HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

PRE-SERVICE TEACHERS' USE OF DESIGNEDLY INCOMPLETE UTTERANCES AS AN

INTERACTIONAL RESOURCE IN PRE-SCHOOL EFL CLASSROOMS

Elif ÜRPEK

Master's Thesis

Ankara, 2024

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ÖĞRETMEN ADAYLARININ OKUL ÖNCESİ İNGİLİZCE SINIFLARINDA BİR ETKİLEŞİMSEL KAYNAK OLARAK EKSİK TASARLANMIŞ SÖZCELERİ KULLANIMLARI

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Abstract

The interactional practice of Designedly Incomplete Utterances has been studied in the literature of L2 classroom interaction under many labels. Designedly incomplete utterances are teachers' unfinished structures designed to achieve various pedagogical goals in classroom interaction. Many studies investigated the interactional unfolding of DIUs at alternating grade levels with different pedagogical purposes such as elicitation of a response. However, the use of DIUs at pre-school level received relatively little attention in the literature. Besides, there has been no studies to specifically investigate pre-service teachers' (PSTs) use of DIU at pre-school level to elicit responses from the students. Using Multimodal Conversation Analytic, this study uncovers the interactional and pedagogical features of DIUs, their organization in the PSTs' elicitation sequences. Data was collected from the video-recordings of 50 PSTs' practice teaching experiences in a state pre-school in Ankara, Turkey. The findings of the study have demonstrated that DIUs are made relevant in elicitation turns by their prosodic markings as well as their embodied conducts. Another finding uncovered that the interactional outcomes of the DIU use is threefold in the local context of the research; (1) preferred student completion of the DIUs; (2) dispreferred student completion of the DIUs; and (3) no student completion of the DIUs. The results of this study provide theoretical, interactional and practical insights into L2 classroom interaction research, teaching English to young learners and training language teachers.

Keywords: designedly incomplete utterances, DIU, EFL, pre-school classrooms, elicitation, conversation analysis, classroom interaction.

Öz

Eksik Tasarlanmış Sözceler (ETS) yabancı dilde sınıf etkileşimi alanında birçok isim altında incelenmiştir. Eksik Tasarlanmış Sözceler sınıf etkileşiminde öğretmenlerin değişik pedagojik amaçlarla kullandığı tamamlanmamış yapılardır. Birçok çalışma, ETSlerin değişik sınıf seviyelerinde yanıt alma gibi amaçlarla kullanımını etkileşimsel olarak incelemiştir. Fakat, okul-öncesi seviyesinde ETS kullanımı literatürde oldukça az dikkat çekmiştir. Ayrıca, okul-öncesi seviyesinde, özellikle aday öğretmenlerin yanıt alma amacıyla ETS kullanımını hiçbir çalışma bulunmamaktadır. Bu çalışma, çok modlu konuşma çözümlemesini kullanarak, ETSlerin etkileşimsel ve pedagojik özelliklerini ve aday öğretmenler tarafından yanıt alma sürecinde nasıl organize edildiğini ortaya çıkarrmayı amaçlamaktadır. Veriler 50 aday öğretmenin Ankara'daki bir devlet okulunun okul-öncesi sınıflarındaki gerçek öğretim deneyimlerinin video kayıtlarından elde edilmiştir. Sonuçlar, ETSlerin yanıt alma sürecinde bedensel kaynaklar ve prosodik işaretlemelerle belirtili hale getirildiğini ortaya çıkarmıştır. Bir başka bulgu, araştırma kapsamındaki ETSlerin üç etkileşimsel sonucu olduğunu göstermiştir: (1) öğrencilerin ETSleri başarılı bir şekilde tamamlaması; (2) öğrencilerin ETSleri problemli bir şekilde tamamlaması ve (3) öğrencilerin ETSlere yanıt vermemesi. Bu araştırmanın bulguaları, yabancı dilde sınıf etkileşimi çalışmalarına, genç yaştaki öğrencilere İngilizce öğretimi ve İngilizce öğretmeni yetiştirme konusundaki araştırmalara dair teorik, etkileşimsel ve pratik katkılar sağlamaktadır.

Anahtar sözcükler: eksik tasarlanmış sözceler, ETS, yabancı dil olarak İngilizce, okul-öncesi sınıflar, yanıt alma, konuşma çözümlemesi, sınıf içi etkileşim.

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Symbols and Abbreviations

CA: Conversation analysis

CA-SLA: Conversation analysis for second language acquisition

CIC: Classroom interactional competence

DIU: Designedly Incomplete Utterances

EFL: English as a foreign language

EPA: Explicit positive assessment

IRF: Initiation-Response-Feedback

L1: First/Native Language

L2: Second/Foreign language

PST: Pre-service teacher

SCT: Sequence closing third

TEYL: Teaching English to young learners

XXX: Unidentified student as participant

Chapter 1

Introduction

In the last few decades, teachers' deliberate (designed) use of incomplete utterances has received considerable attention from researchers adopting Conversation Analysis (CA)-based framework, since eliciting displays of knowledge from learners and promoting participation are among the primary concerns of teacher talk (Koshik, 2002; Walper et al., 2021). Therefore, the interactional and pedagogical underpinnings of DIUs have been studied through the analysis of unfolding of classroom talk. The phenomenon of incompletely designed teacher turns was illustrated in the very early studies of classroom interaction. To illustrate, it was referred to as 'modulating' by Mchoul (1978), 'sentence completion form of questioning' (Mehan, 1979), 'pinpointing' (Omaggio-Hadley, 1993), and 'incomplete turn-constructional units (TCU) (Lerner, 1995). Most widely used nomination of the term 'designedly incomplete utterances' (DIU) was proposed by Koshik (2002).

As put forward by Margutti (2010, p. 318), DIUs are deployed in classroom talk in order to elicit repairs, an extension of prior talk and repetitions (e.g. Koshik, 2002; Waring 2015), to hint a preferred response (e.g. Kardaş İşler et al., 2019), and to promote student participation (e.g. Sert & Walsh, 2013; Netz, 2016) among many other actions making them "very flexible in terms of pedagogical functions". Along similar lines, previous research has documented the encouraging role of DIUs in learner contributions for "the creation of shared knowledge" (Edwards & Mercer, 2012, p. 143), to scaffold learning and increase learner engagement (Margutti, 2010; Waring, 2011, 2015; Kardaş İşler et al., 2019). DIUs have been the direct focus of a few studies only and their pedagogical and interactional value need to be uncovered in various contexts of different levels with a micro-analysis of their use in their own right. This study adds to the literature on DIUs by specifically investigating them in micro-details using conversation analysis in a pre-school English classroom as used by pre-service teachers how PSTs deal with the situation in the event of a problematic outcomes.

Statement of the Problem

Despite increasing conversation analytic (CA) research on the use of DIUs in classroom talk, a thorough review of literature has revealed that there is a notable paucity of studies focusing specifically on the interactional architecture of DIUs used by teachers at pre-school level. So far, a number of studies have investigated the practice in alternating instructional settings with various purposes, one of them being the elicitation of a student response. However, most them have dealt with data from middle or high-grade levels such as primary school or university leaving the pre-school level as an unexplored research area for further investigation. By analyzing data from a pre-school classroom context using conversation analysis, this study uncovers teachers' DIUs as a commonly occurring phenomenon in pre-school L2 classrooms for eliciting preferred responses from learners and their sequential unfolding in classroom interaction. The in-depth investigation of DIUs is central to a comprehensible understanding of classroom interaction at the pre-school level. DIUs' scaffolding nature, which only leaves out the part of the utterance where the preferred response needs to be, provides opportunities for beginner-level pre-school learners to participate in classroom interaction despite their limited interactional skills in the target language. That is to say, in pre-school classrooms, especially in EFL contexts, DIUs may play a fundamental role in maximizing student participation and eliciting contributions from beginner-level L2 learners.

Moreover, while a wealth of research on DIUs examined the deployment of this interactional practice by experienced teachers in various instructional settings (aus der Wieschen & Sert, 2018; Kardaş İşler et al., 2019; Walper et al., 2021), there have been only a few investigations into the use of DIUs by novice or pre-service teachers (i.e. student teachers) during their practicum teachings in actual classrooms. This study also addresses this gap in the field by exploring how PSTs utilize DIUs in an attempt to elicit responses and contributions from students in actual pre-school L2 classrooms and how they interactionally manage emerging troubles.

Aim and Significance of the Study

As previously mentioned, the use of deliberately designed incomplete turns of teachers in order to elicit contributions from learners has gained attention as a research subject in the field recently, even though it was studied under different names in earlier years. When the dynamics of classrooms, the role of teachers and students taken into consideration, it can be said that interaction and teachers' attempt to elicit student contributions will remain as key aspects of classroom talk, especially in pre-school language classrooms where learners have a low level of proficiency in L2 when compared to other grade levels. The scaffolding nature of DIUs enables beginner level young learners with limited epistemic status and interactional skills in the target language to participate in the classroom interaction. The DIUs also allow teachers to provide hints and model preferred responses for young learners who are new to the linguistic structures of the target language. Nevertheless, the existing literature on the interactional investigation of DIUs fall short of reflecting the use of this practice at pre-school levels in micro details. Therefore, in order to address this gap, using the emic perspective of multimodal CA and analyzing PSTs' performances in actual classrooms, the main purpose of this study is to uncover how PSTs deploy DIUs to get student responses in pre-school L2 classrooms.

The in-depth analysis of the data gathered from PSTs' actual pre-school teachings revealed DIUs as a recurring interactional practice. On the other hand, there have been a few studies (e.g. aus der Wieschen & Sert, 2018) which identified DIUs as a pedagogical tool for elicitations used by PSTs. In other words, previous research is limited in terms of revealing the sequential design of DIUs in PSTs' turns within their teaching experiences. Considering the aforementioned gap in the field, this study specifically aims to give an account of how PSTs design their turns to prompt pre-school learners to reach the preferred answer and what kind of interactional or pedagogical resources they employ in the case of a problematic outcome, i.e. problematic or 'wrong' completion of the utterance. The study also sheds light on whether DIUs change depending on the experience of the teachers.

Compared with previous studies (e.g. aus der Wieschen & Sert, 2018), it is also revealed in the study that DIU is a practice used by teachers regardless of their experience, revealing the potential of its pedagogical value in various contexts of any level, addressed to students of various ages and used by not only in-service but also pre-service teachers.

Previous literature mostly presents the practice of DIUs as a working strategy for various pedagogical purposes such as elicitation, error correction, repair (e.g. Koshik, 2002; Margutti, 2010; Netz, 2016; Radford, 2010). In compliance with these studies, the analysis of the data in this thesis has also revealed the instances where DIUs are successfully used by PSTs and elicited the preferred answers from the learners (see Extract 1, 2 and 3). The present study diverges from the earlier ones since it also uncovers whether DIUs operate well all the time, at which points DIUs may work, and what happens when they fail to elicit a response (i.e. challenges and affordances). To illustrate, this study also demonstrates the instances in which the DIUs obtain a problematic response (see Extract 4, 5 and 6), the learners show no uptake of the DIU (see Extract 7, 8, 9 and 10) and how the PSTs deal with such challenging instances in compared to other studies.

What is known about the practice of DIU is largely based upon present conversation analytic studies in which DIUs mostly emerge as embedded in the analysis rather than the direct focus of the study (e.g. Balaman, 2018, 2019; Sert & Walsh, 2013). By far, the most thorough account of DIUs is to be found in the work of Koshik (2002) which is considered a pioneering study in the investigation of this interactional practice. In a different manner from previous literature, this study investigates the practice of DIUs in more detail compared to available CA studies since it aims to uncover its micro-details in its own rights as well as disclose the situations when they do not operate well in classroom interaction.

The micro-details of DIUs will also contribute to the understanding of the construct "Classroom Interactional Competence" (CIC) defined as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011). Commenting on the issue, Aşık and Kuru Gönen (2016) underline the positive outcomes of an in-depth

understanding of and training in CIC for PSTs along with theoretical education. From a critical perspective, Sert (2010) suggests that in Turkey, ELT education programs fall short in providing trainee teachers with the basics of classroom interactional patterns which is a key aspect of classroom interaction to achieve certain pedagogical goals. Drawing upon this focal concern, another objective of this thesis is to provide new insights into the interactional practice of DIUs which will contribute to teachers' interactional repertoires and the development of their CIC. Consequently, altogether the present study extends the research on DIUs as it describes the dynamics and sequential organization of the practice in PSTs' turns in pre-school L2 classrooms to elicit responses from the learners.

Research Questions

Informed by the studies on teachers' deliberate use of incomplete turns and inspired by previous CA-based, emic research on DIUs in classroom interaction, this study uncovers how DIUs are sequentially organized by PSTs to elicit a preferred response from the learners. It aims to answer the following research questions to develop a deeper understanding of incomplete teacher turns as an interactional resource and their challenges and affordances for creating opportunities for student participation.

Research Questions:

1. How do pre-service English teachers make use of designedly incomplete utterances as an elicitation tool in pre-school L2 classrooms?

2. What interactional resources are deployed when;

a. the DIU is successfully completed by the student?

b. the DIU is problematically completed by the student?

c. the student shows no orientation to the DIUs?

Assumptions

Following the requirements of CA research framework, the current study adopts a data-driven approach. Accordingly, the data which was collected through the video-recordings of pre-school English classes were analyzed through unmotivated looking (ten Have, 2007) without any prior assumptions as a guiding principle of CA. The systematic review of the data revealed DIUs as a recurrent phenomenon. The only related assumption for this study might be the extent to which participants behaved naturally during the recordings which lasted approximately 20 minutes with each PST. In the same vein, Sert (2022) states that after some time, the participants get accustomed to the presence of a recording camera.

The analysis and findings of the instances where PSTs use of DIUs aimed to reveal their sequential dynamics, its role in student participation and how PSTs deal with emerging problems related to the employment of this interactional practice.

Limitations

It should be kept in mind that this study is not without limitations. First, the findings of the present thesis are inadequate to generalize into all classroom discourses in different parts of the world, since it only engages with interactions in a number of pre-school classrooms in Turkey.

The second concern is limitations of time in data collection and analysis. The study is restricted within the dataset in which the participants, i.e. PSTs, have a limited time from 15 to 25 minutes for their practice teachings. Another limitation regarding this issue is that the scope of the study relies on PSTs' one-time video-recordings in pre-school classrooms which may also affect the generalizability of the findings longitudinally. On the other hand, despite the limitations of time, the number of PST participants, approximately 50, is rational to draw accurate conclusions (Seedhouse, 2004).

Moreover, video-recordings in the process of data-collection, may affect the interactional flow of classroom talk, teacher's performance or authenticity of conversations and divert students' attention. For the avoidance of this issue, the recording camera was placed at the back of the classroom. Besides, Sert (2022) suggests that participants get used to the existence of the camera after some time. Thanks to the advancement in technology, another solution might be using body-worn camera for more recent researchers to investigate interaction in settings with young learners (Richardson, 2023).

Another technical consideration is to depict naturally-occurring talk correctly and display its true representations in transcriptions for a trustworthy analysis. To achieve this goal, Jefferson (2004) transcription notation is employed to transcribe the micro-moments of interaction and Mondada's (2018) multimodal transcription guidelines were used to annotate all related embodied actions of the participants such as gaze, gestures and body movements. These limitations are believed to provide guidelines for future researchers to reach more generalizable conclusions with a similar research design and dataset.

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

Conversation Analysis: "Conversation Analysis, a research tradition that grew out of ethnomethodology, has some unique methodological features. It studies the social organization of conversation, or talk-in-interaction, by a detailed inspection of tape recordings and transcriptions made from such recordings" (ten Have, 1990).

Designedly Incomplete Utterances: DIUs are part of an instructional sequence that begins with a first pair part in the form of a grammatically incomplete turn constructional unit

(TCU), produced by the teacher. The teacher's TCU involves typical prosodic features, including vowel lengthening toward the end of the utterance, as well as rising intonation at the intonation contour (Netz, 2016).

L2 Classroom Discourse: "The collection and representation of socio-interactional practices that portray the emergence of teaching and learning of a new language through teachers' and students' co-construction of understanding and knowledge in and through the use of language-in-interaction" (Sert, 2015, p. 9).

Pre-service Teacher / Student teacher: Also known as candidate teachers, this term refers to university students who are enrolled in teacher education program working towards earning a teacher certification through theoretical and practical education.

Trouble: Anything which participants treat to be obstructing their communication (Seedhouse, 2004a, p. 143).

Young Learner: "YLs are those at pre-primary and primary level, roughly from the age of 3 up to 11 or 12 years old." (Copland & Garton, 2014, p.224)

Chapter 2

Theoretical Basis of Research and Literature Review

Conversation Analysis for Second Language Acquisition (CA-SLA)

The mystery of how people learn languages has been a subject of great interest for a long time. Likewise, theoretical assumptions that underpin language learning have been developed by a number of researchers. Consequently, several approaches were proposed to explore second language acquisition (SLA) over the years. SLA research initially paid attention to the learner's internal cognitive processing of linguistic forms and have failed to consider the social dimension and dynamic aspects of learning a second language (L2) (Seedhouse, 2004; Pekarek & Doehler, 2013). In contrast to this earlier supremacy of cognitive view, a dividing line between cognitive and social domain has appeared in the field of SLA research.

Interactional and sociocultural aspects of SLA have been studied widely over the past two decades. In the same vein, Atkinson (2011) demonstrates six alternative approaches to SLA in his edited book: (1) socio-cultural approach (Lantolf) grounded in Vygotskian social psychology of mind; (2) a complexity theory approach (Larsen-Freeman) proposing that language operates as a "complex system"; (3) an identity approach (Norton & McKinney) drawing from poststructuralist theory; (4) language socialization approaches (Duff & Talmy) based in linguistic anthropology; (5) a conversation-analytic approach (Kasper & Wagner) evolved from ethnomethodology; (6) a socio-cognitive approach (Atkinson) claiming that mind, body and world operate cooperatively in SLA. In addition, Atkinson calls attention to the necessity of epistemological diversity in SLA research and how social alternatives lead to a better understanding of the clash between social and cognitive domains. He also leaves an open door stating that they can complement one another as well.

In their landmark paper, Firth and Wagner (1997) criticized the neglection of interactional and contextual aspects of language use, the view of language learners as "deficient communicators" and the fundamental principles of cognitivist mainstream SLA (Skogymr Marian & Balaman, 2017; Seedhouse, 2005). Their argument and call for a "social turn" sparked a discussion on the reconceptualization of L2 learning in SLA research (Pekarek Doehler, 2013) and led to three radical changes within the field:

- The previous etic approach has been replaced by an emic (participant-related) perspective.

- The long established and conventional database of SLA has been expanded.

- The awareness of the contextual and interactional dimensions of language use has been remarkably enhanced.

Firth and Wagner's (1997) call provided great insights for what was later to become CA-SLA and paved the way for the establishment of a commonly accepted notion of language learning. The relationship between social interaction and language learning and how they complement each other has been extensively studied since then. The evidence that social interaction promotes language learning was unearthed by the utilization of Conversation Analysis (CA) which is a micro-analytic methodology to study naturally occurring language in social interaction. It was developed by Harvey Sacks, a sociologist, and his colleagues Emanuel A. Schegloff and Gail Jefferson in the late 1960s sharing ethnomethodology's (EM) (Garfinkel, 1967) standpoint.

CA's guiding aim is to understand how participants of a social interaction make sense of each other and how 'social order is – at the level of interaction – achieved through participants' actions and practices (Kasper & Wagner, 2011; 2014). In order to comprehend the methods that participants employ to communicate and make sense of each other in social interaction, CA researchers adopt an emic perspective in research (Nguyen & Malabarba, 2019). Emic perspective is a participant-related viewpoint that takes their

orientations to each other's' utterances and actions into consideration rather than imposing researcher-relevant categories. In accordance, Pike (1967) highlights that "emic descriptions provide an internal view, with criteria chosen from within the system" (p.37).

As a consequence of aforementioned developments, CA-for-SLA (Markee & Kasper, 2004), later to become CA-SLA (Kasper & Wagner, 2011) has emerged in the early 2000s as a research field to analyze talk-in-interaction and the way it is connected to language learning. In a recent work, Markee and Kunitz (2015) defines CA-for-SLA/CA-SLA as a 'form of ethnomethodological conversation analysis that unpacks L2 user-learners' common sense understandings of their own and their interlocutors' real time, embodied, language learning behaviors'.

In line with previous discussion, CA has evolved from ethnomethodology (EM), a sociological school of research which views second language acquisition as learning to participate in social interaction. Hence, the main concern of CA-SLA is to explore social aspects of language learning (Kasper & Wagner, 2011). For the achievement of such purpose, micro-details such as silences, pauses, restarts, sound stretches and other actions occurring in interaction have become analytically relevant. Following the social turn, the need for further studies of language use was argued for a comprehensive understanding of language acquisition, and the concepts of "language, language learning and cognition" were reconceptualized within the perspective of CA-SLA.

Owing to the fact that CA focuses on social interaction rather than isolated language forms, CA-SLA views language as a shared resource for interaction to co-construct intersubjectivity and aims to document the development of L2 grammar in the micro-details of interaction in addition to how it is situated within the development of L2 Interactional Competence (Pekarek Doehler, 2010). CA also aims to unveil interactants' display of understandings to one another with regard to interactional organizations such as turn-taking or sequence. In this manner, it allows the researcher to Access the interactional evidence of teachers' and students' cognitive states and how they make sense of each other. In the

same vein, Seedhouse (2005) points out from a CA-SLA perspective that in L2 classroom interaction, a learner's cognitive state is "inextricably entwined and engaged with the unique sequential, social and contextual environment in which he/she is engaged" (p.178). Lastly, L2 learning is defined as "a change in a socially-displayed cognitive state" (Seedhouse & Walsh, 2010, p.127) rather than a merely cognitive phenomenon. It is embedded in the social interactional dimensions and thus observable through interactional practices as the "micro-moments of language learning" (Sert, 2015, p.33). For CA-SLA, language learning involves the internalization of linguistic knowledge, the routinized "patterns of use-for-action" (Pekarek Doehler, 2010, p.106) as well as the adaptation of existing knowledge, interactional skills and semiotic resources in respond to the communicative needs of the local context (Jenks, 2010). Walsh (2011) states that by looking at how the students interact and use their L2 "we can really begin to uncover some of the finer nuances of learning as a process" (p.49). Moreover, since SLA is being expanded with a more socio-culturally and interactionally aware vision of language learning, CA addressed the need as a micro-analytic, interaction and participant-based tool (i.e. emic perspective). Supporting this statement, Firth and Wagner (2007) argue the key role of language use in the process of acquisition and proposes that learning can be evidenced as observable via studying language which occurs in social interaction. At that juncture, this study contributes to the existing literature and aforementioned studies by investigating the natural-occurring interaction between pre-service teachers and learners in pre-school classrooms within the scope of PSTs' designedly incomplete utterances for the purpose of elicitation.

Classroom Discourse and Classroom Interactional Competence

Through interaction with others, by means of verbal or non-verbal resources, people achieve socialization in real world. In addition to daily conversations with friends or family, they also become a part of institutional settings such as courtrooms, parliaments, schools etc. Interactions participants carry out in such institutions both shape and reflect the social structures and norms related to each specific context.

Institutional talk (Drew & Heritage, 1992) is a distinct form of social interaction within its own set of rules and practices, and takes place in institutional settings. On the other hand, what makes a social interaction institutional, is not the context (dentist's office, parliaments etc.) or its participants, but whether and how these participants organize their talk according to the institution specific needs. (Drew & Heritage, 1992; Heritage & Clayman, 2010; Kasper, 2009; Kasper & Wagner, 2014) Another example of this kind of engagement is social interaction within language classrooms.

Jocuns (2013) states that classroom discourse, in general, indicates all forms of communication that might take place in either a classroom or another educational environment. Reflecting the limitations of this definition, Sert (2015) argues that the scope of this field is well beyond talk alone and includes the analysis of macro-level policies (school policies) and non-verbal aspect of interaction as well. In support of previous arguments, Heritage and Clayman (2010) lists three characteristics of institutional interaction: (1) goal orientations; (2) special constraints on allowable contributions; and (3) institution specific inferential frameworks and procedures.

Communication, naturally through verbal or on-verbal interaction, is a key property in all kinds of educational settings, primarily classrooms. All actions of both teachers and students are achieved through communication within the classroom. Students might demonstrate understanding, indicate problems in understanding, negotiate for meaning etc. Likely, teachers give feedback, check understanding or scaffold in the case of a problem which occurs during interaction. Through these, teachers and students establish social relationships. In short, it is important to highlight the need for social engagement of learners in coordination with teachers for learning in classroom setting (Gardner, 2019). In line with this, Seedhouse and Walsh (2010) define 'learning' as a "change in socially displayed cognitive state". In an attempt to explore the interactional resources used by teachers and learners, a number of studies examined the nature of interaction in classroom discourse

(e.g. Hall, 2004; Nystrand et al., 1997; Vaish, 2008; Skukauskaite et al., 2015; Waring, 2015).

In his seminal work, Walsh (2011) identifies four distinctive characteristics of classroom discourse: (1) control of the interaction; (2) speech modification; (3) elicitation; (4) repair. First, in language classrooms, teachers allocate turns to learners, specify the lesson topic and plan, in a way, they "orchestrate the interaction" (Breen, 1998, p.119). At this point, it should be noted that teachers are also responsible for creating "space-for-learning" (Walsh & Li, 2013), that is, providing the necessary opportunities for student involvement. The second aspect of classroom discourse is speech modification which is the fact that teachers are tended to adjust their talk deliberately to ease students' understanding of the lesson content and interaction. Teacher talk can be marked by simplified use of vocabulary and grammar, slower pace, louder and stretched out pronunciations and emphasized use of transition markers, comprehension questions as well as repetitions. Since the central point of the present study is to demonstrate the uses of DIU as an elicitation technique and how teachers deal with the situation in the event of its problematic outcomes, the aspects of elicitation and repair is particularly worthy of notice. Elicitation is the third feature of CIC proposed by Walsh in which teachers employ various methods such as asking questions or creating deliberate incomplete sentences in order to get learners' responses. To illustrate, display or referential questions are used extensively by teachers as an elicitation technique (Long & Sato, 1983) as well as designedly incomplete utterances (Koshik, 2002) which is the research focus of this study. In addition to eliciting a response, teachers could also check understanding, increase student participation, create discussions and prepare space for student interaction. Another important aspect of classroom discourse is repair, in other words error correction. Repair simply refers to the ways through which teachers deal with troubles emerging in interaction. The term 'trouble' can be defined as problems arising in daily or classroom interaction that hinder the advancement of conversation jeopardize the intersubjectivity (mutual understanding) between participants.

"Misarticulations, use of 'wrong' word, failure to hear or to be heard, troubles in understanding, absence of the expected response" can be given as examples of such troubles (Schegloff, 1987).

Repair bears great significance essentially in classroom settings since it is an important teacher skill to resolve misunderstandings and communicative breakdowns, and to maintain intersubjectivity for the smooth flow of interaction in classroom. The ability to do so is seen as a part of good classroom interactional competence both for the teacher and language learner (Scarcella, 1988; Schegloff, 2007). Within the data of the present study, the pedagogical aim of DIUs is to elicit a response from the learners and in the event of a problematic outcome the teachers treat it as "trouble" and offers or expect 'repairs' in return. Therefore, it is worthwhile to mention the concept of repair in further detail so as to gain a fuller understanding of the how interaction unfolds in further discussions.

First, it is beneficial to identify the types of repair sequences in interaction. In CA, there are four types of repair: (1) self-initiated self-repair; (2) self-initiated other-repair; (3) other-initiated self-repair; (4) other-initiated other-repair. As the names suggest, these terms refer to the participants who initiate or complete the repair sequence. Second, when analyzing talk through conversation analysis, in order to demonstrate and better explain trouble resolution, the terms 'trouble-source' or 'repairable' are commonly used. Another essential aspect of this interactional resource is the 'initiation of repair' which is defined as "the practice of signaling or targeting a trouble source" by Wong and Waring (2010). Also, it should be noted that both in daily conversation and classroom setting, some troubles are overlooked and left untreated by participants unless they pose a threat for maintaining mutual understanding. In the same vein, Walsh (2011) proposed a number of options for teachers in case of trouble in interaction: (i) ignore the error completely; (ii) indicate that an error has been made and correct it; (iii) indicate that an error has been made and get learner who made it to correct it; (iv) indicate that an error has been made and get other learners to correct it (p.12). Commenting on the view, Seedhouse (2004a) points out that the type

and pedagogical aim of the activity at the moment should be the determinant factor in deciding on the option.
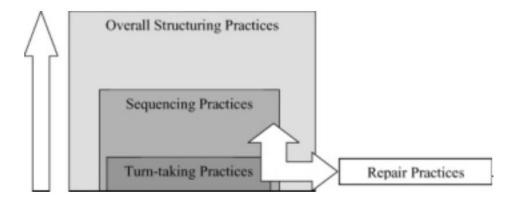
As previous studies have attempted to evaluate the effect of communication and interaction in classroom discourse, it is safe to state that there is a reflexive relationship between interaction and language learning. Especially in a language classroom, all facets of communication include verbal or non-verbal conduct as well as deliberate modification of language for various pedagogical purposes. Moreover, development of language does not entirely rely on the use of perfect linguistic structures but also it relates to the ability to communicate functionally and skillful utilization of appropriate interactional practices such as turn-taking or performing social acts as requesting and agreeing (Gardner, 2019; Wong & Waring, 2010).

Prior to conceptualizations of interactional competence, the term "communicative competence" was coined by Dell Hymes (1967). Hymes (1972), criticized the Chomskyan view of competence, which had been dominating the research field, to be narrow as it overlooks the social aspects of communication and suggested a more holistic understanding of people's language capacities. Building on the work of Hymes, Canale and Swain (1980), provides an in-depth analysis of communicative competence as they investigate grammatical knowledge of lexical items, sociocultural use of such items and strategic knowledge to overcome interactional problems and knowledge of discourse. In institutional settings such as language classrooms, for a smooth interaction, the importance of linguistic and communicative competence is undeniable. However, producing correct utterances is not sufficient for successful communication and other underlying factors need to be explored. According to Sert (2015), "if one wants to understand the social, pedagogical, and institutional processes in language classrooms in relation to, for example, learning and teaching, then he needs to capture what is happening interactionally in these contexts" (p. 10).

Kramsch (1986) was the first to propose the term "interactional competence". It was an alternative to accuracy-based understanding of language proficiency at the time (Skogmyr Marian & Balaman, 2017) and made the case for successful communication as it is an outcome of intersubjectivity achieved through interactive cooperation of participants. Young (2008) defines IC as "a relationship between participants' employment of linguistic and interactional resources and the context in which they are employed". Adopting a similar position, Wong and Waring (2010) labels IC as "the ability to use interactional sources such as turn-taking or dealing with problems of understanding". The joint conclusion which can be drawn from both definitions is that interactional practices or members' methods (Garfinkel, 1967) unite to form conversation as a system and a closer understanding of these practices are necessary to grasp the nature of interactional competence. (See Figure1)

Figure 1

Model of Interactional Practices (excerpted from Wong & Waring, 2010, p.8)

First, turn-taking practices refer to how participants allocate and construct turns in interaction, and it lies at the base of the model for it is the most fundamental particle of conversation. Two or more turns combined to form sequences, and sequencing practices are ways of organizing talk to accomplish social actions such as inviting or initiation of a topic. Thirdly, sequences combine together in overall structuring practices to construct a whole conversation, including segments of opening and closing (e.g. closing a telephone conversation with okay, alright or goodbye). Lastly, repair practices are the ways in which

participants "filter" the whole system and address problems to avoid miscommunication and maintain intersubjectivity.

Thus far, a number of studies have attempted to examine the development of interactional competence from various stances. In addition, much of the literature have taken observable and micro-analytic facet of interaction as its focus to investigate speakers' competence. (Hellermann, 2008: Kanagy, 1999; Nguyen, 2006; Pekarek Doehler & Pochon-Berger, 2015) In their practical book, Wong and Waring (2010) demonstrate pedagogical implications of interactional practices and display how to teach interactional practices such as turn-taking in language classrooms. Young (2008), from a theoretical perspective, noted six components of IC: (1) rhetorical scripts; (2) specific register; (3) strategies for taking turns; (4) the management of topics; (5) the management of roles and participation; and (6) signaling boundaries.

Suggesting a reconceptualization of the notion, Hall (2018) put forward the term "interactional repertoire" to replace IC specifying that actions and interactional practices in classroom setting changes according to the need at the moment and learners deploy all semiotic, embodied, verbal/non-verbal resources in their "repertoire" to co-construct smooth interactions (Markee, 2008).

When interaction in classroom setting is considered, it can be said that teachers and learners share partnership in collaboratively creating interactional space and co-constructing intersubjectivity by negotiation of meaning (Seedhouse & Walsh, 2010). Walsh (2011, 2012) developed the notion of "classroom interactional competence" (CIC) and defined it as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning". This idea of CIC entails the development of successful interactional skills over a period of time by both learners and teachers to create communicative classroom environments and facilitate language learning. Furthermore, Walsh (2012) lists four features of CIC:

(1)   convergence of language use and the pedagogical goals – harmony of interactional practices with pedagogical needs

(2)   the need for interactional space – establishment of co-constructed knowledge and space-for-learning

(3)   shaping learner contributions – teachers' ability to scaffold, paraphrase, re-iterate or repair learner input

(4)   elicitation of a learner response – teachers' ability to obtain the preferred response in line with the pedagogical goal of the ongoing activity

In the same vein, both IC and CIC are not only valid for L2 learners. As directors of social interaction and facilitators of learning, especially in teacher-fronted contexts, teachers' CIC may directly impact that of students' and lead teaching/learning processes to be more or less effective. There have been some recent studies conducted to explore specific aspects of CIC. Similar to Walsh and Li's study in 2013, Can Daşkın (2015) investigated in what ways teachers shape student contributions in an EFL class through scaffolding, expanding, clarifying and summarizing. At the end of her study, she concludes that in addition to aforementioned methods of shaping learner contributions, the teacher also makes use of translation to L1/L2 and the board. In another recent work, Sert (2015) contributes to literature with uncovered features of CIC. Moreover, Sert (2011) analyzed the successful management of claims of insufficient knowledge and revealed it to be an effective teacher skill and an important part of CIC. He also found that teachers successfully utilize interactional resources such as translation, deictic gestures or DIUs, which is also the focus of this study, to deal with CIK. Having provided a wealth of knowledge for the research of CIC, he developed an enhanced teacher education program called IMDAT: (I)ntroducing CIC; (M)icro-teaching; (D)ialogic reflection; (A)ctual teaching; (T)eacher collaboration and critical reflection, based on the integration of CIC into teacher training.

To conclude, although there is existing literature on various aspects of CIC, considering the complex and dynamic nature of classroom contexts, research is still needed to gain a richer comprehension of classroom interaction and its development through CIC. As, Sert (2015) highlights, in near future, IC may be the "fifth skill" along with speaking, reading, writing and listening in language education. Besides, further research is required to evidence longitudinal development of CIC and what it changes in communicative practices of participants over time, as "learning is inherently longitudinal; [in] that it involves changes in the practices of individuals over time" (Sahlström, 2011, p. 45).

L2 Interaction in Pre-School Classroom Discourse

English has become a world-wide means of communication and interaction all over the world. Especially after the years following the peak of social media and online platforms, people of all ages, including children at very early ages, come across English all over the internet. Before and since then, children start to learn English at very young ages, depending on their parents' wishes or the primary education policies where they live.

Just as it is in language education in general, there has been a shift towards a more sociocultural understanding of young learner language education. Taking a similar stance, Bandura et al. (2001) argue that children learn through active participation and they negotiate for meaning with others through interaction. In the same vein, Ragoff (2003) puts forward that "the interpersonal, personal and cultural-institutional aspects" should be taken into account in young learner education.

Parallel with previous discussion, each institutional setting bears its own norms and interactional characteristics. Being among the most extensively investigated ones, language classrooms are dynamic and complex institutional settings in their own right. Seedhouse (2004a) highlights that L2 classroom discourse has its own specific features and states that "as the pedagogical focus varies, so the organization of the interaction varies". He also lists four different L2 classroom contexts: (1) form-and-accuracy context

where the emphasis is on the production of correct linguistic patterns; (2) meaning-and-fluency context in which the emphasis is on the negotiation of meaning and maintenance of intersubjectivity; (3) task-oriented context which focuses on the achievement of the task at hand; (4) procedural context whose basic focus is on the transmission of procedural information.

In a similar sense, Drew and Heritage (1992, p. 22) points out that participants orient to some 'core goal, task or identity' in relevance to the institutional setting. Thus, having a deeper understanding of specific underlying mechanisms of L2 classroom context sheds a light on how learners/teachers organize linguistic and semiotic resources according to the institutional conversational needs.

At that juncture, CA and its mentality towards a micro-analytic investigation of classroom interaction bears great significance to study the dynamic nature of L2 classroom setting. Supporting this view, Sert (2015) and Wong and Waring (2010) uphold the idea that utilization of CA enables researchers, teachers and policy-makers to capture the social, pedagogical and institutional processes in language classrooms and how learning takes place through interaction. Furthermore, CA methodology provides a 'fine-grained and up-close' analysis of the interactional resources that participants employ in conversation and gives visual and analytic access to trace the evidence of learning. Extending on the matter, Seedhouse (2005) investigates the inauthentic ESL textbook conversations and concludes that they are 'absent, incomplete or problematic'. He moves on to claim that such CA findings can be integrated into teacher training to enhance language teaching and materials design. Therefore, it can be finally said that even though there has been a considerable amount of research on L2 classroom context so far, there is still a need for further studies to enlighten the overlooked aspects of classroom discourse and to document micro-moments of learning in classroom interaction.

In classroom interaction, student-based classrooms in particular, there is equality and partnership in co-constructing intersubjectivity (Bateman, 2016). It is of vital importance

to study L2 interaction between teachers and students. That way, one can capture the micro-moments of conversation and trace the evidence of learning through sequences of classroom interaction. At that point, CA offers a micro-analytic, line-by-line and in-depth research methodology that enables a more specific and systematic approach to L2 interaction in pre-school classrooms. A number of studies investigated and the L2 Interactional Competence (IC) of children. Kanagy (1999) analyzed sequences of personal introduction, greeting and attendance and found that by teachers' utilization of interactional resources such as scaffolding and repetition, children's L2 IC developed. Bateman and Church (2008) set out to investigate the interaction between learners and the teacher. Their study revealed that an effective interaction between teacher and students as well as among students bring learning opportunities into being. Together, these studies reveal the fact that a well-set classroom interaction between the teachers and students may play a crucial role in the development of L2 IC of children. In the same vein, this study looks into the interaction between students and PSTs during their practice teaching experiences at pre-school classrooms and their use of DIUs to elicit responses from the learners. To further examine the matter, Cekaite (2007) conducted a study in which one focal participant's interactional engagements in multiparty classroom talks were analyzed. The study uncovered that the students learned to self-select to participate in group activities over time and became more socially competent. Unlike this cross-sectional study which investigates the one-time recordings of each PST, Cekaite (2007) asserts that a long-term analysis of classroom interaction might provide significant insights into the relationship between L2 learning and learner participation, and children's unilinear development of L2 interactional skills.

More recent studies were carried out to report in what ways interactional resources as well as embodiment affect L2 IC in a pre-school context. Watanabe (2016) observed students' engagement in classroom activities and found that over a period of time, their methods of participation and involvement evolve and expand in the interaction routines. As for embodiment, Balaman (2018) looked into the utilization of embodied resources by a pre-

service teacher within a repetition activity in a pre-school classroom. The study showed that the pre-service teacher's successful use of her gestures along with repetition of certain patterns with each student positively enhanced student participation. Overall, these studies provide important insights into L2 interactional competence of children, its development over time and in what ways verbal and non-verbal interactional conducts impact L2 interactional competence.

Elicitations in L2 Classroom Discourse and DIUs

Understanding the interactional architecture of eliciting learners' response and its role in promoting student participation has become a salient concern for research on language teaching and learning pedagogy. Elicitation refers to the resources used by teachers to get learners' response. Much of the teacher talk is directed to eliciting answers from the students and assisting students to achieve those answers rather than giving them explicit information (Koshik, 2002). Researchers have explored the various sequential designs and interactional role of this practice, thereby contributing to a better understanding of its pedagogical value in teacher talk and L2 classroom settings (e.g. Heller, 2017; Koole, 2010; Margutti, 2010; Sert, 2013).

In the traditional sense, elicitation of a student's response or knowledge display in classroom context basically depends on teacher-led question-and-answer sequences. On the other hand, the type of questions, their interactional designs and pedagogical outcomes may change according to the needs of the specific L2 classroom context. For instance, Koshik (2002) investigated yes/no questions which 'conveys a preference for an answer of the opposite polarity to that of the question' and revealed how the teacher directed the learners towards a certain pedagogical goal (i.e. eliciting the preferred response). Margutti (2006) examined different question formats such as 'yes-no questions' and 'Elicitation Completion Device (ECD)' (also known as DIU; Koshik, 2002) and argued that format of the questions designates the type of response elicited from the learners, that is, choral or

individual. In a similar vein, Park (2020) characterizes two methods in the elicitation of knowledge displays; the 'opening up' and 'limiting' methods and claims teachers' anticipation preceding these elicitations is based on whether they open up the opportunities for all students to answer or limit it to one or a few. In line with the research focus of this study, according to Edwards and Mercer (2012), DIUs can be considered as "cued elicitations" where teachers provide verbal or non-verbal clues for students to achieve the requested response.

Within the process of elicitation, there are also instances when teachers face with non-uptakes on the part of the students. To ensure progressivity and student engagement, they employ various interactional resources to elicit response for their questions when they are left unanswered. Their actions are typically referred to as "response pursuit" practices (Bolden et al., 2012; Duran & Jacknick, 2020; Hosoda, 2014). Previous studies have reported a variety of response pursuit practices and the potential troubles they indicate in classroom settings (e.g. Badem-Korkmaz & Balaman, 2022; Chazal, 2015; Sert, 2013; Sert & Walsh, 2013). Okada (2010) refers to teachers' unanswered questions as "failed questions" and states that in order to secure an understanding of the focal question: they (1) modify their prior turn, (2) formulate clues to the preferred response, and (3) switch back to learner's L1 (Üstünel & Seedhouse, 2005). Along similar lines, Hosoda (2014) investigates EFL primary school classrooms and finds that teachers tend to reissue their initial questions/inquiries through alternating resources such as repetition of key words, whole or partial translation of the question, accepting responses in L1 and helping the learners by providing the linguistic forms for them to produce an answer. Futhermore, Chazal (2015) uncovers teachers' use of pedagogical artefacts and embodied actions in response pursuits and describes in the absence of a student response how teachers retract their writing and pointing gestures and employ explicit repairing actions in the subsequent turn to deal with the non-uptake of the learners. In a recent study elsewhere, Duran and Jacknick (2020) demonstrates that when faced with an absence of response in the initial

attempt of elicitation, the teacher employed a number of additional resources to secure an answer (e.g. modeling a response by personalizing the question, use follow-up questions to lead students, using DIU to engage participation). In line with aforementioned studies, Badem-Korkmaz and Balaman (2022) explores how EFL teachers deal with unanswered teacher questions via response pursuit practices in online, video-mediated L2 classrooms and reveals that in an online setting, teachers follow similar response pursuit practices. These include reissuing the initial question, modifying the question into a more direct format, codeswitching, and stressing or omitting a part of their prior turns. Of direct relevance to this study is Park and Park's recent study (2022) in which they analyze teachers' DIUs aimed at building and extending student responses by providing initial words. The study shows that teachers utilize written and verbal DIUs in the absence of a student response and learners' embodied trouble displays such as puzzled looks. Consistent with the findings of these studies, in the data of this study there are examples where a PST's question/DIU is left with no response by the learner and in that case, they repeat their initial DIU, reformulate their questions as a DIU, provide the linguistic form of the response by omitting the "preferred answer" part and model a response by personalizing the question. By doing so, they attribute the learners' lack of response to their inadequacy to provide an answer in the target language (Badem-Korkmaz & Balaman, 2022; Hosoda, 2014).

In pre-school contexts, limited knowledge of language structures and inadequate L2 instructional resources of learners require alternative methods in order to elicit a response, performance or self-repair from students. Radford (2010) explores teachers' deployment of a practice called 'word retrieval elicitator' in which the teacher repeats learner's incomplete utterance (e.g. fishing::) as an invitation for student to complete the phrase (e.g. student responds with 'net'). In addition, he uncovers embodied prompts such as gaze and supplying a model for learners provides assistance in the elicitation of verbal answers from young learners. Watanabe (2016) highlights the importance of embodied actions into guiding students to initiate sequences. In resonance, Balaman's (2018) study uncovers the

integration of embodied resources into a 'repeat after me' activity aimed to elicit student's self-identifications. At the end of his research, he concludes that the use of embodied and interactional practices such as hand gestures and recurrent repetitions lead to active student participation and prove beneficial for CIC development (Sharpe, 2006; Roh & Lee, 2018; Watanabe, 2016).

Taking its sequential unfolding into account, teachers' questions and methods are employed in order to elicit responses from students which are subject to an evaluation, or feedback, on the part of the teacher. Consequently, much of the discussion on elicitation in classroom settings has traditionally centered around the term of IRF exchange system (Initiation, Response, Feedback). Sinclair and Coulthard (1975) formulated the IRF model based on the speech acts of students and teachers in order to ease pinpointing cycles in interaction. In the existing literature, it was also mentioned as Initiation-Response-Evaluation (Mehan, 1979) and Question-Answer-Comment (Mchoul, 1978). The phenomena begin with the teacher asking a type of question, followed by the response of the student and teacher's feedback at last. With the help of the feedback, it is made clear whether student's response is acceptable or treated as trouble. At this point, it is important to note that the interactional practice of DIU that is the direct focus of this study bears a sequential resemblance to the IRF exchange system. Considering the teachers' incomplete utterance as a type of questioning device, the sequence moves on with the student's response, i.e. the completion of the DIU, which is oriented with the teacher's positive feedback or repair. Hence, it is possible to look into DIUs as a type of IRF/IRE exchange system. There are a large number of published studies that investigated the notion of IRF and feedback. To exemplify, Lerner (1995) argues the absence of feedback enables further student participation under the guidance of the teacher. On the other hand, Walsh (2011) claims in IRE/IRF routine "teachers do the 90 per cent of the talking" and warns that the overuse of IRF sequence could lead to mechanic classroom interaction. Wells' (1993) interpretation remains neutral as he states the purpose of the activities is determinant on

whether the triadic sequence is beneficial or not. Lastly, when the dynamic and fluid nature of classroom discourse is considered, reliance on the cycle of IRF in the analysis of interaction fails to reveal the complex mechanism of conversation (Seedhouse, 2004a) and it is also clear that the same reliance may result in "acontextual overgeneralizations" in the analysis (Sert, 2015). To conclude, in spite of a certain amount of studies, further research on IRF sequences is required to shed a light on underlying factors of interaction in classroom settings and to gain insight into the ways of enhancing the sequence for a more efficient teaching skillset. Extending the previous discussion on the IRF sequences, a number of studies will be mentioned briefly.

Seedhouse (2004a) examined the IRF patterns in form-and-accuracy contexts and observed that grammar activities usually follow the sequential organization of the teacher's prompt, learners' output and teacher's evaluation or follow-up actions. Hellermann (2005) added to the research by investigating how IRF sequences are co-constructed through syntactic and prosodic practices. The analysis showed that three-part sequences are constructed not through teachers' metatalk or explicit classroom management, but rather through the employment of interactional practices such as syntactic extension or designedly incomplete utterances (DIU). A significant number of researchers have also explored the "F" aspect of the IRF cycles (e.g. Gass & Mackey, 2006; Schegloff, 2007; Waring, 2008). Commenting on the subject, Waring (2008) focuses on the use of explicit possessive assessment (EPA) in language classrooms and how it relates to learning opportunities. She warns about the potential setbacks of EPAs, that is, some utterances emerge in the F position could be considered as sequence-closing thirds (SCT; Schegloff, 2007) (e.g. oh, okay or great) designed to project no further talk, thereby may limit the opportunities for students to add alternative correct responses or state problems of understanding. From another point of view, studies have argued IRF sequences are dynamic, rather than static, and are shaped by the contributions and orientations of both teachers and students (Molinari et al., 2012; Sert, 2015; Walsh, 2011). An example of this is Li's (2019) study which

has revealed that teachers' design of elicitation turns within IRF format proved useful to create opportunities for and encourage student participation. Along similar lines, three-part DIU sequences resemble IRE/F cycles in that teachers produce a DIU in first turn, elicit a completion in the second and the completion is subject to an evaluation in the third (Abreu Fernandes & Melander Bowler, 2021). It is possible to view DIUs as "questioning devices" (Margutti, 2010, p. 316). However, they diverge from typical interrogatives as they are eliciting the response in a more implicit way and mobilize a "fitted and non-problematic response" (Persson, 2017).

Research into the use of designedly incomplete utterances (DIU) as a conversational practice in various contexts along with instructional settings possesses a rather long tradition. Even before it was mentioned as DIU, there had been studies that had investigated the same practice under different labels. Mchoul (1978) referred to it as 'modulating' in which teachers partially repeat incorrect utterances and students complete them by repairing whereas Omaggio-Hadley (1993) called it 'pinpointing'. In his pioneering research about teachers' asking known information questions in the classroom Mehan (1979) mentioned the concept as a "sentence completion form of questioning". Later, in another significant study within the literature, Lerner (1995) referred to the same conversational practice as "incomplete turn-construction units" (TCU). Koshik, (2002) building upon the previous research in literature, called this conversational practice "designedly incomplete utterances" (DIU). Recently, proposing that incomplete utterances prompt its own completion, Persson (2017) referred to the term as "asking a fill-in-the-blank question".

DIU can be defined as the teachers' practice of deliberately designing a sentence, phrase or word syntactically or phonetically incomplete in order to cue learners towards achieving the requested response. Any type of syntactic units (e.g. sentences, words, clauses) can serve as incomplete utterances; even at the phonological level as in the composition of a word (Koshik, 2002; Margutti, 2010). The characteristic prosodic markers

of a DIU can be identified as rising intonation, lengthening of one or more vowels and emphasis followed by a pause (Szczepek Reed, 2006) as well as reinforcing iconic gestures such as gaze or signaling movements with fingers and arm (Koshik, 2002). In addition, DIUs are primarily designed to withhold the utterance right before completion, and leave an interactional space for student to provide a required answer (Abreu Fernandes & Melander Bowler, 2021; Margutti, 2010; Netz; 2016). It is of great importance to highlight that despite of being syntactically incomplete, DIUs "convey a recognizable social action" and therefore they are "pragmatically complete and possible to respond to" (Persson, 2017, p. 228).

In her seminal work, Koshik (2002) focused on DIUs employed by teachers in one on one teacher-student writing conferences when hinting and eliciting self-corrections of students' written language errors. She identified four main features of designedly incomplete utterances: DIUs used as hints, to elicit repetition or extension of prior talk and as prompts to continue an action. Likewise, researchers have set out to explore DIUs used to elicit self-correction/repair from the students (Montiegel, 2021; Persson, 2017; Waring, 2015); as prompts in shaping learner contributions (Can Daşkın, 2015); as hints to elicit preferred response (Kardaş İşler et al., 2019); as prompts to elicit a preferred response (Tozlu Kılıç, 2023); as hints in student talk during task progression (Balaman, 2019); as prompts for co-narration (Abreu Fernandes & Melander Bowden, 2021); as a questioning strategy (Banitalebi & Ghiasvand, 2023); and to check understanding (Bhatta, 2016). In a study elsewhere, Hellermann (2005) showed how DIUs played a role in the co-construction of three-part sequences (IRF) to produce cohesive activity segments. Slightly separating from Koshik, Margutti (2010) examined whole class instruction sequences and she presented a new type of DIU which she called "main clause DIUs" to elicit displays of knowledge from students and to highlight key notions learned within the lesson. She states that DIUs enhance students' attentiveness, but also warns about the unchallenging nature of this practice on part of the students. In their up-to-date study, Walper et al., (2021) look into story-telling activities in Chilean secondary language classrooms and investigate

designedly incomplete initiation turns used to mobilize student-next action with the help of embodied conducts. Findings show that teachers do not only make use of gaze and gestures but also, they signal the ending of the incomplete turn prosodically and manipulate materials in order to achieve pedagogical goals of the focal activity.

Several attempts have been made to explore the interactional and pedagogical use of DIUs in pre-school contexts or non-school contexts with children during literacy events. In a recent study, Abreu Fernandes and Melander Bowler (2021) examined naturally occurring home literacy events and how DIUs are utilized by families to create a sequential environment for co-narration in story reading. The study has found that DIUs prove useful in engaging the children in the literacy activity and effective in prompting speech production in children. In similar studies, (Cekaite & Björk-Willén, 2018; Radford & Mahon, 2010; Oshiro et al., 2018) researchers have tried to explore the use of DIUs as a pedagogical strategy to engage young learners and scaffold re-telling or co-participating in story-telling activities. Altogether, these studies revealed that accompanied with their use of gaze and embodied practices teachers use designedly incomplete prompts (i.e. utterances) to invite children to participate and complete the focal sequences and consequently young children showed considerable attentiveness during the activities.

Aforementioned discussion clearly demonstrates that a link exists indeed between the use of DIUs in classroom context and student participation. To shed a light on the matter, a number of studies have observed this relationship from different aspects. In his pioneering conversation analytic work, Lerner (1995) provides a focus on the design of teacher turns deliberately formed as "hearably incomplete" prompting learners to complete it and, thereby creating participation opportunities for students in language classrooms. Sert and Walsh (2013) highlight that DIUs may be useful interactional resources to elicit student contributions after their claims of insufficient knowledge and increase opportunities to participate. In similar lines, aus der Wieschen and Sert (2018) note that DIUs, in combination with deictic gestures, are effective in ensuring the elicitation of an English

utterance from the students and thus promoting participation. In their study Kardaş İşler et al., (2019) observed a 4th grade social studies classroom in Turkey, and found that teachers facilitate student participation and manage learner initiatives by the deployment of various interactional resources, DIUs being one of them.

To illustrate further, previous investigation of embodiment, integrated into the use of DIUs, have conclusively shown that gestural conducts used to mobilize student completion in the next turn (Walper et al, 2021), and embodied completions of verbally incomplete utterances (Olsher, 2004) "can be used effectively to ensure mutual understanding in interactions when interactants' linguistic resources are (assumed to be) limited" (Skogmyr Marian, 2021). Last but not least, Netz's study (2016) establishes that teachers' use of DIUs may indeed achieve increased student participation, however teachers need to be aware of the fact that its excessive use may bring pedagogically negative outcomes.

In another aspect, recently some researchers have been studying designedly incomplete "objects" rather than designedly incomplete utterances (Chazal, 2015; Hazel & Mortensen, 2019). Together, these two studies argue that an incompletely drawn graph or incomplete sentences written on the board or projected onto a PowerPoint slide by the teacher serves in a similar way as DIUs in teachers' turn design when eliciting responses from the learners in the classrooms.

This study contributes to the body of research on DIUs by investigating pre-service teachers' use of DIUs to elicit responses from pre-school EFL learners which is inadequately studied in earlier studies. Apart from previous literature, this study explores DIU in its own right as the direct focus of research rather than presenting it as a part of the analysis. In addition, DIUs mostly emerge as an effective interactional and pedagogical resource in the available research, however, within this study, problematic completions of DIUs, DIUs with no uptake by the student and how PSTs deal with such troublesome situations are also investigated as a part of the analysis.

This section has attempted to provide a summary of the literature relating to conversation analysis for second language acquisition (CA-SLA), classroom discourse in general and L2 classroom discourse in detail, classroom interactional competence (CIC), teacher talk, elicitations in L2 classrooms, designedly incomplete utterances (DIU), and finally language teacher education. Taken together, presented studies provide an important basis and insights for comprehending the analysis of naturally occurring classroom talk and its findings. The next section gives account of the methodology used in this thesis.

Chapter 3

Methodology

This chapter is devoted to the methodological details of the present thesis in respect to the context of the study and its participants, the detailed description of the collection, transcription and analysis of the data. Subsequently, conversation analysis (CA) which is the research methodology of the study will be elucidated. The chapter will be completed after addressing the concerns relating to validity, reliability and the ethical aspects of the present thesis.

Type of Research and Participants

The data for the current thesis comes from a language teacher education project. The project was designed for pre-service teachers to experience teaching in real-life classrooms, thus integrated into their Teaching English to Young Learners (TEYL) course within the curriculum of the English Language Teaching (ELT) department in Turkey. The course is obligatory for all students who wish to obtain a bachelor's degree from the ELT program within which candidate teachers first take lectures on the theoretical facet of teaching English to non-native speakers of young age and they practice their language and teaching skills through the opportunity to teach in real classrooms. Hence, the program enables PSTs to combine theoretical knowledge and practical experience together to improve their language teaching competency to young learners. Towards the goal of maximizing the PSTs hands-on experiences in addition to theory, the teacher education model IMDAT developed by Sert (2015) was integrated into the TEYL course.

Sert's (2015) five-step model consists of theoretical introduction of L2 CIC, enactment of micro-teachings in faculty classrooms followed by a dialogic reflection session with the instructor, an experience of practice teaching in a real classroom followed by evaluations from the teacher/peers and PSTs themselves. Nevertheless, this study only

focuses on the single practice of practice teachings of the PSTs and their classroom interaction within this project.

Over 50 PSTs participated in this project who were also students of the ELT department at a state university, in Ankara, Turkey. Their ages differed from 21 to 25. Apart from one PST of Haitian origin, all PSTs involved within the study were native speakers of Turkish. More than half of the PSTs had no experience in teaching English in an educational institution. However, a few of them had worked in part-time positions in tutoring centers before. In the pre-school which PSTs visited to deliver their practice teachings, there were 9 class in total and 16 young learners in each classroom. All pupils were Turkish natives and had no encounter with English before since it is not a part of pre-school curriculum in Turkish state schools. Moreover, in each session, students sit facing the teacher in a round robin format (Hazel & Mortensen, 2011), and a preschool teacher and intern who were also Turkish natives were present within the classroom. Yet, it should be noted that they are not to interfere with the flow of the lesson in any way, except for the rare occasions, and leave the floor to PSTs. In this section, the research context was elucidated and the details about the participants of the study was provided. The next section will cover the instrument (i.e. conversation analysis) and methods through which the data was collected, transcribed and analyzed.

Data Collection & Analysis

The data for this was obtained from a state pre-school in Ankara, Turkey. As stated in the previous section, the data is a part of a teacher education program which integrates CA and CIC developed by Sert (2015). The PSTs visited a state pre-school in Ankara that they were assigned to as a part of the program and taught in an actual classroom environment to young learners. Each actual-teaching lasted approximately 20-25 minutes. The video-recordings of the PSTs' practice teaching experiences were chosen as the data for this study. In the recording sessions, i.e. actual-teachings, in line with the proposition of

Heath et al. (2010), a camera was placed in the corner of the classroom to capture multimodal practices such as gaze and to report the minute-by-minute unfolding of classroom interaction.

Since the amount of data obtained in the scope of the whole project was immense, from 19 hours of data of 37 PSTs were randomly selected for analysis. The recordings of practice teachings were chosen for this thesis to investigate an authentic classroom environment and to be able to draw practical conclusions. Seedhouse (2004) confirms that five to ten hours of classroom interaction form an adequate database for analysis. Furthermore, one of the main aims of CA research methodology adopted in this thesis is to analyze naturally occurring interaction and how social order is achieved through interactional design. As Wong and Waring (2010) have put it, naturally occurring data is "the actual occurrences of talk not gathered from interviewing techniques, observational methods, native intuitions, or experimental technologies" (p.4).

Atkinson and Heritage (1984) stated that "no order of detail can be dismissed priori as disorderly, accidental, or irrelevant". With this in mind, the 19 hours-long data were initially transcribed using Transana, a transcription software which enables researchers to analyze audio and video-based data for conversation analysis. Jeffersonian conventions (Jefferson, 2004) were used to transcribe the verbal conduct in the entire database with details such as overlaps, elongation and intonation (see Appendix B). For embodied practices, Mondada's (2018) conventions (see Appendix A) were used to depict the temporality of multimodal productions and they were annotated separately with symbols (e.g. # for PST's gaze). As is a guiding principles of CA methodology, the line-by-line transcriptions were reviewed engaging in unmotivated looking (ten Have, 2007). Consequently, the use of DIUs by teachers to elicit a response from the learners was recognized as a recurrent phenomenon. Therefore, the analysis was focused on examining the unfolding of DIU sequences with micro-details and collections were built accordingly. The collection of DIUs comprises of 38 cases, out of which 22 elicit a preferred response in

the next sequential slot, 7 elicit dispreferred completions and 9 gets no completion from the learner at all. The cases of DIUs were divided into three sub-collections according to these sequential unfoldings: (1) preferred completion of DIUs; (2) dispreferred completion of the DIUs; and (3) no completion of the DIUs. (see Table 1)

Table 1

The Collection of the DIUs

Preferred Completion of the DIUs	Dispreferred Completion of the DIUs	No Completion of the DIUs	Total
22	*7*	*9*	*38*

10 most representative key cases of the collection which portray teachers' incomplete turn designs were selected for the demonstration of analysis. In the analysis of extracts, the pre-service teachers who taught the lesson are referred to as PST with numbers to avoid complication, and the interactional practice of designedly incomplete utterances as DIU. The students' names are also replaced with abbreviated pseudonyms (e.g. "ZEY" for "ZEYNEP") in order to guarantee participant anonymity. Besides, English translations of turns designed in interactants' L1 (Turkish) were given in italics to designate diversification. In the subsequent section, Conversation Analysis (CA), the adopted research methodology in this thesis, will be presented in depth.

Conversation Analysis

In order to examine the interactional unfolding of the teachers' designedly incomplete turns, this study adopted conversation analysis (CA) as analytic framework. Taking its roots from ethnomethodology, CA was first developed by Harvey Sacks and Emanuel Schegloff in the 1960s to be a "naturalistic observational discipline that could deal

with the details of social action rigorously, empirically and formally" (Schegloff & Sacks 1973, p. 289). The belief that language is not just a medium of interaction and expression but also a factor in uncovering the methods members employ to achieve social acts has led conversation analysts to observe naturally occurring statements made by the participants (Wei, 2002). Thus, they investigated the organization of spoken interaction by analyzing naturally occurring talk, and recognized it as the fundamental goal of CA methodology (Drew & Heritage, 1992). The main objective of CA is to reveal the interactional trajectories which allow participants to maintain intersubjectivity and accomplish social actions (Hoey & Kendrick, 2017; Kasper & Wagner, 2014; Psathas, 1995; Sidnell, 2013). In Seedhouse's (2004b) words, "uncovering the underlying machinery which enables interactants to achieve this [social] organization and order" (p. 12).

In addition to Sacks and Schegloff's attempts, Vygotsky's (1962) proposal towards a social constructivist approach to learning led to radical advancements in the area of L2 learning/teaching (Mitchell et al.,2013; Ortega, 2013, p.218; Pekarek Doehler, 2013) as researchers started to focus on the social facet of language learning rather than cognitive aspects in SLA research. Beyond doubt, CA owns a prominent place in the field of SLA, since it "permits a fine grained, 'up-close' analysis of micro-features and allows us to provide evidence that [language] learning is taking place" (Seedhouse & Walsh, 2010). Besides the impact of usage-based approaches (see Eskildsen & Cadierno, 2015), in their groundbreaking paper Firth and Wagner (1997) criticized that mainstream SLA is becoming a 'hermetically sealed area of study' (Firth & Wagner, 1998, p. 92) with its prevailing emphasis on the cognition of the individuals. To put it another way, they called for an interactional, emic, data-driven and context-sensitive approach in the field (Markee & Kunitz, 2015). These developments paved the way for the emergence of CA-for-SLA (Markee & Kasper, 2004), later to become CA-SLA (Kasper & Wagner, 2011) as an offshoot of second language studies that was uses conversation analytic framework to understand and describe the underpinnings of sequential organization in classroom interaction.

As specified by Seedhouse (2005, pp. 166-7) the basic principles of CA are as follows:

(i)   there is order at all points,

(ii)   contributions to interaction are context-shaped and context-renewing,

(iii)   no order of detail can be dismissed as a priori as disorderly, accidental or irrelevant,

(iv)   analysis is bottom-up and data-driven.

First, there is an interactionally normative structure and order in the organization of naturally occurring talk that is produced, maintained and oriented by the interactants (Hoey & Kendrick, 2017; Schegloff & Sacks, 1973; Seedhouse, 2004; 2005). Second, the contributions of the participants to interaction both shape and shaped by the sequential context in which they occur. In other words, "the context of a next action is repeatedly renewed with every current action" (Heritage, 1984, p.242). The third principle emphasizes the micro-details, e.g. silences, intonation, pitch, crucial in the analysis process of conversation. At that juncture, highly elaborate transcription systems of CA come into play to make prosodic, linguistic and embodied details of spoken interaction noticeable. To illustrate, Jeffersonian transcription conventions (2004) represent the prosodic features of talk such as silences, cutoffs, latching or sub lexical elements (Hepburn & Bolden, 2013). On the other hand, Mondada's (2018) multimodal conventions are utilized to transcribe embodied practices in conversation visible to analysts and readers. Moreover, Mondada (2013) informs CA researchers on other practical considerations such as the placement of the camera for recording, the preparation of consent forms for data collection etc.

CA-based studies which investigate the process of language learning demonstrated the significance of analyzing such embodied and interactional details in understanding how the interaction is organized to achieve social acts (e.g. Hoey, 2015; Olsher, 2004). The last principle entails the idea that CA researchers should approach the data without any

theoretical or contextual assumptions. Hence, it can be said that in CA no contextual factors, e.g. power or race, is included in the analysis unless it is made relevant by the participants. This practice falls in line with CA's emic (participant-based) approach to analysis which provides a viewpoint from 'inside the system' (Pike, 1967). Seedhouse (2004b) suggests that at all stages, a CA analyst must seek answers to the questions "why that, in that way, right now?".

In light of this, the data for this thesis was collected through the placement of a camera in pre-school classrooms during teachings of PSTs and transcribed in micro-detail utilizing Jefferson conventions. With the help of Mondada's conventional guidelines, multimodal practices were annotated in the transcriptions afterwards. Then, the data was examined through 'unmotivated looking', i.e. without prior assumption, which is the ideal CA policy according to Hoey and Kendrick (2017). After thorough investigation, the use of DIUs was recognized as a repetitive phenomenon within the dataset and a collection was built up as suggested by Kasper and Wagner (2014) including the related cases that formed the empirical foundation of the analysis. This section provided a background on the historical and practical aspects of CA which is the research methodology of this thesis. The next section will focus on the concerns of validity and reliability of the CA method and the findings of the study.

Validity and Reliability of the Study

Reliability and validity are considered to be the essential components of research design as they are needed to assure the objectivity and credibility of the researcher's claims and analysis. With this in mind, the data was collected, transcribed and analyzed to realize both standards.

Initially, validity is the extent to which a research study measures what it claimed to measure (Cohen et al., 2007; Kirk & Miller, 1980; Peräkylä, 2011). CA researchers approach the data without any assumptions, i.e. emic perspective. Thus, CA methodology

bears great strength in providing validity, that is, its data-driven nature enables analysts to examine naturally occurring interaction and reflect on the social acts that are co-constructed by the interactants themselves. Besides, participants document their orientations, i.e. perspectives, in the micro-details of the interaction through their social actions. Consequently, CA analysts limit their interpretations to what is demonstrated in the interactional details of conversation and make no further claims ensuring the "internal validity" from an emic perspective. On the other hand, the "external validity", which refers to generalizability of the research findings beyond the context of the study, was aimed to achieve through the collection of a comprehensive dataset which was then transcribed and analyzed with the help of widely-used transcription systems. Following Seedhouse's (2004) suggestion that five to ten hours of classroom interactional data is adequate to draw valid conclusions, 19 hours of data from 37 pre-service teachers' teaching sessions were included in the thesis. When it comes to ecological validity, i.e. the generalizability of findings to real-world settings, CA has an innate superiority above other research methods since it typically analyzes talk-in-interaction in its authentic social setting which makes CA probably the strongest paradigm according to Sert (2022).

Peräkylä (1997) (as cited in Seedhouse (2005)) argues that the selection and the technical quality of the recordings and the adequacy of transcriptions are vital to prove reliability. The data of the study draws from the video recordings of PSTs' practice teachings in real classrooms settings with no prior expectations towards finding a specific interactional phenomenon. The 19 hours long data was video-recorded with a camera to document the details of naturally occurring classroom interaction. The researcher was not involved in the recording process to avoid the observer's paradox (Labov, 1972), and the camera was placed in the corner behind the classroom taking ethical matters into consideration. To address the concern of "adequate" transcriptions, the widely-used, standard and comprehensive transcription systems of Jefferson (2004) for micro and prosodic details and Mondada (2018) for embodied conducts were employed in the analysis process.

Lastly, as another strength and requirement of conducting CA based research, the primary data (transcriptions) of the study will be presented in the analysis section. This allows readers to access the analytical procedures followed by the researcher and to test the validity of claimed interpretations, naturally increasing the reliability of the study. In other words, it makes the analysis process 'transparent' for the readers (Seedhouse, 2005).

The chapter demonstrated the adopted methodology of the thesis. In the first section, the research setting and the participants of the study were described in detail. Subsequently, the process of data collection, transcription, selection of the representative cases leading to analysis were presented. The following section elaborated on the method of conversation analysis (CA) adopted in this study. In the last section, the issues concerning the validity and reliability of the research findings were explained concluding the chapter.

Chapter 4

Analysis

In this chapter, the analysis of data and findings of the study are presented in relation to the pre-service teachers' use of designedly incomplete utterances in their sequential environments to elicit preferred responses from the learners. This study also investigates the PSTs' interactional management of emerging troubles during the employment of DIUs in classroom interaction as well as their influence on student participation in the ongoing pedagogical activity.

The findings are displayed in three sections. The first section demonstrates the instances where the students successfully provide the preferred response to complete the DIU, the second section provides examples of interactional moments where students fail to complete the PST's DIU with an appropriate response and the third chapter presents extracts in which students show no orientation to PST's DIU and how PSTs deal with such emerging troubles. Subsequently, the chapter concludes with a brief summary of the presented extracts and the main findings of the study.

Following the principles of CA based research framework, the extracts were numbered sequentially through the sections to enhance the readability of the transcripts and analyses. Moreover, within the extracts, in an attempt to guarantee both participant PSTs' and young learners' anonymity, the pre-service teachers are referred to as 'PST' whereas different students are referred to with abbreviated pseudonyms, e.g. "DEN" for "DENİZ".

Preferred Completion of DIUs

Teachers', in the case of this study PSTs', primary aim of using incompletely designed turns is revealed to be eliciting responses or contributions from the learners for the advancement of the pedagogical activity. The default design feature of DIUs is identified as an utterance suspended right before completion, leaving out the expected "answer" part

for the learner to provide while giving cues about the missing phrase, sound or word by means of turn design (Abreu Fernandes & Melander Bowden, 2022; Walper et al., 2021). In other words, teachers make the missing part of the utterance conditionally relevant for the recipients, inviting them to bring the utterance to a potential completion. Accordingly, what stands out as the successful instances of DIUs are the ones in which the students appropriately complete the PSTs' syntactically or phonetically incomplete utterances with preferred responses.

Extract 1

The first extract was taken from the very early stages of the lesson. It is a brief moment of the classroom interaction between PST1 and Hande (HAN) (pseudonym), one of the learners, yet it is a clear, descriptive and a successful example of the PST's employment of the DIU with the learner's achievement of the preferred response. Before engaging with the main activity of the lesson plan, most of the PSTs begin their class with an introduction sequence, since each of them is teaching in the classrooms only once as a part of their TEYL course, thereby students are not familiar with them. Each student and the teacher have a name card visibly attached on their clothes. It is a classic question-answer sequence in which the PST asks each student his/her name in interrogative form (What is your name?) going in a circle and learners are supposed to say their names in a full sentence form (e.g. My name is …).

Extract 1 - 21240766 - (0:00:59.4 - 0:01:06.5)

```
1 PST1:   whats your n:ame↑
2         (0.2)
3 HAN:    ss your n:ame↑
4         (0.6)
5 PST1:   my name i:[s↑
6 HAN:              [my name is hand[e]
7 PST1:                             *[ça]ak* aferin
                                       highfive well done
                                     *high fives student*
```

As stated above, in Line 1, PST asks the name of the student with an interrogative (whats your n:ame↑). After 0.2 seconds of silence, HAN repeats the PST's interrogative

in line 3 in a similar way (`ss your n:ame↑`) with a rising intonation in the end which is a part of the co-constructed elicitation sequence routine in this classroom setting as it was revealed in the detailed analysis of the data. Following the 0.6 silence in line 4, PST designs her turn in the form of a DIU (`my name i:[s↑`) in an attempt to elicit the response from HAN. Overlapping with the PST at the turn-final position, HAN successfully completes the DIU in line 6 with her own name (`[my name is hand[e]`). Once more, in line 7, at a turn-final position, PST overlaps with HAN and approves her answer as 'acceptable' with a verbal (`[ça]ak aferin`) and embodied, i.e. high-fives student, positive feedback.

The brief extract is a clear representative of a successful use of a DIU in order to elicit a preferred response from the learner. Following the student's repetition of the PST's initial turn in line 2, the teacher reformulates her turn in the form of a DIU in Line 5. In return, overlapping with the PST, HAN successfully completes the DIU by stating her own name at the end of the sentence reflecting her uptake of the PST's prior social act of questioning by providing a preferred response. Lastly, PST1 closes the sequence with a verbal (*well done*)and embodied (high-five) feedback to HAN's correct answer.

Extract 2

The following extract is taken from a relatively smaller group, with up to 6 young learners in the pre-school classroom, compared to others in the school and clearly demonstrates another successful use of DIU to elicit the preferred response from the learner. In the extract below, the activity is designed to engage students in practicing the expressions related to three weather conditions, i.e. 'it is sunny', 'it is rainy' and 'it is snowy' which are recently presented by the PST right before the extract starts. In the activity, learners are expected to give the correct response to the question "How is the weather?" for which the answers are bodily hinted by the PST with pointing at the specific pictures on the wall related to specific weather conditions.

Extract 2 - 21141434 - (0:11:56.5 - 0:12:03.6)

```
1 PST2: how is the weather↑
2       (0.4) * (0.2)
             * points to pictures related to rainy weather w UF --> 2.6
3 BEY:  how is the weather
4       (1.0)
5 PST2: i[t i::s↑]
6 BEY:   [it iis] rainy *
                    -->*
7 PST2: yes:: (gives UF to the student)

U: umbrella
F: figure
```

The extract starts with PST asking BEY (how is the weather↑) in interrogative form. The interrogative is followed by a total of 0.6 seconds of silence during which the PST points to pictures related to rainy weather (e.g. raindrops, raincoat, umbrella) with the umbrella figure which was stuck on a wooden stick. In line 3, BEY repeats the question in PST's turn as similar to other elicitation sequences within the data (See also Extract 1). During 1.0 second of silence, in line 4, PST continues to point at the relevant pictures, however, BEY does not utter a potential answer. Accordingly, in line 5, PST starts to produce a part of the preferred answer leaving it syntactically incomplete with a rising intonation in the end of the turn constructing a DIU. BEY overlaps with the PST, in line 6, articulating the same part of her turn and completes her DIU with 'rainy' giving the correct answer. Consequently, in line 7, PST accepts BEY's answer with (yes::) and gives BEY the umbrella figure with which she pointed to the pictures earlier.

Taking the analyzed data in this study into account, it can be said that the PST's interrogative followed by students' repetition of the interrogative and in response, the PST's designing the turn as a DIU is a routine, recurring sequence for the elicitation of knowledge displays and responses from the students. Likewise, in line 1, after PST's interrogative (how is the weather), BEY repeats the same question instead of directly delivering a potential response (Line 3). This leads PST to deploy a DIU, in line 5, as a pedagogical tool in order to elicit the response, which is 'rainy', from the student herself. Meanwhile, she utilizes

embodied actions, i.e. pointing to pictures to rainy weather (Line 2-6), to lead the student

towards achieving the preferred answer. Lastly, in line 6, BEY successfully completes the

PST's DIU (`i[t i::s↑]`) by (`[it iis] rainy`) providing the correct answer and receives both

positive verbal feedback (`yes::`) and external reinforcement (Rotter, 1966), i.e. and

umbrella figure, from PST which displays her recognition of BEY's answer as correct.

Extract 3

In this extract, similar to Extract 1, the introduction sequence at the beginning of the

lesson is at display in another PST's (PST3) actual classroom teaching. Likely, the question-

answer sequence is taking place in a circle as the PST moves one by one, modelling the

preferred sentence form by stating her name first, then asking each student their first

names.

Extract 3 - 21141285 - (0:00:28.4 - 0:00:42.8)

```
1 PST3:   My name is esra (.) what is your name↑
2         (1.9)
3 YEL:    (°what is yo- name°)
4         (0.4)
5 PST3:   <M::y>
6         (0.5)
7 YEL:    <na::me>
8         (0.6)
9 PST3:   <i::s↑>
10        (0.9) * (1.1)
                *points to students' name card*
11 YEL:   °yel[iz°
12 PST3:     >[çak<
                high five
```

The extract begins when PST moves from one student to a new one, Yeliz (YEL). In line 1,

PST starts her turn modelling the preferred sentence structure by stating her own name first

(`My name is esra`). After a micro pause, she asks the student name with an interrogative

(`what is your name↑`). In line 2, there is 1.9 seconds of silence during which it is difficult

to observe what is exactly going on physically due to the limited camera angle. Still, it is

clearly visible that the PST does not detract her gaze from the student. In line 3, YEL repeats

PST's question in a quite low pitch (°what is yo- name°) with a minor phonetic error (yo-). After 0.4 second silence, in line 4, PST starts the preferred answer elongating the first word of the sentence (<M::y>). Followed by the 0.5 second of silence, YEL copying the PST's intonation in the previous turn, produces the next word in the sentence structure (<na::me>), but does not complete the utterance. In line 9, again the PST elongates the auxiliary (<i::s↑>), only this time she also finishes her turn with a rising intonation making the co-constructed turns in lines 5 to 9 parallel to a DIU. PST's DIU like turn design in line 9 is accompanied by her embodied actions as she points to YEL's name card during the 2.5 seconds gap. Finally, in line 11, YEL completes the utterance with her name (°yel[iz°) giving the correct answer. PST acknowledges YEL's answer as she produces a positive verbal feedback (>[çak<) which means high-five in the learners' L1, Turkish.

In this example, slightly differentiating from Extract 1, PST does not produce the DIU in a sentence-like form, as expected in a classical DIU (Koshik, 2002; Szczepek Reed, 2006), but she uses parsing (Lee, 2007) as she breaks the sentence into several components together with the learner (Line 5 to 9). In line 9 she stretches the sounds in the word (auxiliary 'is' in this situation) preceding the correct answer and finishes with a rising intonation (<i::s↑>), constructing a DIU and making the next turn relevant for YEL to complete the utterance with her own name which is the preferred response from the learner in this introduction sequence. Therefore, the student and the teacher co-construct the DIU in a way, and the teacher successfully manages the interactional sequence in line with the pedagogical goals of the ongoing activity. Furthermore, it can be underlined that the PST in this example efficiently utilized her embodied resources as she keeps her gaze at the student within the wait-time for the student's response (line 2) and she points to YEL's name card following her DIU (line 10) which hints the students towards what is expected to complete the utterance. Lastly, as shown from all three extracts of preferred completion of DIU, teacher ends the sequence with a positive verbal and embodied feedback (line 12).

Dispreferred Completion of the DIUs

Prior to presenting any examples for this section, it is vital to highlight what makes a student's completion of the DIU problematic, within the scope of the data analyzed in this thesis. Simply when the learners are not able to provide the preferred answer, i.e. correct answer, or complete the teachers' DIU in line with teacher's anticipation, it brings out a problematic outcome in the accomplishment of the DIU. On the other hand, more specifically within the analysis of this study's dataset, it is considered that a student's completion is faulty in terms of either phonetics, semantics or the language itself (answers in the mother tongue, Turkish), it is taken to be 'problematic' completion of the DIU. In the same vein, with regard to the data of the current study, it is revealed that they lead to some kinds of repair attempts by the PSTs. Furthermore, it is essential to demonstrate what kind of interactional or pedagogical resources PSTs employ to deal with problematic completions. First, it is observed during the analysis that almost in all the extracts the PSTs provide a correct answer for the problematic completion themselves. Second, a number of PSTs redesign/repeat their turn in the form of a DIU to elicit another potential response/repetition of the correct answer from the learner (Extract 4) whereas others directly and explicitly repair the faulty part of the utterance followed by the repetition of the correct answer by the learner (Extract 5) or not (Extract 6).

Extract 4

The extract is drawn from the practice teaching of PST2, which is the same lesson mentioned in Extract 2. In this transcript, it is possible to encounter more than one type of problem in the completion of the DIU. As aforementioned, the activity proceeds with the PSTs interrogative "How is the weather?" as she hints the preferred answer with embodied actions such as pointing to the pictures related to a certain type of weather condition.

Extract 4 - 21141434 - (0:11:17.6 - 0:11:53.0)

```
1  PST2:      *how is the weather↑*
              *shows an umbrella figure to students*
```

```
2                (0.9) * (1.3)
                      *points to pics related to rainy weather-->2.10
3  MER:      yağmur (0.3)
4  XXX:      yağmur
5  PST2:     (0.3) it i::s↑
6  MER:      it i:s↑
7  SEM:      (0.7) snowy
8            (1.2)
9  PST2:     it i::[s↑
10 SEM:          [snami*
                    -->*
11 PST2:     (2.0) * (0.2) it i::s↑*
                   *..............*holds up an actual umbrella-->11.14
12 SEM:      it i::s↑
13 MER:      it is snowy (0.2)
14 PST2:            ↑ra*iny:::↓
                    -->*
15 XXX:      (°rainy diyo°)
16 MER:      (tis rairy) (0.8)
17 PST2:     <↑rainy> (1.2) *how is the weather↑
                            *gives MER an umbrella figure*
18 TAN:      how is the weather (0.5)
19 PST2:     it i::s↑
20 TAN:      it is gr*ainy(0.4)
                     *points to pics related to rainy weather-->20.26
21 PST2:     it is ↑rainy (0.6)
22 TAN:      gyeyni
23 PST2:     <↑RAIN[Y>
24 TAN:           [gre::ayni
25           (1.0)
26 PST2:     it i*s rainy↓**
                    -->*
                    -->*
```

In line 1, PST poses the question (`how is the weather↑`) without allocating the turn to a specific student. Simultaneously, she shows the umbrella figure on a wooden stick to the students, and shortly after, in line 2, she begins to point to the pictures attached to the wall demonstrating rainy weather. First, in line 3, MER gives a potential correct answer (`yağmur`), however in Turkish (`her native tongue`). Following MER, another student (`XXX`) repeats the problematic answer. In the next line, PST starts another initiated repair in the form of a DIU (`it i::s↑`). Familiarly, MER repeats the PST's DIU in line 6 instead of providing an immediate response. After a 0.7 second of silence, in a second attempt, SEM gives a semantically wrong answer (`snowy`). PST continues to point towards the same pictures as she keeps her gaze at students during the 1.2 seconds of silence in line 8. In

line 9, she reiterates the DIU once more (`it i::[s↑`) giving the student another opportunity to repair the problematic utterance. Overlapping with the teacher in line 10, SEM produces the same answer as phonetically problematic (`[snami`). In return, followed by 2.0 seconds of silence, the PST repeats the same DIU for a third time in line 11, however this time she simultaneously takes and holds up an actual umbrella. SEM repeats the DIU in line 12 whereas MER completes the DIU in a full-sentence with the incorrect answer again in line 13. Accordingly, PST produces an explicit other initiated other repair (`↑ra*iny:::↓`) only indicating the semantically problematic part of the utterance (line 14). In line 15, another student, repeats the answer of the PST in L1 presenting his/her recognition and demonstrates understanding of the word. After MER's phonetically wrong utterance of the correct answer (`(tis rairy)`) (line 16), PST explicitly repairs the problematic turn of the learner (`<↑rainy>`) stretching the sounds and emphasizing the word with a turn-initial high intonation. After a 1.2 seconds gap, the teacher restarts the sequence with another student, TAN, as she gives the student the umbrella figure in line 17. As it was observed as a recurring routine, TAN repeats PST's interrogative (`how is the weather`) (line 19) and relatively PST employs a DIU (`it i::s↑`) (line 20). TAN completes the DIU with a phonetically incorrect utterance (`it is gr*ainy`) which is repaired by PST in line 21 only emphasizing the problematic sounds (it is↑rainy). Nevertheless, TAN fails to produce the word one more time (`[gre::ayni`). Following the PST's last attempt to explicitly repair the student's error in an elongated and emphasized way with a higher pitch (`<↑RAIN[Y>`), the student overlaps with PST in line 24 with a similar incorrect pronunciation. At last, line 26, PST repeats the correct answer in a full sentence form without any emphasis relating the learner's error, and with a falling intonation at the end of her turn indicating a closure for the elicitation sequence.

The extract provides a significant insight into the understanding of the instances in which the learners complete the DIU with incorrect or problematic responses and what kind of interactional resources the PSTs employ to manage the situation or repair the troubles.

The students produce different kinds of problematic responses for the same interrogative such as answering the question in L1 (line 3, 4), answering the question with a semantically incorrect response (line 7, 13) and providing a phonetically problematic utterance despite the syntactically correct completion of the DIU (line 16, 20, 22, 24). It is also visible in the extract the various resources in which the PST attempts to lead the student towards a correct response. First, the PST utilizes embodied actions along with classroom materials so as to hint the correct answer (lines 1-2), reformulates her DIU both indicating that there is something wrong and expecting a new potential answer from the student (line 11) and she shows an actual representation of the classroom material holding up a real umbrella. When the students are not able to provide the correct answer, the PST selects one specific student and she starts the sequence from the beginning (line 17) and lastly following the selected students' phonetic errors she explicitly other-repairs the problematic utterances (line 21, 23, 26) and closes the sequence with the repetition of the correct answer in a full-sentence with a rising intonation unable to get a phonetically correct answer from the learner.

Extract 5

The extract below is taken from the classroom interaction taking place during the main activity of the lesson. Students sit in a round robin (Mortensen & Hazel, 2011) format, and the ongoing activity includes naming a number of food items by looking at their pictures. PST4 is partly dressed like a chef with a paper chef hat, she has a spoon in her hand and she moves around the circle with the picture of a particular food item, i.e. chicken, soup, spaghetti, she imitates feeding the food to the learners one by one as she utilizes DIUs to elicit the correct answers from them, in this case, the name of the food item.

Extract 5 – 21178712 – (0:01:54.3 – 0:02:02.5)

```
1 PST4:        *(0.3) it i::s↑ (0.4)*
               *imitates feeding soup to S*
```

```
2 DEN:          ZOU
3              (0.2)
4 PST4:        sou::p (0.5) sou:p (0.4) sou:p (.) oka:y↑ (.)
5              it is soup
```

The PST is moving around the circle and she has a picture of a bowl of soup in her hand as well as a spoon. The extract begins at the moment she starts an elicitation sequence with a new student Deniz (DEN). As DEN is not the first selected student in the circle, the PST immediately employs a DIU so as to get a response and move on with the next student in the circle, therefore in line 1, the PST initiates a DIU (it i::s↑) by stretching the vowel in the auxiliary 'is' which is also the last word of the incomplete utterance and finishes her turn with a rising intonation. Meanwhile, she imitates feeding soup to DEN, the selected student. After a brief gap (0.4 seconds) DEN answers in a quite high pitch (zou) which is also phonetically problematic and missing the 'p' sound at the word-final position. Almost immediately after DEN's problematic response, following a micro pause (0.2 seconds) in line 4, the PST explicitly repairs DEN's erroneous utterance elongated and emphasized (sou::p) and repeats the emphasized correct utterance two more times with brief gaps (0.4 and 0.5 seconds) and she ends the turn with an understand check (oka:y↑) (Waring, 2012) at turn final position and repeats the correct answer one more time in a full-sentence form (it is soup).

In the ongoing activity from which the extract was taken, DEN was not the first candidate student and the same elicitation sequence (teacher shows a certain food item, imitates feeding it to the student, employs a DIU to elicit the preferred response) had already been going on in the classroom for some time which aligns with the PST's initiating the sequence directly with a DIU requesting a response. It also aligns with DEN's self-assured high-pitched answer (zou) in line 2 since he is not the first student to work with the soup picture. In relation to DEN's phonetically incorrect and missing potential answer, in line 4 the PST immediately and explicitly other-repairs the problematic completion. It is important to note here that the PST does not utilize another DIU to give DEN one more try or she

does not attempt to elicit a repetition of the correct response as the example in Extract 4, instead she other-repairs and repeats the problematic bit of the DIU completion.

Extract 6

Extract 6 demonstrates the same activity in the previous example, Extract 5, in another classroom setting with a smaller group of students in number with a different PST (PST5). Students are engaged with the same kind of food items, i.e. chicken, soup and spaghetti. On the other hand, the sequential and turn designs of the elicitation routine slightly diverge from the previous example. Here, the PST leads with an informative (I am hungry) as he points to the picture of a certain food item (e.g. soup), in return, the students are expected to respond with a directive including the focal food item (e.g Have some soup).

Extract 6 - 21141491 -(0:18:46.9 - 0:19:13.6)

```
1 PST5:      I am (.) murat (.)
2            I am ↑hunger* (3.5)
                      *imitates being hungry
3            *SUNA I am hunger* (1.3) repeat I am hunger
          -->*              *imitates being hungry-->
4            (2.4) * (0.8)
                -->*
5            *↑have* s:ome chi*cken
             *.....*points to chicken pic*
6 SUN:       *hav*e some chicke[n
pst5         *mimes eating chicken*
7 PST5:                     *>[çak çak çak<*
                            *high fives student*
8            (0.5)
9            SELİN (.) have s::ome↑
10           (0.3) * (0.2)
                   *points to soup picture-->8.13
11 SEL:      have some chicken
12 PST5:     soup
13 SEL:      s↓oup
14 PST5:     soup
15 SEL:      soup*
               -->*
16 PST5:     >çak *çak çak<*
                       *high fives student*
```

In line 1, The PST begins with an informative (`I am (.) murat (.)`) as he introduces himself and continues with another informative with a syntactic error (`I am ↑hunger`) as he employs embodied actions to imitate the state of being hungry. In line 2, he allocates the turn to a specific student Suna (SUN) by calling out her name (`SUNA`) and repeats the same informative (`I am hunger`). At the end of his sentence he restarts his imitation of being hungry by rubbing his stomach and making specific sounds with his mouth. He utters a directive (`repeat`) for SUN to repeat his following statement. During a total of 3.2 seconds of gap the PST continues his imitation. In line 5, he provides the answer himself (`↑have s:ome chicken`) as he points to the chicken picture on the wall, in return, SUN repeats the PST's utterance in the prior turn as the PST imitates eating a chicken. In line 7, the PST overlaps with SUN at the end of her turn and provides a verbal positive feedback (`>[çak çak çak<`) meaning hive five in Turkish and high-fives with SUN. After the gap in line 8, the PST allocates the turn to another student Selin (SEL) by saying her name aloud (`SELİN`) in line 9 and he formulates a DIU followed by a gap in line 10 in which the PST points to a picture of a bowl of soup this time. SEL incorrectly completes PST's DIU incorrect with 'chicken', the item from the previous picture. The PST explicitly employs an emphasized other-initiated other-repair in line 12 (`soup`) followed by SEL's repetition of the repaired utterance in line 13. After one more emphasized repetition of the correct answer by the PST and SEL (Line 14-15), the PST closes the sequence with a positive verbal and embodied feedback in a faster pitch (`>çak çak çak<`) as he high-fives with SEL.

Although the students engage in the same activity and food items as in Extract 5, the turn-based design of the PST's elicitations and preferred sentence format from the students are dissimilar. The activity flows as the PST designs his turn to begin with the informative 'I'm hungry' and points to the picture of a specific food item on the wall afterwards. Students are expected to come up with the correct answer in the directive form 'Have some …' completing the PST's utterance. The first half of the extract deals with the PST's selecting a specific student SUN to repeat his utterance (Lines 3 to 6). After the 3.2

seconds gap in line 4 with no response coming from SUN in a directive form, the PST self-responds to the informative and produces (↑have s:ome chicken). After SUN's repetition of the prior turn, the PST approves the action with positive feedback. The PST allocates the turn to SEL in line 9 and constructs a DIU to elicit the response from SEL herself, only this time he points to a new food item, i.e. soup. Unable to complete the DIU with the preferred response, SEL completes PST's utterance with chicken, the answer which got a positive feedback from the PST in line 7. In return, the PST explicitly repairs the problematic part and gets the repetition of the correct version from the learner as well (Lines 12 to 15) and closes the sequence with the same positive verbal and embodied feedback with which he approved SUN's response. Unlike the previous PST (PST4) PST 5 ensures the learner verbally repeats the corrected version of the problematic part in addition to his explicit repair and provides the student with positive feedback again which was missing in Extract 5.

No Completion of the DIUs

The analysis of the data indicates that at certain times, when the PST uses a DIU in order to elicit the preferred response from the student, the selected learner does not show any orientation to the DIU or demonstrate understanding in any way. Accordingly, it leads to a noticeable gap in the interaction between participants and in the flow of the ongoing pedagogical activity. In the instances which focal students do not orient or respond to the DIU, it was observed in the data that the PSTs employ a number of methods to deal with this emerging problem to maintain the activity and restore mutual understanding. In this section, these aforementioned resolution devices of PSTs are presented in order to evidence how teacher trainees overcome, if successful, when there is no completion of DIUs by the student.

Extract 7 - 36141159 - (0:09:19.3 - 0:09:41.2)

```
1 PST6:      Betül what is th↑is
2            (0.3)
3 BET:       (inaudible)
4 PST6:      what is th↑is
```

```
5               (0.7)
6 CAN:         (°this is°)
7               (0.1)
8 PST6:        this i::s↑ (1.6) * (0.4) what is ↑thi::s
                               *shows candy picture to whole class-->8.14
9               (0.2)
10 STU:        what is thi:s
11              (0.2)
12 PST6:       what is th↑is
13 STU:        what is this
14              (0.2) * (0.1)
                   -->*
15 PST6:       it i::s↑
16              (0.3)
17 STU:        it i:[s]
18 PST6:       [<ca]ndy:>
19              (0.2)
20 STU:        cand[y
21 PST6:           [<candy:>
22 STU:        can[dy]
23 PST6:          [ok]ay (.) *great (.) candy:*
                               *high fives student*
```

The extract starts at the moment the PST allocates the next turn to Betül (BET) by

nominating her, and in order to elicit the answer from her, she uses an interrogative (what

is th↑is) in line 1. In the following line, it is not quite possible to capture what BET is

saying due to the ongoing background noise in the classroom. Even so, it could be inferred

that BET responded with something either inaudible or inacceptable by the PST. Therefore,

the PST repeats the same question in line 4 which gets no response from BET (Line 5). In

line 6, another student CAN self-selects to take the turn with an incomplete version of a

potential answer ((°this is°)). The PST takes the next turn as she redesigns CAN's

answer with different prosodic features to turn it into a DIU (this i::s↑). Nevertheless,

BET or CAN still show no orientation to the DIU, and after 1.6 seconds of silence (Line 8),

the PST holds up the picture showing it to the whole class as she reproduces the previous

interrogative (what is ↑thi::s). Through lines 10-14 students repeat PST's interrogative

instead of providing a response. Consequently, the PST redesigns her turn as a DIU (it

i::s↑), yet she ends up with another repetition of the same turn by the students in line 17

(it i:[s]). At last, the teacher self-completes her own DIU in line 18 as she overlaps with

the students (`[<ca]ndy:>`). Between the lines 17-22, the PST and the students mutually repeat the correct answer 'candy'. The PST ends the sequence with a sequence-closer (`[ok]ay`), provides an explicit positive assessment (Waring, 2008) (`great`) and high-fives CAN.

First, BET does not orient to the initial interrogative of the PST (Line 2,5) and after PST's re-attempt to elicit a response from BET in line 4 by repeating the same question, another student CAN self-selects and starts to produce a potential answer (`(°this is°)`). The PST does not allocate the turn to CAN explicitly, however, she acknowledges CAN's potential response as she turns it into a DIU by elongation and rising intonation at the end. Failed to receive an answer or completion for her DIU, the PST holds up the picture for the whole class to see. Hence, unlike previous resources presented in the problematic completions, instead of moving on to a new student, this PST turns a single student activity into a whole-class teaching opportunity. The problem is that the students does not recognize PST's interrogative as a question and DIU as a prompt to respond, but they only respond by repeating the PST's turns. This could be due to the students' very low level of proficiency in English as it was mentioned before (Hosoda, 2014), these classroom experiences with the PSTs are mostly their very first encounter with a foreign language. Accordingly, the PST does not employ other resources towards eliciting the completion from the learners and the lines between 17 and 22, the interaction proceeds as a 'repeat after me' sequence with the whole class rather than an elicitation sequence.

Extract 8

```
Extract 8 - 21141271 - (0:00:35.4 - 0:01:08.0)
1 PST7:      whats your name↑
2            (0.6)
3 YAK:       ay:: ben çok <susadı:m>
4            (1.0)
5 PST7:      yakup (.) my name is (.) banu (.) whats your n↑ame
6            (1.1)
7 YAK:       ay ben susadım y[a:
8 PST7:                      [my]name i:s↑
```

```
9              (1.9)
10 OYA:       ya öyle değil adını soruyo
11             (0.8)
12 PST7:      my name i:s↑ (1.1)
13            yakup* say (.) *my name i:s↑
                  *imitates talking with RH*
14             (0.4)
15 OYA:       adını soruyo yakup (.)adını adını:: (0.1) söylesen[e::
16 PST7:      [okay (0.5) whats your n↑ame
17             (0.7)
18 NES:       nesrin
19 PST7:      my name i::s↑
20             (1.3)
21 NES:         °nesrin°
```

The extract is taken as a segment from the beginning of the lesson, it demonstrates the previously illustrated introduction routine towards practicing the adjacency pair (Schegloff & Sacks, 1973) of "what's your name?" and "my name is …" with another teacher trainee, i.e. PST7. The PST starts the sequence directly producing the first pair part of the adjacency pair (whats your name↑) to get the student's first name in line 1, nevertheless, Yakup (YAK) responds in his L1, Turkish, and talks about an entirely irrelevant subject which is his need for water (ay:: ben çok <susadı:m>). In the following line, the PST says the name of the student aloud to get his attention and models the second-pair part of the adjacency pair to pre-empt the absence of a response from the learner in the next turn by stating her own name (my name is (.) banu). Then, she reiterates the FPP. YAK states his thirst for water in L1 one more time demonstration no understanding or orientation to PST's interrogative (Line 7). In line 8, the PST reformulates her turn as a DIU as a third attempt to elicit a response from YAK, however he shows no orientation to the DIU as well in the following 1.9 seconds. In line 10, another learner OYA self-selects to provide explanation in L1 regarding what YAK is supposed to do (ya öyle değil adını soruyo). The PST does not explicitly orient to OYA's explanation, instead she repeats her DIU for YAK, again receiving no response during the following 1.1 seconds of silence. In line 13, the PST reproduces the student's name and her previous DIU combined with a directive this time (say (.)), her action is marked with a hand gesture which imitates the talking

movement of a mouth for hinting. The last attempt comes from OYA in line 15, once again in Turkish, elucidating the PST's interrogative (`adını soruyo yakup (.) adını adını::`) with a directive also in L1 (`söylesen[e::`). Finally, in line 16, the PST closes the sequence with YAK with a sequence closer third (`[okay`) (Schegloff, 2007) and moves on with the next student, gets a correct answer (Line 18), reformulates it in the form of a DIU (Line 19) and receives a preferred completion from the student (Line 21).

The analysis of Extract 8 depictures an apparent example of a learner who demonstrates absolutely no orientation to both the PST's question and DIUs. It is clear in the extract that, with the intent of eliciting a response from YAK, the PST employs a number of response pursuit practices. First, she syntactically models the preferred answer by producing her own name (Duran & Jacknick, 2020) (Line 5) and repeats her initial question afterwards (Badem-Korkmaz & Balaman, 2022; Hosoda, 2014). Next, she rephrases her interrogative as a DIU (Line 8) to lead the student further towards achieving the answer (Park & Park, 2022). Third, she uses a clear directive (`say(.)`) (Line 13) accompanied with an embodied clue, i.e. imitating the action with her hand, to ensure understanding of her turn. Besides PST's attempts, a peer learner, OYA, provides an explanation for YAK in their native language towards what he should do (Line 10,15). Still, YAK fails to provide any potential answers or display an understanding of PST's turns, and eventually she moves on with the next student to continue the ongoing activity. Sert and Jacknick (2015) highlights that allocating the turn to another student during such problematic instances "may prevent potential disallingnment in language classrooms" and renews the participation framework "affiliating with the 'unknowing' student in a delicate way" (p.109).

Extract 9

Extract 9 – 21141214 –(0:16:23.1 – 0:16:36.2)

```
1  PST8:     *AAAA* (0.9) °>söyle<° (.) <MY::↑>
             *throws ball to student*
2            (0.3)
3  ELA:      <my::>
```

```
4                 (0.1)
5  PST8:    <na:me↑>
6                 (0.2)
7  ELA:     <na:m[e>
8  PST8:         <[i::s↑>
9                 (0.3)
10 ELA:     i:[s]
11 PST8:       [my] name i:s↑
12                (0.6)
13 ELA:     my name is
14                (0.8)
15 PST8:    ELA
16                (0.2)
17 ELA:     ELA
18                (0.5)
19 PST8:    GOOD M*ORNING ELA:::*
                  *claps hands-->*
```

The extract starts with teacher's producing an (AAAA) signaling her transition to the action of throwing the ball which is also accompanied by her realizing the same action. She uses a directive (°>söyle<°) in students' L1 to start the repeat-after-me sequence. From the end of line 1 to 7, ELA repeats PST word by word towards a full-sentence introduction to state her own name. Interestingly, in line 8, while producing the auxiliary verb 'is', which requires a noun (a proper noun in this case such as Hilda or David) in the following syntactical position, the PST employs a longer elongation on the sound 'i' with a rising intonation at word-final position thereby designing her turn as a DIU (<[i::s↑>). Yet, ELA does not recognize PST's previous turn as a DIU, but treats it as another segment to repeat. On that account, the PST produces an extended version of the earlier DIU ([my] name i:s↑), meanwhile she creates an interactional space for ELA to respond and complete the incomplete utterance. When she displays no orientation to the DIU and reproduces the prior turn, the PST self-completes the DIU in line 15. After ELA's repetition, the PST acknowledges her utterance by saying (GOOD M*ORNING ELA:::*) as she claps her hands indicating a positive embodied response and end of the sequence. Here, it is important to note that the PST designs the activity in the form of a DIU to turn a repeat-after-me activity into an open interactional space for the student to participate in. That is, instead of only repeating the PST's turns, the student is expected to take part in co-constructing the

preferred response. However, ELA demonstrates no orientation to both DIUs (Line 8, 11) which leads to PST's self-completion of the DIU.

Extract 10

The close inspection of the data obtained from different classrooms with various teacher trainees revealed that in some cases, when a learner does not orient to the PSTs' DIUs, some PSTs keep working on repairing the problematic utterance or making further efforts to elicit a contribution from that learner instead of starting from scratch with a new student or transforming the situation into a whole-class activity or simply completing the DIU themselves. In parallel with this finding, the last extract presented below reaches an alternative ending thanks to the PST's (PST9) successful endeavors. It is another segment within the classroom interaction during which the usual introduction routine is performed at the early stages of the lesson.

```
Extract 10 - 21141228 - (0:00:57.4 - 0:01:25.7)
1  PST9:     what is you:r n::ame↑
2  ATA:      (°what is your name°)
3            (0.5)
4  PST9:     my name is buket (.) *what is your na:me↑* (1.7)
                                  *points to student with BH palm open*
5            my name i:s* at*a (0.8)
                         *points to student's name card*
6            my name i::s↑
7            (0.5)
8  STU:      (°ata°)
9            (0.5) * (0.1)
                   *imitates talking with hand-->
10 PST9:     my name i:s ata*
                            -->*
11           (1.0)
12 STU:      °my name is ata°
13 PST9:     my name i::[s
14 ATA:                 [°my name is°
15 STU:                 [at↑a:
             ((ss keep murmuring in the background))
16 PST9:     my name i- şşş
17           ↑my name i::s↑
18           (0.8)
```

```
19 ATA:          °ata°
20               (0.4) * (0.2)
21 PST9:                    we*ll done*
                             *.........claps-->*
B:both
H:hands
```

Line 1 commences with the PST asking ATA's first name followed by his recognition of the turn as he repeats it nearly whispering in line 2. The PST treats his turn as a genuine request for information and responds with her own name (Line 4). Then, she rearticulates her previous interrogative pointing both hands with open palms towards ATA. Following the 1.7 seconds of silence, the PST first provides the correct answer herself (Line 5), and simultaneously points at the student's name card with her index finger. In an attempt to elicit the response from ATA, she reproduces her turn as a DIU (my name i::s↑) in line 6. Nevertheless, a couple of other students near ATA take his turn to complete PST's incomplete utterance ((°ata°)), yet their turn receives no orientation from the PST as a 'potential' response. Instead, she keeps her gaze at ATA, repeats the correct answer once again (my name i:s ata*) and marks her action as she makes a talking gesture with her hand (Line 9, 10). After the 1.0 second gap, and no apparent orientation from ATA, other students produce another completion of the DIU in line 12 as a second time, but the PST shows no recognition of this response again and she directs the same DIU to ATA. Finally, he overlaps with the PST and repeats the DIU, meanwhile the peer students start talking in the background producing the correct answer. In line 16, the PST creates one more opportunity for ATA as she reproduces her DIU which is interrupted by her shushing others who are talking in the background (my name i- şşş). Then, after one more repetition of the incomplete turn, eventually in line 19, she achieves to elicit the correct response from ATA. Consequently, she uses an explicit positive assessment (we*ll done*) and applauds him as an embodied positive feedback.

Separating from other extracts presented within this section, this current example ends up to be a successful elicitation of a student's response through the use of DIU

although it begins with no student orientation at first. Rather than dealing with the occurrent trouble, i.e. no student orientation to DIU, through other methods all of which take away the focus from the candidate student in some way (e.g. moving on with another student), the focal PST keeps working on eliciting a response from that specific student although she had heard the correct answer multiple times from other students (Line 8, 12 and 15). Without a doubt, it demonstrates a fine example of a candidate practitioner's persistence to ensure that the selected learner reaches the correct answer and gets the point of the pedagogical activity. On the other hand, it could be time-consuming and jeopardize the full realization of the lesson plan considering the fact that there were more than a half class of pupils waiting in line for the same routine and it was only the introduction stage of the lesson with at least two more activities in line.

So far, the chapter has illustrated the findings of the current study in respect to the in-depth and line by line analysis of the data obtained through the video-recordings of pre-service teachers' practice teaching experiences in a state pre-school as a requirement of their TEYL course in ELT department. The representative extracts were presented under three sections; preferred completion of DIUs, dispreferred completion of DIUs and no completion of the DIUs accompanied by their conversation analytic and multimodal transcriptions to enhance the readability of the analysis and findings.

Chapter 5

Discussion, Conclusion and Suggestions

The last chapter is assigned for a general conclusion of the thesis, suggestions for further research, implications for ELT and the discussion of research findings demonstrated in the previous chapter in three sections with regard to the stated research questions at the beginning of the thesis. That being the case, the first section presents the features and sequential organizations of designedly-incomplete utterances (DIUs) employed by the pre-service language teachers during the deliverance of their practice teachings in pre-school classrooms and the interactional unfolding of this practice within the elicitation sequences. In similar fashion, the second section addresses the other research questions and the interactional outcomes of DIUs are discussed in detail, namely, (1) the preferred completion of DIUs; (2) the dispreferred completion of DIUs; and (3) no completion of the DIUs, as well as the ways in which the PSTs resolve emerging troubles.

Features and Sequential Trajectories of Designedly Incomplete Utterances

As mentioned earlier, DIUs are teachers' unfinished turns designed to achieve numerous pedagogical goals. Park and Park (2022) define DIU as "syntactically incomplete turns that make turn-transition relevant in instructional context." Despite being syntactically incomplete, DIUs are 'pragmatically' complete as they are oriented to as recognizable social acts by the participants in the course of interaction (Persson, 2017).

Previous literature has reviewed the use of DIU during classroom interaction by the teachers in alternating instructional settings with various pedagogical purposes, e.g. hinting (Balaman, 2019); eliciting self-corrections (Koshik, 2002); and elicitation of student responses (Walper et al., 2021) which constitute the focus of the current study. In other words, it is with DIUs that the teachers more specifically mark their pedagogical intent. Ample of studies exist investigating DIUs in instructional settings. However, the contribution of the DIUs in classroom interaction with young learners, i.e. pre-school level, has received

little attention. Moreover, no known empirical research has focused on exploring the specific use of DIUs by PSTs for elicitation. On that account, the detailed observation of the data obtained from PSTs' practice teaching in pre-school classrooms revealed DIUs as a recurrent phenomenon. Accordingly, their features and organizations in PSTs' elicitation sequences will be discussed further.

Returning to the question posed at the beginning of the study, it is possible to state that as displayed in all extracts, the PSTs' DIUs are mostly detectable in regard to their typical prosodic markers. In relation to aforementioned characteristics, PSTs recurrently design their DIUs with the lengthening of the vowel in the turn-final position with a rising intonation accompanied by a pause (e.g. `i[t i::s↑]`) (Abreu Fernandes & Melander Bowler, 2022). Furthermore, PSTs are observed to apply DIUs to various syntactic units within the data. Most of the extracts demonstrate DIUs at syntactic level (e.g. `my name i:[s↑`); however, it is also possible to detect DIUs at word level within the dataset. By the design of their turns, the PSTs set up the conditional relevance for learners to produce the missing element (e.g. noun in a noun clause) in the next slot. This relevance creates a collaborative turn sequence in which the two contributions of both the PST and the learner creates a 'compound turn constructional unit' (Lerner, 1991) as illustrated in Extract 2.

In like manner, apart from some exceptions in problematic cases, the sequential organizations of DIUs produced by the PSTs in an attempt to elicit student responses followed a common pattern despite being employed in different pedagogical activities by different trainee teachers. The following representation provides an overview of the sequential structure of the DIU employment by PSTs within classroom interaction to elicit a response:

1st turn:	PST's interrogative / informative prompt
2nd turn:	Student's repetition of the PST's prior turn
3rd turn:	PST's deployment of DIU

4th turn: Student's completion of the DIU

The following extract illustrates the focal case in the interactional sense:

Extract 11

```
1 PST1:   whats your n:ame↑ (PST's interrogative)
2         (0.2)
3 HAN:    ss your n:ame↑ (Student's repetition)
4         (0.6)
5 PST1:   my name i:[s↑ (PST's DIU)
6 HAN:              [my name is hand[e] (Student's completion of the DIU)
```

As seen in Extract 11 above, which is a shortened version of Extract 1, the elicitation sequence begins with an interrogative in almost all cases in the dataset followed by the students' repetition of the PST's prior turn. In some examples, the PST utters the interrogative after modelling the preferred response for the activity (`My name is esra (.) what is your name↑`). It is commonly observed in the data that students tend to repeat PSTs' initial turn whether it is an interrogative or a personalized informative. This finding might be explained from both positive and negative aspects. The former aspect allows the researcher to analyze these repetitions as the learner's uptake or display of understanding the previous turn whereas a researcher who adopts the latter aspect might take it as a source of trouble reflecting student's non-understanding of PST's interrogative action or the student's limited knowledge in the target language. Considering the fact that the participants of the focal study are nearly zero beginners in English, the repetitions of PSTs turns in the second slot could be analyzed to reveal their limited epistemic status in L2. On the other hand, Watanabe (2016) documents the longitudinal interactional development of a focal learner and offers some insight into the steps towards realization of such a goal. The first two steps of the continuum include: (1) repetition and imitation of teacher turns and (2) participation only as responses and when solicited by the teacher. Another explanation for this finding might be that learners orient to PSTs questions/DIUs as a repeat-after-me activity. It could be interpreted that the participant learners are so accustomed to repeat-

after-me activities that they treat DIUs of the PSTs as inquiries to repeat rather than questions to respond. This brings out the significance of employing a variety in pedagogical activities coherent with different pedagogical needs of the lesson. Students should be introduced to various interactional practices such as DIU which is a common pedagogical resource used by teachers for elicitation. The current findings are also in line with this study as the first step complies with the 2nd turn repetitions of learners and the second step with the 4th turn in which the learners complete the PST's DIU with one-word responses. From the latter perspective, students' repetition of prior turns can be analyzed as "potential fingerprints of early levels of L2 interactional competence" (Balaman, 2018).

The last feature that accompany PSTs' use of DIU is their use of embodied conduct. Over the course of multimodal analysis of the dataset, findings have showed that embodied resources emerge as an integral defining feature of DIUs especially in the focal context of pre-school classrooms. Furthermore, in the data, PSTs draw on embodied resources such as gestures and utilize classroom materials in order to design more accessible turns for learners with limited L2 resources and to elicit responses. These observations are in accordance with previous studies in which DIU is identified as a resource to ensure student participation when produced together with gestures (aus der Wieschen & Sert, 2018, 2021; Balaman, 2018; Sert, 2015; Walper et al., 2021). PST2's pointing at the pictures in Extract 2, PST3's pointing at the student's name card, PST 2's showing an actual umbrella to students in Extract 4 and PST4's imitation of feeding soup to learners in Extact 5 and others in the dataset are examples to illustrate that the PSTs accompany their turn with gestures or materials to hint the item expected to be elicited in the next turn. Hence, it can be concluded that embodied resources aid PSTs while progressing their pedagogical activities and provide both context and semantic clues towards the preferred response (Walper et al., 2021). In other words, they narrow down the possibilities for the completion of DIU for the novice learner with limited abilities in the target language and foresee a non-problematic response. The effective integration of embodied resources into achieving a specific

pedagogical goal, i.e. elicitation, is also an indicator of PSTs' proficiency in CIC. From this point of view, the finding is also consistent with (Sert, 2019) who proposes the effective use of gesture as one of the basic properties of CIC.

Altogether, the findings suggest that through the design of their elicitation turns and their sequential organization in interaction, the PSTs create fitted interactional spaces for young EFL learners with limited epistemic access in L2 to enhance participation in classroom activities. In a way, they construct a 'zone of proximal development' (ZPD; Vygotsky, 1986) through scaffolding learner in interaction until s/he is able to produce the preferred learning object without any help. In this section, the interactional features of DIUs produced by PSTs and their sequential environments in which they occur was discussed in relation to the first research question of this thesis. Furthermore, the findings for the focal research question were presented and considered in comparison to the previous literature. Next section will present the interactional outcomes of DIUs employed by the PSTs in elicitation sequences.

Interactional Outcomes of Designedly Incomplete Utterances

In the scope of the current study, after the multimodal in-depth analysis of the data, it is observed that the PSTs' use of DIU with the purpose of eliciting an preferred response from the learners led to the conclusion of the elicitation practice in three ways:

1.   The preferred completion of the DIU by the learner

2.   The dispreferred completion of the DIU by the learner

3.   No completion of the DIU

Accordingly, especially in problematic situations, the PSTs utilized a number of interactional resources to resolve troubles, maintain learner's attention, elicit a correct response or simply to orient to the learner's correct completion of the DIU.

To start with, Extracts 1, 2 and 3 are evidently instances in which the learner successfully provides the preferred response, i.e. the correct response to the PST's DIU. The above model and Extract 11 clearly illustrates the successful use of DIUs. In Extract 1, the student answers in an overlap with the PST at the end of her DIU and manages to complete it with her own name which is the preferred answer. In Extract 2, after the repeating the PST's prior turn with the interrogative (`how is the weather↑`), and PST's pointing gesture towards the pictures related to the item being elicited, BEY overlaps with the PST at the beginning of her turn to complete the DIU with the correct answer. Lastly, in Extract 3, the PST begins the sequence with the modelling of the preferred response with a personalized informative (`My name is esra`), in the following lines the PST co-constructs the DIU with YEL (Line 5 to 9), only the PST designs her one-word utterance (`<i::s↑>`) in the form of a DIU to elicit the response in the next turn from YEL along with pointing at her name card and succeeds in Line 11.

The most obvious finding to emerge from the investigation of preferred completions is that the way PSTs orient to learners' correct responses. All PSTs display their acceptance of the learner's potential answer with what Waring (2008) calls an 'Explicit Positive Assessment' through utterances such as "well done" (Extract 1) or "great" (Extract 7) usually accompanied with a high-five with the focal student or giving a certain object (e.g. an umbrella figure in Extract 2) as a representative trophy in order to positively reinforce student's participation.

An initial objective of the study was to identify the resources through which the PSTs deal with emerging troubles during the employment of the DIU format in elicitation sequences. In this study, the 'trouble' leading to problematic completions of the DIUs is defined as learners' production of a dispreferred response (Schegloff, 2007) in the interactional space to complete the DIU. Correspondingly, Extract 4 is a comprehensive representation of the all observed troubles within one pedagogical activity as it depicts the

completion of the DIU in L1 (Line 3, 4), the completion of the DIU with incorrect semantic item (Line 7, 13) and the mispronunciation of the item of completion (Line 16, 20, 22, 24).

The last aspect of the second research question deals with ways of managing the interaction when the selected student displays no orientation towards the DIU. The PSTs have been revealed to deploy certain interactional resources/response pursuit practices to resolve this kind of trouble. PST6 re-directs her interrogative followed with a DIU towards the other students turning the moment into a whole-class learning opportunity in Extract 7. PST7 trying to elicit identification from YAK is probably the most demonstrative example of no student orientation in the dataset. The PST employs more than one resource in an attempt to elicit a response from YAK; first, she models the preferred response (Line 5), she formulates her interrogative as a DIU (Line 8, 12, 13) and she gives a directive (Line 13) and finally failed to get a response from YAK, she moves on with the next student (Line 16). Lastly, PST8 provides the answer on behalf of the student after getting no orientation towards the DIU (Line 15). These findings are in agreement with recent studies of Chazal (2015), Duran and Jacknick (2020), Park and Park (2022) which indicates that after a non-response to her initial elicitation, the teacher employs additional strategies; modeling a response by personalizing the task and drawing on a range of multimodal resources, i.e. embodied resources or pedagogical artifact to elicit an answer. Moreover, in a similar local research context, Somuncu and Sert (2019) have also reached contemplating findings and demonstrated that PSTs deploy embodied hints or directives to resolve interactional troubles and promote students' access to through comprehension of pedagogical objectives. The last extract regarding a non-respondent student towards the DIU is Extract 10. This extract poses as a failed example of the DIU use at first glance, yet it reaches to a successful elicitation of a response in the end. The PSTs ongoing endeavors such as embodied gestures, i.e. pointing, modeling a response (Line 4), producing a DIU (Line 6), providing the answer (Line 5) is also interrupted with self-selecting students providing the correct answer before the selected student which gets no recognition from the PST and off-

task talk in the background which is oriented with hushing by the PST. Prior studies have identified hushing as a practice of PSTs to prevent off-task talk and maintain classroom order (Karadağ, 2019). Eventually through various efforts, the PST elicits a one-word response from the focal student and closes the sequence with an explicit positive assessment and an embodied positive feedback (high-five). The table below (Table 1) demonstrates the types of problematic completions of the DIUs and the types of interactional resources used to deal with such problematic completions as well as the instances in which DIUs left unanswered by the learners.

Table 2

Interactional Resources Used to Deal with Problematic Completions of/No orientations to DIUs

Extract Number	Trouble	Interactional Resource
Extract 4	completion of the DIU in L1, semantically incomplete completion, phonetically incorrect completion	PST self-completing the DIU, reinitiating DIU with another student
Extract 5	phonetically incorrect completion	PST self-completing the DIU
Extract 6	semantically incorrect completion	PST self-compelting the DIU, getting students to repeat
Extract 7	no orientation to DIU	changing participation framework from single-student to whole-class, PST self-completing the DIU
Extract 8	no orientation to DIU	employing a directive "say", getting students to repeat

	no orientation to DIU,	PST self-completing the
Extract 9	treating DIU as a repeat-after-me activity	DIU, getting students to repeat
	no orientation to DIU, self-selecting students without allocation	PST self-completing the DIU, reinitiating DIU with the same student until eliciting a preferred response
Extract 10		

In some of the instances, PSTs make sure that the learners display uptake and insistently get them to repeat by reinitiating the DIU (e.g. Extract 1, 6, 10) regardless of whether the target student repeats or not although the correct completion has already been provided by the PST. Furthermore, it is clear from the table that in majority of the instances, PSTs complete the DIUs themselves with the exception of Extract 8 and usually after DIU is repeated a couple of times. It may be also noted that no other interactional resource seems to help much in the pursuit of a response in case of problematic completion of the DIUs or no orientation on the part of the students. It is still DIUs that elicit the response if they accomplish to obtain a successful one from the learners.

In this section, the interactional outcomes of PSTs use of DIU is presented with regard to the third research question of the study. The interactional resources employed by the PSTs are defined and elucidated through presentation of short extracts in the events of preferred or dispreferred completions of DIUs and no observable orientation towards the DIU from the selected student.

The following part of this chapter of the study is devoted to an overall conclusion with suggestions for future studies and implications of the research findings in training language teachers. Hence, initially concluding remarks are presented summarizing the preceding chapters and the current thesis and eventually, the pedagogical implications of

DIUs are covered for the language teacher training and classroom interaction with suggestions for further research on the subject matter.

The main goal of this study was to identify the features of designedly incomplete utterances used by pre-service teachers at pre-school level, their sequential organizations in classroom interaction with young learners and their employment as a pedagogical resource so as to elicit responses from the learners. Consequently, the data was collected from the video-recordings of PSTs' practice teaching experiences as a requirement for their TEYL course within the teacher education project IMDAT (Sert, 2015). The collected data was repeatedly viewed, then transcribed using Jeffersonian conventions and enhanced by employing Mondada's multimodal transcription guidelines and analyzed through CA methodology. The highly detailed micro-analysis of the transcriptions revealed the interactional practice of DIU as a recurring phenomenon within the dataset utilized by the PSTs in order to elicit responses from the students. Therefore, the interactional practice of DIU was chosen to be explored in interaction and its possible effects on eliciting student contributions. The results of the study revealed DIUs are made relevant in PSTs elicitation turns by their prosodic markings as well as their embodied conducts. Another finding uncovered the interactional outcomes of the DIU use is threefold in the local context of the research; (1) preferred completion of the DIUs; (2) dispreferred completion of the DIUs; and (3) no completion of the DIUs by the student. To orient to learner's correct completion of the DIU or dealing with the problematic situations regarding the DIU, PSTs employ various interactional and embodied strategies to maintain the progressivity of the activity. Generally considered, DIUs are observed to encourage participation especially with young learners who have very limited resources in the target language. In conclusion, the results of this study will hopefully provide some theoretical, interactional and practical insight for training language teachers, classroom interaction and teaching English to young learners.

Implications for Language Teacher Education and Suggestions for Further Research

This study adds to a growing body of research into the use of DIU in classroom interaction at pre-school level which received relatively little attention in the previous literature (Balaman, 2018) and regarding the conclusions drawn based on the findings of CA analytic data, it bears significant implications on specifically in the education of language teachers and teaching EFL to young learners.

In line with earlier studies (e.g. Seedhouse, 2004; Walsh, 2006; Sert; 2015) which suggest that the integration of the knowledge of CIC and CA into the language teacher education programs to promote PSTs' readiness before experiencing an actual classroom environment and their professional development, the current study's findings might also be an indicator of the importance of having a basic understanding of CIC may aid PSTs to manage interactional troubles emerging within the pedagogical activities. Similarly, in this study it is revealed that the DIUs emerge as an integral part of CIC even to the extent of PSTs since it is observed as a recurring phenomenon used not only by in-service teachers but pre-service teachers as well. In that manner, it is of vital importance to uncover the underpinnings of their interactions as much as experienced teachers, and to provide them with the necessary opportunities to interact with actual students in real-life classrooms during their training. As aforementioned in the introduction section, the data for this study comes from a Teaching English to Young Learners (TEYL) course within a teacher education program IMDAT (Sert, 2015) which integrates CIC into teacher training with CA. In the same vein, it may be stated that the effective use of DIUs by some PSTs might be a result of their CIC based training although there is no clear evidence of such finding within the present dataset. However, it is clear that even in the classroom interaction of teacher candidates with very limited actual teaching experience DIU emerges as an integral part of their pedagogical resources. Besides, Wagner (2019) highlights that teachers' interactional resources and strategies should respond to their 'unfamiliarity' and 'availability', i.e.

epistemic status, in the target language which requires proficiency in CIC. In the case of young learners, considering their limited verbal resources in L2, the knowledge of the features and the use of DIU in interaction would have an encouraging effect on eliciting responses and enhancing student participation in pedagogical activities (Seed & Walsh; 2013; Netz, 2016; Kardaş İşler et al., 2019). Furthermore, the non-explicit nature of DIUs' turn design might enable practitioners to elicit knowledge displays from learners with low language proficiency without making them feel the pressure of questioning strategies such as wh- questions and secure non-problematic responses (Persson, 2017). Lastly, a good deal of research (e.g. aus der Wieschen & Sert, 2021) has concluded that when combined with embodied resources, DIUs are guaranteed to promote student participation. Thus, enhancing the use of DIUs through embodied resources or classroom materials like pictures or objects is suggested for creating learning opportunities for young learners.

The current study has only investigated the use of DIUs by the pre-service teachers' during their deliverances of practice teaching in pre-school classrooms with Turkish students as a requirement of their TEYL course. Accordingly, the described interactions and interactional practices of PSTs cannot be claimed to pose generalizable to all classrooms in other sociocultural settings. Further research is needed to examine the use of DIU with different pre-school learners, or others, in various socio-cultural settings to reach more reliable and representative conclusions on the employment of this interactional practice. In the same vein, with the advancements in technology, and since the pandemic, numerous instructional settings have emerged in online platforms as a brand-new research field to investigate in relation to the use of such interactional practices.

The current study is also limited to the dataset obtained from the one-time practice teaching experiences of a limited number of PSTs. A more generalizable and reliable conclusion would be possible with Markee's (2008) 'Learning Process Tracking' (LPT) which involves carrying out CA based analysis of participants' emerging developments in grammar or learning objects both in the moment and over time. A future research study

might contain the longitudinal dataset with same research design to examine PSTs use of DIU in longer terms and whether learners' orientation changes towards DIUs over the course of time. According to Gardner (2019), 'learning is not linear, and it takes place over time' and to observe learning behavior individuals should be followed longitudinally to document the changes in their interactional repertoires.

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APPENDIX-A: Mondada (2018) Multimodal Transcription Conventions

* *	Gestures and descriptions of embodied actions are delimited between
+ +	two identical symbols (one symbol per participant)
Δ Δ	and are synchronized with corresponding stretches of talk.
*--->	The action described continues across subsequent lines
---->*	until the same symbol is reached.
>>	The action described begins before the excerpt's beginning.
--->>	The action described continues after the excerpt's end.
.....	Action's preparation.
----	Action's apex is reached and maintained.
,,,,,	Action's retraction.
ric	Participant doing the embodied action is identified when (s)he is not the speaker.
fig	The exact moment at which a screen shot has been taken
#	is indicated with a specific symbol showing its position within the turn at talk.

APPENDIX-B: Jefferson (2004) Transcription Conventions

[ ]   Overlapping utterances – (beginning [) and (end])

=   Contiguous utterances (or continuation of the same turn)

(0.4)   Represent the tenths of a second between utterances

(.)   Represents a micro-pause (1 tenth of a second or less)

:   Elongation (more colons demonstrate longer stretches of sound)

.   Fall in pitch at the end of an utterance

-        An abrupt stop in articulation

?   Rising in pitch at utterance end (not necessarily a question)

CAPITAL   Loud/forte speech

Word   Underline letters/words indicate accentuation

↑↓   Marked upstep/downstep in intonation

° °   Surrounds talk that is quieter

hhh   Exhalations

.hhh   Inhalations

he or ha   Laugh particle

(hhh)   Laughter within a word (can also represent audible aspirations)

><   Surrounds talk that is spoken faster

<>   Surrounds talk that is spoken slower

(( ))   Analyst notes

( )   Approximations of what is heard

$ $ Surrounds "smile" voice

APPENDIX-C: Ethics Committee Exemption Form

<table>
<tr>
<td rowspan="2"></td>
<td>Hacettepe Üniversitesi
Eğitim Bilimleri Enstitüsü
Tez Çalışması/Araştırma Etik Komisyon İzin Muafiyeti Formu</td>
<td>F46</td>
</tr>
</table>

07 / 02 / 2022

Hacettepe Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Ana Bilim Dalı Başkanlığına

Tez/Araştırma Başlığı	İngilizce Derslerinde Bir Öğretim Aracı Olarak Eksik Tasarlanmış Sözceler

Yukarıda başlığı/konusu verilen tez/araştırma çalışmam,

1. İnsan ve hayvan üzerinde deney niteliği taşımamaktadır.
2. Biyolojik materyal (kan, idrar vb. biyolojik sıvılar ve numuneler) kullanılmasını gerektirmemektedir.
3. Beden bütünlüğüne veya ruh sağlığına müdahale içermemektedir.
4. Anket, ölçek (test), mülakat, odak grup çalışması, gözlem, deney, görüşme gibi teknikler kullanılarak katılımcılardan veri toplanmasını gerektiren nitel ya da nicel yaklaşımlarla yürütülen araştırmalar niteliğinde değildir.
5. ***Diğer kişi ve kurumlardan temin edilen veri kullanımını (kitap, belge vs.) gerektirmektedir. Ancak bu kullanım, diğer kişi ve kurumların izin verdiği ölçüde Kişisel Bilgilerin Korunması Kanuna riayet edilerek gerçekleştirilecektir.***

Çalışmada kullanacağım veriler:
( ) Kamusal erişime açık (buraya yazınız): …………………………………………………………………
(X) Özel izin ve onaya tabi (buraya yazınız): İlgili kişilerden izin alınmıştır ve ekte sunulmuştur.
( ) Üretilmiş veri (buraya yazınız): …………………………………………………………………..
( ) Diğer (buraya yazınız): …………………………………………………………………………

Yükseköğretim Kurumları Etik Kurullar ve Komisyonlarının Yönergelerini inceledim ve bunlara göre çalışmamın yürütülebilmesi için herhangi bir Etik Komisyondan/Kuruldan izin alınmasına gerek olmadığını; aksi durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

Elif Ürpek

Araştırmacı Bilgileri

Adı Soyadı	Elif Ürpek
Öğrenci ise No	N20135742
Ana Bilim Dalı	Yabancı Diller Eğitimi Ana Bilim Dalı
Programı	İngiliz Dili Eğitimi
Statüsü	☒ Yüksek Lisans ☐ Doktora ☐ Bütünleşik Dr. ☐ Diğer

Danışman Görüşü ve Onayı*

Ektedir.

Dr. Öğr. Üyesi Nilüfer Can Daşkın

*Tez ve tezden üretilen yayınlarda gerekli

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü. Beytepe Yerleşkesi, 06800, Çankaya / ANKARA
Telefon: 0(312) 297 85 72   Belgegeçer: 0(312) 297 85 66   e-Ağ: http://ebe.hacettepe.edu.tr/   e-Posta: ebe@hacettepe.edu.tr

APPENDIX-D: Petition for Ethics Committee Approval

05.01.2022

Yabancı Diller Eğitimi Anabilim Dalı Başkanlığı'na

Bilim Dalımız yüksek lisans öğrencilerinden Elif Ürpek (Öğrenci No: N20135742) tez çalışmasını etik kurul izni alınmış bir veri tabanı üzerinden yürütmek istemektedir. Elif Ürpek'in "İngilizce Derslerinde Bir Öğretim Aracı Olarak Eksik Tasarlanmış Sözceler" başlıklı tez önerisinde verisini incelemeyi hedeflediği grup (Okul öncesi İngilizce sınıfları), mezun yüksek lisans öğrencilerimizden Fatma Feyza Öztürk'ün (Öğrenci No: N18139454) Doç. Dr. Ufuk Balaman'ın danışmanlığında tamamladığı tez çalışması için oluşturduğu veri tabanı kapsamında olduğundan, ilgili öğrenci etik kurul izni alınmış bu veri tabanını tamamen farklı bir araştırma odağıyla inceleyip özgün bir araştırma yapmayı hedeflemektedir. Bu doğrultuda Elif Ürpek'in, Fatma Feyza Öztürk ve danışmanı Doç. Dr. Ufuk Balaman'ın da uygun görmeleriyle (Ek 1) ekte sunulan etik kurul izin (Ek 2) kapsamında oluşturulan veri tabanı üzerinden çalışmasını yürütebilmesi ve etik kurul izninin kabulü için gereğini saygılarımla arz ederim.

Dr. Öğr. Üyesi Nilüfer CAN DAŞKIN
Tez Danışmanı

Ek 1: Doç. Dr. Ufuk Balaman ve Fatma Feyza Öztürk'ün onayı
Ek 2: Etik Kurul İzin Belgesi

APPENDIX-E: Approval of Ufuk Balaman and Fatma Feyza Öztürk

05.01.2022

Hacettepe Üniversitesi

Eğitim Bilimleri Enstitüsü'ne

İngiliz Dili Eğitimi Bilim Dalımız yüksek lisans öğrencilerinden Elif Ürpek'in, danışmanlığını yapmış olduğum mezun yüksek lisans öğrencim Fatma Feyza Öztürk'ün tez çalışması için oluşturduğu ve etik kurul izni alınmış olan veri tabanını tez çalışması kapsamında kullanması uygundur.

Gereğini saygılarımla arz ederim.

Doç. Dr. Ufuk Balaman   Fatma Feyza Öztürk

APPENDIX-F: Ethics Committee Approval for Fatma Feyza Öztürk's Study

Tarih: 15/01/2020
Sayı: 35853172-300-E.0000951003

0000951003

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı   : 35853172-300
Konu   : Fatma Feyza ÖZTÜRK (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 18.12.2019 tarihli ve 51944218-300/00000911711 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Bilim Dalı yüksek lisans programı öğrencilerinden **Fatma Feyza ÖZTÜRK'ün Dr. Öğr. Üyesi Ufuk BALAMAN** danışmanlığında yürüttüğü 'İngilizce Öğretmen Adaylarının Mikro-Öğretim ve Gerçek-Öğretim Süreçlerinde Etkileşimsel Desenlerin İncelenmesi" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **07 Ocak 2020** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

APPENDIX-G: 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.

06 /12/2023

Elif Ürpek

APPENDIX-H: Thesis Originality Report

06/12/2023

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

Thesis Title: Designedly Incomplete Utterances as a Pedagogical Tool for Elicitation in Pre-School EFL Classrooms

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname:	Elif Ürpek	
Student No.:	N20135742	Signature
Department:	Foreign Language Education	
Program:	English Language Teaching	
Status:	☐ Masters Ph.D. Integrated Ph.D.	

ADVISOR APPROVAL

APPROVED
(Title, Name Lastname, Signature)

APPENDIX-I: 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 İlişkin 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]

06 /12 /2023

Elif Ürpek

"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.