly enabled language teachers to elicit more elaborated and extended responses. Yet, the positioning of these teacher questioning practices impacted students' responses. It means that language teachers could enhance learning opportunities right after they initiated wh- questions in relation to the previous utterances of language learners. On the other hand, wh- questions sometimes led to mutual understanding problem when they were asked in the initial phase of the sequential organization of the classroom talk. Finally, alternative questions were also initiated to direct the students to self-correction by providing two alternatives. All in all, teacher questioning practices made considerable contributions to the preservice teachers' attempts to promote learning opportunities in mainly meaning and fluency context as the frequency and diversification of those questioning practices increased from Time 1 to Time 2 in the sequential

190

organization of the classroom talk. In the following subsection, the impact of video stimulated recall sessions oriented to teacher questioning practices and their role in promoting learning opportunities across two rounds of the reflective cycle will be elaborated on.

5.3 Development across Two Rounds of Reflective Cycle

In this section, by addressing the second research question of this study, how teacher questioning practices change over time following reflective sessions will be discussed by bringing evidence from VEO as a technological tool and showing how the PSTs use such practices to enhance learning opportunities. As it was expressed in Chapter 2 (see 2.4 Reflective Practice in Teacher Education), VEO integrated IMDAT teacher training framework consists of two rounds of a reflective cycle in a preservice teacher education programme. Initially, the participants of this study had mentor-teacher feedback sessions and wrote their first self-reflection report right after they had completed their first teaching performances at the first round of this technology enhanced teacher training framework. Nearly one and a half month later, these PSTs went through the same phases of this reflective cycle with their peers instead of their mentors in another round of VEO integrated IMDAT programme. Thus, the change in teacher questioning practices will be enlightened with a particular emphasis on raising teacher language awareness (TLA) and classroom interactional competence (CIC) development during the interconnected phases of the reflective practice.

Reflection in professional teacher development has been scrutinized by many scholars (e.g. Semetsky, 2008; Mann, 2005) after Dewey's study based on the reflexive relationship between interaction, experience, and reflection. As it was explained in Chapter 2, Schön (1983) divided reflection into two categories: reflection-in-action and reflection-on-action. These categories are related to the exact moments when reflection sessions are carried out: after main performance (i.e., reflection-on-action) or simultaneous reflection with main

performance (i.e., reflection-in-action). Killion and Todnem (1991) also identified "reflection for action" as a pathway to discuss the phases for task accomplishment in the future. VEO integrated IMDAT teacher training framework embraces those three types of reflection in teacher professional development process, whose features have been previously explained.

Actual teaching performances of eleven different PSTs were recorded and tagged through VEO (Video Enhanced Observation) mobile application. This instrument allowed the mentor and the peers of these PSTs to evaluate teaching performances and make their comments simultaneously, implementing reflection-in-action. After the PSTs performed their teaching practices, reflection-on-action was carried out during the video stimulated recall sessions including mentor-teacher, and peer feedback interviews. Furthermore, the strengths and weaknesses of the focal PSTs' teaching practices were not only discussed, but their mentor or peers also gave some suggestions for their next teaching performances in accordance with reflection for action. In brief, reflection sessions of this video enhanced teacher training framework encompass three types of reflection in teacher professional development and it validates the analytic findings of this data-led and evidence-based stimulated recall sessions. In addition, Walsh and Mann (2015) point out three main criteria for reflection sessions: data-led, dialogic reflective practice (RP), and suitable instruments. Both mentor teacher, and peer feedback sessions comprise these three properties of reflective practice because the participants discussed the significant points of the PSTs' teaching performances by viewing the videoed and tagged episodes of VEO mobile application. As a suitable data collection instrument, this technological tool also enables the participants to share their data-led comments during dialogic reflective sessions.

In these dialogic reflective sessions, various phenomena including feedback types, classroom management, classroom context types, teacher questioning practices, language policing, and L1 usage were closely examined based on real evidence from PSTs' own

teaching practices. After the collections of classroom interaction were comprised, the codings and categories of the video stimulated recall data emerged from the analytic findings of classroom interaction data. In this study, teacher questioning practices were closely examined through the interconnected phases of the reflective cycle. In addition, how the interrelated phases of this teacher training programme contribute to promoting learner contributions in relation to the pedagogical goals of the classroom contexts has been documented.

As it was indicated in the previous subsection of this chapter, a great number of different teacher questioning practices such as DIUs (Koshik, 2002a) or alternative questions (Koshik, 2005) were used by the focal PSTs and these question types either facilitated or hindered learner involvement in different classroom contexts. For instance, BY produced negative polarity questions at the beginning of the lesson many times (see 4.1 the Case of BY, Extract 1 and 2) and could not enhance learner contributions by referring to language learners' prior claims in contrast to the pedagogic purposes of the warm-up phase as meaning and fluency context. Therefore, this problematic issue was emphasized during the mentor teacher feedback session by viewing videoed and tagged episodes of VEO mobile application (see 4.1 the Case of BY, Mentor-teacher Feedback Extract 2: enriching students' contribution, Mentor-Teacher Feedback Extract 3: negative polarity questions). Right after this dialogic reflection session, BY realized that her negatively framed RPQs resulted in missing opportunities for learner contributions. However, during the second round of this reflective cycle, she produced such a questioning practice only once and utilized other kinds of teacher questions including positively framed RPQs and alternative questions in meaning and fluency context to elicit more extended and elaborated learner utterances. She also expressed her awareness about increased student participation and more extended learner turns during the peer feedback session in Time 2 (see 4.1 the Case of BY Peer Feedback Extract 1: student responses, Extract 2: meaning-focused activities).

In the previous subsection of this chapter, it was also reported that these three PSTs could not enhance more extended and elaborated learner turns by creating a more communicative classroom atmosphere in meaning and fluency context even though they stated these expectations and beliefs in their lesson plans in Time 1 (Walsh & Li, 2013). Through a microscopic analysis of classroom interactions, how the PSTs could not facilitate learner contributions in spite of their various questioning practices was demonstrated using CA research methodology. Yet, the focal PSTs' previous goals, beliefs, and expectations about the intended classroom activities cannot be shown through classroom interaction data. In this sense, video stimulated recall sessions are designed to reevaluate teaching performances and elicit the background information about the lesson (Pomerantz, 2005). Thus, the PSTs shared their previous targets and beliefs during video stimulated mentor teacher feedback sessions (see 4.1 the Case of BY Mentor-Teacher Feedback Extract 1: warm-up, Extract 3: negative polarity questions, 4.2 the Case of NC Mentor-Teacher Feedback Extract 1: meaning and fluency).

```
065   T:   öyle bakıncaa ya öğrencilerin ben şimdi onların daha
           from that point well i expected students to have spoken
066        çok konuşmalarını beklemiştim.
           more now.
067   M:   [hı hı:.]
           [hnm hnm:]
```

The preceding part comes from the mentor-teacher feedback session in "extract 1: warm-up" in the case of BY. She introduced her expectations about more extended learner turns and it is apparent that she was aware of the divergence between her classroom practice and her previous expectations in meaning and fluency classroom context (Seedhouse, 2004). The PSTs also explained their ongoing aims and beliefs in their critical self-reflections (see 4.1 the Case of BY Self-Reflection 1 Extract 2: from open to close questions, 4.2 the Case of NC Self-Reflection 1 Extract 1: responsibilities and chores). For instance, in the following part, BY explained that her previous aims changed from more elaborated learner

turns to only a reaction from the students at the moment that her practice was carried out. She also indicated that she shifted from open to close ended questions because she missed the opportunities for learner contribution (Waring & Hruska, 2012).

student. So, without noticing, I jumped to the close ended questions. (01:08-01:11) My simultaneous objective was to take a reaction from the students. But, it wasn't appropriate to my aims. I had wanted to make them speak. Taking yes or no answers to my close ended questions didn't suit my aims. Instead of close ended ones, I might have made up some different

In brief, these parts from critical self-reflections demonstrate that the PSTs started to raise their language awareness about the convergence or divergence between their teaching practices and previous and ongoing expectations, aims, and beliefs. Moreover, such technology enhanced stimulated recall sessions allowed the language teachers to realize that they could ask more elaboration questions based on the previous utterances of language learners (see 4.1 the Case of BY Mentor Teacher Feedback Extract 2: enriching students' contribution, Extract 3: negative polarity questions, Extract 4: beginning phase of the lesson). The following part has presented how the mentor made a suggestion for the PST's questioning initiations to promote learner contributions by raising TLA (Andrews, 2007) in the case of BY mentor teacher feedback in extract 2: enriching students' contribution.

```
102     kısımda ne yaptıklarını söylediler ve sen üzerlerine hani
        until this part and you made a bit short comment. maybe
103     ufak kısa bir comment yaptın. belki ordaki elaboration
        you could have enrich your elaboration question or your
104     question'ı veya senin comment'ini zenginleştirebilirdin. ki
```

The mentor also guided the PST to design her second teaching performance by taking these problematic issues into consideration, which led to reflection for action (Killion &

Todnem, 1991). Thus, the PSTs centered on this issue in their critical self-reflections (e.g. the Case of BY Self-Reflection 1 Extract 2: enriching students' contribution). To illustrate, BY stated that she could have initiated open ended questions instead of close ended ones to elicit more elaborated and extended student utterances (Walsh, 2011).

open ended questions like "Were you at home during the weekend?", "Did you go to the outside?" These questions are also like close ended but I might have continued with open ended ones like "What did you do at home?" or "What did you do in the park/market?"

One and a half month later, the focal PSTs managed to relate their teaching performances to their previous beliefs and expectations (see 4.2 the Case of NC Peer Feedback Extract 1: brainstorming). In the lesson plan of NC's second teaching performance, she included a brainstorming activity based on the daily lives of the students to be carried out at the beginning of the lesson. Following her successful teaching performance, during the second dialogic reflection session in Time 2, the PST explained how she managed to carry out this intended activity.

```
017  T:   haha hahah. onun dışında brainstorming'te şey oldu. çocukların
          eheh eheh. except for this, something happened during
018       teog sınavından girdim. orda (-) bi activation yaptığımı
          brainstorming. i started from their teog exam. there (-) well,
019       düşünüyorum açıkçası hani. orda bi düşündüler.
          honestly, i think i made an activation for them.
          they thought for a second there.
020  P:   huh huh.
```

The PSTs also benefitted from different kinds of questioning practices and reported these moments by illustrating them with videoed and tagged moments of VEO mobile application. At the end of the whole process, it is apparent that the PSTs have raised their

language awareness about the function of teacher questioning practices in promoting learner contributions (see 4.1 the Case of BY Self-Reflection 2 Extract 1: speaking, 4.2 the Case of NC Self-Reflection 2 Extract 1: from teog to science).

```
021  T:   işte hangi derslerin olduğuna (-) giriş yaptım.
          well i have started (-) with which lessons there are.
022       ordan s- science'a işte science'tan konuşucaz bugün falan
          Then, about s-science well we will talk about the science today
```

The preceding part has exemplified how NC redesigned her second teaching practice with an emphasis on the use of questioning practices to facilitate learner contributions. The PST managed to establish meaning and fluency context through elaboration questions while completing the interactional routines and conceptualizing the main theme of the lesson (Waring, 2012). Furthermore, due to the inconsistency of her first teaching performance with her prior beliefs, NC scrutinized her teaching performance and redesigned her second practice more coherently. She also renewed her teaching beliefs, aims, and expectations as well as her prospective performances (Markee, 1997).

During his first teaching performance, OZ could not promote learner contributions in L2 even though he utilized various questioning practices to create more or less communicative language learning settings and the sequential structure of this classroom interaction data was exemplified in Chapter 4 (see 4.3 the Case of OZ Extract 1: take out the garbage, Extract 2: do you agree). In these extracts, the PST could not attempt to avoid L1 usage in relation to language policing (Amir & Musk, 2013) of the classroom interaction and also could not enhance L2 learning contributions in meaning and fluency context. For instance, even though the students switched from the target language rule to L1 in order to negotiate meaning, OZ continued to provide the instruction in the target language. After his first teaching practice, the mentor also directed the PST to put an emphasis on his questioning

practices (see e.g. 4.3 the Case of OZ Mentor Teacher Feedback Extract 1: question types, Extract 2: open (below)).

```
307        (+) senin sorduğun (+) sorular ıı:: (+) soru çeşitleri

           distribution (+) er:: (+) the questions er:: (+) that you asked

308         open vesaire vesaire onlara girip odaklan mutlaka ben

           (+)the question types open etc. etc. definitely focus on them when
```

OZ also expressed that he elicited an answer from the students, however he did not claim that he promoted L2 interaction (see 4.3 the Case of OZ, Self-Reflection 1 Extract 1: my questions). During his second teaching practice, however, the language learners shifted from L2 to their native language rarely because the PST facilitated learner contributions by expanding students' previous utterances from known information to unknown information (see 4.3 the Case of OZ Extract 3: anime) or repeating his previous question right after students' responses in L1 (see 4.3 the Case of OZ Extract 4: what was the discovery). After his second teaching practice, OZ had a peer feedback session and OZ's peer introduced her observations by referring to the videoed and tagged moments of OZ's second teaching performance (see 4.3 the Case of OZ Peer Feedback Extract 1: known to unknown, Extract 2: come on guys). For example, the following part comes from "Extract 1: known to unknown". As the complementary phase of the whole process (Sert, 2015), the findings of this dialogic reflection session have demonstrated peer awareness about OZ's teaching performance due to the holistic understanding of this technology enhanced teacher training framework. In his second self-reflection, OZ did not focus on his teaching performance, but he explained the functions of both open and close ended questions.

```
45    P:    dersin onüçüncü dakikasında:: (+) anime örneğini verdin.
            at the 13th min. of the lesson (+) you gave the anime example

46          işte anime nedir bunu biliyor musunuz falan diye bi giriş
            well you started by saying like what is anime do you know it?

47          yaptı:n (+) bu güzel oldu aslında hepsi: orda bi dikkat
            the lesson (+) it was good actually all paid attention

48          kesildile:r. çünkü hepsi animenin ne olduğunu biliyo: .hhh yani
            there. because all know what anime is .hhh well you tried to
```

All in all, these three PSTs had video stimulated recall sessions including mentor teacher and peer feedback interviews, and critical self-reflection reports. As a data-led, evidence-based, and dialogic reflection process, during these reflective practice sessions, the participants shared their comments on previous teaching practices (Walsh & Mann, 2015). The complementary function of the video stimulated recall sessions also played a significant role in the PSTs' written critical self-reflection texts as the third phase of the reflective practice session. After they had viewed their teaching performances and listened to audio recordings of dialogic reflective sessions, they critically wrote self-reflections based on the positive and negative points of their teaching performances. In this sense, this process provides solutions for four main issues of the reflective practice (Mann & Walsh, 2013): insufficient data-led, individual-based reflection, dominated by written self-reflection, and inadequate reflective instruments. Initially, the dataset of the current study comprised three different resources: 22 hour video recordings of the classroom interaction data, 4 hour audio recordings of the video stimulated recall sessions, and 22 critical self-reflection reports. Thus, this dataset provided an in-depth understanding of the teaching practices for the PSTs, and they could design their next practices in the light of their previous experiences in this dataset. Also, some studies based on the stimulated recall sessions (e.g. Brockbank & McGill, 2007) upgrade individual evaluation in contrast to Dewey (1933)'s collaborative and dialogic reflective session process. In the teacher training programme in this study, the dialogic reflection sessions made great contributions

to understanding teacher professional development as well as written critical self-reflections. During these feedback sessions, the participants did not provide any judgmental comment, but they offered supplementary information to improve the weaknesses and reinforce the strengths of the PSTs' teaching practices. In addition, the mentors generally benefitted from the written reflection texts in evaluating the PSTs' initial teaching performances in the preservice teacher education programme. However, VEO (Video Enhanced Observation) tool was used to assess the PSTs' practices during dialogic reflection sessions by the mentor and the peers. It also guided the PSTs to write their critical self-reflection reports. Therefore, VEO mobile application allows users to promote individualized professional development through its tagging system (Körkkö, Kyrö-Ämmälä, & Turunen, 2016). Finally, inadequate reflective tools can be problematic for understanding the significance and functions of the reflective practice. In this sense, as well as VEO mobile application, the micro-analytic data analysis instruments can be used to document classroom interaction and to bring an in-depth entity to the RP by drawing on the microscopic findings of classroom interaction during the reflection process. The classroom interaction data were analyzed using CA research methodology, and the data analysis was then supplemented with the codings of Constant Comparison Method. Therefore, the triangulation of the current study which comprised the findings of three data sources on the same phenomena provided a very detailed understanding of the RP.
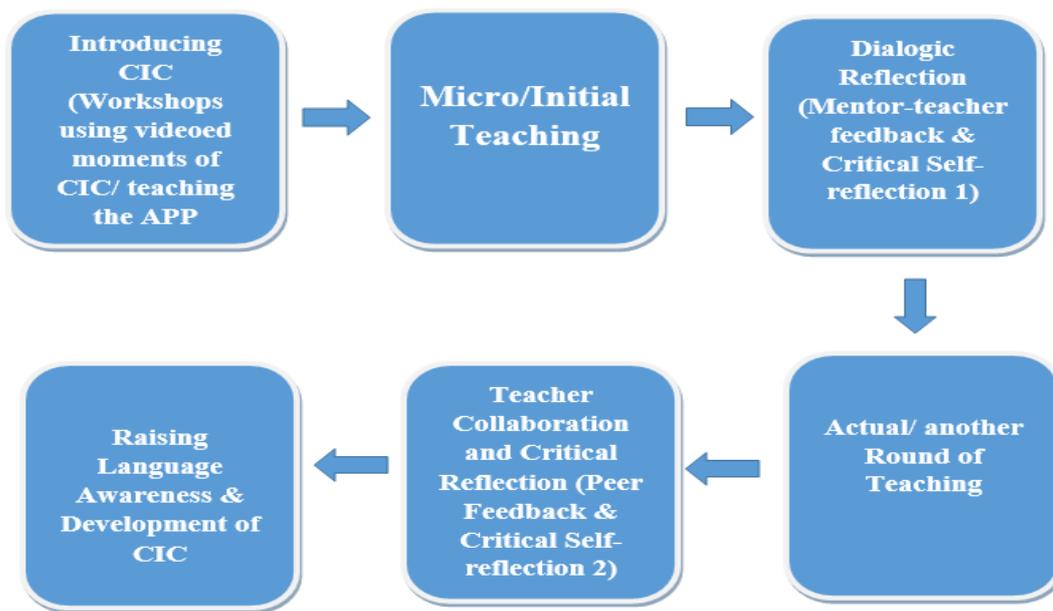
Figure 16. VEO integrated IMDAT teacher training framework-2

Consequently, VEO integrated IMDAT teacher training framework is not only a collaborative and reflective process, but it also consists of the holistic entity of CIC development through the videoed and tagged episodes of the mobile application, the microscopic analysis of the classroom interaction, and the supplementary findings of CCM codings and categories across two rounds of the reflective practice. In the current study, as it was introduced in Chapter 3 (see 3.6 Transcribing, Constructing a Collection, and Data Analysis), eleven PSTs' reflective cycles were closely examined. It has been indicated that the reflection process is not a straightforward and linear pathway (Li & Walsh, 2011) since all of the participants could reconsider their own teaching practices, raise their language awareness, redesign their teaching activities and their own teaching styles in terms of both mentor's and peer's feedback, and finally develop their CIC during their internship process. In this regard, the three cases of this dataset were selected to illustrate the good practices for raising teacher language awareness and the development of CIC across two rounds of this reflective cycle. In terms of the analytic findings of the present study, it is apparent that the focal PSTs could raise their language awareness (TLA) and develop their CIC by the end of the interconnected phases of this reflective cycle, which is evident in the

changes in teacher questioning practices after the reflection sessions (Figure 16). Finally, the current study will end with the conclusion part including the limitations of the study, implications for teacher education, and concluding remarks.

5.4 Conclusion

The last subsection of the present study will initially present the limitations of the study. These limitations will be introduced from both the contextual and methodological perspectives in detail. In addition, implications for further studies will be provided by revisiting the analytic findings of this study and giving some suggestions for teacher education research field. Finally, this thesis will be completed with some concluding remarks.

5.4.1 Limitations of the Study

The current study is limited to eleven PSTs at the Department of Foreign Language Teaching at Hacettepe University in a Turkish context and the results of the study cannot be generalized to the whole teacher education context as the main research field. However, the quantity of the whole dataset is sufficient to carry out a Conversation Analysis research methodology with 22 hour video recordings of the classroom interaction, 4 hour audio recordings of the video stimulated recall sessions, and 22 critical self-reflection reports. Moreover, it can be claimed that the duration of the study is not enough to reach a definite conclusion about raising awareness and the development of CIC across two rounds of the reflective practice. In addition, the second round of this reflective cycle was carried out one and a half month later and so what the PSTs did during this process was unknown. Yet, the main purpose of this study is to provide a holistic understanding for the development of CIC during the six interrelated phases of the RP and contribute to the research field of "teacher education". Furthermore, a longitudinal study could not be carried out in this

research context in Turkey since EFL preservice teachers have initial teaching performances for only 14 weeks during their internship in the spring semester of their final year.

There are other limitations based on the research methodology of this study. Initially, as qualitative research methodologies, both the micro-analytic transcription and analysis of CA and the codings and categories of CCM can be seen as very time-consuming for most of the researchers (Mays, & Pope, 1995; Silverman, 2016). As it was stated in Chapter 3, the codings and categories of CCM supplemented the microscopic understanding of Conversation Analytic findings of the classroom interaction with the analysis of the ethnographic written texts including interview transcriptions and self-reflection reports. This triangulation in the study does not only demonstrate the challenging and remarkable instances of the PSTs-student interaction as one of the naturally occurring interactions in the classroom atmosphere, but it also provides complementary findings CA data. In this sense, the strengths of the qualitative data findings and analysis overshadow this limitation. Furthermore, in Conversation Analysis, the use of ideal transcriptions is one of the most challenging issues and transcribers cannot reflect authentic recordings thoroughly (Sert, 2011). However, Jeffersonian transcription conventions that have been used in this study illustrate all the details in the classroom interaction. In addition, feedback interview data were transcribed using Richard (2003)'s basic interview transcription conventions, which include some interactional resources such as intonation, emphasis, and silence and these convention types were considered to be enough for the ethnographic interview data which had a complementary purpose. During the dialogic reflection sessions, the participants viewed some videoed and tagged episodes of VEO mobile application. Only one tape recorder was used to record these sessions and so the exact moments of the classroom interaction that had been viewed could not be heard completely. However, some of these tagged comprehensible episodes were inserted into the feedback interview transcriptions (e.g. the Case of BY Mentor-Teacher Feedback Extract 3: negative polarity questions). The

terminology used in the tagging system of VEO mobile application does not match with CA terminology in relation to question types. For example, the main focus of this study is teacher questioning practices and question taggings were used to demonstrate these questioning practices. VEO question taggings are categorized into two types: open and close questions, whereas CA terminology has various question types including designedly incomplete utterances (DIUs) (Koshik, 2002a), reversed polarity questions (RPQs) (Koshik, 2002b; Raymond, 2003), wh- as challenges (Koshik, 2003), alternative questions (Koshik, 2005) and questions that animate the imaginary students (see 2.3.5 Teacher Questioning Practices in Chapter 2). Therefore, while classroom interaction data were analyzed using these terms like DIUs or RPQs, the PSTs referred to open and close type questions for explaining their questioning practices. Finally, there is one more technical limitation besides using one tape recorder for feedback interviews. In order to record the classroom interaction data, only one iPad was used to grasp the significant moments for the purposes of this study. The main focus of the present study is the focal preservice teachers' practices during their internship process, so the camera was centered on only the PSTs' performances. However, some important episodes of classroom interaction might have been missed because of this technological limitation. All in all, the preceding issues may be the potential problems of this study. In the following section, some implications will be provided for teacher education in relation to the research questions and the analytic findings of this study.

5.4.2 Implications for Professional Development in Teacher Education

Within the context of the development of CIC, after Walsh (2006) described the main features of L2 CIC, Sert (2015) made four new additions to CIC. These basic properties of CIC were shown with some videoed instances at the beginning phase of technology enhanced teacher training framework so that the PSTs can understand how to use VEO and

the main functions of CIC. Therefore, the PSTs can easily conceptualize their positions in the interactional unfolding of the sequential organization in classroom interaction. The PSTs that demonstrate CIC can also adjust their language use to class profile and the classroom context of the moment. The PSTs did not realize how they could utilize these basic features of CIC during their first teaching practices. Yet, they could manage to get a better understanding of the context-specific CIC features by the end of the first round of the reflective cycle. Furthermore, these features of CIC assisted the PSTs to explore alternative ways to enhance learner contributions in their new practices. In this sense, further studies should be carried out with different participants in a longitudinal study to frame how other preservice teachers can benefit from these features of CIC in their initial teacher professional development. Some useful materials can also be designed so that both preservice and in-service teachers can use them in their own teaching settings.

This study aims at documenting the functions of teacher questioning practices in classroom interaction and the significant role of these question types in CIC development in the PST education programme in Turkey. Teacher questioning practices are used for different teaching purposes such as enhancing more extended learner utterances in relation to the classroom contexts. They also make great contributions to the sequential organization of classroom interaction. Thus, language teachers cannot simply ignore the functions of these teacher questioning practices, which need to be parallel to the main pedagogical purposes of classroom contexts. In this regard, after the close examination of these questioning practices, their crucial role in promoting learning opportunities has been described by revealing their features in classroom interaction. Yet, this phenomenon has only been scrutinized in an EFL classroom in the Turkish context. Future studies in classroom settings where languages such as Turkish or Spanish are studied as a foreign language need to be carried out to pave the way for further research. In addition, the main features of CIC can be integrated into the curriculum of the methodology courses in the departments of

Foreign Language Teaching so that student teachers can understand how they can utilize these features during their teaching performances.

The role of video stimulated recall sessions in teacher questioning practices, which are used for promoting learner contributions, has also been investigated across two rounds of the reflective cycle. The video stimulated recall data were collected from two sources: feedback interviews (mentor-teacher session and peer session) and critical self-reflections. Video stimulated recall sessions provided such a collaborative reflection process that the PSTs could accomplish a great understanding of their initial teaching practices. During these stimulated recall sessions, as a technological instrument, VEO (Video Enhanced Observation) was used to show the videoed and tagged episodes of classroom interactions. The mentor or their peers enabled the PSTs to realize the strengths and weaknesses of their teaching performances. The PSTs also realized how they worked towards their previous goals and beliefs and how they used the language in the real classroom atmosphere. Following these dialogic reflection sessions, the PSTs wrote two critical self-reflection texts as the third phase of every round of the reflective cycle. Therefore, they could rebalance the dialogic reflection with the individual evaluation. Prior to this individual evaluation process, the PSTs viewed both the videoed and tagged episodes of classroom interactions and listened to the audio recordings of the dialogic reflection sessions. Such a data-led, evidence-based and dialogic reflection process allowed the PSTs to raise their language awareness, redesign their new teaching practices, and develop their CIC in VEO integrated teacher training framework. Thus, it is apparent that the systematicity and organization of the reflective practice process played a vital role in initial teacher professional development. It also enabled the PSTs to gain a critical eye on their own practices before they started their professional teaching performances. In brief, this is the first study to have documented such a dialogic and individual video stimulated recall session in the Turkish context and it should be carried out with both preservice and in-service teachers for teacher professional development. The findings of this study may be

integrated into in-service teachers' seminar programs, where Turkish teachers participate in different workshops for continual professional development at the end of the spring semester in an academic year. In doing this, they can bring real evidence from their own teaching performances and stimulated recall sessions. In addition, such videoed and tagged episodes of the PSTs' teaching performances can be shared and discussed as another reflective session in the classroom atmosphere at the Departments of Foreign Language Teaching as it was carried out within the scope of the Good Medical Practice Programme at Hacettepe University Medical Faculty (e.g. Sert et al., 2015). It can make great contributions to teacher professional development.

All in all, as a technology enhanced teacher training framework, VEO integrated IMDAT model scrutinizes teacher initial professional development process through two different teaching performances and a holistic understanding of the ongoing evaluation during preservice teacher education programme. This study also built a bridge between theory and practice in teacher professional development. It fills a research gap by carrying out such a dialogic, data-led, and technology enhanced teacher training framework through VEO mobile application. However, this training programme needs to be conducted in various classroom contexts that are based on different pedagogical goals in order to increase the validity and reliability of such a technology enhanced training framework. Following this, VEO integrated IMDAT teacher training framework can be used to assess the initial teaching performances of the PSTs in teacher education. On the other hand, from a research methodology perspective, this study has also examined how the micro-analytic findings of classroom interaction and supplementary qualitative data contributed to documenting the development of CIC in preservice teacher education programme. In this regard, it is apparent that the researchers in this field can utilize the combination of more than one research method in order to overcome the deficiencies of their main methodology by investigating the same research topic through various data resources. In this way, these researchers can not only raise the credibility of their studies, but also provide a critical and

an in-depth understanding of the use of more than one method for further research strands. In brief, the current study can function as a starting point for all of these research suggestions.

5.4.3 Concluding Remarks

The main goal of this study is to investigate how the PSTs use various teacher questioning practices, which were found to change across two rounds of the reflective cycle depending on their classroom contexts in an initial teacher education programme in Turkey. For this purpose, the dataset was comprised of three different resources: classroom interaction data, video stimulated recall sessions, and written self-reflection reports. In addition, these data sources were transcribed and analyzed using two different research methodologies. As the main research data, the sequential organization of classroom interactions was described through a microscopic understanding of CA methodology. In order to supplement the analytic findings of classroom interactions, video stimulated recall data were transcribed and coded in terms of the emergent categories of CA data. In this regard, the way of the preservice teachers' CIC development was evidenced by the findings of the triangulation in the study. It is believed that the current study contributes to a number of research fields including CD, classroom interaction, reflective practice, and teacher education. Thus, it is hoped that further studies will acknowledge the valid and reliable findings of this study.

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APPENDICES

APPENDIX 1: THE SETT GRID

Mode	Pedagogic goals	Interactional features
Managerial	ρ To transmit information. ρ To organise the physical learning environment. ρ To refer learners to materials. ρ To introduce or conclude an activity. ρ To change from one mode of learning to another.	ρ A single, extended teacher turn which uses explanations and/ or instructions. ρ The use of transitional markers. ρ The use of confirmation checks. ρ An absence of learner contributions.
Materials	ρ To provide language practice around a piece of material. ρ To elicit responses in relation to the material. ρ To check and display answers. ρ To clarify when necessary. ρ To evaluate contributions.	ρ Predominance of IRF pattern. ρ Extensive use of display questions. ρ Form-focused feedback. ρ Corrective repair. ρ The use of scaffolding.
Skills and systems	ρ To enable learners to produce correct forms. ρ To enable learners to manipulate the target language. ρ To provide corrective feedback. ρ To provide learners with practice in sub-skills. ρ To display correct answers.	ρ The use of direct repair. ρ The use of scaffolding. ρ Extended teacher turns. ρ Display questions. ρ Teacher echo. ρ Clarification requests. ρ Form-focused feedback.
Classroom context	ρ To enable learners to express themselves clearly. ρ To establish a context. ρ To promote oral fluency.	ρ Extended learner turns. ρ Short teacher turns. ρ Minimal repair. ρ Content feedback. ρ Referential questions. ρ Scaffolding. ρ Clarification requests.

APPENDIX 2: ETHICS COMMITTEE APPROVAL

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35833172/ 431-1720

09 Mart 2017

EĞİTİM FAKÜLTESİ DEKANLIĞINA

İlgi: 18.04.2017 tarih ve 1385 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı öğretim üyesi **Yrd. Doç. Dr. Olcay SERT**'in **Arş. Gör. Merve BOZBIYIK** yardımcılığında yürütülüğü **"Video Enhanced Observation"** başlıklı çalışma, Üniversitemiz Senatosu Etik Komisyonunun **25 Nisan 2017** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

234

APPENDIX 3: CONSENT FORM

Erasmus+

Gönüllü Katılım Formu

VIDEO ENHANCED OBSERVATION (ERASMUS + STRATEJIK ORTAKLIK PROJESI, KOD: 2015-1-UKO1-KA201-013414) başlıklı bu çalışmanın amacı, genel anlamda öğretmenlik mesleğine bu ilk adımınızda, deneyimlerinizi bir mobil uygulama ile pekiştirerek sizlerin sınıf içi dil kullanımınızın gelişmesine olanak sağlamaktır. Gönüllü olarak yapacağınız ve sizin seçeceğiniz kayıtlar ile sınırlı olacak olan ders gözlem ve görüşmeler sizler tarafından kaydedilecek ve tamamen sizin gönüllülük esasınız ile araştırmacı olan bana teslim edilecektir. Bu veri yazıya çevrilecek ve kişi isimleri ve kimlikleri gizli tutulacaktır. Kayıtlarda "blur" özelliği kullanılacak ve kişiler sadece gölgeler şeklinde kayıtlarda gözükecektir. Burada önemli olan sınıf içi iletişimin dinamikleri ve dilbilimsel öğelerdir, kişiler ile ilgili bilgi kesinlikle kayıt altında tutulmayacaktır.

Örneğin, çeviriyazılar yapılırken katılımcıların isimleri yerine takma adlar kullanılacaktır. Kayıtlar tamimiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır. Ayrıca çalışma için gerekli etik kurul izni alınmıştır.

Çalışmadan ayrılmak isteyen veya klasik yöntemlerle stajına devam etmek isteyen öğrencilerin ses kayıtları araştırmaya dahil olmayacaktır. Çalışma süresince herhangi bir nedenden ötürü rahatsızlık hisseden katılımcılara her türlü yardım ve destek sağlanacaktır, istediğiniz anda araştırmadan ayrılma hakkı tarafınıza tanınacaktır.

Çalışmayla ilgili sorularınız olursa lütfen hiç çekinmeden sorunuz. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak için aşağıdaki iletişim bilgilerini kullanabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

Tarih:

Katılımcı:

Adı, soyadı:

Adres:

Tel:

İmza:

                       Araştırmacı:

                       Yrd. Doç. Dr. Olcay Sert

                       Adres: Hacettepe Üniversitesi Eğitim

                       Fakültesi B Blok İngiliz Dili Eğitimi

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APPENDIX 4: JEFFERSON TRANSCRIPTION CONVENTION

[brackets]	overlapped speech.
(0.5)	pause in tenths of a second.
(.)	micropause of less than two tenths of a second
=	contiguity between the speech of one speaker or of two different speakers.
.	intonation descent.
?	intonation ascent.
,	continuous intonation.
?,	intonation ascent, stronger than a comma and less strong than the question mark.
:	sound elongation.
-	self-interruption.
underlined	accent or emphasis of volume.
CAPITALS	strong emphasis.
º	low voice speech immediately after the signal.
ºwordsº	low voice excerpt.
word:	uninflected intonation descent.
word:	uninflected intonation ascent.
↑	sharp ascent in intonation, stronger than the underlined colon.
↓	sharp descent in intonation, stronger than the colon preceded by underline.
>words<	compressed or accelerated speech.
<words>	slowing of speech.
<words	accelerated beginning.
Hhh	audible aspirations.
(h)	aspirations during the speech.
.hhh	audible inspiration.
(( ))	analyst's comments.
(words)	doubtful transcription.
( )	impossible transcription.
...	non-measured pause
"word"	reported speech, reconstruction of a dialogue

Conventions developed by Gail Jefferson and published in Sacks, Schegloff and Jefferson (1974), the last two symbols were suggested by Schifrin (1987) and Tannen (1989).

Box 2.10   Basic transcription features for interviews

1. **Pauses:** these can be timed to the nearest (half) second, or symbols indicating a short (–) or long (+) pauses can be used.
2. **Overlap:** this is rarer in interviews than in conversation, so show it either by using square brackets or by relying on the layout of the text.
3. **Emphasis:** use italics or underlining.
4. **Fillers:** capture all fillers ('um', 'er', etc.) and repetitions.

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82   *Qualitative Inquiry in TESOL*

Box 2.10   (Continued)

5. **Intonation:** punctuate for intonation rather than grammar (period=falling intonation; comma=contour of intonation indicating speaker will continue; question mark=questioning intonation; exclamation mark=exclamatory), which means that not all questions have question marks.
6. **Problematic features:** any words that are not clear should be put in single brackets, e.g. 'He (rescinded) that particular directive.'
7. **Non-verbal features:** can appear in double or square brackets, e.g. '((sharp intake of breath))'.

237

GAZİ GELECEKTİR…

238