HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

PRE-SERVICE EFL TEACHERS' INTERACTIONAL RESOURCES FOR RESOLVING TROUBLES: A MICRO ANALYSIS

Serra KILIÇASLAN TAKVA

Master's Thesis

Ankara, 2024

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **Serra KILIÇASLAN TAKVA** and entitled “PRE-SERVICE EFL TEACHERS’ INTERACTIONAL RESOURCES FOR RESOLVING TROUBLES: A MICRO ANALYSIS” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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Member (Supervisor)	Assist. Prof. Dr. Hatice ERGÜL	Signature
Member	Assoc. Prof. Dr. Sezen ARSLAN	Signature

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 27/05/2024 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

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Abstract

Micro-teaching in teacher education has attracted attention for many years because of its convenience in terms of providing a controllable teaching environment and instant feedback for pre-service teachers. However, the gap between real teaching practice and micro-teaching specifically for classroom interaction has not been widely questioned by the researchers. Therefore, this study aims to compare classroom interaction in two settings, regarding the use of interactional resources by pre-service teachers (PST) to resolve interactional troubles. The study adopts conversation analysis to investigate the sequential patterns of interactional resources and trouble indicators. Data consists of two sets of video-recordings of 40 PSTs: (1) micro-teaching practices at a state university and (2) real teaching practices at a preschool in Türkiye. The data analysis reveals that the significant trouble indicators in real teaching practice are the lack of orientation in the teacher's instruction, silence, and student's repetition of teacher's utterance. However, the student's wrong answer is the most significant indicator in the context of micro-teaching practice. In terms of interactional resources, while certain interactional resources like embodied action and teacher repetition are present in both contexts, their frequency is notably lower in micro-teaching. Moreover, code-switching and simplified instruction occurs in only the real teaching context. This study underscores the significance of classroom interaction and Classroom Interactional Competence (CIC) by elucidating differences in trouble indicators and interactional resources between micro-teaching and real teaching, aiming to increase PSTs' awareness of CIC to create more learning opportunities for learners in TEYL context.

Keywords: teaching English to young learners, micro-teaching, conversation analysis, interactional resources, classroom interactional competence

Öz

Öğretmen eğitiminde mikro öğretim, kontrol edilebilir bir öğretim ortamı ve anında geri bildirim sağlama sayesinde uzun yıllardır dikkat çekmektedir. Ancak özellikle sınıf içi etkileşim bağlamında, gerçek öğretim uygulaması ile mikro öğretim arasındaki boşluk, araştırmacılar tarafından derinlemesine sorgulanmamaktadır. Bu nedenle, bu çalışma, hizmet öncesi öğretmenlerin etkileşimsel sorunları çözmek için etkileşimsel kaynakları kullanımlarını iki ortamda karşılaştırmayı amaçlamaktadır. Çalışma, etkileşimsel kaynakların ve sorun göstergelerinin ardışık örüntülerini araştırmak için konuşma çözümlemesi yöntemini benimsemektedir. Veri, 40 hizmet öncesi öğretmenin iki set video kaydından oluşmaktadır:(1)Türkiye'deki bir devlet üniversitesinde mikro-öğretim uygulamaları ve (2) bir anaokulunda gerçek öğretim uygulaması bağlamında. Veri analizi, gerçek öğretim uygulamalarındaki önemli sorun göstergelerinin, öğretmenin yönergesine fiziksel yönelim olmaması, sessizlik ve öğrencilerin öğretmenin sözlerini tekrar etmesi olduğunu ortaya koymaktadır. Ancak, mikro öğretim uygulamaları bağlamında en önemli gösterge öğrencinin yanlış cevabıdır. Etkileşimsel kaynaklar açısından, beden hareketleri ve öğretmenin tekrarı gibi belirli etkileşimsel kaynaklar her iki ortamda da mevcutken, mikro öğretimde frekansları belirgin şekilde daha düşüktür. Ayrıca, diller arası geçiş ve basitleştirilmiş talimatlar sadece gerçek öğretim bağlamında görülmektedir. Bu çalışma, TEYL bağlamında hizmet öncesi öğretmen adaylarının daha fazla öğrenme fırsatı yaratmak için sınıf etkileşimin ve Sınıf Etkileşim Yetkinliği'nin (CIC) önemini vurgulayarak, mikro-öğretim ve gerçek öğretim arasındaki sorun göstergeleri ve etkileşimsel kaynaklar arasındaki farkları açıklamayı amaçlamaktadır

Anahtar sözcükler: çocuklara yabancı dil öğretimi, mikro-öğretim, konuşma çözümlemesi, etkileşimsel kaynaklar, sınıf içi etkileşim yetkinliği

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To my father...

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Symbols and Abbreviations

CA: Conversation Analysis

CIC: Classroom Interactional Competence

DIU: Designedly Incomplete Utterance

ELT: English Language Teaching

L1: First Language/mother Tongue

L2: Second/Foreign Language

PST: Pre-service Teacher

SLA: Second language acquisition

TT: Teacher Talk

Chapter 1

Introduction

There is a strong relationship between students' learning process and teachers' educational background. Thus, pre-service teachers' (henceforth PSTs) training should be planned thoroughly where teachers should gain experience and be well-prepared for future practices (Loewenberg Ball & Forzani, 2009). Teacher education aims to prepare PSTs for future teaching practices by teaching theories and providing an environment to put the theory into practice in real-life situations. The biggest challenge teacher education programs face worldwide is creating a safe environment for PSTs to put their theoretical knowledge into practice (Harris et al., 2005). Teaching practices (henceforth TP), described as a collection of informal practice that focus on specific techniques or teaching skills in general where teachers are leading the classroom activities (Gower et al., 2005), are more realistic and may offer more opportunities for PSTs to put their knowledge into practice. However, there are some challenges to integrating TPs into teacher education programs, such as finding volunteer organizations (Papageorgiou et al., 2019). Therefore, micro-teaching has been incorporated for many years into teacher education programs to provide a controllable environment for PSTs by enabling them to practice their teaching skills publicly in a real-like classroom setting (Kpanja, 2001; Shaw, 2022). In the English as a foreign language (EFL) context, bridging the gap between theory and practice is of utmost importance (Harris et al., 2005). Therefore, micro-teaching plays a crucial role in improving PSTs' teaching skills. Furthermore, by providing the opportunity for teachers to observe their peers during micro-teaching practice, this allows them to benefit as co-learners by learning from their peers' experiences (Papageorgiou et al., 2019).

Micro-teaching is of paramount importance especially in the TEYL context because of the difficulties for PSTs to link the theory to practice (Cimen, 2021). PSTs may garner little experience from TEYL courses if micro-teaching practices are not incorporated in the classes, as micro-teaching provides a controllable environment that can contribute to the

improvement of specific teaching skills with scaled-down practices (Agwu & Iderima, 2022) which strengthens the link between theory and practice.

Micro-teaching provides a wide range of benefits to PSTs for enhancing their skills in a classroom setting. One essential skill that PSTs can acquire through micro-teaching is Classroom Interactional Competence (CIC). CIC can be described as the foundation in L2 setting, which comprises different features of classroom interaction to facilitate the learning (Walsh, 2006). Walsh (2002) stated that providing linguistic assistance to learners through social interaction can create more learning opportunities, which paves the way of the concept of CIC. Classroom interaction is crucial, especially in settings where the language teacher is the learners' only source of input (Setiawati, 2012). Increasing awareness of classroom interaction among PSTs using micro-teaching practices may enable them to be equipped with higher level of CIC. It focuses on creating a "learning-oriented" interaction, which highly relies on the quality of Teacher Talk (TT) (Walsh, 2006). In order to ensure the quality of TT, teachers are constantly adjusting their "teacher talk" regarding the student's current linguistic level and needs, which is a strategy called speech modification. Speech modification is one of the classroom discourse essentials which includes accommodation of teacher talk in different aspects namely, phonological, structural, and semantic (Walsh, 2011; Walsh & Li, 2013) to negotiate meaning in the classroom interaction. Even though the controllable environment in micro-teaching contributes to the improvement of specific teaching skills as well as CIC with scaled-down practices (Agwu & Iderima, 2022), there is still a gap between micro-teaching and real teaching practice (TP henceforth). In other words, micro-teaching provides the opportunity to learn about lesson plans, teacher presence, and classroom atmosphere, however, the classroom environment can be unrealistic due to "too pleasant" classmates or their excessively high English proficiency (Papageorgiou et al., 2019). That is to say, comparing micro-teaching and real teaching practice can contribute to having a more realistic micro-teaching environment, which in turn, can help to improve PSTs' teaching practices and CIC in a better way. Walsh (2006)

describes CIC as “features of classroom interaction that can make the teaching/learning process more or less effective” (p. 130). One of the indicators of CIC of teachers’ is managing interactional troubles, which plays a curial role for increasing learning opportunities for learners (Sert, 2015). Sert (2015) defines interactional troubles as “the emergence of a temporary misalignment in the unfolding of an interactional and pedagogical activity” (p.90). Even though there has been research that focuses on understanding and learning in CA-for SLA perspective, there is limited interest in interaction troubles in language classrooms (Sert, 2015). Therefore, the study aims to compare interactional resources employed by PSTs for resolving interactional troubles and the indicator of those troubles in micro-teaching and real TP practice to describe in two contexts.

Walsh (2011) describes resources that are employed by second language teachers in order to navigate classroom interaction and resolve interactional troubles into two categories: (1) linguistic resources and (2) interactional resources. Linguistic resources aim to foster comprehension to support the learning process. Simplified vocabulary and grammar are the primary components of linguistic resources. Simplified vocabulary and grammar, along with the elimination of idiomatic language and complex vocabulary, help learners understand what the teacher is saying, making the learning process easier. It is especially crucial in a classroom with students at a lower linguistic proficiency level. In terms of pronunciation, teachers tend to use clearer and slower articulation besides using word stress. In addition to linguistic resources, interactional resources are also part of CIC in L2 classrooms. Interactional resources have a pivotal role in enhancing learners' comprehension of discourse. Interactional resources have characteristics such as slower, louder, clear pronunciation and using repetitions and stress to articulate more simple input including gestures and facial expression (Walsh, 2011). The deliberate use of interactional resources aims to help students understand their teacher and serve as a language model for students. For instance, transition markers as part of interactional resources indicate the changes in the discourse. Specifically, those makers indicate beginnings or endings of

activities or topics and help them to be alerted for upcoming instructions. Teacher generally utilizes “okay, so, now, alright, yes” to indicate changes in the discourse. Moreover, teachers also employ comprehension checks, confirmations checks, repetitions, clarification requests, reformulation and rephrasing as interactional resources to foster learning (Walsh, 2011).

In this study, video-recorded naturally occurring data will be analyzed to identify interactional resources employed by PSTs and indicator of interactional troubles in micro-teaching and real teaching practices. The video-recorded data sets in two contexts will be examined with Conversation Analysis (CA). CA has a potential to contribute L2 classroom interaction and teacher training (Hellermann, 2006; Sert et al., 2015) by providing different features such as “verbal utterances, suprasegmental features of the language, nonverbal details, and multimodal resources including gaze movements and gestures” in teacher-student interaction (Sert, 2015, p.3). This study aims to give variable perspectives on interactional resources for resolving troubles in the second language classroom.

Statement of the Problem

Micro-teaching has been a part of teacher education since its development by Dwight Allen and his colleagues in the mid-1960’s (Otsupius, 2014) and it helps teachers to develop new skills for teaching (Ping, 2013). Recently, technology enabled us to use video recordings as utilize naturally occurring data, which can provide detailed information about micro-teaching settings. However, micro-teaching has been criticized in literature in terms of its inauthentic nature (Bell, 2007; Cripwell & Geddes, 1982; Skuja, 1990). In early literature, micro-teaching was described as “manifestly artificial” and was seen to present a limited number of challenges compared to real-world classroom settings (Skuja, 1990, p.49). And more recent studies, investigating whether micro-teaching is still effective way in teacher education in digital era, reveal the biggest challenge as unrealistic experience compared to the real classroom conditions at schools and concluded there should be some

improvements in order to make micro-teaching more real (Azrai et al., 2020; Bukamal, 2018; He & Yan, 2011; Luu, 2021).

Video recordings in micro-teaching can provide an opportunity to reflect on the practice. For instance, Karakaş and Yükselir (2021) investigated how pre-service teachers assess their classroom language/communication in terms of verbal language, written language, and non-verbal language after watching the micro-teaching practice, preservice teacher assesses). Another study, which utilized video recordings to reflect on, indicated that PSTs acquire experience in various areas, such as teaching pedagogy and practice. This includes classroom management, instructions, and teacher talk (Payant, 2014). These studies leverage video recording in terms of PSTs' reflection on micro-teaching practice. However, this study utilizes video recordings as a main source of data to compare interactional resources employed by PSTs and interactional trouble indicators in micro-teaching and real teaching practice contexts within depth analysis.

Interactional trouble is "the emergence of a temporary misalignment in the unfolding of an interactional and pedagogical activity, which is oriented to by the participants as such through verbal and nonverbal means" (Sert, 2015, p.90). In other words, Interactional trouble refers to the temporary misalignment in the flow of an interactional and pedagogical activity, recognized by participants through verbal and nonverbal cues. However, it's important to acknowledge that interactional troubles may be different in institutional settings and casual talk (Çopur et al., 2021). For instance, in casual mundane talk, a breakdown in communication hindering mutual understanding could be seen as interactional trouble. In contrast, in a classroom setting, such troubles might not impede communication but could disrupt the task's aim or the class objective (Atar et al., 2022). To be more precise, responding with a simple 'yes' or 'no' in casual talk might not be seen as an interactional trouble, however, in a classroom setting where the objective is to practice providing full answers, teachers may identify this as interactional trouble and treat the student's utterance

as a candidate for repair. Hence, it's crucial to give specific attention to the unfolding of interactional trouble within the context.

According to Sert (2015), interactional trouble has observable features, which can be considered as indicators of interactional troubles. Teachers can identify interactional trouble through various signals such as students' answers to epistemic status check questions (you know?), long silences, explicit claims of insufficient knowledge (e.g., "I don't know"), teachers' interpretation of students' nonverbal signals (e.g., lack of mutual gaze, body posture), or students' candidate responses that need to be repaired. In order to resolve those troubles, teachers utilize different interactional resources. Examining the sequential analysis of interactional troubles together with interactional resources employed by teachers provides a deeper understanding of L2 classrooms. Also comparing those patterns in micro-teaching and real teaching practice setting can contribute to teacher education.

Even though there is research on micro-teaching and teaching practices in classrooms (Karakaş & Yükselir, 2021; Payant, 2014), there is a limited number of studies that compare those two. Therefore, little is known about whether / to what extent micro-teaching practices of pre-service teachers are compatible with real-teaching practice in the TEYL context in terms of interactional resources and trouble indicators.

Aim and Significance of the Study

The study set out to identify the differences in interactional resources employed by pre-service teachers to resolve troubles and trouble indicators in micro-teaching and real practice contexts through micro-analysis of the data. It presents the trouble indicators namely silence, student's wrong answer, lack of embodied orientation to the teacher's instruction, student's repetition of teacher's utterance. In addition to this, this study presents interactional resources which are simplified instruction, modeling for repetition, parsing, hinting, embodied action, repetition and designedly incomplete utterance, giving relevant answer on behalf of students, code switching, stress and intonation.

Sert (2015) emphasizes the importance of interactional troubles as a potential to provide new insight to L2 by revealing the resources employed by teachers to create more leaning opportunities. In other words, examining interactional troubles and how they are resolved contributes to the understanding of learning in L2 classroom (Sert, 2015). Furthermore, in L2 classroom, effectively managing instructional troubles serves as an indicator of Classroom Interaction Competence (CIC). Therefore, this study also contributes to CIC regarding interactional resources and troubles, which also is another significance of the study.

SLA studies focusing on CA mostly contribute to unearthing understanding and learning. However, there is still little research focusing on interactional troubles in language classrooms (Sert, 2015). In addition to this gap, the study also addresses the focus (interactional troubles and resource) in TEYL context. Even though there is research into different contexts, there is still a limited number of studies focusing on interactional resources in TEYL context. For instance, Sert and Walsh (2013) investigate interactional resources as a response to 'claim of insufficient knowledge' (Beach & Metzger, 1997) of 10th and 11th graders with the micro analysis of data. It reveals that teachers employ embodied vocabulary explanations and Designedly Incomplete Utterance (DIU) (Koshik, 2002) as interactional resources. Despite fact that the study aligned with the literature revealing embodied actions and DIU as interactional resources, still this needs to be addressed in TEYL context, which can be one of the significances of the study.

From another perspective, this study also aims to contribute to teacher education by comparing micro-teaching with real teaching practice. Micro-teaching is an important part of teacher education, it may differ from real practice teaching. Studies are focusing on micro-teaching or teaching practice, however, comparing the two contexts is still scarce. Apart from that, to examine the differences properly, CA is applied to gain a deep understanding of occurring patterns in the two contexts with naturally occurring data.

All in all, there are few studies specifically addressing interactional troubles and their resolution through unfolding interactions for trouble (Sert, 2015). Therefore, this study addresses this research gap to directly focus on interactional troubles and interactional resources for resolving those troubles. Additionally, addressing the gap in the literature by comparing micro-teaching and real teaching practices can be considered a significant contribution. This study aims to increase PSTs' awareness of CIC to create more learning opportunities for learners in the TEYL context. By highlighting more authentic interactional troubles and interactional resources during PSTs' micro-teaching, this study contributes to teacher education.

Research Questions

The study investigates whether that are differences in micro-teaching and real teaching practice regards to interactional resources that are employed by PSTs in order to resolve troubles in young learner setting.

Main Research Question: Do the trouble indicators and interactional resources of pre-service teachers to resolve interactional troubles differ during in micro-teaching practice and real teaching practice in the TEYL context? If yes, how?

Sub Research Questions

1. What are the indicators of interactional trouble in teacher's instruction in real teaching practice context?
2. What are the interactional resources PSTs deploy in the event of an interactional trouble in real teaching practice context?
3. What are the indicators of interactional trouble in teacher's instruction in micro-teaching context?
4. What are the interactional resources PSTs deploy in the event of an interactional trouble in micro-teaching context?
5. Is understanding restored after the implication of interactional resources?

Assumptions

The primary assumption underlying this study is the exploration of natural classroom interactions within two distinct contexts through in-depth analysis. The aim is to provide context-specific perspectives without seeking generalization, given the qualitative nature of the research. The other one is, while micro-teaching offers various advantages for Pre-Service Teachers (PSTs), it has been criticized for its perceived disparity from real teaching practices. By comparing interactions and assessing the extent of differences between these two contexts, it becomes possible to identify differences and similarities regards interactional resources.

Limitations

In the study, conversation analysis as a data-driven approach is adopted to explore naturally occurring patterns of interactional trouble's indicators and interactional resources employed by PSTs to resolve those troubles. The study includes data from a state university in Ankara, Türkiye with 40 pre-service teachers in the English Language Teaching Department. Even though this study provides a deeper understanding of the issue, because of its natural features of qualitative research methods, it is hard to generalize the findings, which can be limitation of the study. Additionally, even though the video-recorded data will give extensive insight into real classroom practice, the existence of cameras may cause stress and spoil the authenticity to some extent. To address this concern, some measures are taken to minimize disruption. Cameras are strategically positioned at the back of the classroom to minimize interference with ongoing interactions as much as possible. Moreover, effective communication about the study's purpose and obtaining consent from participants ensure transparency and build trust. Participants are fully informed about the study's objectives, the role of video recording, and their rights regarding privacy and confidentiality. These strategies aim to minimize this limitation. Apart from that, because of some technical problems, the quality of data may be corrupted which may hinder the

transcription of interaction in some parts. Even though video-recorded data can provide detailed examination; it is generally suggested to have two different cameras that capture the interaction; one is in the front the other one is on the back (Walsh, 2011). Even though there are two cameras for recording in the study, the lack of two different perspectives from the front and back could be a limitation of the study.

Definitions

Classroom Discourse: “Classroom discourse, broadly defined, refers to all of those forms of talk that one may find within a classroom or other educational setting” (Jocuns, 2013, p.1)

Classroom Interactional Competence: “Instructors’ and learners’ ability to use interaction as a tool for mediating and assisting learning” (Walsh, 2006, p.132).

Conversation Analysis: “Conversation analysis is one research approach that has consistently addressed the integral relationship between theoretical and methodological perspectives, transcript development and transcript analysis” (Davidson, 2010, p.115).

Interactional trouble: “the emergence of a temporary misalignment in the unfolding of an interactional and pedagogical activity, which is oriented to by the participants as such through verbal and nonverbal means” (Sert, 2015, p.90).

Micro-Teaching: “scaled down teaching encounter in which pre-service teachers demonstrate their ability to perform one of several desirable teacher abilities to a group of 3 to 5 peers during a short period” (Cruickshank & Metcalf, 1993, p.87).

Young Learners: can be defined as “children between the ages of 3 to 12” (Linse & Nunan, 2005, p.2).

Chapter 2

Theoretical Basis of Research and Literature Review

Micro-teaching in Teacher education

Teacher education is a fundamental element of the education system, as it provides novice teachers with the necessary knowledge, skills, and competencies to effectively engage with students and facilitate learning. However, beginning their teaching experience in a real classroom context may not be the ideal option for novice teachers, as they may still require feedback to fully demonstrate their teaching skills (Ledger & Fischetti, 2020).

Novice teachers may encounter difficulties in demonstrating their teaching skills in real-life settings when transitioning from theory to practice. When novice teachers transition from theory to practice, they may encounter difficulties in demonstrating their teaching skills in real-life settings. As a result, there is research on the state of readiness of novice teachers, which is linked to the quality of teachers and highlights the importance of teacher education (Darling-Hammond, 2016). One instructional approach that can help address this challenge is micro-teaching, which provides pre-service teachers with a controlled environment to practice and refine their skills. Micro-teaching has been widely used as a part of teacher education for the last decades (Ledger & Fischetti, 2020), which was first introduced in the 1960s by Dwight W. Allen at Stanford University and defined as “scaled-down teaching encounter” (Allen & Eve, 1968, p. 181). According to Allen and Eve (1968) micro-teaching is a pedagogical method for PSTs that involves a teacher instructing a small group of students, typically numbering no more than a few individuals, through brief instructional episodes lasting between 5 and 20 minutes in duration. It offers a valuable instructional approach to address this challenge, providing pre-service teachers (PSTs) with a controlled environment to practice and refine their skills (Yan & He, 2017). In this approach, the teacher develops and implements pre-planned instructional objectives, with a focus on providing targeted and specific objectives, to get feedback to improve the teacher's skills.

Even though micro-teaching is a simplified version of a teaching environment, with reduced duration of the lesson, specific tasks, and skills (Turney, 1970), it offers a different range of advantages for prospective teachers such as the opportunity to have feedback, self-evaluation, close supervision, therefore, micro-teaching is still a part of the teacher education curriculum for many countries (Elias, 2018). The distinctive feature of micro-teaching is that it provides immediate extended feedback with the help of video recordings, which strengthens the bond between theory and practice (Ping, 2013). As a structured and controlled approach to teacher education, micro-teaching enables pre-service teachers to put their theoretical knowledge into practice, test their teaching strategies, and receive constructive feedback on their performance. This feedback helps to identify areas for improvement and strengthens their confidence and competence in the classroom. Within this context, feedback plays a critical role, as it enables PSTs to identify areas for improvement and receive constructive criticism from experienced instructors. This is particularly important, as it helps PSTs to develop a reflective and critical approach to their teaching practice, which is essential for ongoing professional development and growth.

Micro-teaching provides an ideal pedagogical environment for pre-service foreign language teachers to practice and refine their teaching skills, while also receiving targeted feedback and support to enhance their professional development. Accordingly, micro-teaching can be considered an important component of effective foreign language teacher preparation, supporting the development of high-quality teaching practices, and enhancing the overall learning outcomes of students (Koşar, 2021). Micro-teaching also provides a teaching environment for PS foreign language teachers to have the opportunity to receive feedback about their teaching skills. Therefore, micro-teaching is of importance to offer opportunity to Foreign Language Teachers put their knowledge into practice (Koşar, 2021). Another benefit of such a controlled learning environment is helps PSTs eliminate the gap between theory to practicing while increasing their self-efficacy (Arsal, 2014; Ledger & Fischetti, 2020). Self-efficacy refers to an individual's perception of their ability to

successfully accomplish a given task or achieve a particular goal and this belief is often shaped by their past experiences with similar tasks or goals, which can influence their expectations for future performance (Bandura, 1977).

Elias (2018) described the micro-teaching process as a circle with ongoing planning, teaching, and criticizing. Through micro-teaching, novice teachers can gain valuable experience in a low risk setting before entering a real classroom. This can help them build confidence and pedagogical experience (Roh & Lee, 2018) and contribute teacher development, which can ultimately benefit their future students.

Micro-teaching also offers PSTs a valuable opportunity to engage in the deliberate practice of specific teaching methodologies and techniques, providing them with a controlled and supportive environment for honing their skills before entering the more complex and unpredictable setting of real-world teaching. This approach enables pre-service teachers to receive focused feedback on their performance, allowing them to identify and address areas of weakness and build their confidence in delivering effective instruction. By providing a structured and tailored approach to teacher education, micro-teaching can help to improve the quality of teacher preparation and promote positive learning outcomes for students.

However, it is still a controversial issue regarding the authenticity of the micro-teaching environment. Bell (2007) points out that some PSTs found micro-teaching as an “un-real performance”, therefore it is important to develop new implementations for micro-teaching to make it more authentic with the help of comparison. Even though the importance of micro-teaching is obvious, there is still limited number of research focusing on the comparison of micro-teaching and real practice. Moreover, because micro-teaching creates an artificial environment, Skuja (1990) proposed an alternative method known as Pupil Experience. In this approach, PSTs engage with small groups of students in remedial English language classes, offering a more authentic hands-on experience. Another study that focuses on strengths and limitations, stated one of the limitations of the micro-teaching

based on literature review as “distorts reality; not real-world context” (Ralph, 2014, p.20). The study found that the primary limitation of micro-teaching is its inability to create an authentic learning and teaching environment, as highlighted in a survey involving 134 respondents (Ralph, 2014). Lastly, in their study, Cripwell and Geddes (1982) implemented micro-teaching in a language teaching context. Participants expressed that micro-teaching felt “isolated from a real language learning context” (p.235).

One study focusing on micro-teaching in Teaching English to Young Learners (TEYL) contexts investigated the perceptions of 71 Pre-Service Teachers (PSTs) regarding micro-teaching and real teaching practice sessions (Yangın Ekşi & Aşık, 2015) at a state university in Türkiye. In this study, PSTs engaged in storytelling practice during micro-teaching sessions and applied the same lesson with real pupils. However, they encountered challenges in locating suitable pupils, resulting in varying group sizes ranging from one to twenty. According to the reflection reports of PSTs, the vast majority of participants when comparing micro-teaching to real teaching practice contexts, they found micro-teaching to be easier but artificial, causing more stress. Conversely, real teaching practice was described as more difficult but natural and enjoyable. The study concluded that micro-teaching experiences may “fall short of adequately preparing PSTs” for TEYL contexts (Yangın Ekşi & Aşık, 2015, p.34).

Another study also examines the perspectives of PSTs on practicum-integrated Teaching English to Young Learners (TEYL) courses at a university in Turkey (Tekin & Baykara, 2023). Practicum-integrated TEYL course refers to the combination of micro-teaching and real teaching practice. Similar to previous research, PSTs first engage in micro-teaching sessions and then proceed to real teaching settings. Semi-structured interviews of 21 PSTs revealed that while the micro-teaching sessions provided an opportunity for them to delve into practice, PSTs still perceived it "lack of important elements" necessary for them to be well-prepared for real teaching experiences (Tekin &

Baykara, 2023, p.405). Additionally, they stated that real teaching practice to be more useful as it offers a natural teaching environment.

Moreover, Koç (2023) investigated the perceptions of 64 pre-service teachers (PSTs) regarding Teaching English to Young Learners (TEYL) courses in both micro-teaching and real teaching practice at a state university in Turkey. Through semi-structured interviews, PSTs shared their insights on comparing experiences between micro-teaching and real teaching practice. While PSTs acknowledged the benefits of micro-teaching in terms of planning and material design, they highlighted that the real classroom environment differed significantly. They noted that unexpected challenges often arose in the TEYL context during actual teaching sessions (Koç, 2023). Ultimately, PSTs emphasized that their awareness of the importance of real teaching practice was significantly enhanced through their experiences.

Another study compares face-to-face and online classroom settings for micro-teaching (Ergül, 2021). The data analysis, which involved 70 PSTs' self-reflective diaries, utilized qualitative content analysis to highlight the advantages of face-to-face micro-teaching experiences. These advantages of face-to-face micro-teaching include a safe environment, increased social interaction with peers, building confidence, and receiving immediate feedback. However, the study also identified constraints such as lack of authenticity, time limitations, stress, and the cost of materials of face-to-face micro-teaching. In contrast, online micro-teaching offers advantages like flexibility and convenience. Nonetheless, it also has drawbacks, including technical problems, lack of immediate feedback, and limited non-verbal interaction.

Overall, micro-teaching as an approach can be an effective way to bridge the gap between theory and practice for novice teachers. It offers a valuable opportunity for pre-service teachers to gain practical experience and improve their teaching skills, which can help them become more effective educators in the future. However, it has its limitations in terms of authenticity, lack of important elements and difference to real teaching practice. To

address this gap, this study aims to compare micro-teaching and real teaching practice contexts in terms of interactional troubles and interactional resource to resolve those troubles.

Teaching English to Young Learners

Young learners, defined as learners between the ages of 3-12 (Linse & Nunan, 2005), have distinct ways of learning and unique needs that differ from those of adult learners. Thus, teachers need to be equipped with the necessary skills to teach this specific age group effectively. There is an increasing interest and need to teach foreign languages to young learners (Butler, 2015), in turn, there is a growing body of research focused on young learners and their learning styles.

In English as a foreign language context for young learner, the target language is often limited to the classroom environment, where the only sources of input are the materials provided and the teacher's talk (Tragant et al., 2016). This limitation often leads to students receiving inadequate exposure to the language (Butler, 2015). In other words, most of the time teacher talks can be the main source of target language input for young learners. Teacher’s talk as input was discussed in the literature extensively (Gregg & Krashen, 1986). White (1987) proposed that simplified teacher talk in the target language could also be considered input, which is important in TEYL context. Teachers are the primary source of input, which can be produced through classroom interactions. Therefore, teachers need to be equipped with the necessary skills to increase the understandability of the input provided in the classroom. In interactional perspective, if the teacher talk is effective, it fosters learning and increases classroom communication (Lei, 2009). Former studies may ignore the effect of teachers talk on classroom communication, there are studies focuses on classroom interaction to examine how TT increases or hinders opportunities for language learning (Narvacan & Metila, 2022).

Teacher Talk

Teacher talk consists of 80% of the spoken interaction (Setiawati, 2012), and is an important aspect of ELT classes to achieve effective language learning by providing appropriate language use that is relevant to the pedagogical phase of the lesson (Skinner, 2016). However, it is important to note that "teacher talk" does not revolve around questions about "teacher-centered" approaches. On the contrary, teacher talk focuses on creating learning opportunities by fostering learner involvement. Walsh (2006) stated that teacher talk is not about the quantity, but the quality of the teacher talks which should be related to the desired learning outcome, which is stated as “appropriacy focus on the pedagogical purpose of interaction and appropriate language use for the learners (Walsh, 2006, pp. 130)”. Teacher talk is considered “the major source of comprehensible target language input” for the learner (Setiawati, 2012, p.25), therefore, modifying teacher speech increases intelligibility.

Krashen (1981) describes the “Teacher Talk” (TT) as an umbrella term for the “classroom language” that is utilized for doing exercises, explaining the target language, and managing the classroom (p.121). Krashen’s Input hypothesis emphasizes that input is the source of second language acquisition. He suggests that TT with simplified codes can be considered as an “optimal input”, which contributes to the success of the learners (Krashen, 1981, p.134). His comprehensive input hypothesis posits the idea that the input should be “comprehensible” in order to enable learning, which means that input should be slightly higher than the learner’s current linguistic level. According to Krashen learning cannot occur through too complex or too simple input. Or in other words, if the language is “too dense, wordy, idiosyncratic” (Walsh, 2011, p.53), it may hinder the learning process, which means, teachers are responsible to providing comprehensive input to their students. Otherwise, incomprehensible input, such as too difficult or vague utterances of the teacher may cause “reticence” in language classes. Reticence is one of the most common difficulties in second language classes (Walsh, 2011) and it may entail single-word

response, silence or very limited response which hinders the participation of the learners. Therefore, it leads to demolish learning opportunities.

From the point of social perspective, “scaffolding” also can be a related term to speech modification. Learning can emerge with the assistance and scaffolding provided by an experienced interlocuter (Vygotsky, 1978). Within the classroom setting, teachers can be the source of “scaffolding” especially for young learners. Therefore, teacher talk should provide “scaffolding” to enhance language learning. Furthermore, by scaffolding teachers can co-construct meaning by assisting learners through their utterance or through the interaction (Cancino, 2015). The teacher’s role here is to provide linguistic assistance to learners to create more learning opportunities for learners. Moreover, from the learners' perspective, scaffolding is used to establish mutual understanding during activities such as searching for the right words, correcting grammar, and developing content (Temir & Ergül, 2022), which may highlight the importance of scaffolding from another perspective.

Classroom Interaction

Classroom interaction is needed to take into consideration (Seedhouse & Walsh, 2010). In other words, learning is a “social process” that occurs through classroom interaction which can be described as “any attempt to study learning must therefore begin by studying classroom interaction” (Seedhouse & Walsh, 2010, p.127). The emergent utterance of students’ interaction can be seen as “evidence of their learning state” by teacher in L2 settings (Seedhouse & Walsh, 2010, p.132). However, learning should be analyzed with the sequence and the context of it to achieve true insight.

Classroom discourse focuses on classroom interaction between teacher and learner, with the aspect of “control of the instruction” of classroom discourse, teachers have the power to control the interaction which means that they need to be equipped with a different range of skills. Walsh (2011) describes these skills as the “Classroom Interactional Competence”.

Classroom Interactional Competence

Classroom Interactional Competence (CIC henceforth) is an overarching term including different aspects of classroom discourse such as linguistic, pragmatic, interactional, and semiotic resources that are employed by the teachers and the learners. Seedhouse and Walsh (2010) describe it as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (p. 128)", which means that classroom interaction is not a tool limited to students' interaction, however, is also a valid tool for teachers. Especially in teacher-led interactions where a classical teacher-fronted setting is enacted, teacher talk can create a learning environment by constructing meaning for students in language class. Uncovering sequential patterns of teacher talk, which facilitates learning, may shed light on classroom interactions for teachers. CIC aims to create more "learning-oriented" interactions by offering more learning opportunities for learners (Walsh, 2011, p.21). The micro-analysis of TT can contribute to teachers' CIC by exemplifying certain sequences of classroom interaction. The study conducted by Cekaite (2007) reveals that a young learner in an immersive L2 class can employ different resources of classroom interactional competence depending on their linguistic development. The study examined a child's language development over her first year in a Swedish immersive L2 class with a combination of CA and ethnographic fieldwork analysis. The video and audio recording data demonstrate different resources of CIC that are employed by the child, which contributes to their emergent turn-taking skills. The study can be considered as evidence that CA is a useful tool for exploring different CIC resources employed by the students.

Since TT is essential for the L2 classroom discourse from the teacher's perspective it is of utmost importance to be aware of TT and the ability to assess their own TT in order to improve both teaching and learning. For that reason, Walsh (2006), introduced a framework widely applied to a range of teacher education programs called "Self-evaluation of Teacher Talk (SETT)". Walsh (2011) explains the framework "is designed to help teachers both describe the classroom interaction of their lessons and develop an

understanding of interactional processes as a way of becoming a better teacher." (p.111). The framework entails four different modes and fourteen interactures. While modes refer to four different micro-contexts, interactures refer to the interactional features. In classroom discourse, context is co-constructed, which means that there is not "one" and "only" classroom context, the context is constantly created by teachers and learners as they articulate the utterances. Therefore, classroom discourse encompasses a different range of micro-contexts which are called "modes". Mode is "an L2 classroom micro-context which has a clearly defined pedagogic goal and distinctive interactional features determined largely by a teacher's use of language" (Walsh, 2006, p. 62). To be more precise, classroom interaction is shaped by the purpose of the activity, which points out that there is a strong bond between classroom interaction and pedagogical purposes.

Figure 1

L2 Classroom Modes

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

Source: *Walsh, 2011*

Pedagogical purposes are classified into various modes:

(a) Managerial Mode: The mode is related to organizing the learning, including organization of the physical environment and time; and introduction of the activities with a focus on extended teacher turns and repetitions. This mode sets the stage for the other three modes.

(b) Classroom Context Mode: This mode is dominated by learners, and teachers provide space for learner's interaction by listening and supporting them. Turn-taking is generally navigated by learners through turn gaining, holding, and passing similar to natural conversation. The teacher only provides content feedback rather than feedback on forms. And error correction is very limited.

(c) Skills and Systems Mode: This mode includes the focus on the structure of the language in different aspects such as lexical, syntax and morphology. In other words, the focus is on explanation of certain grammar, vocabulary, phonology and discourse. In this mode, accuracy is prioritized over fluency. Generally, it follows an IRF(Initiation-Response-Feedback) pattern, involving scaffolding, display questions and direct repair frequently.

(d) Material Mode: Material mode interactions are linked to the material itself and the topic of the interaction and the contribution of the learners is limited to the material. This mode generally follows the IRF(Initiate-response-feedback) structure.

Modes are related to the diverse pedagogical purpose and micro-context of the classroom. Other than those, there are fourteen interactional features or interactions in the SETT framework. Walsh (2011) describes as "features that belong to or are typical of a mode". Those strategies can be listed as follows: "scaffolding, direct repair, referential questions, content feedback, seeking clarification, display questions, extended wait-time, teacher echo, extended teacher turn, confirmation checks, teacher interruptions, turn

completion, extended learner turn, and form-focused feedback." Some of these strategies are specific to certain modes, for instance, form-focused feedback is dominated utilized in the "Skills and Systems Mode", whereas content focused feedback is frequently used in "Classroom Context Mode". Each interactional feature is more aligned with certain modes, which allows teachers to adapt a more "mode-convergent" approach (Walsh, 2011, p.126).

SETT framework can shed light on different pedagogical purposes of TT with different features, since it is a representative framework, it is not aiming to identify all the incidents in the classroom discourse. The framework mainly covers the basics of the TT, however, does not underpin all the classroom features of classroom interaction. Furthermore, since classroom interaction is a fast-changing process, sometimes it is hard to identify the modes since they can concurrently occur or there can be a rapid switch between the modes, which can hinder the evaluation process. SETT framework includes modes and their features to provide insight to teachers about their language use, which will contribute to teachers' awareness of their talk in classroom.

Classroom discourse generally involves three moves: initiation, response, feedback (IRF). Initiation is generally starting with teacher utterance through asking questions or initiating the conversation. Then, response is generally produced by learners as a response to initiative. Then again, the teacher takes the turn and provides "feedback" or reflects the learner's response. Even though this structure is not set in stone, it may be considered as a base structure of classroom interaction. Other words, teacher takes two turs as learn takes one (Walsh, 2011). To conclude, the IRF structure consists of three moves, generally teachers have two turns in this structure, which in turn yields the opportunity for teachers to control the discourse. In other words, teacher utterance or teacher talk is lying at the heart of the classroom discourse. Walsh (2011) indicates the three-move IRF in the example:

I(initiative) T: what's the past tense of go?

R(response) S: went

F(Feedback) T: went, excellent. (p.82)

Another feature of classroom interaction is different resources that are employed by teachers to navigate classroom interaction. There are reasons and necessity of those resources in second language classes (Walsh, 2011). The very first reason for teachers to use interactional resources in their speech is to “convey meaning”. In order to fulfill this main concern, teachers generally use gestures and facial expressions, slower pace, and louder voice to increase learner’s comprehension. The second reason is that being a “model of the language”. Therefore, they provide correct pronunciation, stress, and intonation not just trying to teach the target language but also being a “model” for learners. In many cases, TT is the only source of input in the target language, which makes teachers’ talk curial. The third reason can be providing as many as opportunities to keep the all the learners attention high in order to prevent “getting lost” in high pace a classroom. Teachers utilize “repetitions” and “echoes” to involve learners in class. From all these perspectives, different resources can be utilized for different reasons and in different ways. Therefore, it is important to identify which strategies are utilized by teachers to fulfill different needs of the classroom. Walsh (2011) categorizes those resources into two levels: “linguistic resource” and “interactional resource”. Linguistic resources aim to increase comprehension and help the learning process. Simplified vocabulary, which is one of the most obvious one of linguistic resources, includes avoiding idiomatic language and different regional versions of the language. In addition to simplified vocabulary, simplified grammar is also an important aspect of speech modification. Simplified grammar can be identified as using shorter and simpler expressions and a limited number of tenses and modal verbs. And lastly, clearer pronunciation is also part of “linguistic resources”. The teacher generally articulates the words at a slower pace with a standard form of pronunciation. The second level is “interactional resources” which encompasses a wide range of aspects of the discourse. One of the outstanding interactional resources is “transition markers” which can indicate to learners a change in the interaction and notify the start or the end of the different stages of a lesson or an activity by using words

such as *"right, okay, now, so, alight*". Transition markers help teachers to navigate learners through lesson stages and help learners "work in harmony". There are other interactional resources: targeting confirmation checks and clarification requests. Some of these consist of confirmation checks, comprehension checks, repetition, clarification request, reformulation and rephrasing, turn completion, and backtracking (Walsh, 2011). Teachers can employ different concepts such as backchannels (*yes, right*) to indicate confirmation and understanding.

To be more precise, for this study, both linguistic and interactional resources are referred to as interactional resources (Walsh, 2011)

- Interactional Resources: Comprehension check questions, non-verbal clues, facial expressions, discourse makers, repetitions, paraphrasing, transitional markers, clarification requests, confirmation check.
- Linguistic Resources: Simplified vocabulary, simplified grammar, and simplified pronunciation (Slower, louder, and stressed)

As discussed earlier, teachers' interactional resources play a crucial role in classroom interaction in EFL classes, there are a few studies that specifically focus on interactional resources of teachers through discourse analysis. One study, focusing on interactional and linguistic resources, is referred to as speech modification and utilizes discourse analysis. Even though discourse analysis can have some similarities to some extents of CA, it is important to keep in mind that CA differs from discourse analysis in terms of not having "preconceived categories" (Cancino, 2015). The study investigates interactional and linguistic resources utilized by teachers to provide an interactive learning environment in the Saudi EFL context, including the focus on students' reactions to different speech modification strategies (Al-Ghamdi & Al-Bargi, 2017). The video and audio recorded data were collected from three different EFL classes of a Saudi university with B1 level students. Each session lasted around 45 minutes. The data analysis revealed that teachers utilize different resources which are simplified grammar and vocabulary, shorter sentences,

slow speech rate, repetitions besides transitions markers, clarification requests, confirmation checks, and hand gestures.

Interactional Troubles

Interactional trouble may occur commonly in everyday conversations, yet its manifestation differs from that in classroom interactions. For example, in casual conversations, interactional trouble may arise as communication breakdowns or obstacles hindering mutual understanding (Çopur et al., 2021). However, in classroom settings, teachers might interpret a response as interactional trouble due to deviations from preferred answers aligned with task objectives, even though it does not cause any commination breakdowns. Therefore, understanding interactional troubles requires context-specific considerations. In other words, even when there is no breakdown in communication, teachers may perceive students' utterances as interactional trouble based on the task objectives or knowledge domains, such as grammar points (Atar et al., 2022).

Interactional troubles, in classroom context, can be described as “the moments of institutional interaction in which the progressivity of classroom talk, and activities is affected due to observable orientations to the timing (e.g. silences) or nature (e.g. providing a repairable candidate response) of student participation” (Sert, 2015, p.90). In simpler terms, the moments that are disrupted by silence or students' responses need correction during classroom talk or activity.

Interactional troubles generally have observable features. For instance, long silence after teacher’s instruction or utterance, can be interpreted as interactional trouble by the teachers. It is worth mentioning that even though a long silence generally can be an indicator of interactional trouble, it is not always the case. It may display students’ “unwillingness to communicate” (Sert, 2013). Therefore, each incidence should be unfolded in their context-specific perspective. Another feature of interactional trouble is students’ nonverbal signals of no knowledge or students explicit claim insufficient knowledge (Sert & Walsh, 2013) can be the indicator of interactional troubles (Sert, 2015). In other words,

teachers can identify interactional trouble by student's epistemic status, silence, students' explicit claim of insufficient knowledge (etc. I don't know), teachers' interpretation of students' non-verbal cue (etc. not sharing mutual gaze, body posture), or repairable candidate response of students. For those cases, teachers employ different resources that lead to display of students understanding. That is to say, utilization of various interactional resources can help students to change their epistemic status from not knowing to display of understanding (Sert, 2015), which will increase learning opportunities in L2 classrooms. For that reason, use of interactional resources and managing interactional troubles is generally considered as an indicator of CIC. In other words, unfolding of interactional resources contributes to CIC, in turn, increase learning opportunities in L2 classrooms.

Chapter 3

Methodology

In this chapter, the methodological aspects of the data will be discussed. This chapter includes the research context and participants, data collection tool and data analysis in a detailed way. The purpose of the study is to discover different interactional resources in micro-teaching and their sequential occurrence while comparing in two contexts: micro-teaching and real practice by employing conversation analysis as a qualitative research design. First of all, the context and participant will be presented. Secondly, the data collection process and transcription of data will be explained. Then, obtained qualitative data of pre-service teachers' practices, and micro-teaching will be analyzed via conversational analysis to detect different patterns and strategies of interactional resources. Concerns about the validity and reliability of the research, as well as ethical considerations of the study, will be presented as the last part of the chapter.

Type of Research

Research design deals with all aspects of research and provides a general outline of the data collection and analysis to answer research questions posed earlier. Research design can have a qualitative perspective, which focuses on a small number of cases yet with an in-depth perspective, or quantitative analysis, consisting of a large number of cases with narrowed down information (Ragin & Amoroso, 2011).

This study focuses on limited cases with in-depth analysis, which aligns with the qualitative perspective. More precisely, this study aims to underpin the interactional resources to resolve troubles that are adapted by PSTs in micro-teaching and real teaching practice in the TEYL context through the micro-analysis of classroom interaction. The data is from a Teaching English to Young Learners in a foreign language teacher education department at a public university in Türkiye. The type of design is qualitative research

utilizing conversation analysis, a data-driven method, to identify patterns in PSTs' interactional resources to resolve troubles.

Research Context and Participants

This study was carried out at a state university in Türkiye, in the English Language Teaching department during the Teaching English to Young Learners-II (TEYL) course. The content of the course is "Different curriculum types for young learner (3-12 years) groups (story-based, content-based, theme-based, task-based), effective use of children's literature, classroom management, language presentation and exercises" (Hacettepe BİLSİS, 2022). This course consists of two main parts. The first part is the micro-teaching session at the faculty, and the second part is the teaching practices at a preschool. The data of the study is the video recordings of 130 PSTs' practices in two different contexts: Micro-teaching and actual teaching practice. In other words, there are two recordings for each PST, one from micro-teaching and the other from real teaching practice. All pre-service teachers are native Turkish speakers.

ELT (English Language Teaching) program is designed for prospective foreign language teachers to gain certain skills over the course of four years. During this time, students need to take compulsory courses including TEYL-I and TEYL-II. In the 5th semester, TEYL-I, provides theoretical knowledge including approach and methodologies specific to teaching English to young learners. Then, during the TEYL-II, students put their theoretical knowledge into practice by a micro-teaching session in which they are responsible for designing a 15-minute-long lesson and conducting the lesson to their peers. Following that, as a teaching opportunity, students will apply the same lesson plan to a real teaching practice at a preschool in Ankara. While micro-teaching session approximately lasted 10-15 minutes, real teaching practices at the pre-school lasted around 15-20 minutes.

Data Collection

Video recording is widely used in teacher education (Serdar Tülüce & Çeçen, 2018) as an aspect of micro-teaching. The importance of video records in teacher education is that video records make PSTs aware of their strengths and weakness especially by giving a detailed view of their teacher talk (Serdar Tülüce & Çeçen, 2018). Video recording is also common in the micro-teaching process.

Audio and video recordings can serve as data sources for the analysis in CA. Even though verbal production is the foundation of interaction, non-verbal elements are also important. As a result, data analysis should commence with the transcription of audio recordings, and subsequently, non-verbal details such as gaze and gestures should be included (ten Have, 2007). Therefore, in this study video-recorded data were collected through a teacher education framework called IMDAT which is developed by Sert (2015). This framework includes five steps which are:

a) Introduction of CIC

b) Micro/initial Teaching

c)Dialogic reflection on video recordings

d)Another Round of teaching observed by a per

e) Teacher collaboration for peer feedback

This study only focuses on the micro-teaching aspect of the framework. To ensure ethical concerns were addressed, consent was obtained from all participants based on the Ethics Committee principles of Hacettepe University. Furthermore, in order to fulfill technical requirements, there were two camaras to capture the interaction, body movements, gestures and gaze to have transcribable recordings. The cameras were in two different places to capture different angles, taking into consideration lighting and the seating plan. Additionally, during the teaching practice, the cameras were placed behind preschool students to ensure ethical considerations. During this process, 102 hours of recorded video

data were obtained. However, the amount of data was not manageable; therefore, this study focuses only on the actual teaching and micro-teaching records of 40 PSTs, selected through random sampling. This amounts to a total of around 30 hours of recordings.

Conversation Analysis

The primary focus of the conversation analysis is as the name suggests “conversation”, in other words, the human interaction and how the communication is constructed by all participants. Conversation can be seen as mundane; yet, it has been drawing attention as a source of scientific research since the 1960s (ten Have, 2007). Conversation, whether it is a conversation between friends or in a more formal setting such as patient doctor, all can be the source conversation analysis. Conversation analysis (CA) has been experiencing increased amount of interest in the last decades (Wong & Zhang Waring, 2020). CA is a way of analyzing naturally occurring spoken interaction as a methodology and rooted from the attention towards the social interaction (Seedhouse, 2005). It is important to state the difference between the linguistic approach and the CA approach. While linguistics mainly focuses on the language itself as an independent entity, CA mainly concerns itself with the language and how its elements are used in context. CA offers a novel approach to the source of data by leveraging naturally unbiased sources such as video or audio recordings, instead of relying only on more researcher-centered or manipulative methods, such as, field observations and manual coding (ten Have, 2007). Especially, with advancements in technology, audio and video recordings have become widely available to researchers, allowing for the collection of naturally occurring data without subjective interpretation. Therefore, CA has drawn attention as a discipline for researchers.

In the early stages of CA, audio recordings were available, and the transcription system for the data was simple, consisting only of the words spoken in the audio. However, Jefferson (2004) later developed a transcription system that captured more details of spoken interaction, not just focusing on words but also encompassing other elements that

give the chance to examine the sequential analysis of the conversation. Since then, this system has been widely used by researchers as a means of transcription. Even though CA primarily focuses on the interaction itself, without considering the institutional context, there is a shift in focus to incorporate more interaction within social institutions. Ten Have (2007) distinguishes between the two approaches, referring to the first as “pure CA” and the latter as “applied CA” (p.8).

CA is a specific approach that required specific arguments and motivations to adapt in the study. Ten Have (2007) was conceptualize the contrastive properties of CA as:

- CA deals with the meticulously analysis transcription of interaction by capturing subtleties and nuances rather than summarized or coded interactions,
- CA delves into naturally occurring data.
- Dealing with the organization of the interaction
- Not direct focus on linguistic systems

Sacks’ first lecture, he talked about the regularity of things such as rarely or always by comparing different incidences and examining general patterns and exceptions to unpin certain phenomena (ten Have, 2007). Therefore, CA provides a wider perspective through abstract reasoning and provides detailed analysis of specific cases by providing concrete understanding.

The contradictive perspective of CA stems from its refusal to create or apply an overarching theory. Instead, CA rigorously focuses on details and is often considered as not adhering to traditional theoretical approaches. In other words, CA is skeptical about the traditional conceptualizing ideas such as deducing of a framework, in other words, mostly have an inductive perspective of ideas or frameworks. However, it has a different perspective on how to suggest a theory about social life (ten Have, 2007). With the focus on similarities that have among a small number of cases, CA can be considered as a

qualitative inquire (ten Have, 2007). Yet, it is important to state that CA does not deal with a large number of cases, which is the main focus of quantitative inquiries. To be more specific, CA employes an “analytic induction”, which means examining patterns of interaction while focusing on regular cases and also exceptions. Especially including “deviant” or “negative” cases can be consider as an analytic induction, which is foundation of the CA. Ten have (2007) suggests having two layers of analysis, the first layer is creating “collections studies”, then moving on the deep analysis of single case of reflecting certain instances.

Ten have (2007) discusses the perspectives of qualitative studies. He argues that qualitative studies may have “factist” perspective, meaning using interviews or questionnaires to validate an external reality, which differs from CA perspective. On the other hand, “specimen” perspective, like CA, there is no urge to represent external data, instead, interpreting the data itself without making judgement according to the external reality. CA shares “specimen” perspective, dealing with the interaction itself through identifying structure, patterns turn-taking and sequences.

When it comes to the history of the CA, it focuses on language and interaction through a different perspective that originated in sociology in the 1960s, as seen in the works of Harvey Sacks, Emanuel Schegloff, and Gail Jefferson (Wong & Zhang Waring, 2020). In other words, the origins of CA come from an interest in the function of language, namely turn-taking, as a means for social interaction (Sacks et al., 1974). Schegloff and Sacks (1973) describe CA as “naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally” (p.289). Even though CA originally deals with ordinary conversation, it can be applied in different academic and professional contexts and different institutional discourse such as classroom (Seedhouse, 2005). Likewise social interactions, classroom interactions are also dynamic considered as “co-constructed by participants” constantly shaped by the participants, that is to say, “one person’s contribution is inextricably linked to that of another person” (Walsh, 2011, p.84),

which creates sequential organization of conversation. Therefore, each utterance or contribution can be understood within the context of sequential environment (Seedhouse, 2005). Additionally, L2 classroom discourse doesn't share all the key features of an "ordinary" conversation, there are some strong similarities between classroom discourse and conversations. These can be listed as: having two-way communication, involving many participants applying different turn-taking strategies, hesitations, backchanneling, errors and silence (Walsh, 2011). Despite all those similarities, sharing a pedagogical purpose makes the classroom discourse different from any other discourse. Seedhouse (2005) states that each institute has their own aim, all interaction is meaningful in those aims and in those settings. Therefore, in classroom, aims are specific to each setting and the aims are evolving around that certain context.

As a methodology, CA yields the opportunity to "interpret" from the classroom data, instead of "impose" a certain structure or a category (Walsh, 2011). For that reason, CA enables researchers to focus on issues related to teaching and learning by exploring the patterns of classroom discourse and how those can affect pedagogical practices. CA deals with conversation such as focusing on turn taking or other features of the conversation. However, in the classroom discourse setting, CA not just discovers the conversation features but also unearths the link of those features to pedagogical purposes. For example, CA can examine teacher's interaction with learners to identify how teacher create learning opportunities for students, how teacher initiate the interaction, corrects errors or how the negotiate meaning. Providing insight about how the interaction managing in the classroom setting can help practitioners to maximize learning in L2 classroom. For that perspective "applied" CA, does not provide prescription of a conversation, but provide insight about the specific field in order to suggest practical recommendations. Walsh (2011), points out the key elements of the CA approach in L2 classroom:

(a) CA aims to explore the structure of naturally occurring interactions, without forcing the data to be put into a certain framework or category.

(b) The CA approach is strongly empirical, which means researchers only explore the patterns of the data itself, without having any prior assumptions or theories.

(c) The observer provides an insider insight, gaining the experience from the participants' perspective.

(d) Context is not static, on the contrary, it is constantly co-constructed by participants.

(e) Since there is an instructional setting, participants adopt a goal-oriented approach with the aim of achieving the pre-established objective: learning the language.

(f) Multi-layered data analysis is employed for the multi-layered structure of the classroom. Not just the context but also the sequential analysis of the utterance is examined rather than having an isolated perspective of each utterance.

The emphasis of the CA methodology of L2 classroom is, firstly the data should occur naturally, researcher can discover potential patterns of the conversation by examining the data with empirical perspective, independent from any pre-determined theory. Seedhouse (2005) describes the analysis process as "bottom-up and data driven" (p.166), highlighting the prominence of the data driven approach by stating the data should be examined without any pre-determined theoretical assumption. Furthermore, CA has an emic perspective, which means that the data should be understood from the perspective of the participants in that context, in other words, with the eyes of the participants (Seedhouse, 2005). Walsh (2011) points out the foundation of the CA as "let the data speak for themselves" (p.88). Furthermore, it should be considered that the context is dynamic and is constantly constructed through the contributions of all participants who share a predetermined aim. Furthermore, the analysis of data does not only include the context but also sequential analysis of the utterance which provides multi-layered analysis. Additionally, CA is required to employ a highly descriptive transcription system, which includes the details

through minute analysis system (Seedhouse, 2005). The system yields the opportunity to uncover the patterns by an empirical oriented approach. Despite the fact that CA offers distinctive approach, it has some limitations (Walsh, 2011):

(a) Selectivity: It is generally criticized by researchers that data selection can be problematic since the researcher may select the data to account for some notions or theories rather than focusing on the context as a whole.

(b) Inability to generalize: Form the nature of the qualitative method, CA illustrates a certain point in the certain context, hence, it cannot to relate wider contexts. However, it is important to state that CA does not target “generalize” an understanding, rather that attempt to explain the pattern and structure in the context.

Even though there are limitations as stated, CA has been used as an effective methodology for the examination of the classroom interaction (Balaman & Sert, 2017), providing rigorous analysis of classroom instruction data to identify the sequential occurrence of the interaction. CA, a micro-analytic approach, is a way to unearth the strategies that are employed by teachers and students which will help the learning process (Seedhouse & Walsh, 2010). Integrating CA into teacher education can be an effective way to identify those strategies to increase their awareness toward classroom interaction competence that they apply use during their practice. One of the aspects of classroom interaction competences is the notion of multi-modality, which consists of different resources such as turn-taking, gaze, gestures, body orientations nods (Sert, 2015). One of the studies was carried out to explore the impact of multimodality as an interactional competence to provide insights into teacher education (J. Park, 2017). In the study, the video-recording data of the grammar focused class of the adults were analyzed by conversation analysis. The study shows that multimodal resources help learners convey meaning, control turn-taking as part of their classroom interaction competence, in turn, they

facilities language learning. Even though the study includes a small number of participants, it can provide new perspectives about the importance of multimodal resources in EFL class.

As discussed earlier, CA is a method that can be utilized in different fields of social science, it has also been employed in applied linguistics (Kasper & Wagner, 2014). Among the other implementations of CA, in language learning settings it is been applied to identify social organization of instruction settings It is noteworthy to state that, CA in the context of education is slightly differ from informal settings and which is called “institutional interaction” (Heritage, 1995). The feature of the institutional interactions:

> “1) Language is both the vehicle and object of instruction, 2) There is a reflexive relationship between pedagogy and interaction, 3) The linguistic forms and patterns of interaction which the learners produce in the L2 are potentially subject to evaluation by the teacher in some way” (Seedhouse, 2004b, pp. 183-4).

With those distinctive features of the classroom discourse, micro analysis of the classroom context is not just gaining insight about the classroom interaction but also providing how classroom interaction occurs and how we can improve the way of teaching by underpinning of those classroom features (Walsh, 2011). Therefore, micro analysis enables teachers to ‘see’ new ways of teaching foster learning.

Data Analysis

Since this study employs CA as the methodology, data analysis starts with an unmotivated looking. This means that even though the researcher had a wide focus at the beginning of the study, initially analyses the data without pre-determined theory in order to let the data speak. After scrutiny of the data, the researcher can narrow down the focus. This principle of the CA was followed for this study. After examining the data without bias, the researcher discovered instances of trouble and their indicators as well as interactional resources employed by PSTs following those troubles. During this process, different resources were identified to resolve troubles. Subsequently, the research questions were

adjusted according to this focus. Ten different instances were identified in micro-teaching and teaching practice contexts. Some extracts have more layers, including more than one trouble and also more than one interactional resource. These instances were included as they may provide a wider perspective on classroom interaction in L2 setting.

After selecting the study's extract, the analysis began with a comprehensive data analysis, which involves detailed transcription of the selected extracts. CA demands a meticulous transcription process encompassing not only a close examination of spoken words but also factors like intonation, stress, and other multimodal aspects, such as gaze, body movements, and gestures. The meticulous analysis uncovered the various resources employed by PSTs to resolve trouble mainly demonstrated in Tables 1 and 2 below.

Table 1

Collections of Trouble Indicators

Phenomenon
Silence
Lack of embodied orientation to the teacher’s instruction
Student’s incomplete utterance
Student’s repetition of teacher’s utterance
Student’s wrong answer
Student’s bilingual utterance

Table 2

Collections of Interactional Resources

Phenomenon
Simplified instruction
Embodied action
Giving the relevant answer on behalf students

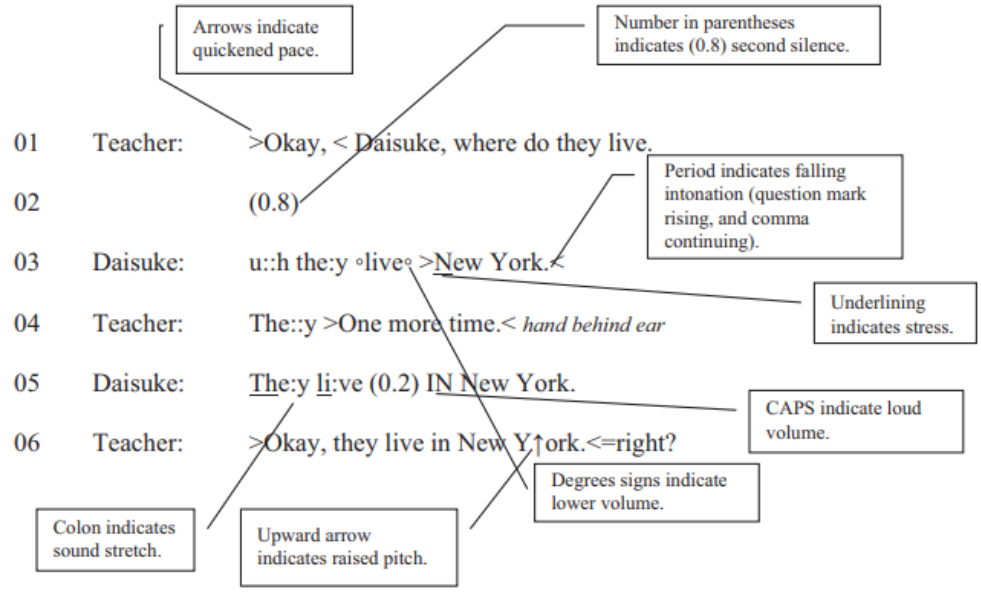
Teachers' repetition of their utterance
Reformulation of the instruction
Hinting
Stress and intonation
Code-switching

CA shares the same three main principles for: data collection, data transcription and data analysis (Wong & Zhang Waring, 2020). However, in classroom settings, it is important to view interactions as "context-shaped", which will help to acknowledge the connections between language use and pedagogical purpose (Cancino, 2015). CA can explore the multi-context aspect of classroom settings in order to underpin which verbal behavior is more appropriate for a specific pedagogical aim (Cancino, 2015).

Data collection, as the first step of CA, and it is important to state that CA deals with naturally occurring data, rather than an experimental setting. Both audio-recorded and video-recorded data can be analyzed with CA. And then, transcribing data needs to be carried out carefully. CA employs the transcription system not just the inclusion of the content but also other elements of interaction, such as stress, intonation, pause, pitch, volume, overlap and cut-off, of which features are represented by a symbol. As seen in the following figure 2, it needs time to understand each symbol of the CA transcription.

Figure 2

Transcription Illustrations (Wong & Zhang Waring, 2020, p.5)



Lastly, data analysis of the CA involves an emic perspective, which means that gaining an insider view of the, yet it does not mean that getting the speaker' view by interviewing them, instead, as research should adapt the perspective of insider including those perspectives (Wong & Zhang Waring, 2020, p.6): " (a) unmotivated looking, (b) repeated listening and viewing, (c) answering why that now? (d) case by case analysis, (e) deviant case analysis".

Unmotivated looking is related to looking at the data without having pre-determined idea about the data or not trying to validate any theory of a framework. Instead of this, having a more "curious" perspective and to be open to possible discoveries is expected, yet researchers can have a general concept as a starting point. Secondly, the analysis requires you to listen and review the data repeatedly. Then, while examining the data having a questioning mindset to identify the reason of the utterance occurs that time can contribute to the understanding of the bigger picture. Furthermore, if a "case" does not reflect the general idea, instead of neglecting or omitting the case, it should be considered as a deviant

case. Deviant case can be opposed to the existing argument, can be supportive of the existing argument or can be subject for a different practice.

Even though transcription is extremely valuable for micro analysis, literature about the transcription or transcribing is very scarce (Davidson, 2010; Edwards, 2005). Edwards (2005) defines the transcription as “the process of capturing the flow of discourse events in a written and spatial medium” (p.322). Conversation analysis’s transcriptions do not only deal with what is said, but also how is said (ten Have, 2007). In other words, conversational analysis includes data transcription in a detailed way, entailing multi-model facets of the conversation such as overlaps, pause time, stress and intonation. Walsh (2011) points out the transcription as a “written record of spoken interaction”. However, it is still questioning to what extent transcriptions can reflect “real” interaction. Seedhouse (2005), describe transcriptions as “inevitably incomplete” (p.166), by emphasis that researchers eventually will select some part of data to increase comprehensiveness and readability at the expense not fully capture the primary data. From that point of view, there are different ways of transcribing the data depending on researchers’ purpose. For instance, one can employ a “board” transcription and only include the speech of transcription, other words, “captures the essence of what is said” (Walsh, 2011, p.10) by ignoring pauses, intonation, and other features of the conversation. This enables researchers to examine bigger portions of the data. From another perspective, narrow transcription can focus on a small amount data, yet includes fine details such as “a stressed syllable, a pause, a rising intonation, overlapping speech (Walsh, 2011, p.10)”. Therefore, it is important to find the appropriate transcription approach and decide what to include or not to include in accordance with the aim of the study. Walsh (2011), proposed those questions to decide the transcription approach:

“(a) Do I include all pauses and how do I represent them?

(b) How do I record particular gestures, facial expressions, body movements, etc. – or do I simply ignore them?

(c) What is the ‘correct’ way to record emphatic speech? Do I even need to record it?

(d) Do I organize the written text by turn at talk, as conversation analysts do, or by linguistic utterance, showing breath groups and intonation?

(e) Should intonation be included – if so how do I record it?

(f) Do I need to transcribe everything – or even anything” (p.71)

Since CA suggests the importance of “details” of the interaction, it is inevitable not to include those multimodal non-verbal communication aspects in the transcriptions (Seedhouse, 2005). However, he also stated the drawbacks of the including non-verbal communication feature into transcription can be time-consuming and it may hinder the readability of the data.

Seedhouse (2005) explains the international organizations as a guide for researchers while applying CA method. Adjacency pairs, one of the interactional organizations, indicates that the first and the second utterance are paired together, which means that, the first utterance is typically followed by the second one. However, it does not necessarily mean that the second utterance will be always provided by the first one, some cases the absence of the second utterance may also convey a message. As a response to the first utterance invitation, second utterance may accept (preferred action) or reject (unpreferred action) the invitation (Seedhouse, 2005). If the latter one is the case, the occurrence of second utterance can start with some kind of hesitation or pause and followed by markers such as “well” or “uhm” as. For that reason, those markers may be followed by a “repair”, “simplified input”, “repetition” or “paraphrasing”. The other interactional organization is turn taking, involving two dimensions; one of them is turn-constructional units (TCUs) indicates the utterance is complete in terms of grammar and semantic, implying the end of the turn. The other dimension is transition relevance place (TRP), in which the speaker utilizes some cues to signal the end of the turn. Those are not just the essentials

of turn taking in conversation, but relatable to classrooms settings and the turn taking may shaped by parameters specific to classroom discourse. The other interactional organization is repair, can be defined as any “problem” or “trouble” arise during the communication which can hinder the process.

In this study, CA will be adopted in order to identify resources that employes by PSTs. CA enables researchers to identify the pedagogical purpose of interaction and its features (Walsh, 2006), which are aligned with the purpose of the study. This study is conducted in the light of the question posed by Seedhouse (2005) “What that? Why in that way? Why now?” (p.167).

The outline of the study includes those steps (ten Have, 2007, p.68):

- Collecting naturally occurring data
- Transcribing the data
- An in-depth analysis of specific parts
- Presenting and discussion the findings

Ten Have (2007) suggests that the steps in the research process may intertwine with each other. In other words, one can begin transcribing data while still in the process of collecting it. Transcribing data is crucial, and while there are different aspects to consider in this process, the main goal is to have a written form of the interaction to make it more conceptual and intelligible.

Sampling is also critical in the context of Content Analysis (CA). Ragin and Amoroso (2011) define sampling as "the process of selecting a representative set of cases from a much larger set" (p. 211). This means that sampling does not necessarily represent every single incidence or pattern, but it should represent the overall category under study. Therefore, data collection of the study is completed, after detailed examination of the data.

In terms of transcribing data, there are various approaches to apply for verbal interaction. The study applies Jefferson's Transcription Convention (2004), which focuses on the analysis of sequential organization of the interaction, includes timeline, pausing, overlapping, speech rate, intonations. The Jeffersonian Transcription Convention (Jefferson, 2004) is accepted, and commonly used system described as "a robust and useful tool for understanding the ways in which language is used in social interaction" (Liddicoat, 2022, p. 32).

Reliability and Validity of the Study

Reliability and validity are a requirement for scientific research, including analysis of classroom interaction. Reliability is pointed outed by Chaudron (1988) as "one aspect of which includes the consistency with which others agree on the categories and descriptions and the frequencies attributed to them (p. 23)." Even though qualitative research methods share common sense to deal with validity and reliability, Peräkylä (2004) suggested there are some certain principles specifically for CA. She mostly suggests the issues "the selection of what is recorded, the technical quality of recordings and the adequacy of transcripts" (p. 288) to fulfill reliability and validity. Firstly, the quality of recordings is vital since it is impossible to compensate during the data analysis process. Therefore, in this study two cameras were placed with different angles to capture video and audio properly. Secondly, transcripts should be high quality, reflect the authenticity of the data as much as possible including details like innovations. To fulfill this aspect, it is important an experienced transcriber can supervise the novice transcriber by correcting the transcriptions and the process is involved carefully and repeatedly listening to the recordings. To address this issue, a widely recognized and accepted transcription system (Jefferson, 2004) was adopted for the study. Furthermore, in the transcription process for this study, researchers review the transcriptions multiple times under the guidance of an experienced researcher. This rigorous approach contributes significantly to enhancing the overall reliability of our study. Finally, "maximum inclusiveness" of data also facilitates reliability. For that issue, it

is important to include “adequate data” to identify the “variations of the phenomenon”. To fulfill this criterion, the extracts were carefully chosen based on their representativeness, in consultation with an expert.

Finally, this study employs micro-analysis, which involves a meticulous examination of a limited dataset. There is no need to be concerned about the issue of generalizability, as it aligns with the fundamental approach of CA (Peräkylä, 2004).

This chapter presented the methodological aspects by recalling the aim of the study. Then, the context and participants were elaborately explained. Since the study applies CA, the methodology and data collection and analysis process are explained. Lastly, the validity and reliability issues of the study are discussed.

Chapter 4

Findings

In this chapter, data analysis and findings will be presented. In the light of the research questions, indicators of trouble and interactional resources of PSTs' will be examined in micro-teaching practice and real teaching practice contexts. This chapter mainly comprises two sections: the first section focuses on real teaching practice context, while the other focuses on micro-teaching practice context.

The importance of the classroom interaction between teacher and learner plays a pivotal role in determining the facilitation or hindrance of learning (Cancino, 2015). Therefore, the study investigates classroom interaction by focusing on PSTs interactional resources. Therefore, to detect interactional resources employed by the PSTs, trouble indictors are initially identified. Subsequently, the PSTs' interactions and the sequence of the interactional resources were analyzed utilizing CA in two contexts. Five extracts were chosen to showcase the most common phenomena in each context namely, real teaching practice and micro-teaching context.

Teaching Practice Context

This section reveals the sequential unfolding of PSTs' interactional resources to resolve interactional troubles, highlighting situations where PSTs need to employ diverse interactional resources.

Extract 1

This extract illustrates the interactional resources employed by PST1, specifically simplified instruction to resolve trouble. Although PST1 employs various interactional resources simultaneously such as teachers' repetition of their utterance, embodied action, modelling, DIU, Extract 1 primarily exemplifies the use of simplified grammar (Line 44). Furthermore, as an interactional trouble indicator, this extract includes silence, lack of embodied orientation to the teacher's instruction and student's repetition of teacher's

utterance. Prior to this segment, PST1 uses realia to practice the target words ‘a boy’ and ‘a girl’ in a choral activity. Following that, PST1 moves on to role-playing activity inviting two students (HSNN and CGNN) to the front.

Extract 1: You can sit down

Time: 00:02:07-00:03:16

01 PST1: **very good↓ (0.4) so:↑ (0.4) a girl↑**
+gazes around the students

02 **(0.5)**
+shares mutual gaze with HSNN
+ nods her head once vertically
+extends her hand towards HSN

03 STT1: **°a girl°**

04 **(0.5)**

05 PST1: **come here: (1.3) hüsna↑(2.1) °a:nd° do this hüsna do this**
+holds HSNN's hand
+HSNN stands up and walks towards the front
+makes HSNN’s hands join at her back

06 **(0.6)**

07 HSNN: **do this**

08 PST1: **do this (.) °there°**
+shows HSNN how to join her hands at her back

09 **(0.8)**
+HSNN joints her hands back

10 PST1: **oka:y very good**
+nods her head once vertically
+walks behind HSNN

11 **(1.1)**
+and gives the picture
+HSNN releases her hands

12 PST1: **>do this do this<**

13 **(3.1)**
+gives the picture representing a girl to HSNN

14 STT2: **a: hüsna:**
oh hüsna:
+HSNN holds the picture at her back

15 **(0.9)**

16 PST1: **a boy↑ (.) a boy**
+gazes around and show the picture representing a boy

17 **(0.3)**

18 CGNN: **a boy**

19 **(1.2)**
+pst1 nods her head once vertically and extends her hand towards CGNN

20 PST1: **°çağan come he:re°**
+leans towards CGNN and extends her hand towards CGNN
+CGNN runs to the front

21 **(1.6)**

22 PST1: **do thi:s**
+walks towards CGNN

23 **(5.0)**
+makes CGNN’s hands join at his back and gives the picture

24 STT3: **hırsızı kaçırdı mı:↑**
does it make the thief go away↑

```
25              (1.3)
26          PST1:oka:y↓ (1.7) $my name is hüsna a:nd I am a girl↑$
                 +walks towards HSNN's back
                        +stoops down
                             +roleplays behind HSNN’s back
27              (0.4)
28          HSNN:°my name is hüsna:°
29              (0.8)
30          PST1:I am a girl
                (0.6)
31          HSNN:°I am a gir[l°
                +PST1 leans towards HSNN
32          STT4:            [( ) seninkini bende çıkartıyım mı
                             do I take it off yours
                                    +PST1 leans towards CGNN
33          PST1:“my name is çağan I am a boy”
                +roleplays behind CGNN’s back
34              (1.6)
                +looks at CGN
35          PST1:my [name i:s↑
36          STT4:    [(  [ )
37          CGNN:    [°çağan°(.)
38              (0.4)
39          PST1:I am a:↑
40              (0.2)
41          CGNN:I am a boy[
42          PST1:          [bo:y very goo:d you can ↑sit do:wn
                            +nods her head once vertically
                                  +takes the pictures
                                                  + gestures subtly
                                   towards their seats with her eyes
43              (1.7)
                +HSNN and CGNN turns and look at PST1

44          PST1:so: (.) sit down hüsna (0.2) sit down
                +puts the picture on the table
                      +CGNN goes back his seat
                      +HSNN looks at PST1
                                  +touches HSN’s back
                                  +extends her hand towards HSNN’s seat
                                         +looks at HSNN
45              (1.7)
                +holds HSNN's hand to guide her to her seat
                +HSNN goes back her seat
46          PST1:°okay↓°
```

First of all, after completing the choral activity, PST1 utters explicit positive feedback (**very good**↓) with falling intonation, serving as a sequence closing device (Waring, 2008) in line 1. After the 0.4-silence, in the same turn, PST1 utilizes a transition marker (↑**so:**), signaling a new stage of the lesson and moves from choral practice stage to induvial role-playing practice. Although PST1’s utterance (**a girl**↑) is not a question, its rising intonation and gaze around the class may suggest its function as a question. After sharing

a mutual gaze with HSNN, she initiates embodied instruction (Balaman, 2018), then addresses HSNN's name (**come here: (1.3) hüsna↑**). HSNN displays orientation to the instruction by proceeding to the front. Then, rather than verbally explaining the instruction, PST1 only gives a general instruction (do this hüsna do this) by guiding HSNN to join her hands at her back. However, this attempt fails, and the lack of embodied orientations to the teacher's instruction occurs as a trouble indicator. In addition to this indicator, in line 7, HSNN only repats PST1's utterance, suggesting that the trouble remains unresolved. To address this trouble, PST1 employs embodied action by demonstrating the action, which resolves the trouble. PST1 accepts HSNN's action and provides both an acknowledgement token (**oka:y**) and explicit positive feedback (**very good**). PST1 repeats the same instruction with a faster pace (**>do this do this<**) asking HSNN to hold the picture representing a girl. Afterwards, without addressing anyone specifically, she utters (**a boy**) to invite one of the boys to the front. It is also important that she supports this by showing a visual aid and gazing around the class, which might be a signal for turn allocation. CGNN self-selects himself by repeating teacher's utterance (**a boy**), which can indicate his acknowledgement of the focal form (Mortensen, 2011). PST1 shows her acceptance to CGNN's contribution to be the next speaker by nodding. Then, she gives instruction (°**çağan come he:re** °) in a soft voice. Similarly, PST1 gives the same instruction (**do thi:s (.)**) to CGNN as she did HSNN, CGNN demonstrates alignment to the instruction, which may indicate the importance of nonverbal resources for teacher's instructions. In line 24, STT3's off-task talk does not receive any orientation from PST1, since it does not interrupt the flow of class. After signaling the transition with (**oka:y↓**) and silence (**1.7**), PST1 gives the focal form(**$my name is hüsna and I am a girl↑$**) with roleplaying and finalizes it a rising intonation. HSNN's incomplete utterance (**my name is hüsna (.)**) and silence (**0.8**) are the indicators of the trouble and PST1 interprets the silence as a transition relevance place (Sacks et al., 1974) to take the turn and initiates interactional resource namely modeling by providing the incomplete part of the HSNN's

focal form (**I am a girl**). With the repetition of the focal form by HNNS, the trouble is resolved. As a second part of roleplay, PST1 provides the full focal form to CGNN by changing her voice into a masculine tone (**"my name is çağan and I am a boy↑" (.)**) with a rising intonation at the end. The silence (**1.6**) here interpreted as trouble, PST1 utilizes "designedly incomplete utterance" (Koshik, 2002) as interactional resource by omitting the focal word (çağan) with a rising intonation (**my name is↑ (.)**). And the omitted part is completed by CGNN and the trouble is resolved. Next, PST1 proceeds to the second part of the focal form, employing the "designedly incomplete utterance" (Koshik, 2002), followed by CGNN's completing the focal form. In the extract PST1 combines another interactional resource "parsing", instead of repeating the two focal forms together, she divides into two chunks to resolve the trouble. PST1 also repeats CGNN utterance (**bo:y**) (Line 42). Duff (2000) describes repetition as part of initiation-response-evaluate (IRE) sequence. In this context, the teacher's repetition of student's response can be feedback. Then, PST1 provides explicit positive feedback (**very goo:d)** (Waring, 2008) as sequence-closing-third and also signals the end of the task (Schegloff, 2007). After that, another interactional trouble arises. PST1 gives instructions (**you can sit down**), and HSNN demonstrates lack of embodied orientation to the teacher's instruction, most probably of her lack of epistemic access, which was signaled by a silence (**1.7**). Initially, PST1 uses a transition marker (**so:**) then, reformulates her instruction with simplified grammar (**sit down**) by omitting 'can'. And she supports this with embodied action, accompanied by a hand gesture "to support her verbal message" (Escobar Urmeneta & Evnitskaya, 2014, p.172) (**sit down hüsna (0.2) sit down**). Finally, HSNN indicates her understanding (Koole, 2010) by doing the preferred action, which is followed by PST1's a sequence-closing-third (okay↓) (Schegloff, 2007).

We can conclude that PST1 employs simplified instruction by simplifying grammar as an interactional resource in managerial mode. Walsh (2011) describes this mode as managing classrooms, such as introducing tasks or giving instruction. This extract may

indicate the importance of simplified grammar as an interactional resource in managerial mode within the TEYL context, especially when students have a limited vocabulary repertoire. Furthermore, this extract provides examples of transition marker (**so:**) and intonation serving as signals for new activities, which helps students to "stay together" (Walsh, 2011). It is also worth noting that PST1 utilized a variety of interactional resources, including repetition, parsing, simplified instruction, embodied actions and designedly incomplete utterance (DIU) in order to resolve interactional troubles.

Extract 2

Extract 2 illustrates two primary indicators of trouble: lack of embodied orientation to the teacher's instruction and student's repetition of the teacher's utterance. To resolve these interactional troubles, PST2 employs various interactional resources such as repetition, simplified instruction, embodied action, intonation and slow rate of articulation and lastly revealing the preferred action. Prior to this extract, PST2 provides the focal words, which are colors, and practices with each student individually, asking them to repeat while displaying the colors. In this extract PST2 asks students to point out the color among given colors on the wall.

Extract 2: Show the color (Segment 1)

Time: 00:03:13-00:03:51

```
01          PST2: [↑no:w (1.0) now
                  +looks at the class
                        +looks at the material on the wall
02          STSs: [(       )
03                (0.3)
04          STT1: now
05                (0.3)
06          PST2: >okay<
07                (0.7)
                  +looks at EFFF
08                ↑efe (1.2)  >which one is< gree:n↑ (0.5) <gree:n>
                  +extends her hands towards EFFF
                        +looks at the material on the wall
                              +looks at EFFF
09          EFFF: gree:n
10                (.)
11          PST2: gree::n=
12          EFFF: =gree:n
13          PST2: >gree:n<
                  +extends her hand towards the material on the wall
14          EFFF: green
```

15 **PST2: $gree:n↑$**
+leans towards EFFF
16 **(0.3)**
17 **EFFF: green**
18 **PST2: show it (.) show (0.2) g[ree:n↑**
+points at
+points at
19 **EFFF: [show**
20 **PST2: show °green°**
+points
21 **(0.6)**
22 **EFFF: green**
23 **PST2: green↑ <show>**
+touches each color on the wall
24 **EFFF: green**
25 **(0.3)**
26 **PST2: (h) g[ree::n**
+smiles
+touches colors and points the green paper
27 **EFFF: [green**
28 **PST2: gree:n ↑**
+points the green and raises her eyebrows
29 **(.)**
30 **EFFF: green**
31 **PST2: <green>**
+leans towards EFFF
+points the green paper
32 **EFFF: green**
33 **PST2: (h) $okay$ (h)**
+smiles +turns towards the table
34 **(2.8)**
+gets the green sticker
35 **PST2: ım**
36 **(4.4)**
+gives it to EFFF
+put her hand to the green paper
+EFFF sticks it
37 **PST2: great**
+claps
38 **(0.6)**
39 **EFFF: ben yapıştırdım**
I sticked it
40 **(3.3)**
+takes another sticker and gazes around the class

She initiates the activity using a time marker(↑**no:w**) a few times while also gazing around the class. A time marker (↑**now**) with a rising intonation as an utterance-initial position can signal the new stage of lesson. After this, she initiates a sequence-closing-third (**>okay<**) (Schegloff, 2007) signals the new turn allocation. Then, she shares mutual gaze with EFFF, in addition to her bodily orientation, she allocates the turn by addressing EFFF using his name (↑**efe**), a common pattern in classroom contexts (Kääntä, 2012). After giving the instruction (**>which one is< gree:n**↑), the-0.5-silence, trouble indicator, is

identified by PST2 . She employs simplified instruction as an interactional resource. Here, PST2' attempts to resolve trouble by combining different interactional resources, which are simplifying the instruction, supported this by adding stress (**<gree:n>**) and slow rate of articulation. In other words, instead of just repeating the instruction, she provides the focal word with a slower pace and emphasizes it with stress. After that, EFFF only repeats the teacher's utterances(**gree:n**), which is an indicator of trouble called "student's repetition of the teacher's utterance". The similar pattern is repeated a few times, and PST2 attempts to resolve trouble with different interactional resources by reformulating the instruction with a raising intonation (**show it (.) show (0.2) g[ree:n↑**) also supporting this embodied action. However, EFFF still does not indicate the preferred action. PST2 tries to emphasize the focal word, also pointing to all the colors on the wall. After this last endeavor, the laughter of PST2 may "refer something" (Glenn, 2003, p.48). Here, it can indicate the acceptance that the previous resources have proven inadequate in resolving trouble. In other words, it might be a signal for accepting the failure of the employed resources and the need for a new resource. Subsequently, as a new interactional resource, she reveals the preferred action by pointing the target color (**green**) on the wall also concurrently repeating the focal word. And she repeats the focal word in lines 28 and 31 with a rising intonation and slow rate of articulation. Then, following another instance of laughter, she utilizes an acknowledgment token (**$okay$**) with a smiley voice and accepts EFFF's contribution. She gives the sticker to EFFF and demonstrates how to stick it on the wall by placing her hand on the target color. Finally, after receiving revealed preferred answer, EFFF displays his understanding (Koole, 2010; Sacks, 1992) by performing the preferred action, which is putting the stickers on the green color. PST2 gives explicit positive feedback (**great**) (Waring, 2008) concurrently also clapping him. To sum up, trouble is resolved with various interactional resources employed by PST2. Nevertheless, it is also important that, after a few attempts, PST2 uses "revealing preferred action" as the last strategy to resolve trouble. Furthermore, even though trouble was resolved by revealing the preferred action, PST2

accepts EFFF's orientation with positive feedback at the end. This segment of the extract serves as a model for the following students. As a result, PST2 does not provide any further instruction for the next student, as evident from segment 2. There is no omitted line between the segments.

Extract 2: Show the color (Segment 2)

Time: 00:03:51-00:04:29

```
41          PST2: çınar (0.7) >come come come<
                  +looks at CNRR
                         +extends her hand
                               +opens and closes her hand
42          STT2: çınar(unintelligible speech in L1)
43          STS3: >come come<
44          PST2: °red:↑°
45                (0.3)
46          CNRR: red
47          PST2: °red↑°
48                (0.3)
49          CNRR: red
50          PST2: show (0.4) °red°
51                (0.8)
52          CNRR: red
53          PST2:(h)(h) pink↓
                        +points to the pink on the wall
54                (0.5)
55          CNRR: pink
56                (0.4)
57          PST2: gree:n
                  +points to the green on the wall
58          CNRR: green
59                (0.3)
60          PST2: blue↓
                  +points to the blue on the wall
61                (0.2)
62          CNRR: blue
63                (0.2)
64          PST2: red↓
                  +points to the red on the wall
65                (0.2)
66          CNRR: red
67                (0.4)
68          PST2: orange↓
                  +points to the orange on the wall
69                (0.3)
70          CNRR: orange
71                (0.3)
72          PST2: yellow↓
                  +points to the yellow on the wall
73                (0.3)
74          CNRR: yellow
75          PST2: red↑
76                (0.5)
77          CNRR: red
78                (0.4)
79          PST2: (h) °show↑°
                       +points to the wall
```

80 **(0.3)**
81 **CNRR: show**
82 **(0.4)**
83 **PST2: ım: ı:: (.) you show (1.2) show me:↑**
+raising her eyebrows and tilting her head upward
+points to him
+points to the wall
+points to herself
84 **(1.6)**
85 **PST2: red↑**
+shows the red sticker
86 **CNRR: red**
87 **(0.1)**
88 **PST2: (h) $okay$**
+smiles
89 **(1.9)**
+gives the sticker to CNRR and CNRR sticks it
90 **STS3: yapıştıramadı**
he couldn't stick it
91 **PST2: sshhh (h)(h)**
+helps CNRR
92 **(1.0)**
+claps

Before this segment, the positive feedback at the end of Segment 1 serves as a sequence-closing third (Schegloff, 2007). Similar to previous turn in Segment 1, PST2 looks at CNRR and addresses CNRR by his name. She utilizes embodied directive (**>come come come<**) (Balaman, 2018) supporting instruction with bodily action gesture (+opens and closes her hand). Since this is the same activity, PST2 provides only the focal word (**°red ↑°**) with a rising intonation in line 44. However, CNRR repeats the target word (**red**) instead of displaying preferred action, which is the trouble indicator (etc. student's repetition of the teacher's utterance). Following that, PST2 utilizes the instruction with imperative form (**show (0.4) °red°**) with the stress on the focal word. However, CNRR again only repats the teacher's utterance (**red**), which indicates the trouble is continuing. After this, similar to Segment 1, PST2's laughter (line 53), indicates the initiation of a new type of interactional resource. Therefore, PST2 employs a different interactional resource to resolve trouble, which is modeling for repetition (Kanagy, 1999) by pointing at each color on the wall. After this, she gives the instruction "**red**↑" with raising intonation. Still, trouble is marked with CNRR's repetition of PST2's utterance. PST2's laughter again might be the signal of acceptance of trouble, transition to new attempt, giving instruction again support this with

body alignment (**(h) °show↑°**). This attempt also fails with the indication that CNRR only repeats the teacher's utterance (**show**) (line 81). Then, with a repair-initiating component (e.g., ıı-ıı: raising her eyebrows and tilting her head upward) and a head-nod, she reframes her instruction, stressing a second-person pronoun (**you**) accompanied with bodily gestures (+points to him). After the silence (**1.2**), she reformulates her instruction (**show me:** ↑) by pointing herself. Finally, she provides preferred action by demonstrating the red sticker, repeating the focal word (**red**). Following that, she employs an acceptance token (**(h) $okay$**) with smiley voice and gives the red sticker. Then CNRR indicates preferred action by sticking the red sticker on the red paper on the wall and the trouble is solved. PST2 gives positive feedback to CNRR by clapping and smiling at him. This extract mainly provides an example for interaction resource "modeling for repetition" (Kanagy, 1999). Even though this fails, PST2 initiates "revealing the preferred action" as an interactional resource similar to segment 1. And this segment is also completed by resolving the trouble. After that, PST2 invites another student. There is no omitted line between Segment 2 and Segment 3.

Extract 2: Show the color (Segment 3)

Time: 00:04:29-00:05:13

```
 93          PST2: shh (.) azra:↑ >°come come°<
 94                (0.8)
                   +looks at the material on the wall
 95          STSS: azra
 96                (0.7)
 97          PST2: yello:w↑
                   +looks at AZRR
 98                (0.3)
 99          AZRR: yellow
100                (0.2)
101          PST2: sho:w↑
102                (0.2)
103          AZRR: show
104                (0.3)
105          PST2: ıı ııı you (0.3) s[how (.) show me↑
                   +points the wall
                           +points AZRR
                                          +points herself
106          AZRR:                    [you show=

107          PST2:=shh. tısk: (0.6) don't repeat↑
                  +raises her eyebrows and put
                  her index finder her mouth
```

```
                                    +nods her head vertically
                                     and moves her hand vertically
                  (1.2) don’t say
                        +quickly opens and closes her fingers
                              +moves her hand vertically
108               (1.2)
109          STSS: don't say hh=
110          PST2: =show↑
                   +points to the material on the wall
111               (0.2)
112          AZRR: sho[w
113          PST2:    [(h)
114          TEAA:    [yellowu göster diyor (.) hangisi↑
                       she says show the yellow (.) which one ↑
115               (3.7)
                  +AZRR looks at TEAA
                  +PST2 looks at AZRR
                  +points the blue color on the wall
116          PST2: .hhh pink
                   +points to the pink on the wall
117               (0.3)
118          AZRR: [pink
119          STSS: [pink
120               (0.6)
121          PST2: gree:n
                   +points to the green on the wall
122          AZRR: green
123               (0.7)
124          PST2: blue
                   +points to the blue on the wall
125          AZRR: blue
126          PST2: °red°
                  +points to the red on the wall
127               (0.4)
128          AZRR: red
129               (0.4)
130          PST2: orange
                   +points to the orange on the wall
131               (0.4)
132          AZR: orange
133               (0.2)
134          PST2: yellow
                   +points to the yellow on the wall
135               (0.2)
136          AZRR: yellow
137          PST2: yellow↑
                   +gives the yellow sticker to AZRR
138               (3.6)
                  +AZRR sticks it on the yellow paper
139          PST2: .hhh $okay$
                   +smiles and claps
```

In the first line, PST2 (**shh**) utilizes an exclamation marker to draw the student’s attention and shifts her gaze orientation to AZRR (Auer, 2018) to signal the turn allocation. She allocates the turn by addressing the name of the student and sharing a mutual gaze.

Similar to Segment 2, PST2 initiates the activity uttering the focal form with a raising intonation (**yellow** ↑), asking AZRR to point to the yellow paper on the wall. Similar to Segment 1 and 2, AZRR's repetition of PST2's utterance is the indicator of the trouble. PST2 gives the imperative directive with a raising intonation (**sho:w**↑), but fails as AZRR repeats PST2's utterance one again. Then, she utterances disagreement marker (**ɪ: ɪ::**) (Schegloff, 1997) and reformulates her instruction (**you (0.3) s[how (.) show me**↑) with embodied action as interactional resource. This attempt is responded by AZRR's repetitions with overlapping fashion of PST2's utterance. PST2 uses a disagreement marker (**:=shh. tɪsk: (0.6**) concurrently a lateral head-nodding, an indicator of disagreement, followed by a negative imperative (**don't repeat**↑ **(1.2) don't say**). Then, she repeats the instructions (**=show**↑), which is followed by AZRR's repetition, indicating the trouble remains unresolved. PST2 treats this trouble with laughter. The significance of the extract is that it is a real teaching practice with the participance of the preschool teacher and TEA interrupts interaction by uttering a bilingual instruction (**yellowu göster diyor () hangisi**↑ **eng.** *she says show the yellow (.) which one* ↑) which can be considered violation of the PST2 authority in the classroom. PST2 does not use code-switching as an interactional resource to resolve the trouble. However, TEAA initiates code-switching as an interactional resource. Eventually, this attempt also fails, marked by AZR's wrong candidate answer by showing the blue paper instead of the yellow. After this trouble, PST2 initiates "modeling for repetition" (Kanagy, 1999) and provides each focal word with embodied action by pointing the colors. Trouble is resolved by revealing the preferred action. At the end, AZRR shows her understanding by doing the preferred action (Koole, 2010). PST2 accepts AZRR's contribution by giving an acknowledgment token (**$okay$**) and also positive feedback by clapping.

In this segment, despite PST2 holding the primary authority in the classroom, the preschool teacher (TEAA) identifies the trouble and provides bilingual instruction. PST2 does not prefer code-switching as an interactional resource. However, code-switching is

utilized by TEAA, resulting in failure. Throughout the segment, PST2 employs different resources such as modeling for repetition, reformulating the instruction, embodied action and revealing the preferred action as respond to the student's repetition of the teacher's utterance and wrong candidate answer as trouble indicator. Besides various interactional resources, it also illustrates a frequent trouble indicator, students' repetition of teacher's utterance.

Extract 3

This extract provides examples of hinting, repetition, embodied action, code-switching, giving the relevant answer on behalf of student and parsing as interactional resources used by PST3 to resolve interactional troubles. Even though many various resources are employed by the PST3 simultaneously, Extract 3 specifically exemplifies mimicking within the context of hinting as interactional resource Furthermore, in addition to common trouble indicators such as silence, student's repetition of teacher's utterance, student's incomplete utterance is also a trouble indicator in this extract.

This extract is taken from the last stages of the lesson. Before the extract, PST3 starts the lesson with greetings and warm-up questions, followed by an announcement of the objective of the class. PST3 introduces the target words with visual aids and conducts a choral activity for repetition. In addition to this, she uses different activities, including realia, coloring, and singing. Before inviting each student, PST3 revisits the target words again by displaying each color on the wheel. Then she moves on to the activity presented in this extract, inviting a student in front of the class, asking them to spin the wheel and say the color.

Extract 3: What color şamil(Segment 1)

Time: 00:22:19-00:23:12

1	**PST3:**	**co:me here: şamil**
		+opens and closes her hand
2		**(0.3)**
3	**PST3:**	**>come here come here come here< tu:rn it**

```
                                                +points
                                                the wheel
 4              (1.5)
                +SMLL spins the wheel
 5        PST3: >turn< (1.3) o:hh (0.6) wha:t color↑
                                       +shakes her heads
                                       a few times
                                       +points the yellow
                                        color on the wheel
 6              (6.5)
 7        PST3: °yellow°
                +mimics the correct answer with her lips
                +looks at SMLL
                 +shakes her head a few times
 8              (0.8)
 9        PST3: wha:t color↑
                +shakes her head a few times
10              (0.5)
11        SMLL: what [color
12        TEA2: [°rengini söyle°
13              (1.0)
                +PST3 looks towards TEA2
14        PST3: ° wha:t color↑°
                +shaking her head
15        SMLL: what color
16              (0.9)
17        PST3: °yellow° (1.0) yello:w↓   (0.5)  yellow↑
18        ŞMLL: yellow
19        PST3: yelLOW
20        SMLL: yellow
21        PST3: ↑YELLOW
22        SMLL: yellow
23        PST3: yes (0.3) I (1.1) °say it° I (0.4) I I
                          +points herself
                                  +opens her palm
                                  and raises once
                                            +points herself
24              (0.8)
25        PST3: like yello:w I like yellow °söyle° I
                                        °say it°
                +gives thumbs up
26              (1.3)
27        SMLL: yellow
28        PST3: I like ↑yellow
                +points to SMLL
29        ELFF: yellow
30        PST3: I [like yellow
                +makes circular motion with
                 her index fingers
31        TEA2: [°tekrar et tekrar et°]
                °repeat it repeat it°
32        ELFF: yellow=
33        PST3: =I like >$yellow$<
                +makes circular motion with
                 her index fingers
34        SMLL: [yellow
35        ELFF: [yellow
36        PST3: I (0.7) I
37              (0.7)
38        PST3: l[ike
39        SMLL   [°I like°
```

40 **ELFF: [( ) [sarı sarı sarı**
olduğu için yellow
yellow yellow because
it is yellow
41 **PST3: [yellow**
42 **SMLL: [yellow**
43 **PST3: [yes**
44 **(1.8)**
+gives a high five to SMLL
+SMLL goes back to his seat
45 **PST3: you can sit down**

PST3 allocates the turn by addressing the student's name and embodied directive (**co:me here: şamil**) (Balaman, 2018). She repeats her instruction a few times while also supporting it with embodied action (**>come here come here come here<**). PST3 gives the first instruction to SMLL to spin the wheel (**tu:rn it**). Prior to her focal question (what color), she uses surprise marker (**o:hh**) as a signal for transition (Heritage, 1985), which indicates transition from the instruction to asking focal question (**wha:t color**↑). In line 5, she supports the focal question not just a rising intonation, but also concurrently using body movement (nods her head) and her gestures. And the first trouble occurs, marked by a 6.5-second silence. PST3 interprets silence as an indicator of interactional trouble (Balaman, 2015) and utilizes hinting as an interactional resource. PST3 hints by mimicking and softly whispering the relevant answer (**°yellow°**). However, SMLL does not respond with the relevant response. After a 0.8-second silence, PST3 repeats her question with embodied action. However, SMLL indicates that the trouble persists by repeating PST3's utterance (**what [color**) in line 11. A notable aspect of the segment is that, despite PST3 being the authority in the classroom (Pellegrino, 2010), preschool teacher (TEA2) interrupts SMLL utterance with an overlapping code-switching (**[°rengini söyle°**) (translation: say its color). However, the trouble is not resolved, and marked with the students' repetition of teacher's utterance. Therefore, PST3 utilizes an interactional resource, giving the relevant answer (**yello:w**) on behalf SMLL, which is followed by SMLL's relevant answer and the trouble is resolved. PST3 accepts his contribution and gives confirmation token (**yes**). As a second part of the extract, PST3 moves on to the second form (I like). Instead

of giving the full form, she initiates parsing and only provides the first part of the focal form (**I (1.1)**). PST3 gives the instruction (**°say it°**) and repeats the focal form, however, silence indicates the trouble. Then PST3 utilizes code-switching (**°söyle°**) (translation: say it) as an interactional resource. PST3 provides the full form of the focal statement (**I like ↑yellow[**) with embodied action. However, SMLL only repeats a part of the focal form word (**yellow**), which can be considered as student's incomplete utterance as a trouble indicator. Again, TEA2 interrupts PST3 utterance with a code-switching (**[°tekrar et tekrar et °**). Even though TEA2 gives an instruction, SMLL does not recognize TEA2's attempt and does not indicate any orientation. Then, PST3 employs parsing one more time. Finally, SMLL says the focal form, PST3 accepts this contribution with confirmation token and also positive feedback (+gives a high five to SMLL). SMLL's focal form is interrupted by ELFF' self-talk (**[sarı sarı sarı olduğu için**) (translation: yellow yellow because it is yellow). Her interruption is also seen in Segment 2 by a repair. After SMLL's turn, the teacher invites another student to participate in the same activity. There is no omitted line between segments.

Extract 3: Not that Tugba (Segment 2)

Time: 00:23:12-00:23:58

46	**PST3:**	**hımmmmmm:: (3.0) come he:re tugba:** +points around the class +opens and closes her hand
47		**(0.4)**
48	**PST3:**	**come h:ere (0.8) come here** +TGBB walks towards the front +opens and closes her hand
49		**(2.1) turn it (0.4) turn** +shows with her finger to
50		**(1.7)** +TGBB spins the wheel
51	**PST3:**	**ye:s↑ (0.8) what color tugba:↑**
52		**(0.4)**
53	**TGBB:**	**what color=**
54	**PST2:**	**=what ↑color** +shakes her head a few times +points the yellow color
55		**(0.3)**
56	**TGBB:**	**what color**
57		**(0.9)**

```
58          PST3: °yellow° ((whispers almost inaudibly,
                           moves her lips exaggerated))
                  +mimics yellow
59          ELFF: onu değil tuğba: renk- rengin ismi↑=
                  not that tugba color the name of color↑
                              +TGBB turns towards ELFF
60          PST3: =yes (0.2) what color↑
                  +points ELFF
                  +points the yellow
61                (2.4)
62          PST3: °yellow°
                  +mimics yellow((moves her lips
                                  exaggerated))
63                (0.8)
64          TGBB: yellow
65          PST3: >ye:s< wha:t color↑
                  +nods her head
                          +raises her hand
                          +nods her head
66                (1.9)
67          TGBB: yellow
                  +PST3 points the yellow
68          PST3: ↑yello:w
                  +raises her hand up and nods her head
69          TGBB:     yello[w
70          PST3:          [YELLOW=
71          TGBB: =yellow
72          PST3: I (0.6) like (1.2) ↓ye:llow
                          +raises her thumbs up
                            +points the yellow
73                (0.7)
74          TGBB: I (0.3) [like lellow
75          PST3:         [°like°
76          PST3: ye:s (1.2) you can sit down
                  +claps one time
                       +gives high five
                              +show her seat
```

The previous turn is concluded with positive feedback from PST3, which may serve as a sequence-closing-third (Schegloff, 2007). Subsequently, PST3 gazes at each student, by pointing to each student. She seeks a mutual gaze with students in order to allocate the next turn. PST established a mutual gaze with TGBB and addresses her name by giving embodied directive (**come he:re tugba:**) with a bodily orientation (opens and closes her hand). She initiates the activity with the imperative directive (**turn it**). After the micro silence (**0.4**), which may be interpreted as a trouble indicator, PST3 simplifies instruction (**turn**) supporting this with embodied action. TGBB displays preferred action by spinning the wheel. And PST3 provides a confirmation token (**ye:s**↑) as feedback. Here, even though TGBB does not explicitly express her non-understanding verbally, PST3 provides an

interactional resource (simplified instruction) and body and gesture (embodied action) and trouble resolved by TGBB'S orientation to instruction, followed by PST3 acceptance (**ye:s**↑). Subsequently, PST3 asks the focal question, addressing TGBB name's (**what color tugba:** ↑[). Similarly to previous extracts, TGBB indicates the trouble by repeating teacher's utterance. PST3 repeats her question, concurrently using body language to emphasize the question's form. However, TGBB repeats PST3's utterance. This time, PST3 provides hint by mimicking and whispering with exaggerated gestures (**°yello[w°**). ELFF interrupts and self-selects herself, utilizes code-switching (**onu değil tuğba: renk-rengin ismi**↑) (translation: not that Tugba the name of the color). Despite TEA2's code-switching in previous segment not being confirmed by PST3, in line 8 PST3 accepts TGBB's contribution by providing a confirmation token (**=yes**) along with a head nod. Following that, PST3 repeats the question again (**what color**↑) with a raising intonation. After the silence, PST3 hints the answer through whispering and mimicking. Eventually, TGBB utters the relevant answer, which is followed by teachers acceptance her contribution with a confirmation token (**>ye:s<**). After repeating the focal word a few times, PST3 provides the second focal form (**I (.) like (1.2) ye:llow[**) in line 71. TGBB gives the preferred answer with a slight mispronunciation (**I like lellow**). Nonetheless, PST3 accepts her contribution, providing positive verbal feedback (**ye:s)** and nonverbal feedback (a high five). Then, she completes the turn by instructing (**you can sit down**).

In this extract, besides incidence of silence and student's repetition of teacher's utterance, student's incomplete utterance also serves as indicators of the trouble. Regarding interactional resources, mimicking the relevant answer serves as a form of hinting and parsing are the examples in the extract. Additionally, in this extract, there are instances of code-switching by the pre-school teacher and a student.

Extract 4

This extract presents different interactional resources employed by PST4, including giving the relevant answer on behalf students, repetition, intonation, word stress, and especially exemplifies Designedly Incomplete Utterance (Koshik, 2002). PST4 employs these interactional resources in response to silence, student's repetition of teacher's utterance, students' bilingual utterance and students' wrong answer as trouble indicators. Before this extract, PST4 introduces focal points such as "sunny, rainy, snowy" with the focal question "How is the weather?". She starts the lesson by greeting and asking students for their names. She incorporates realia along with pictures representing different weather conditions. Then moves on to the activity, pointing the postcards related to the target words practicing word with a choral activity. In the activity presented in Extract 4, PST4 demonstrates the related pictures of the target words, asking class without addressing a specific student, instead sharing a mutual gaze.

Extract 4: how is the weather

Time: 00:13:43-00:14:54

1	PST4:	↑**ho:w is the wea:ther**↑
2		**(3.3)**
		+shows a paper representing snowy weather
		+points the snowy weather on the wall
3	STT1:	**it[**
4	PST4:	**[it i::s**↑**=**
5	STT2:	**=it is**
6	STSS:	**it is**
7	PST4:	**<s[no:wy >**
8	STT3:	**[>it is kar<**
		snow
9	PST4:	**$sno:wy::$=**
		+raises her eyebrow
10	STTS:	**=sno:wy::**
11	PST4:	**how is the wea:ther**↑
12		+walks and leans towards to students
13		**(0.2)**
14	STS4:	**how is the weather**
15		**(0.2)**
16	PST4:	**it i:s**↑
		+points back the snowy weather postcard on the wall
17	STT4:	**it is snowy=**
18	PST2:	**=** ↑**ye::s**

+smiles and gives the paper
representing snowy weather
19 STS3: **hahahha**
20 STS2: **iki tane oldu seninki::**
you have two
21 PST4: **↑how is the weather wea:ther↑=**
+shows the paper representing
snowy weather
22 STT2: **=how is the weather**
23 **(0.6)**
24 PST4: **it i:::s↑**
25 STT2: **=it is**
26 PST4: **sno::wy**
27 STT2: **sno:wy**
28 PST4: **ye:::s**
+smiles gives the paper
representing snowy weather
29 **(0.3)**
30 STS2: **bakı:n (.) benimki de iki tane oldu**
look I also have two
31 PST4: **↑how is the weather wea:ther↑**
+shows the paper representing
snowy weather
+leans towards the student
32 **(0.4)**
33 STT5: **:how is the (.) beather**
34 ((slightly mispronounces weather))
35 **(0.4)**
36 PST4: **it i:::s↑**
37 STT2: **it is >sunny<**
38 PST4: **sno::wy↑**
+raise her eyebrows
39 **(1.1)**
40 STT5: **sno:waa=**
((slightly mispronounces snowy))
41 PST4: **=ye:::s**
+gives the paper representing
snowy weather
42 **(2.4)**
+prepares the paper cut-out
representing snowy weather
43 PST4: **↑how is the weather wea:ther↑**
+shows the paper representing
snowy weather
+leans towards the student
44 **(0.3)**
45 STT6: **how is the (.) beather**
46 PST4: **it i:::s=**
47 STT6: **:=rainy**
48 **(0.8)**
49 PST4: **sno::wy**
+shakes the paper cut-out
50 STT6: **snowy**
51 PST4: **it is rainy**
+points the paper representing
rainy weather in STT6’s hand
52 **(0.4)**
53 PST4: **it is ↑snowy**
54 STT6: **snowy**
55 **(2.4)**
+PST4 gives the cutout paper

56 PST4: **↑how is the wea:ther↑=**
+shows the paper representing snowy weather
+ leans towards the student
57 STT7: **=how is the weather(.)it is snowy**
58 PST4: **↑ye::s**
59 **(0.5)**
60 STT2: **çakmadın**
you didn't give me high a five
61 PST4: **ha::**
+makes a surprised face and gives a high five
+gives each student a high five

This extract begins with PST4 initiating the focal question to the class, rather than allocating a turn by addressing a student. Silence (**3.3**) is interpreted by PST4 as an indicator of trouble, prompting her to employs DIU (Koshik, 2002) with a rising intonation (**it i::s**↑). However, students only repeat her utterance and do not provide preferred answer, which is also an indicator of trouble (student's repetition of teacher's utterance). PST4 employs an interactional resource namely giving the relevant answer on behalf the students(**s[no:wy**). Concurrently, STS3 gives the answer in a bilingual form (**>it is kar<**), providing the target word in Turkish (translation: snow). PST4 does not accept this form and identifies it as an indicator of trouble (student's bilingual utterance). PST4 repeats the target word while also raising her eyebrows. After that, PST4 walks towards and uses body movements to allocate the next speaker and makes eye contact with STS4. However, STS4 only repeats the question (**how is the weather**) in line 14. PST4 identifies the trouble, and employs DIU (Koshik, 2002), following that STT4 displays her understanding (Koole, 2010) by providing the preferred answer (Line 17). And PST4 gives an acknowledge token (**= ↑ye::s**) and the trouble is resolved. Once again, PST4 uses embodied orientation, shares a mutual gaze, and leans towards the next student to allocate the turn, instead of using an addressing term. In line 22, the student's repetition of teacher's utterance indicates the trouble, followed by PST4's DUI (Koshik, 2002) (**it i:::s**↑). As this attempt fails, PST4 gives the relevant answer on behalf of STT4, resolving the trouble.

Similarly, PST4 allocates the next turn by sharing mutual gazing and leaning towards the student (Line 35). Following by teacher's focal question, STT6 repeats the teacher

utterance with a slightly mis-pronunciation (**how is the (.) beather**), and PST3 initiates (DIU) (Koshik, 2002) (**it i:::s**↑). STS5 gives the full form with a wrong candidate answer (**it is >sunny<**). Then, PST4 gives the relevant answer (**sno::wy**↑) on behalf of the student. Then, STT6 repeats the target word, PST4 accepts her contribution, gives an acknowledge token (**=ye:::s**) and gives the picture representing snowy weather as a reward.

For the next student, PST4 uses the same interactional resource DUI and provides the relevant answer on behalf of the student. However, in line 51, she extends her correction (**it is rainy it is** ↑**snowy**). Following STT6's relevant answer, PST4 does not provide any acknowledgement token, acceptance, or any explicit positive feedback. For the last student, there is no trouble. STT7's relevant answer completed by PST4's acknowledge token (↑**ye::s**). To sum up, PST5 interprets silence, student's wrong answer and student's bilingual utterance are interpreted as trouble indicators. Furthermore, PST4 also responds to those troubles with gestures (raising her eyebrows) and body movements to support her messages. However, slightly mispronounced utterances of the students are interpreted as trouble by PST4. Regarding interactional resources, this extract is a good example of DUI to resolve troubles.

Extract 5

The last extract of real teaching practice includes "lack of embodied orientation to the teacher's instruction" as trouble indicator. In this extract, PST5 gives instructions to prepare class for the following activity; however, students do not demonstrate orientation. Prior to this part, PST5 introduces target words with activities like repeating as a chore and songs. Then, he starts this role play activity presented in Extract 5.

Extract 5: I need two people

Time: 00:12:07-00:03:59

1	**STTs:**	**hee he (L1 speaking) efe efe**
2	**STTs:**	**[hıhı (l1 speaking)**
3	**PST5:**	**[okay (1.3)ıııı::mmm**
4	**STs:**	**[hıhı (L1 speaking)**

```
                +students running around
 5              (1.5)
 6 PST5:        listen to please here (.)
 7              +leans towards to students
                 opens his hand
               +PSTa opens her hands, with
               palms facing up towards the students
 8 STTs:        ([                      )
 9 PST5:         [listen listen (0.6) listen
                 +points his ears
10 PSTa:         [shh::
                 +PSTa opens her hands,
                 with palms facing towards the students
                         +shakes her hands
                                 +PSTa points her ear
11              (1.1)
12 PST5:        be quite please
               +puts his index finger on his lip
13 PSTa:        s[h::
               + puts her index finger on her lip
                 +PST5 puts his index finger his lip
14 PST5:        [be quite  (.)
               +puts his index finger his mouth
15              (1.3)
16 ELFF:        (L1 speaking)
17              (1.7)
               +PSTa opens her hands, with palms
                facing up towards the students
18 PST5:        I ask (.) s[he answer(s)
               +points himself
                  +points PSTa
19 STTa:                 [I ask
20 STs:         ((L1 speaking))
               +EFFF throws a ball
21 PST5:        okay↑
22 STTa:        answer
23              (1.1)
24 PST5:        how is the weather↑
               +holds the picture
                    +EFFF runs towards the ball
                  + YMNN runs towards the ball
25              (0.9)
26 ELFF:        top oy[nayalı::m
               let's play with the ball
               +PSTa points the picture
27 PSTa:              [it is ↑rai:ny
                      +looks towards the students
28 PST5:        it is↑
               +looks towards the student
               +points the picture
29              (0.4)
30 PSTa:        r[ain::y
31 PST5:         [rainy
32              (0.4)
33 STTs:        rain:y=
34 PSTa:        it i:s ↑rainy
35 STTS:        it is rainy
               +PST5 and PSTa shares a mutual gaze
36 PST5:        thank you
               +PSTa nods and goes
               +EFFF runs back to his seat
```

37 STTs: **[((L1 speaking))**
38 PST5: **now↑ I need two [people two people(.)**
+indicates the number two
with his finger
+leans towards students
39 ELFF: **[top oynayalım**
let's play with the ball
40 STTs: **two people**
41 PST5: **two**
42 **(0.4)**
43 STTs: **two**
44 PST5: **who wants to come↑**
+moves all his four fingers back and forth
45 **(0.9)**
46 EFFF: **( )**
+stands up
47 **(0.4)**
48 PST5: **okay(.) come here please**
+extends his hand towards EFFF
+EFFF walks towards PST5
49 **(1.6)**
50 PST5: **ı:: (1.0) come here please**
+looks towards YMNN
51 **(1.1)**
52 PST5: **yes you:**
+nods his head
53 **(1.9)**
+YMNN walks towards PST5
+other students start to line up
54 PST5: **heh (0.5) please**
+leads STSs towards their seat
55 **(1.1)**
56 PST5: **sen dur**
you wait
+places YMNV near EFFF
57 **(0.5)**
58 PST5: **no please (.) sit >sit sit<**
+points STSs' seat
59 **(2.8)**
+more students stats to line up
60 PST5: **°oturun ben sizi çağıracam°**
sit down I will call you
+touches STTs' back and points their seats
61 **(1.1)**
62 PST5: **please sit**
+extends his arm towards the seats
63 PST5: **°oturusan seni çağıracam°**
if you sit, I will call you out
64 **(2.2)**
+STTs go their seats
65 PST5: **come here please (2.2) come here**
+moves all his four fingers
back and forth
66 **(2.5)**
+holds EFFF and YMNN and walks
with them in front of the class
67 ELFF: **bi::r ta:ne [erkek ka:ldı::**
68 PST5: **[okay**
+STTb walks in front of the class
69 PST5: **(° L1 °)**
+points STTB's seat

```
                    +STTb goes back his seat
70          (2.0)
71 ELFF:    iki tane erkek ka:ldı:
72 TEAa:    eli::[f
73 EFF:          [ha:yır↓
74 PST5:    ıı:: (1.5) yaman
            +checks the name card on YMNN's neck
75          (1.4)
76 PST5:    ııı (2.2) efe
            +looks name card on EFFF's neck
               +looks at EFFF
77          (0.7)
78 PSt5:    you say efe >how[ is the weather<
                   +points YMNN
79 ELFF:                   [başka
80 EFFF:    [how is the weather↑
81 ELFF:    [beş tane erkek 12 tane kız
82 PST5:    ııı: yaman↑ (1.1) how is the weather↑
                +touches YMNN's arm
                     +points to EFFF
83          (0.8)
84 YMNN:    how is the weather
85 PST5:    it is↑ (.)
            +points the picture
86          (0.9)
87 YMNN:    °it is°
88          (1.7)
            +slightly turns the picture towards himself
89 PST5:    it is
90          (0.5)
91 YMNN:    it is
92          (0.2)
93 PST5:    rainy
94          (0.5)
95 YMNN:    °rainy°
96 PST5:    rainy
97          (0.4)
98 YMNN:    °rainy°
99          (3.8)
            + gives a high five to YMNN
            +YMNN goes back to his seat
            +gives a high five to EFFF
            +EFFF goes back to his seat
100 PST5:   okay
```

PST5 invites PSTa to the front of class for role-playing. PST5 begins with a transition marker(**okay**) to signal the start of a new stage in the lesson. With silence and a hesitation marker (**ıııı::mmm**), PST5 attempts to make eye contact with the students. PST5 gives directive (**listen to please here**) to attract students' attention. He supports his directive with body movements by leaning towards students and embodied action (pointing his ears). Additionally, although PSTa is not the authority of the class, she initiates an exclamation (shhh:) and puts her index finger on her mouth. However, students still do not

indicate orientation to PST5's instruction. PST5 gives the explanation (**I ask (.) she answer [**) concurrently points himself and then PSTa. Some of the students indicate orientation by repeating his utterance, however EFFF does not indicate any orientation. Instead, he throws a ball. PST5 employs an understanding check with a raising intonation (**okay**↑), then provides an adjacency pair (**how is the weather** ↑ (Schegloff & Sacks, 1973). EFFF and YMNN do not indicate any orientation, instead they run towards the ball. PST5 ignores, continues his role playing with PSTa, which are the focal points of the activity. After repeating the focal form of the lesson, PST5 moves to the new stage, using a transition marker (**:now**↑ **(.)**). To allocate a turn, PST5 asks (who wants to come↑ **(.)**) concurrently moves his four fingers back and forth. EFFF self-selects himself by standing up and saying (**ben**) (translation: me). PST5 employs acknowledge token (**yes**) and accepts him as a participant. PST5 without addressing students' name to invite two of the students to the front, he employs addressing term (**you**) and body gestures to allocate the next participant for the activity. However, other students start to line up in the classroom, which signals the trouble with the indicator of "lack of embodied orientation to the teacher's instruction". Here, PST5 reacts the trouble with laughter (**heh**) and uses embodied action by also giving another instruction (**no please sit sit sit**). However, students do not display orientation, therefore he initiates another interactional resource: code-switching (**°oturun siz ben size çağıracam°**). Then, he tried to locate EFFF and YMNN in front of the class by holding their back and walk with them. However, here ELFF indicates off-task talk (Markee, 2005) (**[bi::r ta:ne erkek ka:ldı::**) interrupts the activity. The preschool teacher (TEAa) here addresses her name and uses exclamation mark (**elif shh.**). PST5, then gives the instruction (**you say efe >how is the weather**↑), and EFFF indicates preferred action by repeating the focal question. However, YMNN only repeats the focal question, PST5 identify this as a trouble and employs an interactional resource (**it is**↑ **(.)**) by providing incomplete utterances (DIU) (Koshik, 2002). After the silence, PST5 gives the relevant answer on behalf of YMNN. YMNN repeats the focal form

(rainy), even though it is not the full form, PST5 accepts their contribution and gives them high five as feedback. And the turn is completed. This extract exemplifies a complex classroom interaction where various elements occur simultaneously. It showcases different interactional resources such as code-switching, modeling, and providing relevant answers on behalf of the student. It can be also concluded that akin to the previous extract, the preschool teacher also disrupts the authority of the PST5 and intervenes in the classroom interaction.

Micro-Teaching Context

The section focuses on sequential analysis of interactional resources and trouble indicators and the PSTs in micro-teaching context. This section addressed the third and fourth sub-questions of the research questions, which are: “What kind of interactional resources do PSTs deploy in the event of an interactional trouble in micro-teaching context?” and “What kind of interactional resources do PSTs deploy in the event of an interactional trouble in teaching practice context?”.

Extract 6

The extract is taken from the micro-teaching practice, and reveals interactional resources including repetition of the instruction, embodied action, slow rate of articulation, stressed utterance after trouble indicators such as, lack of embodied orientation to the teacher’s instruction and mispronunciation of the focal. As the presenting stage for the lesson, PST1 greets the PSTs-as-student and gives the focal forms “how are you” and “fine, thank you” through role play with a puppet. Afterward, she asks the focal questions to the PSTs-as-students. Following this practice, she invites two PSTs-as-students representing two genders onto the floor to practice the target words “a boy”, “a girl” and “a teacher”. Then, she begins with introducing the first focal word “teacher” in the extract below, asking students to repeat the target word as a choral activity.

Extract 6: Together, teacher
Time: 00:01:32-00:02:04

1 **PST1:** **so↑ (1.0) ım:: do this**
+places BRCC near herself
+shares a mutual gaze with BRCC
+joins her hands behind
2 **(0.9)**
+BRCC joins her hands behind her back
+CNRR looks at PST1
3 **PST1:** **do this=**
+looks at CNRR
+CNRR joins his hands behind his back
4 **AHMT:** **=o ne:↑**
what is that
5 **(0.7)**
6 **PST1:** **okay↑ very good (0.3) so:**
+gives a thumb up
7 **(0.4)**
8 **PST1:** **ı:: let me ↑introduce**
+points herself
+gazes around the class
9 **(0.2)**
10 **PST1:** **teacher↑**
11 +points herself and gaze around
12 **(0.5)**
13 **PST1:** **together↑**
+raises her hands up
14 **(1.0)**
+gazes around the class
15 **PST1:** **teacher↑=**
+points herself
+leans towards the students
16 **AHMT:** **=°toget[her↑°**
17 **STTs:** **[teacher**
18 **PST1:** **teacher**
+turns and leans towards AHMTT
19 **AHMT:** **teac[her**
20 **STTs:** **<[teach[er>**
21 **VYSS:** **[>çıtır<**
cripsy
((rhymes in L1 with teacher))
22 **PST1:** **<tea:che:r>**
+points herself and leans towards VYSS
23 **VYSS:** **<çı[tır>**
crispy
24 **STTs:** **[teacher**
25 **PST1:** **teacher**
+points herself and leans towards VYSS
26 **VYSS:** **çıtır**
cripsy
27 **AHMT:** **çıtır diyor he he**
he says crispy he he
+points VYSS
28 **PST1:** **ı:mm <teacher>**
29 **(0.5)**

```
                  +VYSS stands up and extends
                   his arms towards AHMT
30          PST1: >no:<
                 +open her arms
31               (0.3)
32          AHMT: hocam ya:!
                  teacher oh!
33          PST1: teacher
                  +leans towards VYSS
34                (1.4)
                  +blinks his eye
35          AHMT: tea:↑=
36          PST1: =cher
37                (0.4)
38          AHMT: cher
39          PST1: very good (.) clap your friend
                  +gives a thumb up
                             +claps him
                                   +STTs clap him
```

The extract starts with a transition marker (**so↑**), following a hesitation marker (**ım::**) before giving the imperative directive(**do this**). Here, it is noteworthy that instead of giving a verbal instruction, she uses the phares “do this” by demonstrating the preferred action. She also used this structure in her real teaching practice, which adds to the authenticity of the micro-teaching practice. In line 2, even though BRCC demonstrates the preferred action, CNRR does not indicate orientation to PST1’s instruction. This is also marked with silence as a trouble indicator. Therefore, PST1 initiates repetition and embodied action as interactional resources as sharing a mutual gaze with him. After this attempt, the trouble is resolved. While CNRR indicates orientation to PST1 instruction, AHMT utters an off-talk task, which is ignored by PST1. In line 6, PST1 accepts CNRR’s orientation with an acknowledgement token (**okay↑**) and then gives explicit positive feedback (Waring, 2008), which can be a sign for closing the prior activity. She also supports this with a transition marker (**so:)** initiates the new activity. She also employs a hesitation marker (**ı:**) before giving the instruction (**let me introduce(.)**). Then, she utters the focal word(**teacher↑**) with a rising intonation and concurrently supports this with a body movement by pointing herself. Despite there is no explicit instruction for repetition, the employment of rising intonation and gazing around may imply repetition. However, since the students do not repeat the PST1's utterance (teacher), a micro pause (**0.5**) ensues,

prompting PST1 to subsequently provide verbal instruction (**together↑**). PST1 treats silence as trouble and employs instructional resources, namely clear pronunciation (Walsh, 2011), and repetition of the utterance, and embodied action. This trouble is resolved through the repetition of the focal form by the students. On the other hand, AHMT repeats the previous utterance of teacher(**together↑**); instead of "teacher". PST1 then engages in mutual gaze with AHMT and adjusts her body towards him as a form of interactional resource and repeats the focal word (**teacher**) which is subsequently resolved with the repetition of the focal form. It is important to note that, student's repetition of teacher's utterance commonly occurs right after the teacher's utterance. However, here, AHMT repeats the previous utterance of PST1, raising a question regarding the authenticity of micro-teaching practice.

In line 21, VYSS mispronounces the target word (**[>çıtır<**). PST1 initiates interactional resource, slow rate of articulation (Walsh, 2011) also adjusts her body orientation towards VYSS. It is also worth noting that PST1 takes responsibility as the authority of the class and addresses the misbehavior of AHMT by stating (**>no:<**). After that, as a second interactional strategy, she utilizes repetition by repeating her utterance, giving time AHMT (1.4 seconds) to repeat the target word. Here, PST1 winked, which could be seen as evidence of an inauthentic feature of micro-teaching. Additionally, AHMT initiates an interactional resource namely "parsing" by only saying the first syllable of the target word. However, parsing is generally employed by the teacher when there is no positive response from the student (Lee, 2007). However, here, AHMT initiates parsing, which can be also interpreted as an inauthentic aspect of micro-teaching. After PST1 utters the second syllable, AHMT repeats it (***cher***). Although AHMT did not utter the full form, PST1 accepts his contribution and gives positive feedback (**very good**), accompanied by non-verbal positive feedback such as nodding and giving a thumbs-up.

This extract illustrates silence and the student's mispronunciation of the focal form as indicators of trouble, also interactional resources including embodied action, repetition, as well as slow rate of articulation and clearer pronunciation for the focal word.

Extract 7

The second extract is taken from micro-teaching practice, and mainly indicates interactional resources correction as well as revealing the relevant answer on behalf of the students after the student's wrong candidate answer as trouble indicators. PST2 begins with greeting the students. Then she presents the target words "red, blue, orange, yellow, green, pink" and the focal form "I like". After practicing as a choral activity, she proceeds to individual practice stage by asking the target words one by one. Following that, she invites one of the PSTs-as-a-student onto floor to ask them to point out the target color among the colorful papers on the board.

Extract 7: show me pink

Time: 00:02:28-00:02:48

01	**PST2:**	**elif (0.1) come here**
		+looks at ELFF
		+opens and closes her hand
02		**(4.7)**
		+PST2 prepares stickers on the table
		+ELFF walks towards the front
03	**PST2:**	**show me pink (0.3) pink↑**
04		+looks towards the colors
05		**(0.8)**
		+ELFF gets closer to the papers on the board
06	**ELFF:**	**pink**
		+points the blue paper
07		**(1.6)**
08	**PST2:**	**blue**
		+points the blue paper
09		**(0.2)**
10	**ELFF:**	**blue**
		+points the blue paper
11		**(0.4)**
12	**PST2:**	**pink↑**
		+points the pink paper
13		**(0.3)**
14	**ELFF:**	**pink**
		+points the pink paper
15	**PST2:**	**okay (0.2) this**
		+gives the sticker to ELFF
16		**(0.9)**
17	**ELFF:**	**pink**
		+sticks on the pink paper
18	**PST2:**	**pink**

```
                  +looks at the papers
19                (3.9)
                  +turns towards class and claps
20          PST2: great
                  +looks at the stickers on the table
```

PST2 allocates the turn by addressing the student's name and supporting this with embodied action, also sharing a mutual gaze. This turn allocation is common in real teaching practice as well as micro-teaching practice. She gives an embodied directive (**come here**) (Balaman, 2018) which may indicate the importance of embodied actions in the TEYL context and also may contribute to the authenticity of micro-teaching. During the silence (**4.7**), PST2 prepares the activity, then gives the instruction (**show me pink)**. Following of the 0.3-second silence, she employs clear pronunciation, stress and a rising intonation (**pink**↑) for repeating the target word, which is also common in real teaching practice. After that, ELFF gives a wrong candidate answer (+points the blue paper), then PST2 employs different interactional resources to resolve this trouble. First, she utilizes correction by pointing to the blue paper, then provides a model answer by pointing to the pink paper. ELFF provides the relevant answer and PST2 accepts her contribution with an acknowledgement token (**okay**), gives the sticker as positive feedback. The turn is completed by explicit positive feedback (**great**), serving as a sequence-closing-third (Schegloff, 2007).

This extract aligns with the real teaching practice in terms of turn allocation and the student's wrong candidate answer being followed by a correction and modeling as an interactional resource. However, the trouble is resolved smoothly with PSTs-as-a-students' relevant after teacher's first utterance, whereas in in real teaching practice, it generally takes more than one attempt to resolve the trouble.

Extract 8

The extract provides an example of "modeling for repetition" as an interactional resource within the micro-teaching context. PST3 initiates the lesson with greetings and the question "how are you?" to the class. Following the announcement of the lesson's topic,

"today we will learn colors," accompanied by visual aids, PST3 introduces the target words (e.g., red, yellow, etc.) through demonstration and engages the class in repeating them as a choral activity Subsequently, the practice of target words includes, involving realia, coloring activities, and a song. This extract illustrates the trouble student' wrong candidate answer. PST3 employs interactional resources to address the trouble by correction, repetition, stress and modeling. Before starting the activity, PST3 gives the instruction "line up" to allocate the turn.

Extract 8: say it

Time: 00:10:17-00:11:01

```
01          PST3: $come he:re emine$
                  +opens and closes her hand
                      +EMNN walks towards
                       the front
02                (1.0)
03          PST3: turn it
                  +points the wheel
04                (3.8)
                  +EMNN spins the wheel
                  +EMNN changes the wheel
                  to green paper
05          STTs: he he
                  +EMNN smiles
                  +EMNN looks at the PST3
06                (1.1)
07          PST3: say it
                  +points the green paper
08                (0.8)
09          EMNN: yellow
                  +points the green paper
10                (0.6)
11          PST3: green↑=
                  +points the green paper
12          EMNN: =green
13          PST3: green
                  +points the green paper
14          EMNN: green
                  +looks at the class
15          PST3: yel.low↑
                  +points the yellow paper
16                (0.4)
17          EMNN: yellow=
                  +points the yellow paper
18          PST3: =green↑=
                  +points the green paper
19          EMNN: =green
20          PST3: green↑=
                  +points the green paper
21          EMNN: =green
22          PST3: I like(.) ↑gre.e:n
```

+points herself
+gives thumbs up

23 **EMNN: I like green**
+slightly raises
and opens her hands

24 **PST3: thank you emine (.) goodbye**
+nods her head
+EMNN goes back to her sit
+waves her hand

25 **(.)**

26 **PST3: you can sit down**
+EMNN waves back
+points her sit

27 **(0.6)**

28 **PST3: ( ) merve**
+walks towards the board

29 **(3.0)**
+MRVV spins the wheel

30 **PST3: say it**
+points the red paper

31 **(1.0)**

32 **MRVV: blue↑**
+looks towards PST3

33 **(0.6)**

34 **PST3: blue↓=**
+points the blue paper

35 **MRVV: =blue**

36 **PST3: re:d↑=**
+points the red paper

37 **MRVV: =red (.) re[d**

38 **PST3: [blue↓**
+points the blue paper

39 **MRVV: blue**

40 **(0.2)**

41 **PST3: red↑=**
+points the red paper

42 **MRVV: =red**

43 **MRVV: re[d**

44 **PST3: [red↑=**
+points the red paper

45 **MRVV: =red**
+nods herhead

46 **PST3: I like (0.2) ↑re:d**
+points herself
+gives thumbs up

47 **MRVV: I (.) l[ike (.) red**
+points herself
+gives thumbs up
+points red

48 **PST3: [li::ke ↑red**
+gives a thumb up

49 **(0.4)**
+points red

50 **PST3: thank you merve=**
+nods her head

51 **PST3: =you can sit down goodbye**
+extends her arm
+MRVV goes back her seat
+waves

The extract begins with PST3 giving an embodied directive (**come here**) (Balaman, 2018) and addressing the next participant by her name, despite the students being lined up and awaiting their turn. This turn allocation within a classroom environment may be categorized as self-selection, since they are line up voluntarily. In a classroom setting, turn allocation frequently managed by teacher through addressing students' names (Kääntä, 2012), which is not the same in this extract. After the PST3 instruction (**turn it**), EMNN changes the wheel to green. Even though PST3 is expected to be the epistemic authority (Sert & Jacknick, 2015), EMNN also shares the authority by having control of the follow of the activity. This is oriented with laughter by some PSTs-as-students. Despite the role of PST-as-students, this action may indicate inauthentic elements within the micro-teaching practice. PST3 provides a new directive "say it" by pointing to the red color on the board. However, EMNN responds with a wrong candidate answer (**yellow**). Subsequently, PST3 utilizes interactional resource, correction by pointing to the blue paper, then provides the correct answer through "modeling for the repetition" (Kanagy, 1999) (**green↑=** +points the green paper). In classroom context modeling can be considered as direct error correction, which is recognized for its potential to enhance learning opportunities within classroom settings (Walsh, 2002). PST3 utilizes a rising intonation and emphasis when providing the preferred answer, with a distinct tonal shift for correction phase (**green↑**=) in Line 11. Following the repetition of the correct response, PST3 introduces a new focal form (**I like(.)gr<u>ee:n</u>**). Students practice this focal form only within the context of a song, EMNN effortlessly produces the focal form. This may not entirely align with the expected model behavior of the target group. After that, PST3 closes the turn without initiating further explicit feedback, instead expressing 'thank you' and she gives instruction EMNN to return to her seat. The lack of explicit positive feedback in micro-teaching practice may not accurately reflect real teaching practice, where positive feedback is typically provided.

After PST3 addresses MRVV by her name (in line 28), MRVV initiates the activity without any explicit instruction. Following that, PST3 issues an imperative instruction (**say**

it) by pointing the red paper, which is also responded by student's wrong candidate answer. However, the different aspect here, MRVV gives the candite answer with a raising intonation (**blue↑**), which can also be an indicator for trouble. In line 33, PST3 employs falling intonations during correction; however, she uses a rising intonation while giving the preferred answer in line 36. This can be evidence for effective use of intonation in classroom interaction, increasing learning opportunities (Walsh, 2011). And the trouble is resolved by MRVV's repetition of preferred answer. After PST3 initiates the new focal form (**I like (0.2)↑re:d**) with embodied action, MRVV responds it by repeating the focal form. Similarly, without any explicit feedback, the turn is completed by closing the conversation (**thank you**) (Aston, 1995). Here, both interactional resources, modeling and repetition, are utilized by PST3. In the context of micro-teaching and real teaching practice, modeling tends to be the final interactional resource, following other resources.

It is also important to state that, throughout the micro-teaching practice, PST3 issues various instructions, such as "take this, say it, throw it to me, louder, stand up, come here, make a circle, show me, let's sing a song, let's paint them, line up". Even though the uses of those instructions may cause troubles in real teaching practice, there is no troubles in micro-teaching context, which may suggest an inauthentic micro-teaching practice within the context TEYL. Similarly, there is a notable absence of example of trouble indicators including "lack of embodied action to the teacher's instruction," or "student's repetition of teacher's utterance", which are common patterns observed in teaching practice.

Extract 9

This extract illustrates the modeling for repetition (Kanagy, 1999) interactional resources employed by PST4 as response to student's wrong answer, silence, student's non-verbal claim of insufficient knowledge and student's incomplete utterance as interactional trouble indicators. PST4 initiates the lesson with a greeting by asking "What is your name?" and "How are you?" to PST-as-students. In the activity depicted in Extract 9, PST4 invites three PST-as-students in the front and distributes items representing various

weather conditions (such as umbrella for rainy weather, snow hat for snowy weather, and sunglasses for sunny weather). This activity is the first activity of the practice stage of the class.

Extract 9: how is the weather

Time: 00:00:50-00:02:18

```
01          PST4: ɪɪm: merve (1.2) come here
                  +looks at the class
                             +opens and
                             closes her hand
02                (0.4)
                  +looks towards HBBB
03          PST4: =habib (0.8) >come come come °come° <
                               +opens and closes her
04                (1.0)
                  +looks towards KDRR
05          PST4: =kadir (0.4) come here
                               +opens and closes her hand
06                (29.6)
                  +distributes the item for each
                  ((PSTs's speech and L1 and laughter))
07          PST4: (°x°)
08                (4.9)
                  +looks towards HBBB and lifts
                  the umbrella up
09          PST4: hav(.) ho:w is the wea:ther↑
10                +turns towards class
11                (0.5)
                  +turn towards HBBB
12          PST4: it's ↑rainy=
                  +points HBB
13          HBBB: =sunny
                  +PST4 looks at HBBB
14          STTs: he [he he
                  +choral laughter
15          PST4:    [habib
16          PST4: how is the weather↑
                  +smiles and looks HBBB
                  nods her head
17                (0.4)
18          HBBB: rainy
19                (0.6)
20          PST4: ye::s
21                (3.5)
                  +walks towards MRVV
22          PST4: merve↑ (.)how is the wea:ther↑
                  +looks at MRVV
23                (0.9)
                  +MRVV extends her hands
                  with a puzzling face
                  +looks at the class
24          PST4: it's snowy ↑
                  +turns towards to MRVV and points her
25                (0.5)
26          MRVV: snowy=
27          PST4: =how is the ↑ weather
                  +share mutual gaze with MRVV
```

```
28                (0.7)
29           MRVV: s:now (.) snowy
30                (0.2)
31           PST4: i:t i:s snowy
                   +nods her head
32           MRVV: it is snowy
                   +nods her head
33                (0.4)
34           PST4: oka:y great
                   +touches MRVV's back
35                (0.9)
                   +walks towards KDRR
36           PST4: kadi:r↑
                   +share mutual gaze with KDRR
37                (2.0)
                   +mimics putting on sunglasses
38           STSs: he he
                   +choral laughter
                   +KDRR puts on the sunglasses
                   +PST4 smiles and turns to
                   class and claps
                   +STTs clap
39           PST4: $kadir$ how is the weather↑
                   +share mutual gaze with KDRR
40                (0.8)
41           KDRR: .hhh weather is
42                (.)
43           PST4: it is↑ (.) ↑sunny
                   +smiles
44                (0.3)
45           KDRR: sunny=
46           PST4: =how is the wea:ther↑
47           KDRR: sunny
48                (0.5)
49           PST4: ye:s
                   +turns towards class and claps
50                (1.6)
                   +PST4 turns towards KDRR
51           PST4: you can sit down
                   +KDRR take off the sunglasses
                   +PST4 takes back the items
```

PST4 utilizes a hesitation marker (ɪɪm:) while transiting to the activity. She starts the activity with turn allocation by addressing student' names and embodied (Balaman, 2018) (**ɪɪm: merve (1.2) come here**). In line 3 and 5, she allocates the turns similar to first one, for the next two students. In line 6, she places three PSTs-as-students in the middle of the classroom, and she gives the items, umbrella, winter hat, sunglasses, to each of them. While asking the focal question, PST4 initiates a self-initiated self-repair (hav- >how are) (Schegloff, 1997). The body orientation of the PST4 (`+turns towards class`) while asking to the focal question (**ho:w is the wea:ther↑**) may indicate addressing them

collectively (Schwab, 2011), instead of asking a specific student (KDRR). Even though this is formed as a question, PST4 provides the candidate with an answer immediately after the focal question. Because students have not practiced the focal form and mostly the aim is the modeling for repetition (Kanagy, 1999). Despite her body posture (`turns towards class`), PST4 does not intend to ask the question; however, KDRR self-selects himself and utters the wrong answer (**sunny**) instead of rainy. Since this focal form has not been practiced, KDRR's answer does reflect the expected behavior of the target group (young learners). Additionally, the class responds to this trouble with laughter, which may indicate the inauthentic feature of micro-teaching. PST4 initiates "repetition" as an interactional resource, and this time addresses HBBB by his name (**habib**). Even though HBBB does not give the full form, only gives the focal word (**rainy**) in line 18, this contribution is accepted by PST4 with an elongated confirmation token (**ye::s**), which serves as sequence-closing-third (Schegloff, 2007).

Then PST4 walks towards MRVV, addressing her by name and asking the focal question with rising intonation (**merve↑ (.)how is the wea:ther↑**) also looking to her and giving a wait time**(0.9)**. As mentioned above, PST4 does not expect an answer; rather aiming to practice. However, due to her body orientation (looking at MRVV) and wait time **(0.9)**, MRVV demostrates insufficient knowledge nonverbally with a body movement and gesture (+MRVV `extends her hands with a puzzling face`). PST4 provides the model answer (**it's snowy** ↑), sharing a mutual gaze with MRVV. However, even though MRVV repeats the target word (**snowy**), her incomplete utterance is identified as a trouble by PST4. And she does not accept this contribution and repats the question one more time (↑**how is the weather** ↑). MRVV again only gives the focal word (**snow(.) snowy**) with hesitation. PST4 initiates interactional resource and extends the answer by modeling the preferred answer (**i:t i:s snowy**). Finally, MRVV gives the preferred answer in the full form (**i:t's snowy**). PST4 accepts her contribution, gives an acknowledgment token (**oka:y**), and provides explicit positive feedback (**great**), and the turn is completed.

As the next participant, PST4 addresses KDRR, sharing mutual gaze and asks the focal question (**$kadir$ how is the weather**↑) with a smiley voice, sharing laughter with classroom. Here, an inhalation of KDRR may indicate the trouble. In line 41, even though KDRR's utterance is grammatically acceptable (*the* **weather is**), his answer does not align with the target group' epistemic knowledge. After the micro silence, PST4 initiates interactional resource, modeling for repetition (**it is**↑ **(.)** ↑**sunny**). However, KDRR only gives the focal word (**sunny**), not the full form. PST4 does not accept and repeats the focal question. Even though KDRR does not provide the full form ('sunny'), PST4 accepts his contribution and gives a confirmation token (**ye:s**), and closes the turn, accompanied by nonverbal applause (Hosoda & Aline, 2010).

This extract may not fully reflect real teaching practice, particularly regarding the practice stage's activity, question-answer with students. A common approach for practicing stage in real teaching practice in the extracts involves practicing as a choral activity to help students become familiar with the focal points of the lesson. Apart from that, HBBB's wrong answer, and KDRR's utterance may not fully reflect target group's epistemic knowledge. However, MRVV's insufficient knowledge reflects the target groups. It is worth noting that the claim of nonverbal indicators of insufficient knowledge, as seen with MRVV's gesture, is not a very common pattern for indicating trouble. In the extracts of real teaching practices, there is no explicit or implicit claim of insufficient knowledge. In summary, while this extract provides a good example of the repetition of modeling, it also highlights a few instances that do not fully reflect the features of real teaching practices.

Extract 10

The final example of micro-teaching practice demonstrates the utilization of teacher's repetition of student's incorrect answer as an interactional resource. Before the extract, PST5 individually greets the students, asking "what is your name" and "how are you". Following this, PST5 introduces the topic of the lesson. Before the activity, he gives instructions "stand up, line up, walk slowly, let's start, come with me, let's continue, sit

down". He initiates the practice stage by displaying a relevant picture of the weather for a choral activity, then proceeds to ask each student individually. He asks the focal question "how is the weather" while displaying corresponding visuals. Then trouble arises during this activity, as described in Extract 10 below.

Extract 10: snow, snowy

Time: 00:04:03:04:12

01 PST5: merve (0.3) how is the weather↑
+looks at MRVV
+shows the picture representing snowy weather

02 MRVV: it i::s (0.3) snow

03 PST5: snow↑ (.)
+shakes her head with a puzzling face

04 (0.3)

05 MRVV: snow (0.2) sno::w:y

06 (0.5)

07 MRVV: >snowy<
+PST5 gives thumbs up

08 (0.2)

09 PST5: perfect
+nods her head and walks towards another student

PST5 initiates a new turn by addressing MRVV and establishing mutual gaze before posing the focal question (**merve (0.3) how is the weather↑**). MRVV responds with a grammatically incorrect utterance, omitting the '-y' in her utterance (**it i::s (0.3) snow**). The prolonged pronunciation of may indicate trouble, coinciding with a silence **(0.3**. It is noteworthy that there is no reaction or laughter from the class, which typically occurs in micro-teaching context. PST5 identifies this as a trouble and begins a repair sequence. PST5 repeats the incorrect part of students with a rising intonation, considered as "third turn repeat". Here repeating the incorrect part of student's utterance is the third turn repeats for resolving trouble (Y. Park, 2014). Additionally, Seedhouse (2004a) argues that third-turn repetition with a rising intonation paves the way for other-initiated-self-repair, which is also

the case here in this extract. This example of teacher's 'repetition of students utterance' as interactional resources (Roh & Lee, 2018), which may strengthen the authenticity of micro-teaching. This exemplifies the use of 'revoicing' repetition of student's utterances as an interactional resource (O'Connor & Michaels, 1993). As a respond to teacher's repetition of incorrect form, initially, MRVV produces an incorrect form with hesitation, but then self-correct, which is termed as other-initiated self-repair. This type of repair is not very common in the context of TEYL. PST5 accepts her response, and the turn concludes with explicit positive feedback (**perfect**) and nonverbal applause (+PST5 gives thumbs up), as noted by Hosoda and Aline (2010), serving as the closing third of the turn.

To sum up, this extract illustrates that the teacher's repetition of student's incorrect utterance as an interactional resource leads to the student's self-repair. It is not seen in real teaching practice extracts in TEYL context, which may raise questions about the authenticity of micro-teaching. Furthermore, at the beginning of the activity, PST5's instructions including stand up, line up, walk slowly, let's start, come with me and let's continue may not be align with epistemic knowledge of target group and can cause trouble in real teaching practice.

Chapter 5

Discussion, Conclusion, and Suggestions

This chapter aims to discuss the findings of the study in relation to the research questions and current literature. Moreover, it suggests pedagogical implications in the foreign language education context by contributing to the development of CIC of PSTs in TEYL contexts. The chapter is structured into five main sections, each based on a specific research question. The first section focuses on interactional trouble indicators and their occurrence in the real teaching practice context, addressing the first sub-research question (*What are the indicators of interactional trouble in teacher's instruction in teaching practice context?*) and six trouble indicators will be discussed through simplified versions of extracts from the findings chapter and summarized as a table. The next section, 5.2, examines the interactional resources employed by PSTs in response to these interactional troubles, in the light of the second sub-research question (*What kind of interactional resources do PSTs deploy in the event of interactional trouble in a teaching practice context?*). Similarly, the interactional resources are summarized in a table and documented through extracts. On the other hand, section 5.3 addresses interactional trouble indicators in micro-teaching context, responding to the third sub-research question (*What are the indicators of interactional trouble in teacher's instruction in micro-teaching context?*). And section 5.4 provides insight into interactional resources in micro-teaching context, exploring the fourth sub-research question (*What kind of interactional resources do PSTs deploy in the event of an interactional trouble in micro-teaching practice context?).* In the fifth section, a comparison of interactional resources and trouble indicators in real teaching practice and micro-teaching practice contexts will be presented in a separate section, aiming to answer the main research question (*How are different interactional resource and trouble indicators in micro-teaching context and teaching practice context?)*. This study is one of the few studies focusing on interactional resources in TEYL context, aiming to extend CIC of PSTs in TEYL context, which underscores its significance. Through an in-depth analysis of

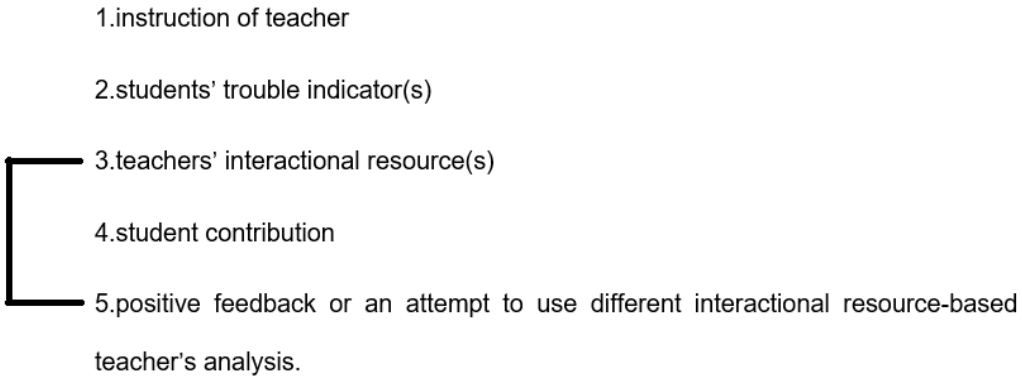
classroom interaction using CA, various interactional resources employed by PSTS as a response to different trouble indicator in TEYL context were revealed. These resources include simplification of the instruction, modeling for repetition, parsing, hinting, embodied action, repetition, and designedly incomplete utterance, revealing preferred answer, stress, intonation, and code switching. Trouble indicators were silence, wrong candidate answer, lack of embodied orientation to the teacher's instruction, repeating teacher's utterance. Finally, the concluding section will summarize the study, discuss its limitation, propose suggestions for further research and implementations in language classrooms, and highlight the importance of instructional resource in TEYL context and classroom interactional competence.

5.1. Exploring Trouble Indicators in Real Teaching Practice Context

As discussed in Chapter 2, teachers play a critical role in classroom interaction, (Setiawati, 2012) as a natural asymmetry in classroom interaction. In addition to role of teacher talk, teachers also co-construct the interaction by constant analyzing students' contributions, as suggested by Lee (2007), who stated that "teacher carries out complex analytic work, estimating what students know and what they do not know" (p. 202). This analytic work reveals troubles in the interaction, described as "the moments of institutional interaction in which the progressivity of classroom talk, and activities is affected due to observable orientations to the timing (e.g. silences) or nature (e.g. providing a repairable candidate response) of student participation" (Sert, 2015, p.90). Additionally, indicators of the trouble can be expressed through explicit claims or implicit claim. In this study, there are no examples of explicit claims of non-understanding; therefore, troubles are identified by the teacher. In literature, trouble can be identified through a three-step format involving instructions, informing, and understanding check (Koole, 2010). However, the unfolding of the trouble indicators in the study reveals a sequence that starts with the teacher's instruction, followed by a trouble indicator, as formulated as below:

Figure 3

Sequential Unfolding of Interactional Troubles



Trouble indicators in real teaching practice can be varied and interpreted by teachers, as summarized in the Table 3 below:

Table 3

Collections of Trouble Indicators in Real Teaching Practice

Phenomenon	**Extracts**
Silence	Extract 1, Extract 2, Extract 3, Extract 4
Lack of embodied orientation to the teacher's instruction	Extract 1, Extract 2, Extract 3, Extract 4, Extract 5
Student's repetition of teacher's utterance	Extract 1, Extract 2, Extract 3, Extract 4
Student's incomplete utterance	Extract 3,
Student's wrong answer	Extract 2, Extract 4
Student's bilingual utterance	Extract 4

One of the trouble indicators is silence, which is observed in all extracts in real teaching practice context. Align with literature, silence is also the trouble indicator in the study (Sert, 2015). For instance, in Extracts 1, after PST1 provides the focal form (**my name is çağan I am a boy**), the student responds to this with 1.6 second silence instead of repeating the focal form. PST1 identifies silence as a trouble indicator. To address the trouble, various interactional resources including designedly incomplete utterance (Koshik, 2002) with a rising intonation, combining with a parsing were employed. You can see the silence as a trouble indicator in below:

Extract 1. Silence as a Trouble Indicator (shortened version)

33	PST1:	**"my name is çağan I am a boy"**
		+roleplays behind CGN's back
34		**(1.6)**
		+looks at CGN
35	PST1:	**my [name i:s↑**
36	ST4:	**[([ )**
37	CGN:	**[°çağan°(.)**
38		**(0.4)**
39	PST1:	**I am a:↑**
40		**(0.2)**
41	CGN:	**I am a boy[**
42	PST1:	**[bo:y very goo:d**

Silence in line 34 is treated as a trouble, followed by PST1's interactional resource. It is important to note that teachers in classroom interaction constantly assess students' contributions, whether verbal, nonverbal or through the silence to interpret student's understanding (Lee, 2007). Furthermore, according to Lee (2007), silence can be "a contingent resource for the teacher" (p.1213) to interpret student's not knowing, and shapes their turn based on this interpretation. From another perspective, silence is not only indicating trouble in terms of students' knowing, but also it may indicate students "unwillingness to participate" (Sert, 2013) or "agreement with the speaker's formulation" (O'Connor & Michaels, 1993, p.323). However, within this study of TEYL context, it may hard to identify unwillingness to participate or disagreement. Therefore, in this example, silence serves as an indicator of trouble. This is good evidence for trouble that requires

context specific attention. Therefore, sequential unfolding of the troubles and its indicators should be interpreted in context specific perspective.

Sert (2015) puts forwards and describes silence as the first indicator of trouble. In other words, the unfolding of the interactional trouble, silence is generally followed by another trouble indicator. For instance, in the shortened form of Extract 3 illustrates that silence followed by students' repetition of teacher's utterance.

Extract 3. Silence as the First Trouble Indicator (shortened version)

```
05          PST3: wha:t color↑
                  +shakes her heads a few times
                  +points the yellow color on the wheel
06                (6.5)
                  +mimicking the correct answer with her lips
07          PST3: °yellow°
                  +looks at SMLL
                   +shakes her head a few times
08                (0.8)
09          PST3: wha:t color↑
                  +shakes her head a few times
10                (0.5)
11          SMLL: what [color
```

In the Extract 3, the 6.5-second silence serve as the initial indicator of the trouble, followed by teacher's use of interactional resources such as hinting and repetition of the focal question (**wha:t color↑**). However, as the second trouble indicator student's repetition of teacher's utterance is seen in line 11 (**what [color**). In addition to this, in literature silence can be interpreted as a transition-relevance places (Sacks et al., 1974), where the gap offers a transition to next turn. However, in the extracts, rather than signaling a transition, silence implies trouble.

Another trouble indicator in real teaching practice context is student's lack of embodied orientation to the teacher's instruction. It is seen in almost every extract in real teaching practice context. As seen in Extract 5, PST5 asks students to sit down. However, the student indicates his lack of embodied orientation to the teacher's instruction.

Extract 5. Lack of Embodied Orientation as a Trouble Indicator (shortened version)

58	**PST5:**	**no please (.) sit >sit sit<**
		+points STSs' seat
59		**(2.8)**
		+more students start to line up
60	**PST5:**	**°oturun ben sizi çağıracam°**
		sit down I will call you
		+touches STTs' back and points their seats
61		**(1.1)**
62	**PST5:**	**please sit**
		+extends his arm towards the seats
63	**PST5:**	**°oturusan seni çağıracam°**
		if you sit, I will call you out
64		**(2.2)**
		+STTs go their seats

Interactional troubles can be displayed by a verbal utterance or embodied action of student's (Aldrup, 2019). In the context of this study with young learners, there is no verbal utterance for claim of non-understanding, therefore, teachers can identify embodied actions as trouble indicators. In the literature Badem-Korkmaz and Balaman (2020) stated the lack of embodied orientation to the teacher's instruction can be observed as misunderstanding (Extract 5) or the non-initiation of the preferred activity (Extract 1). In Extract 5, PST5 instructs students to "sit " but they begin to line up instead, indicating a misunderstanding. PST5 identifies lack of embodied orientation of teacher's instruction employs interactional resource to resolve the trouble in his turn in line 60. Badem-Korkmaz and Balaman (2020) explains this attempt to resolve the trouble as "third position repair" (Schegloff, 1992), where the trouble indicator in the students turn and followed by teacher's self-repair turn. In line 58, PST5 gives interaction repeated, however in line 59, students start to line up, in the same turn PST5 identifies this as trouble and initiates code-switching as an interactional resource in his self-repair turn.

Non-initiation of the preferred action as a trouble indicator called lack of embodied orientation to teacher's instruction, which is shown in the shortened form of Extract 1 below:

Extract 1. Lack of Embodied Orientation as a Trouble Indicator (shortened version)

42	**PST1:**	**[bo:y very goo:d you can ↑sit do:wn**
		+nods her head once vertically

```
                                  +takes the pictures from CGNN and HSNN
                                                          +indicates their
          seats                                            with her eyes
43        (1.7)
          +HSNN and CGNN turns and look at PST1
44 PST1:  so: (.) sit down hüsna (0.2) sit down
          +puts the picture on the table
               +CGNN goes back his seat
               +HSNN looks at PST1
                         +touches HSNN’s back
                          +extends her hand towards HSNN’s seat
                                    +looks at HSNN
45        (1.7)
          +holds HSNN's hand to guide her to her seat
          +HSNN goes back her seat
46 PST1:  °okay↓°
```

In this extract, PST1 gives the instruction "sit down." However, HSNN does not initiate preferred action. Therefore, PST1 uses simplified utterances and embodied action to resolve the trouble in her turn. In both cases, lack of alignment to teacher’s instruction serves as an indicator of trouble, followed by the teacher's interactional resource. In Extract 5, there is embodied action and code-switching to resolve trouble, while in Extract 1 along with an embodied action PST1 utilized simplified input.

Furthermore, another common trouble indicator in real teaching practice is the “student’s repetition of the teacher's utterance”, indicating a lack of understanding. In young learner (YL) contexts, students often do not explicitly claim non-understanding, therefore repetition becomes a common pattern, serving as a marker for non-understanding and trouble indicator. As seen Extract 2 below, PST2 asks CNNR to show the red color on the wall. Instead of initiation of preferred action, CNRR only repats the teacher’s utterance. Even though there is no silence or embodied action indicating lack of alignment of teacher’s instruction, the verbal utterance of student’s repetition indicates non-understanding and identified as trouble by PST’s and followed by interactional. While repetition can serve as an interactional resource in classroom interaction context (Balaman, 2018); here, student’s repetition is the indicator of trouble. In literature, although repetition can serve as a tool for EFL classes to learn the language (Duff, 2000), Lyster also (1998) argues that student’s repetition may not indicate the understanding or learning of the repeated utterance of teacher. Also, Allwright and Bailey (1991) agree that simple repetition of students may not

be useful. Aligning with these perspectives, here, student's repetition serves as a trouble indicator.

Extract 2. Repetition as a Trouble Indicator (shortened version)

```
75          PST2: red↑
76                (0.5)
77          CNRR: red
78                (0.4)
79          PST2: (h) °show↑°
                     +points to the wall
80                (0.3)
81          CNRR: show
82                (0.4)
83          PST2: ım: ı:: (.) you show (1.2) show me:↑
                  +raising her eyebrows and tilting her head upward
                              +points to him
                                   +points to the wall
                                             +points to herself
84                (1.6)
85          PST2: red↑
                  +shows the red sticker
86          CNRR: red
87                (0.1)
88          PST2: (h) $okay$
                   +smiles
89                (1.9)
                  +gives the sticker to CNRR and CNRR sticks it
```

The last trouble indicator of a bilingual utterance of student (e.g., **'it is kar'**) and the teacher corrects it by providing the preferred answer (e.g., **$snowy::$=**) to resolve the issue. Additionally, incomplete student utterances are identified as trouble by PSTs and are addressed by the teacher in pairs to resolve the issue, as seen in the extract below.

Extract 4. Bilingual Utterance as a Trouble Indicator (shortened version)

```
04 PST4:       [it i::s↑=
05 STT2:     =it is
06 STSS:     it is
07 PST4:     <s[no:wy >
08 STT3:       [>it is kar<
                       snow
09 PST4:     $sno:wy::$=
             +raises her eyebrow
10 STTS:     =sno:wy::
```

In Extract 4, PST4 initiates DIU, and the student gives a wrong answer, which is followed by the teacher's correction with the relevant answer. While this type of trouble

indicator is not very common, PSTs tend to utilize direct correction by offering the preferred answer, as demonstrated in this extract below.

Extract 4. Student’s wrong answer as a Trouble Indicator (shortened version)

46 PST4: **it i:::s=**

47 STT6: **=rainy**
48 **(0.8)**
49 PST4: **sno::wy**
+shakes the paper cut-out
50 STT6: **snowy**

Apart from the trouble indicators mentioned, which include silence, lack of alignment to the teacher’s instructions and students' repetition of the teacher's utterance; other indicators such as student’s wrong answer, bilingual utterance or incomplete utterance were also seen in the extracts. However, these occurrences were not as common as the first three indicators mentioned.

5.2 Exploring Interactional Resources in Real Teaching Practice Context

As discussed in Chapter 2, classroom interactions have their own distinct features, with teacher talk comprising the majority of these interactions (Setiawati, 2012). Seedhouse and Walsh (2011) stress the significance of classroom interaction, stating that "any attempt to study learning must therefore begin by studying classroom interaction" (p. 127), which forms the basis of this study. To navigate classroom interaction effectively, students and teachers require a set of skills known as Classroom Interaction Competence (CIC). Classroom interaction competence is crucial, particularly for PSTs. As a component of CIC, one aspect involves utilizing various interactional resources to address troubles. Therefore, interactional resources play a vital role in resolving troubles and sharing an understanding. These resources encompass a range of communicative tools, including verbal cues, nonverbal gestures, and instructional strategies employed by teachers. Especially the sequential organization of classroom interaction, which is generally marked by a three-turn sequence starting with the teacher’s questions, followed by response of students and assessment of teacher, is significant in young learner context (Ekberg et al., 2016). Based

on teacher's assessment of students understanding and non-understanding, teachers employ different interactional resources. Consequently, this study focuses on sequential organization of classroom interaction and through analysis, various interactional resources emerged as a respond of trouble indicators. The data revealed valuable insights regarding trouble indicators and the interactional resources utilized by PSTs. Interactional resources are presented in table 4.

Table 4

Collections of Interactional Resources in Real Teaching Practice

Phenomenon	Extracts
Simplified instruction	Extract 1, Extract 2, Extract 3
Embodied action	Extract 1, Extract 2, Extract 3, Extract 5
Giving the relevant answer on behalf students	Extract 2, Extract 3, Extract 4
Teachers' repetition of their utterance	Extract 1, Extract 2, Extract 3, Extract 4, Extract 5
Modelling for repetition	Extract 1, Extract 2, Extract 3, Extract 5
Designedly Incomplete Utterance	Extract 1, Extract 3, Extract 4, Extract 5
Parsing	Extract 1, Extract 3
Stress and intonation	Extract 2, Extract 3, Extract 4
Slow Rate of Articulation	Extract 2
Reformulation	Extract 2
Hinting	Extract 3
Code-switching	Extract 3, Extract 5

In Extract 1, a micro-analysis of a 01.05-minute classroom interaction within a real teaching practice context revealed the utilization of various interactional resources especially, PST1 employs simplified grammar as part of simplified instruction to address the trouble, as demonstrated in line 22 below. Simplified grammar is the core of classroom interaction since it facilitates learning (Walsh, 2011).

Extract 1. Simplified instruction as an interactional resource (shortened version)

```
20    PST1:  bo:y (.) >very good< you can sit do:wn↑(2.1)
                          +takes the pictures from CGNN and HSNN,
                          points their seats with her eyes
21    PST1: so: (.)
      cgn   +goes back his seat
      hns   +waits
22          sit down hüsna (.) sit down.
            +touches HSN's back and extends her hand to show HSN's seat
      Hsn   +goes back her seat
23          oka:y
```

Moreover, teacher's repetition of their utterance is another interactional resource that can be commonly used to create learning opportunities in TEYL contexts (Balaman, 2018). Alongside repetition, other interactional resources, such as repetition of the focal words with stressed, slow rate and intonation are often employed simultaneously with repetition. In the shortened version of Extract 2, repetition, along with intonation, stress, and slow rate of articulation as well as emphasis on the key word are demonstrated:

Extract 2. Repetition, slow articulation, stress, intonation an interactional resource (shortened version)

```
17          EF:   green
18          PST2: show it (.) show (0.2) g[ree:n↑
                  +points at
                        +points at
19          EF:                           [show
20          PST2: show °green°
                  +points
21                (0.6)
22          EF:   green
23          PST2: green↑ <show>
                  +touches each color on the wall
```

24 EF: green
25 (0.3)

Furthermore, reformulating instructions is another interactional resource in real teaching practices. Like other interactional resources, instruction reformulation is often combined with various other resources. For example, repetition of key words (Hosoda, 2014), intonation, stressing, and embodied actions are also integrated with instruction reformulation. In the following Extract, the initial instruction is purely imperative, accompanied by embodied action. Subsequently, the instruction is reformulated twice ('you show,' 'show me'), again with embodied action, rising intonation, and stress. It's important to emphasize that the combination of interactional resources is crucial in TEYL contexts.

Extract 2. reformulation of teacher's instruction an interactional resource (shortened version)

79 PST2: (h) °show↑°
+points to the wall
80 (0.3)
81 CNRR: show
82 (0.4)
83 PST2: ɪm: ɪ:: (.) you show (1.2) show me:↑
+raising her eyebrows and tilting her head upward
+points to him
+points to the wall
+points to herself
84 (1.6)

Another interactional resource, "modeling for repetition" (Kanagy, 1999), is also observed in real teaching practice. As noted by Balaman (2018), "preschool teachers seem to rely on repetitions and interactional routines to create opportunities for learner participation" (p. 27), which is also supported by the study. Modeling is typically utilized by preschool teachers after employing other interactional resources that fails and usually acts as the final interactional resource before revealing the preferred answer. The following extract exemplifies modeling for repetition in a TEYL context:

Extract 2. Modeling for repetition an interactional resource (shortened version)

```
112          AZRR: sho[w
113          PST2:    [(h)
114          TEAA:    [yellowu göster diyor (.) hangisi↑
                       she says show the yellow (.) which one ↑
115                (3.7)
                   +AZRR looks at TEAA
                   +PST2 looks at AZRR
                   +points the blue color on the wall
116          PST2: .hhh pink
                    +points to the pink on the wall
117                (0.3)
118          AZRR: [pink
119          STSS: [pink
120                (0.6)
121          PST2: gree:n
                   +points to the green on the wall
122          AZRR: green
123                (0.7)
124          PST2: blue
                   +points to the blue on the wall
125          AZRR: blue
126          PST2: °red°
                  +points to the red on the wall
127                (0.4)
128          AZRR: red
129                (0.4)
130          PST2: orange
                   +points to the orange on the wall
131                (0.4)
132          AZR: orange
133                (0.2)
134          PST2: yellow
                   +points to the yellow on the wall
135                (0.2)
136          AZRR: yellow
```

In literature, the significance of non-verbal resources such as gestures, embodied actions, and body movements is recognized as interactional resources. In addition to this mimicking in the context of hinting is also can be considered as interactional resource. In some instances, PSTs attempt to mimic the preferred answer with exaggerated lip movements and facial expressions instead of directly revealing the preferred action. Although this may fail initially as seen in the Extract 3, the utilization of mimicking is observed in real teaching practices, as provided below:

Extract 3: Mimicking in the hinting context an interactional resource (shortened version)

```
05           PST3: >turn< (1.3) o:hh (0.6) wha:t color↑
                                            +shakes her heads
                                            a few times
```

```
                                          +points the yellow
                                           color on the wheel
06                (6.5)
07          PST3: °yellow°
                  +mimics the correct answer with her lips
                  +looks at SMLL
                   +shakes her head a few times
08                (0.8)
```

Additionally, DIU is an interactional resource employed by teachers in various contexts to create learning opportunities for students. Although in everyday conversation, the next speaker may only complete the DIU without repeating it (Koshik, 2002), in a classroom setting “students were expected to repeat the teacher’s DIU before constructing a complete turn” (Y. Park & S. Park, 2022, p. 9). Similar to literature, in the study, the student also repeats the teacher’s DIU and completes her utterance, as evidenced by the resolution of the trouble in Extract 4 below. Furthermore, Y. Park and S. Park (2022) stated that DIU in the classroom context functions as “hanging repeats” (Rossi, 2015), leading to an expanded turn of students.

Extract 4. DIU as an interactional resource (shortened version)

```
11 PST4:     how is the wea:ther↑
12                    +walks and leans
                       towards to students
13           (0.2)
14 STS4:     how is the weather
15           (0.2)
16 PST4:     it i:s↑
             +points back the snowy weather
                   postcard on the wall
17 STT4:     it is snowy=
18 PST2:     = ↑ye::s
             +smiles and gives the paper
              representing snowy weather
```

The last interactional resource is code-switching. In the literature, code-switching can be discussed as a compensatory strategy employed by students (Uzun, 2019). However, in this study, code-switching by PSTs is interpreted as an interactional resource. Generally, this resource is not preferred, but if repetition and embodied action fail, and students persistently indicate misalignment of the teacher's instructions, PSTs may initiate code-switching. In the extract provided, PST5 utilized code-switching, although it may not

be the case for other PSTs. For example, even though some of the PST's typically avoid code-switching, in the classroom, TEAs (pre-school teachers) should serve solely as observers rather than actively participating the classroom interaction, they utilized code-switching during PSTs' real teaching practices. (etc. TEA's in Extract 2 "**yellowu göster diyor () hangisi**↑") (translation: she says show the yellow (.) which one ↑) and Extract 3 ("**[°rengini söyle°**) (translation: say its color) (**[°tekrar et tekrar et°**) (translation: repeat it repeat it). In addition to this, one of the students also initiates code-switching, which is followed by the teacher's acceptance (**onu değil tuğba: renk-rengin ismi**↑) (translation: not that Tugba, the name of the color. Here, the student uses code-switching as a compensatory strategy because conveying the message in the target language is not possible due to her level of language competence. In the extract below, PST5's code-switching is illustrated to resolve trouble.

Extract 5: Code-switching as an interactional resource (shortened version)

58	**PST5:**	**no please (.) sit >sit sit<**
		+points STSs' seat
59		**(2.8)**
		+more students stats to line up
60	**PST5:**	**°oturun ben sizi çağıracam°**
		sit down I will call you
		+touches STTs' back and points their seats
61		**(1.1)**
62	**PST5:**	**please sit**
		+extends his arm towards the seats
63	**PST5:**	**°oturusan seni çağıracam°**
		if you sit, I will call you out
64		**(2.2)**
		+STTs go their seats

5.3 Exploring Trouble Indicators in Micro-teaching Context

As shown in Table 5, micro-teaching contexts exhibit fewer trouble indicators compared to real teaching practice. The most common indicator is student's wrong answers, although it is relatively rare in actual teaching practice.

Table 5

Collections of Trouble Indicators in Micro-teaching Practice

Phenomenon	Extracts
Student's wrong answer	Extract 7, Extract 8, Extract 9
Student's mispronunciation	Extract 6
Lack of embodied action	Extract 6
Silence	Extract 9
Non-verbal claim of insufficient knowledge	Extract 9
Student's incomplete utterance	Extract 9
Grammatically incorrect utterance	Extract 10

The occurrence of student's wrong answer as a trouble indicator is the most observed trouble indicator in micro-teaching context. In the simplified form of Extract 7, this trouble is resolved by the teacher providing explicit correction through the preferred action with embodied actions, which mirrors similar patterns seen in real teaching practice.

Extract 7. student's wrong answers as a trouble indicator

03 PST2: show me pink (0.3) pink↑
+looks towards the colors
04 (0.8)
+ELFF gets closer to the papers on the board
05 ELFF: pink
+points the blue paper

Another trouble indicator in micro-teaching contexts is students' mispronunciation of the focal words. Although this is not typically identified as trouble by PSTs in real teaching practice (e.g., in Extract 3: **I (0.3) [like lellow** and in Extract 4: **how is the (.) beather)** and mispronunciation is ignored by PSTs. However, in micro-teaching practice, PSTs treat this as a trouble, as illustrated in Extract 6 below:

Extract 6. student's mispronunciation of the focal words as a trouble indicator

18 PST1: teacher
+turns and leans towards
AHMTT

19 **AHMT: teac[her**
20 **STTs: <[teach[er>**
21 **VYSS: [>çıtır<**
cripsy
((rhymes in L1 with teacher))
22 **PST1: ı:mm <teacher>**

The other trouble indicator, student's non-verbal claim of insufficient knowledge is seen in micro-teaching context. After the PST's focal question, MRVV gives a puzzling face and hand orientation to her message to convey the insufficient knowledge. However, this trouble indicator was only observed in micro- teaching practice in TEYL context in the study.

Extract 9. student's non-verbal claim of insufficient knowledge as a trouble indicator

22 **PST4: merve↑ (.)how is the wea:ther↑**
+looks at MRVV
23 **(0.9)**
+MRVV extends her hands
with a puzzling face
+looks at the class
24 **PST4: it's snowy ↑**
+turns towards to MRVV and points her
25 **(0.5)**

In addition to students' non-verbal claim of insufficient knowledge, student's grammatically incorrect utterance is another trouble indicator in micro-teaching contexts, as observed in Extract 10 below. In line 03, PST5's repetition may indicate a "negative epistemic display" (Aldrup, 2019, p. 55), prompting self-repair, a phenomenon not commonly observed in real teaching practice.

Extract 10. student's grammatically incorrect utterance as a trouble indicator

02 **MRVV: it i::s (0.3) snow**
03 **PST5: snow↑ (.)**
+shakes her head with a puzzling face
04 **(0.3)**
05 **MRVV: snow (0.2) sno::w:y**
06 **(0.5)**

5.4 Exploring Interactional Resources in Micro-teaching Context

In the context of micro-teaching, PSTs use various interactional resources, as listed in Table 6. However, it is important to note that compared to real teaching practice, PSTs

employ fewer interactional resources. Repetition, stress, and intonation are the most commonly used, similar to real teaching practices.

Table 6

Collections of Interactional Resources in Micro-Teaching Practice

Phenomenon	Extracts
Embodied action	Extract 6
Revealing the preferred action	Extract 7
Teachers' repetition of their utterance	Extract 6, Extract 8, Extract 9
Modelling for repetition	Extract 8, Extract 9
Teacher's repetition of student's incorrect utterance	Extract 10
Parsing	Extract 9
Stress and intonation	Extract 6, Extract 7, Extract 8
Slow Rate of Articulation	Extract 6
Correction	Extract 7, Extract 8

In Extract 6, PST1 utilizes repetition with a rising intonation, a slow rate of articulation, and stress in response to a student's mispronunciation. Additionally, she initiates embodied action by pointing to herself while saying 'teacher.' It is evident that PSTs, in a similar manner, employ more than one interactional resource simultaneously, akin to real teaching practices. This may contribute to the authenticity of micro-teaching practice.

Extract 6. Slow Rate of articulation, intonation, repetition, and embodied action as interactional resources

```
10          PST1: teacher↑
11                +points herself and gaze around
12                (0.5)
13          PST1: together↑
                  +raises her hands up
14                (1.0)
                  +gazes around the class
15          PST1: teacher↑=
                  +points herself
```

```
                  +leans towards the students
16          AHMT: =°toget[her↑°
17          STTs:        [teacher
18          PST1: teacher
                   +turns and leans towards
                   AHMTT
19          AHMT: teac[her
20          STTs:     <[teach[er>
21          VYSS:              [>çıtır<
                                 cripsy
                   ((rhymes in L1 with teacher))
22          PST1: <tea:che:r>
```

The next interactional resource, which is also very common in real teaching practice, is modeling for repetition (Kanagy, 1999), as seen in Extract 8. In micro-teaching contexts, modeling for repetition is generally utilized as a response to a student's incorrect answer. However, in real teaching practice, while this is one case, this interactional resource is most used when student's repetition of the teacher's utterance occurs as an indication of trouble. Despite variations in trouble indicators, this interactional resource is observed in both contexts.

Extract 8. Modeling for repetition as an interactional resource

```
15          PST3: yel.low↑
                  +points the yellow paper
16                (0.4)
17          EMNN: yellow=
                  +points the yellow paper
18          PST3: =green↑=
                  +points the green paper
19          EMNN: =green
20          PST3: green↑=
                  +points the green paper
21          EMNN: =green
22          PST3: I like(.) ↑gre.e:n
                  +points herself
                  +gives thumbs up
23          EMNN: I like green
                        +slightly raises
                         and opens her hands
```

PST5 utilizes another interactional resource, namely, the "teacher's repetition of the student's incorrect utterance." This repetition could be viewed as a third-turn repetition signaling a conversational problem. Third-turn repetitions are common in everyday conversations (Hellermann, 2003), and they are also observed in classroom settings similar

to Extract 10. Furthermore, Lyster (1998) suggests that when a teacher repeats a student's incorrect utterance with a rising intonation, it prompts the student to self-correct. In Lyster's study, more than half of the young learners in primary-level immersion L2 classrooms who received corrective repetitions successfully self-corrected themselves. In Extract 10, PST5 employs this technique by repeating the incorrect utterance with a puzzled expression and rising intonation, providing the student an opportunity to self-repair. Consistent with existing literature, this approach leads to self-correction. However, this pattern is not frequently observed in real teaching practices within this study. It could be due to the developmental stage of the learners in the study, which might not facilitate self-repair easily. From a different perspective,

Extract 10. Teacher's repetition of student wrong utterance as an interactional resource

02 MRVV: it i::s (0.3) snow
03 PST5: snow↑ (.)
+shakes her head with a puzzling face
04 (0.3)
05 MRVV: snow (0.2) sno::w:y
06 (0.5)

5.5 Comparison of the Two Contexts

This section addresses the main research question (*Do the trouble indicators and interactional resources of preservice teachers to resolve interactional troubles differ during in micro-teaching practice and real teaching practice in the TEYL context? If yes, how?)* to compare two contexts. First of all, in terms of trouble indicators in real teaching practice, as the most common trouble indicators lack orientation of teacher's instruction, silence and student's repetition of teacher's utterance emerged. However, in micro-teaching context the most observed trouble indicator is student's wrong answer. Furthermore, the "student's repetition of the teacher's utterance" is a trouble indicator in real teaching practices, but it occurs much less often in micro-teaching context, may indicate the inauthenticity of the micro-teaching practices regarding of trouble indicators. Furthermore, students' incomplete

utterances and silence are observed in both real teaching practice and micro-teaching contexts. However, mispronunciation, grammatically incorrect answers, and students' nonverbal claims of insufficient knowledge are only seen in micro-teaching contexts. These differences may indicate the limitations or constraints of the micro-teaching context in terms of trouble indicators.

In terms of interactional resources, embodied action is utilized by PSTs more often in real teaching practice contexts compared to micro-teaching practice. For instance, PST 1 in Extract 1 demonstrates this by simply performing actions like saying "do this, do this" instead of providing verbal explanations for different instructions. However, in micro-teaching contexts, instructions tend to be more complex, with limited embodied actions. Despite this, micro-teaching extracts show fewer signs of trouble indicators, even though the PSTs instructions are more varied. Another one is, in real teaching practice contexts, PSTs often use "revealing preferred action" as the final interactional resource after implication of several others. However, in micro-teaching, there is not as much utilization of other interactional resources before revealing the preferred answer. Despite this difference, both contexts tend to use revealing the preferred answer as interactional resources. In addition to this, code-switching as an international resource is observed in real-teaching practice, but not seen in micro-teaching practice. In some cases, in real teaching practice, preschool teachers, who need to be only observers in the classroom, utilize code-switching to resolve troubles and intrude on the interaction during PSTs' implementation of interactional resources. This may hinder classroom interaction, where there is generally only one authority in the classroom. Also, one of the students in real teaching practices also initiates code-switching, interrupting the interaction between PSTs and students during PSTs' utilization of interactional resources. It is important to note that PSTs do not accept preschool teachers' code-switching; however, they accept students' code-switching, which may indicate a more peer-like dynamic in the classroom, in turn, contributes authenticity of real teaching practices.

Despite differences, several similarities exist between micro-teaching practice and real teaching practice, highlighting the strengths of micro-teaching. Firstly, teachers' repetition of their utterance with slow articulation and stress is evident in both micro-teaching and real teaching practice. Additionally, modeling for repetition, DIU and parsing are utilized in both contexts.

5.6 Conclusion

Classroom interaction in EFL classrooms has been drawing attention for many years and scholar emphasis its significance for several decades. The framework of CIC, as introduced by Walsh (2006), has been studied over the years to contribute to classroom interaction. Since classroom interaction is multilayered and complex, it can either hinder or facilitate language learning. Therefore, it is important for teachers to have CIC to create more learning opportunities. This is particularly crucial in the training of PSTs, as developing CIC can lead to more engaged and dynamic classrooms. This study sheds light on CIC by comparing real teaching practices with micro-teaching practice in terms of the instructional resources employed by PSTs and the indicators of instructional troubles in TEYL context. The data analysis reveals that the key trouble indicators in actual classroom settings: "lack of orientation in the teacher's instruction," "silence," and "students repeating the teacher's utterances." Contrastingly, in micro-teaching scenarios, the most prominent trouble indicator is "students providing incorrect answers." Regarding interactional resources, both contexts exhibit the use of resources such as "embodied action" and "teacher repetition," but these occur significantly less frequently in micro-teaching sessions. Additionally, "code-switching" and "simplified instruction" are exclusive to real classroom environments. Furthermore, one significant finding of this study is that students' repetition can be both a trouble indicator and an interactional resource. It highlights the importance of context-specific understanding the multilayered functions of utterances within different situations. Such insights not only enhance our understanding of classroom interaction but also offer valuable implications for teacher training programs and pedagogical practices. This study highlights the critical role of classroom interaction and Classroom Interactional Competence

(CIC) by illustrating the distinct trouble indicators and interactional resources between micro-teaching and real teaching contexts. The findings emphasize the need to enhance pre-service teachers' (PSTs) awareness of CIC, thereby fostering more effective learning opportunities in Teaching English to Young Learners (TEYL) environments. This understanding can guide PSTs to refine their instructional strategies and better navigate classroom interactions, ultimately contributing to improved educational outcomes.

To sum up, through in-depth analysis, it reveals that PSTs in real teaching contexts employ a diverse array of instructional resources compared to PSTs in micro-teaching settings. Also, real teaching practices often require the simultaneous utilization of different resources to resolve troubles. However, micro-teaching practices, since it is a controlled environment and has condensed nature, there are a limited range of instructional resources and limited number of interactional troubles. However, even though there are differences, the similarities between micro-teaching practice and real teaching practice emerged, which contributes to CIC in both contexts with the utilization of different interactional resources.

5.6.1 Implications and Suggestions

The goal of the present study is to uncover the interactional resources employed by PSTs in order to resolve interactional troubles. The data analysis contributes foreign language education, classroom interaction, micro-teaching in teacher education, and conversation analysis.

Additionally, by comparing interactional resources in micro-teaching and real teaching contexts, this study raises questions about the authenticity of micro-teaching concerning trouble indicators and interactional resources. This comparison is believed to contribute to the concept of CIC of PSTs, thereby increasing awareness towards CIC and potentially enhancing learning opportunities and student participation in TEYL contexts. This comparison is believed to contribute significantly to the concept of CIC for PSTs. By drawing distinctions between real teaching and micro-teaching practices, the study aims to

raise awareness about CIC, which can potentially enhance learning opportunities and student participation in TEYL contexts. Understanding these differences allows PSTs to better tailor their teaching strategies to meet the unique needs of young learners. By improving their interactional skills, teachers can create more engaging and effective classroom environments, thus fostering greater student involvement and improving overall educational outcomes in TEYL settings.

By elucidating the specific trouble indicators and interactional resources prevalent in real teaching versus micro-teaching, this study provides valuable insights for PSTs. In real classrooms, where young learners often benefit from more dynamic and responsive teaching methods, recognizing the importance of elements like "embodied action," "code-switching," and "simplified instruction" can help teachers manage classroom interactions more effectively. This awareness and application of CIC can lead to more meaningful interactions, enhancing the learning experience and promoting better language acquisition among young learners.

In summary, the study underscores the importance of CIC in TEYL contexts by revealing key differences between teaching practices. By equipping PSTs with a deeper understanding of these dynamics, it contributes to their professional development, ultimately aiming to create more conducive learning environments and improve student participation and outcomes in TEYL settings.

One implication of the study could be to recommend the creation of a more authentic by highlighting the differences between troubles and interactional resources. For example, while micro-teaching contexts may exhibit a more limited range of trouble indicators, real teaching practices generally present a wide variety of trouble indicators, in turn, prompting PSTs to employ more interactional resources to resolve them. Additionally, in micro-teaching contexts, the first attempt of PSTs may resolve trouble, whereas in real teaching practice, it often requires multiple attempts or resources to resolve interactional troubles. Furthermore, in the TEYL context generally PSTs identify trouble through indicators such

as silence, lack of participation, repetition, or incorrect responses. Therefore, it is essential to create micro-teaching environments that reflect these trouble indicators to increase authenticity.

In conclusion, this study has provided valuable insights into classroom interaction dynamics by focusing on the interactional resources employed by PSTs. However, those interactional resources are limited to the PSTs in the study, can be considered as a part of teacher's classroom idiolect (Walsh, 2002). Therefore, it is important to expand to context and include different teachers for further research. Furthermore, the study includes in-depth analysis of limited amount of data with CA, the findings are limited within this context and hard to generalize. Future research could also explore the relationship between teachers' interactional resources and trouble indicators based on different L2 Classroom Modes (Walsh, 2011). Understanding how this resource can provide deeper insights into effective classroom interaction by comparing different classroom modes can also contribute to CIC.

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APPENDIX-A: JEFFERSON TRANSCRIPTION CONVENTIONS

[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).

APPENDIX-B: Ethics Committee Exemption Form

Tarih: 30/05/2023 11:08
Sayı: E-51944218-101.02.02-00002872066
000028 72066

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı : E-51944218-101.02.02-00002872066
Konu : Etik Komisyonu İzni
(Serra KILIÇASLAN TAKVA)

30.05.2023

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI BAŞKANLIĞINA

İlgi : 05.05.2023 tarihli ve E-48490341-101.02.02-00002832103 sayılı yazınız.

Ana Bilim Dalınız İngiliz Dili Eğitimi öğretim üyesi Doç. Dr. Ufuk BALAMAN'ın danışmanlığını yürüttüğü öğrencilerden Fatma Feyza ÖZTÜRK'ün tez çalışması için HÜ Etik Komisyonu kapsamında alınan iznin yüksek lisans öğrencisi Serra KILIÇASLAN TAKVA'nın tez çalışmasında da geçerli sayılması isteği, çalışma için gerekli izinlerin alınması ve izinlerle ilgili belgelerin öğrencilerin tezlerinde bulunması koşuluyla uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Selahattin GELBAL
Enstitü Müdürü

Bu belge güvenli elektronik imza ile imzalanmıştır.

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APPENDIX-C: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(…..) /(….)/(…)

Serra KILIÇASLAN TAKVA

APPENDIX-D: Thesis/Dissertation Originality Report

04/06/2024

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of The Department of Foreign Language Education

Thesis Title: Pre-Service EFL Teachers' Interactional Resources For Resolving Troubles: A Micro Analysis

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APPENDIX-E: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan **"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"** kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. (2)
- o Tezimle ilgili gizlilik kararı verilmiştir. (3)

…… /…… /……

(imza)

Serra KILIÇASLAN TAKVA

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

**Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.*