



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

A DISCOURSE-ANALYTIC PERSPECTIVE INTO CLASSROOM
INTERACTIONAL COMPETENCE DEVELOPMENT OF ENGLISH AS A
FOREIGN LANGUAGE INSTRUCTORS: A MULTIPLE-CASE STUDY

Esra YATAĞANBABA

Ph.D. Dissertation

Ankara, (2020)

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YABANCI DİL OLARAK İNGİLİZCE ÖĞRETEN ÖĞRETİM GÖREVLİLERİNİN
SINIF İÇİ ETKİLEŞİMSSEL YETİLERİNİN GELİŞTİRİLMESİNE YÖNELİK
SÖYLEMSEL ANALİTİK BİR YAKLAŞIM: BİR ÇOKLU VAKA ÇALIŞMASI

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Abstract

The purpose of this study is three-fold; first, to explore novice EFL instructors' needs for further professional development pertaining to classroom interactional features, second, to enhance their classroom interactional competence (CIC) with specific reference to the classroom interactional features identified, namely teacher echo, teacher interruption, limited wait-time, turn completion and extended teacher turn through the use of self-evaluation of teacher talk framework (SETT) and third, to showcase if enhanced CIC awareness had any positive impact on the instructors' actual classroom interactional practices.

To do this, a multiple-case study design was chosen, and data were collected from three novice EFL instructors whose teaching experiences were limited to 0-3 years at a tertiary context. For these aims, the data were collected through video-recordings, video-stimulated recalls (VSRs), SETT grid, dialogic reflection sessions, audio recordings and semi-structured interviews. The collected data were analyzed through SETT and Conversation Analysis (CA) as an instrument and thematic analysis. The instructors' needs for further professional development were found to be turn completion, teacher interruption, limited wait-time, teacher echo and extended teacher turn. The findings revealed that although the focal points were still observed in the instructors' data, all cases showed improvement in terms of identification of the focal points, critical self-evaluation and making conscious interactive decisions after the intervention. The evidence for increased awareness came from VSRs on video recordings and their CA analyses, and dialogic SETT reflections through which they described, reflected, and critically evaluated themselves. In the light of the findings, pedagogical implications for L2 teacher education, SETT and CIC were provided.

Keywords: novice EFL instructors, classroom interactional competence (CIC), reflective practice, self-evaluation of teacher talk (SETT), multiple-case study.

Öz

Bu çalışma, öğretim görevlilerinin daha fazla gelişime ihtiyaç duydukları sınıf içi etkileşimsel yetilerini (SIEY) belirlemeyi, sınıf içi etkileşimsel yeti farkındalıklarının öğretmen ses yansıması, öğretmenin öğrencinin sözünü kesmesi, sınırlı bekleme süresi, söz sırası tamamlama, genişletilmiş öğretmen söz sırası açısından geliştirilmesini, ve bu Öğretmen Konuşmasının Öz Değerlendirilmesi (ÖKÖD) çerçevesiyle geliştirilmiş sınıf içi etkileşimsel yeteneklerinin öğretim görevlilerinin gerçek sınıf içi etkinliklerinde olumlu bir etkisinin olup olmadığını ortaya koymayı hedeflemektedir. Bu amaçla, yüksek öğretimde öğretim deneyimleri 0-3 yıl arasıyla sınırlanan mesleğe yeni başlayan üç İngilizce öğretim görevlisinden veri toplanmış ve çoklu vaka tasarımı uygulanmıştır. Veriler görüntülü kayıtlar, video çağırışım teknikleri, ÖKÖD çerçevesi, diyalog yansıtma oturumları, sesli kayıtlar, yarı-yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Toplanan veri ÖKÖD çerçevesi ve konuşma çözümlemesi yönteminin araç olarak kullanılması, ve tematik analizle incelenmiştir. Sonuçlar odak noktaları incelendiğinde söz sırası tamamlama, öğretmenin öğrencinin sözünü kesmesi, ve sınırlı bekleme zamanı, öğretmen ses yansıması ve genişletilmiş öğretmen söz sırasının öğretim görevlilerinin verilerinde hala kullanılmakta olduğunu göstermiştir. Ancak bütün vakalar odak noktaların belirlenmesi, eleştirel öz değerlendirmenin yapılması ve bilinçli etkileşimli karar alma becerileri açısından gelişim göstermişlerdir. Bu artan farkındalık, görüntülü kayıtlar üzerinde gerçekleştirilen görüntülü çağırışım teknikleri ve onların konuşma çözümlemesi analizleri, kendilerini tanımladıkları, yansıttıkları ve eleştirel olarak değerlendirdikleri ÖKÖD yansıtmalarından elde edilmiştir. Araştırmanın sonuçları ışığında yabancı dil öğretmeni eğitimi, ÖKÖD ve SIEY ile ilgili eğitimsel çıkarımlar sunulmuştur.

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Symbols and Abbreviations

SLA: Second language acquisition

ELT: English language teaching

L2: Second/Foreign language

CIC: Classroom interactional competence

SETT: Self-evaluation of teacher talk

SLTE: Second language teacher education

CA: Conversation analysis

UTP: Unwillingness to participate

DIU: Designedly incomplete utterances

Chapter 1

Introduction

In this chapter, the background of the study is discussed by summarizing the relevant literature in relation to classroom interaction, professional development, and the importance of classroom interactional competence (CIC) on teacher development. Also, the relationship between CIC and self-evaluation of teacher talk (SETT) as an analytical tool is mentioned. After that, the aim and significance of the study are discussed, and the discussion is followed by the research questions, description of the research context as well as the definition of terminology used in the current study.

Background of the Study

Classroom interaction is the starting point of teacher development (Van Lier (1996, p.5). Therefore, comprehending classroom interaction is the most important curricular source. Teaching is a joint practice act formed and organized in a social and physical environment by means of dialogue, and instructors' engagement in classroom interaction is of utmost importance to completely understand and know what to do in each unique and complex situation in the classroom. Hence, an effective knowledge of classroom teaching is contingent on a teacher's knowledge and use of classroom interaction (Seedhouse, 2004; Walsh, 2003; 2006; 2011; Waring & Hruska, 2012; Donald, 2015).

How a teacher learns to teach, how aware she or he is of the impact of knowledge and development of classroom interaction on actual teaching practices are very crucial issues to consider for all instructors, but especially for novice EFL instructors (Seedhouse, 2008; Fagan, 2012). Hence, reflection is one of the most influential ways to raise awareness of instructors' classroom interaction and engage them in the process of professional development (Bannink & Van Dam, 2007; Lazaraton & Ishida, 2005; Huth, Betz & Talagani-Nikazm, 2019; Anderson, 2019).

Reflective teacher development is based on the assumption that if the instructors actively take part in conscious and systematic reflection on their teaching, they can enhance their classroom interactional practices by specifically focusing on their classroom discourse patterns (Walsh & Mann, 2015). Research on

classroom interaction in ELT dates back to 1970s, and especially since then, researchers have shifted their attention from effectiveness of teaching methods to the characterization of good classroom interactional practices and their impact on teaching (Moskowitz, 1976; Fanselow, 1977; Richard, 1990; Johnson, 1990; Thornbury, 1996; Tsu, 1996; Walsh, 2006). Investigations have been carried out by certain models and instruments. For instance, Moskowitz (1976) described classroom interactions of effective instructors by developing Foreign Language Interaction Analysis (FLINT). Similarly, Fanselow (1977) designed an instrument to categorize, create and evaluate classroom communication in different contexts

In addition to the above-mentioned instruments, there have been studies in which pre-service and in-service trainings were used to sensitize teachers to a greater understanding of classroom discourse and enhancing learning. For example, Richard (1990) organized mini training on teachers' questioning skills. Similarly, Johnson (1990) designed an in-service training on classroom language training for secondary school teachers in Hongkong. This program involved reflective practices, the use of transcripts and pedagogic goals. Moreover, Thornbury (1996) made use of lesson transcripts in raising awareness of teachers in terms of communicative classroom talk.

Furthermore, Tsui (1996) focused on learner reticence and designed a two-year in-service teacher education program. The author suggested the following for dealing with the learner reticence: lengthening wait-time, improving questioning strategies, accepting a variety of answers, making use of group work and peer support, and giving content feedback. In addition, Walsh (2006) designed an *ad hoc* tool (SETT) to direct teachers to focus on their classroom discourse and reflect on their actual practices. By doing so, teachers are encouraged to analyze their own data and critically evaluate themselves individually first, and then with the help of a peer or mentor.

Walsh and Mann (2015) indicated that these studies have changed the directions concerning the role of classroom interaction in the construction of knowledge towards social constructivist theories of learning. These theories basically indicate that both instructors and learners need a mindset shift about their teacher and learner characters, such as instructors as knowledge transmitters and students as knowledge receivers. In fact, the current roles involve a more proactive

role in the context since the teaching and learning context is shaped by both parties although the extent of shaping differs from one context to another.

The role of the teacher in mediating the classroom interaction has led to the investigation of teacher's language awareness and the effect of classroom interactional competence (CIC henceforth) on creating and maximizing space for learning, shaping learner contributions and eliciting responses successfully. As a result, investigation of classroom interaction in reflective teacher development, which is also the focus of the current study, has become an attraction for researchers (Walsh, 2003; Walsh, 2006; Bannink & Dam, 2007; Orland-Barak & Yinon, 2007; Seedhouse, 2008; Cutrim-Schmid, 2011; Walsh, 2011; Urmenta, 2013; Sert, 2015).

According to Walsh (2006, p. 132), CIC refers to 'teacher's and student's ability to use interaction as a tool for mediating and assisting learning'. The author claimed the interaction is at the center of teaching and learning processes, and he suggested that not only students but also instructors will improve learning and the opportunities for learning if they are aware of CIC and enhance it. To promote CIC and embed it in teacher's reflective professional development, Walsh (2003) designed a framework named Self Evaluation of Teacher Talk (SETT henceforth). By adopting this self-evaluation tool, instructors reflect on their own classroom practices by collaborating with another researcher or peer. By doing so, instructors' reflections become more tangible as the data belong to the teacher, and data collection, analysis and reflection take place in his or her own teaching context. In other words, they are the owner of the data and this ownership becomes more helpful for the instructors to identify and reflect on the points, which they are required to dwell upon more in relation to their CIC.

Statement of the Problem

The main motivation of this research stemmed from two main sources: needs analysis through which the instructors reported on their professional needs in the local context; second, the institution where the researcher has been working embarked on making provision for in-service training offered to novice EFL instructors. In December 2017, a need analysis report based on the novice EFL instructors' needs, participants indicated that they mostly needed strategies related

to giving feedback, material development, assessment, and classroom management. This report is one of the primary reasons why the current study was structured as it is. The second reason is that there is an institutional support for an in-service training at this institution especially for novice EFL instructors because they work part-time, and they are graduates of departments other than ELT. Although all of them have a pedagogical formation certification, they have very limited teaching experience.

The third reason is that apart from practical and immediate needs, there have been few studies focusing directly on CIC and reflective teacher development as an in-service training program. Moreover, the studies focusing on CIC and reflective practices were carried out for different purposes such as to identify classroom modes, to examine the impact of the use of interactive whiteboards on teacher student-interactions, to determine discourse markers and investigate SETT perceptions of pre-service instructors as well as pre-service instructors' classes and experienced instructors' classes, to find out the needs of pre-service German teacher through a survey (Coyle, Yanez &Verdu, 2010; Sutherland, Howard & Markauskaite, 2010; Korkut, 2015; Aşık & Kuru-Gönen, 2016; Ghafarpour, 2017; Astuti & Selti, 2018; Ünal, Bozbıyık & Acar, 2019).

Therefore, it is clear that more studies should be conducted to enhance CIC awareness and practices of EFL instructors and their ability to create and maximize language learning opportunities and shape learner contributions on a longitudinal basis. There is also a need for focusing specific classroom interactional needs of the instructors. So far, very little attention has been paid to novice EFL instructors' professional development by focusing on their CIC in a reflective manner. Also, no study has applied this framework to shape a professional development program of an institution or suggesting it to renew ELT departments' teacher training program, a different context at an undergraduate level for pre-service instructors and secondary state schools as in the cases of Korkut (2015) and Aşık & Kuru-Gönen (2016). Different from these studies, this research was conducted in a professional development unit at a tertiary institution and supported by the administration of the local context.

In addition to CIC and reflective teacher development, there is a growing need to demonstrate the importance of classroom interaction on language learning

(Perkins, 2018). Although there have been studies concerning the relationship between language learning and local interactional processes where learning is negotiated like creating or obstructing language learning opportunities or providing evidence for short term or long term learning (Hellerman, 2008; Markee, 2008; Waring & Hruska, 2012; Can-Daşkın, 2015), there is a lack of reference or guide to show how significant classroom interaction is on language teaching and learning, and how instructors can be informed about the importance of these processes and how they can be guided based on their own classroom practices. As Perkins (2018) indicated instructors need guidance for their practices and they need teacher training materials. In addition, the author mentioned (ibid) certain guides concerning the relationship between teacher development (e.g. Harmer, 2007, Scrivener, 2005) and classroom interaction and organization, but these guides do not enlighten the instructors about how to improve their classroom interaction.

Aim and Significance of the Study

There are three main objectives of this study. The first objective is to identify the classroom interactional features in which the participating instructors need further improvement. The second objective is to enhance CIC awareness of novice EFL instructors in terms of the features of classroom interaction, i.e., teacher echo, teacher interruption, limited wait-time, turn completion and extended teacher turn, they needed further improvement. Finally, the third objective is to showcase if enhanced CIC awareness through SETT had any positive impact on novice EFL instructors' actual classroom interactional practices or not.

As to the significance of the current study, there are certain factors such as the context, language proficiency and age of the instructors that make an important contribution to the use of the SETT as an analytical tool and CIC awareness development. For instance, in Walsh's study (2006), the data were collected in a language center in the UK, namely, an ESL context for SETT; however, the data for the present study were retrieved from an EFL environment. The teachers were experienced in Walsh's study (2006) whereas novice EFL teachers participated in the current one. Therefore, this is the first study specifically aiming for the SETT training and practices of novice EFL instructors whose experiences are limited to 0-3 years.

This study could provide insights into focusing on classroom discourse of novice EFL instructors who are not graduates of faculty of education or ELT departments. In other words, all the instructors participating in the study have language teaching experiences no more than three years, and they graduated from different departments, such as Translation and Interpretation Studies, American Culture and Literature, English Language and Literature. While Walsh (2006) developed SETT out of applied CA analyses of video recordings based on teachers' reflections on their own interactional practices, the data were analyzed by using SETT to scope out the data first and using CA as an instrument for having a second look at the classroom data in this study.

Another difference from Walsh's studies is the setting of data collection. In the present study, the data were collected from the same class, where the instructors needed further support throughout the induction process. However, the data were collected from different classes in Walsh's case (2013, p.66). The advantage of collecting data from the same class and students lies in the comparison of the results as before and after intervention and it has enabled the researcher to be able to track changes of CIC awareness and focal points.

Although the focus was on the identification of constructive or obstructive language teaching that promotes or hinders learning opportunities in Walsh's studies (2006; 2011; 2012; 2013), this study has a more specific agenda by focusing on certain features of classroom interaction (extended teacher turn, limited wait-time, teacher interruption, turn completion and teacher echo) where the instructors needed further support in addition to facilitating their overall CIC awareness.

Moreover, the use of SETT grid in this study is manifold and this makes a valuable contribution to this self-evaluation tool. Initially designed for enabling EFL instructors to make self-reflections on their classroom interactional practices, SETT was used as a guide for the researcher to identify the areas of further improvement first. Second, it was used as an intervention tool during workshops and SETT dialogic reflection sessions for the instructors so that they could become aware of CIC and knowledgeable about the importance of it and the related classroom interactional features. Third, the pedagogic purposes of each *interacture* constituted the basis of questions posed during semi-structured interview sessions in this study.

The purpose was to compare the results with regards to instructors CIC familiarity and improvement on focal points for each case.

This study is significant in contributing to mode analyses in SETT framework because it offers some important insights into the classroom context mode and its characterization in an EFL environment. Walsh (2011) explained that teacher plays 'a less prominent' role and gives the space the learners need by taking "a back seat". Teacher turns are minimal, and the interaction is guided by learner initiatives. The role of the teacher is to listen and scaffold the interaction where needed. Moreover, this mode is characterized by extended learner turns and short teacher turns, minimal repair and more content feedback by the teacher, referential questions, scaffolding, and clarification requests. However, the classroom context showed different interactional fingerprints in the local context. For example, extended teacher turn or using teacher echo was found divergent interactional features; however, the instructor (Ceren) could still elicit responses from learners though they were minimal, and these minimal contributions were scaffolded by the teacher via modeling or reformulating extensively. Despite using a divergent interactional feature, which is extended teacher turn in the classroom context mode, the instructor managed to elicit responses from the learners.

This study makes a major contribution to situatedness of professional development, development of CIC awareness and related practices, dialogic reflective practice as a tool for engaging in inquiry, collaboration with a colleague, longitudinal engagement with professional development and finally inquiry-driven and data-led teacher learning aspects. Thanks to these data-led teacher learning and dialogic reflective practices, short term learning moments for teachers such as designedly incomplete utterances (DIUs), seeking clarifications, scaffolding and its types, discovering "teacher echo as a habit" were evidenced during SETT dialogic reflections.

This study is also significant in by holding workshops as an intervention based on novice EFL instructors' classroom interactional practices in which they required further improvement. Previous studies applied the training sessions prior to reflections and analysis of classroom interactional practices (Walsh, 2006 for SETT; Stokoe, 2014 for CARM; Sert, 2015 for IMDAT). To the best of the researcher's knowledge, this study is the first one holding training sessions, which

were designed considering the results of the needs analysis of the instructors via video recording and VSR.

This study also contributes to an institutionally supported professional development plan. In particular, the training and longitudinal engagement with the instructors received administrative support, and it became a part of an induction program for the novice instructors' orientation and professional growth. Moreover, this research is innovative and responsive to the current calls for teacher's professional development (Lazaraton & Ishihara, 2005; Fagan, 2011a; Raphale et al., 2014; Mann & Walsh, 2013; Walsh & Mann, 2015).

Additionally, the current study will spearhead the instructors' perceptions of curriculum especially about teacher's language awareness and CIC along with maintaining quality teaching and continuing professional development (Filipi & Markee, 2018, p. 214). With this study, it is aimed to highlight a professional practice domain by specifically focusing on developing teacher's CIC and effective classroom interactional skills.

To conclude, by carrying out a data-led research, focusing on collaboration rather than individual accounts, providing data featuring spoken interaction, and presenting up-close and detailed insider accounts in a guided and sustained manner, this research is significant in terms of contributing to the scarce body of research available and filling in the gaps addressed by Mann and Walsh, (2013; 2015) with regards to teacher's reflective practices.

Research Questions

Parallel to the objectives and scope given above, this study identifies the features of classroom interaction which require further improvement for a successful classroom interaction, to see whether the use of SETT as an analytic framework and training workshops have any positive impact on instructors' CIC awareness and their actual classroom practices with a specific focus on their extended teacher turn, teacher echo, turn completion, limited wait time and teacher interruption. Finally, this study also seeks to determine if the training utilizing SETT contributes to the instructors' professional development. Therefore, the following research questions constitute the basis of the current study:

1. What classroom interactional features do the participating novice EFL instructors need for further improvement?
2. Does the use self-evaluation of teacher talk (SETT) as an analytic framework in the training given through workshops have any positive impact on enhancing novice EFL instructors' classroom interactional competence awareness (CIC) and their actual classroom practices in terms of the features of teacher talk they needed improvement for:
 - 2.1. extended teacher turn?
 - 2.2. teacher echo?
 - 2.3. turn completion?
 - 2.4. limited wait time?
 - 2.5. teacher interruption?
3. If so, how does the training using SETT contribute to such professional development?

Limitations

As for every study, this research is not immune to any limitations. The first limitation might be the number of participants in this study. Although induction program was applied to eight instructors, three of them were chosen to be able to demonstrate similar focal points identified after the first recording sufficiently. By considering the qualitative nature of the study, the researcher opted for three participants. This choice was also influenced by the busy working schedule of the instructors and the researcher considering the workload of organizing reflection sessions based on their recordings from three different classes and SETT reflections.

Although the number of instructors was limited and they worked at the same context, which can possibly create a generalizability problem, the researcher wholeheartedly believes that data collected within the scope of the study will yield to voluminous insights not only for reflective L2 teacher development, but also CIC awareness when its qualitative nature is taken into consideration. By presenting the focal points with relevant extracts and excerpts, explaining how themes were

constructed and displaying them with quotations in tables, reliability of analyses was ensured.

Another limitation might be attributed to not involving students into the study, take, for example, observing their CIC in relation to their teacher's or the impact of the workshops and reflections on student participation or their exam scores on a longitudinal basis. In this perspective, it is assumed that if the teacher's CIC awareness and focal practices, increase and improve over time, then the students' CIC might be enhanced with their active participation, production of longer and context and task-relevant turns, successfully taking and leaving the floor and so on.

Furthermore, there were some technical and ethical issues to address as limitations. There were two cameras, and each located in two different corners of the classroom. For some classes, it was not difficult to catch interactions because of the size and shape of the physical context. Also, students in some classes did not consent to be video recorded and they allowed only one camera solely focusing on teacher and the board, and this restriction made the analysis of certain moments to be missed by the researcher.

In addition to the limitations mentioned above, it was found out that the use of CA transcriptions for video-cuts during VSRs and in workshops proved troublesome for participants because they did not have knowledge and practice of CA. They even stated that these transcriptions distracted their attention from focusing on videos. If that limitation could have been foreseen, basic tenets of CA would be introduced to the participants. But still, it could be daunting for participants to transcribe their interactions in detail and lead to avoidance of focusing and reflecting on their L2 interactional practices. In relation to transcriptions, they are limited in terms of displaying multimodal actions. The multimodal actions involve facial expressions, gestures, bodily orientations, and prosodic aspects. Sert (2015, p.109) stated that classrooms reveal teaching and learning practices in embodied ways through which instructors coordinate their talk. Thus, transcribing data with multimodal aspects, such as gaze, bodily orientations and other visual resources could have influenced the transcriptions.

The last limitation is related to the use of SETT to highlight focal points by the researcher. Although SETT proved useful for the participants to become aware of

their own classroom practices and understand the micro-contexts in which they construct or obstruct learning opportunities, the use of SETT to determine the focal points by comparing the interactional feature with the mode in terms of convergence and divergence caused distractions for the researcher especially in the use extended teacher turns in classroom context modes. As the current data showed, teacher could still elicit responses from learners though they were minimal, and these minimal contributions were scaffolded by the teacher via modeling or reformulating extensively. Despite using a divergent interactional feature, extended teacher turn in classroom context mode, teacher managed to elicit responses from the learners, and this result is in line with another study which was conducted with pre-service instructors in practicum (Balıkçı, 2018). However, this handicap was overcome by analyzing the data through CA after scoping out through SETT grid first, and the micro-moments were reanalyzed by the researcher by adding the following sequences into the transcript. In the following section, suggestions for further studies are presented.

Definitions

Classroom interactional competence: 'Instructors' and learners' ability to use interaction as a tool for mediating and assisting learning' (Walsh, 2006, p.132).

Dialogic reflection: Demonstrates a "stepping back" from the events/ actions leading to a different level of mulling about, discourse with self and exploring the experience, events, and actions using qualities of judgements and possible alternatives for explaining and hypothesizing (Hatton & Smith, 1995).

Extended teacher turn: Teacher turn of more than one utterance (Walsh, 2011).

Novice teacher: Instructors who have less than three years of teaching experience (Darling-Hammond, 2000).

Reflective practice: The process of reflecting on one's teaching and making changes to practice (Walsh, 2011).

SETT (Self-evaluation of Teacher Talk): A framework designed to allow instructors to gain a closer understanding of interactional processes in the classroom as a means of improving their teaching.

Teacher echo: 1. Teacher repeats teacher's previous utterance.

2. Teacher repeats a learner's contribution (Walsh, 2011).

Turn completion: Completing a learner's contribution for the learner (Walsh, 2011).

Teacher interruption: Interrupting a learner's contribution (Walsh, 2011).

Wait time: This is the amount of time a teacher waits after asking a question before getting a response. Typically, it is very short, even less than a second (Walsh, 2011).

Chapter 2

Literature Review

Introduction

In this chapter, first reflective practice and teacher's professional development are presented. Second, the relationship between teacher talk and L2 classroom interaction are addressed. Third, classroom interactional competence is described, and related studies are summarized. Finally, the chapter is finalized with SETT framework and teacher development.

Reflective Practice and Teacher's Professional Development

Sociocultural theoretical perspective has the power to explain origins, mechanisms, nature, and effects of teacher's professional development (Johnson & Golombek, 2011, p. 1). Sociocultural theory defines learning from a cultural and social perspective (Vygotsky, 1978). The phenomenon is mainly interpreted by connecting learning with an ongoing interaction between self, others and cultural elements which conjointly form one's cognition (Wertsch, 1985). As stated by Johnson and Golombek (2001, p.1), Vygotsky's view of cognition is social. To clarify, social activity does not shape cognition as presumed by many researchers who adopt a sociocultural view rather social activity is a conciliating one through which human cognition is constructed. Therefore, cognitive development is understood as a reciprocative operation influenced by culture, context, and social interaction.

In relation to second language teacher education (SLTE), instructors base their understanding, teaching, and learning on their conceptions about what and how to teach according to their instructional notions. These experiences are called empirical learning (Johnson and Golombek, 2001, p.2), but the authors warned that these observations and generalizations are examples of surface-level learning and they may lead to misconceptions. Therefore, in SLTE programs, empirical learning should be supported with scientific concepts as well. Integration of these concepts into teacher's learning will empower them to move beyond their personal conceptions towards more rigorous instructional practices in a both theoretical and pedagogical manner. Yet, achieving this goal is tightly related to embracing the notion that individual cognition or teacher learning occurs via socioculturally

mediated activities. In direct relation to classroom practices, Walsh (2003) referred to these activities as goal-oriented ones in which instructors and students possess the ownership of the classroom discourse in a co-constructed manner. Despite the differences of agendas of each part, these goal-oriented practices gauge not only the direction, but also the content of classroom discourse.

Involving in-service instructors as a part of their instructional system enables teacher educators and instructors to employ the locally available resources, both those in instructors' own experiences and in their instructional contexts, to promote professional development (Nauman, 2011, p.102). Moreover, teacher development research shows that if the teacher is involved in the development program and the program meets the needs of local context, it helps the teacher. Therefore, sociocultural theory offers a framework for supporting in-service instructors' professional development since this framework mediates the everyday concepts/empirical experience and scientific/true concepts.

Raphael et al. (2014) determined five principles for professional development deriving its roots from a sociocultural theory. Teacher agency is one of the principles referring to engaging instructors in professional development and enabling them to own and understand the end products at the end of developmental practices. The second one is situatedness of professional development, which refers to handling challenges occurring in the local context. The third principle deals with dialogic practice as a tool for occupying one's self in an inquiry with other participants. Constructing an inherently systemic understanding for professional development is the fourth principle. Based on sociocultural theory of understanding collaboration, this principle encourages collaborative work to achieve a shared teacher development. Being related to the fourth principle, the fifth one encompasses sustainability. Instead of one-shot and short-lived experiences, professional development of instructors requires meaningful and sustainable activities.

These five principles along with basic tenets of sociocultural theory lead us to rational, active, and purposeful activities. These activities basically refer to what reflection entails. Dewey (1933) defined reflection with the concepts mentioned above to reach any form of knowledge. Although there have been several attempts to define what reflection is and what a reflective practice consists of, it requires a deliberate thinking and the common conclusion is that a successful reflection

produces new knowledge or causes a change at the end of the practices (Dewey, 1933; Van Manen, 1977; Schön, 1983). For instance, Schön's (1983) aim was to encourage the use of deliberate reflection essential to recognize and improve professional practice. Schön's model suggests two kinds of reflection: reflection-in-action and reflection-on-action (1983). The decision-making process occurs spontaneously and with no interruption in reflection-in-action, and it requires implicit knowledge to decide how to alter the activity. Reflection-on-action, contrarily, occurs either after the action has been concluded or by interrupting the activity. Thus, it is necessary to analyze the problem retrospectively.

Kottkamp (1990) explained reflection-on-action as 'offline' since the analysis can be carried out with full attention and by getting help from others as there is no pressure to act or respond immediately. Reflection-in-action, on the other hand, necessitates an on the spot, 'online' attempt to enhance actions concurrently from an outside view. Successively, van Manen (1991) contributed to Schön's model with a third element, which is reflection-for-action. As a prospective type of reflection, its focal point is on the future of action, considering potential alternatives and making an action plan.

In sum, reflective practice holds a pivotal place on current teacher development agenda. Its primary purpose is to locate the teacher at the center of his or her own development for his or her professional conduct in contrast to the transmission of knowledge model adopted in the earlier teacher education literature. As in line with this view, Farrell (2015) suggested that instructors must commence and track their professional development to be successful. In other words, reflective teacher development is an engagement in which instructors might immerse alone or with the help of their peers in the process of changing their practices in a developmental manner.

Furthermore, Jay and Johnson (2002) explained reflection as a process of individuality, collaboration beholding experience and ambiguity at the same time. In this developmental process, there are questions and crucial elements through which one needs to negotiate his or her reflections alone or with other experienced peers (p.76).

When earlier research is investigated, it is noted that the focus has been directed towards types of reflective thought which are conducive for professional development (Jay & Johnson, 2002). However, succeeding research dwelled upon a more emic and local context, such as classroom interaction in EFL classes. For example, Walsh (2003) developed SETT grid for instructors as starting point for understanding the importance of interaction so that they could reflect on their classroom language use and interactional practices.

Similarly, Sert (2015) devised a “microscopic and reflective model” for pre-service teacher training to enhance CIC pertinent to practicum, which is called ‘IMDAT’ encompassing the introduction of CIC, holding microteaching sessions, engaging in dialogic reflection, realizing actual teaching, having peer collaboration and critical reflection with the mentor. In relation to professional development and enhanced learning, Sert (2019) suggested that if teacher’s competency in the classroom is supported by means of reflective dialogic processes in teacher training, there will be more room for development. Similarly, Walsh (2013, p.5) claimed that there are three conditions to be met for professional development and enhanced learning for teachers if

-the research takes place in the classroom,

-teacher-researchers reflect and act on what they observe

-understandings emerge through dialogue.

Finally, more recently Waring (2018) created a classroom interaction-oriented framework called SWEAR which involves situating a problem, and working with a classroom recording, then expanding discussion and articulating strategies, finally recording, and repeating. Focusing on student participation and engagement, the author (ibid) argued that instructors operate on multiple demands, such as order, equity, learning, participation, and progressivity through a single utterance. Therefore, achieving more than one goal with a utterance with these demands, instructors can redress the balance by creating space and controlling the classroom interaction.

What these frameworks have in common that they suggest the instructors to record and analyze their own classroom practices and reflect on them in a way to help them increase their awareness and develop their classroom interactions. These

frameworks also indicate that teacher talk is central to a successful L2 classroom interaction. In the following section relevant literature related to the teacher talk is summarized.

Teacher Talk and L2 Classroom Interaction

Research in L2 classroom settings has demonstrated that teacher talk is of a crucial role to organize and manage language learning contexts (Nunan, 1991). According to Cullen (1998), teacher talk has been investigated from quantity and quality and construction and obstruction perspectives. He (ibid) states that the notion of “good teacher talk means less teacher talk” has shifted from quantity versus quality because although how much teacher talks still matters, but what matters more is how efficiently teacher is able to manage learning and shape learner contributions. The reasons for this shift mainly are teacher talk as a valuable input for EFL learners and the reality of teacher’s role in providing language input in non-English speaking contexts.

As Walsh (2002) indicated the classroom should be regarded as a unique context, and this context is embodied by learners as well as instructors. However, the main responsibility lies with the teacher. To name a few of these decisions, controlling the topic of discussion, content, and procedure; deciding who could participate and asking questions that they already know the answer; managing interaction; modifying their talk to the learners. On the other hand, there are other characteristics this context; for instance, students are guided by their instructors and take their cues; there is an asymmetrical relationship between the learners and instructors. Finally, learners do not change their talk to instructors, but this is the opposite for their teacher.

Therefore, these prevalent features show that teacher talk is worth of attention and a detailed scrutiny because it is in the center on any kind of interaction taking place in the classroom context. For a couple of decades, a great deal of research has been carried out to examine the instrumentality of teacher talk in creating learning opportunities (Musumeci, 1996; Walsh, 2002, 2006; 2011; Lee, 2007; Waring, 2008; Waring, 2009; İnceçay, 2010; Sert, 2013; Walsh & Li, 2013; Li, 2017; Can Daşkın, 2015). For example, Walsh (2002) suggested that teacher talk can construct learner involvement by scaffolding through reformulation, modeling,

and extension; direct repair, giving content feedback, checking for confirmation, extending wait time, and reducing teacher echo while it can also impede learner engagement and learning because of such interactional practices as teacher echo, turn completion, teacher interruption, limited wait time, asking too many display questions and so on.

Walsh's (2006) CIC concept consists of features of classroom interaction which lead teaching and learning processes successful to a certain degree. These features are maximizing interactional space via extended learner turns, increased wait time, allowing planning time, invitation for elaboration and additional learner participation; shaping learning contributions through seeking clarification, scaffolding and repairing; effective use of eliciting via teacher's questions and finally using goal convergent language and interactional awareness by means of error treatments, hedging in dispreferred responses, silences, pedagogical shifts and responding to learner initiatives. For these actions to be successful and meaningful, teacher's pedagogical goal of the moment should coincide with to the relevant action.

Similarly, Inceçay (2010) studied teacher talk with regards to construction or obstruction aspects. The findings of the study revealed that extended wait time, content feedback, direct error correction and prompting are interactional practices adopted by the instructors to compose and facilitate student participation and meaningful engagement; yet, *interactures* (Walsh, 2006; 2011) like turn completion, teacher echo and extended teacher turn, response and feedback prevented learners from engaging into interaction.

Likewise, Al-Zahrani (2014) scrutinized teacher talk at a tertiary level. The results revealed that referential questions, extended wait time, echoing, scaffolding, seeking clarification, turn completion were used by the teacher as a means of learner involvement whereas asking display questions, repairing student initiations and teacher interruptions were observed to be obstructive. This study is interesting in terms of accepting teacher completion as a facilitator for student-turn extension unlike majority of the studies in the literature.

In the similar vein, Walsh (2012) maintained that overlaps and teacher interruptions were counter intuitively found supportive and ensured the interaction

to continue smoothly. Moreover, Sert (2013) reported interactional patterns of 'epistemic status checks' in L2 classroom environments. He claimed that language instructors should be aware of students' embodied actions to identify interactional trouble resources and to handle lesson time and active student participation.

Furthermore, Walsh and Li (2013) contributed to the relevant literature by investigating how instructors create language learning opportunities and ensure student participation. Their findings displayed that by employing increased wait time, opening space for extended learner turns, and increasing planning time greatly promoted learner initiation as well as participation.

In addition, Can Daşkın (2015) examined how learner contributions were shaped by means of repetition, translation, extension, clarification summary, modeling and paraphrasing deploying clarification requests, confirmation checks, elaboration and use of board.

These studies cited above have commonly showed that instructors have an undeniably pivotal role in understanding, establishing, and maintaining communication. These studies provide a substantial amount of knowledge and evidence about teacher talk and learning opportunities; however, these studies do not investigate longitudinal development of L2 CIC of novice EFL instructors. In the next section, CIC as the central concept of this study is presented.

Classroom Interactional Competence

CIC is defined as "teacher's and learner's ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p. 165). According to Walsh (2006; 2011; 2012), CIC centers upon instructors and learners' interactional decisions to facilitate learning and take advantage of learning opportunities. The concept places the interaction at the center all teaching and learning opportunities, and put forwards the idea that instructors and learners might develop learning and teaching opportunities focusing on their CIC and making pedagogically relevant and conscious interactive decisions (Walsh, 2011). Therefore, language instructors could construct or obstruct learning opportunities if they are conscious of CIC practices (Walsh, 2006; 2011).

Walsh (2011, p. 166) identified characteristics of CIC as construction of meanings emergent in the interaction, establishing understanding, dealing with repair and disruptions, the ways for creating space for learning and appropriating language and interaction for pedagogic purposes. As to the teacher's role in managing interaction, CIC holds the L2 teacher largely responsible for managing interaction by maximizing learning opportunities and shaping learner contributions by affording space, for example, lessening teacher echo, providing extended wait time, asking for clarification, requesting confirmation, scaffolding and so on.

The main principles of CIC are as follows: a) using goal-convergent language, which basically means that teacher's pedagogical goal and action of the moment should coincide with each other, and interactional awareness; b) maximizing interactional practice by means of increased wait time, allowing planning time, invitation for learner participation etc.; c) shaping learner contributions by seeking clarifications, scaffolding and repairing, and d) effective use of eliciting via teacher questions e) instructional idiolect (Walsh, 2006; 2011). These interactional strategies aid in keeping the flow of the discourse and are at the heart of successful classroom communication. As Walsh (2011, p.177) indicated they provide a different, but interrelated view of learning via interaction which is made possible by a CA perspective which is based on turn design, sequential organization, and repair.

Walsh, being the developer of the concept, (2006; 2011; 2012) illustrated the ways CIC entails using real classroom data and reflective teacher feedback. His analyses demonstrated that there is a reflexive relationship between interaction and language learning and CIC can facilitate learning and create learning opportunities. The core aspect of CIC requires instructors or learners to understand the concept first and then extend and improve their CIC via reflection on their practices. Thus, the reflective practices in relation to CIC provide a lot of opportunities for L2 learning, and the enhanced CIC contributes to a more learning-based interaction.

In an early study, Walsh (2002) examined the relation between teacher talk and learner participation in an EFL classroom by using and analyzing recordings from EFL classes. Focusing primarily on teacher talk, he manifested the ways instructors' use of language could support or impede learner participation. In a recent study, Walsh and Li (2013) analyzed the ways instructors create and maximize space for learning using data from two EFL classes recorded in China.

From a local context, Can Daşkın (2015a) investigated the interactional patterns for shaping learner contributions as a component of CIC in an EFL classroom at tertiary level. Her findings revealed that teacher shaped learner contributions by using translation to scaffold learning and teaching processes and using the board effectively. The results also revealed that shaping learner contribution practices which are useful in one context might prove otherwise in another context. Therefore, instructors should be provided with training from a context-appropriate perspective.

Apart from shaping learner contributions, Park (2017) pointed out multimodality as an important aspect of CIC. Focusing on the employment of multimodal sources by learners, the author suggested that they influenced learning in the classroom and provided recommendations for in what ways instructors can make use of them to enhance their CIC. Moreover, Sert (2015) extended the coverage of CIC by adding four features to L2 CIC, which are management of claims, claims of insufficient knowledge, increased awareness of unwillingness to participate, effective use of gestures and successful management of code-switching. Furthermore, Badem (2018) offered a novel dimension to CIC, which is 'issuing clear instructions' during task instructions. The researcher claims that students' understanding the instructions problem leads to failure in task accomplishment and this is not only because of their low proficiency but also due to teacher's inability to offer clear and concise instructions which are compatible with pedagogic purpose of the moment.

Although research on CIC with respect to teacher education has been out for a decade now, there is relatively little research which tracks development of language instructors over time. One of the early examples is Escobar Urmeneta's (2013) study, which focused on the development of a CLIL (Content and Language Integrated Learning) teacher in the Spanish context throughout one academic year, using multimodal CA and ethnographic content analysis. She showed how a student-teacher, who had been unable to promote student participation at the beginning of the year, after recording, transcribing and reflecting on her own practice, started using a more learner-convergent language, including a more efficient use of L1, showing signs of development in her CIC.

Based on an adoption of CIC to CLIL contexts proposed earlier by Escobar Urmeneta and Evnitskaya (2013), Escobar Urmeneta and Evnitskaya (2014)

described in what ways CIC could be developed by participants during teacher-fronted discussions in a bilingual secondary school classroom context in Barcelona. The authors suggested that the instructors' use of multimodal resources to scaffold learner initiations granted opportunities to them for negotiating language and content.

Furthermore, Escobar Urmenta and Walsh (2017) examined how CIC is executed in interactions in CLIL context. The results revealed that teacher's use of multimodal sources enhance comprehension and student engagement by means of self-initiation. Also, instructors' questions and evaluative feedback moves lead the students, but lack of teacher elicitation may hinder academic discourse improvement and finally groupwork might prove a useful way for developing CIC by the learners.

In a Turkish EFL teacher education context, Sert (2015) conducted a qualitative research on teacher-centered classroom interaction by using CA methodology. Collecting and analyzing the classroom data, reflective journals and observation reports from a longitudinal perspective, the author brought evidence for teacher development by focusing a pre-service teacher trainee's development of shaping learner contributions by using "embedded and embodied" techniques for teaching vocabulary and doing correction.

Another study in the local context comes from Bozbıyık (2017) on tracing the development of L2 CIC by using video-tagging technology in addition to reflection and feedback other forms of reflection and feedback practices. Specifically, Bozbıyık (2017) examined in what ways Video Enhanced Observation and a reflective teacher education program contribute to the development of teacher language awareness and CIC. The results demonstrated that pre-service instructors made use of effective teacher questioning techniques to promote learning contribution by working on student contributions and they developed their CIC following two rounds of the reflective cycle. The study is valuable in understanding the importance of CIC in language learning process, and evidence-based reflective practice sessions in language teacher education.

A more recent study concerning establishment and maintenance of pedagogical focus in teacher fronted L2 classrooms by trainee instructors in

practicum (Balıkçı, 2018). The results indicated that emerging contexts during the establishment and continuing the pedagogical agenda of the teacher were form, fluency and meaning. Instructors dealt with requesting full sentence in form context while they directed their attention to modeling with self-stories to engage students and elicit responses from learners in meaning context. The study also contributed to the moments when instructors hindered learning opportunities by not orienting to student word-searchers or claims of insufficient knowledge. In sum, these studies are very crucial in terms of highlighting the importance of micro-analytic perspective to teacher education by focusing on teachers' CIC awareness and development. The next section describes the relationship SETT in detail.

Self-Evaluation of Teacher Talk (SETT) and Language Teacher Development

SETT is a teacher training tool designed to aid teacher's professional development by putting the classroom interaction in the center and helping them reflect on their actual practices (Walsh 2006; 2011; 2013). It was formed in collaboration with a group of TESOL instructors at a UK university's English language center. It is basically used to help instructors gain closer understandings of the complex relationship between language, interaction, and learning (Mann & Walsh, 2013).

Essentially, it is an adaptable instrument comprising four micro-contexts which are called modes: managerial, materials, skills and systems and classroom contexts, and 14 interactional features: scaffolding, direct repair, content feedback, extended wait time, referential questions, seeking clarification, extended learner turn, teacher echo, teacher interruptions, extended teacher turn, turn completion, display questions, form-focused feedback and confirmation checks along with the description of each of these features of teacher talk (Walsh, 2006).

Table 1

L2 Classroom Modes

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

In managerial mode, the focus is basically on organizing an activity (Walsh, 2006). As Walsh (2011, p. 113) stated this mode elucidates what happens when we

organize a learning situation in terms of time and space, set up and/or conclude a task. Generally, this mode takes place in the beginning of the lesson since the teacher sets the scene and gives instructions. Essentially, the teacher talk is characterized by repetitions, instructions, and directives (p.114). At the end of this mode, the teacher hands over the activity to learners and switches into another mode. All in all, the teacher “locates” the learning in terms of time, pedagogy, and space. The following extract is taken from Walsh and it accounts for a pedagogic concern (p.114).

Extract 1. Managerial Mode

1. T: OK we're going to look today at ways to improve your writing and
2. at ways that can be more effective for you and if you look at the
3. writing which I gave you back you will see that I've marked any
4. little mistakes and eh I've also marked places where I think the
5. writing is good and I haven't corrected your mistakes because the
6. best way in writing is for you to correct your mistakes so
7. what I have done I have put little circles and inside the circles
8. there is something that tells you what kind of mistake it is so
9. Miguel, would you like to tell me one of the mistakes that you made

In extract 1, the teacher first locates the learning which is to find ways to improve Miguel's writing and at the end of the mode, Miguel is invited to participate (would you like to tell me one of the mistakes that you made). As to the materials mode, the focal point is on text, tape, or other materials (Walsh, 2006). Most of the time, the interactions are tightly controlled and results in an IRF structure (Walsh, 2011, p. 116). Although students have varying degrees of control over the interaction revolving around the material and interaction is contingent upon the nature of the activity, the teacher allocates turns for who is allowed to speak when and what they are to say (p.116). In the following extract, students have the freedom of interactional space and they self-select to take turn, still the conversation is related to the task at hand.

Extract 2. Materials Mode

1. L1: was shy so didn't have a (1)=
2. L: so it's good news (**laughter**)
3. LL: /bad news/ ok / no no that's good news/ . . .
4. L2: bad news . . .
5. L: no that's bad news=
6. L3: =ah good good news (2)
7. L1: no no that's wrong you have to do bad news . . .
8. L2: yes it's a bad news because [you]
9. L: [no but that's] good news=

10. T: =that's good news G N good news . . .
11. L2: ok so this one? (**laughter**)
12. LL: /oh/ yes that's correct /yeah/ . . .
13. L1: so=
14. LL: /((3))/ he's sick/ he's/show me this one/=
15. L1: =no! it's my card excuse me
16. T: so what's up you have to say the bad news=
17. L2: =bad news because you can't ski=

Continuing with skills and systems mode, it primarily deals with pedagogical goals which involve language practice with respect to grammar, phonology, vocabulary, and discourse (Walsh, 2006; Walsh, 2011, p. 118). This mode is similar to form and accuracy context (Seedhouse, 2004). Therefore, the teacher's pedagogical orientation is towards accuracy rather than fluency. Direct repair, form-focused feedback, display questions and teacher echo are some of the examples for interactional features of teacher talk. In the following extract, the teacher tries to elicit the phrase *military force* (Walsh, 2011, p.120).

Extract 3. Skills and Systems Modes

187. T: =what do we call I'm going to try and get the class to
188. tell you what this word is that you're looking for . . .
189. er we talk about military (**claps hands**) . . .military what?
190. L: ((1))=
191. T: =like fight=
192. L: =kill=
193. T: =no not [kill
194. L: [action action=
195. T: =no ((2)) military?=
196. LL: =power=
197. T: =power think of another word military?
198. LL: ((3))force=
199. T: =so she believes in a FORCE for?
200. L: that guide our lives=
201. T: =that guides our lives

In this extract, the teacher tries to elicit the phrase *military force* phrase and asks many display questions (187, 188, 189,199) to guide the students to the word in his/her head and despite the mode which connotes a passive learner, the students are quite active during the interaction.

Finally, in classroom context mode, the teacher's main motivation involves evoking students' feelings, attitudes, and emotions (Walsh, 2006). Unlike the other three modes, this one is more relaxed in terms of turn and topic management. Namely, the interaction is largely determined by the local context. Walsh (2011, p.121) explained that the teacher takes the "back seat" and gives the interactional

space to the students. Therefore, the main role of the teacher is to attend and support the interaction and the interaction looks like a more natural one in comparison to the other modes. This mode resembles to Seedhouse's meaning and fluency context (2004). The following extract successfully showcases a considerable amount of freedom given to students to what and when they say.

Extract 4. Classroom Context Mode

256. L3: =ahh nah the one thing that happens when a person dies ((2)) my
257. mother used to work with old people and when they died . . .
258. The last thing that wentout was the hearing ((4)) about this
259. person=
260. T: =aha (2)
261. L3: so I mean even if you are unconscious or on drugs or something I
262. mean it's probably still perhaps can hear what's happened (2)
263. L2: but it gets ((2))=
264. LL: /but it gets/there are ((2))/=
265. L3: =I mean you have seen so many operation ((3)) and so you can
266. imagine..

As seen from the extract 4, the learners have longer turns, and the teacher has minimum contribution (259). There are overlaps, longer turns and there is a competition among the learners to take the floor and hold it. Also, errors are not corrected by the teacher and evaluative comments of the teacher are not existent (261, 264).

When the relationship between the use of SETT and teacher development is analyzed, SETT offers a fundamental contribution for it. As Walsh (2013) indicated, what is crucial for teacher development is to demonstrate teachers that classroom discourse is constantly shaped by the changing pedagogical goals and agenda of the teacher. Therefore, the teachers' language use and their pedagogical goals must be in line with each other.

By engaging in modes analysis, the teachers comprehend how language use and interaction are modified depending on their agenda and what really happens in a certain moment (Walsh, 2013). Thus, the use of an *ad hoc* tool such as SETT and doing modes analyses enables the teachers an up-close self-observation and encourages particular teaching practices to study in detail or improve. Developing a close understanding of classroom interaction, on the other hand, is a move towards CIC.

There are particular ways that SETT grid contributes to the development of foreign language teachers (Walsh, 2006; 2011; 2013). First, it helps teachers to move from one stage to another by increasing their awareness through mode analysis. Second, it enables teachers to critically evaluate whether their pedagogic goals coincide with their language or not. Third, it raises their overall awareness towards their classroom discourse and improves their CIC.

SETT grid has been adopted and adapted in several contexts and is even used in in-service teacher training programs in Singapore, Ireland and Taiwan (Walsh 2011), in an online lecture discourse (Lee, 2010) and in a young learners classroom (Wang, 2012). To illustrate, Howard (2010) used this framework to disclose the existence or nonexistence of typical language classrooms and provides empirical evidence to the existence of classroom modes, although with examples of frequent mode-switching. Moreover, it has also been adapted to code classroom interaction data to make sense of the effect of interactive whiteboards on teacher-student interaction in a Spanish context (Coyle, Yanez & Verdu 2010). In addition, it has also been used as methods of analyzing classroom interaction. Yang (2014) used SETT to investigate discourse markers in Chinese EFL classroom interaction using corpus linguistics in combination with a “modes analysis”, informed by SETT. As a tool for training instructors, the contexts in which it has been used include and go beyond Hungary (Skinner 2012), Iran (Ghafarpour 2017), and Turkey (Korkut, 2015) and (Aşık and Kuru Gönen 2016). Korkut (2015) aimed to propose a course program for teacher training in relation to specific language areas and skills and strategies that are required for a healthy and successful classroom discourse. To this end, she collected data from real classroom contexts collected and analyzed them via the classroom modes in SETT grid. Following this, the identified knowledge, skills and strategies were merged into a course-content proposal to support the already existing methodology lessons in the program.

Moreover, in addition to shaping their teacher education program using SETT, Aşık and Kuru Gönen (2016) examined pre-service instructors' perceptions of the use of SETT and their development, revealing positive outcomes reported by EFL instructors in Turkey. Such a conclusion provided the motivation to design this study which aimed to investigate the features of classroom interaction in which the instructors needed to improve and if the use of SETT had any improvements on the

focal points under investigation or not. Details regarding the study are presented in the next chapter.

Chapter 3

Methodology

Introduction

In the methodology chapter, participants involved in the current study and the setting the data were collected are mentioned first. Second, methodological approach adopted, which is multiple case-study, in this study is explained. Third, data collection procedures with specific reference to ethical issues as well as nature of the observations and the role of the researcher will be described in detail. Fourth, data collection instruments, such as CIC workshops, VSRs (VSR henceforth), video recordings, semi-structured interviews, and specifically SETT grid are introduced in detail. Fifth the use of CA as an instrument for analysis, thematic analysis, semi-structured interview, and VSRs are dealt with a focus on coding and transcription of the classroom and reflection data. The chapter is finalized with validity, reliability, triangulation issues of the research.

Setting and Participants

The current study was conducted at a higher institution in Izmir, in which the researcher also works. Being a home for 4 state and 3 foundation universities, Izmir is an attraction center for not only students, but also novice instructors. According to the Turkish Statistical Institution's latest report in 2019, the population of Izmir is about four and a half million, which makes Izmir the third most populated city in Turkey. People migrate to Izmir for several reasons: the westernmost city is advantageous in terms of social and cultural facilities, advanced urban transportation, affinity to tourist attractions and most importantly the availability of education services.

According to Karataş (2015), these factors are highly influential concerning the profile and number of students and a great demand for instructors, in our context EFL instructors. As there is an increasing demand for teacher employment each year, the institutions are required to hire new instructors every year, sometimes even in the middle of the term due to issues related to retirement, maternity leave or increasing class hours and number of departments which mandate English preparatory class for their incoming students. Therefore, the current institution is a

tailor-made example for this. The school has around 150 instructors and eight of them are novice instructors with 0-3 years of teaching experiences, and more than 3000 students. Out of eight novice instructors, two of them are graduates of ELT department, and the rest of the instructors are graduates of English Language and Literature, American Culture and Literature, and English Translation and Interpretation departments.

Purposeful sampling (also purposive and selective) was chosen as a method of selection for this study. Patton (2001) defined purposeful sampling as a non-probability type which essentially increases the credibility of the results by choosing information-rich cases. As Creswell (2007, p.125) explained, the researchers should make decisions about what sites or specific participants they would like to collect their data from and decide whether the sampling method will meet the requirements of their study. Bearing all these factors in mind, initially the data was collected from eight EFL instructors who had 0-3 years of teaching experience within the scope of an induction program. Then, the number of cases was decreased to five instructors who were graduates of non-ELT departments. The reason for excluding ELT graduates from the sampling was both because of practical purposes to analyze and present the data, and not observing any significant differences between the non-ELT and ELT graduates regarding focal points determined by the researcher. In fact, there were two reasons to choose this path: first, the number of cases had to be decreased for managing data analysis and presenting the results in a more comprehensive and information-rich manner; second, it was more convenient to present cases showing similar focal points to work on. To clarify, although all the participants had common classroom interactional features to improve, they were to a varying extent. Thus, the ones having the most common points were chosen as units of analysis for this research, and ELT graduates were excluded from the study. By the same token, this decision was taken to fill in the gap in the literature concerning the CIC awareness and needs of novice EFL instructors who are not graduates of ELT departments. Considering that 71% of instructors employed at the current context are graduates of non-ELT departments, raising CIC awareness of EFL instructors especially who lack L2 teaching experience and training was a key factor for determining the number of cases.

As for the selection strategies in purposeful sampling, criterion sampling was employed in this study. Criterion sampling is based on the premise of choosing cases that meet some criteria for the research (Miles & Huberman, 1994, p.28). When the remaining five cases were analyzed, three of them were chosen based on focal points for improvement, which were extended teacher turn, limited wait time, teacher interruption, teacher echo and turn completion, they had in common. In this sense, cases Ceren, Ela and Gaye (pseudonyms) were chosen based on the below criteria:

- having limited L2 teaching experience at a higher institution (0-3 years)
- being graduate of non-ELT departments
- consenting to participate in the activities such as video recordings, VSRs, attending CIC-related workshops, self-evaluation by using SETT etc.
- and most importantly displaying similar focal points to work on with the researcher

Regarding local context, the school provides general English in different proficiency levels within the scope of preparation for students whose departments mandate compulsory preparatory language education. There are four levels of language education offered at the school: Elementary level (Delta), Pre-Intermediate level (Gamma), Intermediate level (Beta), Advanced level (Alpha) (Students mainly of English Language and Literature Department, American Culture and Literature Department, Translation and Interpretation Department). All level courses are held in the morning/evening for 28 hours. For elementary level groups, weekly class hours for listening & speaking courses are 8, reading and writing 6, use of English 4, and task & projects 4. For pre-intermediate level weekly class hours for core are 12, reading and writing 8, listening & notetaking and task & projects 4. For intermediate level class hours for core are 12, reading & writing 10, listening & notetaking, 4 and task & projects 4. Finally, for advanced levels class hours for core are 12, reading & writing 10, listening & notetaking 4, and tasks & projects 4. In general, most of the novice instructors give classes in elementary level. As they gain experience and get to know the institutional culture, they are assigned to more advanced groups.

The school has a three-year action plan for quality improvement in professional development unit and every newly recruited teaching personnel are

subject to the duties and responsibilities set in this action plan. According to 2017-2018 action plan, newly recruited instructors will participate an orientation program which involves the following issues:

- Newly recruited instructors will be informed about the duties and the responsibilities of the Professional Development Unit (PDU) and the orientation process.
- Newly recruited instructors will be given questionnaires/questions on different topics related to their observation process to reflect on and will be asked to complete a reflection sheet to reflect upon their own teaching.
- Newly recruited instructors will be observed by PDU and feedback will be given afterwards.
- Peer observation program will be implemented to enable instructors to reflect on their own teaching.

As seen above, newly recruited novice instructors are not left alone or let alone in a sink or swim situation; however, these one-shot peer observations do not suffice to meet the demands of the novice instructors in the current context. To meet the ever-increasing demand of the school, new instructors are recruited every year. Many of these newly recruited instructors consist of novice part-time instructors because permanent staff employment is limited due to state budgetary issues. Therefore, the increasing teaching staff need is met from this group in general.

Educational background of these instructors is quite varied; they are graduates of English Language and Literature, American Culture and Literature, and Department of Translation and Interpreting Studies. The novices who took part in this study have pedagogical formation certificates, but none of them have studied in an EFL teaching department as an undergraduate or graduate level. Table 1 provides the information about the participant instructors' profile in terms of gender, teaching experience, language teaching qualification, subject, class size, and if they have a prior recording experience or not.

Table 2
Teacher Profiles

	Ceren	Ela	Gaye
Gender	Female	Female	Female
Teaching Experience	1	1	3
Language Teaching Qualification	Translation and Interpretation	English Language and Literature	American Culture and Literature
Subject	Listening& Speaking	Writing	Reading
Class Size	15-20	15-20	15-20
Recording Experience	No	No	No

Data Collection Phases. As to the data of the present study, first they were collected in the following phases: three novice EFL instructors' lessons were video recorded to determine common classroom interactional practices in their classrooms. Second, VSRs were held with them to check if their pedagogic purposes aligned with their actions or not. Third, three workshops (6 hours in total) were organized by working on transcripts and analyzing the videos based on how successful the teachers in the videos were in terms classroom interactional practices. Also, they were introduced SETT grid to analyze their own recordings. After the workshops, they were asked to record a 10-15-minute snapshot from the same class at three different time intervals. One of the purposes of these recordings was to ask the instructors to record and analyze the characteristics of their teacher talk by referring to the modes described in SETT and identify the common *interactures* in their discourse. Another purpose was to let the instructors decide if their pedagogic purpose coincided with the features of teacher talk by specifically focusing on focal classroom interactional practices. After each recording and analysis by using SETT grid, the teacher and the peer coach discussed the analysis by looking at the data in a dialogic reflection environment. Fourth, the instructors' four class hours (two blocks/180 minutes) were video recorded again to see whether there were any positive changes in their focal classroom interactional features or not. Following the video recordings, VSRs were held on certain extracts identified by the peer coach to reflect on them. The video stimulated recalls were audio recorded for thematic analysis purposes. Therefore, apart from VSRs, 1800 minutes of classroom data (40 class hours) were collected from three novice EFL instructors'

classrooms in total. Figure 1 summarizes the data collection stages and research design of this study.

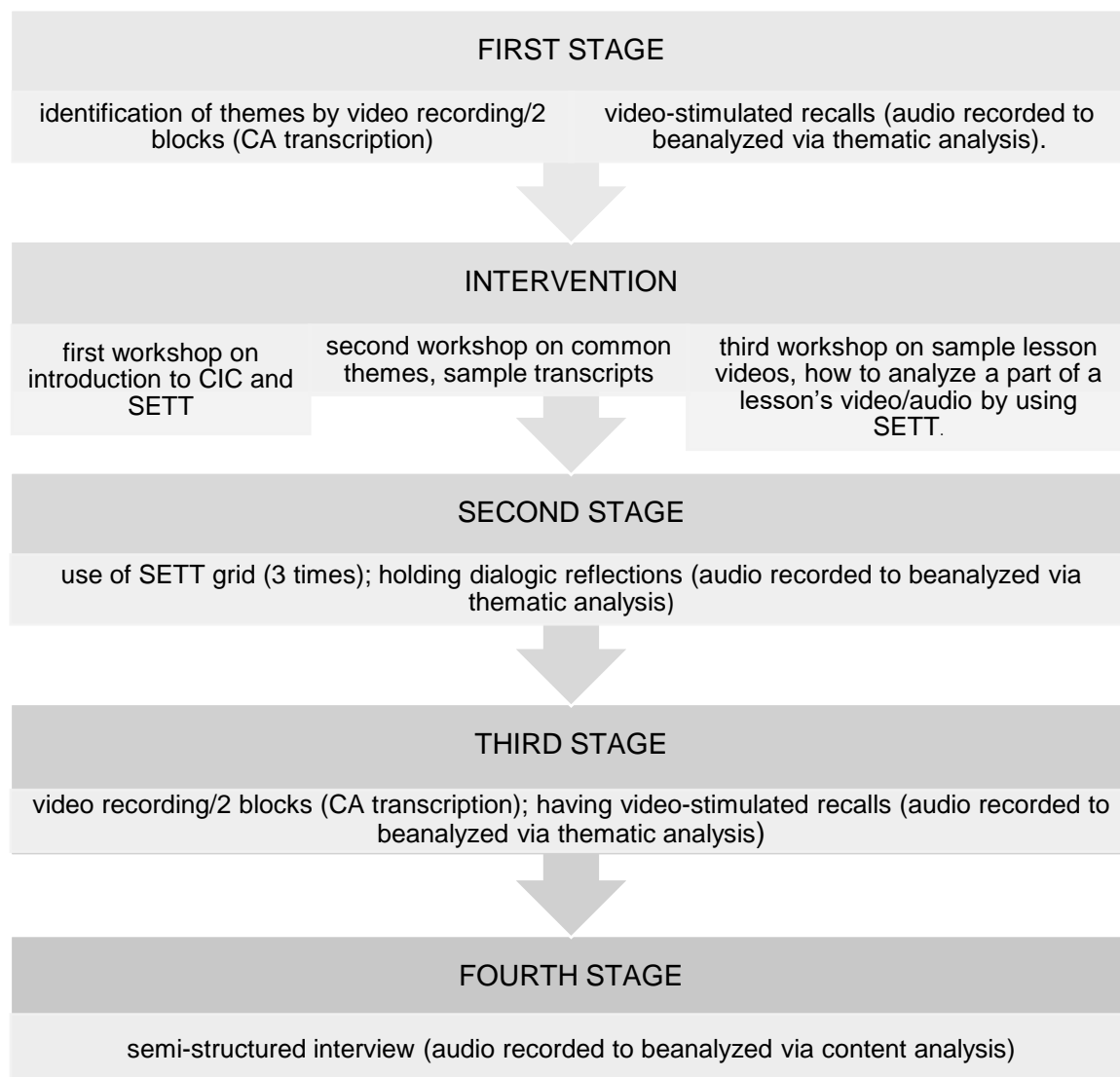


Figure 1. Summary of the data collection stages and research design.

With a view to deepening our knowledge about the impact of CIC awareness raising reflective training on the novices' focal areas (extended teacher turn, turn completion, teacher interruption, teacher echo and limited wait time), a great effort was spent on arranging the same class of these instructors. For example, if Ceren's listening and speaking class had been recorded before the trainings, then again, the same listening and speaking class was video recorded to describe the activities or tasks shaped by the context and subject matter effectively.

Finally, a semi-structured interview was held with the instructors to evaluate the whole process from the first stage to the final one and it was audio recorded to

be analyzed through thematic analysis. In addition to comparing the results of the study regarding the instructors' CIC familiarity and focal points, it was aimed to reach a personalized feedback on the overall process, from first to the final video recording or training workshops and any other aspects which would improve the study and the inducting program towards a better and more effective process for the future applications through this interview. Since it was purported to disseminate these individual and developmental practices within the scope of professional development activities at the current institution, their valuable feedback would inform the peer coach whether it would be applicable to other stakeholders and have any potential to be a continuing part of the training program in the institution.

Methodological Approach

This research adopts multiple-case study design to get a detailed understanding of CIC awareness development and its impact on the instructors' actual classroom interactional practices. Multiple-case design refers to a case study in which related-cases are chosen to develop an up-close understanding of the phenomenon compared to a single-case study (Chimlar, 2010, p.582). Thanks to this design, it was planned to provide rounded, detailed illustrations of the complexities and opportunities of CIC awareness development of the instructors in their local context on a longitudinal basis.

Therefore, this study adopts a qualitative multiple-case study approach and draws the research data from video recordings, VSRs, SETT as an analytic framework and semi-structured interview. The following paragraphs will explain qualitative case studies, their advantages and disadvantages in addition to the type of case study to adopt based on the nature of the research and purpose of the researcher.

Qualitative Research. It is multimodal in its core and this focus requires an interpretive and naturalistic approach to its subject matter (Trumbull, 2005, p.101). As a matter of fact, researchers whose focus is on qualitative aspects of the phenomenon investigate things or people in their natural settings to understand or construe meaning people ascribe to them. Dörnyei (2007, p.35) stated that the history of qualitative research has been existent for about a century in the social sciences and this paradigm has witnessed a surge of studies in applied linguistics

as well (Lazaraton, 1995). One of the core features of qualitative inquiry is its emergent nature (Gibbs, 2007; Cresswell, 2009). Specifically, no aspect of the inquiry is fixed in the beginning of the study and it is flexible enough to be able to respond to new details or knowledge emerging during the course of the research (Dörnyei, 2007, p.37). Moreover, qualitative research includes a variety of data sets, such as personal experiences, introspective, life story, historical, interactional and visual texts, field notes, journals, diary entries, and audio or video recordings which are converted to texts to be able to analyze thick data (Dörnyei, 2007, p.38; Trumbull, 2005, p.101). In addition, qualitative research provides answers to subjective comments and deals with opinions, experiences, and feelings of people in their natural settings. Trumbull (2005, p.101) explained that the research focus concerns with the examination of full context and interaction with the participants while collecting data from participants face to face for most of the time. When the strengths of qualitative design are considered, it can be easily deduced that it is a tailor-made approach for the research agenda of this study.

Case Study. McKay (2006, p. 71) argued that case studies are one of the most challenging methodologies to define since their focus and research data differ. To illustrate, a case study can refer to a single instance of an individual class, a school, or the whole community. According to Yin (2003), a case study consists of three elements: it should cover data from various sources, investigate the phenomenon within the very context, and the context and the purpose of the research cannot be discriminated without any difficulties. Therefore, the main purpose of the case studies is to probe into the multidimensional phenomena deeply and analyze it intensively to generalize about the wider population (Cohen, Manion & Morrison, 2000, p.185).

Case studies are detailed, generally longitudinal and they can be used in applied linguistics research, yet these studies might differ from quantitative research considering case studies can be defined as a kind of naturalistic inquiry and they typically do not include any sort of treatment (Nunan & Bailey, p.158). In relation to school contexts, case studies provide useful methods to explain the causal links such as a student's unwillingness to participate in an activity or reasons for demotivation of adult EFL students in a listening and speaking class (Yin, 2003). Case studies are also helpful for describing an intervention as in the current study.

As for any other research designs, validity and reliability are quite important for case study design, hence it generally concerns with observation, documentation and analysis of a single case or multiple cases in a single context. The following validity and reliability issues can be confronted by the case study researcher (Yin 1984 as cited in Nunan & Bailey, 2009, p.170):

- the study should be established very well that it can be replicated with similar results
- the study should establish correct operational measures for the concepts which is related to construct validity
- a very well causal relationship should be indicated which concerns with internal validity
- study's findings related to a specific population should be generalized which defines external validity

Apart from validity and reliability issues, there are other pitfalls which a researcher can experience in case study design. These are mortality, attrition and losing access to the participant (Duff, 2008). The latter problem might occur when the participant decides not to be a part of the study or cannot be accessible due to certain reasons. These pitfalls might be serious threats to the validity of the study. Another pitfall might be attributed to the nature of case studies. To clarify, case studies are longitudinal and in-depth inquiries and the design requires time, commitment and systematicity (Nunan & Bailey, 2009, p. 182). This might be especially insurmountable for novice instructors or researchers engaged in longitudinal studies through which they aim to trace developments over time. Thus, the researchers or instructors should be very systematic, committed, and ready to store, observe, document and label voluminous data, for example audio and video recordings, transcriptions, field notes and these factors are also taken into account by the researcher in this study.

Multiple-Case Study. Aside from the advantages and disadvantages of case study design, the most important matter to clarify before collecting the data is to decide whether single case or multi-case study should be chosen. As Baxter and Jack (2008) explained the purpose of examining multiple-cases is to comprehend the differences and similarities between the cases. Compared to single-case studies, evidence gathered from multiple-case studies are stronger and more

reliable (ibid). Also, they are more convincing, and they allow wider scrutiny of research questions.

While single-case designs explore one unit of analysis as a social phenomenon, multiple-case studies compare 2 to 10 cases. (Bleijenbergh, 2010, p.61). Due to the intensive data collection and analysis methods such as video recording, detailed transcriptions, and thematic analysis as in the case of this study, the number of research units, namely, cases can be limited. This crucial decision to be made by the researcher is mostly dependent upon the phenomenon of interest, context, and experience of the researcher. For instance, the researcher should decide if her purpose is to analyze and describe the phenomenon in depth or understand the similarities or differences within and across the cases in a certain context or different contexts (Duff, 2014). According to the author, multi-case studies are becoming widespread and the number of cases for a dissertation should be four to six when the complex nature of data collection and interpretation of each case and their comparison is taken into consideration. Although the number of cases for best representation is still controversial and different from the representative sampling in the survey research, Yin (2003) suggested that a two-case study is better than a single one since, depending on the research, it can be used to signify both contrasting and similar results. Therefore, by applying a strategic selection three novice EFL instructors who are not graduate of ELT departments and whose teaching experience was limited to 0-3 years at the time of data being collected were recruited. Cases were analyzed individually first and emergent themes were studied within and across the cases to track if there were any positive changes in their classroom interactional practices or not at the end of the longitudinal data collection process. Analysis of the emergent themes formed the content of the workshops and shaped the initial research questions. Thus, focusing on the research questions, each case was presented in a chronological order with rich and comprehensive presentation of data via figures and tables in addition to illustrative quotations.

Data Collection

Kubaniyova (2008) stated that applied linguistics have witnessed an increasing propensity for situating its research in the sociocultural research. She also claimed that cognitivist approach is integrated with situated perspectives of

learning, such as social constructivist theory (Vygotsky, 1978; Lantolf & Thorne, 2006); socio-cognitive perspective (Atkinson, 2002); socially-informed and classroom discourse studies (Markee & Kasper, 2004; Mondada & Pekarek-Doehler, 2004; Mori, 2004); situated motivation (Dörnyei & Ushioda, 2013). The summary of studies demonstrates that there has been a shift from laboratory or very controlled contexts to a more situated or contextualized research methodologies. This shift also has a vital role in the research methods, data collection tools, researcher's position, and the nature of relationship with the participants which will be explained successively in this section.

Ethical Issues. According to Sert (2015, p.171), ethical issues are more crucial than anything related to research, thereby collecting data from classrooms should not be carried out before ethical clearance is granted. He listed the steps to be taken as follows: instructors' and students' consent should be taken under the supervision of the administration and with the permission of the institution as the first step; secondly, consent forms should clearly explicate why the data will be collected and the fact that the identities of the participants will be kept anonymous; thirdly, as instructors are of great value and key importance for realizing the study, the contributions of the current research to the instructors' classroom practices and professional development should be explained. As Dörnyei (2007, p.69) recommended the participants should be informed about the aims of the study as much as possible; they should be notified about the task or tasks they will be expected to contribute to; the extent to their answers will be confidential and finally their basic right to withdraw from the study at any point they wish. It is necessary to clarify the fact that participants' answers will be confidential as much as possible. As the qualitative research requires detailed information about the current situation or participants' beliefs, perceptions or actual practices, the relevant information will be given as pseudonyms Ceren, Ela, and Gaye, but in direct quotations. All the visuals retrieved from videos will be shared with the teacher and they will be sketched to ensure anonymity of the participants if necessary (Sert, 2015, p.172).

Following these steps, the researcher applied for an ethical clearance from Hacettepe University Ethics Committee before starting to collect any piece of data (See Appendix A). Having received the necessary ethical clearance document, two consent forms (see Appendices B and C) were prepared for novice instructors and

their students enrolled in the classes to be video recorded. It is necessary to mention that the students who did not consent to be recorded were removed from the shooting angle of the camera. Since neither the teacher nor the researcher could prevent the student from taking part in the class during the recording process, seating arrangement was carried out in a way to take the best shooting angle from agreeing participants, but respecting the ones who did not approve of being recorded.

The Researcher Role. The key to effectiveness of the induction program lies in the support triangle via the roles of the participants (Bell, 2001). In connection with the researcher's role and her relationship with the participants, peer coaching role was adopted. Since this study was not intended to evaluate performances of the participants, rather help them increase their CIC awareness and enhance their focal classroom interactional practices with the aim of sustaining teacher development, a non-evaluative form of classroom observation, which is peer coaching, was performed. Therefore, my role as the peer coach involved classroom observation via video recording, giving feedback during SETT dialogic reflections, and developing an induction program.

Richards and Rodgers (2001) defined teacher development as a long-term goal and claim that it should search for ways to promote teacher's general understanding of teaching and the self; it is bottom-up and it requires a reflective practice. One of the strategies suggested examining one's own or a colleague's teaching or carrying out classroom research by which instructors can acquire new skills and knowledge is peer coaching. In this strategy, all the participants benefit from starting dialogues with another colleague, especially an experienced one, using a model or framework, SETT in the current context, to enhance skills and knowledge and reflecting on the teaching performance at the same time.

Although the term peer coaching has been defined by different names, such as peer mentoring, or learning-centered supervision, it is a formative and reflective model of supervision and derives its roots from Goldhammer's (1969) work in clinical supervision (as cited in Britton & Anderson, 2010). Peer coaching was primarily introduced by Joyce and Showers (1980) as a vehicle for experienced instructors to apply the skills learnt during an in-service training to their classrooms. Following research also showed that peer coaching was also used for and by pre-service

instructors to observe each other's classes to provide feedback, make suggestions and support (Joyce & Showers, 1980; Chism, 1999). In addition to these, peer coaching promotes the adaptation of novice instructors to the context, enhancement of certain teaching skills which require further practice, and the conveyance of new information to their current skills. As suggested earlier, it is non-judgmental, based on classroom observation and usually followed by feedback on an arranged agenda a priori and designed to improve specific instructional techniques, in our context classroom interactional skills of novice instructors (Skinner & Welch, 1996; Valencia & Killon 1998). Its major benefits can be summarized as an invaluable tool for collaboration and instructors' professional development (Marshall, 2005).

One of the major contributions of peer coaching concept is averting from preaching on teacher's practice. The others can be summarized as focusing on self-analysis, interpersonal collaboration and learning and professional growth (Britton & Anderson, 2010). In relation to providing too much advice on instructors' instructions, Vacilotto and Cummings (2007) maintained that most teacher development programs require academic coordinators to guide instructors in terms of improving the quality of their teaching. As a result, activities organized as supervisory sessions often incite defensiveness, cause stress and create suspicion in instructors in a way to preclude them from regarding the professional development program as a process to develop their instructional quality, but more of weakness identification. As a consequence, instructors of equal status in terms age, experience or power could engage in a collaborative and supportive practice instead of an academic supervisor and perhaps the most importantly a trusting relationship between should be set among all participants in order for a valuable and reflective professional development could be ensured. Another factor which results in ineffective professional development attempts is that most of the activities, such as workshops, seminars or training sessions which lack hands-on experiences prove to be inconclusive and unproductive because the professional development is left to the instructors who work in isolation (Göker, 2005). Thus, peer coaching can be suggested as a remedy for creating and sustaining professional development in a school context on the condition that the following aspects are taken into account: establishing a culture of standards and expectations, enhancing instructional capacity, a trusting relationship among all participants, supporting a formative

evaluation, creating relationship between classroom practices and policy (Ackland, 1991; Becker, 1996). Acknowledging that collegial and professional interaction are conducive to a successful and lasting professional development, the researcher adopted the peer coach role instead of a supervisor or advisor, organized a series of practical workshops. The purpose was to introduce the basics of classroom discourse, teacher talk and CIC and guide the participants through application of these strategies and reflection on their local contexts. These workshops can be identified as conferencing and it is one of the basic elements of peer coaching, having evolved from clinical supervision to a developmental and reflective process (Pajak, 2003 as cited in Britton & Anderson, 2010). Conferencing provides favorable circumstances for peers to receive feedback before and after teaching takes place by means of questioning, listening to each other and demystifying their rationale behind their instructional decisions. In the present study, the novice teacher and the researcher met and discussed about the lesson plan and materials of the day, and after the observation the researcher watched the video in order to select the moments when language learning opportunities were minimized by the teacher's instructions and discussed them with the teacher along with her own reflections about the lesson in a VSR session which were planned to be organized soon after the observation taking about two weeks. The relevant literature shows that conferences are more powerful and practical when they are supported with actual data rather than observations or opinions (Costa & Garmston, 2002; Jenkins, Hamrick & Todorovich, 2002). In relation to this, one of the strengths of this study is that conferences or VSRs were data-led, and the data belonged to the teacher. As a final say, collaborative analysis and reflection on the novice teachers' data was urgently important to this process since by doing so they would be able to process the data, hopefully change the practices, assess themselves, develop a professional culture, and identify and deepen their CIC awareness as result of the process (Procotor, Rentz & Jackson, 2001; Costa & Garmston, 2002).

Instruments

One of the primary data collection instruments used in the present study was CIC training workshops applied as intervention tools. They were organized in a way to introduce CIC, relevant terms and *interactures* in SETT, and raise CIC awareness

of three novice EFL instructors working in the context where the study was carried out. The second instrument was SETT grid used as a self-reflection tool by the instructors. The third instrument was VSRs planned to be applied before and after the training took place. The fourth instrument was a semi-structured interview carried out at the end of the study. The final instrument was the audio recordings of all VSRs and semi-structured interviews.

CIC Workshops as Intervention. Intervention of this study was organized as three workshops carried out at different time intervals in 2018 Fall Term. The peer coach organized the first workshop shortly after the first video recordings and VSRs were carried out.

Table 3

Intervention: SETT Workshop Dates

Intervention	Content of the Intervention	Date
First Workshop	Introduction of CIC, SETT, workshop scenarios	September, 2018
Second Workshop	Focal points from video recordings: teacher echo, turn completion, extended teacher turn, limited wait-time, interruption	November, 2018
Third Workshop	SETT practice on authentic videos (Harmer, 2008)	January, 2019

First workshop. Themes covered in the first workshop were CIC and its main principles, and introduction of SETT as a tool for reflection first individually, and then with the peer coach. The workshop consisted of SETT modes, their pedagogical purposes, and interactional features along with the transcripts and workshop tasks whose validity and reliability were tested in published materials of a well-established researcher (Walsh, 2006; 2011). Apart from introduction of the tool, the participants were invited for hands-on activities such as identifying mode(s) and *interactures* of many extracts and working on workshop scenarios as a group and pair work.

Second Workshop. In the second workshop, the emphasis was on focal *interactures*: turn completion, interruption, limited wait-time, extended teacher turns, and teacher echo, originating from participants' class video recordings. More hands-on activities were chosen. Initially, the researcher planned to use extracts from the instructors' own classrooms to illustrate the moments how they maximized, minimized interactional space, or shaped learner contributions. The researcher asked the participants if they would be uncomfortable with that and some of them

did not mind it while the others remained silent. Using teacher's own data to raise awareness has been suggested in the literature as well and the researcher already used them in the first video-stimulated recalls to check their awareness level. Yet, the researcher chose not to use them in the workshops by considering the fact that the instructors did not express an open rejection and even some claimed the opposite because analyzing participants' data in the presence of other participants could be threatening or pressuring. This potential threat has also been indicated in the relevant literature as well. Perkins (2018) claimed that sharing the instructors' own data in front of other colleagues might be intimidating and even subjective. As a result, the researcher used the class videos and interviews of instructors from the DVD in Harmer (2007) about effective instruction giving with a special emphasis on extended teacher turn, turn completion, limited wait time, teacher echo and interruption. Therefore, the rationale behind this decision was not to intimidate the participants with those *interactures*, and while focusing on the themes, they could still benefit from good examples practiced by other instructors from similar contexts. The data in this study come from A1+/A2 level classes and the example videos also show similar proficiency level. Thus, the instructors in the study could identify their teaching environment with the videos, and they could adopt certain strategies to ameliorate their interactional practices.

In addition to the videos, published transcriptions (Walsh, 2011; Yatağanbaba, 2014) were provided to the participants, and they were asked to analyze them according to SETT grid: first identifying modes and *interactures*; second, checking whether classroom discourse in the samples is mode convergent; in other words, if the interactional features coincided with the teacher's pedagogical purpose or not. Apart from the hands-on analyses, tips to avert from these pitfalls in teacher's classroom discourse were shared with the participants.

Third Workshop. The third workshop was organized to make sure that the instructors knew how to use SETT grid to analyze, choose a snapshot from their 10-15-minute audio recording, and transcribe the focused extract. As Walsh (2006, p.169) indicated, such a workshop could be of help for the instructors to comprehend the relationship between language use, interaction, and learning opportunity. Instead of transcribing the whole lesson, which is challenging for the instructors in

terms of spending time and effort, a snapshot could be applicable to raise awareness in a teacher education program.

Videos from Harmer's "The practice of English language teaching" titled book were shared with the participants to analyze classroom interactional practices of English language instructors from various adult classrooms addressing different proficiency levels. Different from the second workshop, this time the participants also watched those instructors' dialogic reflections on their video recordings with their mentor in addition to watching and analyzing these videos by using SETT grid. The purpose of watching those dialogic reflective sessions was to prepare them for the following step, which was analyzing and discussing their own classroom interactional practices by means of SETT grid in company with the peer coach during dialogic reflection sessions.

To summarize, the aims of these workshops were to make participants more aware of the impact of teacher talk and classroom interactional practices on language learning processes, to let them describe what CIC entails and what a successful classroom interaction looks like in terms of creating learning opportunities, maximizing interactional space and shaping learner contributions as well as focal points by using the metalanguage provided in SETT grid.

SETT: Self-Evaluation of Teacher Talk. The purpose of using SETT was threefold in this study: first, using it as a guide for the researcher to analyze the first video recordings in terms of mode convergence and divergence. The researcher transcribed the interactions roughly and applied mode analysis. In mode analysis, she identified the modes first and then the interactional practices used in these modes. Then, she determined the extracts which portrayed mode divergence. The purpose was to determine the focal points of classroom interaction to work on with the instructors. Second, it was used as a self-reflection tool by the instructors to analyze their own classroom interactional practices. The procedure for recording, analyzing and reflecting on one's own classroom by using SETT grid as in the following: first, the teacher records one of his/her classes about 10-15 minutes and fills in the lesson cover sheet (see Appendix D) with personal information, level of the class, overall aim and materials. Second, the teacher listens to the recording once and decides which mode or modes are in operation. Third, the teacher listens to the recording for the second time to write down the examples of interactional

feature. If they have difficulty in identifying, they can refer to SETT Key (see Appendix D) for help. Fourth, the teacher is expected to analyze his/her talk considering aims and modes used and decide to what extent the teacher's language and pedagogic purpose match in general. Fifth, after the self-evaluation of the teacher, s/he meets with a mentor or a peer in the researcher's context and discusses about the extract and the peer gives feedback to the teacher.

In the current study, this process was planned to take place in the study for three times to ensure that the instructors not only get acquainted with the features of teacher talk, classroom discourse, but also apply this information to their classes and reflect on this experience. On the other hand, in the second part of the study the instructors would be acquainted with the terminology and the process already and the participants would not be asked to record their classes. Instead, the researcher would video-record their classes and come up with extracts which were to be focused on in terms of focal points and thought to open a dialogic reflection between the novice teacher and the peer and discuss them.

Third, pedagogic goals in SETT grid were used as a springboard to form the questions in semi-structured interviews. It was aimed to compare the results gathered from various data collection tools in terms of the instructors' CIC familiarity, their use of SETT grid and focal points of classroom interaction.

Semi-Structured Interviews. Defined as a two-person conversation commenced by the interviewer with a specific purpose, interviews involve collecting data through face to face communication among individuals (Cohen, Manion & Morrison, 2007). Interviews may be held with several purposes which range from testing hypotheses to validating the results of a study with another method to investigate the respondents' motivations.

Besides distinctive purposes of interviews, there are many types of interviews from the most closed to the most open. The types of interviews might be named differently in some researchers' studies. For instance, McDonough & McDonough (2006) listed them as: *structured*, *semi-structured* and *unstructured*. On the other hand, Richards (2003) described interviews as *directive* and *non-directive*, which could be similar to *structured* and *unstructured* interviews of McDonough & McDonough (2006).

Since the primary aim of the current study was to raise awareness of CIC of novice EFL instructors and determine to what extent they became aware of features of classroom interaction, semi-structured interview was regarded as the best option to explore participants' perspectives on CIC and SETT. McDonough & McDonough (2006) expressed that despite having a structured framework, semi-structured interviews accommodate a greater flexibility regarding the organization of questions and more substantial follow-up responses. Additionally, compared to structured interviews, semi-structured ones are regarded as closer to a qualitative paradigm since it entails denser interactions and more customized responses than pre-coded questions. In the same vein, Griffiee (2012, p.160) maintained that standard semi-structured interview is probably the most used interview type in educational research because it incorporates pre-determined questions during the interview. With these in mind, a semi-structured interview was held with the participants at the end of the training process (Appendix E). The participants answered the open-ended questions in the light of the training they received. There were also questions concerning how useful SETT grid was to analyze and reflect on their classroom data and whether their expectations were met by the training program or not (Appendix E). The responses were analyzed through thematic analysis, the results were presented with a specific focus on CIC awareness of the instructors and their focal *interactures* on which they worked with the peer coach.

Video Recordings. The use of video has become a common data collection tool not only in social sciences interested in visual sociology, anthropology and the studies of gesture and multimodality (Mondada, 2006). Video recordings have also been increasingly used as a primary data collection tool in second language environments (DuFon, 2002; Üstünel, 2004; Jingxia, 2010; Rahimi & Jafari, 2011; Yatağanbaba, 2014). Video constitutes a fundamental technique for constituting the corpora of data for analysis, as well as an important means of rendering research results, such as in documentary films or multimedia presentations (Mondada, 2006). Hence, if the aim is to understand members' perceptions embedded in their practices from an emic perspective, then there should be a focus on microscopic details such as gaze, body displays, gestures, and so on.

There are a lot of advantages of using video recording as a data collection tool. For instance, DuFon (2002) claimed that it presents us massive amount of

linguistic information in comparison with field note because of the ability to record everything. On the other hand, when taking field notes, the researcher is strictly limited to making note of the main idea the speaker uttered, or recording only short interactions consisting with a few turns due to relying heavily upon memory capacity and the slow nature of writing as in contrast with speaking. Moreover, replayability of video recordings as many times as the researcher wishes is another big advantage (Leung & Hawkins, 2011). Also, as the video recording can provide us all the details within the perspective, transcription of the data with microscopic detail becomes possible for the researcher (ibid). Finally, the authors suggested that video recordings allow research collaboration since they make the data available to anyone if it is shared. Therefore, working on the same data with different researchers or a second pair of eyes will increase the reliability of the data.

All in all, the strengths of the video recording as a research tool convinced the researcher in terms of analyses of multimodality, a detailed transcription of interactional details and providing thicker description about the classes. However, the literature also demonstrates some drawbacks of the tool. For example, video recording is limited due to the number and the perspectives of the cameras (Mondada, 2006; Leung & Hawkins, 2001). There are potentially blind spots and much information might be missed because of the positioning of the data, or if the camera is only directed towards a person or a group of certain things may go unnoticed (Dörnyei, 2007). Additionally, the existence of the video cameras might be a distractor for the participants. The existence of the camera may probably lead the participants to act differently. Furthermore, there might be technical difficulties, such as battery capacity and video quality. Lastly, collecting data through video recording and carrying out a detailed analysis might be overwhelming and confusing for novice researchers or instructors since the use of this tool provides the researcher with a lot of data (Leung & Hawkins, 2001).

All things considered; it seems that affordances of using video cameras to collect classroom interactional data offer more than it entails. Specifically, constraints of the tool can be minimized by the following reasons. First, the classrooms in the current context were not big and the number of the students was 20 on average. Therefore, putting one camera on a tripod in front and one at the back sufficed to record the teacher and all the students, and possibly there were

almost no blind spots. In addition to the cameras, two audio recorders were put to capture the voice as clearly as possible. Second, the video recordings were acquired without the presence of the researcher. As to the distraction effect of video recording, the literature demonstrates that although it is a fact that the participants' attention is diverted in the first place, then they get used to being regularly video recorded by the same person, and also the moments on which they orient to the camera can be analyzed from an on-going interaction in a social situation perspective (Leung & Hawkins, 2011; Mondada, 2013, p. 34). To overcome technical difficulties, it was planned to decrease the resolution of the video recording to a medium level but still with a quality to prevent the batteries from running out before the recording finished. In conclusion, although it is challenging to deal with voluminous interactive data, by triangulation the data collection tools, video recording is still the best and the most objective tool to analyze the classroom interaction data and capture the minute details of interaction rather than describe it with another tool limited to the researcher's ability.

Video-Stimulated Recalls. Stimulated recall is one of the types of introspective research data collection tools through which cognitive processes, opinions and feelings of the participants can be examined by inviting them to recall and reflect on the prompts provided by the researcher (Lyle, 2003; Walsh, 2003; Pomerantz, 2005; Reitano, 2005; Walsh, 2006; Li & Walsh, 2011). In a similar vein, VSR is a technique in which the subjects watch a video recorded part of their interactions and expected to reflect on their decision-making process during the videoed event (Nguyen, McFadden, Tangen & Beutel, 2013). As the world gets digitalized, the researchers benefit from technology and apply it to their research. In comparison with audio recording, video recording offers a more vivid recall for demonstrating the experience and it has a better potential to simulate the event this time from the video's perspective. There is a growing number of researchers who adopt VSR method to acquire useful and reflective data to investigate how people experience a specific event focused by the researcher (Calderhead, 1981; Dempsey, 2010; Walsh, 2006; Walsh, 2011; Li, 2013).

There are many advantages of using VSR to engage in a dialogic reflection and raise awareness of the novice EFL instructors within the scope of the current study. First, carrying out dialogic reflections based on the video recordings raises

the consciousness of the teacher (Walsh, 2003). Walsh (2011, p.46) claimed that reflective practices are easily attained when the instructors analyze their own data using the recordings from their classes. In relation to the ownership of the data, the use of instructors' voices, videos, interaction lead to a real understanding of the interactions, provide then with concrete and structured evidence to reflect on rather than researcher-imposed perspectives. To enable researchers to reflect on their actions and verbalize their experiences, VSRs are quite useful tools (ibid). Secondly, by using VSR the interlocutors' opinions and feelings during the interaction can be elicited easily (Pomerantz, 2005). Thirdly, the use VSRs sheds light on the complex relationships between teacher's expectations, aims and performances (Li & Walsh, 2011). In other words, we can gain insight into the differences between what is practiced and what is thought. Similarly, it can be a window for comprehending participants' understanding and their claims of display of understanding for the researcher (Pomerantz, 2005). Finally, the participants, instructors in our context, can justify their decision-making while watching the video recording during the recall event (Walsh, 2006).

The purpose of using VSRs in this study was in parallel with Pomerantz's (2005) suggestions. To put it more specifically, it was aimed to analyze and portray practices or actions that the instructors deploy to create and maximizee interactional space for language learning and shape learner contributions when they interacted with the students. Thus, the analyses entailed the methods and the interactions used in producing and comprehending the situations and the constraints related to the specific conversational action. However, despite all the advantages mentioned above, this method suffers from certain disadvantages in terms of validity and reliability (Gass & Mackey, 2000). For instance, delay between the event and recall should be minimized to increase validity. Another threat to validity might be that the participants can create explanations between the prompted actions and intentions. Therefore, this tool requires a "carefully structured designs" (Lyle, 2003). In order to overcome this threat, it was planned to carefully design the whole process and ask the questions so that the cognition of the instructors does not change with the questions or they are not guided by the questions. There might be another problem with the participants' comments on the prompted issue, that is, their explanations might not be related to the matter experienced in the video (Pomerantz, 2005).

While balancing the disadvantages against the advantages, VSRs are still valuable since it is very difficult to retrieve the teacher's interactive cognitions (Reitano, 2005). Also, it is one of the most effective tools for instructors especially the ones in the early years of their profession to reflect on their knowledge in action and promote their professional development. It also allows the instructors to stop whenever they want to focus on their data because they are the ones who own the data and describe the data better than anyone else and what alternatives they had, but what they came up with in the end (ibid).

In conclusion, the following suggestions presented in the literature were adopted for the present study to decrease the threats to validity and reliability of the data collection tool (Lyle, 2003; Gass & Mackey, 2000, p.49; Pomerantz, 2005; Reitano, 2005; Nguyen, McFaggen, Tangen & Beutel, 2013). First, the participants were informed that recalls would not be organized for evaluative purpose but for enabling them to reflect their own data for improving their CIC and professional development in turn. By so doing, it was planned to reduce their anxiety by informing them about the final purpose of the study which was raising their CIC awareness and enabling them reflect on their classroom interactional practices for lasting professional growth, and stimulating rather than introducing a new perspective or insight. Furthermore, the stimulations were only restricted to the classroom interactional practices of the instructors. Second, the participants were informed about what VSR was and for what purpose it was planned to be used in the present study. In order to create awareness about it and foster the rapport between the researcher and teacher, a "dry run" was held with the instructors to help them get accustomed to being audio recorded (O'Brien, 1993; Gass & Mackey, 2000). A "dry run" is a session to get the participants used to the recall process and prevent them from creating explanations instead simply defining the situation and the rationale behind it. Third, delay between the recall and the event was minimized in this study. After video recording a class which was planned to identify the moments during which the researcher was absent in the class, the extract or extracts which showed the moments when there was a divergence between the mode and relevant *interacture* were transcribed and the recalls were organized with the teacher in the following two weeks. As mentioned earlier, peer coaches are not evaluators and they focus on pre-determined problems or issues where the observee asks the peer

to do. Therefore, the pre-set issues within this study were found to be as interruption, limited wait time, turn completion, extended teacher turn and teacher echo and the peer coach dwelled upon these issues to raise awareness for any problems related to these *interactures* and help the teacher reflect on her practice. The only thing which should be taken into account here was that the researcher or peer coach should carry out the process in a way not to damage collegial relations and convince the observee that this was not an evaluation, rather a collegial support for the teacher's professional development. By taking all these issues into consideration, the following questions, being open, recall and hypothetical in nature (Engin, 2012), were asked to the instructors during VSRs:

1. What were you doing at that specific moment?
2. Why did you do it?
3. Did it work? Why or why not?
4. If you had the chance, would you change it? If yes, in what ways would you change it?

Data Analysis

In this section, a detailed account of CA as instrument for analysis in relation to transcribing the extracts which were collected during the first and second video recordings are given first. Second, thematic analysis and coding for the data collected via SETT grid, semi-structured interview and VSRs are explained.

As important as the explanation of data collection tools and methods of analysis, it is also essential to mention the dimensions of analysis for the study in stages. There are three layers in terms of its design and analysis. The first layer of analysis is of descriptive nature which refers to analyzes of the transcripts, written and spoken reflections for SETT dialogic reflections. Video recorded lesson transcripts were analyzed by means of CA as an instrument, and thematic analyses were carried out for VSRs and dialogic SETT reflections. At the descriptive level, the peer coach dwelled upon if the participants were able to identify and explain modes and *interactures* in SETT for their classroom data, and whether their use of metalanguage provided by SETT as a reflection tool showed any positive changes or not.

Turning now to the second layer, which is reflective analysis, the peer coach observed whether the participants were able to make conscious interactive decisions regarding the practiced focal *interactions* like teacher echo or extended teacher turn etc. or not. In addition to that, she also examined if their critical self-evaluation practices indicated any positive changes regarding the CIC awareness and the focal points. Finally, for the third layer, the peer coach tracked the changes if the participants showed any positive changes in their focal classroom interactional practices prior and posterior video recordings and SETT workshops in addition to verbalizing the changes correctly and critically evaluating the interactional phenomena under scrutiny.

Conversation Analysis. Originating from an interest between the function of language and social interaction, Conversation Analysis (CA) is a methodology to analyze the relationship between the two (Sacks, Schegloff & Jefferson, 1974). Seedhouse (2005) described CA as a methodology for the analysis of naturally-occurring spoken interaction which has become a multi-disciplinary methodology applied in multiple professional and academic fields (Sacks et al., 1974; Markee, 2000; Walsh, 2002, 2006, 2012; Stivers, 2006; Pekarek-Doehler & Ziegler, 2007). Started by Sacks and Schegloff as a “sociological naturalistic observational discipline” CA primarily deals with the details of social action in a rigorous, empirical, and analytic manner (as cited in Seedhouse, 2005). The main object of CA research hinges on talk-in-interaction on ‘emic’ premises (Seedhouse, 2005). Sert (2015, p.2) defined ‘emic’ perspective as “only participants’ orientations to each other’s utterances rather than their given identities or the researcher’s assumptions”. Therefore, the analyst’s responsibility is to unfold and explain this organization and order from an ‘emic’ perspective (Seedhouse, 2005). Although CA departs from ordinary spoken interaction, its relation to institutional discourse, classroom in our context, is undeniable (Walsh, 2011, p.85). The goals and actions of participants are interrelated and even constrained by the institutional business. To illustrate, in a language classroom most interactions are lined to learning a second language, turn and topic management, sequential organization and choice of lexis which are all determined and shaped by the teacher and students. Moreover, Walsh (ibid) maintained that classrooms are not and should not be considered as a typical ordinary conversation although there are some resemblances. For example, the

interaction between teacher and students or students among friend can be regarded as a conversation since it entails turn-taking, turn-seizing and it also involves some patterns which can be found in ordinary speech, such as hesitations, errors, pauses, silence, perturbations etc. Thus, CA methodology is applicable to analyze classroom talk because it is made up of a lot of participants, the discourse needs smooth transitions and meanings should be made explicit in order to meet the demands of the context, which is language learning and teaching. As Walsh (2011, p.86) purported, the most important role of CA is to explain data rather than pre-set conceptions or categories.

Different from mainstream CA-SLA studies, this study did not use it as a methodology because the findings gathered from video recordings were not informed by CA. Therefore, the researcher used a combined methodology which employs SETT grid to scope out the data first, and then took a second look at the same data by using a methodology which is based on the principles and theoretical underpinnings of CA. Since CA is very precise in the 'machinery' it uses, the transcriptions were made by using Jefferson Transcription Conventions and the analyses were done on a line by line basis (adapted from Hutchby and Wooffitt, 2008).

The analysis was carried out for the extracts taken from video recordings of three novice EFL instructors. Each teacher's class was video recorded for 2 blocks which is equal to 180 minutes. Following the video recording, the extracts in which there was divergence between the modes and *interactures* were analyzed line by line. The moments were limited to the times when interactional space was minimized or obstructed because the purpose of the study was to enhance instructors' CIC awareness by reflecting on focal points, and the role of the researcher was to peer coach her colleagues for continued professional development with a specific focus on these classroom interactional practices rather than their overall classroom performance evaluation. It was believed that building rapport with novice colleagues and guiding them towards the better for themselves as well the institution was favorable and effective concerning collegial relationships and professional development.

Transcribing and Analyzing Data. Transcribing and analyzing data are one of the reflective ways of teacher's professional development. For instance,

Thornbury (1996) used transcripts to raise trainee instructors' awareness of communicativeness in their classroom interactions. The author did it by determining certain features of communicative teacher talk like referential questions, wait time, or content feedback and so on. In a similar vein, in Tsui's study (1996) instructors were asked to record their classes to identify any problems to work on improving them. They found out problems like improving questioning strategies, increasing wait time etc. and came up with ways to deal with these problems. The author suggested that to improve instructors' practices, a great awareness is required to identify and solve the problem by using transcripts and discussing the video recordings.

By bearing the importance of transcripts, this study made use of the transcriptions by adopting the transcription system of Jefferson (2004 in Hutchby & Wooffitt, 2008) (see Appendix F) in line with conventions of CA. In identifying instructors, pseudo names like Ceren, Ela, and Gaye were adopted, and S1, S2 etc. were used for identifying students in the transcriptions. For students who could not be identified individually and talking at the same time, SS was used to represent them.

For the transcription of the data, Transana software was used. Transana is a convenient digital video analysis software commonly used by CA researchers to perform micro-analysis of interaction. Figure 2 is an example of user interface. Through Transana, analysts can focus on multiple recordings of the same event, up to four, connect transcriptions with the videos and analyze features of talk at the same time.

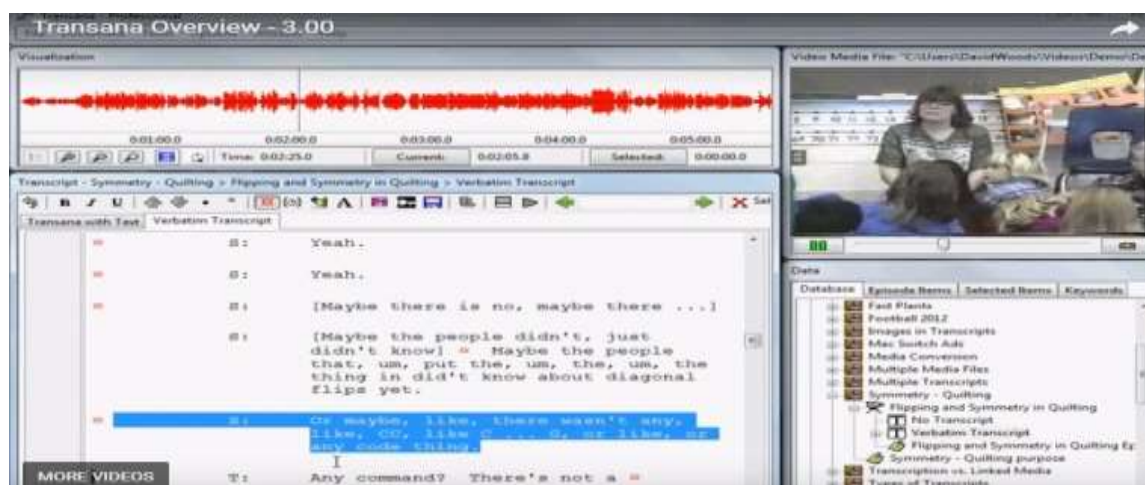


Figure 2. Transana user interface

Sert (2013) suggested this tool to instructors and trainers to video record lessons for observing and reflecting on pedagogical practices. They can also identify the problems with interaction or successful practices and reflect on such sequences. As in line with his suggestions, the researcher transcribed the selected extracts from video recordings and invited the instructors to verbalize their thoughts about the specific practice, what was planned and what was carried out as a result of it. Also, she was asked to reflect upon what could be done to serve the best for the students for the following lessons.

For each teacher, collections on focal classroom interactional points were created in order to observe whether there was an increased CIC awareness and any improvement on focal points by comparing the first extracts and the last ones in addition to the data collected through a semi-structured interview and VSRs.

Thematic Analysis. There are copious ways to analyze qualitative data and thematic analysis is one of these approaches. Simply described as the process of identifying, analyzing, and reporting patterns or themes, it is one of the essential qualitative methods (Braun & Clarke, 2006). Thematic analysis bears similarity to qualitative content analysis or inductive content analysis, which primarily deal with written, verbal, audial, and visual data with a strict and systematic set of procedures for exhaustive analysis, examination and verification of the data (Cohen, Manion & Morrison, 2007) as well, but it differs from these analyses in many ways (Vaismoradi, Turunen & Bondas, 2013). As Sandelowski and Leeman (2012) stated, there is a misconception between qualitative/inductive content analysis and thematic analysis, and they are even used interchangeably. This confusion can be attributed to their similarities and differences; however, the main differences lie in the identification of following research approach aspects: description or interpretation, modalities of approaches, consideration of context of data, data analysis process and evaluation of the analysis process (Vaismoradi, Turunen & Bondas, 2013).

Before proceeding with the differences between content analysis and thematic analysis further, it would be useful to mention they are both qualitative methods, though content analysis can be used in a quantitative manner as well. In other words, in content analysis, the researcher quantifies the codes to describe and interpret the data, but with thematic analysis the researcher approaches the data

from a solely qualitative perspective and provides a highly detailed account of the data set (Braun & Clarke, 2006).

To start with the main differences, firstly, in content analysis, the primary purpose is to see the phenomenon in a conceptual form moving from description to interpretation, yet in thematic analysis the analyst's aim is to minimally describe, but interpret the data further from various perspectives (Braun & Clarke, 2006; Vaismoradi, Turunen & Bondas, 2013). Second issue to be considered by the researcher to choose between content and thematic analysis is whether inductive or deductive approach should be adopted for his or her project. Hsieh and Shannon (2005) described the use of inductive modality as in situations in which the researcher makes novel contributions with the themes acquired from the data. To the contrary, deductive modality is instrumental in testing earlier theories under different circumstances.

Thirdly, the researcher has the responsibility of description and interpretation of the data within the scope of the context where the data were collected. The researcher relates the information to that specific context in both analyses, but in content analyses, the occurrence of each code might mean to the researcher how significant the message or interaction for the data interpretation is, but this approach has the risk of stripping the meaning off the context for sake of calculation of codes (Morgan, 1993 as cited in Vaismoradi, Turunen & Bondas, 2013). Conversely, the researcher does not count the frequency of the codes yet gives detailed account of themes created out of codes in thematic analysis.

Fourthly, data analysis of both approaches is quite similar to each other. By way of illustration, the researcher familiarizes himself or herself with the data by transcribing, reading, taking notes and rereading. Then, coding is carried out to create themes and sub-themes to abstract ideas. After defining and reviewing themes, reports with extract examples, conceptual maps or story lines are presented (Braun & Clarke, 2006; Vaismoradi, Turunen & Bondas, 2013). Despite the similarities in data analysis part, thematic analysis and content analysis differ in terms of evaluation of the processes. For instance, while in content analysis inter-coder reliability, which basically refers to coding or classifying the data in like manner with an independent reviewer/coder, is expected and used as a measure to sustain reliability of the data, it is not always achievable in thematic analysis

because of its pure qualitative nature (ibid.) In order to confront with the potential risk of unreliability, the researcher can take field notes or keep a personal diary in order to be consistent across the data. Providing a thematic map, which is one of the most important characteristics of thematic analysis, could be another solution to deal with unreliability risk, by so doing the themes, codes, their relationships to raw data, and detailed record of themes with examples are accessible for other researchers to check (Braun & Clarke). Most importantly, as Krippendorff (2004) argued, rigor of a study can be deduced from its contribution to a certain phenomenon with insights gathered by means of the data.

As can be seen from the explanation made about the two qualitative approaches, there are similarities and differences in addition to advantages and disadvantages of each approach. Therefore, it is the researcher's duty to choose the most appropriate qualitative approach for her study. For example, qualitative content analysis has several advantages. Primarily, there is no observer's paradox since it focuses on linguistic and meaning in context at the same time. Additionally, it is systematic and verifiable. In other words, the codes and concepts in the text can be analyzed and verified repeatedly since the transcribed data is in permanent form (Cohen, Manion & Morrison, 2007). However, reaching at 85% inter-coder agreement with a peer, who is not only knowledgeable about the topic studied and the data in which it was collected, but also competent at doing content analysis besides having time and motivation to that end is not an easy task. In addition to that, counting the codes and themes across the data did not yield much information in the current study for VSRs and dialogic SETT reflections were carried to see the awareness of the participants. Also, the purpose was not to test any hypothesis, but to suggest new perspectives to the ELT environments regarding CIC awareness of instructors and its impact on their professional development in a reflective manner. There was only one pre-set category, which consisted of features of classroom interaction in relation to CIC; in other words, the instructors solely focused on their talk and its effect on classroom interactional practices. Although the same questions were asked to the participants in VSRs, dialogic SETT reflections and semi-structured interviews, the focus of each participant was different. Therefore, frequency of codes and themes would not be helpful to interpret the data, namely, it would not go beyond the purpose. For these reasons, thematic analysis was

adopted as a qualitative inquiry in addition to CA transcriptions of classroom interactions.

In doing thematic analysis, a guideline provided by Braun and Clarke (2006) was followed. This guideline consists of six phases: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes and producing the report. Phase 1: familiarizing yourself with data involved immersion in the data. Whether collected by the researcher by interacting with the participants or using a previously collected data, the researcher is expected to read and reread the data to get accustomed to content and its depth. The authors suggested that although it is time-consuming to read and reread the data to be familiar with it, it is basis of the approach to do it since the next step entails coding, which will continue till the end of the analysis process. They advised the researchers to take notes so that they could go back and benefit from those notes in coding part. Prior to phase 2: generating initial codes, the next thing to do is to transcribe the verbal data. Though the level of detail in transcriptions may vary in accordance with the purpose of the study, a complete orthographic verbatim transcription is essential in thematic analysis.

Phase 2: generating initial codes, the researcher identifies the codes in the whole data set or only a specific part of it. Coded data outlines themes which are broader than the codes. By working systematically, the researcher highlights interesting parts and codes the data with relevant extracts. At this point, the researcher has two options: work either manually or use an application and in this study Atlas.ti version 7 was used to code the entire data. With the help of this tool, large textual, graphical, audio, and visual data can be analyzed. To code the data, the units of analysis were determined first. These units comprised of research questions and answers of the participants to these questions. Second, notes and headings were written down for each code for subsequent analyses. Phase 3: searching for themes, they are induced from initial codes and extracts or quotations are assembled, and tentative thematic map is created. The current data were analyzed by inducing themes out of the answers given to each question and comments on the audio recordings collected by the participants from their classrooms. By deriving themes out of the answers, it was aimed to present new insights from the accounts of instructors and through these generated themes.

Following this, the themes are revisited, and stories are added to the thematic map. Phase 4: reviewing themes. For this stage, division of each theme should be made, and data should be coherent across the data set.

Phase 5: defining and naming themes, and at this stage the map should reach a satisfactory level. Braun and Clarke (2006) highlighted the need to define each theme and write a detailed analysis of it. Finally, In Phase 6: producing the report refers to the complete and detailed analysis of the data set. In this phase, themes should be clear and relevant, and adequate examples should be provided in the write-up. Examples should be easily identifiable, and analysis should go beyond the description of the story and provide strong evidence with regards to the research questions.

In view of all that has been mentioned so far, one may suppose that thematic analysis is a practical approach to analyze the current data set in addition to its being flexible in terms of giving account of complex data in a rich and detailed manner, user-friendly for novice researchers, instrumental in producing unexpected results. All things considered, all the data and their analysis underwent an on-going iterative and recurrent process (Borg, 2012 as cited in Keh, 2019) where each data collection phase was informed by the previous one. To be more specific, first video collection aimed to determine how aware or unaware the instructors were of their classroom interactional practices and in what areas they needed help to improve. Then, workshops were carried out to raise their awareness towards CIC and their focal interactional features. Following them, they were asked to fill in SETT grid to reflect on their classroom discourse. In these dialogic reflection sessions, verifications of the identified critical points were made with the peer coach, and new understandings arose out of these reflective sessions. Ultimately, the analysis of each phase was carried out for each case, and then cross-case analysis was made.

In addition to Braun and Clarke's guideline, the following thematic analysis steps were created by the researcher to scrutinize the emerging themes arising from dialogic reflections through SETT grid analyses and reflections, dialogic interactions for discussing over first and second video recordings and finally semi-structured interviews:

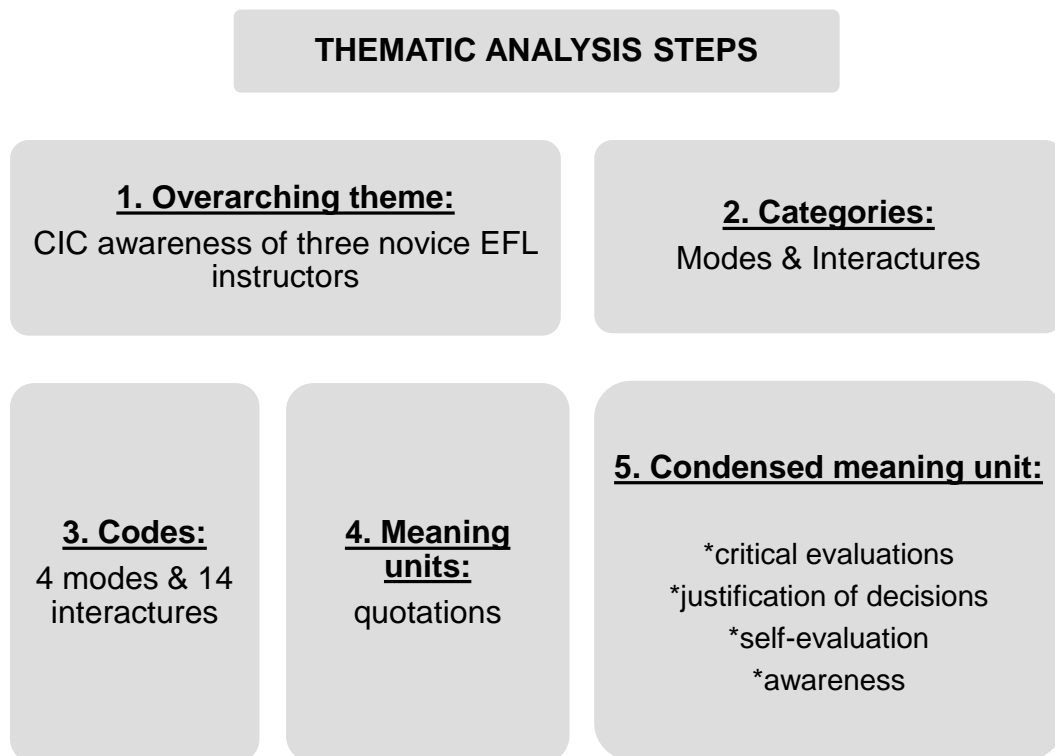


Figure 3. Thematic analysis step

Triangulation

Triangulation is defined as “the mixing of method or data so that diverse viewpoints and standpoints cast light upon a topic” (Olsen, 2004, p. 3). It is essentially used to reinforce detailed understanding of the scientific phenomena through multiple research methods, theoretical perspectives, data resources, and analytic techniques (Johnson, 1997; Creswell, 2013). Johnson (1997) described triangulation as “cross-checking” information and conclusion by means of various procedures of sources. He (ibid) claimed that when different procedures or sources are in “agreement”, then we have “corroboration”. According to Johnson (1997) there are basically four types of triangulation: data triangulation, methods triangulation, investigator triangulation and theory triangulation. Data triangulation refers to the use of multiple sources to make sense of a phenomenon. While methods triangulation defines the use of multiple research methods to study a phenomenon, investor triangulation is the use of multiple researchers in a research. Finally, theory triangulation involves multiple perspectives. Therefore, the video recorded data were examined by using CA as an instrument, SETT grid, semi structured interview, VSRs were investigated through thematic analysis. Essentially,

triangulation is attached to the issue of validity of the research and since there is a greater concern for naturalistic inquiry or qualitative research, reliability and validity issues for the current study will be dealt in the following section.

Validity and Reliability of the Study

The accuracy and credibility of qualitative research has generally been under close examination, and the validity and reliability issues in such studies have been questioned and criticized mainly by quantitative researchers. That is probably because establishing quality criteria in qualitative research is more problematic compared to the quantitative one because the concepts of validity and reliability refer to different things in both paradigms in some cases (Dörnyei, 2007, p.54). A qualitative study is naturally subjective, context and time dependent, namely, in a qualitative inquiry truth is relative and facts are contingent on individuals (Morse & Richards, 2002 as cited in Dörnyei, 2007, p.54). However, there are certain criteria to ensure the rigidity of qualitative studies (Guba, 1981; Dörnyei, 2007; Maxwell, 1992) Guba (1981) proposed four criteria to increase trustworthiness of qualitative studies: credibility (internal validity), transferability (generalizability), dependability (reliability) and finally confirmability (objectivity). Guba's (1981) terms are also referred as "parallel criteria" because they can appeal to quantitative inquirers as well.

On the other hand, Dörnyei (2007, p.57) mentioned three concerns to take into consideration to ensure the quality of qualitative research: insipid data referring to individual meaning attributed to the data, that is lack of originality of the data; quality of the researcher, since actually the researcher is the one who can also be the instrument. It is not the case for quantitative researchers because they are generally guided by the standards or procedure whereas in qualitative design is largely dependent on the ability of the researcher to interpret and explain the phenomenon. The last one is anecdotalism and the lack of quality safeguards. The author (ibid) explained it with space limitations that the researcher must deal with. He stated that researchers cannot clearly exemplify why they choose the extracts or examples and how they build up their collections out of thousands of pages.

Maxwell's typology (1992) involved one of the most comprehensive and influential means to safeguard validity in qualitative research. Descriptive validity

refers to the accuracy of the researcher's account while interpretive validity defines descriptiveness of the data with regards to what tangible objects, behaviors or events mean to the participants. Furthermore, theoretical validity is concerned with how well an adopted theory explicates the phenomenon being investigated while generalizability or external validity refers to the extent to which the results can be generalized from samples to populations. Finally, evaluative validity defines how the researcher evaluates the assessment of the relevant phenomenon in terms of practicality, usefulness, and desirability. As can be seen from the terms and explanations, there are different terms for similar concepts or ideas. In the current study, Dörnyei's suggestions were used as a primary strategy to strengthen the validity of the research triangulation of the methodological tools (Dörnyei, 2007). To clarify, collecting data with semi-structured interview, audio recordings of dialogic reflections by using SETT grid, video recordings of individual classes and holding VSRs for these classes enabled the researcher to see whether instructors' awareness was raised as a result of CIC training and continuing reflections or not. Also, the observations were supported with different research methods as well as the data analysis methodologies such as using CA as an instrument for detailed transcriptions, and thematic analysis. Moreover, the researcher's prolonged engagement and persistent observation were used as other factors increasing the validity of the inquiry. In this way, it was believed that the researcher's working in the context where the study was held can be the strength of the study and refers to the face validity. The participants already knew the researcher and if she could build up a positive image and research integrity and she also explicated the purposes of the study and role of the researcher, which is explained in the previous sections, the research was strong in terms of credibility. As Duff (2006) argued, engaging in a longitudinal study would increase the likelihood of the validity of the researcher. The present study aims to observe CIC awareness and development of focal *interactures* over two terms; therefore, the data having been collected were more valid and comprehensive since the data were more contextualized and they provided thick description of the context and phenomenon.

Furthermore, in order to sustain external validity or ensure generalizability, how the research design formed was explained in detail and also the data collection tools and transcriptions were provided for the other researchers so that the results

could be generalized to similar contexts, EFL classrooms and novice EFL instructors as in the present context.

One last validation strategy for the current paper is the adoption of peer review. The peer reviewers of this dissertation are the doctoral committee members, the advisor and the peers, one of whom has written an MA thesis on classroom interaction using CA methodology and the other who is an expert in interpretation and translation studies to transcribe and double-check the transcriptions of VSRs, SETT reflections and semi-structured interviews, and the last peer who works as an instructor and does her Ph.D. in ELT and has the expertise of working with qualitative data. The researcher was the main coder for thematic analyses, and she worked on a qualitative data analysis software called Atlas.ti version 7. This software was used to store different sorts of data, namely interviews and dialogic reflections for SETT analysis etc., coding, categorizing, comparing the codes and categorizations and retrieving the results to produce graphs, tables, and relevant quotations.

Another criterion to analyze and present the findings is the agreement among peers, which is inter-coder reliability in quantitative paradigm (Nunan and Bailey, 2009, p.428). For reaching a coder agreement, two researchers should follow each other's coding at least 85% to have confidence in the findings. Also, Miles and Huberman (1994) proposed a formula to manage the inter-coder agreement and in this study this formula was used. The formula is as in the following:

Inter-coder agreement=Number of agreements/Total number of agreed and disagreed codes.

Before starting to code the data, the researcher informed the peer about research design, participants, and the context. While the researcher was working on the program, the peer worked on the relevant documents by using "track changes" feature of Microsoft Word, as she was not knowledgeable about the current program and did not have access to the software. Moreover, the researcher coded the same data consistently over time to minimize the inconsistencies between each set.

For thematic analysis there were double-spaced 220 pages and as it was not possible for the peer to spend her time and efforts on coding the whole data set,

thus another procedure suggested by Hodson (1999) was applied. As Hodson (1999) indicated inter-coder agreement can be reached by analyzing the 10 percent of all the data, which makes 22 pages in our case. After finishing to code in approximately two weeks, the coders discussed codes using SETT grid as a basis. Therefore, reliability check score was found .80 for this study. The reason for this score was due to the identification of quotations related to *interactures*. The researcher omitted the quotes which can be associated with more than one *interacture* in addition to wrong identification of scaffolding and the confusion between materials and skills and systems mode. Therefore, this number was found to be sufficient in a totally qualitative study for the researcher and this has been supported in the literature by Miles and Huberman (1994). They stated that .80 and .90 are good for a reliability check.

Chapter 4

Findings

Introduction

In this chapter, findings acquired from data collection tools namely first and second video recordings, intervention via SETT workshops, VSRs, three SETT dialogic reflection sessions with the peer coach, and finally semi-structured interviews.

The findings are basically categorized as stages of data collection and different layers of data analysis. To start with the stages, transcriptions of first video recordings are presented to showcase the focal points determined for the organization of the following stages as a first step. As this dissertation is data-led and each step informs the other, the identification of focal points is very crucial to understand the design of the whole study.

For identifying the focal aspects of the current study, two blocks (90x2=180 mins.) from each participant were video recorded in the first stage. Table 4 shows subjects from which the video recordings acquired in addition to the size of the lessons for all participant instructors.

Table 4

First Video Recordings: Subject and Class Sizes

Participants	Ceren	Ela	Gaye
subjects	listening & speaking	writing	reading
class size	15-20	15-20	15-20

After video recording the subjects, the peer coach watched the videos multiple times and roughly transcribed the lessons first. Multiple watching and less detailed transcriptions prompted the peer coach to identify analytically significant parts comprising of regular patterns and practices, which are limited wait time, extended teacher turns, teacher echo, teacher interruption and turn completion along with other observations. However, the focus was restricted to limited wait time, extended teacher turns, teacher echo, teacher interruption and turn completion for

a deeper and more manageable and practical analysis. Furthermore, the prevalence of these interactional practices in each participant's class warranted further investigations into them. Therefore, the peer coach cut short videos of showcasing these practices and presented them with rough transcriptions to the participants during VSRs. Then, the participants were invited to comment on the transcripts and videos based on the following questions:

1. What were you doing at that specific moment?
2. Why did you do it?
3. Did it work? Why or why not?
4. If you had the chance, would you change it? If yes, in what ways would you change it?

The purpose of these questions was two-fold: first, to observe whether the instructors were aware of their classroom interactional practices and justify their online-decisions taken at that point and reflect on them by using appropriate metalanguage. Second, the researcher wanted to ensure the accuracy of the transcripts and demystify certain unclear points with the help of the teacher. During VSRs, the researcher asked the questions above and did not provide any positive or negative feedback in order not to intervene or direct the recalling and justifying process of the instructors. However, the researcher took a more active role during dialogic reflections to encourage the participants to reflect on their own data by inviting them to critically evaluate and justify their online decision-making processes. She analyzed each identification in the grid, had a look at the transcripts, listened to the audio recordings with the teachers and gave feedback. This involvement of the peer coach opened a kind of channel where they reached an agreement on an unclear mode or *interacture*, or discovery of a classroom interactional practice which the participant was using unintentionally.

VSRs and dialogic reflections between the peer coach revealed that limited wait time, extended teacher turn, teacher echo, teacher interruption and turn completion were the *interactures* on which further practice was required, though each participant needed guidance for these *interactures* at a varying level.

Before explaining other stages, it would be helpful to explain the use of CA transcriptions for the video recordings. Unlike CA-SLA studies, whose results are informed by the CA analysis, this study used CA as an instrument for analysis of the

extracts. After transcribing the data roughly and clearing up the unclear points with the instructors during VSRs, the researcher had a second look at the data by using Jefferson Transcription Convention (adapted from Hutchby and Wooffit, 2008) to benefit from CA methodology’s principles and theoretical underpinnings. Also, it should be highlighted that the term “divergent” used for the *interactures* in the analyses refers to those that emerge in ways that are different from the ones suggested in SETT. In other words, divergent *interactures* do not show any orientation displayed by the participants by applying CA to the data.

Having carried out three workshops as an intervention, the instructors audio recorded their classes for 10-15 minutes and followed the steps in SETT grid in the second stage (Appendix D). Following self-analysis, they met the peer coach to discuss what they had analyzed on their SETT grid. The interactions were audio recorded and examined for subsequent investigations applying thematic analyses by the peer coach. Thematic analyses basically focused on whether the instructors successfully identified the modes, they were able to use metalanguage, they could critically evaluate their classroom interactional practices and finally they managed to make conscious interactive decisions. Table 5 illustrates the observation of each SETT reflections session.

Table 5
SETT Reflection Sessions

Participants	SETT Session 1	SETT Session 2	SETT Session 3
Ceren	1, 2, 3, 4	1,2,3,4	1,2,3*,4
Ela	1*, 2, 3,4	1,2,3*,4	1,2*,3,4
Gaye	1*, 2*3, 4	1*, 2*3, 4	1,2*,3,4

For each observation, the following aspects were taken into consideration to be able to track and assess changes.

1. Identifying all modes correctly
- 1* Identifying some modes incorrectly
2. Using metalanguage
- 2* Lack of metalanguage (absence or wrong identification of at least one *interacture*)
3. Critical self- evaluation of classroom interactional practices
- 3* Absence of critical evaluation of classroom interactional practices

4. Making conscious interactive decisions

4* Absence of making conscious interactive decisions

In the third stage, the peer coach video recorded two blocks of class hours (180 minutes) of each participant to observe if there were any improvements in their focal classroom interactional practices. The peer coach watched the videos multiple times and transcribed the analytically significant parts comprising of regular patterns and practices, which were found to be limited wait time, extended teacher turns, teacher echo, teacher interruption and turn completion along with other observations having been identified in the first round of video recording. Therefore, the peer coach cut short videos of showcasing these practices and presented them with transcriptions to the participants during the second round of VSRs. Then, the participants were invited to comment on the transcripts and videos based on the same questions as in the first video recording.

Finally, semi-structured interviews were conducted with each participant and they were audio recorded for thematic analysis. There were 15 open-ended questions which were derived from pedagogic goals of each mode (managerial, materials, skills & systems, and classroom context) in the SETT framework. The purpose was to observe whether the participants were able connect each mode with its pedagogic goals by matching the correct *interactures* and they were able to justify their decisions based on pedagogic requirement of the moment. Furthermore, the researcher aimed to observe if they could use metalanguage provided by the SETT framework and make an overall evaluation of the whole process in the light of SETT and dialogic reflections.

The results were peer-checked by another researcher who holds a Ph.D. degree in ELT and has experience in conducting thematic analysis. The peer coach made use of Atlas.ti version 7 for coding the data while the other researcher coded the interview transcripts by using “track changes” feature of Microsoft Word.

The peer coach informed the other researcher about the whole research process, and introduced the semi-structured interview specifically focusing on SETT grid, modes, and interactional features. Following separate coding and identifying relevant quotations, both researchers discussed over the themes they were not in total agreement to reach on a consensus. Accordingly, the reliability check score

was .80 for this study. In Table 6, themes arising from analyses are indicated for each case.

Table 6

Overview of the Themes of Semi-structured Interviews

Participants	Themes
Ceren	language policing, body language, her beliefs about learning English, extra-curricular activities, techniques and materials
Ela	referential & display questions, teacher echo, wait-time, modeling
Gaye	teacher interruption, wait-time, modeling, referential & display questions, scaffolding, reformulation, fluency over accuracy

Ceren's Case

Ceren is a female participant who is a graduate of Department of Translation and Interpretation (English) in a state university. At the time of the recording, she had a pedagogical formation and she had only one year of teaching experience in a higher education context. Upon her request, her listening and speaking classes (A1+/A2 level) were video recorded in 2018-2019 academic year. She did not have a video recording experience, and she did not receive any formal feedback on her teaching practices before. Her class size was between 15-20 students.

Findings After 1st Recording. After video recording two blocks of class hours (180 minutes), the peer coach watched the recording many times first. Second, she analyzed the recording by means of SETT grid, in other words, she identified the modes (classroom context, skills and systems, materials and managerial mode) and the *interactures* used in each context. Third, she cut the parts in which modes and *interactures* did not coincide with the pedagogic purpose of the moment. The peer coach was also curious about some parts where she was unclear about. Therefore, six video-cuts were determined and transcribed. The purpose was to see whether Ceren was aware of her interactive decisions and determine the areas where she needed further support. Table 7 demonstrates the modes, *interactures* and actions of each extract.

Table 7

Summary of Ceren's Findings in 1st Recordings

Extract Number	Mode(s)	<i>Interactures</i>
Extract 5	skills & systems	limited wait-time, display questions, clarification request
Extract 6	mode switching from classroom context to skills & systems	scaffolding, referential question, clarification request, extended teacher turn
Extract 7	classroom context	extended teacher turn, teacher echo
Extract 8	classroom context	embedded correction, interruption and turn completions
Extract 9	classroom context	teacher echo, interruption, referential question
Extract 10	mode switching from classroom context to skills & systems	teacher echo, extended teacher turn

As can be seen from Table 7, the pattern of extracts illustrated classroom context and skills and systems mode or mode switching between these modes. In these extracts, the primary mode was classroom context, and the skills and systems was the secondary one. The *interactures* in these modes were teacher echo, interruption and turn completion, limited wait-time, extended teacher turn, extended wait-time and direct repair.

Extract 5 takes place in skills and systems context. Ceren is asking the students to find a word starting with the last letter of the previous word uttered by another student, which is a common vocabulary game to practice and consolidate previously learned words. As you will see in the extract, the pedagogic purpose of Ceren is to let the students practice the vocabulary in a warm-up activity, and the relevant mode of this extract is skills and systems (Walsh, 2006; 2011).

Extract 5. Responsible

- 1 S5: responsible
 2 (0.6)
 3 C: ↑responsible. what's responsible?
 +nods and leans forward
 4 Ss: sorumlu
responsible

5 C: what is the opposite of responsible
6 ((goes to the board and writes for 2.7 seconds))
7 S6: °negatif bir şey falan mı?°
8 *is it something negative or?*
9 (2.6)
10 S7: °sorumlunun tersi mi acaba?°=
is it the opposite of responsible?
11 C: =hu:h? (0.3) hu::h?
+ directs her gaze to students
12 S8: irresponsible demeyeceğim=
13 *I am not going to say irresponsible*
14→ C: =yeah no not irresponsible it's something different
+ points at Ceren
15 ir.res.pon.si.ble=
+ writes and speaks
16 S8: aha
17 C: ((walks towards S7)) close one but with ir:
irresponsible irreponsible ↑e

In line 1 S5 utters the word responsible and constructs the first-pair part (FPP). Echoing his utterance, Ceren requests the meaning of responsible in line 2 as the second-pair part (SPP) and in line 3 Ss give the translation of the word in chorus (Lerner, 1993). In line 5, she asks the antonym of responsible and goes to board to the board. After 2.7 seconds of pause, S6 self-selects and makes a clarification request to check his understanding in line 7. Ceren does not respond and then another student (S7) self-selects and requests for clarification like S6 in line 7 by switching to Turkish. In line 11, she latches S7's turn to clarify a non-understanding with a brief pause and repeats it. Then, S8 self-selects and despite knowing that (*irresponsible*) is not the correct answer, he still utters it. Latching onto S8's turn, she confirms his response and without waiting for another response, she writes the correct version (*irresponsible*) on the board while S8 shows his understanding by "aha" as a change of state token (Heritage, 1984).

Extract 5 is an example for skills and systems mode in which the pedagogical purposes are related to provide language practice. In this example, interaction follows an IRF structure and Ceren's orientation is towards accuracy rather than fluency. Therefore, her teacher echo (in line 3), display questions (in line 3 and 5), clarification request (in line 11) and direct repair (in line 14) are in line with skills and systems mode, but her limited wait time obstructs the learning opportunity and interactional space (Walsh, 2011).

During the VSR session, Ceren was asked to watch the video with the transcript and comment on it by answering the questions (what were you doing at that moment, why did you do it, did it work it or not?). Excerpt 1 demonstrates her comments on Extract 5:

Excerpt 1. VSR on Extract 5

C: what is happening right now? hmm: I don't remember what I was talking about. But I keep on using the same words again and again. I was talking about a lot about responsible, irresponsible, responsibility and so on. And again I would ask the opposite or synonym if the same situation occurred again. I need to repeat and make sure that they remember it all the time.

E: uh-huh

C: we haven't done prefix suffix yet but again I want them to learn them.

E: okay.

Excerpt 1 is revealing in many aspects. For example, despite not knowing the *interacture* teacher echo, she could explain that she resorted to repetitions and justify why she did so by explaining her belief that she would do the same in another context because her pedagogic purpose was to teach prefix and suffix. Thus, it could be said that her pedagogic purpose fit with her interactional practice, yet what she was unaware is she did not wait sufficiently to elicit the correct response and instead she provided it.

Extract 6 is an example of mode switching, which is from classroom context to skills and systems mode and this mode switching was frequently observed in Ceren's first recording. In this extract, Ceren asks students if they go shopping alone or with their friends. In line 1 she explains S4's personality type is an (introvert) one and then asks whether she knows what (introvert) means.

Extract 6. Introvert or Extravert

1 C: because you ar::e an introvert (0.3) do you know ↑this (0.9)
+makes deictic gesture

2 S4: °no°
3 (1.3)

4 C: ((goes to the board))okay let me show you then (3.0)what time
5 is it right now? okay we still have time alright
+looks at the watch

6 here we see (.) extravertsa::nd(2.0)introvertss
7 +writes and speaks

8 these are the opposite of each other (1.4) extravert i:s like
+ directs her gaze +makes an embodied gesture

9 (0.6)who has too many friends=
10 S4: =dıřa dönük
11 *outgoing*

12 C: talkative ↑yes and introverts (.) are like (1.0) sh::y: (0.6)
+nods + waves her hands left to right

13 most of the ti:me (0.3) like they want to be: alo:ne (1.0)
14 actually(.)here ((draws a curve for 0.6 seconds))
15 in our population in human population we ↑also have introverts,
16 extraverts combined
+makes embodied gesture

17 and we call them ambiverts
+writes and speaks

18→ C: so as you can see (.) most of the people (.) are actually↓
+knocks on the word ambivert on the board

19 ambiverts (.)we're not FULLY introverts or we're not fully
+circles introverts

20 extraverts we're just in between (0.3) and there is a
+circles extravert +makes an embodied gesture

21 misconception (.)about extraverts and introverts .hh I
22 mean an ↑introvert person can be: friendly, talkative too↓
23 ↑bu:t (0.2)that person (.)relaxes when (0.3) he or she is
24 ↓alone when he or she is reading a book or watching
25 series no friends no one just it relaxes her or him (0.8)

26→ C: with ↑extraverts >it is a little bit different< .hh they relax
27 (.) when they have people around them (1.0) but they have friends
+turns around herself

28 when they ↑talk (.) when they have parties okay? (0.3) this
29 is a difference (0.2) and ↑maybe: you↑ are more prone to:
30 be an introvert (.) you might be around here and that goes for
+points at the drawing on the board

31 me ↑too ↓to be honest

32 S4: i think i am ambi- ambivert

33 C: uh-huh yeah=
+nods

34 C: yeah=
+goes to board

35 S4: =i'm not an introvert

36 C: yeah

37 S4: i have friends but i like doing er: shopping with them

38 C: just the shopping?

39 S4: shopping o:r sometimeser: eating something o:r=
40 C: =uh-huh

41 S4: sometimes (.) go to ↑the (.) ↓cinema

42 C: uh-huh it relaxes [your mind right?] yeah

43 S4: [it changes] ((nods))

43 C: yeah I can see that yeah >you are an ambivert too< but more
44 pro:ne to: this part maybe to introvert part yeah
+points at the right curve

In this long extract, Ceren explains S4 the difference between introvert and extravert. S4 claims insufficient knowledge (Sert, 2011) in line 2, she takes the floor

to explain it by drawing a curve for the difference among introvert, ambivert and extravert on the board. In line 11, Ceren makes an embodied gesture to explain the meaning (these are the opposite of each other) and after pausing for 1.4 seconds she initiates another turn (extravert i:s like who has too many friends=) and then S4 latches onto her turn and switches the code to Turkish by saying (=dışa dönük) in line 10. Not complying with her code-switching, but acknowledging her response with a similar word (talkative) in line 12, she keeps on explaining what (introvert) is in lines 12, 13, 14 and 15. Following this, starting from line 15 to 31 she uses extended teacher turn to explain the word with pauses in lines 20, 26, 27.

In line 32 S4 self-selects and states that she is an ambivert and her self-selection minimally acknowledged by Ceren and line 35 she explains (i'm not an introvert). After Ceren's acknowledgement (yeah) in line 36, S4 utters (i have friends but i like doing er: shopping with them) in the following line. In line 38, Ceren requests a clarification by asking a referential question "just the shopping?" to S4 and she responds to her question as (shopping o:r sometimes eating something o:r sometimes (.) go to ↑the (.) ↓cinema) in lines 39 and 41. In line 42, she uses an acknowledgement token to keep the channels open (McCarthy, 2003) and she is successful in eliciting a turn. In line 43, Ceren offers another acknowledgement token and offers another interpretation of her situation and requests a clarification (uh-huh it relaxes [your mind right?] yeah) and answers her own request. In line 43, S4 overlaps her turn ([it changes] ((nods))) affirms her interpretation. Finally, in lines 43 and 44 she recaps and orients to another student.

Extract 6 demonstrates certain characteristics of skills and systems mode such as extended teacher turn, clarification requests and she tries to scaffold her explanation by telling that she is an introvert too and also she keeps the conversation going by using acknowledgement tokens (uh-huh), asking clarification questions and referential questions, which is not a property of skills and systems mode. From line 58 on, Ceren switches the mode from skills and systems to classroom context mode successfully.

Excerpt 2. VSR on Extract 6

C: the speaking student is NAME she is the best in her class. She got the highest score in the exam, I really like her. erm I cannot say she has linguistic skills, she is also very clever. I like talking about stuff which is not about the lesson because I love not only teaching English but also all I know and I am trying to convey as much as I can graphs, drawings and stuff. I am aware that they may not understand some words or sentences for example she cannot understand conception, prone to etc. I don't want to stop and ask prone to prone to. That's why I am trying to use my body language like leaning forward.

E: okay.

When asked to comment on extract 6, Ceren justifies her extended teacher turn by saying “*I like talking about stuffI am aware that they may not understand some words or sentences for example she cannot understand conception, prone to etc. I don't want to stop and ask prone to prone to. That's why I am trying to use my body language like leaning forward.*” Different from the first excerpt, she is aware what and why she did it. She implicitly states that she uses extended teacher turn (*I like talking about stuff*) and she is aware of difficult words like prone to and conception, but she is content with her explanations and use of body language in these explanations. Another implication would be that she focuses on students while she explicates her classroom interactions despite having been told that video-cuts were focused on classroom interactions, but not her beliefs about students. This is observed in other excerpts which will be explained in the following examples as well.

In extract 7, Ceren asks S9 if he went to his hometown during the break or not. Taking place in classroom context mode, the following extract comprises of Ceren's extended teacher turn, teacher echoes and extended wait time.

Extract 7. Hometown

1 C: did you go to your hometown?
2 S9: no
3→ C: no? a:h
4 (0.7)
5 S8: too far
6 C: so=
7 S9: =too far
8 C: yeah it's too far i guess (1.0)it was only a three day
+nods and directs her gaze to S9
9 ↑holiday(0.6) but you could g- ↑go: to your hometown (0.3) on

10 thursday or friday(0.5) maybe (0.4) i would do that(1.0)
11 S9: °yes°
12 C: yeah maybe next time (.) ↓you should do it(0.7)
13 S9: next time err: ((inaudible))(1.0)the semester
14 C: uh-huh yeah
15 S9: we are go to er: hometown
 +draws a next time gesture in the air
16→ C: uh-huh
17 (1.6)
18 so this is good too(1.0)
19 my family wouldn't just accept me (.) like
20 S10: +smiles
20 (1.5)
21 it's going to be a↑HOLIDAY and I'm going to stay in izmir(.)this
22 this is not possible (0.3)they would come and kill me(0.3)to be
23 close to your hometown is not that good sometimes (.) right NAME?
24 (2.0)
25 S10: erm: anlayamadım sorunuzu
 +smiles
26 *I couldn't understand your question*
27 C: ((hops off her desk and goes to board)) being close to your
 hometown?

After receiving a minimal response token in line 2, she echoes his reply and waits for a longer response. 0.7 seconds later S8 self-selects and provides (too far) in line 5. In line 6, Ceren's initiation is latched onto by S9 affirming his utterance. Following this, she acknowledges S9's response by echoing part of the sentence in line 8 and reformulates it. Waiting for 1.0 second, Ceren initiates another turn to elicit more response from S9 with (it was only a three day ↑holiday) pauses for 0.6 seconds and initiates another turn (but you could go- ↑go: to your hometown (0.3) on Thursday or Friday). Still there is no contribution from S9, and Ceren initiates another turn "maybe (0.4) I would do that" and waits for 1.0 seconds and finally she receives a minimal contribution from S9 (°yes°).

In line 12, Ceren adds (yeah maybe next time (.) ↓you should do it) and waits for 0.7 seconds and receives a minimal response from S9 (next time err) in line 13 indicating a trouble source with (err). Being granted sufficient wait-time (1.0 seconds), S9 resolves his trouble source with (the semester). Acknowledged minimally by Ceren in line 14, S9 initiates another turn (we are go to my hometown) by using an embodied gesture as a deictical reference for next semester (Mondada, 2007). minimally acknowledging (uh-huh) in line 16 pausing 1.6 seconds and assessing his response positively (Waring, 2008) in line 18, and

waiting for 1.0 second, Ceren expands her turn by giving an example from her life between lines 21, 22, 23. At the end of line 23, she makes a confirmation request for S10 (right NAME?) and waits for a response for 2 seconds. Then, S10 smiles and utters (erm: anlayamadım sorunuza/I didn't understand your question). Hearing that, Ceren hops off her desk and goes to board, and asks (being close to your hometown?) writes it on the board and tries to elicit responses from whole class by changing from classroom context mode to skills and systems. In excerpt 3, the peer coach asks Ceren to comment the video recording and the comments are as follow:

Excerpt 3. VSR on Extract 7

C: NAME is a student from the east, he may not be 18 and he has had a tough life, he mentioned what difficulties he has experienced. When I met him, I thought if I could be judged by him and what he did not like me

E: why? You don't have to be like him, think like him.

C: yeah sure but I am so much like me and I thought this might create a problem between us. That's why I tried to approach extra easy.

E: uh-huh

C: then I realized that he wants to overcome himself and tries to broaden his mind. Maybe he saw the sea for the first time in his life when he came to Izmir. He might have a more comfortable life in here. He tries to open up his mind and I like this class very much, they are all well-mannered. But he could have been better, there are some distractions for him. He wasn't feeling really well lately. I don't know what to do for him

E: we cannot touch everyone. Maybe it is not a big problem but maybe he feels it that way.

C: uh-huh

E: okay, anything else you noticed?

C: I don't know what to say.

E: okay.

When asked about what was happening at that moment and why she did so, Ceren gave detailed information about S9's background and problems and other students' being well-mannered. Although not stating explicitly, she mentions going easy on him, and this might imply that by providing sufficient pause, she tries to engage him and keep the conversation flowing. However, what makes this excerpt noteworthy is that Ceren did not focus on her interaction with the student during VSR nor she used metalanguage to justify her interactive decision. Rather, she explained how she feels for the students to explain her interaction with them, and this can be an evidence of how unaware she might be in terms of critically evaluating herself regarding her interactional practices.

Extract 8 takes place in classroom context and Ceren asks S10 how often he goes shopping. In this extract, interactional practices she used are direct repair, referential questions, and sufficient wait-time and clarification request to create learning opportunities; however, there are also some practices such as limited wait-time, interruption and turn completion which might potentially obstruct language learning opportunities. When classroom context mode and its potential *interactures* are taken into account, it could be said that by pausing sufficiently in general, requesting clarification and asking referential questions, Ceren demonstrates the ability to interact in accordance with the mode, yet turn completions in lines 28, 31 and 34, and one interruption in line 31 diverge from the micro-context and its substituents.

Extract 8. Go Shopping

1 C: how often do you shop?
 2 (0.6)
 3 S10: err: i:
 4 (2.3)
 5 i:: (0.2) always go ↑shop but (0.3) I don't
 6 (1.0)
 7 i (0.4) often buy:(1.0)shopping shopping (.)
 8 C: you often buy clothes
 9 (1.0)
 10 S10: yeah often [but]
 11 S11: [trying] trying
 12 S10: yes
 13 (0.9)
 14 S10: i always ↑go shopping yok i always go ↑shop and i (0.7) look
 15 not +makes a circle
 16 (1.0)
 18→ C: and you ↑don't buy anything

19 S10: and often(1.0)and er:m::(2.8)li:ke a:nd
 20 (1.0)
 21 →C: heh heh say goodbye heh heh
 22 (1.3)
 23 S10: some=
 24 →C: =I liked you very much
 25 (0.8)
 26 S12: I come back
 27 S10: +looks and smiles at teacher and makes a "so so" gesture
 28→ C: heh heh I don't know when(.)okay ↑so

In line 1 Ceren asks a referential question to S10 (how often do you shop?) and after 0.6 of pause in line 3 S10 uses hesitation marker (err:) and stretches the sound (i:) pauses for 2.3. seconds to restart in line 5. Continuing with another hesitation marker and several pauses he completes his sentence (i: : (0.2) always go ↑shop but (0.3) I don't(1.0)I (0.4) often buy:(1.0) shopping shopping (.) in line 7. Repairing (shopping) with (clothes) directly, Ceren emphasizes the word (clothes) to signal his mistake. In line 10, S10 acknowledges Ceren's repair (yeah often) and then S11 self-selects and overlaps with S10 saying (trying trying) to help him complete the sentence. Complying with his assistance in line 12 and a pause of 0.9 seconds, S10 repeats his utterance full form but with a self-initiated self-repair (yok (no/not)) though the repairable does not need to be corrected. After a 0.7 pause, S10 comes up with (look) and pauses for 1.0 second and in line 14 makes a circle in the air, and Ceren initiates the turn (and you ↑don't buy anything) . In lines 19 and 23 S10 tries to answer her question with long pauses, elongation, and hesitation mark in line 21 Ceren completes his turn (heh heh say goodbye heh heh) after 1.0 second. After 1.3 seconds, S10 self-selects and utters (some) but his utterance is latched by Ceren with (I liked you very much) and completed by S12 through self-selection in line 26. During S12's self-selection, S10 keeps on looking and smiling at teacher and makes (so so) gesture which shows that he is still engaged. S12's contribution is expanded with (heh heh I don't know when (.) okay) and closed by Ceren.

In a similar manner with excerpt 3, Ceren explains her interactional decisions by making personal comments about the student in excerpt 4. Her comments are shown below:

Excerpt 4. VSR on Extract 8

C: *NAME is a student who doesn't prefer to speak English even Turkish.*

E: *uh-huh*

C: *I force him a little bit. In the beginning of term and at the time of video shooting he was like "erm uhm" he couldn't choose a word or place it in a sentence most probably. In the last speaking exam I liked his performance. I don't want to mess with NAME because I feel that he becomes over nervous.*

E: *hmm*

C: *he really doesn't want to talk but at some point he has to speak.*

E: *okay*

In excerpt 4, Ceren is not able to identify and evaluate her interactional practices rather comments on S10's personality "*NAME is a student who doesn't prefer to speak English even Turkish, I don't want to mess with NAME because I feel that he becomes over nervous, he really doesn't want to talk but at some point he has to speak.*" Her comments indicate a common theme which is "concerns about students" in her data.

Extract 9 takes place in classroom context mode and Ceren and S5 discuss what happened to S5's feet and why she wears crocs. Exemplifying a mode switching from classroom context to skills and systems mode, Ceren poses a referential question, uses teacher echo, teacher interruption and turn completion and minimal contributions in extract 9.

Extract 9. Wound

1 C: what happened to your ↑feet?
2 S5: /waund/ yara bandı demek di mi?(0.3)
3 does wound mean plaster right?
4 C: yara yara?=
5 wound wound
6 S5: =yara yara [oldu]
7 wound it was wounded
8 C: [wound]uh-huh
9 ((writes wound on the board for 0.5 seconds))
10 S5: i am er wound er £my foot£ (0.4)
11 C: [oh::]
12 S5: [i:] have (.) to(0.7)er:: wi:r /'wer/=
13 → C: = the crocks
14 S5: yes:

15 C: yeah the shoes heh heh
 16 (1.0)
 17 S10: don't sorry listening me
 18 (1.0)
 19 C: hmm:
 20 S10: fbeni dinlemediği için oldu bunların hepsif heh heh
 21 *all was because she didn't listen to me*
 22 C: dunno maybe

In line 1, Ceren asks (what happened to your ↑feet?) to S5 and she switches the code by responding (/waund/ yara bandı demek di mi?(0.3)) and makes a request to clarify whether she is correct or not in line 2. Probably not hearing what S5 said and Ceren echoes as (yara yara (wound)) in Turkish. Then, in line 6 S5 latches onto Ceren's turn and utters (yara yara [oldu]). Overlapping S5's turn in line 8, she makes an embedded correction (Jefferson, 1987) and writes wound on the board as a multimodal resource and making the learning opportunity public for other students.

Complying with the teacher's embedded correction (Jefferson, 1987), S5 initiates the turn (I am er wound er my heh heh foot (0.4)) pronouncing the word (wound) correctly in line 10. After the teacher's claim of understanding (oh: :) (Koole, 2010) in line 11, S5 initiates another turn and utters "[i:] have (.) to" it follows a 0.7 of silence, then she restarts by saying "er:: wi:r /'wer/=" with a hesitation marker and her turn is latched onto (= the crocks) by Ceren in line 13. S5 immediately confirms what Ceren said as (yes) , and following this minimal contribution, Ceren echoes S5 in line 15 and utters (yeah the shoes heh heh) . After one second, another S1 self-selects and says "don't sorry listening me" followed by Ceren's (hmmm:) change of state token (Heritage, 1984). After that in line 20, S1 translates her previous utterance into Turkish (beni dinlemediği için oldu bunların hepsi heh heh/ all was because she didn't listen to me) and laughs, and she closes the sequence by saying (dunno) in line 22.

The following excerpt demonstrates how Ceren responds to the VSR questions on extract 9. In the beginning, she did not know what to focus on and explain and then the peer coach requested her to speculate about that moment.

Excerpt 5. VSR on Extract 9

C: *I don't know what to say.*

E: *didn't you notice anything? What is happening?*

C: *Erm I need to remember...they had the first exam then they were away from school for a while. I was asking how they spent their holiday. That girl (points at a female student) is from Denizli and we make jokes about our hometown. That girl (points at another student) had a problem with her feet something like that but it must be in the beginning of the video.*

E: *Yeah I remember something about frocks.*

C: *Yeah she wore crocks. Then I waited for her to speak. I think that unless she is stuck, I should not intervene.*

E: *uh-huh*

C: *I am waiting without interrupting her. I looked at her if she needed any help with words or you meant that etc. like Google does "did you mean this?" (hehe) other than she needs to speak.*

E: *Uh-huh. You are content with it? You say I did what I needed to do.*

C: *Yeah I think so.*

She starts with giving background information about the sub-context, which is classroom context, and recycles the questions she posed for S5. After that, interestingly she explains why she did not intervene and wait her to speak on the condition that she is stuck. She does not realize that she interrupted her turn (=the crocks) in line 13 and completed her turn in line 14. She elicits responses with sufficient pauses and acknowledgement token and positive feedback but in line 13 she intervenes and provides the word for S5. In the beginning of S5's turn in line 12, she utters a hesitation marker (err::) and elongates (wi:r /'wer), then Ceren latches onto her turn and provides the correct answer not at a Transition Relevance Place (TRP), where the change of speaker is not relevant in this example.

The final extract is an example for teacher echo and extended teacher turn. The interaction takes place in classroom context as the main mode, and the secondary mode is skills and systems. Mode switching occurs when S12 has trouble

with finding the correct word (two weeks/twice a week) and he switches code to give the answer Ceren poses (so when you go out for shopping (.)do you go alone or with a friend a family member?) in lines 51 and 52.

Extract 10. Alone or Family

1 C: how often do you go shopping?
2 S12: often
3 → C: often? (0.4)
4 S12: yani: live in izmir
5 *i mean*
6 C: [yes]
7 S12: [i live] with my: family
8 C: yes
9 (2.0)
10 S5: *did you finish?*
11 Ss: heh heh
12 (3.0)
13 C: what? (3.0) °NAME° ((looks at S12 again))
16 S12: yani er:: (2.4) but i: like e- shopping (0.4)
17 *i mean*
18 → C: you like shopping?(0.9)hmm i see (.)cool
19 (0.6)
20 S12: er::(1.9)two: months:
21 (1.0)
22 → C: hmm once (0.3)
23 S5: twice (0.4)
24 → C: twice::(1.0)two months?
25 (1.5)
26 S12: months hafta değil miydi month=
27 *doesn't months mean week?*
28 → C: the month ohh: ((she makes an exaggerated gesture))
29 (0.5)
30 S12: ay::
31 C: ohh: ohh: two weeks
32 S12: week huh
33 C: uh-huh yeah
34 S12: two month er: tw- two=
35 C: =heh heh heh
36 S12: *galiba bilinç altımda o var*
37 *I guess I subconsciously have it*
38 S5: heh heh
39 (0.8)
40 S12: two week
41 (1.5)
42 S13: °twice° (0.5)
43 C: twice a week yes i see cool (.) so when you go out for
44 shopping (.) do you go alone or with a friend a family
45 member(0.6)alone? what is [alone] ((she goes to the board to
write

46 alone))
47 S12: [friend]
48 Ss: [yalnız]
49 alone
50 C: yalnız yeah with with your [friends]?
51 alone
52 S6: [yalnız] ve with friends
53 alone and
54 C: with your friends or alone i i couldn't hear it
55 S12: friends
56 C: with friends okay alright=
57 S12: =but ama hep ailemle gidiyorum onları da arkadaşları da severim
58 ama ailemle giderim
59 *but I always go with my family i like to go with my friend too*
60 C: ah: with your mom?
61 S5: nasıl bir çelişki heh heh
62 *what a dilemma*
63 S12: yok efendim?
64 *no sorry?*
65 C: with your mom? (0.4)
66 S12: yes
67 C: of course (0.5)alright
68 S12: çünkü param bitti
69 *because I am broke*
70 Ss: heh heh
71→ C: YEA::H that's a good trick(1.0)you should all use it (.) guys
72 (0.9)you're poor students but poo:r students use it (0.3)go:out
73 for shopping with your mom and (.) just (.) take a sweater and
74 look it like it's the last day of your life and you have to
75 have it like,mom=
76 S5: =çok acındırdınız=
77 *you pitied yourself very much*
78→ C: =can we buy this?
79 Ss: heh heh
80 (1.7)
81 C: with the eyes and trembling hands mom i have to buy this (0.9)
+shakes her hand
82 yeah you can use this i used it when i was a student
83 too (1.0) yeah

In line 1 Ceren asks (how often do you go shopping?) to S12 and in turn he provides a minimal response (often) in line 2. Echoing his response and waiting for 0.4 seconds, she elicits (yani/I mean I live in İzmir) a mixed-code response (Poplack, 2013). Minimally acknowledging (yes) and overlapping with S12's initiation ([I live] with my: family), Ceren provides a minimal response once again in line 8 and pauses for 2.0 seconds to elicit further. Then, S5 nominates herself and asks in jokily (did you finish) and other students join her and laugh at her comment. Not understanding why they laughed, Ceren tries to elicit

response in line 13 pauses for 3.0 seconds and changes her gaze towards S5 to S12 to engage him in further discussion.

In line 16, S12 responds with a hesitation marker and pauses for 2.4 seconds and restarts his turn (`↑but I: like e- shopping`). After a 0.4 of pause, Ceren echoes his response and wait for almost a second and then provides response to her own question in line `hmm (I see (.)cool)` in line 22. Following a 0.6 of pause, S12 initiates another turn with a hesitation marker and pauses for 1.9 seconds and utters (`two: months:`). In line 28, Ceren deploys a direct repair and S5 self-nominates and corrects S12's mistake. Taking up her correction and stretches the answer (`twice::`) and offers (`two months?`) to elicit the correct answer in lines 30 and 32.

In line 34, S12 switches from English to Turkish and utters (`months hafta değil miydi month`) as a confirmatory request. Ceren deals with his request by deploying an exaggerated response in lines 36 and 39 and in line 40 S12 states the correct answer with a change of state token (`week huh`) (Heritage, 1984). After Ceren's brief confirmation, S12 initiates another turn with (`two month er: tw-two=`) repeating the same mistake and says (`£galiba bilinç altımda o var£ /I guess I subconsciously have it`) and laugh about it. Then, in line 50 S13 corrects his mistake silently and this correction is approved by Ceren as (`twice a week yes I see cool`) in line 51. Shifting the conversation from how often to with whom he goes shopping, Ceren asks (`do you go ↑alone or with a ↑friend a family member`) and pauses almost a half second and deploys a facilitative move and makes a clarification request as (`alone? what is [alone]`) in line 54. Turkish equivalent of the word and S12's response overlap, and Ceren elicits and confirms the response in line 58. She cannot hear his response because of murmur and self-selection of S6, echoes her question in line 62 and receives a minimal response from S12 in the following turn. Ceren reformulates S12's response in line 64 and her turn is latched onto a code-switching attempt of S12 in line 65 (`but ama hep ailemle gidiyorum onları da arkadaşları da severim ama ailemle giderim/but I always go with my family I like to go with my friend too`). Not complying with his code-switching, Ceren extends her question with an elaboration question

(ah: with your mom?) in line 68. S5 self-selects and says (nasıl bir çelişki/what a dilemma heh heh). Due to S5's interruption, S12 requests the repetition of the question and Ceren repeats her query and receives a minimal response in turn in line 75. After Ceren gives positive feedback to S12 (of course (0.5) alright), in line 77 S12 continues to speak in Turkish despite her responses in English (çünkü param bitti/because I'm broke). After his utterance, Ceren uses this opportunity to dramatize the situation and takes turns extensively.

All in all, this long extract bears characteristics of classroom context mode by involving pauses to engage students, her scaffolding efforts through clarification requests and elaboration questions, self-selection of students, minimal response token used by Ceren. However, what contrasts with the classroom context mode is the existence of an extended teacher turn at the end of the extract, which caught the attention of the peer coach to reflect on. In the last excerpt of this section, Ceren comments on her interactional practices as follow:

Excerpt 6. VSR on Extract 10

C: he is persistently talking in Turkish and I'm insistently trying to reply him in English. I don't want to do it all the time and they wrote "in English please" on the mug (hehe) and I am using it yes it is very cute but let's use English. But I don't like saying it all the time. I just want to remind them and also I want them to take their responsibility

E: uh-huh

C: that's why I kept on speaking in English. One of the students answered in English

E: uh-huh

C: then NAME tried to switch back to English because as far as he told me has an interesting life. He had been isolated till high school. That's why his relationship with English is broken.

E: okay but is he still the same? I mean you speak in English and he answers in Turkish?

C: it is less, but he is still trying, "teacher what if I try in Turkish?" he cannot, no way

E: anything else?

C: nope I think

As in the previous excerpts, when Ceren commented on video recordings, she made her comments on student's character, his or her background rather than her choice of interactional practices and their effect on classroom interaction. During this recall, despite the peer coach's reminding her to focus on the questions while evaluating the video-cuts, students' background and practices were at her focal point. Therefore, it might be speculated that although she has certain CIC in areas such as warranting sufficient wait-time, making clarification requests or scaffolding, she does not have the means or metalanguage to justify her decisions based on the interactional event at the time.

Thus far, the preliminary findings of Ceren's first recording before the intervention stage suggest that the extracts exemplify classroom context and skills and systems mode, or the first is the primary and the latter is the secondary mode. It should also be noted that the interactional features she deployed like direct repair, scaffolding, display questions, teacher echo, form-focused feedback and clarification requests are in line with skills, and systems mode, and content feedback, referential questions, clarification request and scaffolding conform to classroom context mode, too. However, extended teacher turns and teacher echoes in the classroom context mode requires further scrutiny.

Another important issue that emerges from the findings of VSRs is that Ceren is not able to identify and characterize interactional features she used in the recordings, and she does not have the metalanguage to critically evaluate her interactive decisions. Table 8 presents an overview of themes arising from VSRs.

Table 8

Overview of the Ceren's Comments on 1st Video Recording

Nature of Themes	Themes	Description	Comment
Unaware	about students	knowledge and belief about students' background and personality in general	<p>- NAME tried to switch back to English because as far as he told me has an interesting life. He had been isolated till high school. That's why his relationship with English is broken.</p> <p>- NAME is a student who doesn't prefer to speak English even Turkish.</p> <p>- I don't want to mess with NAME because I feel that he becomes over nervous.</p> <p>-the speaking student is NAME, she is the best in her class. She got the highest score in the exam, I really like her.</p>
	about self as a teacher	knowledge and belief about self as a teacher; kind of teacher she is/wants to be	<p>- I like talking about stuff which is not about the lesson because I love not only teaching English but also all I know and I am trying to convey as much as I can graphs, drawings and stuff.</p> <p>- but I am so much like me and I thought this might create a problem between us. That's why I tried to approach extra easy.</p>

Table 8(continues)

Nature of Themes	Themes	Description	Comment
Aware	language policing	a mechanism by which the teacher/pupil switch the medium of talk to policy-prescribed medium (Amir & Musk, 2013)	- <i>he is persistently talking in Turkish and I'm insistently trying to reply him in English</i> - <i>that's why I kept on speaking in English</i>
	teacher echo	- teacher repeats teacher's previous utterance. -teacher repeats a learner's contribution (Walsh, 2011, p.180).	- <i>But I keep on using the same words again and again.</i> - <i>I need to repeat and make sure that they remember it all the time.</i>
	beyond proficiency	-higher than student's current language proficiency level	- <i>I am aware that they may not understand some words or sentences for example she cannot understand conception, prone to etc. I don't want to stop and ask prone to prone to. That's why I am trying to use my body language like leaning forward.</i>
	scaffolding	-reformulation (rephrasing a learner's contribution) -extension (extending a learner's contribution) -modeling (providing an example for learner(s)) (Walsh, 2011, p.179)	- <i>That's why I am trying to use my body language like leaning forward.</i> - <i>I looked at her if she needed any help with words or you meant that etc. like Google does "did you mean this?" (hehe) other than she needs to speak.</i>

As can be seen from table 8, nature of Ceren’s comments are divided into two: aware and unaware. Unaware part comprises of themes and comments on which she focuses on student and self as a teacher rather than on her classroom interactional practices. Aware part involves the following themes: language policing (Amir & Musk, 2013), teacher echo, beyond proficiency and scaffolding. Although she cannot label them as such, what she describes and justifies refer to those *interactures* in SETT grid. However, theme teacher echo must be carefully analyzed because Ceren was able to justify why she repeated her own utterance, but she was not aware of reiterating students’ contribution. Moving from these observations about Ceren’s listening and speaking classes recording, the peer coach decided to focus on extended teacher turn and teacher echo in the following stages.

Third Stage: Dialogic reflections via SETT. In this stage, Ceren and the peer coach met three times to analyze a 10-15-minute audio recording collected at different time intervals to check whether she was able to identify modes and interactional practices or not. In addition to that, they also focused on her classroom discourse in terms of extended teacher turn and teacher echo. Table 9 presents an overall summary of her SETT grid analyses.

Table 9

Overview of SETT Grid Analyses: Ceren

No.	Subject	Modes	<i>Interactures</i>	Metalanguage
Rec.1	L&S	Materials & classroom context	direct repair, extended wait time, scaffolding, seeking clarification, teacher echo, reformulation	class-context, materials mode, extended wait-time, teacher echo, direct repair, seeking clarification
Rec.2	L&S	classroom context	teacher echo, extended teacher turn	classroom context mode, scaffolding, modeling, extended wait-time
Rec.3	L&S	classroom context	seeking clarification, scaffolding(translation) direct repair, content feedback	classroom context mode, direct repair, content feedback, scaffolding, seeking clarification

Table 10

Critical Self-evaluation & Conscious Interactive Decision: Ceren

No.	Critical Self-Evaluation	Conscious Interactive Decisions
Rec. 1	<p>-“C: Here, in ten minutes I can see “seeking clarification, extended wait-time”. Because I wait more, right now in the second term”</p> <p>-“ C: (whispering) I was showing the person on the board. I should not have used that phrase, sub-consciousness.</p> <p>E: Why not?</p> <p>C: They would not understand. They did not understand. I sometimes can’t hold myself. (whispering)</p> <p>-“ C: I have clearer ideas but still with ... erm, I don’t know. I think I’ll do better next time, but maybe I need to see more examples. I can do another research on Walsh.”</p>	<p>-“ C: In the classroom I did that and just for a second said “What have I done?” (giggling). They won’t know repression or sub-consciousness. That’s why I didn’t give them the meanings. And I just tried to shut up more quickly and ask other questions. But now I see it clearly. And erm, I don’t know actually what to do about this because I talked to myself.”</p>
Rec.2		<p>-“ E: Alright. So, teacher echo? What is it? You said languages.</p> <p>C: It was at the beginning of the clustering method. One of the students said languages. I heard it. But after that, I guess some student asked another question, so (giggling) the priority was the question. I answered the question and turned back to the other student and said “you said languages” . Then, I wrote it down.</p> <p>E: Uh-huh, so what is the purpose here? Your teacher echo?</p> <p>C: I mean , getting the answer.</p> <p>E: Alright, but you got the answer before, but then you answered another student’s question and then you repeated another student’s .</p> <p>C: Yeah. That was the echo I guess.</p> <p>E: Ok, but why did you do it?</p> <p>C: Because of the priority. I could write down languages in just a second. It was not a problem, but there was another situation going</p>

on. So, I needed to solve that first. And then go back to...

E: I see, so it is not simply repetition.

C: That had a purpose.

E: okay I see

Rec.3 *-“ C:Erm. After our workshops and talks, I guess I improved my listening and speaking lessons. And I guess that (SETT) helped me to do it. And I don’t speak as much as I used to do.”* *-“C:Erm, he was trying to explain that he wanted to travel, not just in the near future but every time. And he was struggling. But I didn’t say anything. I didn’t want to interrupt. I wanted him to say what he wanted to say. He will say it eventually.*

When both tables are scrutinized, it can easily be said that Ceren made progress with regards to her use of interactional sources and being able to reflect on her interactional decisions in comparison with her first recording. While she focused on student behavior rather than her decisions and their potential effects on classroom interaction, she could explain her interactional decisions by using the terminology provided by SETT during dialogic reflections with the peer coach. In addition to that, she started to critically evaluate herself as in the first and third recordings, and a couple of conscious interactive decisions were identified as empirical evidence for a developing classroom interactional practice.

As for critical self-evaluation and conscious decision-making processes, two points are noteworthy: the purpose of teacher and echo extended teacher turn awareness, which are the focal *interactures* determined after the analysis of first video recording. What stands out in table 8 is that teacher echo (first audio recording), and teacher echo and extended teacher turn second audio recording) were also existent in her data. In table 10, there are comments of Ceren on teacher echo and extended teacher turn as follow:

E: Alright. So, teacher echo? What is it? You said languages.

C: It was at the beginning of the clustering method. One of the students said languages. I heard it. But after that, I guess some student asked another question, so (giggling) the priority was the question. I answered the question and turned back to the other student and said “you said languages”. Then, I wrote it down.

E: Uh-huh, so what is the purpose here? Your teacher echo?

C: I mean , getting the answer.

E: Alright, but you got the answer before, but then you answered another student's question and then you repeated another student's .

C: Yeah. That was the echo I guess.

E: Ok, but why did you do it?

C: Because of the priority. I could write down languages in just a second. It was not a problem, but there was another situation going on. So, I needed to solve that first. And then go back to...

E: I see, so it is not simply repetition.

C: That had a purpose.

E: okay I see.

In this comment, Ceren can explain that she deployed teacher echo to get the answer again and it was her priority to write languages on the board and solve another problem going on at that moment. In response to a general question about how she feels about her extended teacher turn practices, she explains it as follows:

E: Actually, you didn't have any problems with waiting time, but you had problems with extended teacher turn.

C: Yeah, I did.

E: And how do you feel about that?

C: Erm. After our workshops and talks, I guess I improved my listening and speaking lessons. They are my favorite all the time because I like speaking with my students and I want to do my job as good as I can. I want to make it a perfect lesson. And I guess that (SETT) helped me to do it. And I don't speak as much as I used to do.

E: Uh-huh. I mean that's good for you and good for the students, as well in terms of interactional space you provide for them.

C: Yeah. I guess.

E: I mean input is important, but the more important thing is that they can find space and time to be able to express themselves.

C: Yeah of course, yeah. I think my quality has improved.

In continuation with the previous dialogue, Ceren expresses the moments when she has become more aware of providing interactional space for the students. She explains as in the following quotation:

C: Yeah of course, yeah. I think my quality has improved.

E: OK. We'll see that. I mean I am sure. At least you are aware of it now. That is a thing. That is a gain.

C: And when I see myself in a situation like that, I warn myself say to myself "Shut up Ceren!". Even if it is 30 seconds, 1 minute, they should speak. I shouldn't. Sometimes they stop and ask me the question that I asked them.

E: But, that's a good thing!

C: Yeah.

A note of caution is due here since the findings are limited to the audio recordings and it is difficult to create a cause and effect relationship between the results and intervention, and also this is not the aim of the study to show a causal connection, rather to describe each case individually with some evidence of reflexivity and positionality (Pillow, 2003). However, it could be claimed that use of metalanguage, justifying the critical decision-making process and critical self-evaluation, which can be exemplified in the data, are important indicators for a developing classroom interactional practice.

One example could be Ceren's using "class-context" for "the classroom context mode" in the first recording, but in the following recordings she used the correct term. Likewise, in the first recording, she had a difficulty in discriminating extension and modeling, along with scaffolding and modeling in the second recording.

Excerpt 7. Ceren's First Recording: Modes

C: The second track was going to be about the extreme weather and the first track was going to be about extreme memory, so I thought we could talk about both subjects. I took a look at the book. I found it boring (giggling).

E: As usual

C: So I decided to add something from my own creativity. I asked some questions, but before that, of course we worked on some vocabulary. I carried them to the

memory part. I had two main questions: How is your memory right now? And, what is your earliest memory in your life? With those questions, they were going to learn the two meanings of memory. The first one is “anı (memory)”, the second one is “hafıza (memory)”. They have to differentiate those two terms. And I started gathering answers from them. These questions made the subject a little bit more personal for them. Erm, they were eager to talk about their childhood memories. And some of them were eager to talk about their memory right now, but there, erm, was kind of a misunderstanding in that situation. Erm. Some of them couldn’t comprehend the memory notion at first...but I think it was a fun lesson. In my track for 10 minutes, you can see managerial mode because all of the subjects we discussed were related to the book itself.

E: Is it managerial or materials mode?

C: Ah sorry, materials! I said “managerial”. Yeah, sorry, but I know them!

E: It’s OK. Alright. Alright.

C: And class-context mode because I got out of the curriculum and asked some personal questions.

E: OK, these are your online decision-making strategies, so as far as they are tied up to the topic, it does not have to be from the book.

Excerpt 7 is a part taken from the first SETT dialogic reflection session and Ceren starts by giving background information about the audio recorded part and successfully identified the modes. As can be noticed, she uses class-context mode instead of classroom context but in the following excerpt from second SETT dialogic reflection session, she corrects it.

Excerpt 8. Ceren’s Second Recording: Modes

E: Maybe you can summarize it for me. What was the topic?

C: The topic was, no no... this lesson’s topic was about their jobs, their dream jobs. What do they want to do? And when will they do it? What are their departments? How can they combine their lust for the future and the reality of the world? We talked about this.

E: So, which mode did you identify in this part of the lesson?

C: Erm, I was asking them questions about their future, about their departments.

E: Uh-huh.

C: It was related to the topic.

E: Uh-huh.

C: But of course, we went out of the topic sometimes. So, I guess that was classroom context mode and at the same time we worked on the vocabulary for 21st century employees. And we did the clustering method maybe you know that.

E: OK.

As evidenced in excerpt 8, Ceren uses the correct version of the mode and justifies the mode with the context she taught at that moment. Similarly, in excerpt 9 she manages to name the mode correctly and explain why it was so.

Excerpt 9. Ceren's Third Recording: Modes

E: What was the topic?

C: The topic of the day was... Just a moment...I need to remember... Our last unit was success... Because of that...I can't remember I am sorry.

E: It is Ok.

C: Where are you from? That was my question and I like asking questions like that. They are strange but at the same time creative and I get to know my students better. That's why I like them. One of my other favorite question is "What is the date today for you?". And "what color is it today?" Haha!

E: Ok, what do you aim with that question?

C: I want them to wake up. I want them to start talking about themselves.

E: about their feelings...

C: Yeah, their feelings and of course I check their motivation at the same time.

E: Uh-huh. If it is a black day, it is something expected that they are demotivated. If it is a pink day, then they are happy. More personal questions. So, which modes did you identify?

C: That was only classroom-context mode.

E: Why do you think so?

C: Because we only talked about where are you from question in this part of course.

E: Nothing about the material?

C: Yeah, in this part we only talked about this.

As to the identification of *interactures*, she had mainly two problems: identifying scaffolding and clarification request. To illustrate, in the first SETT grid analysis, Ceren had a problem in grasping what seeking clarification is, in what ways it can be done and the difference between extension and modeling.

Excerpt 10. Ceren's *Interacture* Confusion: Scaffolding vs. Seeking Clarification

Students brainstorm about the qualities of the 21st century employee as a warm-up activity. Instructors write the answers on the board.

S?: İlk ve son nasıldiyeyeceğim?
how am I going to say first and last? (0.3)
C: first and last.
S?: okay.

C: "İlk ve son nasıl diyeceğim?", she said. I said "the first and the last".

E: Ok, "İlk ve son nasıldiyeyeceğim?", So, the student makes a request and she shows she needs help, and you say « the first and the last ». So you give the answer.

C: Uh-huh.

E: Actually, you scaffold. You help the student. But actually it is not seeking clarification.

C: It is not? Ah!

E: No, because seeking for clarification is like she says something, you don't understand and you try to understand. You try to clarify his or her message. That is seeking for clarification.

C: So, is that scaffolding?

E: Kind of, yes you can say that. Scaffolding, I mean, is done in three ways. Reformulation. You rephrase a learner's contribution, why? Because the learner made a mistake and you implicitly actually correct the mistake. For example, "I go to Adana yesterday" and you said "Hah, you went to Adana, yesterday?" So, that's reformulation. You implicitly correct it.

C: Yeah.

E: And, extension. The student says something, contributes and you add another thing. You change the subject. You extend the topic. OK? That is extension. Not modeling, you don't provide an example, but you help. You help the student.

C: Is that modeling then?

E: Erm... Well, modeling is to give an example to clarify your message, to let them understand better. You model. OK?

C: Ok.

E: Especially it is done when you give an instruction and if the student does not understand, you can say "For example, I blah blah blah". That's modeling.

C: Yeah, I did it a lot.

E: That's scaffolding here, actually it is not direct repair. It is not... Heh, look at the SETT clarification...

→C: aha, this is for "do you mean"? Like "did you mean"?

E: Yeah, the student asks the teacher to clarify something the teacher has said.

C: Uh-huh. Ok. "The teacher has said."

E: So, it wasn't about something you said. You invited her to speak, but she said "erm, yeah but how can I say this and that?" and you helped. Actually, kind of scaffolding, you helped the student.

→C: like scaffolding.

E: yeah.

This long dialogue between Ceren and the peer coach demonstrates that being able to identify correct *interacture* and justify it with real examples from one's classroom is a challenge for instructors especially for the novice ones. After negotiating about features of teacher talk (extension, modeling, scaffolding and seeking for clarification), finally she comes to an understanding and this understanding exemplifies how important it is to converse about a teaching moment with a peer to clarify the blurred aspects.

The second *interacture* confusion was distinction between modeling and scaffolding. In the following excerpt, Ceren and the peer coach discuss the difference between them by focusing on extract.

Excerpt 11. Ceren's *Interacture* Confusion: Scaffolding vs. Modeling

Students brainstorm about the qualities of the 21st century employee as a warm-up activity. Instructors write the answers on the board.

C: what do you think about that?
S?: high school

E: OK. Let's look at your interactional features you identified. So, the first of them is scaffolding.

C: Yeah.

E: It is about high school. Who says that? Is it a student?

C: Yeah it is a student.

C: 21st century, employee, high school, are you sure?
(2.0)

C: lise?
high school?

S?: ((unintelligible))

→C: aha (0.3) you mean higher education?

E: *Ok, high school.*

C: *We were doing the clustering method and he said "high school". And I stopped and said "21st century, employee, high school, are you sure?" and then "lise? I said, I said...No no, he was struggling trying to say something, and I said "Aha, you mean higher education?"*

E: *Hmm*

C: *Yeah, it was like that.*

E: *Ok, but then it is not really modeling.*

C: *Is it not? hehe*

E: *It is not... I mean it is scaffolding because you are trying to help the student, make the meaning clear, but modeling is when you give examples about the activity.*

C: *Examples?*

E: *Yeah, I mean because you model it. You say "Ok, let's ...erm...make a group of three. Ok, like you three, you three, you three."OK? You give example.*

C: *Uh-huh.*

E: *Example about your instruction. This is not modeling. But actually, you are offering some, erm, not solution, but you are offering some alternatives. "Do you mean this?" "Do you mean that?" You negotiate the meaning with the student. It is not really modeling.*

C: *I see, uh-huh.*

E: *But it is scaffolding. It is scaffolding.*

C: *OK.*

In the third SETT dialogic reflection session, Ceren did not have any difficulties in identifying modes and *interactures*; however, she had to clarify what referential and display question mean with the peer coach. The following excerpt shows that CIC development is an ongoing process and engaging in a dialogue with a coach who has more teaching experience is valuable to build new knowledge and clarifying an ambiguous part.

Excerpt 12. Ceren's constructing understanding: referential vs. display question

E: And also, I am sure you have referential questions (3rd SETT grid) because you don't know the answer.

C: erm. hocam, I got confused at this point because... erm.. before I read the SETT framework, I thought referential questions were the questions that you know the answer to.

E: The opposite.

C: Yeah, it's the opposite it said, but I wasn't sure of that. That's why I didn't write anything under that.

E: Because if you say "Ok, where are you from? you don't really know the answer.

C: This is referential.

E: Yeah. You said the student said "I am from Finland. I am from Dikili." You don't know the answer.

C: OK.

E: or, "how are you today?" Do you really know the answer?

C: No.

E: No, so these are referential questions.

C: Alright.

These findings will doubtless be much scrutinized to observe whether there is development on a longitudinal basis in the following sections, but there are some immediately dependable conclusions for emerging classroom interactional practices. There is not a linear increase in the number of *interactures* across three sessions, or a steady growth in conscious interactive decisions and critical self-evaluation. However, it should be considered that these audio recordings are just 10-15 minute of a block of lesson (90x3=270 mins); in other words, they were chosen by the teacher and offer only a snapshot of a lesson. On the other hand, emergence of critical self-evaluation and conscious interactive decisions in tables 7 and 8 provide some support for the development of classroom interactional practice.

This section has analyzed the findings acquired from Ceren's dialogic reflection sessions with the peer coach. In the section that follows her second video

recording findings will be presented with a specific focus on extended teacher turn and teacher echo.

Findings After 2nd Recording. When Table 11 is analyzed in terms of mode convergence and divergence, it can readily deduced that the mode divergent *interactures* are teacher echo, and extended teacher turn in classroom-contexts, while mode convergent ones are scaffolding (reformulation, extension, modeling), extended teacher turn, confirmation check, extended wait time in managerial mode and classroom context-mode. Above all, teacher interruption and turn-completions are obstructive interactional practices based on SETT grid which require further analysis along with the focal points of the first video recording: teacher echo and extended teacher turn. The following extract takes place in materials mode, but then Ceren uses the questions in the track as a springboard to change the mode to classroom-context and makes it as the primary one. The students listen to a track about peer pressure and its potential effects on them. Ceren asks questions to the students in the track.

Table 11

Summary of Ceren's Findings in 2nd Recording

Extract Number	Mode(s)	<i>Interactures</i>
Extract 11	managerial mode	teacher echo, scaffolding(extension), extended teacher turn, confirmation check, interruption & turn completion
Extract 12	classroom-context mode	teacher echo, clarification request
Extract 13	classroom-context mode	scaffolding (reformulation), teacher echo, interruption & turn completion, scaffolding (modeling),
Extract 14	classroom-context mode	teacher echo, scaffolding (modeling), scaffolding (extension), embedded correction, scaffolding (reformulation), extended teacher turn
Extract 15	classroom-context mode	teacher echo, scaffolding (extension),
Extract 16	mode-switching from materials mode to classroom-context mode	teacher echo, scaffolding (extension), scaffolding (modeling) confirmation check, extended wait time

Extract 11. Peer Pressure

1 C: at the: end of our ↑track(1.0)O::F CO::URSE like every time i do
2 I have some (.) ↑questions (0.3) okay?
3 S1: ye::s
4→ C: you need to talk (.) again okay (0.3) ↑so <we're going> to talk
5 about (0.3) the questions in the ↓track
6 (1.9)
7 ↑so (.) the first one is when do most peer pressure situations
8 occur? >what do you think about that?<(0.5)during school after
9 school before school?
10 (3.0)
11 do you agree with Laila do you agree with Susan?
12 (1.0)
13 or do you have (.) any other ↑opinions?
14 (3.0)
15 S1: er: ↑i (0.2) think(1.0)er: after school
16 (0.7)
17→ C: after school (0.3)
18 S1: [yes]
19 C: [like] what?
20 (0.9)
21 S1: like what? (0.2) yani okuldan sonra daha çok baskı olur dedim
22 di mi ben?
23 *i mean i said there will be more pressure after*
24 *school, didn't I?*
25 C: [uh-huh]
26 S1: [evet]
27 yes
28 S1: because you meet friends and:(1.0)say something er: (0.5)peer
29 pressures
30→ C: hmm they say [something]
31 S1: [for example]smoke or=
32 C: =aha=
33 S1: alcohol
34 C: aha
35 S1: or: not working a:nd
36 (0.6)
37 C: hmm not studying=
38 S1: =[not studying]
39 C: [going to school]
40→ S1: ye:s: and=
41→ C: =skipping school
42 S1: ye:si think this
43→ C: after school
44 S1: yes (1.5)laila'ya katılıyorum
45 *i agree with Laila*
46 S2: [(i agree)]
47 C: [yeah] you agree with Laila

In lines 1 and 2, Ceren announces that at the end of the track she is going to ask questions in the listening part and confirms whether her question is understood or not at the end of line 2. After receiving a minimal contribution from S1, she directs the students to the questions in the track in lines 4 and 5. After a 1.9 pause, she poses her question in lines 8 and 9 and waits for a half second. Then, she reinitiates and specifies her question with (during school after school before school?) to elicit response from the students. Providing extended wait-time for 3.0 seconds, she orients the students to what Laila and Susan think and how they agree with them in line 11 (do you agree with Laila do you agree with Susan?). Still not receiving any response from them, she asks a more general question (or do you have (.) any other ↑opinions?) in line 13 and finally she manages to elicit a response from S1 (er: ↑I (0.2) think) and S1 continues (er: after school) after a 1.0 of silence. In line 17, Ceren deploys teacher echo “after school”, confirming her echo S1 minimally contributes (yes) in line 18. Upon her minimal response, Ceren scaffolds and extends her question (like what?) in line 19. Surprisingly, S1 echoes Ceren’s question and after a brief pause, S1 switches code to confirm what she said as a reply to Ceren in lines 20 and 21 (yani okuldan sonra daha çok baskı olur dedim di mi ben?/ *I mean I said there will be more pressure after school, didn't I?*).

Ceren acknowledges S1’s code-switching attempt minimally and S1 changes the code from Turkish to English and completes her utterance with several pauses in line 29. Ceren orients to S1’s utterance and echoes what she understands in line 38 and overlaps S1’s turn ([for example] smoke or=) in line 31 and interrupts her with a state of change token (aha) in line 32. S1 maintains to talk till line 35 and demonstrates trouble in speaking by stretching (a:nd) and pausing slightly more than half a second, and Ceren uses a direct repair (hmm not studying) in line 37 and she is interrupted by S1 taking Ceren’s utterance up in line 38. Ceren overlaps with S1 ([going to school]) in line 39 and S1 initiates another turn in 40 (ye:s: and=) and she is interrupted by Ceren (=skipping school) in line 41. In line 42, S1 finalizes her utterance and Ceren repeats her response (after school) in line 43 and it is confirmed by S1. After 1.5 of silence, S1 initiates another

turn and delivers her overall responses in Turkish (Laila'ya katılıyorum/*I agree with Laila*) in line 44. In line 46, S2 self-selects and translates what she said in English and his attempt is confirmed by Ceren ([yeah] you agree with Laila).

Extract 11 is an example where Ceren demonstrates mode convergent as well as divergent interactional practices. Employing extended wait time (in lines 6, 10, 12, 14) and deploying scaffolding to elicit responses (in line 19), the use of acknowledgement token to create space for the learners (line 25) are positive assets for this extract, yet her interruption and turn completion due to limited wait-time in lines 37 and 41 might pose risk for disrupting the flow of conversation and limiting S1's space for learning. In excerpt 13, bearing the protocol in the first VSR in mind, Ceren commented on the first video-cut as follows:

Excerpt 13. VSR on Peer Pressure

E: Okay. What was happening here?

C: The point is there were only two students in the class

E: uh-huh.

C: And they were already bored because they thought that they were going to leave

E: hmm.

C: And I didn't let them leave.

E: because of me? (she refers to video recording)

C: No I wouldn't do it either way because we need to move on with our schedule.

E: uh-huh.

C: Right? Final exam is like two weeks after

E: uh-huh.

C: So erm I guess I tried to complete the student's sentences.

E: uh-huh

C: for a bit much because probably I was a little bit impatient because the students were also impatient.

E: hmm.

C: she was trying to say something and well I don't know if that's wrong or not.

E: Actually if you hadn't completed her sentence maybe she would have talked more.

C: maybe

E: that is the only thing

C: maybe because NAME talks a lot

E: uh-huh

C: uh-huh. She can do that, but at that moment I guess I realized what I did.

E: hmm you were aware of it?

C: I remember that one.

E: uh-huh okay.

C: I said to myself "oh I completed her own sentence"

E: So that's a good thing actually at least you were aware of it

C: yeah (hahaha)

E: you stopped, you refrained from refrained yourself from doing that.

C: Yeah (hahaha)

As shown in excerpt 13, Ceren was aware of her interruption and justifies her impatience with the students' want to leave the class early as there are only a couple of them. What is critical here is that Ceren still focuses on students when she reflects on the video (*they were already bored because they thought that they were going to leave, NAME talks a lot*), but differently from the first video recording reflections, she is able to identify the obstructive interactional practice, but also she was aware of it at that moment *I said to myself (oh I completed her own sentence)*. Apart from teacher interruption and turn completion, there are teacher echoes, too, but she does not comment on them.

In extract 12, conversation is still around peer pressure and what the students think about it. It occurs in classroom-context mode and the focus of attention is on teacher echo.

Extract 12. Living Myself

1 S2: i like living myself

2→ C: huh?

3 S2: myself
 4→ C: myself? wo::w (1.0)hmm
 5 S2: ((inaudible))
 6 C: do you (0.4) like being yourself ↑right?
 7 (2.3)
 8 S2: °yes°
 9 (1.0)
 10→ C: yeah (0.2) okay cool a::nd

Asking how one of the speakers in the audio-track (Laila or Susan) prefers to live, S2 self-selects and answers (I like living myself). Having trouble with hearing S2's response, Ceren makes use of open class repair initiator (huh?) in line 2 (Olsher, 2008, p.110). S2 repeats a part of his reply and then Ceren echoes his answer in line 4 and in line 7 S2 makes an inaudible explanation. Following this, Ceren initiates another clarification request and receives a minimal response from S2 (°yes°). Echoing and providing positive assessment marker (yeah (0.2) okay cool) Ceren directs her attention to another question (a::nd).

When asked to comment and reflect on this short video-cut, Ceren does not understand what S2 utters and asks to watch it once again. After watching it for the second time, she explains her problems with the students' speaking Turkish and the peer coach explains based on her observation on video recordings that she basically deals with it in two ways: paraphrasing and translating.

Excerpt 14. VSR on Living Myself

C: Okay, he said myself and probably he said something in Turkish and I translated him immediately

E: Actually you always do it

C: Yeah

E: Because they speak Turkish

C: Yeah

E: And you don't speak Turkish but you paraphrase what they say in English or you translate what they say in English. Why do you do that? I don't mean it is something wrong by the way.

C: Yeah okay. I do that because I have two options most of the time. First option is that I don't understand Turkish, you should tell that one in English and the second option is translating for me. I don't know any other options to be honest.

In this excerpt, she does not focus on her teacher echo, but she explains why she translates S2's contribution, which is a more pressing issue for her than teacher echo at that moment. This result cannot prove that she is not aware of her teacher echo, yet her attention is devoted to the use of L1 and how she should deal with it.

In contrast with extract 12, in extract 13 there are far more teacher echoes during an interaction between Ceren and the same student (S2). Being an example of classroom-context mode, this extract is more illuminating in terms of teacher echo awareness and its justification in a different moment.

Extract 13. What color is it today?

1 C: how is it today?
 2 S2: good day
 3→ C: it's a ↑good day
 4 S2: °yeah°
 5 C: are you sure?
 6 S2: er:[°yes°]
 7 C: [okay] what color is it ↑today <let's talk about
 8 that>(0.3)
 9 S: i get up (0.3) eight
 10 C: at ↑eight?
 11 S2: er: that morning lesson
 11 C: aha use of English les[so::n
 12 S2: [ye::s
 13 (0.5)
 14 C: did you: go to your (.)↓use of English lesson
 +points at the rest of the class
 16 S2: NAME and NAME
 17 C: OH really?
 18 S2: three=
 19→ C: =three people hm that's nice i guess (0.2) three three is a
 20 number at least yeah (0.3)oka:y(1.5)°what color is it today?°
 21
 22 S2: hmm: ↑blue
 23→ C: ↑blue why is it blue?(1.7)°what? why is it blue?°
 24 (2.5)
 25 huh because of the sky?
 +points above
 26 (1.0)
 27 S2: er: (0.3)
 28→ C: ↑sky?
 29 S2: not not blue
 30→ C: it's not blue yes
 31 (1.3)
 32 <why is it blue<?
 33 (2.0)
 34 why is it blue?(0.4)
 35 S2: err:(1.9)i like (0.3)
 36→ C: you like blue?

37 (0.8)
 38 S2: °yes°
 39 C: is blue your favorite color?
 40 (0.6)
 41 S2: hmm maybe
 42→ C: hmm maybe(1.0)what[are your favorite colors
 43 S2: [sometimes (1.0)sometimes er::
 44 (2.9)
 45 red
 46 (1.0)
 47 C: uh-huh
 48 (1.0)
 49 S2: i like red
 50→ C: red?
 51 (0.9)
 52 hmm:
 53 (0.5)
 54 green?
 55 (1.6)
 56→ S2: hmm::
 57 (2.5)
 58 S2: hmm::
 59→ C: hmmm::
 60 S2: so so
 61→ C: sosoi see (0.3) red, blue and green are my favorite
 62 colors
 63 (1.5)
 64 S2: hmm:
 65 C: £yeah that's why i asked you£

In extract 13, Ceren initiates turn by asking “how is it today?” to S2 and she responds as (good day) . Echoing and reformulating her reply in line 3, S2 gives minimal response (°yeah°) Ceren orients to S2 and posits a post-expansion in line 5 (are you sure?) . Again answering minimally (er:[°yes°]) Ceren overlaps with S2 and asks another question (what color is it ↑today <let's talk about that>(0.3)) in line 7. S2 recounts the beginning of her day and in line 9 Ceren deploys a direct repair and echoes a part of her response to elicit more information from S2. In line 11, S2 explains why he woke up at that time and Ceren takes turn and displays an understanding (aha use of English les[so::n]) and overlaps with S2 in agreement ([ye::s) . After a half second pause, Ceren directs her questions to the rest of the class (did you: go to your (.)↓use of english lesson?) by using a deictic gesture in lines 14 and 15, but S2 self-selects and answers her question (NAME and NAME) .Ceren marks S2’s answer as news (Maynard, 2003 as cited in Schegloff,2007) (OH really) to elicit further

expansion, S2 utters three and she is interrupted by Ceren at a non-TRP in line 19, and S2's turn is completed as (three people hm that's nice I guess (0.2) three three is a number at least yeah (0.3)oka:y) in line 20. Closing the sequence (yeah (0.3)oka:y) in line 19 and pausing for 1.5 seconds, Ceren continues with another question (°what color is it today?°). In line 22, S2 replies (hmm: ↑blue) Ceren deploys teacher echo (↑blue why is it blue?) in the third turn and expands her question (°what? why is it blue?°) by whispering in line 23. Waiting for 2.5 seconds, Ceren uses token (huh) with an interrogative tone to elicit S2's response (huh because of the sky?) by pointing up the sky. After one second, S2 utters hesitation marker (er:) and pauses for 0.3 seconds, Ceren repeats (↑sky?) in line 28 and S2 replies as (not not blue). Confirming and echoing her response (it's not blue yes) Ceren awaits for 1.3 seconds to elicit more response from S2. In lines 32 and 34 she echoes her own questions by providing extended wait time, finally she manages to receive a response from S2 in line 35. Still trying to clarify S2's answer, Ceren echoes her question (you like blue?) and after almost a second, S2 responds (°yes°).

Interestingly, Ceren rephrases her previous question (is blue your favorite color?) in line 41 and receives "hmm maybe" from S2. Echoing S2's turn, Ceren poses another question (what [are your favorite colors]) and S2 overlaps with Ceren as ([sometimes]). Confirming her utterances with an acknowledgement token (uh-huh) in line 47, Ceren partially repeats her utterance with a questioning tone and after almost one second confirms evaluates it in line 49. In line 54, she solicits another response for (green?) and S2 replies as (hmm::) in lines 56 and 58 with 2.5 seconds pause. Echoing S2's replies with an exaggerated tone in line 59 (hmmm:::), Ceren finally manages a minimal response from S2 in line 60 (so so). Echoing once again her response, Ceren extends her turn (so I see (0.3) red, blue and green are my favorite colors) and waits for 2.5 to elicit more from S2; however, she receives a minimal response (hmm:) closes the sequence by explaining why she asked the previous questions (£yeah that's why I asked you£) with a non-minimal post-expansion.

As can be seen from extract 13, there are many uses of teacher echoes, each was done for different purposes using varying *interactures*. For instance, teacher echo in line 3 (it's a ↑good day) is a reformulation, which was deployed to complete S2's sentence into a full one. On the other hand, Ceren's echo and interruption in line 19 might be shown as an example for obstructing learning space (=three people hm that's nice I guess (0.2) three three is a number at least yeah (0.3) oka:y). Also, in line 28 Ceren deploys another echo to initiate an elicitation. Similarly, she echoes a part of her utterance (↑sky?) in line 25 to elicit further and manages to receive a response from S2, yet Ceren does another teacher echo to reformulate S2's grammatically incomplete sentence "not not blue". Lines 32 and 34 (why is it blue?) are other examples of teacher echo, and lines 59 and 61 are echoes for student responses to hold S2 accountable for answering her repetitive questions.

In excerpt 15, Ceren answers the first question "what was happening at that moment?" immediately identifies one of the focal points as teacher echo, the other one was interruption and turn completion.

Excerpt 15. VSR on What Color is It Today?

C: Teacher echo, right?

E: uh-huh. Why did you do that?

C: cuz sometimes when I ask questions students answer it's blue and I ask why is it blue? the sky is blue they say and they feel happy they say and when I asked that question student did like this (she points at sky) and I thought she was going to say again and she mumbled something but I couldn't understand it but I guessed it was about sky

E: uh-huh

C: and I guessed she was struggling to find the correct verb so I said sky

E: uh-huh

C: and then she was confused probably because she doesn't know that word

E: hmmm

C: and then I showed it the sky

E: uh-huh

C: *why is it blue? Then I asked display question*

E: *uh-huh*

C: *so questions got a little bit complicated cuz why is it blue today for you or why is the sky blue*

E: *hmmm*

C: *so at that moment I realized that student might be a little bit more confused because of my question why is it blue why is your day blue? Why is sky blue? So I tried to explain it again and again and again and here you have it.*

E: *and why are you echoing by the way still?*

C: *because she was looking at me*

E: *okay I see*

Excerpt 15 displays that Ceren correctly identifies one of the focal points in addition to justify her online decision by referring to the fact that it was because the student (S2) mumbled and she had difficulty in comprehending her response. Therefore, acting her own interpretation of the moment she employed several clarification requests via echoing S2's responses and her own utterances in order to clarify the messages. Therefore, this extract could be an example for the moment on which the teacher led to confusion with her unclear directives and had to resort to several clarification requests and teacher echoes (Waring & Hruska, 2012). There is one more noteworthy aspect of this excerpt, which is the use "display question" to explain her interactional practice at that moment. Thus, it could be claimed that Ceren demonstrates development in her use of metalanguage for description of her interactional practices. Moreover, she was aware of the complexity of her questions on the student's side and criticizes her practice by saying "*at that moment I realized that student might be a little bit more confused because of my question why is it blue why is your day blue? Why is sky blue? So I tried to explain it again and again and again and here you have it.*".

Extract 14 is exemplary for the employment of teacher echo and extended teacher turn. Still from the classroom context, though with a switch to skills and systems mode to come up with English equivalent of a phrase (*tersinden kalkmak/wake up on wrong side of the bed*) which Ceren asks the students to describe their day. In extract 15, S3 paints a negative portrait for his

mood and Ceren engages in a discussion with S2 to solicit further responses from him.

Extract 14. Getting out of Bed on the Wrong Side

1 C: guess whose turn it is?
2 (1.0)
3 °yeah yours° NAME:: how are you?
+gazes at S3
4 (1.0)
5 S3: bad
6→ C: bad? [wha-?
7 S3: [yes(1.3)S3: er:: ters tersimden kalktım İngilizce [onu
8 söyleyemedim]
9 *i got out of the bed on the wrong side*
10 *I couldn't say it in English*
11 C: [p^hew
12 °tersimden kalktım°
13 *i got out of the bed on the wrong side*
14 (0.6)
15→ S2: bunun İngilizcesi ne I am get up=
16 *how to say it in English*
17 C: =o::h[::
18 S2: er::[tersi
19 *the opposite*
20 C: tersinden kalkmak ((checks it on her mobile))this is a very
21 very hard phrase to translate (.) i will check it first ((checks
22 her mobile phone for 4.9 seconds))no:
23 (1.7)
24 S3: ona benzer ne olabilir (0.3) (ne kullanılabilir?)
25 *what can be used that is similar to it?*
26 C: err::m
27 S3: kötü uyandım desek?
28 *how about we say I woke up bad?*
29 (1.3)
30 C: i woke up bad you can say
31 (0.5)
32 S3: °yes°
33 C: why did you wake up bad?
34 (0.5)
35 S3: I don't know
36 C: you don't know? (.)do you [have this]
+ taps her chest
37 S2: =[geç mi yattın?]
38 *did you go to bed late?*
39 C: [feeling you know]
+holds her hand on her chest
40 S2: [did you sleep late]
41 C: hmm
+nods
42 (5.2)
43 S3: +shows two with his fingers
44 C: at two o'clock?

45 S3: °two o'clock°
 46 C: at two o'clock
 47 S3: °yes°
 48 C: when did you wake up=
 49 S3: =normal
 50 (1.0)
 51 C: it's normal yeah(0.8)when did you wake up?
 52 (2.0)
 53 S3: nine
 54 (0.5)
 55 C: at nine i mean seven hours it's fine (.) enough i guess yeah
 56 (1.4)
 57 I woke up (.) the same (.) you know with a bad (.)feeling here
 58 +taps her chest
 59 (0.3)and i don't know why? nothing bad happened
 60 but(0.5)something feels wrong(1.0)i don't know why yeah so what
 61 color is it today?

In line 1, Ceren employs a pre-announcement which serves as “harbinger of imminent telling of news” (Schegloff, 2007, p.37) with (guess whose turn it is?), pauses for one second and makes eye contact with S3 meanwhile. Establishing mutual eye contact with S3, Ceren opens a general inquiry by asking how he is in line 3 and receives a minimal response from S3 (bad). Echoing S3’s response Ceren replies to him with a minimal question ([wha-?]) overlapping his confirmation ([yes]). After a 1.3 second of pause, S3 switches the code from English to Turkish and utters (er:: ters tersimden kalktım İngilizce [onu söyleyemedim]) with a hesitation marker. Taking up his explicit request for help from S3, Ceren aligns with his code-switching attempt and declares how difficult it is to translate ([phew] °tersimdenkalktım ° phew) in line 11. After 0.6 second S2 self-nominates and attempts to provide translation for the utterance (bunun İngilizcesi ne I am get up=/how to say it in English), and S2 is interrupted by Ceren in line 18 in an exaggerated manner (=o::h[:]) and overlaps with S2’s attempt to complete her utterance (er::[tersi/the opposite) in line 19. In the following lines, Ceren repeats “tersimden kalkmak” and runs a search on her mobile phone for 4.8 seconds. She is not satisfied with her search results (no:) and continues for 1.7 seconds more. In line 25, S3 self-initiates and utters (ona benzer ne olabilir/ what can be used that is similar to it? (0.3)“ne kullanılabilir?/what can be used?) and Ceren hesitates to give a response for S3’s request (err::m) and then S3 provides a candidate response in Turkish in line 28 (kötü uyandım

deseek? *how about we say I woke up bad?*). After a 1.3 second of silence, Ceren literally translates what S3 proposed in Turkish (I woke up bad you can say) and scaffolds the target utterance by modeling it.

After half second of silence, S3 minimally acknowledges Ceren's modeling (°yes°) and Ceren provides a non-minimal post-expansion by asking a further question (*why did you wake up bad?*) in line 34. S3 claims insufficient knowledge (I don't know) in line 35 (Sert, 2011) and Ceren manages it by using epistemic status check (*you don't know?*) (Sert, 2013) in line 37, and makes non-minimal post-expansion (*do you [have this]=*) and interrupted by S2's self-nomination and code-switching (*=[geç mi yattın?/did you go to bed late?]*) in line 38 and overlaps with Ceren (*[feeling you know]*) in line 40. Interestingly, S2 code-switches and translates her previous utterance into English (*[did you sleep late]*) and receives a minimal acknowledgement from Ceren in line 42. Ceren deploys extended wait time (Walsh, 2006) for 5.2 seconds and then S2 makes a gesture which is out of camera's reach, but Ceren asks a question (*at two o'clock?*) in line 45 and elicits response from S2 (°two o'clock°) in line 46. In line 47, Ceren uses embedded correction (Jefferson, 1987) (*at two o'clock?*) and repeats her question and receives a minimal response from S3 (°yes°).

In order to solicit further student response, Ceren poses a non-minimal post-expansion (*when did you wake up?=*) and interrupted by S3 (*=normal*). Acknowledging his response by reformulating it (*it's normal yeah*), Ceren repeats her question (*when did you wake up?=*) in line 52 and waits for 2.0 seconds. Then, S3 replies (*nine*) and this reply is reformulated by Ceren as (*at nine I mean seven hours it's fine (.) enough I guess yeah*) and expanded for further elicitation. Still receiving no response after 1.4 seconds, Ceren initiates an extended teacher turn by modeling her experience to scaffold the situation (*woke up (.) the same (.) you know with a bad (.) feeling here ((points at her chest)) (0.3) and I don't know why? nothing bad happened but) by employing micro-pauses and suprasegmentals. After 0.5 seconds Ceren continues to explain (*something feels wrong, [I don't] know why yeah (.)*) and switches to her initial pedagogic purpose (*↑so what**

color is it today?) to let the students talk about their mood and its association with the color.

The analysis of this extract is significant in at least two major aspects: teacher echo and extended teacher turn. Ceren makes use of several non-minimal and minimal post-extensions to elicit further verbal response from S3 and employs lengthy pauses, acknowledgement tokens to let S3 go ahead with more elaborate responses despite one minimal interruption but S2 continues to take turn. Also, S2's self-nomination can be regarded as a positive aspect, which shows that Ceren could create a shared interactional space by waiting and acknowledging self-selections as well (line 38). Furthermore, in her extended teacher turn (lines between 56 and 61) Ceren deploys pauses, emphasis and embedded gestures to scaffold her messages, but obviously the use of extended teacher turn in classroom context mode violates the match between the pedagogic purpose and interactional practice employed at that moment. However, excerpt 16 is illuminating in several aspects:

Excerpt 16. VSR on Getting out of Bed on the Wrong Side

C: extended teacher talk

E: hmm

C: yeah (hahaha)

E: you realized that

C: now I can identify all the terms (hahaha)

E: yeah yeah that's a good thing

C: I don't know I just wanted to chit chat I guess

E: uh-huh okay I see. And there are still some echoes again

C: echo? in which

E: yeah I think ..So he said bad, you said bad, why? It's really common in your recording

C: really? I guess this is my reaction in Turkish too maybe

E: maybe it's a teacher habit. It's called teacher idiolect

C: really?

E: *it's your language. For example, my students in the first term they mocked me and I said why are you laughing at me. Teacher you always say what else, what else. What is what else?*

C: *Noo*

E: *I think it's your idiolect. Teacher echo is your idiolect.*

C: *really?*

E: *yeah.*

C: *yeah I don't know I guess I do that in Turkish too probably. If you say a sentence a full sentence*

E: *Bugün hava çok sıcak/it's very hot today*

C: *hmm sıcak/hot*

E: *hmm you do it!*

C: *probably*

E: *hmm*

C: *I don't know. Now I realize it.*

E: *But does it have a purpose in classroom or is it?*

C: *no this is just a reaction...but bad.*

As can be seen from excerpt 16, Ceren is able to spot one of the focal points of the extract and states that she could name the *interactures* although her explanation why she made use of it displays that she did not use it in a way to fit her pedagogic purpose with her interactional practice (*I don't know I just wanted to chit chat I guess*). Similarly, she was not aware of her teacher echoes are prevalent in the recording and transcription, and while she was conversing about it with the peer coach, her reaction clearly showed that it was not something she does consciously all the time (*really? I guess this is my reaction in Turkish too maybe*). Following this, she and the peer coach engaged in a spontaneous dialogue in Turkish and she stated "*I don't know. Now I realize it.*" in the end. When the peer coach elaborated on whether she did them on purpose or not, she makes a critical self-evaluation "*no this is just a reaction...but bad*". The findings reveal that Ceren still needs time to process what interactional practice her pedagogic purpose requires to successfully manage the interaction, but at least it could be said that her employment of pauses,

reformulations and post-expansions in addition to her identification of extended teacher turn, and finally her discovery of teacher echo as a habit during the dialogic reflections with the peer coach are positive features to take into consideration. The following extract is the continuation of extract 15. It displays multiple uses of teacher echo as in following:

Extract 15. Black

1 C: so what color is it today?
2 (2.1)
3 S3: black
4→ C: BLACK (1.0)just BLACK [white]
5 S3: [yeah]
6→ C: black
7 S3: yeah
8 C: why is it °black?°
9 (0.6)
10 S3: i don't know
11 C: you don't know?
12 S3: yes
13 (2.1)
14→ C: because of the feeling ↑here
15 (2.0)
16 feeling (.)here (0.4)it's heavy
+taps on her chest
17 (1.0)
18 S3: uh-huh taş oturdu
19 it *stayed as hard as stone*
20 (1.0)
21 C: HEH HEH no
22 (1.0)
23 S3: nasıl (.)hissediyorsun?
24 *how do you feel?*
25 C: <no no no< is it because of the feeling here (.) a heavy
26 feeling?
27 S3: [ah:]
28 S2: [içten gelen
29 *coming from inside*
30 C: [yeah
31 (0.8)
32 S3: yes
33 C: hmm I see (.) okay, okay ((shakes her head))

Extract 15 starts with Ceren's question (so what color is it today?) and she pauses for 2.1 seconds to receive response from S3. He utters (black) and Ceren echoes his reply with an exaggerated voice and partially echoes her own response in line 6 which is minimally contributed by S3 ([yeah]) with an overlap.

In line 10, Ceren uses non-minimal post-expansion and asks (why is it °black?°) and solicits further response from S3. After 0.6 second of silence, S3 claims he doesn't know. In order to maintain the conversation, Ceren uses epistemic status check (Sert, 2013) (you don't know?) in line 11 and receives a non-minimal response from S3 (yes) in line 12. After 2.1 pause, Ceren initiates first-pair part to provide a candidate reason by saying (because of the feeling here ((taps on her chest), (2.0) feeling(.) here (0.4) it's heavy) and S3 acknowledges (uh-huh) and initiates code-switching, which is similar to the previous extract on (getting out of the bed on the wrong side), as second-pair part in line 14. Ceren does not align with his code-switching and after one second, he initiates another code-switching (nasıl (.) hissediyorsun?/how do you feel?) to seek clarification from the teacher. In lines 14 and 16, Ceren explains what she meant by using emphatic structures and S3 produces a change of state token (Heritage, 1984) showing that he understood what she meant ([ah:]). Following this, S2 nominates herself and explains in Turkish in line 30 with an insert expansion and she is confirmed by Ceren ([yeah) in line 30. Finally, she pre-empts any further talk (hmm I see) and closes the sequence with a sequence closing third (okay okay) (Schegloff, 2007, p.121).

In excerpt 17, Ceren critically evaluates herself by focusing on her filling in instead of asking further questions to him. Although she does not refer to a specific interactional practice such as teacher echo, extended teacher turn, or turn completion, she becomes aware of the need for further elicitation by means of clarification questions. Another striking point is that in response to the peer coach's comment on her becoming aware of not filling in for the student, she states that sometimes she doesn't, and most likely that extract is one of the examples of the times she is not aware of filling in for the students.

Excerpt 17. VSR on Black

C: I wish he would explain himself. Black, okay why is it black? I feel bad okay. I needed to ask further questions, but I just filled in. No... (bangs on the desk)

E: Don't do it again, I'm joking. (haha) but at least you realized that.

C: yeah, sometimes I don't.

However, in comparison with her reflections during the first video recordings, she was more content with her classroom interactional practices and did not see any reasons to change them, but we could at least observe that she can critically evaluate herself (I wish he would... I feel bad...I needed to...). As Walsh (2011) suggests, critical self-evaluation is of utmost importance with regards to teacher's consciousness raising and developing his/her understanding for the key role of CIC for a successful teaching and learning environment.

The last extract takes place in two modes basically: materials mode and classroom context mode. There is mode switch from materials to classroom context which becomes the primary mode as the interaction unfolds. In this episode, Ceren asks questions in the textbook and asks the students to answer question true for them. The topic is working well under the pressure and the interaction starts with nominating Selin (S2) to reply to the third question as in the following:

Extract 16. Under Pressure

1 C: how about the third question
 2 (1.0)
 3 can you work well under pressure (.) ↓NAME?
 4 (1.6)
 5 S2: no
 6→ C: NO
 7 (1.1)
 8 S2: i can't (0.3)
 9 C: so what? (1.5)er::i mean ↑how (.) do you feel when you're under
 10 pressure?
 11 (2.2)
 12 S2: er::
 13 (1.2)
 14 no mistake
 15 (0.9)
 16 mistake
 17 (1.6)
 18→ C: mistakes_ (0.4)
 19 S2: yes
 20 C: you are afraid of mistakes_ (2.7)af↑raid of? ((writes it on the
 21 board for 0.9 seconds))
 22 S2: yes korkmak
 23 *to be scared*
 24 C: uh-huh ((she writes a sentence on the board for 10.0 seconds)
 26 C: is that correct for you I'm afraid of mistakes?
 26 S2: yes
 27→ C: I see (0.3) yeah (0.2) but you will do them you know you
 28 keep(1.0)c- I mean exactly (0.6)one at one point in your life
 29 (0.6)you will just simply (0.3) make a mistake

30 (2.0)
 31 S2: true
 32 C: yeah
 33 S2: heh heh true
 34→ C: you shouldn't be afraid of the mistakes(0.8)you shouldn't be
 35 afraid of the failure((keeps looking at S2 for 11 seconds))
 36 S2: strain
 37 C: huh?
 38 S2: strain
 39 (1.0)
 40 C: stra:in hm:: ((writes "mistakes strain me" on the board for
 41 9.0 seconds))
 42 S2: ((inaudible for 3.7 seconds))
 43 C: yeah (0.3)↑but yeah as I said (.) get used to ↑them get used
 44 to mistakes

In the first line, Ceren deploys a pre-faced interrogative (how about third question?) to express the continuity with the prior utterances (Schegloff, 2007, p.209) and selects NAME to engage in a new conversation. After 1.6 seconds, S2 gives a minimal response in line 5 (no) and Ceren echoes her response in a higher pitch (NO) and waits for 1.1 seconds to elicit further talk from S2 and she replies as (I can't) in line 8. In line 9, Ceren initiates a post-expansion (so what?) and waits for 1.5 second to elicit response from S2. Not receiving any, Ceren clarifies her previous interrogation (so what?) and reformulates it into (er:: I mean ↑how (.) do you feel when you're under pressure?). Following 2.2 seconds of silence, S2 deploys hesitation marker(er::) and pauses for 1.2 seconds more and utters (no mistake) and repeats her own response about one second later due to not receiving any feedback from the teacher. After 1.6 seconds of silence, Ceren echoes her response with an emphasis on the plural form (mistakes) and her echo is confirmed with "yes token" by S2 (Schegloff, 2007). In line 14, Ceren reformulates S2's (no mistake) utterance into a full sentence (you are afraid of mistakes). Then, she waits for further response or confirmation from S2 for 2.7 seconds, but then she seeks clarification for (af↑raid of?) and writes it on the board as a multimodal resource. After Ceren's writing the word "afraid of" on the board, S2 gives a confirmatory response by employing code-switching (yes korkmak/to be afraid) in line 22. Using minimal response token (uh-huh), she writes (I am afraid of mistakes) on the board and

then produces a confirmation check (is that correct for you I'm afraid of mistakes?) and receives a minimal response (yes) from S2.

From line 27 to 30, Ceren deploys non-minimal post-expansion following (yes) token (Schegloff, 2007) with pauses and emphasis on words like exactly, one, simply. Her extended teacher turn is followed by S2's another minimal response (true) which is confirmed by Ceren as (yeah) and it is also followed by the repetition of minimal post-expansion (true) by S2. In lines 35 and 35, Ceren initiates another post-expansion (you shouldn't be afraid of the mistakes) and waits for 0.8 seconds to elicit more verbal contribution from S2, but then she extends her previous contribution (you shouldn't be afraid of the failure((directs her gaze at S2))) in line 35 and directs her gaze to receive a response. After providing substantial wait time (11 seconds), S2 says (strain) in line 36. Ceren inserts a post-first repair sequence (huh?) (Schegloff, 2007) in line 37, and S2 repeats (strain) once again. After pausing for one second, Ceren understands the word and writes it on the board for the benefit of the rest of the class. In line 42, S2 utters an inaudible speech and Ceren closes the sequence with a non-minimal post-expansion (yeah (0.3) ↑but yeah as I said (.) get used to ↑them get used to mistakes).

This extract is valuable to investigate Ceren's focal interactional practices: teacher echo and extended teacher turn. In the first echo, she repeats S2's utterance in line 6, on the other hand, in line 20 she repeats a part of utterance to elicit response from students. Also, repetition of (mistakes) in line is an embedded correction, which is immediately confirmed by S2 in the following line (Jefferson, 1987). The last teacher echo of Ceren in line 40 is done to make the target verb accessible for the others by using the board as a multimodal resource. Concerning the extended teacher turn, as in extract 14, although she deploys extended teacher turn, she makes use of several extensive wait time practices to receive further exchange. In excerpt 18, Ceren comments on the video recording as follows:

Excerpt 18. VSR on Under Pressure

C: *teacher echo again (hahaha)*

E: *yeah*

C: *I know this one, I know why did you take that part.*

E: *why did you do it?*

C: *this is also extended teacher talking but this had a purpose. Well, I don't mean that this applies to all instructors. I just don't teach English, I also talk about life. They're just 18. Okay I am 25 too, I am young but they are younger they are more inexperienced than me.*

E: *uh-huh.*

C: *so she said she was afraid of mistakes and I think in life this is the biggest mistake you shouldn't be afraid of mistakes, in the end you will have some mistakes.*

E: *uh-huh*

C: *I didn't want her to think of fear in this way, she shouldn't be afraid of mistakes. I just wanted to support her on this subject*

E: *in English*

C: *yeah*

E: *okay. Do you think she took it well?*

C: *well yeah maybe but of course if this is like a kind of trauma or if it is one of the moments in her life. So it wouldn't be just enough but I just wanted to say that she shouldn't be afraid of mistakes because life is full of mistakes.*

E: *uh-huh. I see.*

It can be induced from this excerpt that Ceren is able to identify both focal points immediately and claims that it had a purpose. She justifies her purpose in relation to her belief about her role as a teacher in students' life instead of focusing on her interactional practice and its effect on her exchanges with students. She states that "*this is also extended teacher talking but this had a purpose. Well, I don't mean that this applies to all instructors. I just don't teach English, I also talk about life*"; "*I just wanted to support her on this subject*". As in the excerpts taken after the first video recording, she focuses her reflections on student's needs or background, but not on their interactional needs. After finishing commenting on all video-cuts, the

peer coach asked Ceren how she felt about the progress she made. Excerpt 19 illustrates her reflections on her first and second video recording.

Excerpt 19. Ceren's Overall Comments on Video Recordings

E: Okay Ceren that is it from me. That was the last recording, but I want you to think of your first recording and last recording, your reflections on your last recording. Where do you see yourself? What were you doing, and not doing anymore? Or what you weren't doing, but you are doing now? Is there anything or are there any specific examples you can give me now?

C: Yeah there are differences of course. In the first recordings, I couldn't even tell the mistaken part of it I was just explaining he did this I did that and she did this.

E: uh-huh

C: Now I can notice the mistakes and tell them

E: You have the methodology I mean you have the terminology now

C: Yeah

E: That's a good thing

C: I like this part and I also see that I really really really developed my body language. I used to think about my body language a lot in the beginning of the term too, but right now I use it much much more especially in the listening and speaking lessons probably

E: uh-huh

C: And since I realize some of my mistakes, I can notice them when I do them I can stop myself

E: You mean in the class?

C: Yeah in the class if I do them or maybe I just don't let myself do this like extended teacher talk or if I do that I just make sure that it has a purpose it is not gibberish and everybody can understand well

E: uh-huh

C: And I just try to simplify my words while doing that

E: uh-huh

C: And but that was just my problem I guess extended teacher talk

E: Yeah, I see, you still have them. What is the difference?

C: But most of the time I have a purpose right now. I think to myself I am going to give them a speech or I am giving them a speech is that necessary or do I have a purpose, should I cut it short?

E: So those are the online processes of thinking you are mentioning me now?

C: Yes

E: Alright thank you

C: Yeah.

When excerpt 19 is evaluated, four main categories emerge: correct identification of focal *interactures*, body language, purposeful use of extended teacher turn, and conscious online decision-making. For identification of *interactures*, she states as follows:

-Yeah there are differences of course. In the first recordings, I couldn't even tell the mistaken part of it. I was just explaining he did this I did that and she did this.

- now I can notice the mistakes and tell them.

Purposeful use of extended teacher turn is another aspect Ceren alleges that she has improved. There are still examples of extended teacher turn in classroom context modes, yet her explanations are made with pauses or suprasegmentals. She explains it as follows:

C: and since I realize some of my mistakes, I can notice them when I do them I can stop myself

E: you mean in the class?

C: yeah in the class if I do them or maybe I just don't let myself do this like extended teacher talk or if I do that I just make sure that it has a purpose it is not gibberish and everybody can understand well

E: uh-huh

C: and I just try to simplify my words while doing that

E: uh-huh

C: and but that was just my problem I guess extended teacher talk

E: yeah I see, you still have them. What is the difference?

C: but most of the time I have a purpose right now. I think to myself I am going to give them a speech or I am giving them a speech is that necessary or do I have a purpose, should I cut it short?

Purposeful use of extended teacher turn is also related to conscious online decision-making. online decision-making is described by Walsh (2006, p.44) as “pedagogic decisions made while teaching”. In other words, those are the actions taken not before or after the lesson, but right in during the lesson. Walsh (ibid) also suggests that good online decision-making could be presented to the instructors in different manners or the instructors could be stimulated by means of reflective practices carried out as in the scope of this study.

- and since I realize some of my mistakes I can notice them when I do them I can stop myself

- I just try to simplify my words while doing that

-I think to myself I am going to give them a speech or I am giving them a speech is that necessary or do I have a purpose, should I cut it short?

Lastly, although it is not the focal point of the current dissertation, Ceren claims that she has also developed her body language. She explains it below:

I also see that I really really really developed my body language. I used to think about my body language a lot in the beginning of the term too, but right now I use it much much more especially in the listening and speaking lessons probably.

Before moving to the semi-structured interview section, it would be useful to summarize the themes based on the comments of Ceren on extracts during VSRs to visualize the big picture. As in Table 6 presented after the first-video recordings, Table 12 is organized basically at three levels: aware, unaware, in-between in terms identifying and explaining CIC practices in relation to her pedagogic purposes.

Table 12

Overview of Ceren's Comments on 2nd Video Recording

Nature of Themes	Themes	Description	Comment
Unaware	about students	knowledge and belief about students' background and personality in general	<p>- C: <i>but NAME is also a good student, he can also speak very well but that day he said he had a headache and he also said I just stayed for your sake hocam.</i></p> <p>E: <i>hmmm</i></p> <p>C: <i>and I thanked him and I didn't want to force them</i></p> <p>E: <i>I see</i></p> <p>-C: <i>I don't know. Now I realize it.</i></p> <p>E: <i>But does it have a purpose in classroom. Or is it</i></p> <p>C: <i>no this is just a reaction..butbad..Mustafa isn't usually bad. He is cool and calm and I don't know. Chill, relaxed all the time and when he said I'm bad that was surprising for me. Because he is not bad usually.</i></p>
	about self as a teacher	knowledge and belief about self as a teacher; kind of teacher she is/wants to be	<p>-I <i>just don't teach English, I also talk about life. They're just 18. Okay I am 25 too , I am young but they are younger they are more inexperienced than me.</i></p>
In-between	Identification without justification	she can identify the <i>interacture</i> , but cannot justify it	<p>-C: <i>extended teacher talk</i></p> <p>E: <i>hmm</i></p> <p>C: <i>yeah (hahaha)</i></p> <p>E: <i>you realized that</i></p> <p>C: <i>now I can identify all the terms (hahaha)</i></p> <p>E: <i>yeah yeahthat's a good thing</i></p> <p>C: <i>I don't know I just wanted to chit chat I guess</i></p>

Table 12(continues)

Nature of Themes	Themes	Description	Comment
In-between	Identification without justification	she can identify the <i>interacture</i> , but cannot justify it	<p>-C: <i>teacher echo again (hahaha)</i></p> <p>E: <i>yeah</i></p> <p>C: <i>I know this one, I know why did you take that part.</i></p> <p>E: <i>why did you do it?</i></p> <p>C: <i>this is also extended teacher talking but this had a purpose. Well, in the classes I don't, I mean that applies to all instructors. I just don't teach English, I also talk about life... They're just 18. Okay I am 25 too, I am young but they are younger they are more inexperienced than me...C: I didn't want her to think of fear in this way, she shouldn't be afraid of mistakes. I just wanted to support her on this subject</i></p>
Aware	teacher echo	<p>- teacher repeats teacher's previous utterance.</p> <p>-teacher repeats a learner's contribution (Walsh, 2011, p.180).</p>	<p>-C: <i>Teacher echo, right?</i></p> <p>E: <i>uh-huh. Why did you do that?</i></p> <p>C: <i>cuz sometimes when I ask questions students answer it's blue and I ask why is it blue? the sky is blue they say and they feel happy they say and when I asked that question student did like this (she points at sky) and I thought she was going to say again and she mumbled something but I couldn't understand it but I guessed it was about sky...so at that moment I realized that student might be a little bit more confused because of my question why is it blue why is your day blue? Why is sky blue? So I tried to explain it again and again and again and here you have it.</i></p>

Table 12(*continues*)

Nature of Themes	Themes	Description	Comment
Aware	language policing	a mechanism by which the teacher/pupil switch the medium of talk to policy-prescribed medium (Amir & Musk, 2013)	<p><i>-C: okay he said myself and probably he said something in Turkish and I translated him immediately</i></p> <p><i>E: actually you always do it</i></p> <p><i>C: yeah</i></p> <p><i>E: because they speak Turkish</i></p> <p><i>C: yeah</i></p> <p><i>E: and you don't speak Turkish but you paraphrase what they say in English or you translate what they say in English. Why do you do that? I don't mean it is something wrong by the way</i></p> <p><i>C: yeah okay. I do that because I have two options most of the time. First option is that I don't understand Turkish, you should tell that one in English and the second option is translating for me. I don't know any other options to be honest. And in that lesson as I said they wanted to leave as quickly as they can and that is why I didn't force them to speak them in English I don't understand you because probably they want to help me because they knew that there was going to be a recording...and I started doing that technique after two weeks, I don't understand Turkish because I did not want to scare them at first.</i></p>

Table 12 (continues)

Nature of Themes	Themes	Description	Comment
Aware	turn completion	<p>completing a learner's contribution for the learner (Walsh, 2011, p. 180)</p>	<p>-C: <i>So erm I guess I tried to complete the student's sentences.</i> <i>E: uh-huh</i> <i>C: for a bit much because probably I was a little bit impatient because the students were also impatient.</i> <i>E: hmm.</i> <i>C: she was trying to say something and well I don't know if that's wrong or not?</i> <i>E: actually if you hadn't completed her sentence maybe she would have talked more.</i></p> <p>-C: <i>I said to myself oh I completed her own sentence and I said uh-huh uh-huh</i> <i>E: and then you said uh-huh uh-huh</i> <i>C: uh-huh use tokens (hahaha)</i> <i>E: so that's a good thing actually at least you were aware of it</i> <i>C: yeah (hahaha)</i> <i>E: you stopped, you refrained from refrained yourself from doing that. alright, then that works</i> <i>C: yeah (hahaha)</i></p>
	filling in	<p>smoothing over" learner contributions, as a means of maintaining the flow of a lesson or in order to create a flawless discourse (Walsh, 2011, p.9)</p>	<p>-C: <i>I wish he would explain himself. Black, okay why is it black? I feel bad okay. I needed to ask further questions but I just filled in. No... (bangs on the desk)</i> <i>E: Don't do it again, I'm joking. (haha) but at least you realized that.</i> <i>C: yeah, sometimes I don't.</i></p>

Semi-Structured Interview: Ceren. Semi-structured interview was carried out with Ceren at the end of recordings, dialogic reflections based on SETT grid analyzes with the peer coach at the end of the term. Carrying it out in a face-to-face manner, the peer coach gave all the questions on a paper, and Ceren decided to answer all the questions by grouping them in relevant categories instead of answering them one by one due to time restrictions she had. Dialogue between the peer coach and Ceren was audio recorded to be transcribed verbatim by the peer coach later. The transcriptions were also peer-checked by another peer who is a graduate of translation and interpretation department. Thematic analysis was applied to the transcriptions by using Atlas.ti by the peer coach and the same transcriptions were analyzed by an expert who holds doctoral degree in ELT and is experienced in carrying out thematic analysis.

Table 13

Overview of Ceren's Semi-structured Interview

Participant	Themes	Quotations
Ceren	language policing	<p><i>-they always need to use English if they want to refer to something in the class</i></p> <p><i>-I hardly ever leave English as a way to conduct the lesson.</i></p> <p><i>- If they insist on replying in their native tongue, I simply say that I do not understand Turkish.</i></p>
	body language	<p><i>- If I teach vocabulary, I use my body language</i></p>
	her beliefs about learning English	<p><i>- If they want to fully grasp the difference, they need a lot of practice, not just in the school but also at home.</i></p> <p><i>-. They need to be exposed, this is very crucial.</i></p>
	extra-curricular activities	<p><i>-films, TV series, many different YouTube channels. I also created a playlist for my Spotify user students</i></p> <p><i>-I give them extra material advices so that they can practise at home.</i></p>
	techniques & materials	<p><i>-I use clustering methods, grouping/pairing methods, brainstorming, videos, discussions, stories, anecdotes</i></p> <p><i>- red and green sticks for the true/false questions</i></p>

Several issues were identified after the analysis as can be seen in Table 13. One of them was the fact that Ceren did not mention any *interactures* or modes while she was answering the questions, though she was reminded to refer to SETT grid in the beginning of the interview. Another finding is that she also pointed out a few concepts having appeared during VSR sessions such as language policing (Amir & Musk, 2013), body language, and her beliefs about learning English. In addition to these themes, she also brought up different techniques, materials, platforms, extra-curricular activities she benefits from in her listening and speaking classes. When she was asked to how she introduced or concluded an activity, how she referred her learners to the materials and finally how she established the context. Her response is as follows:

I think students must be involved in each step of the lesson. I use different techniques for different lessons. For example, in listening and speaking lessons, I always find some good and personal questions according to the subject and ask them first. I use clustering methods, grouping/pairing methods, brainstorming, videos, discussions, stories, anecdotes etc. They need to be introduced to the new subject without even knowing it. After introducing the new subject, they should be able to find the connection between the activity and the subject and practice it.

Her response to these questions reveals that she introduces the new subject by designing warm-up activities enriched with different methods and learning materials. The three questions are derived from managerial mode and its pedagogical goals. However, it is not possible to identify any references to this mode and its *interactures*, such as extended teacher turn, use of transitional markers for mode-switching or use of confirmation checks, which were focused on from the workshops till the latest VSR.

For question 3 “How do you change from one mode to another? (Mode refers to the parts of the lesson. E.g. from grammar activity to listening activity, or from accuracy to fluency context) Do you use any strategies?”, Ceren explains how she does as in the following:

I try to keep class atmosphere as natural as possible. While going through modes, I simply guide them with my words. Erm, at the ends -if we have more than one lesson- or beginnings of every lesson,- that depends on the lesson type and the

activity I chose that day- I tell them the things we are going to do that day. So, they always know about the content.

Ceren's guiding her students during the change from one mode to another with her "words" is significant because actually what she mentions here is the use of transition markers between modes to have smooth flow in classroom interaction, which is in line with managerial mode. By telling the things they are going to do that refers to extended teacher turn which is also a salient feature of managerial mode.

Question 4, which is "How do you elicit responses in relation to the material? Do you use any strategies?", focuses on pedagogic goals and interactional features of materials mode. The comment below shows how she put it:

That depends on the type of lesson. I mean, if I introduce a new grammar subject, I expose them to the new structure first and then get the answer from them by showing new sentences and make them choose the correct structure. If I teach vocabulary, I use my body language, display the new word or draw it if I can, or give examples and explain it first. They have to guess it. I try to keep introduction part as understandable and simple as possible.

Underlined parts demonstrate that by displaying the language, eliciting answers from the learners, making explanations and giving examples point out scaffolding as a relevant interactional feature for materials mode. As in the previous excerpts, although she can explain and justify correct features, she does not use the metalanguage provided by the peer coach via SETT tool.

Preferring to answer questions 5, 6, 7 which are basically focused on eliciting responses, checking and displaying answers and evaluation student contributions, Ceren stated that:

Well, students need to give the answer themselves. No matter what the exercise, quiz or activity is. Sometimes they go up to the board and write down the answers individually, sometimes they give me the answer verbally. The main point is to be able to sense if each student has grasped the subject. That's why I walk around and observe their expressions, peek at their answers during practising and during answering period. Especially in the reading part I use red and green sticks for the true/false questions. They do not need to speak, they need to just raise their stick, if they think it is true they raise green, if false they raise red sticks. If I am not sure of the understanding, I use concept check questions. After that, I try to simplify the

subject, use new examples and explain the subject again. Of course, at the end I ask the concept check questions to be sure.

When her response is analyzed, two main themes emerge from her explanations: different techniques and the use of scaffolding. Still not using the *interactures* in SETT, Ceren explains how she uses scaffolding by means of giving examples, explaining, and simplifying the subject, checking whether they “grasp” the subject through concept check questions etc.

A similar question about enabling learners to produce correct forms, question 8 implicitly addresses pedagogic goals and interactional features of skills and systems mode. In response to “do you enable learners to produce correct forms? Do you use any strategies?”, Ceren’s comment is below:

I repeat their sentence like this ‘so you say/think/agree...etc.’. That gives them the correct version verbally, and most of the time I write the correct structure on the board.

Ceren responds that she uses repetitions, which are teacher echoes, and using confirmation checks “*so you say/think/agree etc.*” when enabling students to produce the correct forms. Also, she writes the correct form on the board and this is proved to be in agreement with her video recordings as well. Again, here what she does is in line with the form, but the problem is she does not use metalanguage to explain why she does so, which is one of the signs of an improved CIC.

Facilitating learners to manipulate the language and empowering them with sub-skills such as accuracy and fluency constitute ninth and tenth questions. Ceren lists what she does to encourage her learners to practice English, for instance, advising some films, TV series or YouTube channels. Her comments are below:

I explain that our culture and target culture are very different, and this is totally natural. If they want to fully grasp the difference, they need a lot of practice, not just in the school but also at home. I always suggest films, TV series, many different Youtube channels. I also created a playlist for my Spotify user students. They need to be exposed; this is very crucial. In the classroom, I show them videos and hardly ever leave English as a way to conduct the lesson. In addition, they always need to use English if they want to refer to something in the class, so that they can get used to the target language. The important point is, never discouraging them.

Her comments highlight three themes: her language policing (Amir & Musk, 2013), extra-curricular activities and her belief about learning English. Not mentioning interactional features of skills and systems mode, she basically refers to language exposure for students via different platforms and her use of target language as a policy in the classroom.

The last question concerning modes and interactional features in SETT is “How do you promote oral fluency of your students? Do you use any strategies?”. This mode refers to classroom context mode and the teacher is inherently responsible for facilitating learners to express themselves clearly and promoting oral fluency. Ceren’s reply is as in the following:

Well, I use error correction methods very delicately because I do not want to discourage them during their speech as I explained in the questions 9 and 10. I give them extra material advices so that they can practice at home. I keep all the questions at a personal level and I really listen to them. They can see my reactions and I ask further questions. That way, I get to know them too. If they insist on replying in their native tongue, I simply say that I do not understand Turkish. If they struggle, I say let me help you and what do you want to say. But most of the time I do not give the answer directly, I guide them to the answer

Underlined parts are crucial in analyzing this quotation because they reflect how she deals with oral proficiency of her students in the classroom. By nature of classroom context, there are minimal repairs and extended student turns in this context. Feedback is provided for content rather than structure. Referential questions are asked instead of display questions and instructors scaffolds students’ contributions. Ceren’s delicate use of error correction methods to encourage students might show that she values learner contributions, which was also evident in her video recordings. Her posing questions at a personal level might also denote to referential questions. Moreover, her guiding students to the correct answer rather than giving them directly could implicate her scaffolding efforts as evidenced in video recordings, too. Despite all, she does not employ any terms related to SETT is the major disappointment of all.

Out of 15 questions, questions 13, 14 and 15 were aimed to elicit her opinions on whether SETT was useful to improve her CIC practices and helpful to reflect on classroom-discourse related issues or not, in addition to her overall impression

about the induction workshop provided by the peer coach. In response to question 13 “Was SETT grid helpful for improving classroom interactional competence? If so, in what ways was it helpful?” Ceren made the following comments:

SETT grid was partially helpful. I learned two mistakes I used to do but now I do not do them and if I see myself in such a situation, I can notice it quickly. In this way, it was helpful.

What is noteworthy in this quotation is that she was content with SETT in terms of two “mistakes” she used to do. Asked by the peer coach to elaborate on these mistakes, she stated that teacher echo and extended teacher turn were problematic for her. As can be observed in her second video recordings, these *interactures* are still prevalent in her extracts but she can easily detect them or justify them.

In response to question 14 “Was SETT grid helpful for reflecting on your classroom discourse-related practices? If so, in what ways was it helpful?”, Ceren explained it as follows:

My SETT grid was on my Listening/Speaking classes, which is my favorite subject to teach. I noticed I sometimes gave them some advanced phrases or speeches or I kept my talk a bit too long. Now I know why I do these, and if it was really needed. If it is, I use them again but if it is not, naturally I do not. SETT helped me know the terms for them and adapting them according to the purpose.

In this part, she refers to her first video recordings, in which she used some words and phrases beyond the students’ proficiency level and critically evaluates herself by admitting “*I kept my talk a bit too long*”. In the following lines, she mentions her being more conscious of using them in necessary. In other words, she makes use of those *interactures* by adapting her speech to the pedagogic need at that moment, which is one of the basic goals of the current research.

It would be useful to reiterate that this study was carried out as an induction program at a school of foreign languages in a state university, and the peer coach wanted to receive feedback about the overall program. Therefore, the last question “What is your overall impression about this workshop? Do you have any suggestions?” concerns her recommendations to modify the program if necessary, for future applications. Her reply is below:

Observation of the lesson was a very good idea. Using video recordings was a very good one too. If we did not do that, I do not think we would learn much. Maybe workshops could be on an individual level, because I think as every person does, we had different problems at different stages of the lesson. We talked about the common ones, that was fine too, but the individual level might have given us more elaborate views about our methods. I want to thank you for sparing time for us.

As can be easily deduced from her comments that she found video recording very useful to learn from her classroom experiences, considering that she did not have any video recording involvement before. One concern expressed by Ceren is that themes of workshops might have been kept on person-specific interactional practices, which are extended teacher turn and teacher echo for her, rather than involving turn completion, interruption or limited wait time as for other participants. The reason for involving other *interactures* was to expose them these five common areas where all the participants needed to focus on since they all had these practices to varying degrees. Furthermore, although organizing individual workshops for each participant could have been ideal, but the peer coach had to take her and their weekly teaching schedule into consideration and also they needed to be introduced to basic tenets of CIC and use of SETT along with hands-on practice involving published and reliable transcripts and videos. Taken together, these results suggest that although her responses were paralleled to her actions in the classroom and common themes such as language policing (Amir & Musk, 2013), use of body language etc. arose during the semi-structured interview, absence of metalanguage provided by SETT is a negative result for evidencing potential CIC. In the final section of Ceren's case, all findings will be summarized by taking all the data analysis tools and procedures into consideration.

Summary of Findings. This section aims to summarize the above findings with specific reference to the change in the focal points acquired from the first video recording of participating teacher's classroom interactional awareness and practices. The change under investigation concerns before, during, and after video recording, SETT workshop, and dialogic reflection session phases of the study, and the summary is based on the evidence acquired from various data collection tools, namely video recordings with VSRs, audio recordings of dialogic reflection sessions, and audio recording of semi-structured interview employed within the phases of the research.

The analyses of first-video recordings and VSR demonstrated that critical incidents of Ceren's listening and speaking lesson was characterized with classroom context mode primarily, though there were mode switching moments from classroom context to skills and systems mode. Describing interactional features in each extract, the peer coach determined teacher echo and extended teacher turn divergent, and thematic analyses of VSR pointed out that she was not aware of these *interactures* in terms of justifying her interaction with pedagogic purpose of the moment, which was also evidenced in excerpts.

I like talking about stuff which is not about the lesson because I love not only teaching English but also all I know and I am trying to convey as much as I can graphs, drawings and stuff. (extended teacher turn)

For teacher echo, the situation was a bit different. Although she could not label as "teacher echo", but could address them repetitions, she was aware of her repetitions and explained them not by focusing on contingencies of the interactions of that moment, but via her beliefs instead.

I need to repeat and make sure that they remember it all the time (teacher echo)

At this point, it would be reinstated that labelling interactional features of SETT correctly is not expected; however, what was informative for the peer coach if she could make her decision by putting the interaction in the center or not, rather than focusing on her beliefs of self as a teacher and about the learners. Regardless of having been informed about commenting on her classroom interaction, but not other contextual elements before the first VSR, Ceren's commenting on students' background and her beliefs about herself as teacher informed the researcher to identify and observe them as focal points for the next steps.

On the other hand, it should be taken into consideration that the audio recordings are just 10-15 minute of a block of lesson (90x3=270 mins) and offer only a snapshot of a lesson. Yet, the emergence of critical self-evaluation and conscious interactive decisions in tables 7 and 8 provide some support for classroom interactional awareness and the development of classroom interactional practice gained thanks to SETT through a deeper knowledge of teacher discourse and interactive decision-making.

After the intervention phase, three SETT dialogic reflection sessions were held with Ceren, and in these sessions, classroom context was the main mode and managerial and materials were secondary. When the sessions were investigated regarding identification of mode, using metalanguage, presence of self-evaluation and conscious interactive decisions, the table below outlines Ceren’s development over sessions.

Table 14
Ceren’s Developmental Observation Data

CerenSETT Sessions	Mode	Metalanguage	Critical self-evaluation	Conscious interactive decision
SETT Session 1	√	x	√	√
SETT Session 2	√	x	√	√
SETT Session 3	√	x	x	√

As can be seen in Table 14, Ceren was able to identify correct mode in her sessions. In addition to that, she could use metalanguage in her SETT analysis grid, which was evidenced in her written analysis of SETT grid, and during her reflection sessions with the peer coach. Details of metalanguage is given in Table 8 as an overview, but there is not a linear increase or decrease in the number of identified terms; therefore, only symbols were used in this column instead of numbers. Although some terms turned out to be confusing (scaffolding and seeking clarification; scaffolding and modeling) in excerpts 10 and 11 by Ceren, she and the peer coach clarified them during dialogic reflections, which could be an example for constructing understanding or learning moments for short term for the teacher. Another understanding construction for Ceren was coming to an understanding for the difference between referential and display questions, which was demonstrated in excerpt 12. Furthermore, Ceren was observed to make critical self-evaluation and make conscious interactive decisions which were also give in detail in Table 9. Therefore, it could be assumed that with guided self-reflection, Ceren could notice, describe, and critically evaluate her classroom discourse within the scope of the data she collected herself.

As to the second video recordings, the peer coach aimed to observe if there were any positive changing practices for focal points, teacher echo and extended

teacher turn determined in the first video recording. Similar to the extracts chosen after first video recording, the extracts acquired from the second video recording mainly consisted of classroom context mode, one mode switching from materials to classroom context mode and one managerial mode. The analyses revealed that extended teacher turn, and teacher echo were still existent in classroom context mode as divergent interactional features. The analyses also demonstrate that there has not been a decrease in the number of divergent teacher echo and extended teacher turn. However, what is different from the first video recordings is that she identified teacher echo and extended teacher turn in all extracts except 12 because her focus was on a different aspect of teacher talk, which is language policing (Amir & Musk, 2013). Moreover, in each extract there were divergent and convergent uses of teacher echo and extended teacher turn. Furthermore, although she was aware of the focal points mostly, she could not justify all of them.

Overall comments of Ceren were analyzed by means of thematic analysis and findings were tabulated into three main categories: unaware, aware and in-between, which is the novel category derived from the analyses of second video recording VSRs. Persistent themes in unaware category are beliefs about students and self as a teacher. These themes illustrate that Ceren still focuses on contextual factors and her beliefs while commenting on the videos instead of putting the interaction in the center. The new category concerns the theme “identification without justification”. In this theme, Ceren could identify the themes, but she could not justify her pedagogic purpose and the interactional practice. She explained them as “teacher habit” or “wanting some chit chat”. In the final category “aware”, the themes are teacher echo, language policing (Amir & Musk, 2013), turn completion and filling in. What was dominant in these themes that she could notice the *interacture* and justify it with her pedagogic purpose with her online decision.

Overall, the findings above demonstrate that Ceren still needs time to process what interactional practice her pedagogic purpose requires to successfully manage the interaction, but at least it could be said that her employment of pauses, reformulations and post-expansions in addition to her identification of extended teacher turn, and finally her discovery of teacher echo as a habit during the dialogic reflections with the peer coach are positive features to take into consideration.

Concerning the semi-structured interview held with Ceren, five major themes were found out: language policing (Amir & Musk, 2013), body language, her belief about learning English, extra-curricular activities, techniques, and materials. Surprisingly, answering questions developed from SETT framework's pedagogic goals and interactional features, Ceren did not refer to metalanguage provided by the same framework. Instead, she explained herself with reference to what she does in classroom in general. Therefore, it can be deduced from her accounts that while she used relevant terms during guided dialogic reflections (SETT sessions with the peer coach and second VSR), she did not make use of them during semi-structured interview. Another striking point is that she did not dwell upon focal points identified in earlier stages to work on, which are extended teacher turn and teacher echo in none of these responses. On the contrary, what she discussed with the peer coach were her language policy, techniques, and methods she makes use in the classroom, extra-curricular activities, body language, and her beliefs concerning learning English.

Before moving to the next case, it would be useful to mention a few points, though they will be discussed by comparing the results with the relevant literature in discussion and conclusion part at length. Firstly, SETT was aimed to provide a model of reflective practice and bring the instructors to a closer understanding of language use and interactive decision-making. Nevertheless, as can be seen in the case of Ceren, although an awareness was raised for Ceren to a certain extent, yet this workshop did not move her attention from materials, methodology or other contextual factors to conclusions built on interactional choice. Secondly, certainly it led to guided self-discovery, for instance, teacher echo as "teacher habit"; however, description of interaction via metalanguage failed during the semi-structured interview. So far, Ceren's process of induction has been recounted in detail in this section. In the following part, Ela's induction experience will be dealt with in detail.

Ela's Case

Ela is a female participant and graduate of Department of English Language and Literature at a state university. At the time of the recording, she did not have a pedagogical formation certificate, but she received it at the end of second semester, and she had only 1 year of teaching experience in a language school, but not at a

higher education context. Upon her request, her writing classes (A1+/A2 level), in which she felt she needed the most help, were video recorded in 2018-2019 academic year. She did not have a video recording experience, and she did not receive any formal feedback on her teaching practices. Her class size was between 15-20 students.

Findings After 1st Recording. After video recording two blocks of class hours (180 minutes), the peer coach watched the recording many times first. Second, she analyzed the recording by means of SETT grid, in other words, she identified the modes (classroom context, skills and systems, materials and managerial mode) and the *interactures* used in each context. Third, she cut the parts in which modes and *interactures* did not coincide with the pedagogic purpose of the moment. The peer coach was also curious about some parts where she was unclear about. Therefore, seven video-cuts were determined and transcribed. The purpose of it was to see whether Ela was aware of her interactive decisions and determine the areas where she needed further support. Table 15 demonstrates the modes, *interactures* and actions of each extract.

Table 15
Summary of Ela's Findings in 1st Recording

Extract Number	Mode(s)	<i>Interactures</i>
Extract 17	mode switching from materials to skills and systems mode	interruption, teacher echo, display questions, reformulation, turn completion, scaffolding, form-focused feedback
Extract 18	mode switching from managerial to skills and systems mode	teacher echo, display questions, confirmation check, direct repair
Extract 19	Mode switching from managerial mode to materials mode; from materials to skills and systems mode	Interruption, teacher echo, form focused feedback, display questions,
Extract 20	skills and systems mode	teacher echo, display questions
Extract 21	managerial mode	confirmation check, display questions, teacher echo, modeling
Extract 22	mode switching from materials to skills and systems mode	teacher echo, display question, scaffolding, interruption, turn completion
Extract 23	managerial mode	teacher echo, extended teacher turn

When Table 15 is analyzed, it can be deduced that primary mode in each extract ends up with skills and systems mode despite initiation with managerial and materials mode. Another deduction would be the *interactures* which do not pedagogically fit with any modes, namely, teacher interruption, turn completion, teacher echo for sake of repeating student's or teacher's self-utterances. On the other hand, there are interactional practices which are congruent with the modes such as scaffolding by means of reformulation, modeling, form-focused feedbacks, confirmation checks, direct repair and asking display questions. In the following extracts and excerpt, Ela's comments on these moments with the peer coach during dialogic reflection sessions will be elaborated.

In extract 17, S1 goes to board and reads the ingredients and recipe he wrote for how to make a cheesecake. There are two modes in this extract: materials and skills and systems mode.

Extract 17. Cheesecake

1 EL: GO how can make a cheesecake GO ON
2 (1.6)
3 S1: °in-instructions is°=
+the student turns his gaze towards the teacher
4→ EL: = huh you're giving instruction [okay]
5 S1: [instructions]you are mixing
6 (0.2) one cup cracker=
7→ EL: =one ↑cup or one cup of?
8 S1: one cup of [cracker]
9 EL: [one cup of cracker] you are looking at your
10 [friends
11 S1: [okay]one
12 cup of sugar (0.3)m- /miltid/ butter ()=
13→ EL: =one uh-huh melted what is melt? what is melt?
14 S1: ((inaudible))
15 S2: erimiş
16 *melted*
17 EL: melting?
18 Ss: erimiş
19 *melted*
20 EL: yes
21 (2.6)
22 S1: ((he tries to show something to the teacher in his notebook))in
23 a bow- a bowl (.)
24 EL: ha:: we are mixing them together
25 S1: yes
26 EL: oh: o:kay go (0.3) a::nd?
27 S1: fill-filling=

28→ EL: =what is filling you are now=
29 S2: =you are=
30→ EL: =NAME is doing the cream of the pe- er:: pasta (0.3)cream of
31 ↑the(.)cheesecake
32 S1: ((looks at one his friends and smiles and utters an
33 unintelligible sentence))
34 (3.3)
35 EL: you uh-huh
35 S1: you are mixing cream cheese with eggs (.) sugar (.)vanilla ↑for
36 the-cream of the cheesecake
37 EL: okay↓ and then we mix ↑the:m
38 (1.0)
39 S1: put the ((he tries to read what he wrote))
40 (1.4)
41 EL: ↑pi:e
42 S1: pie in the oven (.)
43→ EL: pie pan[cake pan]
44 S1: [°pie pan°]
45 EL: what is ↑it?
46 S2: kalıp
47 cake tin
48 EL: yes (0.8)into: (.)a [oven]
49 S1: [you]=
50→ EL: =a oven
51 S1: a oven °into an oven°
52 EL: huh-huh
53 (0.5)
54 S1: you are baking between yüz a- erm ((laughs))
55 one hundred (1.0)
56 Ss: [heh heh]
57 EL: [aha]
58 S1: one hundred
59→ EL: one hundre:d a::nd?
60 (2.0)
61 S1: a:nd
62 (0.9)
63 EL: si[x:
64 S1: [five}
65 EL: =sixty:
66 S1: sixty-five
67 EL: uh-huh
68 S1: fahrenheit=
69→ EL: =centigrad (0.3)fahrenheit
70 Ss: ((murmur))
71 (0.4)
72 EL: okay
73 S3: (öğretmenim değiştirmek lazım fahrenheit'ı santigrata)
74 teacher fahrenheit needs to be converted to centigrade
75 EL: uh-huh evet okay heat heat must ↑be: (0.7) one hundred and
76 yes
78 sixty-five it's simple (0.2) thank you thank you

In line 1 Ela directs S1 to start reading the recipe of cheesecake. After 1.6 seconds of pause, S1 initiates with (in-instructions is=) and interrupted by the teacher “= huh you're giving instructions [okay]” by employing change of state token (huh) (Heritage, 1984) and reformulating and confirming his initiation with okay. S1 repeats (instructions) and starts his turn with (you are mixing one cup) which is interrupted by Ela again with an alternative question (=one ↑cup or one cup of?) to initiate a repair on S1's grammatically incorrect utterance and provide the correct version (Koshik, 2005) in line 7. After that, S1 corrects his utterance (one cup of [cracker]) in line 8 and he is overlapped by Ela ([one cup of cracker] you are looking at your friends, and warned by her to look his classmates while presenting the recipe. Following this, in line 12 S1 states (one cup of sugar (0.3)m- /mɪltɪd/ butter ()=) and interrupted by the teacher (=one uh-huh melted what is melt? what is melt?) with an embedded correction (Jefferson, 1987) for (melted) and Ela extends his turn by asking the meaning “melted” addressing whole class (Schwab, 2011). Receiving Turkish equivalent (erimiş) from students, Ela confirms their answer (yes) as an acknowledgement token in line 20.

Then, in lines 22 and 23 S1 seeks help from the teacher by showing his notebook and Ela scaffolds his initiation (in a bow- a bowl) with (EL: ha: we are mixing them together) with a change of state token (Heritage, 1984) in line 24. In line 26, Ela directs the student to go-ahead with (oh: o:kay go (0.3) a::nd?) and S1 initiates (fill-) and cuts it and utters (filling) which is interrupted by Ela to ask the meaning of (filling) again addressing the whole class”, but she does not wait to receive the response from the students and directs her question to Mustafa (you are now) in line 24. Ela is interrupted by another student (=you are=) and she interrupts S2 and gives the answer she posed for S1 (=NAME is doing the cream of the pe- er:: pasta (0.3)cream of ↑the (.)cheesecake). This utterance is also interesting in terms of teacher self-initiated self-repair with a cut-off (pe-) hesitation marker (er:::) with silence of 0.3 seconds and replacement of (pasta), which means cake in Turkish, with (cheesecake).

In line 35, Ela initiates a go-ahead response with (you uh-huh) and S1 restarts and completes his previous utterance (you are mixing cream cheese with eggs (.) sugar (.) vanilla ↑for the-cream of the cheesecake) and it is confirmed and reformulated by the teacher in line 38. From line 35 to 69 similar interruptions (lines 50, 65, 69), asking the Turkish equivalents of the words (line 45), teacher echoes (lines 59, 65, 69) are deployed by the teacher in similar fashion with the previous lines in extract 14. In line 73, S3 self-selects and tells the teacher to change the heat term from fahrenheit to centigrade and this self-selection is acknowledged (uh-huh evet okay heat heat must ↑be:) and she invites other students to complete her response, yet waiting for 0.7 seconds and not receiving any response, she completes her own turn with (one hundred and sixty-five it's simple (0.2) thank you thank you) and closes the sequence in line 78.

This long extract was chosen to demonstrate how the teacher echoes, turn completions and interruptions due to limited wait time obstruct the learner participation and contribution. Although there are her initiations to teach target vocabulary like pie pan, cake pan, filling etc. by directing the question whole class as teaching opportunities, the teacher led to many disfluencies by interrupting and turn completing so often. By so doing, despite she might teach some target vocabulary or clarify their meaning, S1's activity turned out to be a teacher-fronted and far from communicative one.

In excerpt 20, when Ela was asked to comment on extract 17, she gave background information about the extract and she immediately started to criticize herself *"but in this video I am speaking a lot"*. When she remarked on potential reasons for her speaking too much such as student's low voice or her loud speaking. Prompted by the peer coach's minimal response "uh-huh", Ela also commented on how she would change the sequence as follows *"yes erm but if I change this first he will speak and I will correct him after. Really I would have changed it. He would come and present and then I would highlight the important parts. Why did he come to the board and present then? Really I realized that I spoke a lot after watching it"*. This self-evaluation is noteworthy because she is aware of her obstructive interactional practice and she is also aware of how to fix it. Although she does not utter terms such as teacher echo, turn completion or interruption, she can make a

critical self-evaluation. Moreover, as a novice teacher, she assumes that there are more to comment on and she asks the peer coach to highlight them for her, but as the purpose of the first video recordings is not to evaluative feedback, but to determine whether the instructors are aware of their interactional practices the peer coach avoids replying to her question. She thinks for a while but cannot identify them.

Excerpt 20. VSR on Cheesecake

E: okay how about this video? What's happening in this video?

EL: first in each group they decided on a speaker

E: uh-huh

EL: and then every speaker will come and speak about what they found about cheesecake, but in this video I am speaking a lot.

E: hmm why do you think so?

EL: maybe the student has low voice, maybe I am shouting so much that's my problem I know. (hehe) I am shouting so much

E: uh-huh

EL: yes, erm but if I change this first he will speak and I will correct him after. Really, I would have changed it. He would come and present and then I would highlight the important parts. Why did he come to the board and present then? Really, I realized that I spoke a lot after watching it.

E: okay what else?

EL: what else? I shouted a lot as well

E: It is not disturbing it is teacher's voice

EL: Isn't it? Oh, okay then

E: what else?

EL: what else is there?

E: Is there? I don't know

EL: let me think about it. I could not see more but most probably there are.

The next extract is taken from a skills and systems mode as a primary context. It starts with managerial mode, but then with the teacher's display questions

about Turkish equivalent of words change the focus of the context, which is setting the background for the activity.

Extract 18. In English

1→ EL: okay ↑now you're searching↓ on the internet (0.4) <how to make
2 a cheesecake> (0.4) cheesecake
3 Ss: ((murmur))
4 S6: (which page?)
5 (1.1)
6 Ss: ((murmur))
7 EL: and everybody writes((she goes to her desk to check the material
8 and writes how to make a cheesecake on the board for 6.0 seconds))
9 Ss: ((murmur))
10 EL: in ↑Engli:sh
11 S6: it's a ↑sweet
12 (2.0)
13 EL: ↑no how to make[a cheesecake]
14 S6: [ha: nasıl]
15 how
16 S?: ((unintelligible))
17 (2.0)
18 EL: yes
19 (2.3)
20 how to make a chee:secake
+underlines it on the board
21 (1.0)
22 S6: eggs yoghurt
23 EL: a:nd=
+ writes and speaks
24 S6: =/piscuits/
25 (2.4)
26 S8: lorpeyniri
27 *curd cheese*
28 (2.0)
29 Ss: heh heh
30 S6: yok ezine
31 *no curd cheese*
32 (2.4)
33 EL: what is ingredients
+writes and speaks
34 (2.2)
36 S9: malzemeler
37 *ingredients*
38→ EL: >what is what can it be?< when you are doing a cheesecake you
39 need some things di mi?
40 *right?*
41 (1.0)
42 S10: cream cheese (0.2)
43 EL: for example huh(1.0)you ↑a:re (.) writing the ingredients a::nd
44 (1.0)
45 and the process what is process?

46 S8: süreç
 47 (0.6)
 48 EL: very good very good press process
 49 S11: ()
 50 EL: huh?
 51 S11: ()
 52→ EL: yes very good you are searching >in english in english<
 53→ you're searching and everybody takes some notes
 54 (1.0)
 55 SS: ((unintelligible))
 56 S11: hocam sütlaç olsaydı
 57 *teacher I wish it were rice pudding*
 58 EL: ↑go you ha::ve (2.0)
 59 EL: ((she writes 15 minutes on the board))
 60→ EL: 15 minutes 15 minutes (.) ↑what?
 61 S11: °sütlaç olsaymış cheesecake'i bilmiyoruz°
 62 *I wish it were rice pudding, we don't know cheesecake*
 63 (0.6)
 64 EL: cheesecake
 65 (1.0)
 66 S11: yapıp bitirelim mi hepsini?
 67 *shall we start and finish all of it?*
 68 (1.0)
 69 EL: but you are searching on internet
 70 S1: ha:
 71 (2.6)
 72 EL: you can use your internet okay? (0.4) ↑go

In line 1, Ela gives instructions for finding the recipe for making cheesecake (*okay ↑now you're searching↓ on the internet (0.4) <how to make a cheesecake> (0.4) cheesecake*). Echoing her instructions and trying to receive the attention of the learners, Ela resorts to write (*how to make cheesecake*) on the board and adds (*in English*) in line 10. S6 regards Ela's instruction and responds as (*it's a sweet*) and her answer is directly repaired by Ela with (*↑no how to make a cheesecake*) in line 13, and S6 overlaps with Ela and shows her understanding (*[ha: nasıl/how]*) in line 14. In line 20, Ela underlines the sentence (*how to make a chee:secake*) to grab the students' attention towards her instruction. After one second of pause, S6 starts to list the ingredients (*eggs yoghurt*), meanwhile Ela writes (*ingredients*) on the board and initiates (*a:nd=*) a turn which is interrupted by S6 with (*/piscuits/*) and S8 joins her (*lor peyniri/curd cheese*) in Turkish and he is mocked by S6 (*yok ezine/no ezine cheese*) in line 30. Not orienting to students' self-initiations, Ela poses another question (*what is ingredients?*) and directs it

to the whole class in line 33 (Schwab, 2011). After 2.2 seconds of pause, S9 self-selects and gives the correct answer (*malzemeler/ingredients*) in line 36. Probably not hearing his reply, Ela poses a similar question (*what is what can it be? when you are doing a cheesecake you need some things di mi/right?*) in line 39. A reply is given to her trials after a second from S10 “cream cheese” line 42. Ela confirms his contribution (*for example huh*) in line 43 and she repeats her instruction (*you ↑a:re (.) writing the ingredients a::nd*). She asks a further display question (*and the process what is process?*), S8 provides the correct answer (*süreç/process*) in Turkish and Ela confirms his contribution with a positive assessment (*ver y good very good press process*) but she does it in English. In line 51, S11 poses an utterance; however, it cannot be deciphered due to the noise in the classroom, but Ela confirms his utterance with an explicit positive assessment (*yes very good you are searching in English in English*) and echoes a part in her instruction (*in English*) (*you’re searching*) in lines 54 and 55.

In line 49, S11 self-selects and utters (*hocam sütlaç olsaydı/teacher I wish it were a rice pudding*), and his statement is not heard by the teacher and gives instruction (*go you ha::ve*) and writes 15 minutes on the board and states it as well. However, in line 60 Ela direct her attention to S11’s statement and deploys an open-class repair (*what?*). S11 repeats his previous utterance with an extension in Turkish (*°sütlaç olsaymış cheesecake’i bilmiyoruz°/I wish it were rice pudding, we don’t know cheesecake*) in line 61. Ela responds to his request by just repeating (*cheesecake*), but S11 makes an insertion and asks (*yapıp bitirelim mi hepsini?/shall we start and finish all of it?*) in line 66. Not orienting to S11, Ela utters (*but you are searching on internet*) and after 2.6 seconds of silence, she poses another confirmation check (*you can use your internet okay? (0.4)*) and does not wait for further response and closes the sequence with (*↑go*) in line 72.

Excerpt 21. VSR on in English

EL: I think I wasted time here

E: you? Why did you think that way?

EL: I don't know. It lasted too long.

E: Okay so what's happening in this video?

EL: Erm I was trying to actually apply warm up sessions to the students and erm other than going to the topic directly I want them erm to get acknowledged with it. For example, they already know cheesecake that age group of students like cheesecake, so I wanted to use technology. Look at your mobile phones. And while they were searching actually erm how to make cheesecake they got the vocab. tablespoon like this.

E: uh-huh

EL: Or teaspoon and then they got this knowledge. I wanted to do this.

E: Okay so do you think there are any problems?

EL: I think it was long. I don't know my instructions maybe I don't know.

E: What do you mean by instructions?

EL: It took a while to group them, well yeah 3 minutes is not really long but while I was watching it I felt that it took a while

E: Why did it take a while? Why did you feel like that?

EL: Maybe I started giving instructions directly without waiting them to sit and breathe or it might be because of students as well. It might be because I felt it took so long while watching it.

E: Maybe. Okay if you wanted to change what would you change?

EL: Even if I had wanted to change it, it wouldn't have changed.

E: Why not?

EL: It would have taken 3-4 minutes.

E: Okay

EL: Because making groups lasts too long.

E: Why?

EL: I don't know. They are like "oh no making groups again". They waste time moving slowly, carrying their books and stuff. Maybe I should have given instructions after they finally settled down. It could have been faster that way.

When the peer coach showed this video part to Ela, she explains why she planned to design that activity. Her remarks basically focused on taking long, or ineffective instructions and difficulty of grouping students, which all indicate a failure in using classroom discourse for management. In other words, Ela relates her trouble with conveying her instructions properly with students' not making group in a short time. However, what is striking in this VSR is that although she is not aware of the exact problem, whether it is the instruction, students or just her feelings while watching, she could critically evaluate herself "*Maybe I should have given instructions after they finally settled down. It could have been faster that way.*"

Extract 19 is like extract 18, in which Ela interrupted the students and echoed their responses very often. As in the context of extract 18, groups choose one representative to share their cheesecake recipe by reading aloud in front of the board. It is an example mode switching, skills and systems being the primary and materials mode is the secondary and there is a mode-switching from materials to skills and systems. The extract is characterized with repeated use of teacher echo, interruption, form-focused feedback, and display questions.

Extract 19. Martha Stewart

1 EL: it's a kind of presentation
2 S6: er::=
3→ EL: =as if you're in a TV program I think
+points at camera
4 you ↑a:re (0.5)yes you ↑are telling the audience [↑and]
5 S7: [Martha]
6 Stewart
7 Ss: ((murmur))
8 EL: there is camera in your class ↑go on
9 (0.7)
10 S12: three packets of cream cheese (0.4)
11→ EL: three packets of cream cheese three very good yes yes go
12 S12: two packets of sour cream
13 EL: very good
14 S12: er: cracker crust
+makes crusting gesture
15 (0.5)
16 EL: ye::s
17 S12: er:: two glasses milk

packets of cream cheese) and after 0.4 of pause, Ela echoes and confirms his sentence with an explicit positive assessment (three packets of cream cheese three very good yes yes go). Then in line 15, Ela once again confirms S12's previous utterance (two packets of sour cream) with another explicit positive assessment (very good) in line 13. Following this, S12 states (er: cracker crust ((makes crusting gesture)) and waits for the positive assessment and receives a minimal one from the teacher in line 16 (ye::s).

In line 18, Ela deploys an embedded correction (Jefferson, 1987) for S12's utterance (er:: two glasses milk) and repeats as (uh-huh: two glasses of milk). Then, S12 takes her correction up and repeats it (of milk). After his uptake, Ela makes a direct repair by warning the student explicitly about the mistake (don't forget of) in line 20. In line 21, S12 confirms her explicit correction and continues with the recipe till line 25 where he makes a pronunciation mistake (er:: /limon/ or strawberry ((makes stirring gesture)). Then, Ela asks an alternative question (Koshik, 2005) (/limon/ or lemon?) to elicit the correct answer from S12 in line 27. Her elicitation receives the preferred response both from S12 and the whole class. Line 32 continues with the self-selection of S8 to remind him to look at the class ([please look at us]). Not orienting his contribution, Ela poses a referential question (how many lemons?) in line 31, and in line 34 echoes and acknowledges his response (three) as (three lemons oka:y).

Lines between 36 and 48 are sequenced in a similar fashion: S12 utters an ingredient and it is acknowledged by Ela in the following turn. After that, in line 55 she employs explicit positive assessment and elongates the word (very good a::nd?) to allocate turn to S12. S12 replies with a similar elongation (a::nd) and produces a hesitation marker (er) and switches code from English to Turkish (sonra/after) which is immediately translated by Ela into English (after that) and it is taken up by S12 in the following turn. In line 52, after a 0.5 of pause, S12 utters his statement ([after] that (0.5) cook /it/(it) at er:: 170 /degrıs/ (degrees) for↓ 30 minutes) and his response is echoed and verified by the teacher (↑for 30 minutes okay thank you thank you)

and the sequence is closed with her positive assessment and applauses of other students.

In excerpt 22, Ela makes a critical self-evaluation by referring to the fact that she interrupted the student for many times. She explains the reason for intervening as making him aware of his mistake so that he would not do it again. However, as soon as she watches the video, she realizes that her interruption obstructed his fluency and she should have waited more instead of correcting him on the spot. As can be seen from excerpt 22 that although her purpose was to correct his mistake immediately, she realized that her interactional practice did not coincide with her pedagogic purpose. However, the fact that she became aware of it will be a signal for increasing her awareness towards her obstructive *interactures* and it will be evidenced after the second video recordings in the following sections.

Excerpt 22. VSR on Martha Stewart

EL: maybe I should wait to correct till the end, not interrupt that much. The guy was really interrupted.

E: what happened when you corrected him?

EL: I did it so that he can realize his mistake and doesn't do it again, that was my purpose.

E: okay then what happened after you did that?

EL: I interrupted his fluency and I should have taken a deep breath and waited (hehe). I corrected him right on the spot, I should wait.

E: okay alright.

EL: I talked a lot really! I won't do it again.

The following example takes place in skills and systems mode primarily, but it starts as a materials mode in a similar manner to the previous extracts. The context is set by assigning turn to a student to read the stages of preparing a milkshake. The students were asked to put the pictures and descriptions into the correct order. In this extract, Ela checks the correctness of stages and by doing so she also elicits the meaning of word (*nutritious*) in Turkish.

Extract 20. Nutritious

1 S6: pour the milkshake into glasses and enjoy your (0.4) nutr=
2→ EL: =nutritious
3 S6: [nutritious]
4 EL: [what is nutritious?]
5 S6: diyetis=
6→ EL: =when you eat a lot of fruits vegetables you ↑go::t
7 (1.0)
8 S7: nutritious
9 S6: [dengeli değil mi?]
10 *isn't it balanced?*
11 EL: [nutritious foo:ds]
12 (0.8)
13 Ss: ((murmur))
14 EL: nutritious vegetables fruits? (0.4)
15 S8: doğal gibi bir şey (mi?)=
16 *is it something like natural?*
17→ EL: =[what is it in English?]
18 S6: [dengeli ve sağlıklı] değil mi?
19 *isn't it balanced and healthy?*
20 S8: naturel
21 *natural*
22 S6: healthy
23→ EL: healthy
24 (0.6)
25 EL: ↑very good healthy very good very good

In line 1, S6 utters the following sentence (pour the milkshake into glasses and enjoy your (0.4) nutr==) but her pause before the word “*nutr=*” and this prompts Ela to provide (*nutritious*) by latching onto S6’s turn and modeling the correct pronunciation of the word in line 2. Following this, S6 repeats the word ([*nutritious*]) and her utterance overlaps with Ela’s next question ([*what is nutritious?*]) addressing the whole class (Schwab, 2011) in line 4. S6’s self-selection (*diyetis=*) is interrupted by Ela (*when you eat a lot of fruits vegetables you ↑go::t*) and the elongation of the last word (*↑go::t*) indicates Ela’s invitation for students for turn-taking. S7 self-selects and completes Ela’s sentence with (*nutritious*) and in line 9 S6 makes another initiation by deploying a confirmation check ([*dengeli değil mi?*]/*isn't it balanced?*) which overlaps with Ela’s ([*nutritious foods*]). Neither confirming nor unconfirming the learners explicitly, Ela initiates another turn (*nutritious* *vegetables fruits?*) after about 1.2 seconds of silence in line 14. S8 deploys a self-initiation and inserts the utterance (*doğal gibi bir şey (mi?)=*/*isn't it something like natural?*) by switching

the code into Turkish and his initiation is latched onto (= [what is it in English?]) by Ela with an explicit language policing act in line 17. Ela's language policing attempt is overlapped by S6 ([dengeli ve sağlıklı] değil mi? / *isn't it balanced and healthy?*) followed by S8 with another attempt in Turkish (*naturel/natural*), and finally the answer Ela prefers is uttered by S6 as (*healthy*). Her utterance in line 22 is echoed by Ela in line 23 and after almost half a second of pause, she echoes her response with explicit positive feedback (↑very good healthy very good very good) and closes the sequence.

As can be seen in extract 20, Ela tries to elicit the meaning of “nutritious” from the learners, but she obstructs learner contributions by interrupting, completing the turn and echoing their responses without a specific purpose. In excerpt 23, Ela describes the context as a warm-up activity and explains her interactional choice by referring to elicitation keywords from the students (*I tried to elicit keywords from the students here*). Unlike previous extracts, she does not make any critical self-evaluation and does not notice her interruptions and turn completion. In skills and systems mode, asking display questions and providing form-focused feedback are congruous *interactures*; however, what does not coincide with her pedagogic purpose, which is eliciting vocabulary in this context, is her deployment of turn completion, interruption and non-purposive teacher echoes (↑very good healthy very good very good) disruptive interactional practices.

Excerpt 23. VSR on Nutritious

EL: I tried to elicit keywords from the students here. They may not know. Okay what do we intake when eat fruits or vegetables? We become healthy and we have a balanced diet etc. I did a kind of brainstorming not a direct start to the new topic. I did not introduce healthy, nutritious and stuff but I tried to elicit them from the students.

E: okay

Extract 21 is an example of teacher echo and explicit positive assessment in skills and systems. In this sub-context, Ela wants the students to revise a group of words related to emotional states and natural events. She designs it as a warm-up activity before asking the students to write a process paragraph.

Extract 21. Very Good

1 EL: [↑yes]
2 S1: [happy] nervous
3 →EL: ↑yes (.) happy nervous anxious (0.3)
4 S7: /upsɪt/
5 →EL: upset very good very good (.) ↑natural events?
6 S9: [rain]
7 S8: [thunders]
8 S9: [rain]
9 →EL: thunde:r
10 S7: typhoon
11 S9: snowy
12 →EL: typhoon very good
13 S9: snow
14 S6: snowy
15 →EL: snowy very good
16 S9: rain
17 →EL: rainy very good (.) ↑materials?

In line 1, Ela invites the whole class to count the adjectives by saying (↑yes) and her invitation overlaps with S1 ([happy] nervous). In line 3, Ela echoes her response with a positive assessment marker (yes (.) happy nervous anxious). In line 4, S7 deploys self-selection and utters (/upsɪt/) which leads to an embedded correction (Jefferson, 1987) by Ela (upset very good very good (.) ↑natural events?) with teacher echo of an explicit positive assessment. In the same turn, Ela directs the students' attention to (↑natural events?) with a rising intonation. Student responses come in an overlapped fashion ([rain], [thunder], [rain]) in lines 6,7 and 8, and Ela echoes (thunde:r) in line 9. Similarly, in lines 10 and 11 learners continue self-selection and utter natural events, one of whose is confirmed with a positive assessment marker (typhoon very good) by Ela. We can easily see the pattern in lines from 13 to 17 till the elicitation of another group of work materials.

In excerpt 24, Ela gives account of the situation after watching the video. She starts with giving the background information about the context and her purpose at that moment. As in excerpt 24, she does not make any critical self-evaluation and identify any interactional practice to explain her pedagogic purpose.

Excerpt 24. VSR on Very Good

EL: Before doing the exercises on the book, I wanted them to remember the words they know to have a smooth transition. I liked it. It is not an instruction but a nice transition

E: so you're happy with your performance?

EL: yeah but maybe not I don't know.

E: it doesn't have to be problematic I just want you to explain what you did and why you did it and if it is worked or not.

EL: I am 60% sure, I cannot decide if it is good or bad.

E: okay alright.

As can be noticed in the excerpts, the peer coach does not give feedback or evaluate the instructors' performances as this was not the purpose in the beginning. To clarify, motivation of the peer coach was to identify areas where novice instructors needed guidance in terms of teacher echo, turn completion etc. by raising their CIC awareness. Excerpt 24 is one of the examples in which the peer coach had to remind the teacher to focus on the interaction and explicate what she did and why she did it, and evaluate it in the light of whether it worked or not. In the excerpt, she is content with the interaction in the beginning, but then with the clarification request of the peer coach "so you're happy with your performance?", she starts to feel perplexed and states that " yeah but maybe not I don't know" and "I am 60% sure, I cannot decide if it is good or bad". Therefore, it could be assumed that the teacher cannot always justify her interactional practice with her pedagogic purpose in her mind at that moment in addition to not being aware of what to focus on in the videos.

The last extract of this section occurs in managerial mode. Ela gives instructions about writing a time order paragraph by using signal words and ingredients they found for making a cheesecake exercise. This extract is teacher-centered mostly, and Ela's teacher talk is characterized with teacher echoes and extended teacher turn.

Extract 22. Time Order Paragraph

1→ EL: remember the: cheesecake (.) remember the cheesecake
2 ingredients everybody wrote? (0.4)cheesecake ingredients
3 Ss: yeah
4 (0.5)
5 EL: now you are making a paragra::ph
6 (2.0)
7 Ss: ((murmur))
8 EL: but you are using (0.4)thirdly second- time or-you are YOU ARE
9 CREATING A TIME ORDER PARAGRA:PH(1.4) by using those
10 ingredients↑a:nd(2.4)what what is what are time er: what are
11 signal↑words?
12 (1.2)
13 S9: °er: first°=
14 EL: =firstly secondly di mi?
15 *right?*
16 S9: evet
17 yes
18 EL: a::nd(0.4) what else? (0.3) you are usi:ng
19 Ss: ()
20→ EL: you are ↑using(0.6)what?(1.0)imperative sentences (1.2)make a
21 paragraph ↑go
22 S?: (bir kalem verir misin?)
23 *can you give me a pencil?*
24 (3.0)
25 S6: ne yazıcaz şimdi (0.3)
26 *what will we write now?*
27 Ss: ((murmur))
28→ EL: 15 minutes you have 15 minutes((she goes to a group of students
29 to answer their questions but interactions cannot be deciphered
30 for 21.0 seconds))
31 EL: ARKADAŞLAR BURAYI DİNLE(0.6) GROUP WORK WE MAKE A GROUP WORK
32 ABOUT
33 *friends listen up*
34 CHEESECAKE YOU FIND INGREDIENTS(0.7)SUGAR CREAM CHEESE ↑A:ND
35 YOU ARE MAKING PARAGRAPH BUT TIME ORDER PARAGRAPH
36 S9: nasıl yapıldığını anlatacaz
37 *we are going to talk about how it is made*
38 EL: YES TIME ORDER PARAGRAPH A:ND
39 (1.3)
38 YOU ARE USING (0.3) SIGNAL WORDS LIKE FIRSTLY SECONDLY
40 (1.0)
41 AND YOU ARE USING IMPERATIVES AND YOU ARE MAKING A PARAGRAPH
42 (2.0)
43 ŞİMDİ DAHA DÜZGÜN BİR PARAGRAF YAPACAĞINIZ (.) KONUYU ÖĞRENDİK
44 FIRSTLY SECONDLY DİYE
45 (3.0)
46 15 MINUTES 15 MINUTES
47 *you are going to write a proper paragraph we covered it like*
48 *firstly secondly*

In line 1, Ela initiates turn by giving the following instruction (remember the: cheesecake (.) remember the cheesecake ingredients everybody wrote? (0.4) cheesecake ingredients) with 0.4 seconds, and a partial teacher echo as an FPP. As this question is addressed to the whole class, students give a choral response (Lerner, 1993) in line 3. Following half a second of pause, Ela initiates another turn to give more instruction (now you are making a paragra::ph) in line 5. Students murmur and Ela initiates another turn to give the rest of the instructions (but you are using (0.4)thirdly second- time or-you are YOU ARE CREATING A TIME ORDER PARAGRA:PH) by rising the intonation of her voice to be heard by the students in lines 8 and 9. In lines 8 and 9, Ela also produces a self-initiated self-repair (but you are using (0.4)thirdly second- time or-you are) with pause and cut-offs. She pauses for 1.4 seconds and utters (by using those ingredients ↑a:nd) by elongating the last word and takes 2.4 seconds of silence and produces a display question “what what is what are time er: what are signal ↑words? “with repetitions and hesitation mark (er:) by employing another self-initiated self-repair in line 10. S9 self-selects and gives the answer (°er: first°=) which is latched onto (=firstly secondly di mi?/right?) by Ela with a confirmation check by employing tag switching (Poplack, 1980) in line 13. S9 aligns with Ela’s tag switching and answers the question in L1 (evet/yes) . In line 17, Ela initiates a non-minimal post-expansion (a::nd(0.4) what else?) waits for 0.3 seconds and initiates “a designedly incomplete utterance” (DIU) (Koshik, 2002a) (you are usi:ng) . Responses to T Ela’s DIU cannot be deciphered due to the noise in the classroom and in line she repeats her instruction (you are ↑using) in line 2 and waits for 0.6 seconds, then she utters (what?) in line 19. Receiving no response from students after a second, Ela provides the correct answer (imperative sentences) in line 19. Following 1.2 seconds of silence, Ela gives the last bit of instruction and directs the students to start writing the paragraph (make a paragraph ↑go) in line 20.

However, interactions between the lines 24 and 26 show that some of the students did not comprehend what to do despite Ela’s multiple initiations and repetitions. In line 27, Ela adds to her instruction in a new turn (15 minutes you

have 15 minutes) and repeats her instruction in the same Turn Constructional Unit (TCU) (Schegloff, 2007, p.3). After that, she goes to a group of students to clarify the meaning for about 21 seconds; however, those interactions cannot be deciphered due to sound quality of the camera and the surrounding noise. In line 30, Ela initiates code-switching and rises her intonation to control the interaction (ARKADAŞLAR BURAYI DİNLE/friends listen up). After almost half a second, she switches the code from L1 to English and repeats her instruction (GROUP WORK WE MAKE A GROUP WORK ABOUT CHEESECAKE YOU FIND INGREDIENTS" "SUGAR CREAM CHEESE ↑A:ND YOU ARE MAKING PARAGRAPH BUT TIME ORDER PARAGRAPH) with 0.7 seconds of pause in a risen tone between lines 41 and 45. Then in line 35, S9 displays her understanding by switching into L1 (nasıl yapıldığını anlatacaz) to the rest of the class, and her self-selection is confirmed by Ela without aligning with her code-switching (YES TIME ORDER PARAGRAPH A:ND YOU ARE USING (0.3) SIGNAL WORDS LIKE FIRSTLY SECONDLY) by giving pauses in lines 36, 38, and 40. After two seconds of silence, she code switches and translates her instruction to clarify it (ŞİMDİ DAHA DÜZGÜN BİR PARAGRAF YAPACAĞINIZ (.) and uses past tense with "we statement" (Mercer, 2008, p.37) (KONUYU ÖĞRENDİK FIRSTLY SECONDLY DİYE/you are going to write a proper paragraph we covered it like firstly secondly) and by doing so she refers to a past learning event (Can-Daşkın, 2017). In line 46, she makes the last announcement, echoes it (15 MINUTES 15 MINUTES) and closes the sequence.

In the following excerpt, Ela responds to the question posed by the peer coach by focusing on her instructions. She is aware of her repetitions and explains them in relation to three groups in the classroom; however, as can be observed in extract 22, she does not deal with each group separately, but addresses the whole class by employing echoes in several initiations. Moreover, Ela believes that her repetitions worked; in other words, her interactional practice coincided with her pedagogic purpose.

Excerpt 25. VSR on Time Order Paragraph

E: okay. So what do you think about this one?

EL: It's again instructions, I am giving instructions and I am repeating because there are three groups and I am repeating what they will do.

E: uh-huh. Do you think your repetitions work?

EL: I think it worked.

E: uh-huh okay.

Table 16

Overview of Ela's Comments on 1st Video Recording

Nature of Themes	Themes	Description	Comment
Unaware	Teacher echo	- teacher repeats teacher's previous utterance. -teacher repeats a learner's contribution (Walsh, 2011, p.180).	<p><i>E: okay. So what do you think about this one?</i></p> <p><i>EL: It's again instructions, I am giving instructions and I am repeating because there are three groups and I am repeating what they will do.</i></p> <p><i>E: uh-huh. Do you think your repetitions work?</i></p> <p><i>EL: I think it worked.</i></p> <p><i>E: uh-huh okay.</i></p>
Aware	Teacher interruption	Interrupting a learner's contribution (Walsh, 2011, p.203)	<p><i>-but if I change this first he will speak and I will correct him after. Really I would have changed it. He would come and present and then I would highlight the important parts. Why did he come to the board and present then? Really I realized that I spoke a lot after watching it</i></p> <p><i>-EL: maybe I should wait to correct till the end not interrupt that much. The guy was really interrupted.</i></p> <p><i>E: what happened when you corrected him?</i></p> <p><i>EL: I did it so that he can realize his mistake and doesn't do it again, that was my purpose.</i></p> <p><i>E: okay then what happened after you did that?</i></p> <p><i>EL: I interrupted his fluency and I should have taken a deep breath and waited (hehe). I corrected him right on the spot, I should wait.</i></p> <p><i>E: okay alright.</i></p> <p><i>EL: I talked a lot really! I won't do it again.</i></p>

Table 16 (continues)

Nature of Themes	Themes	Description	Comment
Aware	Giving instruction -Group work -Elicitation	the way in which the teacher intervenes directly and provides samples of 'specific linguistic features for learning' (Ellis 1990 as cited in Walsh, 2011, p.52)	<p>- E: OK.. So what do you think about this one?</p> <p>EL: It's again instructions, I am giving instructions and I am repeating because there are three groups and I am repeating what they will do.</p> <p>E: uh-huh. Do you think your repetitions work?</p> <p>EL: I think it worked.</p> <p>E: uh-huh okay.</p> <p>-EL: I think I wasted time here</p> <p>E: you? Why did you think that way?</p> <p>EL: I don't know. It lasted too long.</p> <p>-I think it was long. I don't know my instructions maybe I don't know.</p> <p>-maybe I started giving instructions directly without waiting them to sit and breathe or it might be because of students as well. It might be because I felt it took so long while watching it.</p> <p>-I tried to elicit keywords from the students here. They may not know. Okay what do we intake when eat fruits or vegetables? We become healthy and we have a balanced diet etc. I did a kind of brainstorming not a direct start to the new topic. I did not introduce healthy, nutritious and stuff but I tried to elicit them from the students.</p> <p>-EL: Before doing the exercises on the book, I wanted them to remember the words they know to have a smooth transition. I liked it. It is not an instruction but a nice transition</p> <p>E: so you're happy with your performance?</p>

Table 16 (*continues*)

Nature of Themes	Themes	Description	Comment
			<i>EL: yeah but maybe not I don't know.</i>
			<i>E: it doesn't have to be problematic I just want you to explain what you did and why you did it and if it is worked or not.</i>
			<i>EL: I am 60% sure, I cannot decide if it is good or bad.</i>
			<i>E: okay alright.</i>

So far, the preliminary findings of Ela's first recording suggest that the extracts exemplify skills and systems mode, mode switching from the materials to skills and systems mode, the first is the primary and the latter is the secondary one, and one managerial mode. It should also be noted that the interactional features she deployed like teacher echo, scaffolding, display questions, form-focused feedback and clarification requests and confirmation checks, extended teacher turns are in line with skills and systems, materials and managerial mode, However, teacher echoes, turn completion, and interruption in these modes require further scrutiny during SETT grid dialogic reflection sessions and second video recording. Table 16 presents an overview of themes derived from her comments during the VSR on her first video recording.

It can be seen from the data in Table 16 that the themes are grouped into aware and unaware as basic categories as in the case of Ela. Unaware part comprises of one theme and comments about teacher echo. She does not mention the obstructive impact of teacher echoes on her classroom interaction in the excerpts, except the one on which she focuses giving instruction by repetition. In this excerpt she explains the use of repetition in relation to giving instruction during arranging the groups and she is happy with her interaction and she does not critically evaluate herself. As the aware part, it comprises of the following themes: giving instruction and teacher interruption. She explains giving instructions in terms of eliciting student responses and grouping students.

Moving from these observations about Ela's writing classes recording, the peer coach decided to focus on teacher echo, interruption and turn completion in the following stages. Therefore, the next section attempts to describe the key aspects of her SETT grid analyses revealed during dialogic SETT reflections after

holding three workshops with all participants. It is aimed to analyze and document whether there is any development in these interactional features and the use of metalanguage provided by SETT grid, and finally, if she could critically evaluate her class-recordings and make conscious interactive decisions or not.

Dialogic Reflections via SETT. In this stage, Ela and the peer coach met three times to analyze a 10 to 15-minute audio recording collected at different time intervals to check whether she was able to identify modes and interactional practices or not. In addition to that, they also focused on her classroom discourse in terms of teacher echo, teacher interruption and turn completion. Table 17 presents an overall summary of her SETT grid analyses.

Table 17

Overview of SETT Grid Analyses: Ela

No.	Subject	Modes	Interactures	Metalanguage
Rec.1	Writing	-materials mode -wrong identification of classroom context mode	Scaffolding, direct repair, extended wait-time, teacher echo, display questions, clarification requests	- For example; I use direct repair so much. I should correct mistakes in a context and I should make the students understand by themselves. - After Turkish statements like “zıt, zıt” (contrast), I can ask “You mean contrast? This refers to kind of clarification requests -In some parts I use scaffolding talk well and I think I should use scaffolding talk more by formulating and regulating the student’s statements
Rec.2	Writing	-materials mode -skills and systems mode	Teacher echo, display questions, extended wait- time, modeling,	- In the first dialogue I provide example. I use modeling. Afterwards, when the student says “anecdote”, I rephrase it as specific story as an example of reformulation in scaffolding. -This time I focused on reducing teacher echo. Instead of it, I tried to use acknowledgement sound or yes. With display questions and extended wait-time, I try to hear the true answers from the students. Finally, I get the answers. For this part, skills and system mode is appropriate and continuing around the material creates a good path for the student. My overall aim is to revise and make them remember the organization of an essay, so display questions with extended wait-time are suitable for this purpose.
Rec.3	Writing	-materials mode -skills and systems mode	Teacher echo, display questions, extended wait- time, wrong identification of extended teacher turn	- In this lesson, I use a lot of display questions to get the answers from the students. With the extended wait-time, the students can find the answers by themselves and correct their own mistakes in the sentences that they write on the board, and also there is an argumentative lesson by this way. I try to decrease teacher echo, and I do not repeat student’s contribution. Actually, I go further on student’s statement, but I do not do this by myself. Instead, I do this by asking display questions and I make the students find other statements. I believe this way is helpful for the students for learning better.

Table 17 illustrates that Ela can use *interactures and* metalanguage to explain the relationship between her pedagogic purpose and interactional practice at that moment. The audio recordings were taken from the classroom in which the first video recording was acquired. The modes she identified in her analyses were materials and skills and systems mode. Although she had problem with the identification of classroom context mode, she did not have any other problems in identifying modes in the rest of the recordings. The following excerpt demonstrates how Ela and the peer coach discuss the identification of classroom context mode during first SETT dialogic reflection and how Ela comes to an understanding it.

Excerpt 26. Ela's 1st Recording: Modes

In this example, EL tries to elicit the meanings of compare and contrast as an introduction for writing compare and contrast paragraph structure.

EL: When we compare two things, that means comparison. What was contrast? ((showing the board)) This is comparison. They look like, as well as, the same as. Those are all about comparison. What was contrast?

S1: black and white

EL: huh for example ((writing on the board)) Here are men, here are women. Here is black, here is white. Tell me some contrast. Tell me some contrast.

S1: Long- short.

EL Long- short. Very good, very good. Long-short. What else?

S2: Unlike..

EL: Unlike, very good.

S3: However

EL: However, very good.

S4: Moreover.

EL: Moreover? Moreover I think.. hmmm With moreover we make two parallel sentences.

E: I see. OK. But I think, you can say "What was compare and contrast?" and wait. If there is no answer, then "OK compare is showing two things similar. Can you give me examples for that?" Writing the example, and then you can say "And what was contrast?". So here when you ask the second time what was contrast, it means you asked the question first, you gave the examples and then you needed to, you had to ask the question again because you made the speech. You gave the examples. So, students didn't remember what your first question was.

EL: Yes, yes.

E: That's why you did the teacher echo. And you say, "What was contrast shows teacher echo". Yes, because you gave the answer and you had to repeat your question. That's display question. That's extended teacher turn. Why?

EL: Because..... After alike, erm, as well as, kind of, after them, erm, I wanted to give the contrast by asking question. This is, I read, extended teacher's turn.

E: Well, actually, it is a teacher, yeah extended teacher turn, but it is not in classroom context mode.

EL: Oh, ok.

E: It is not because it is still about ...

EL: But I am depicting, sorry, I am setting the scene.

E: This is managerial mode, not classroom context.

EL: Managerial? Classroom context? Classroom context!

E: Let me show you what classroom context is.

EL: We are giving the content in, erm, in classroom context mode.

E: No, no. Let me show you what is classroom context. Erm, maybe I can find it here. Where is it? Classroom context. So, it says in classroom context mode the management of turns and topics is determined by the local context. The communication potential of the L2 classroom itself... So, opportunities for genuine communication are frequent and the teacher plays a less prominent role taking more of a backseat and allowing learners all the interactional space they need. The principal role of the teacher is to listen and support the interaction.

EL: Hmmm.

E: But, actually you guide the speech.

EL: Hmm.

E: So, in classroom context mode, generally students take turns and they manage the turns. But here you are managing the turns.

EL: Uh-huh, OK.

As excerpt 26 demonstrates, Ela thinks that by asking questions to elicit the meanings of compare and contrast she could set the scene or as she puts it “depicts the story” and she labels it as classroom context. However, the peer coach finds and reads the definition of classroom context and explains that her guidance and management make it skills and systems mode, but not classroom context.

Another finding during this dialogical reflection session is that Ela makes use of metalanguage provided by SETT framework, which is one of the purposes of the current dissertation. She explains her pedagogical decisions and interactional choices by referring to the *interactures* and modes. The thematic analysis of

transcription of audio recording retrieved during the first dialogic reflection session, the following themes arose:

-For example; I use direct repair so much. I should correct mistakes in a context, and I should make the students understand by themselves.

-In some parts I use scaffolding talk well and I think I should use scaffolding talk more by formulating and regulating the student's statements.

-After Turkish statements like "zit, zit" (contrast), I can ask "You mean contrast? This refers to kind of clarification requests.

In the 2nd SETT dialogic reflection session, Ela had no difficulty in identifying and describing the modes and relevant *interactures* in relation to her pedagogic purposes and interactional choices. The following *interactures* were identified by her during the analysis of the audio recording: extended wait-time, display question, teacher echo and modeling which took place in skills and systems and materials modes. As in the first session, she employed metalanguage to describe her decisions and interactions. Excerpt 27 is an illustration of how she could identify the correct mode during 2nd SETT dialogic reflection session.

Excerpt 27. Ela's 2nd Recording: Modes

EL: OK, this is gamma lesson, writing lesson. My aim in this lesson, erm, I aim to revise the organization of an essay. Thesis statement, bodies. I want to revise them. I want to make them remember. And my materials are our lesson sheets and there are some essay examples. And in this lesson, I wanted to read and kind of make an outline of them. That's my aim.

E: uh-huh. OK.

EL: They have already learned the organization of an essay. Lessons mode identified. First there is material mode because we have a course book, sorry, we have a kind of sheets, includes, erm, essays. And I go further on those essays, I ask questions around the essays. Students ask question, so this is a material mode. And then skills and systems mode erm, like, I go further on learner's contribution first. And then I use a lot of display questions because I want to make them remember that's why I asked display questions.

Excerpt 28 illustrates Ela's justification for using display questions to elicit responses from students and her explanations stand as a good example of using metalanguage to delineate her interactional choice at that moment.

Excerpt 28. Ela's Use of Metalanguage During 2nd SETT Dialogic Reflection Session

EL: Okay. We can take quotes or what else?

Students: ((reading the supporting idea))

*EL: Yes. According to Einstein, blablabla.....
This is what? ((showing the lines on book))
Give.. give...?*

S1: Anecdote.

*EL: Yes. This is a specific story, so we can use
for our supporting sentences. While you are
writing, after topic sentence and majors, to
support it, you can write some specific stories.
Tell me the specific story here? What is specific
example here?*

EL: it is generalization or?

S2: technology

EL: no, tell me some controlling idea here.

*S1: Technology for development and their
positive or negative outcomes.*

EL: For whom?

S1: For children.

In conjunction with the use of metalanguage during the 2nd SETT dialogic reflection, Ela evaluates her overall performance with a focus on teacher echo. She explicates how consciously she worked on reducing it by using acknowledgement, display questions and deploying extended wait-time.

This time I focused on reducing teacher echo. Instead of it, I tried to use acknowledgement sound or yes. With display questions and extended wait-time, I try to hear the true answers from the students. Finally, I get the answers. For this part, skills and system mode is appropriate and continuing around the material

creates a good path for the student. My overall aim is to revise and make them remember the organization of an essay, so display questions with extended wait-time are suitable for this purpose.

Apart from using metalanguage, there are moments when Ela came to a new understanding or having a learning opportunity thanks to the dialogic reflection, she had with the peer coach. The following excerpt displays how Ela learns designedly incomplete utterances (DIU) during her interaction with the peer coach (Koshik, 2002).

Excerpt 29. Designedly Incomplete Utterances

<i>EL: Okay. We can take quotes or what else?</i>	<i>E: okay, anecdote. This is the same. Yeah, you've already done this, yeah. While you're</i>
<i>Students: ((reading the supporting idea))</i>	<i>waiting after topic sentence and majors, to</i>
<i>EL: Yes. According to Einstein, blablabla.....</i>	<i>support it you can write some specific...</i>
<i>This is what? ((showing the lines on book))</i>	<i>EL: And I want to give, give, erm, kind of</i>
<i>Give.. give...?</i>	<i>anecdote, give anecdote kind of.</i>
<i>S1: Anecdote.</i>	<i>E: So, what were you trying to do then?</i>
<i>EL: Yes. This is a specific story, so we can use</i>	<i>EL: I just wanted to help, kind of. Erm,</i>
<i>for our supporting sentences. While you are</i>	<i>incomplete erm::</i>
<i>writing, after topic sentence and majors, to</i>	<i>E: Yeah, yeah. I mean you're trying to elicit the</i>
<i>support it, you can write some specific stories.</i>	<i>correct answer by initiating an incomplete</i>
<i>Tell me the specific story here? What is specific</i>	<i>utterance, right.</i>
<i>example here?</i>	<i>EL: Uh-huh, uh-huh.</i>
<i>EL: it is generalization o::r?</i>	<i>E: Anecdotes, yes, this is, uh-huh.</i>
<i>S2: technology</i>	
<i>EL: no, tell me some controlling idea here.</i>	
<i>S1: Technology for development and their</i>	<i>After 5 minutes talking about incomplete</i>
<i>positive or negative outcomes.</i>	<i>utterances</i>
<i>EL: For whom?</i>	
<i>S1: For children.</i>	<i>EL: this is kind of, another dialogue.</i>
	<i>E: uh-huh. "It is generalization, o::r?" the</i>
	<i>student completes technology, so you use</i>
	<i>designedly incomplete utterances.</i>
	<i>EL: Hmm</i>
	<i>E: Do you know it? Did you know it before?</i>
	<i>Designedly incomplete utterances?</i>
	<i>EL: Incomplete utterances, yes. Designedly?</i>
	<i>E: Designedly means on purpose.</i>
	<i>EL: On purpose, uh-huh, Ok.</i>

E: Ok. Alright. Actually, you are not hesitating here. You're waiting for student's response.

EL: Yes.

E: That's why it is called "designedly" incomplete utterances. Right. So, you say "in those dialogues I wait so much for students to answer my questions. I want to see the answer, telling specific stories for getting... Finally, a student can answer as anecdote in English. In the other part I want to get the answer. That's why I wait for students to answer. That's for wait-time. And you find an example for display question. Ok, we can take quotes. What else? Yes, again. Anecdote, this part. Uh-huh, for whom, for ...

EL: For whom? And students say "for children", kind of. I am eliciting kind of.

E: Yeah, by using display questions. Right, ok, yeah. Those all seem fine.

EL: Oh, very good.

Excerpt 29 shows the time when the peer coach explains what designedly incomplete utterance is during the dialogic reflection. As can be seen in example above, Ela makes use of DIU without being aware of what it is and how and when it is done. In fact, this excerpt might not be regarded as a learning moment simply because the peer coach explained it to her and she acknowledged her explanations with (*uh-huh, yes*), but the evidence of using it appears during the semi-structured interview, which is the last step of data collection in the current study, and it will be explained in the relevant section.

Turning now to the 3rd SETT dialogic reflection session analysis, Ela identified two modes in the last recording: materials and skills and systems mode, and the *interactures* were teacher echo, extended wait-time, display questions and wrong identification of extended teacher turn. In the following excerpt, we will see how she explains the modes she pinpointed.

Excerpt 30. Ela's 3rd Recording: Modes

E: Yes please. Can you talk about your SETT evaluation now? Can you?

EL: Ok, I record Gamma class first, writing lesson. It was new topic, cause and effect essay. I use our material, kind of worksheets. There are some, erm, signal words like "give rise to, cause". And first, I wanted to teach them. So, I recorded that part.

E: Ok, so which modes did you identify in this segment?

EL: Materials and skills and systems mode.

E: Why do you think so?

EL: I use material. I go further on material. I make, erm, large with material. And in skills and systems mode, I correct some pronunciation mistakes. That's why I put that mode.

E: uh-huh. Okay I see.

After giving background for the segment under analysis, she explains what modes she identified about actions she carried out during those sub-contexts such as asking questions about the material or correcting pronunciation mistakes. When she was prompted to evaluate her interactional practice in the audio recording, she stated the following issues:

Excerpt 31. Evaluation of Teacher Talk: Ela

E: uh-huh, I see. And how do you evaluate your teacher talk? Did your teacher talk coincide with your pedagogic purpose? At that point, not the whole lesson but in that segment. How do you feel about your teacher talk?

EL: I use display questions.

E: uh-huh.

EL: I didn't want to say the correct answer, but I want to hear those answers from the students.

E: OK.

EL: And that's why I used display questions.

E: And what was your purpose to ask display questions?

EL: For example, after "lead to", they used a sentence. But, no. And I want, erm, them to make a noun of the sentence. So, for example, do you know this, do you know this, how we can make this verb a noun like this, I used such kind of questions.

E: OK.

EL: And then, they find the answer after that. And I reduced teacher echo. I didn't repeat the contribution of the learner.

E: Did you also repeat yourself?

EL: Sometimes, giving instruction maybe. "Can you look at that?" kind of, sometimes. But I see sometimes in those the same statements maybe, but, but I reduced it

When excerpt 31 is analyzed with a view to her SETT grid analysis and dialogic reflection with the peer coach, her identification and justification of *interactures* do match. The following excerpt demonstrates her use of display questions to elicit the noun forms of sentences students wrote for causes and effects of global warming.

Excerpt 32. Justification for Display Questions and Teacher Echo

EL: Okay, let's read your sentences. Glacier melting causes sea level rises. Rising sea level, I think, we have to make it noun. The sea pollution leads to seals are left alone. After leads to there comes a noun. Not a sentence, so we have to make it a noun. How?

Students: ((no answer))

Teacher: Seals are left alone. How can we make it a noun?

Students: ((no answer))

Teacher: Seal is a kind of animal living in north.

S1: decrease living seals...

EL: hmm no.

S2: seal a kind

EL: kind?

S2: haniinsanoğluderizya.

like we say humankind

EL: ha okay. It is true but can I use "decrease"?

S1: to decrease olabilir,

E: uh-huh. Ok. I see. And how do you evaluate your teacher talk? Did your teacher talk coincide with your pedagogic purpose? At that point, not the whole lesson but in that segment. How do you feel about your teacher talk?

EL: I use display questions.

E: uh-huh.

EL: I didn't want to say the correct answer, but I want to hear those answers from the students.

E: OK.

EL: And that's why I used display questions.

E: And what was your purpose to ask display questions?

EL: For example, after "lead to", they used a sentence. But, no. And I want, erm, them to make a noun of the sentence. So, for example, do you know this, do you know this, how we can make this verb a noun. Like this, I used such kind of questions.

it can be to decrease

E: OK.

EL: Can you look at here? ((writing disappear on the board)) What is appear?

EL: And then, they find the answer after that. And I reduced teacher echo. I didn't repeat the contribution of the learner.

S1::görünmek, görünmemek

appear, disappear

E: Did you also repeat yourself?

EL: disappear?

EL: Sometimes, giving instruction maybe.

S1: görünmemek, ortadankaybolmak, gözdenkaybolmak.

"Can you look at that?" kind of, sometimes. But I see sometimes in those the same statements. Maybe, but, but I reduced it.

EL:very good. So can you write this with disappear? How?

S1: Şeydiyebiliriz. Disappearance of seals.

We can say

EL: How?

S1: dying out of seals diyemezmiyiz? to the seals die out... Can't we say dying out of seals?

EL: again it is a kind of sentence

.....

EL: How can I write by using loneliness this sentence again?

S1: seals are-

EL: again sentence, you are using, you are using a verb.

S1: loneliness of seals

EL: very good. Okay can you understand how I can make noun or phrase after leads to and cause? so we cannot use sentence after them. My sentence can be a noun or kind of phrase.

Excerpt 33. Wrong Identification of Extended Teacher Turn

EL: Seals are left alone. How can we make it a noun?
E: Actually this is not extended teacher turn. Extended teacher turn-

EL: Seal is a kind of animal living in north.
EL: This is?

S1:: decrease living seals?
E: This is not because you're trying to give the correct answer. You're trying to say "This is not correct, but this is how you should do it." But, actually you're, erm, you're trying to reformulate students. Seals are... You are using are, you are using a verb.

EL: hmm no.
EL: Hmm.

S1: seal a kind
E: OK? Let's read your sentences. So, you read the sentences.

EL:: kind?
EL: Uh-huh.

S1: haniinsanoğluderizya.
E: I mean extended teacher turn is like three of more than three sentences are used in one sequence. That is extended teacher turn.

like we say humankind
EL: Uh-huh, OK

EL: ha: okay.
E: But, I see that your questions are always full and longer and students', erm, contributions are minimal compared to yours. We can say that you have longer turns. But actually it is not extended teacher turn.

EL: Hmm.
EL: Hmm.

E: OK? Your turns are longer, but it is not extended. Extended is like, speaking like a paragraph long. OK?
EL: OK.

Excerpt 33 exemplifies a wrong identification of an *interacture*: extended teacher turn. The peer coach explains what an extended teacher turn is and why her identification cannot be counted as extended teacher turn because extended teacher turns are longer compared to student turns. Therefore, excerpt 33 can be another example for Ela's construction of understanding during dialogic reflection

sessions with the peer coach. Having described identification of *interactures* and modes, the moments on which Ela did critical self-evaluation and made conscious interactive decisions are also analyzed. Table 18 provides an overview of those instants.

Table 18

Critical Self-evaluation & Conscious Interactive Decision: Ela

No.	Critical Self-Evaluation	Conscious Interactive Decisions
Rec. 1	<p><i>- I see my mistakes and good points while teaching. For example, I use direct repair so much. I should correct mistakes in a context and I should make the students understand by themselves</i></p> <p><i>-I shouldn't use teacher echo so much because the students start not listening to each other. Instead of this I should use my gestures as acknowledgement. I understand that waiting for the answer after asking question is really important for teaching</i></p>	<p><i>- E: So you say "I use teacher echo here". "Looking similar to each other. Looking similar to each other". Why did you do that, Ela? Why did you do teacher echo here?</i></p> <p><i>EL: Because, erm, to emphasize the learner's contribution. There is a, erm, kind of sentence in the photocopies, and ...</i></p> <p><i>E: But it wasn't a student's contribution actually.</i></p> <p><i>EL: Actually, I wanted to emphasize that. "Looking similar to each other". That's why. That's why.</i></p> <p><i>E: Ok, so you wanted the student to use "each other".</i></p> <p><i>EL: Yes, that's why.</i></p> <p><i>E: But here you said, teacher echo, ok, so your purpose is to emphasize.</i></p> <p><i>EL: Uh-huh</i></p> <p><i>- In those dialogues I provide examples. I use modeling.</i></p> <p><i>- In those dialogues I correct student's statement directly.</i></p> <p><i>- In those dialogues I echo the student's statement and contribution to repeat and emphasize.</i></p>
Rec.2	-	<p><i>- E: Uh-huh. OK. Alright. Let's look at the examples to clarify. How do you feel about this segment of your lesson?</i></p> <p><i>EL: I was really satisfied because I reduced teacher echo.</i></p> <p><i>E: Was that your problem?</i></p> <p><i>EL: Yes. Hehe. Yes, I reduced it. I used kind of acknowledgement like "yes, uh-huh", kind of. That's why, by this way students can speak a lot. We listen to students' voice so much.</i></p> <p><i>E: But, did you really feel the effect of it, when you contributed minimally like "uh-huh, yes"?</i></p>

Table 18 (continues)

No.	Critical Self-Evaluation	Conscious Interactive Decisions
Rec.2		<p><i>EL: Yes and finally the student can answer the question truly and I see this. And my display questions are also good because they have already learned and they know the answer and if I make, if I create such kind of questions, they can answer me at the end, that's why rather than giving the answer by me. So, it was good.</i></p> <p><i>E: So, you can say that your pedagogic purpose and your classroom language met.</i></p> <p><i>EL: Uh-huh.</i></p> <p><i>E: Alright, Ok.</i></p> <p><i>-EL: There are some titles for introduction part to get the attention. First, we can use statistics. Or we can give some quotations. And the last one is giving the stories, specific stories. And I want to hear it from the students and I say "we can use statistics, numbers to get attention and..?" Kind of I am waiting.</i></p> <p><i>E: Uh-huh. Did you give the turn or student took the turn on his or her own? I mean, did you say "Emre, can you say that"? Or you just waited for a student to give the answer?</i></p> <p><i>EL: A student.</i></p> <p><i>E: Ok, alright. That's a good thing. You know, because, erm, you asked the question. Or let's say, you designed an incomplete utterance to be completed by the students and you didn't give the turn. The student took the turn. That's a good student initiation technique actually.</i></p> <p><i>EL: Yeah, really good.</i></p> <p><i>E: Yeah, I mean it works, "according to"...</i></p> <p><i>EL: Erm, students answer it differently, "according to" and I didn't want to leave her like that. "Yes, according to Einstein, blah blah blah", I said. And, erm, I say this is scaffolding because I put in a context, kind of.</i></p> <p><i>E: Yes, exactly. And you provided a model like "according to Einstein blah blah". So you exemplified it. Actually, yes, you take the turn, I mean, minimum response from the student and acknowledged it and you gave the example and you scaffolded it actually. Uh-huh. That's a good thing.</i></p>

Table 18 (continues)

No.	Critical Self-Evaluation	Conscious Interactive Decisions
Rec.2		<p><i>-E: Ok, so you waited and the student provided another answer and you said “yes”. You didn’t echo here. That’s a good thing.</i></p> <p><i>EL: Yes, I didn’t echo. Actually, in that part, erm, some example come, came from the students, actually. I didn’t wait six minutes like that. They try to remember. They know, but “what was it, what was it?”, and I want to help them, kind of. And, students finally say “an anecdotes”. And I say “yes” and I want to make it like specific story and I changed a little bit, but anecdote is true of course. And so, we can use for supporting sentences. And I finish that.</i></p>
Rec.3	<p><i>-E: Anything that comes to your mind? Or anything negative? Anything still continues? Hmm I need to work on it more? Is there anything, specifically catching your attention?</i></p> <p><i>EL: Maybe, about scaffolding maybe. Erm, I, erm, maybe I use modeling to teach better, but.</i></p> <p><i>E: But is it something bad?</i></p> <p><i>EL: No, no. No bad, maybe the topic, erm, I stay away from the focus by this way maybe. That’s bad point.</i></p> <p><i>E: Hmm, so you should give more relevant examples. Is that what you mean?</i></p> <p><i>EL: Maybe, maybe.</i></p> <p><i>E: Or maybe easier examples.</i></p>	<p><i>-EL: That’s teacher echo I think.</i></p> <p><i>E: Yes, it’s teacher echo. You repeat your instruction, but why did you do it?</i></p> <p><i>EL: Because, erm, I saw they didn’t understand me. That’s why I wanted to</i></p> <p><i>E: So, it had a purpose.</i></p> <p><i>EL: Uh-huh, yes.</i></p> <p><i>-I try to decrease teacher echo, and I do not repeat student’s contribution. Actually, I go further on student’s statement, but I do not do this by myself. Instead, I do this by asking display questions and I make the students find other statements. I believe this way is helpful for the students for learning better.</i></p> <p><i>-In this lesson, I use a lot of display questions to get the answers from the students. With the extended wait-time, the students can find the answers by themselves and correct their own mistakes in the sentences that they write on the board, and also there is an argumentative lesson by this way.</i></p>

When Table 18 is scrutinized, the following themes can be deduced Ela's remarks on audio recordings: reduction of teacher echo, use of display questions and acknowledgement tokens, scaffolding, direct repair and deploying extended wait-time. As can be remembered from the previous section, Ela had problems with teacher echo, teacher interruption and turn completion due to limited wait-time. Therefore, it could be hypothesized that having focused on these *interactures* during workshops, an awareness towards those interactional practices have been created. This awareness could be observed not only in description of the relevant terms by using the metalanguage, but also in critical self-evaluations and conscious interactive decisions.

In the first SETT dialogic reflection session, Ela disapproves her use of teacher echo and limited wait-time in the previous recording. She states:

I shouldn't use teacher echo so much because the students start not listening to each other. Instead of this I should use my gestures as acknowledgement. I understand that waiting for the answer after asking question is really important for teaching

In justifying her teacher echo in the same recording, she expresses that she used it for emphasizing a part in the worksheet so that the students could use it.

EL: Actually, I wanted to emphasize that. "Looking similar to each other". That's why. That's why.

E: Ok, so you wanted the student to use "each other".

EL: Yes, that's why.

E: But here you said, teacher echo, ok, so your purpose is to emphasize.

In the second recording, she does not make any explicit critical evaluations, but she discloses how and why she used teacher echo, display questions, scaffolding and avoiding limited wait-time.

E: Uh-huh. OK. Alright. Let's look at the examples to clarify. How do you feel about this segment of your lesson?

EL: I was really satisfied because I reduced teacher echo.

E: Was that your problem?

EL: Yes. Hehe. Yes, I reduced it. I used kind of acknowledgement like “yes, uh-huh”, kind of. That’s why, by this way students can speak a lot. We listen to students’ voice so much.

E: But, did you really feel the effect of it, when you contributed minimally like “uh-huh, yes”?

EL: Yes and finally the student can answer the question truly and I see this. And my display questions are also good because they have already learned and they know the answer and if I make, if I create such kind of questions, they can answer me at the end, that’s why rather than giving the answer by me. So, it was good.

E: So, you can say that your pedagogic purpose and your classroom language met.

EL: Uh-huh.

E: Alright, OK.

EL: There are some titles for introduction part to get the attention. First, we can use statistics. Or we can give some quotations. And the last one is giving the stories, specific stories. And I want to hear it from the students and I say “we can use statistics, numbers to get attention and..?” Kind of I am waiting.

EL: Erm, students answer it differently, “according to” and I didn’t want to leave her like that. “Yes, according to Einstein, blah blah blah”, I said. And, erm, I say this is scaffolding because I put in a context, kind of.

E: Yes, exactly. And you provided a model like “according to Einstein blah blah”. So you exemplified it. Actually, yes, you take the turn, I mean, minimum response from the student and acknowledged it and you gave the example and you scaffolded it actually. That’s a good thing.

To conclude this section, an evaluation of SETT dialogic reflection sessions by Ela will be provided. This evaluation is not based on any audio recordings or transcripts, but Ela’s comparison between her first video recording and SETT analyses individually and discussion with the peer coach. Her remarks are as in the following:

E: Did you say “Aha, ok, I didn’t do this or, good I did this. Did you identify any positive things?

EL: When I compared my first lessons, yes.

E: In what sense?

EL: I asked a lot of questions to the students and received the answers from them, that's really good. I am not talking all the time. They give the answers. That's a good point I think. I realized that when I listened to my recordings.

E: Ok.

EL: This was good.

E: Anything that comes to your mind? Or anything negative? Anything still continues? Hmm I need to work on it more? Is there anything, specifically catching your attention?

EL: Maybe, about scaffolding maybe. Erm, I, erm, maybe I use modeling to teach better, but.

E: But is it something bad?

EL: No, no. No bad, maybe the topic, erm, I stay away from the focus by this way maybe. That's bad point.

E: Hmm, so you should give more relevant examples. Is that what you mean?

EL: Maybe, maybe.

E: Or maybe easier examples.

In this excerpt, Ela evaluates her use of questions and receiving responses from the students in a positive way. She also expresses that she does not talk all the time, and watching her video got her to realize it. Thus, video or audio recording and commenting on them with the help of a mentor or peer coach is a helpful experience for raising her awareness towards her classroom interactional practices. Another observation of Ela on her classroom interactional practice is that while she is scaffolding by modeling, she digresses from the topic and it can be problematic for her. She also assumes that she could also give easier examples so as not to get distracted from the context.

This section has analyzed the findings acquired from Ela's dialogic reflection sessions with the peer coach. In the section that follows her second video recording findings will be presented with a specific focus on teacher echo, teacher interruption and turn completion.

Findings After 2nd Recording. In the section, Ela's video parts from the second video recording will be presented. Therefore, six extracts will be analyzed by focusing on their modes and *interactures*. It can be seen from Table 19 that the

extracts revolve around materials mode and reformulation is a prevalent *interacture* in each of these extracts. In addition to reformulation, there are also samples for teacher echo, display questions, clarification requests, and teacher interruption.

Table 19

Summary of Ela's Findings in 2nd Recording

Extract Number	Mode(s)	<i>Interactures</i>
Extract 23	materials mode	reformulation
Extract 24	materials mode	reformulation
Extract 25	materials mode	reformulation, teacher echo
Extract 26	materials mode	reformulation,
Extract 27	materials mode	display questions, teacher echo, teacher interruption
Extract 28	materials mode	clarification request, teacher echo, reformulation

Extract 23. Causes of Low Marks

1 S1: maybe: bad day
 2 (0.6)
 3 EL: hm::(1.0)correct
 4 (1.0)
 5 S2: maybe er::(1.0)I don't (.) like (1.4)working
 6 (1.4)
 7 EL: [ha::]
 8 S2: [this] lesson
 9 (0.6)
 10 EL: okay ((she writes not liking lesson on the board for 7.0
 11 seconds))not liking lessons

In extract 23 Ela writes causes of low marks the board and addresses the whole class to say sentences. She tries to elicit sentences from students. It takes place in materials mode and the purpose of the activity is to elicit sentences from students and converting them into phrases.

In line S1 utters (maybe: bad day) and Ela pauses for 0.6 seconds before giving minimal response to the student. She waits one second to receive further response and then she gives explicit positive feedback to S1. Following this, S2 self-selects and starts “maybe er:” and hesitates for a second and restarts her sentence (I don't (.) like) and pauses for 1.4 seconds and in line 11 she could finish her sentence “working”. It takes 1.4 seconds to understand what she meant and Ela shows it with a change of state token ([ha::]) (Heritage, 1984). Overlapping

with ElaS2 initiates another turn to clarify her previous message by inserting ([this] lesson). After 0.6 seconds of silence, Ela offers a minimal post-expansion (okay) and reformulates S2's sentence into a phrase and write it on the board.

This extract is worth analyzing since compared to her first video recording, she does not echo to elicit response from students, or she does not interrupt and complete their turn. Instead, she provides sufficient wait-time and manages to elicit an utterance from S2. Finally, she reformulates her response, which is the aim of the activity and closes the sequence. When Ela was asked to comment on extract 23, she remarked as in the following excerpt:

Excerpt 34. VSR on causes of low marks

E: So what was happening?

EL: Erm the student says (she replays the video). Aha, actually first I wanted them to explain, this is the first block, right?

E: Uh-huh.

EL: What can be the causes of the low marks from the exam? Just a speaking activity kind of.

E: Uh-huh, okay.

EL: Here the purpose was to create noun phrases out of sentences they come up

E: Why phrases?

EL: Not sentences kind of because after that they will put them in a thesis statement but they cannot put a thesis statement so they have to make them a phrase so in a way I have to introduce them kind of making phrases that is why I'm doing this.

E: So, did your pedagogic purpose fit your discourse?

EL: Yes, I think.

E: Okay.

As can be seen in this excerpt, she gives background information about that micro context first. Then, she explains her purpose: creating noun phrases out of students' sentences. The peer coach wonders why she changes sentences into phrases, and Ela explains her decision since students need to write thesis statement

by using phrases, and this activity is a sort of warm-up for introducing them how to construct phrases. Therefore, it can be concluded that Ela's decision is future projected, and it will be exemplified with the extracts retrieved from the second block of the same lesson.

Extract 24. Coffee

```
1    EL: ↑okay let's look
2        (0.8)
3        uh-huh happy::
4        (0.6)
5        after you drink coffee: you↑ fe:el (0.3)happy
6    S1: ((nods))
7        (1.7)
8    EL: and of course after you drink coffee you ↑feel[sor-]
9    S1:                                     [energetic]
10   EL: you (.)will be:
11   S1: [energetic]
12   EL: [en-] I can do everything I'm energetic but because I drink
13        coffee
```

Extract 24 begins with Ela's directing students to look at the phrase one of their peers wrote on the board. In line 3, she acknowledges the phrase with an acknowledgement token (uh-huh) and elongates the adjective (happy::). After a 1.7 seconds of silence, she initiates another turn (after you drink coffee:: you ↑fe:el) pauses for 0.3 seconds and inserts (happy) referring to the phrase written on the board. After a pause of almost two seconds, Ela partly echoes her previous sentence by inserting (of course) and designs an incomplete utterance and employs repair ([sor-]) and she overlaps with S1 [energetic] in line 9. Continuing self-initiated self-repair and designs an incomplete utterance (you (.)will be:) in line 10, Ela receives the preferred response from S1 "[energetic]", and she overlaps with the student one more time ([en-] I can do everything I'm energetic but because I drink coffee) and closes the sequence.

As could be recalled from her SETT dialogic reflections, she mentioned the frequent use of DIUs to elicit responses from learners. However, as this extract shows, although she receives a response from students, they are minimal and most of the sentence is initiated by herself. In excerpt 35, Ela and the peer coach discuss this issue.

Excerpt 35. VSR on Coffee

E: So, this is from the second block actually. Did the students write the sentences or phrases on the board?

EL: Hmm okay I remember that one. I put the topic "effects of drinking coffee" and then they wrote such phrases

E: Okay as you did in the beginning of the class not sentences, but phrases

EL: Yes, just phrases "being happy happy" and they turned them into sentences.

E: Did they or you turn them into sentences?

EL: No, they

E: Aha there were sentences on the board

EL: (she points at the video) here just phrases and I divided the board into two

E: Aha okay

EL: First here the phrases here sentences

E: Okay, then I mean at that moment you were dealing with?

EL: Just phrases just phrases

E: But here look at the video again are you forming the sentences or are they forming the sentences? Or are you pushing them to form the sentences?

EL: Hmmm

E: Let's watch it again. So, is it your sentence or their sentence?

EL: My sentence. I was reading their phrases and erm I just make them remember you will write about effects so you have to think after you drink coffee so I said I become happy after I drink coffee kind of so I'm referring after it that's why I say such kind of sentences.

E: Hmm but why didn't you let them create sentences?

EL: Kind of

E: Because they already wrote the phrases

EL: Yes

E: Actually, what I noticed in these recordings, you initiate a turn do you remember the concept I don't know "designedly incomplete utterances" so you start incomplete sentences so that the students can finish it

EL: Hmmm

E: So actually, in these two blocks I came across those examples but the thing is you say more than half of the sentence they just minimally contribute.

EL: Aha for example I become happy after they give the answer kind of

E: Yeah like I become if they say happy it's only one word. DIUs they are really good to elicit responses but if you always start the sentence and just let them minimally contribute then it is not really, they talk

EL: Yeah maybe I thought like that they will write those sentences on the board and they will practice it maybe that's why I didn't do such kind of things, but I shouldn't

E: Because you talk too much then

EL: Uh-huh

E: Alright.

Ela explains her purpose to elicit phrases and she changes them into sentences, which was the opposite of what she had done in the first extract i.e. obtaining sentences from students and turning them into phrases. Unlike the VSR carried out after the first recording, which aimed to determine areas requiring further focus, the peer coach provides critical feedback to Ela in the second VSR, having assumed that she and the peer coach could engage in such a dialogue after workshops and SETT dialogic reflections. The peer coach gives feedback to her on talking too much by completing most of the initiation and leading the students to minimally contribute. Ela clarifies her practice by focusing on her thought “*yeah maybe I thought like that they will write those sentences on the board and they will practice it maybe that's why I didn't do such kind of things but I shouldn't*”. This excerpt demonstrates that teacher's interactional practice is tightly related to her cognition as a teacher not the interactional requirement of that moment.

Extract 25. Focus on

1 EL: focus on we can say uh-huh
2 (1.3)
3 you can focus on your lessons you can focus on your ↑work
4 (1.8)
5 S1: ((nods))
6 S2: ready to work
7 (0.9)
8 EL: more easily more easily

8 S1: +nods
 9 S3: °more easily°
 9 S1: yeah
 10 EL: ↑so:
 11 (1.0)
 12 you don't lose ↑your (.)concentration after you drink
 11 coffee
 12 S1: ((nods))

Prior to Ela made elicitation about the items on the board, students were asked to make a brainstorming about effect of coffee on them. Excerpt 25 takes place in classroom context mode. In line 1, Ela acknowledges what was written on the board about effect of coffee. She goes over each written contribution and lines 1 and 2 exemplify it. After waiting for 1.3 seconds of silence, she models the use of *focus on as* (you can focus on your lessons you can focus on your ↑work) and S1 silently nods. Then, Ela repeats the sentence partially (you can focus on your) replacing lessons with work. Following almost 2 seconds of silence, S2 self-selects and utters (ready to work) as an expansion for the effects of coffee. Not orienting to her contribution, Ela maintains her previous utterance in line 8 with (more easily more easily) by echoing it and S1 silently nods again. In line 9, S3 repeats Ela's utterance and S2 displays her agreement with (yeah) in line 10. In the following line, Ela initiates a DIU (↑so:) waits for a second, not receiving any contribution from the learners for a second, she completes her own initiation. In excerpt 36, Ela describes what was problematic at that moment and how she responded to that problem. What was unclear for the peer coach at that moment was for what reason she ignores S1's contribution. When Ela was invited to comment on it, at first, she thought she interrupted her and then the peer coach explained her she completed her own DIU. Ela stated that sometimes she could not hear them, that is why she completed her sentence.

Excerpt 36. VSR on Focus on

E: So what is happening here? If you want I can replay it.

EL: This is about focusing and concentrating. Both are the same so... there was a phrase on the board I had to correct it so I didn't remember what they wrote there. I couldn't remember there. There was a problem (she watches the rest of the video). Yes, there was a wrong statement on the board but I understood what the student meant.

E: Okay.

EL: And I have to I wanted to correct it that's why I erm I said focus on.

E: Okay you said focus on, and concentrate are the same things and you explained.

EL: Yes, I explained it.

E: Uh-huh but then what did you do? I think you didn't realize that (they watch it again) so student says something.

EL: I interrupted student.

E: You didn't interrupt but you completed your own sentence. You didn't wait enough there.

EL: But sometimes I couldn't hear them, but I have to ask.

E: What do you think? What was the purpose of the activity?

EL: First they will find the phrases after that erm I was working on those sentences to put in a=

E: =Why were you working? That was my point. Let them work if you need sentences then you should ask them to do it. Maybe you can model one and you can let them make sentences

EL: Yeah that's okay.

E: I mean modeling is okay, but you created sentences out of their phrases.

EL: Okay.

E: Then it becomes too much teacher talk.

EL: Uh-huh.

E: And they just listen to you. You try to initiate a turn which is incomplete, you talk and talk and then they say just one or two words.

EL: Uh-huh okay.

E: Do you see what I mean?

EL: Uh-huh yeah.

The peer coach was also unsure about the purpose of the activity and when she asked it to Ela, she replied as “first they will find the phrases after that erm I was working on those sentences to put in a=”. Then, the peer coach focuses on the same concern she had in the previous extract, which is the use DIU and students’ minimal

contribution. The peer coach explains if Ela completes her own sentences, and gives less chance to produce target language, then teacher talk increases and so does her interactional practice become obstructive.

In extract 26, Ela asks students to explain the causes of low marks in the exam. Line 1 starts with the initiation of S3 with a hesitation marker (I: er::) and after 1.5 seconds of silence he demands some time to respond. Granting almost half a second Ela scaffolds his initiation by deploying a DIU (Koshik, 2002) and waits for 2.8 seconds more. Her initiation of DIU does not elicit further response, then Ela completes her own incomplete utterance. After a second, S3 restarts with (my moral) in line 7 and his contribution is confirmed by S2 (yes). After a brief pause, S3 inserts another word (low). Following a second, S3 restarts her utterance with (my moral) and Ela partially repeats his utterance and gives a go-ahead response (your uh-huh) (Schegloff, 2007) does doing thinking with repeating and correcting his utterance ([your morality]) (Houtkoop-Steenstra, 1994 as cited in Brouwer, 2003) in line 13. She looks up and searches for the correct word and displays an understanding with a change of state token (ha::) (Heritage, 1984) in line 15. In line 20, S3 adopts Ela's embedded correction (my morality=) and she is interrupted by Ela (=your) and pauses for 0.3 seconds and she is interrupted by S3 =low and his utterance is acknowledged by her (normal uh-huh) in line 19. Line 25 starts with Ela's initiation (l:-) she cuts off her initiation and shows understanding (ha: okay I see). She pauses for 5 seconds and thinks an appropriate phrase for S3's contribution. Then she reformulates his contribution as (↑your psychology ruined let's say), which is confirmed by him in line 21.

In line 24, S2 self-selects and utters (future) and it is echoed by S3 in the following line. After that, S2 switches the code and utters (hocam şey de diye bilir miyiz fear of the future?/ teacher can we say fear of the future?) then S3 aligns with her code-switching and says (::: gelecek korkusu [var]/she has fear of future) and overlaps with Ela's confirmation ([uh-huh]). In line 32, he utters (sakin/relax) in Turkish. Following this, S2 contributes with a non-minimal post-expansion (aynen şu anda olduğu gibi/just like right now) in line 34 and S3 repeats his previous

utterance “sakin ol/relax” in the following turn. In line 39, Ela reformulates their utterances (for you have no job like (0.3)for example [you] have no job very good) closes the sequence with an explicit positive assessment, which is confirmed by S2 ([°ye:s°]) overlapping with Ela ([you]) and S3 adds a non-minimal post-expansion aligning with the target code this time (°like I said°).

Extract 26. No Job

1 S3: i: er::(1.5)bi saniye (0.4)
2 *just a second*
3 EL: you:: ↑ha:ve
+writes and speaks
4 (1.0)
5 no job
6 (1.0)
7 S3: my moral(0.5)
8 S2: yes (0.3)
9 S3: low
10 (1.0)
11 my moral
12 (0.5)
13 EL: your uh-huh [your morality] your
14 S3: [((inaudible))]
15 EL: ha::
+looks up and makes a thinking face
16 S3: my morality=
17 EL: = your(0.3)huh=
18 S3: =low
19 EL: normal uh-huh(0.5)l:-ha: okay I see
20 ((she thinks for 5.0 seconds))
21 EL: ↑your psychology ruined let's say
22 S3: [yeah]
23 EL: [your] psychology can be ruined very good
24 S2: future
25 S3: fut:ure
26 S2: hocam şey de diyebilir miyiz fear of the future?
27 *teacher can we say fear of the future?*
28 (1.2)
29 S3: O::H gelecek korkusu [var]
30 *o::h you have fear of future*
31 EL: [uh-huh]
32 S3: sakın
33 *relax*
34 S2: aynen şu anda olduğu gibi
35 *just like right now*
36 S3: sakın ol
37 *relax*
38 (0.8)
39 EL: for you have no job like (0.3)for example [you] have no job

40 very good

41 S2:

[°ye:s°]

42 S3: °like I said°

Excerpt 37. VSR on No Job

E: So what was happening?

EL: Erm the student says (she replays the video). Aha actually first I wanted them to explain, this is the first block, right?

E: Uh-huh.

EL: What can be the causes of the low marks from the exam? Just a speaking activity kind of.

E: Uh-huh, okay.

EL: I don't like working he said and again I'm trying to make it large (hehe) not liking the job. So that's why you don't want to go to work you don't like the job that you can make details.

E: Uh-huh.

EL: Again, I try to make larger.

E: Okay, why did you make it larger by yourself instead of asking student?

EL: Hmm...

E: Because he says maybe I don't like working and you say=

EL: =not liking the job.

E: Actually, it is not really different, so you agree with her message?

EL: Hmm yes, I just put phrases.

E: Okay.

EL: Not sentences kind of because after that they will put them in a thesis statement, but they cannot put a thesis statement because there are a lot of mistakes about for example blah blah in terms of, I don't like job.

E: Aha.

EL: For example, but I'm trying to erm kind of rearrange them. That's why I'm putting it.

E: I see but what if you I mean if you look at the video from waiting and interrupting aspect, did you realize anything?

EL: Interrupt?

E: Interrupting the students...there is an overlap here, let's listen. (they watch the video again) so she said she was saying, and you were like aha okay.

EL: Because she did not finish her sentence so.

E: Uh-huh.

EL: I use acknowledgement kind of.

E: Hmm you said aha okay acknowledgement token okay but then when you were saying aha she was also saying something.

EL: I understand at that moment maybe I don't know I couldn't remember.

E: Alright.

EL: She said job work kinda.

E: Okay, alright.

In excerpt 37, Ela explains that she was changing the sentence of S3 into a phrase. When she was asked why she converted them into phrases but not the students, she justified her interactional practice by exemplifying the mistakes they do while writing a thesis statement. Therefore, it could be deduced from her remarks that she took the decision not in line with the interactional demand of that moment but students' failure in writing a thesis statement. Furthermore, when the peer coach drew her attention to waiting and interrupting aspect, Ela stated that S2 did not finish her sentence and that is why she acknowledged what S2 said.

Extract 27. Low Points

1 EL: secondly:
+writes it on the board and speaks
2 let's say
3 (3.5)
4 these reasons
+writes it on the board and speaks
5 give ↑rise to::?
6 1.7
7 what?
8 ((monitors the class for 4.1 seconds))
9 S1: er:
10 (1.9)
11 °failing in the exams and°

12 (2.0)
13 I dont't know
14 (0.5)
15 EL: so these reasons
16 S1: failing in the ex[ams
17 (1.5)
18 EL: [NAME] do you check(1.0)
+points at camera
19 EL: the video? (0.3)
20 S2: tamam tamam
21 okay okay
22 EL: so what are the reasons?
23 (2.0)
24 S2: er::=
25 EL: =of (2.0)getting [low]
26 S2: [getting] low points
27 EL: points in the ↑body:?
28 S1: with the friends
29 EL: huh friends (.) ↑so: these reasons refers to what?
30 (2.7)
31 S4: /friends/
32 S3: friends
33 EL: and it's ↑two:
+makes gesture of two
34 S3: supporting sentences
35 EL: supporting ↑so these reasons give rise to::
36 (3.0)
37 S1: er::=
38 S3: =low points?
39 EL: ↑yes

Extract 27 starts with Ela's identification of supporting sentences with the students. Therefore, in line 1 she writes (*secondly:*) on the board, checks her textbook and then initiates a DIU (Koshik,2002) from line 3 to 9 by providing ample time for students to respond. Addressing the whole class, Ela monitors the students for 4.1 seconds, and then S1 self-selects with a hesitation marker (*er:::*) and finally utters silently (*°failing in the exams and°*). She does not receive a response from Ela and after 2 seconds, she claims of insufficient knowledge (Sert, 2011). In line 17, Ela initiates teacher echo (*so these reasons*), and this time she receives the same response from S1 with a rising intonation. However, in line 18 Ela asks a student to check whether the camera is recording or not. Making sure

the camera is working, Ela echoes her question (so what are the reasons?) once again. After 2 seconds, S2 self-selects and initiates a hesitation marker (er::=) and its initiation is interrupted by Ela's continuation from the previous question (of:) waits 2 seconds and reinitiates (getting [low]) and this initiation is overlapped by S2 ([getting] low points) and completed by Ela with (points in the ↑body?) in line 27. Line 28 begins with self-selection of S1 "with the friends" and her response is acknowledged by Ela (huh friends), and she designs another incomplete utterance "↑so: these reasons refers to what?". After 2.7 seconds, S4 self-selects and utters the correct answer with a pronunciation problem (/frɪends/) and it is immediately corrected by S3 in the following line. In line 33, Ela deploys an embodied DIU (and it's ↑two:) and receives the preferred response from S3 (supporting sentences) in line 40. Partially echoing her response (supporting ↑so these reasons give rise to::) waits for 3 seconds and S1 starts with a hesitation marker er::= and interrupted by S3 with (=low points) and Ela provides a positive assessment marker (↑yes) and closes the sequence in line 39.

Excerpt 38. VSR on low points

E: Okay, what's happening here?

EL: I didn't say the answer directly and because they learnt those phrases "give rise to" blah blah so I'm trying to show them in a context in an essay and so kind of erm these reasons refer to what so they said two supporting kind of they give the answers and then after that they are able to answer the question.

E: So, do you think it worked?

EL: Yes, I think so. They are kind of display questions

E: Uh-huh.

EL: They find the answers themselves and I think it's good.

E: Yeah

EL: Uh-huh.

E: Okay.

In excerpt 38, Ela explains why she did not give the answers directly, but deployed display questions instead. When she was asked to comment on whether her interactional practice coincided with pedagogic purpose, in other words, if it worked or not, her response shows that she reached her aim by guiding students to find the answers and she is content with the result. This extract and excerpt are noteworthy because she can employ DIUs to elicit the preferred answers, she provides ample time to receive the correct answer, and she embodies her instruction with gestures. An interesting finding from this extract is that the existence of camera in the classroom might create an obstruction for classroom interaction. To clarify, S1 contributes to Ela's DIU twice in lines 11 and 16 and although these are not the preferred response, she does not give her feedback, but she overlaps with S1 in line 18 and asks another student to check whether the camera is on or not. After being informed that it was on, she repeats her question.

The last extract takes place in materials mode and Ela tries to elicit reasons for failing in the exam. In line, S1 self-selects and answers (*concentrate*), and Ela partially repeats and reformulates verb into a noun by embodying with thumbs-up gesture. In line 4, S1 echoes Ela's reformulation with a positive assessment marker. Then, Ela provides minimal acknowledgement token and writes concentration problems on the board. After 8 seconds, S2 employs a self-selection and utters (*don't /reɪdɪ/ in mentally*) and Ela utters (*↑sorry?*) and this directs S2 to repeat her utterance in line 6. After one and a half second, Ela repeats a part of her utterance and her initiation receives S2's repetition (*/re:ɪdɪ/*). Following half a second pause, Ela displays understanding with a change of state token (*ha:*) (Heritage, 1984) and reformulates S2's utterance into (*don't be ready [mentally]*) and it is confirmed by S2 with a positive assessment marker (*[yes]*) in line 13. After a brief pause, Ela offers an alternative by reformulating not being ready mentally with stress and requests verification (*can we say that stress for this [anxiety]?*) from S2 in line 15, and her offer receives verification with a strong compliance token (*[yes yes]*).

Extract 28. Concentration Problem

1 S1: concentrate
 2 EL: concentration problems
 +makes thumbs up

3 S1: concentration problems yes
 4 EL: uh-huh
 ((she writes concentration problems on the board for 8 seconds))
 5 S2: don't /reɪdɪ/ in mentally
 6 EL: ↑sorry? (0.3)
 7 S2: don't /reɪdɪ/ in mentally
 8 (1.5)
 9 EL: don't(0.3)
 10 S2: /re:ɪdɪ/
 11 (0.5)
 12 EL: ha: don't ha:: don't be ready [mentally]
 13 S2: [yes]
 14 (0.8)
 15 EL: can we say that stress for this [anxiety]?
 16 S2: [yes yes]
 17 EL: ((she writes anxiety on the board))

In extract 28, Ela collects major points for writing about reasons for failing in the exam. When she commented on what was happening at that moment during the VSR, she explained the reason why she did not accept her contribution as it was a minor point for an essay paragraph and she was asking for a more general concept like stress. Then, the peer coach asked her why she did not correct her imperative sentence and change into a noun phrase as she was looking fear earlier, she stated that she understood what she wanted to say and rearranged it so that it could fit into a topic sentence.

Excerpt 39. VSR on Concentration Problem

E: What was happening then?

EL: The student says don't be ready.

E: Uh-huh

EL: But this is so minor for an essay paragraph and I say make it more general and I said let's say stress for this.

E: Uh-huh. But it wasn't her answer.

EL: It was?

E: It wasn't her answer.

EL: Yes, it wasn't her answer but I think.

E: She says don't be ready what is don't be ready?

EL: Don't be ready for the exam kind of stress anxiety.

E: But don't be ready is an imperative sentence.

EL: Yeah.

E: So, it is not really correct.

EL: It is not correct but.

E: But you understood her message and you didn't correct it.

EL: Yes, I understood what she meant so I rearranged it for an essay paragraph or bodies. Maybe I should say not feeling ready for an exam can be a minor point for topic sentence I should say maybe.

E: Okay, alright.

This excerpt and the extract reveal that Ela uses reformulation and clarification request and wait-time, gestures, and minimal acknowledgement more appropriately to elicit her preferred response. Unlike her first video recordings in which she used teacher echo, turn completion and interruption when she was giving instructions or eliciting responses, she is more attentive to interactional space in the second video recordings and she could justify her decisions in a better manner. In the following section, Ela's responses for specific aspects of SETT and opinions on overall induction program will be presented with specific references to the emergent themes. Table 20, presents the emergent themes.

Table 20

Overview of Ela's Comments on 2nd Video Recording

Nature of Themes	Themes	Description	Comment
Unaware	designedly incomplete utterances (DIU)	It is used to elicit a knowledge display from the student, is not a syntactic question or even a complete turn constructional unit. It is designed to be incomplete. The instructors use DIUs made up of the students' own words to begin turns that they are prompting the students to complete (Koshik, 2002).	- <i>E: actually, what I noticed in these recordings, you initiate a turn do you remember the concept I don't know "designedly incomplete utterances" so you start incomplete sentences so that the students can finish it</i> <i>EL: hmmm</i> <i>E: so actually, in these two blocks I came across those examples but the thing is you say more than half of the sentence they just minimally contribute.</i> <i>EL: aha for example I become happy after they give the answer kind of</i> <i>E: yeah like I become if they say happy it's only one word. DIUs they are really good to elicit responses but if you always start the sentence and just let them minimally contribute then it is not really they talk</i> <i>EL: yeah maybe I thought like that they will write those sentences on the board and they will practice it maybe that's why I didn't do such kind of things but I shouldn't.</i>
	turn completion	Completing a learner's contribution for the learner (Walsh, 2011)	<i>E: uh-huh but then what did you do? I think you didn't realize that (they watch it again) so student says something</i> <i>EL: I interrupted student</i> <i>E: you didn't interrupt but you completed your own sentence. You didn't wait enough there</i> <i>EL: but sometimes I couldn't hear them, but I have to ask</i>

Table 20(continues)

Nature of Themes	Themes	Description	Comment
Aware	reformulation -rearrange	Rephrasing a learner's contribution (Walsh, 2011)	<p><i>EL: not sentences kind of because after that they will put them in a thesis statement, but they cannot put a thesis statement because there are a lot of mistakes about for example blah blah in terms of I don't like job</i></p> <p><i>E: aha</i></p> <p><i>EL: for example, but I'm trying to erm kind of rearrange them. That's why I'm putting it.</i></p> <p><i>- E: but you understood her message and you didn't correct it</i></p> <p><i>EL: yes, I understood what she meant so I rearranged it for an essay paragraph or bodies. Maybe I should say not feeling ready for an exam can be a minor point for topic sentence I should say maybe.</i></p> <p><i>E: okay, alright.</i></p>
	display questions	Asking questions to which the teacher knows the answer (Walsh, 2011)	<p><i>-EL: I didn't say the answer directly and because they learnt those phrases "give rise to" blah blah so I'm trying to show them in a context in an essay and so kind of erm these reasons refer to what so they said two supporting kind of they give the answers and then after that they are able to answer the question</i></p> <p><i>E: so, do you think it worked?</i></p> <p><i>EL: yes, I think so. They are kind of display questions</i></p> <p><i>E: uh-huh</i></p> <p><i>EL: they find the answers themselves and I think it's good.</i></p>

Table 20 demonstrates the emergent themes from VSR on second video recording. The themes were formed in two categories: unaware and aware. The first category consists of the excerpts where Ela was not aware of the problematic *interacture* or could not justify it. Therefore, these terms are DIUs and turn completion. Ela was deploying DIU but, she was not familiar with it. Also, the peer coach had another concern in the use of DIU. Therefore, it could be deduced from the examples that the use DIU could be beneficial but using it extensively might hinder learning opportunities (Balıkçı, 2018). As she explained, Ela was initiating most of the sentence, but eliciting only a word or two from the learners. The peer coach warned her about using sensitively, otherwise she would be doing much of the talk and leaving little space for the learners. Another theme was turn completion. Ela did not realize she completed her own turn in extract 25. When the peer coach drew her attention to it, she stated that sometimes she could not hear the students that is the reason she completed her own sentence assuming that there was no answer from the students.

As to the themes in aware part, they are reformulation and display questions. A sub-theme arose in reformulation since Ela described her reformulation actions as rearranging the sentences or phrases according to the pedagogic purpose she had at that moment. Apart from reformulation, she mentioned using display questions to elicit responses from the learners and she was content with it. She also mentioned using acknowledgement tokens to sustain engagement with the students, and those moments were described in extracts 24 and 28 and excerpt 36. In the next section, the answers Ela gave during the semi-structured interview will be analyzed through thematic analysis and the themes will be tabulated for an overview.

Semi-Structured Interview: Ela. As a final step of induction program, a semi-structured interview was held with Ela at the end of the term. The interview was carried out face to face and the dialogue between the peer coach and Ela was audio recorded and transcribed verbatim later by the peer coach later. The transcriptions were also peer-checked by another peer who is a graduate of translation and interpretation department. Thematic analysis was applied to the transcriptions by using Atlas.ti by the peer coach and the same transcriptions were

analyzed using track changes feature of the Microsoft Word by an expert who holds doctoral degree in ELT and is experienced in carrying out thematic analysis.

Table 21

Overview of Ela's Semi-structured Interview

Participant	Themes	Descriptions	Quotations
Ela	display question	questions to which instructors already know the answer. Their function is to get learners to 'display' what they know about something (Walsh, 2011)	<p>- <i>To conclude an activity, instead of using extended teacher turn that I used to do, I elicit what we do by using designedly incomplete utterances like "here we use" and asking display questions to the students like "what do we use here?, what is the meaning? what is it?".</i></p> <p>- <i>I do not use teacher echo anymore. I use display questions and designedly incomplete utterances.</i></p> <p>- <i>I do not say the correct forms immediately. Instead of it, I ask display questions that refer to the answer</i></p>
	teacher echo	repeating (a) what a learner has said for the benefit of other learners, (b) what a teacher has already said (Walsh, 2011).	<p>-<i>Rather than saying instructions in a monolith way that I used to do before, I say step by step and follow students about whether they are able to fulfil the instruction or not. By this way, I avoid from teacher echo.</i></p> <p>-<i>I do not use teacher echo anymore. I use display questions and designedly incomplete utterances.</i></p> <p>-<i>I do not use teacher echo for students' correct contribution, I use acknowledgement remarks.</i></p> <p>-<i>I become aware that I use teacher echo so much. I do not use it anymore.</i></p>
	referential questions	a genuine question, one to which a teacher does not know the answer (Walsh, 2011).	<p>-<i>If I do not understand the students' contribution, I ask referential and confirmation check questions to the students like "Do you mean this? What do you mean?"</i></p> <p>-<i>I choose famous topics among students. I ask referential questions like "what do you think about it?", do you agree or not? why do you think like that?"</i></p> <p>-<i>I understand that display & referential questions and designedly incomplete utterances help</i></p>

Table 21 (continues)

Participant	Themes	Descriptions	Quotations
Ela	wait-time	<p>the time teacher waits after asking a question or seeking a response.</p> <p>Typically, this is very short, less than one second.</p> <p>Extended wait time (of 2 seconds or more) allows learners more time to think and prepare their contribution (Walsh, 2011).</p>	<p>- <i>I provide wait-time to get answer from them.</i></p> <p>- <i>With a warmup session, I ask questions, and I provide wait-time.</i></p>
	modeling	<p>instructors frequently model new language by articulating a particular word, phrase or structure with correct pronunciation, stress and intonation. This is important for learners if they are to acquire the new language (Walsh, 2011).</p>	<p>- <i>Rather than correcting directly, I do it indirectly by using reformulation and I use modeling for further learning.</i></p> <p>- <i>to help the students manipulate language, sometimes I use indirect repair, reformulation and modeling.</i></p>

As can be seen from Table 21, five themes recurring throughout the semi-structured interview data were identified. The most prominent theme is the use of display questions and it is followed by teacher echo and referential questions. Wait-time and modeling are the other themes emerging throughout the data a couple of times. Although counting numbers of recurring themes is not the aim of the researcher, the occurrence of these themes during dialogic reflections is noteworthy. As stated in Ceren's case, 15 questions were posed during the semi-structured interview and these questions were derived from SETT framework's pedagogic goals and interactional features. 12 questions are related to four modes, namely, managerial mode, skills and systems mode, materials mode, and classroom context mode. The last three questions were addressed to help the participants comment on how useful SETT grid was to analyze their classroom discourse and make reflections on it, and finally their opinions about the induction program.

In response to the first question, which is "How do you introduce or conclude an activity? Do you use any strategies?", Ela gives the following remarks:

Rather than saying instructions in a monolith way that I used to do before, I say step by step and follow students about whether they are able to fulfil the instruction or not. By this way, I avoid from teacher echo and I provide them wait-time. To conclude an activity, instead of using extended teacher turn that I used to do, I elicit what we do by using designedly incomplete utterances like "here we use" and asking display questions to the students like "what do we use here?, what is the meaning? what is it?". By this way the classroom becomes more interactive.

As highlighted in the remarks, Ela compares her previous interactional resources she used with the current ones which are provision of wait-time, elicitation via display questions and DIUs instead of teacher echo and extended teacher turn. Extended teacher turn was not identified as an area to work on in the first recording, but the fact that she regards it as an obstructive behavior is noteworthy and it implies that she is not just aware of the focal points, namely teacher echo, turn completion and interruption, but she is for other interactional areas. Moreover, she was learning what DIU was during dialogic reflections, and the fact that she uses it in order to elicit responses from the students by giving examples, which can also be observed

in her audio recordings could prove that not only the focal areas, but also other emergent aspects are unveiled during dialogic reflections.

The second question was about how she refers the students to materials, and if she employs any strategies or not. In response to it, she made the following comment:

With a warm-up session. In this session, I ask questions, and I provide wait-time. I can ask confirmation check questions. I can create an activity about the material topic in the managerial mode, so I create the learning atmosphere of further lesson topic.

Ela reported that she directs the learner to the material with a warm-up session. As for *interactures*, she repeated the provision of wait-time as in the previous question, and in addition to it, she stated that she deploys confirmation check questions to elicit responses. Furthermore, she explained creating an activity about topic in the managerial mode. At this point, it was not clear what relationship she created between the managerial mode and the material. The peer coach wanted to clarify it and asked what she meant. Her response is as follows:

I mean managerial mode involves setting the scene. By using giving instructions, I direct them to the material to the activity.

In connection with the modes, the third question was addressed to learn how she moves from one mode to another and if she uses any strategies for that. Her comments are as in the following:

For example, while I do the material in the materials mode, I can correct student's wrong pronunciation, so I can go into skills and system mode. Rather than correcting directly, I do it indirectly by using reformulation and I use modeling for further learning.

In this excerpt, she gives an example for a transition between materials mode and skills and systems mode. Also, she makes justification for her preference for correcting directly by employing reformulation and modeling, which can be evidenced when her first video recording and the second one is compared.

When she was asked how she elicits responses in relation to the material and how she displays answers to the learners, she started with a critical self-evaluation as shown in the following excerpt:

I do not use teacher echo anymore. I use display questions and designedly incomplete utterances. I ask simple questions that they can answer easily, and I create sentences that they can complete

As may be recalled from dialogic reflections, she mentioned that by asking multiple display questions or employing DIU, she makes it easier for the learners to answer the questions. She also stated that she provides wait-time so that she can receive more answers, and this makes her classes more active than before. In the same vein, she repeats her use of display questions and DIUs in reply to the fourth and fifth questions.

The sixth question concerns clarifying teacher's message or student's contribution when necessary. In response to this question, she suggested that she poses referential questions or deploys confirmation checks, such as "Do you mean this?, what do you mean?". Her remark is as below:

If I do not understand the students' contribution, I ask referential and confirmation check questions to the students like "Do you mean this, what do you mean?"

Moving from clarifying the messages or contributions to the evaluation of them, Ela was asked to comment on if she uses any strategies and if yes, what they are. She said:

I do not use teacher echo for students' correct contribution, I use acknowledgement remarks. If there is wrong answer, I provide correct examples by reformulating. After that, the student finds the right answer, or I use display questions that refer to the correct answer.

It could be easily noticed that she is very sensitive towards avoiding teacher echo and using display questions since she mentions it in almost every comment she makes, and it is correlated to her remarks during dialogic reflection sessions. Another interesting finding is that she uses the *interactures* she and the peer coach focused on after the first video recording, for instance, she does not mention content feedback or form-focused feedback.

The eighth question is about enabling learners to produce correct form. Ela put it by focusing on asking display questions, modeling, and reformulating the answer if necessary.

I do not say the correct forms immediately. Instead of it, I ask display questions that refer to the answer, and I use reformulation according to the answers if there is still wrong answer and I model the answers in a sentence after.

It is noticeable that she restates her avoidance of using direct repair or correction, instead, she tries to elicit the correct form by modeling, reformulating, this implies avoiding from teacher echo, or asking display questions to orient them to the preferred response by the teacher. Congruently with question seven and eight, question nine revolves around manipulating the target language. Her response is as in the following:

Sometimes I use indirect repair, reformulation, and modeling. Also, I use display questions.

Focusing on more specific aspect of manipulating the target language, question ten dwells upon sub-skills, such as accuracy, fluency, and appropriacy.

I use clarification requests like “do you mean this?” or I ask referential or display questions. I provide wait-time and extended learner turn.

After her very broad answer, the peer coach asks her to clarify what she meant by providing extended learner turn. She states the following remark:

I am trying to avoid interrupting the students and I give enough time to them. Otherwise, they just don't speak and then I have to speak or ask the questions all the time.

It would be useful to skip the question 11 and focus on question 12 for the time being because it is about promotion of oral fluency. Ela's response to this question is as follows:

I choose a topic which they can speak a lot, or I ask very simple and clear questions. They can be display and referential questions. I use minimal repair for fluency.

Ela's response to this question is in line with questions four and five. She states that she asks simple questions or benefits from DIUs to elicit student contributions. For fluency, her focal points are using minimal repair and choosing a topic they can speak a lot. This explanation connotes the cheesecake example she used in the first video recording. She stated that all students know what cheesecake is and she wanted them to write something about they are familiar with. The use of display and referential questions are once again expressed in her response.

Before moving to the general questions (13,14, and 15), one SETT-specific question remains to be answered. The question is “How do you establish context? Do you use any strategies?”. Her reply is given below:

I choose famous topics among students. I ask referential questions like “what do you think about it?” do you agree or not? why do you think like that?” I provide wait-time to get answer from them.

In fact, this question aims to elicit whether what *interactures* she uses in managerial mode where she sets the scene or establishes the context. Asking referential question or providing wait-time are not interactional features of managerial mode because it is a sub-context where teacher organizes the physical arrangement like setting up pairs or groups or orients the learners to the material. Teacher talk generally consists of extended teacher turn, learner contribution is not observed, teacher might use confirmation check or clarification request in this mode.

“Was SETT grid helpful for improving classroom interactional competence?” is the question 13. For this question, Ela was invited to comment to what extent SETT was beneficial to improve her CIC practices as an *ad hoc* tool (Walsh, 2011). Her remark is as in the following:

Of course, yes. Thanks to it, I start to make students speak more. I decrease the use of teacher echo and extended teacher turn. Instead of it, I elicit the topic according to the answers of the students.

It is obvious from her response that SETT was useful for ameliorating the focal points determined after the first video recording by the peer coach. Those areas were teacher echo, turn completion and interruption. Her emphasis on reducing teacher echo, eliciting student responses are evident not just in the reply to the question 13 but prevalent in the whole semi-structured interview.

Turning now to the use of SETT for reflection on teacher’s discourse-related practices, question 14 addresses “Was SETT grid helpful for reflecting on your classroom discourse-related practices? If so, in what ways was it helpful?”. Ela’s remark deals with her awareness towards teacher echo and how significant it is to help learner to contribute by means of display and referential questions in addition to DIUs.

I become aware that I use teacher echo so much. I do not use it anymore. I use acknowledgement remarks. I understand that display and referential questions and designedly incomplete utterances help a lot for learning and eliciting. I start to reformulate and model the students' contributions more.

Last question concerns Ela's overall impression about the induction workshops "What is your overall impression about these workshops? Do you have any suggestions?". Her response is as in the following extract:

It's so helpful for new instructors. Now I know that what I should do in a class for a good learning. My classes have become more active than before.

What is striking in this extract that Ela mentions the use of SETT in induction workshop is useful for novice instructors, which is one of the gaps this dissertation tries to fill in the literature. Taken together, these results suggest that there is an increase in Ela's awareness for her discourse-related practices, and her explanations are in line with the previous analyses, like SETT dialogic reflections and VSR on second video recording. In the final part of this section, summary of the all findings will be reviewed and summarized.

Summary of Findings. This section purports to outline the results from the point of change in the focal aspect acquired from the first video recording of Ela's classroom interactional awareness and practices. The change under investigation concerns before, during, and after video recording, SETT workshop, and dialogic reflection sessions. The summary is based on the evidence acquired from various data collection tools, namely video recordings with VSRs, audio recordings of dialogic reflection sessions, and audio recording of semi-structured interview.

The analyses of first-video recordings and VSR demonstrated that critical incidents of Ela's writing lesson took primarily in materials mode, skills and systems mode, and there were also switches from managerial and material modes to skills and system mode. Describing interactional features in each extract, the peer coach determined teacher echo, turn completion and interruption as divergent, and thematic analyses of VSR pointed out that she was not aware of teacher echo and interruption in terms of justifying her interaction with pedagogic purpose of the moment, which was also evidenced in excerpts.

EL: and then every speaker will come and speak about what they found about cheesecake, but in this video, I am speaking a lot.

E: hmm why do you think so?

EL: maybe the student has low voice, maybe I am shouting so much that's my problem I know. (hehe) I am shouting so much

E: uh-huh

As can be seen from excerpt 20 that Ela cannot really identify what she did, but she attributes the problem to her speaking too much instead of turn completion, interruption, or teacher echo. Also, a part of excerpt 21 can be an example for her inability to identify the part she needed to focus on.

EL: I think I wasted time here

E: you? Why did you think that way?

EL: I don't know. It lasted too long.

During VSRs, one of the themes derived from her awareness was towards her instructions. Although she could not name what the exact problem was, she stated that the problem might stem from her instructions. Group work and elicitation are sub-themes encountered in her remarks upon giving problematic instructions.

E: okay so do you think there are any problems?

EL: I think it was long. I don't know my instructions maybe I don't know.

E: what do you mean by instructions?

EL: It took a while to group them, well yeah 3 minutes is not really long but while I was watching it I felt that it took a while

E: why did it take a while? Why did you feel like that?

EL: maybe I started giving instructions directly without waiting them to sit and breathe or it might be because of students as well. It might be because I felt it took so long while watching it.

After the intervention phase, three SETT dialogic reflection sessions were carried out with Ela, and in these sessions, materials mode was the main and skills and systems mode was the secondary. When the sessions were investigated regarding identification of mode, using metalanguage, presence of self-evaluation and conscious interactive decisions, it could be said that Ela made progress in terms of identifying the modes correctly and making conscious interactive decisions. She also improved her use of metalanguage and critically evaluated herself despite

minor mistake of identification of extended teacher turn session three, and absence of critical self-evaluation of self in session two.

Table 22

Ela's Developmental Observation Data

Ela SETT Sessions	Mode	Metalanguage	Critical self-evaluation	Conscious interactive decision
SETT Session 1	x	√	√	√
SETT Session 2	√	√	x	√
SETT Session 3	√	x	√	√

From the data in Table 22, it is apparent that Ela could identify correct modes, except in the first one, in her sessions. In addition to that, she could use metalanguage in her SETT analysis grid, which was evidenced in her written analysis of SETT grid, and during her reflection sessions with the peer coach. Details of metalanguage is given in table 16 as an overview, but there is not a linear increase or decrease in the number of identified terms; therefore, only symbols were used in table 21 instead of numbers. Although some terms turned out to be confusing scaffolding and extended teacher turn, she and the peer coach clarified them during dialogic reflections, which could potentially indicate short term learning moments for the teacher. Another understanding construction for Ela was understanding how DIU, which she was using unconsciously, works. Furthermore, she was observed to make critical self-evaluation and make conscious interactive decisions which were also give in detail in Table 18. Therefore, it could be assumed that with guided self-reflection, Ela could notice, describe, and critically evaluate her classroom discourse within the scope of the data she collected herself.

As to the second video recordings, the peer coach aimed to observe if there were any positive changes for focal points, which were teacher echo, turn completion and interruption determined in the first video recording. The extracts acquired from the second video recording mainly consisted of materials mode. The analyses revealed that teacher echo was still existent in the recordings; however, they were less in number and Ela could justify them in contrast with the first video recording. The examinations also illustrate that there has been a decrease in the

number of turn completion and interruption, instead she provided more wait-time and scaffolded student contributions with acknowledgement tokens.

Concerning the semi-structured interview held with Ela, five major themes were identified: display questions, teacher echo, referential questions, wait-time, and modeling. These emergent themes show that Ela could use metalanguage to describe her classroom interactional practices without focusing on a transcript. In other words, compared to Ceren who did not refer to metalanguage provided by the same framework, Ela could use those terms while explaining her interactional choices. Therefore, it can be understood from Ela's remarks that she used relevant terms during guided dialogic reflections (SETT sessions with the peer coach and second VSR), and she also employed them during the semi-structured interview. Another striking point is that she focused on previously identified points in earlier stages to work on, which are teacher echo, turn completion and teacher interruption in her responses.

Thus far, process of induction for Ela has been explained in this section at length. In the following part, the last case of the current study Gaye's induction experience will be dealt from the same perspectives.

Gaye's Case

Gaye is a female participant and graduate of Department of American Culture and Literature at a state university. At the time of the recording, she had a pedagogical formation certificate, and she was the most experienced teacher among the others. Also, she had 3 years of teaching experience at a higher education context. Upon her request, her reading classes (A1+/A2 level), in which she felt she needed the most help, were video recorded in 2018-2019 academic year. Unlike the other participants, she did not have a video recording experience in her previous institution, and she received formal feedback on her teaching practices. Her class size was between 15-20 students.

Findings After 1st Recording. After video recording two blocks of class hours (180 minutes), the peer coach watched the recording many times first. Second, she analyzed the recording by means of SETT grid and identified the modes (classroom context, skills and systems, materials, and managerial mode) and the *interactures* used in each context. Third, she cut the parts in which modes

and *interactures* did not coincide with the pedagogic purpose of the moment. The peer coach was also curious about some parts where she was unclear about. In total, six video-cuts were identified to see whether Gaye was aware of her interactive decisions at that moment and justify her interactional practices or not. In addition to that, it was also aimed if she could determine the areas where she needed further support. The following table demonstrates the modes, *interactures* and actions of each extract.

Table 23
Summary of Gaye's Findings in 1st Recording

Extract Number	Mode(s)	<i>Interactures</i>
Extract 29	materials mode	teacher echo, reformulation, display questions, content feedback, confirmation check
Extract 30	classroom context mode	teacher echo, confirmation check, extended wait-time, reformulation, referential questions
Extract 31	materials mode	teacher echo, display questions, confirmation check, direct repair
Extract 32	materials mode	display question, teacher echo
Extract 33	classroom context mode	extended teacher turn, modeling, referential question, interruption, confirmation check
Extract 34	classroom context mode	Referential question, extended teacher turn, confirmation check

As can be inferred from Table 23, extracts took place in materials and classroom context modes. Table 23 shows that Gaye made use of teacher echo, confirmation check, display and referential questions are the most commonly occurring interactional practices at those moments. When they were examined from divergent and convergent interactional practices perspectives, while the use of display questions, modeling and reformulation as scaffolding are convergent with materials mode, teacher echo, confirmation check and interruption were found to be divergent practices. In fact, the excessive use of teacher echo and teacher interruption can be obstructive for creating learning opportunities. On the other hand, the presence of extended teacher turn, teacher echo and interruption are not constructive in terms of creating learning opportunities, but asking referential

questions, deploying confirmation checks, modeling and reformulating as scaffolding, and providing extended wait-time can be identified as convergent *interactures* in classroom context mode. As a matter of fact, identifying *interactures* does not suffice whether they obstruct or construct learning opportunities. Therefore, six extracts will be analyzed with a view to describing them from a micro-analytic perspective. Extract 29 occurs in materials mode. Gaye is trying to check comprehension by asking display questions about a sport which can be played with a disc.

Extract 29. Disc

```
1   G:   can you play it with a bowl?
2       (1.4)
3   Ss:  ((murmur))
4   Ss:  no disc
5→  G:   no::
6       (0.8)
7       the:y play it with a disc very good
8       (3.6)
9       so: there are some rules ↑right? (0.2)there are some rules and
10      they need to: thro:w the disc as you: ↑watch (0.6)in the video
11      and they need to: catch it right?
12      (0.8)
13      so: do they have to run?
14      (1.6)
15  S2:  yes
16→  G:   uh-huh do they have to run? very good they need to do a lot of
17      running like in football (0.3) like in basketball too very good
```

In line 1, Gaye asks a display question by addressing the whole class as FPP. Waiting for 1.4 seconds, she receives the correct answer in chorus (no disc) in line 4. Echoing their response in line 5 (no::) and pausing for almost a second she reformulates their response into a full sentence (the:y play it with a disc very good) and completes her turn with an explicit positive feedback. In line 8, Gaye restarts another turn (so: there are some rules ↑right?) with a confirmation request, pauses slightly (0.2) and then echoes her utterance (there are some rules) and adds (they need to: thro:w the disc as you: ↑watch). Pauses for nearly half a second and she requests for confirmation (in the video and they need to: catch it right?) in line 12. After 1.6 seconds of silence, she receives a confirmation token (yes) in line 15. Acknowledging his response, Gaye echoes her question and confirms S2's minimal response and closes the sequence with an expansion (they need to do a lot

of running like in football (0.3) like in basketball too) with an explicit positive feedback (very good).

In excerpt 40, Gaye was asked to comment on extract 29 by focusing on her interactional practices, whether they worked or not, what she could do to change them if needed. Her comments are indicated in the following:

Excerpt 40. VSR on Disc

E: what do you think about that one?

G: erm grammar?

E: no no I am not talking about grammar mistakes. It is not our language we can make grammar mistakes. I've just focused on your classroom language, not grammatical mistakes etc. but if nothing comes up

G: erm I haven't realized anything (hehe)

E: alright.

As can be seen in excerpt 40, Gaye did not realize anything she would like to focus on. In other words, she could not identify what made her interactions limiting or obstructing to elicit responses from learners. The peer coach aimed to determine whether she was aware of her teacher echoes or reformulations of the minimal responses she elicited from the learners, but as indicated above she did not notice anything to comment on.

Extract 30 is an example for classroom context mode. In this extract, Gaye wants to introduce the topic food and brain by asking referential questions, confirmation checks, teacher echoes and providing extended wait-time.

Extract 30. Body and Mind

1 G: ↑so just can you just te:ll me(1.6)are the things that we
2 consume we eat
3 (0.9)
4 er:: affect our body and mind?
5 (0.5)
6 hmm?
7 (0.5)
8 can we say that the things we eat also affect our brain too
9 right?

10 S3: [yes]
 11→ G: [do you] feel them? so for example do you remember the ↑time
 12 (0.9)
 13 you feel hungry?
 14 (2.2)
 15 just are you hungry right now?
 16 (0.5)
 17 Ss: no:
 18 G: huh? you're not very good ↑so: you just focus on me right?
 19 S4: yes
 20→ G: and focus on the words so:
 21 (0.6)
 22 how would you feel if you were
 23 hungry just try to think that(0.3)
 24 S5: angry
 25→ G: angry right very good thank you so: we can say that if you
 26 want to summarize the video a:ll the things that we consume
 27 eat I mean affect our what?
 28 (1.0)
 29 brain right? mental (.) state so it is very important when
 30 you feel hungry you also (.) feel the anger and what else?

Extract 30 begins with Gaye's pre-announcement (Terasaki, 2005) (↑so just can you just te:ll me) pauses for 1.6 seconds and utters (are the things that we consume we eat) and pauses for slightly more than half a second and completes her initiation (er:: affect our body and mind?) in line 4. After 0.5 second of silence, Gaye tries to elicit response from learners (hmm?) in line 6. In an attempt to receive answer from them, Gaye reformulates her question (can we say that the things we eat also affect our brain too right?) and checks for confirmation. In line 10, she receives a minimal response from S3 ([yes]) and overlaps with him and initiates another question ([do you] feel them? so for example do you remember the ↑time) pauses nearly a second and utters (you feel hungry?). Not receiving any response for 2.2 seconds, she poses (just are you hungry right now?) in line 15. Then, students answer (no:) in chorus (Lerner, 1993). In line 18, Gaye deploys an open class repair (huh?)(Olsher, 2008, p.110) and reformulates minimal response of the learners (no:) into a sentence (you're not very good ↑so: you just focus on me right?), acknowledges this minimal contribution with an explicit positive feedback and initiates another question. Following this, Gaye receives minimal response from S4 (yes) in line 19 and completes her previous turn (focus on the words so:) signaling to another

question in the next line (how would you feel if you were hungry just try to think that). After 0.3 seconds, S5 replies to her (angry), and Gaye echoes her response and deploys extended teacher turn as (angry right very good thank you so: we can say that if you want to summarize the video a:ll the things that we consume eat I mean affect our what?) lines 21, 22, 23. Gaye does not receive any response and after a second, she produces (brain right? mental (.) state so it is very important when you feel hungry you also (.) feel the anger and what else?) by reformulating her utterances with minimal response of S5 between lines 25 and 31 to elicit other further response from the other learners.

In excerpt 41, when Gaye watched the video-cut, she commented on her gestures instead of interactional practices. Then, the peer coach tries to direct her attention to other aspects in the video recording, she mentions the proficiency level of her learners and she adds that the structure of the question she used at that moment might be problematic for the learners. She also comments on feeling weird on the camera.

Excerpt 41. VSR on Body and Mind

G: I think I am using a lot of gestures.

E: I think it is not a problem, you are not fidgeting, and it does not disturb.

G: Am I not distracting them, right? I use it all the time in order to express myself. It felt as if I should use it less.

E: hmm. Are there any other things grabbing your attention?

G: the level of my students is a bit higher than delta classes. Maybe the fact that I used a structure they may not know. For example, "how would you feel if you." blah blah. I could have expressed in a different way.

E: simpler or easier?

G: "how do you feel?" for example. But other than that, I am not really dissatisfied with myself. I am watching myself for the first time. It feels really weird. (hehe) I haven't seen a lot of problems but if you did please share it with me

E: okay after you comment on them, I am going to make comments on them as well. I don't want to affect your comments.

G: okay.

As can be seen from the excerpt, Gaye could not identify the focal point, which is extended teacher turn in lines 25, 26, 27. When we focus on the action carried out after Gaye's extended teacher turn, it can be seen that her turn did not receive any responses by the students despite her DIU at the end of the sentence (a:ll the things that we consume eat I mean affect our what?). Therefore, after one minute, Gaye needed to give the answer herself and tried to confirm it with the students. The extract and excerpt show that Gaye is not aware of her interactional practice and so she cannot justify why she did it at that moment.

Extract 31 takes place in materials mode. Gaye shows video to the learners to elicit the names of the fruits, vegetables, and other foods in different categories. Taken from the materials mode, in this extract the *interactures* are teacher echo, display questions, comprehension checks and direct repair employed by Gaye. Although extensive use of display questions is common in materials mode, the excessive use of teacher echo does not contribute to the meaningful and communicative interaction between the students and teacher. Therefore, the reason for choosing this extract was to determine whether teacher is aware of her teacher echoes and explicit positive assessment.

Extract 31. Very good

1 G: yes: can you tell me what do you see in them (.) what kind
2 of things you see?
3 S1: meat
4 G: you see meat very good
5 (0.6)
6 S2: vegetable fruits
7 G: vegetables you see very good fruits very good
8 S2: milk egg
9 G: milk (.) egg (.)very good
10 S2: bread
11 (1.8)
12 G: you see bread very good
13 (0.5)
14 S3: egg
15 (1.0)
16 S4: [°apple°]
17 G: [egg] uh-huh uh-huh
18 G: what is it? ((looks at S4))
19 (1.0)
20 S4: apple
21 G: APPLE thank you (0.2) fruits

22 S5: *şu coconut mı?*
 23 *is that coconut?*
 24 G: *coconut where is it?*
 25 S5: [*şu*]
 26 *that one*
 27 G: [*that's*] *bread*
 28 S5: *°ne°*
 29 *what*
 30 G: *it's bread ((she smiles)) (0.3)*
 31 S5: *aha*
 32 G: *heh heh it's like coconut but coconut is also important*
 33 *right? †so*

Extract 31 starts with Gaye's directing her students towards the picture with the utterance (*yes: can you tell me what do you see in them (.) what kind of things you see?*) using a pre-announcement (Terasaki, 2005) and reformulating her initial question in lines 1 and 2. After Gaye's addressing to the whole class, S1 self-selects and answers (*meat*) in line 3, and Gaye reformulates her response and partially echoes (*you see meat very good*) and provides explicit positive feedback. After almost half a second, S2 self-selects and utters (*vegetable fruits*) which is similarly echoed and acknowledged by Gaye in line 7. From line 8 to 14, the pattern is follows: self-selection by a student and echoing and acknowledgement by Gaye. In line 14, S3 self-selects and says "egg", and after a second S4 utters (*[°apple°]*) silently and she overlaps with S3 by echoing (*egg*) with an acknowledgement token "uh-huh". Then in line 18 directs her attention to S4 and asks (*what is it?*) and receives (*apple*) as response from S4. Echoing her response in a higher tone, (*APPLE thank you (0.2) fruits*) Gaye thanks and moves on the with other fruits. Aftermath, S5 initiates a turn by changing the code from English to Turkish (*şu coconut mı?/Is that coconut?*) in line 22. Gaye does not align with her code-switching and utters (*coconut where is it?*) in line 24, and S5 keeps speaking in Turkish (*şu/that one*) in the following turn. In line 27, Gaye deploys a direct repair and utters "that's bread" which is not understood by S5 apparently because in the following line she asks (*°ne°/what*) in Turkish once again. Gaye echoes her response (*it's bread*) which is understood by S5 with a change of state token (*aha*) (Heritage, 1984). Then, in the following line Gaye provides a content feedback and asks a comprehension check and closes the sequence signaling a transition with (*†so*) .

In excerpt 42, Gaye comments on the video-cut from teacher-centeredness perspective. Again, asked to focus on her interactions only, she made the following remarks:

Excerpt 42. VSR on Very Good

E: What were you doing? Why did you do it? Is there anything you noticed?

G: We watch a video. After watching the video, I wanted them to compare their lives and the things in the video. After watching the video, I tried to navigate them to the things in the video so that they could use the vocabulary they heard in the video. But it feels a bit teacher-centered. I tried to make them speak but I was the one speaking more. I am always like that in the class, trying to make them speak. I walk around the class saying like “Am I a parrot?” (hehe)

E: hehe

G: Okay, but other than that I did not notice anything.

E: Okay.

Unlike the previous extracts, Gaye makes critical self-evaluation in this one. She explains what activity she was doing and what the purpose was and how she tried to do it. She states that she feels teacher-centered since she tries to make them speak. She also makes fun of her role as a teacher by using “parrot” as a metaphor. Her remark as “*I walk around the class saying like “Am I a parrot?”*” is significant because it might show that she is reflecting-in-action for the interactional practices, but she cannot identify the exact part she needs to focus and reflect on. Also, Gaye’s use of parrot as a metaphor is revealing in terms of the larger context. As will be seen in the following sections, Gaye is aware of her speaking a lot and this awareness will let her direct her focus on decreasing her “excessive teacher talk” by employing certain actions.

Extract 32 is taken from a part that occurs within the scope of materials mode. At that moment, Gaye is checking comprehension by asking display questions to the learners grouped for each paragraph of the reading passage on food and brain.

Extract 32. Eating Well

1 G: †so first group (.) can you te:ll us
2 (1.2)
3 what does eating well mean?
4 (0.9)

5 eating well
6 (1.0)
7 S6: erm::
8 (1.0)
9 er:: people have to know er: right amount
10 G: people have to know right amount very good thank you

In line 1, Gaye starts with a pre-announcement by addressing the all members in the first group and utters (*↑so first group (.) can you te:ll us*), pauses for 1.2 seconds and asks the main display question (*what does eating well mean?*). After almost a second, she echoes a part of her question to elicit responses from the students in line 5. Then, S6 starts with a hesitation marker (*erm::*), pauses for a second and reinitiates with another hesitation marker and utters (*er:: people have to know er: right amount*) in line 9. In line 10, Gaye echoes her response, provides explicit positive feedback, and thanks her and closes the sequence.

Excerpt 43 is quite an interesting part of this VSR session because it reveals several interesting points about Gaye's critical self-evaluation, awareness, and online decision-making strategies. When she was invited to comment on this video-part, she started to explain what she was doing step by step. She was checking their comprehension and then after receiving the preferred response, she went to the other group. When Gaye was directed after her receiving the answer, she made a critical self-evaluation about one of her interactional practice: teacher echo.

Excerpt 43. VSR on Eating Well

E: How about this one? What were you doing?

G: Comprehension check?

E: Uh-huh.

G: I think they read the text and I'm trying to check whether they understood the text or not.

E: Uh-huh and what did you do?

G: I just asked question.

E: Did he answer?

G: Uh-huh.

E: And then what did you do?

G: I got my answer and I went to ask for the other group.

E: Okay so is it good or bad?

G: But you know what? I always do it. I think I have to change it, not should. I have to change it. I repeat things, I think.

E: Teacher echo yeah, a lot, that is one of the things.

G: Instructors do it right? It is not only me (hehe).

E: No no we always do, but teacher echo has some functions.

G: Okay.

E: They are not no no, they are good, they are helpful but if we do it a lot.

G: For correction it is better.

E: Yeah.

G: If you correct for pronunciation it is good.

E: Yeah, it's good why?

G: Because you learn the things better

E: Yeah other learners learn it as well not just one person I mean. When you correct something, others also learn it.

G: Yeah but I think I do it a lot. I repeat the things. They just speak out the answers you know, and I just repeat it.

E: And you are losing time and you are losing time classroom time.

G: Yeah, I know. Maybe sometimes I feel a bit nervous, maybe I also plan the things in my mind maybe that's why I waste my time because I am thinking for the next step.

E: Is it like an excuse to take time?

G: Yeah, I think yeah.

E: I mean it is like a strategy not an excuse.

G: Yeah really (hehe).

E: Why not?

G: But I'm not aware of this.

E: You cannot be aware of everything. You monitor yourself; you give instruction, you manage the classroom and you need to do this and that and you cannot control everything.

G: Sometimes it is really difficult to change the language you know from Turkish to English. I need to organize things in my mind what to say how to say it.

E: Yeah.

G: I'm a role model, right? I am not a native speaker.

E: You don't have to be.

G: Yeah sure but I try to do the things correctly that's why I feel a little bit nervous, so I don't want to do the things in the wrong way.

E: Hmm.

G: That's why I'm thinking, and I want to just take my time.

E: Is it like talking to yourself?

G: Repeating you mean?

E: When you're repeating, you are repeating to yourself or talking to the students?

G: I think I'm talking to students but I'm thinking at the same time for the next step.

E: Okay.

G: What am I going to do what am I going to say?

E: It is really interesting (hehe) teacher's mind.

G: Just I should confess (hehe).

In this lengthy excerpt, Gaye states (but you know what? I always do it. I think I have to change it, not should. I have to change it. I repeat things I think). This comment might show that she is aware of her teacher echo and she is confirmed by the peer coach. Then, she wants to make sure whether other instructors do it as well. After that, taking this moment as a learning opportunity, the peer coach explains the functions of teacher echo and Gaye contributes to her explanations why echoing for pronunciation purposes might work for learning better. Following this, she restates that she repeats a lot especially after receiving correct responses from the learners. In fact, that was the point where the peer coach wanted to be sure if she was aware of them or not.

However, she explains that she is not aware of them, maybe she gains time for the next turn. In other words, she is using teacher echo to plan the next step or make transition to the next activity.

She also remarks upon her anxiety in classroom. She expresses that she is afraid of making mistake because she is a role model, but she is not a native speaker. Feeling this pressure on her, this novice teacher repeats both for sake of students and gaining time to plan the next step. This excerpt is quite revealing in explaining how teacher's interactional choices are rooted in his/her cognition as a teacher.

Extract 33 is an example for classroom context mode. The interactional practices identified in this extract are referential question, modeling, interruption, and extended teacher turn. In this micro context, the extract starts with Gaye's directing a referential question to the whole class.

Extract 33. Healthy Eater

1 G: are you a healthy eater?
2 (0.5)
3 just (.) try to criticize yourself
4 (0.7)
5 just try to think (.)am I: a healthy eater?
6 (0.8)
7 when you ask me (0.3)as a teacher I'm not
8 (1.0)
9 I'm sorry I'm not a=
10 S7: =öğretmenim burger mcdonalds hiçbir şey yemiyormuşsunuz=
11 *teacher you are not eating mcdonalds or burger*
12 G: =healthy it is not healthy
13 S7: ama olsun evde yiyorsunuz yani bize göre yani ben kendime
14 göre göre siz daha=
15 *yeah but you eat at home I mean you are better to me compared*
16 *to us to me*
17→ G: =I prefer not to go burger or mcdonalds because they all
18 include fast food (.)I don't prefer them (0.3) *bu:t* as a
19 student you: rush these places right?
20 S7: hmm:
21→ G: so you because it is cheap it has menus right? so it is er::
22 very tempting when we talk about it

In line 1, Gaye poses a referential question to the whole class (are you a healthy eater?) pauses for half a second, then she employs an insert expansion (just (.) try to criticize yourself) in line 3. After 0.7 seconds of silence, Gaye tries to elicit response from students and adds (just try to

think (.)am I: a healthy eater?). Again, nor receiving any responses for almost a second, she does modeling with (when you ask me (0.3) as a teacher I'm not) in line 7 and after one second of silence Gaye repeats a part of her previous utterance, but then she is interrupted (I'm sorry I'm not a=) with self-selection of S7 (=öğretmenim burger mcdonalds hiçbir şey yemiyormuşsunuz=/ teacher you are not eating mcdonalds or burger) in line 10. Then in line 12, Gaye latches onto S7's self-selection by not aligning with her code-switching (=healthy it is not healthy). In line 13, S7 takes the floor again not complying with Gaye's utterance in English (ama olsun evde yiyorsunuz yani bize göre yani ben kendime göre göre siz daha=/ yeah but you eat at home I mean you are better to me compared to us to me) and her utterance is latched by Gaye once again with an extended teacher turn this time. (=I prefer not to go burger or mcdonalds because they all include fast food (.)I don't prefer them (0.3) ↑bu:t as a student you: rush these places right?) starting from line 17. Gaye's confirmation check receives a minimal response from S7 (hmm) and in line 20 Gaye initiates another turn (so you because it is cheap it has menus right? so it is er:: very tempting when we talk about it) and the video-cut ends here.

After watching the video of extract 33, the first remark she made was the use L1. When she was directed by the peer coach if she had anything to say apart from learners' answering in Turkish, she focuses on the use of L1 for answering her questions, and she is not sure whether it is acceptable or not. Although it is not the focal point of the peer coach, she mentions the importance of quantity and if needed it can be used from time to time. Following this, Gaye mentions that students are normally better than that day; therefore, she addresses students' answering in Turkish rather than focusing on her interactional practices. In fact, the peer coach wanted to see if she could realize her extended teacher turn, which is divergent for classroom context mode, and interruptions as obstructive practices or not. As the VSR shows, her focus is on students' general tendency to answer in Turkish, which will be mentioned further during SETT dialogic reflections.

Excerpt 44. VSR on Healthy Eater

G: *They always answer in Turkish.*

E: *anything to say?*

G: *as I told you I asked questions to them but they answer in Turkish, so it is also acceptable I think isn't it?*

E: *yeah it is but the quantity is important not all the time but from time to time we should let them speak in Turkish*

G: *you know they are better. I have twelve hours with this class you know in a week. So, they are better, they are doing really good. It is a delta class. So about anyway I just realize it they just answer Turkish, but they answer, huh?*

E: *okay.*

The last extract takes place in classroom context mode. Gaye receives answers from students about an eating style questionnaire. In classroom context mode, interactions are mainly guided by learners, teacher turns are shorter than the learners', teacher uses scaffolding and requests clarification, uses minimal repair, and gives content feedback. However, the following extract demonstrates the opposite in terms of teacher and learner turn.

Extract 34. Score

1 G: what's your score Elif?
2 S8: ((inaudible))
3 G: b? er: heh heh maybe:
+she makes a sad face
4 (1.0)
5 i don't know er: at least you know it now right? you know it
6 a:nd it is just the: little
7 (1.0)
8 er: (0.5)
9 ↓thing that you can maybeyou want to (.) careful
10 (0.6)
11 er: with your eating habits maybe: you can change it little
12 ↓bit NAME?

In line 1, Gaye initiates an FPP and asks (What's your score Elif?). In the SPP, S8's response cannot be deciphered because she is out of shooting angle. In line 3, Gaye requests clarification (b?), makes a sad face and utters (maybe). After a second of pause, Gaye gives content feedback for S8's minimal response with a confirmation check in the third-turn position (I don't know er:

at least you know it now right?). However, Gaye does not provide wait-time for response and receives none and continues her content feedback (you know it a:nd it is just the: little) pauses for a second and hesitates (er:) half a second and gives further content feedback in line 9 (↓thing that you can maybe you want to (.) careful). After 0.6 seconds of silence, Gaye initiates her utterance with a hesitation marker (er:) and continues with (with your eating habits maybe: you can change it little ↓bit NAME?) and allocates turn to another student.

In excerpt 45, Gaye suggests the focal point of the extract might be a grammatical problem in her discourse. Ensuring Gaye that it was not concern of the peer coach, Gaye states that she is talking too much and shares a personal reflection about her experience of listening to student presentations and how boring it is to sit and focus on them “*I just realized that “oh my God listening is really difficult and they get tired you know”*”. Then, in the following lines, she remarks on her not giving enough time and speaking a lot “*they are just listening and I don’t give time to think*”. In addition to that, she mentions that she felt nervous and perhaps she thought she had to speak because of the camera. This excerpt shows that there might be myriad of reasons behind instructors’ interactional decision-making processes. It could be their beliefs, unexpected student contributions and situations, experience, or inexperience and so on. Therefore, it could be concluded that holding dialogic reflection sessions with a peer could be of great help for the teacher, especially a novice one, to notice, describe and reflect on one’s own interactional practices, and by holding up a mirror to them is the beginning of creating awareness and perhaps the first step for a change.

Excerpt 45. VSR on Score

G: *I always wonder you know (hehe) (she keeps on watching the video) grammar maybe.*

E: *No no I am not looking at your grammar.*

G: *You know I am talking all the time (hehe) yeah, I am talking. I am like this. You know what? in presentation I realized that they are trying to give presentations in listening speaking course so you just sit and try to focus on them I just realized that*

“oh my God listening is really difficult and they get tired you know” our lessons are very long.

E: Uh-huh.

G: They are just listening, and I don't give time to think.

G: And you know what I also feel nervous because of the video.

E: Yeah sure, that is an effect.

G: Maybe that's why.

E: Okay yeah possible.

Initial findings acquired from the VSR on first video recording suggest that the extracts exemplify classroom context and materials mode. Moreover, interactional features employed by Gaye are direct repair, teacher echo, display questions and referential questions, teacher echo, content feedback, extended wait-time, confirmation check, reformulation, and interruption. Display questions, direct repair, reformulation conform to materials mode, so do content feedback, referential questions, and reformulation with classroom context mode. On the other hand, extended teacher turns, teacher echoes in the classroom context mode require further scrutiny. In addition to that, interruption and teacher-teacher echo are obstructive interactional practices and these practices are focal points to work on during workshops, SETT dialogic reflections, second video recording and semi-structured interview.

Table 24

Overview of Gaye's Comments on 1st Video Recording

Nature of Themes	Themes	Description	Comment
Unaware	grammar	refers to accuracy of teacher's instructions	<p>- <i>I always wonder you know (hehe) (she keeps on watching the video) grammar maybe.</i></p> <p>-G: <i>what do you think about that one?</i></p> <p>E: <i>erm grammar?</i></p> <p>G: <i>no no I am not talking about grammar mistakes. It is not our language we can make grammar mistakes. I've just focused on your classroom language, not grammatical mistakes etc.</i></p>
	gestures	refers to mimes and gestures teacher makes use of in the classroom	<p>G: <i>I think I am using a lot of gestures.</i></p> <p>G: <i>Am I not distracting them right? I use it all the time in order to express myself. It felt as if I should use it less.</i></p>
	use of L1	refers to learners' using Turkish instead of English during interaction	<p>- G: <i>They always answer in Turkish.</i></p> <p>E: <i>anything to say?</i></p> <p>G: <i>as I told you I asked questions to them but they answer in Turkish so it is also acceptable I think isn't it?</i></p>

Table 24 (continues)

Nature of Themes	Themes	Description	Comment
Aware	excessive teacher talk	similar to extended teacher turn, teacher's multiple utterances without learner contribution	<p>- you know I am talking all the time (hehe) yeah I am talking. I am like this. You know what? in presentation I realized that they are trying to give presentations in listening speaking course so you just sit and try to focus on them I just realized that "oh my God listening is really difficult and they get tired you know" our lessons are very long.</p> <p>- I just feel something is happening, I just felt that I had to talk.</p> <p>-But it feels a bit teacher-centered. I tried to make them speak but I was the one speaking more. I am always like that in the class, trying to make them speak. I walk around the class saying like "Am I a parrot?" (hehe)</p>
	repetition	similar to teacher echo	<p>-but you know what? I always do it. I think I have to change it, not should. I have to change it. I repeat things, I think.</p> <p>-yeah but I think I do it a lot. I repeat the things. They just speak out the answers you know, and I just repeat it</p>
	wait-time	allowing students to respond or formulate the response (Walsh, 2011, p. 203).	- they are just listening, and I don't give time to think

Table 24 demonstrates the themes derived within the scope of two basic categories: unaware and aware. In unaware parts, Gaye made comments on her use of grammar, gestures, or learners' code-switching to L1. Instead of focusing on her interactional decisions, Gaye made remarks on other aspects which were out of the scope of the induction workshop. On the other hand, surprisingly Gaye was aware of areas such as wait-time, repetition (teacher echo), and excessive teacher talk (extended teacher turn) which were identified as focal points to work on in the following stages. Although she did not use the related terminology, which is quite expected at that stage, she could identify these problems. Benefitting from her partial awareness for teacher echo, extended teacher turn, and limited wait time, the peer coach determined these *interactures* as focal points. In the next session, findings retrieved from SETT dialogic reflections are presented with a specific focus on teacher echo, wait-time, and extended teacher turn.

Dialogic Reflections via SETT. In this stage, Gaye and the peer coach met three times to analyze a 10 to 15-minute audio recording collected at different time intervals to check whether she was able to identify modes and interactional practices or not. In addition to that, they also dwelled upon her classroom discourse in terms of teacher echo, extended teacher turn, and limited wait-time. Table 24 displays the overall summary of Gaye's SETT grid analyses.

Table 25

Overview of SETT Grid Analyses: Gaye

No.	Subject	Modes	Interactures	Metalanguage
Rec.1	Reading	-managerial mode, -wrong identification of materials mode	reformulation, direct repair, extended wait time, seeking clarification, teacher turn, teacher echo, teacher interruptions, display questions, transitional markers, confirmation check, wrong identification of extended learner turn.	<p>- I tried to avoid excessive teacher-talk but when they felt diffident about pronouncing English words and making sentences, I tried to help them.</p> <p>- I had to interpret and repeat my questions in order to elicit responses.</p> <p>- By means of comprehension check, I tried to make them speak and evaluate information rather than simply memorize written parts in reading unit.</p> <p>- In my course, I identified some modes. These are reformulations, direct repair, extended wait-time, seeking clarification, extended learner and teacher turn, teacher echo as usual (hehe), teacher interruptions, display questions, transitional markers and confirmation check.</p>
Rec.2	Reading	skills and systems mode, classroom context mode	display and referential questions, extended learner turn, extended teacher turn, extended wait-time, wrong identification of reformulation	<p>-I identified skills and systems and classroom context modes.</p> <p>-Even if they speak in Turkish, I didn't interrupt them, and I let them speak. And I just tried to explain when it's needed. And I just tried to avoid teacher interruption and correct each mistake.</p> <p>-G: yeah, I'm trying to do such things teacher talking time, interruption, extended learner turn I am trying to do them on purpose. That's why I planned my class according to it.</p> <p>G: because I most of the time I said "well, nice". I always used we call it minimal response tokens.</p> <p>-E: Can you give me some examples blah blah (she analyses her SETT grid) oh students speak more here</p> <p>G: yeah, we call it extended learner turn, right?</p> <p>E: uh-huh exactly.</p> <p>-E: okay let's look at your modes. Skills and systems mode, classroom context mode. Which one is classroom context mode here?</p> <p>G: erm scaffolding part</p> <p>E: let me see, yeah you can say so exactly.</p> <p>G: minimal correction, I didn't correct the things that they say</p> <p>E: okay</p> <p>G: erm so I let the students speak</p> <p>E: uh-huh</p> <p>G: and extended learner turn and there are referential questions too.</p>

Table 25 (continues)

No.	Subject	Modes	Interactures	Metalanguage
Rec.3	Reading	skills and systems mode classroom context mode materials mode	referential questions and display questions, scaffolding, extended teacher turn, extended wait-time, confirmation check, wrong identification of turn completion	<p><i>-I tried to avoid excessive teacher-talk but when they felt ineffective about using some English words, I tried to help them.</i></p> <p><i>-By means of comprehension check, I tried to make them speak and evaluate.</i></p> <p><i>-G: I just tried to be careful about extended teacher talking and in my last recording I avoided teacher echo totally. I hope I was successful about it.</i></p> <p><i>-G: erm I don't know it exactly, but I just added information to what the student said.</i></p> <p><i>E: do you add information or reformulate or summarize student's answers?</i></p> <p><i>G: I think I reformulate I right?</i></p> <p><i>E: exactly.</i></p> <p><i>G: so, it is scaffolding we can say.</i></p> <p><i>E: it is scaffolding because you combined two sentences and you reformulated them actually.</i></p> <p><i>--G: erm after reading parts I always make comprehension checks. I like it actually. Because I don't want to make them say the things by heart or memory.</i></p> <p><i>-G:: I just tried to be careful about extended teacher talking and in my last recording I avoided teacher echo totally. I hope I was successful about it.</i></p>

As table 25 shows, Gaye made use of many interactional practices and explained the relationship between her pedagogic purpose and interactional practice at that moment by using metalanguage provided by SETT grid. The audio recordings were taken from the same classroom in which the first video recording was acquired. The modes she identified all the modes in SETT grid in her analyses. Although she had mode confusion between classroom context and materials mode in the first analysis, she did not have any other problems in identifying modes for the rest of them. The following excerpt demonstrates how Gaye and the peer coach discuss the difference between classroom context and materials mode during first SETT dialogic reflection and how Gaye comes to an understanding it.

Excerpt 46. Gaye's 1st Recording: Modes

G: Uh-huh (look at the transcript) I used classroom context.

E: Well you still want to have responses related to the material.

G: Hmm.

E: So, classroom context is more free.

G: Yeah it is all about me, right?

E: Well classroom context generally occurs erm spontaneously.

G: Hmm.

E: So, students say something, makes a contribution and you take it as an opportunity you talk about it or ask further questions. But all these questions are about the material actually. So I think there is no classroom context here. And in this mode, there is minimal teacher contribution and more extended learner turns.

G: Uh-huh.

E: Let me show you the book (Walsh, 2011) maybe I can show you some examples with that. Then which modes can we say there are in this extract?

G: We can say materials, right?

E: Yes.

Excerpt 46 demonstrates the need of clarification for Gaye concerning classroom context and materials mode. Her remarks about classroom context mode reveal that she assumes it is primarily shaped by the choices of the teacher, namely,

setting the context and guiding the learners and interaction. However, it is quite the opposite, and as the peer coach explains, it is more of a free nature in comparison with other modes, and teacher turns are minimal, but the learners' are longer and during the interaction the teacher does minimal repair so as not to disrupt the flow of conversation. At the end of the excerpt, the peer coach wants to clarify whether Gaye could identify the correct mode after her explanations regarding classroom context mode, Gaye could successfully determine it.

Excerpt 47. Gaye's *Interacture* Confusion: Extended Wait time vs. Extended Learner Turn

E: So, what would you like to say about the transcript? So, did you catch here? I mean your instructions.

G: I think instructions were good.

E: What did you particularly like?

G: Hmm I wait a lot.

E: Yeah.

G: We call them extended learner turns right?

E: Well extended learner turn consists of more than 2-3 sentences in a sequence. But the opposite of waiting or giving enough time is limited wait-time. So, you don't have any problems with limited wait-time.

G: Uh-huh.

E: So, you wait enough and it is not extended learner turn.

G: So, when we compare the first recordings, is it an improvement?

E: Well I think for me it is an improvement because there were some interruptions. Or turn completions in your first recording if you can remember.

According to excerpt 47, Gaye expresses her contentment with instructions focusing on wait-time. In the following lines, she wants to confirm whether it is extended learner turn or not. Then, the peer coach explains the difference between extended learner turn, limited and extended wait-time. Interestingly, Gaye asks the peer coach to compare her first video recording and first SETT analysis. The peer coach's remarks show that Gaye already showed positive changes in terms of interruption because she is not only more conscious about this obstructive practice,

and she reflects it on her discourse and makes comment on them during the first dialogic reflection session, which will be exemplified in the second and third sessions shortly.

In connection with the metalanguage used by Gaye, thematic analyses unveiled that she focused on excessive teacher talk, repetition for elicitation, and comprehension check. She explains her pedagogical decisions and interactional choices by referring to the *interactures* and modes. Her remarks are as in the following:

- *I tried to avoid excessive teacher-talk but when they felt diffident about pronouncing English words and making sentences, I tried to help them.*
- *I had to interpret and repeat my questions in order to elicit responses.*
- *By means of comprehension check, I tried to make them speak and evaluate information rather than simply memorize written parts in reading unit.*
- *In my course, I identified some modes. These are reformulations, direct repair, extended wait-time, seeking clarification, extended learner and teacher turn, teacher echo as usual (hehe), teacher interruptions, display questions, transitional markers and confirmation check.*

Turning to the second SETT dialogic session, Gaye identified classroom context and skills and systems modes correctly. As to the *interactures*, they are display and referential questions, extended learner turn, extended teacher turn, extended wait-time, wrong identification of reformulation.

Excerpt 48. Gaye's 2nd Recording: Modes

<p><i>In this context, G asks the learners their opinions on restaurants which serve slow or fast food.</i></p> <p>S3: <i>But people prefer fast food because it is more cheap.</i></p> <p>G: <i>You mean cheaper?</i></p> <p>S3: <i>Cheaper. There are restaurants serve slow food they are not cheap restaurants</i></p> <p>G: <i>uh-huh</i></p> <p>S3: <i>Fast food serve restaurants cheaper.</i></p> <p>G: <i>ok</i></p>	<p><i>E: okay let's look at your modes. Skills and systems mode, classroom context mode. Which one is classroom context mode here?</i></p> <p>G: <i>erm scaffolding part</i></p> <p>E: <i>let me see, yeah you can say so exactly.</i></p> <p>G: <i>minimal correction, I didn't correct the things that they say</i></p> <p>E: <i>okay</i></p> <p>G: <i>erm so I let the students speak</i></p> <p>E: <i>uh-huh</i></p> <p>G: <i>and extended learner turn and there are referential questions too</i></p>
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E: exactly those are the signs of classroom context mode as well.

In excerpt 48, the peer coach goes over the modes and asks Gaye to justify her mode choice. Gaye explains classroom context mode with scaffolding, minimal correction, asking referential questions and receiving extended learner turn by not correcting them and letting them speak. The extract Gaye refers to is shown above. As can be seen, she scaffolds the student's contribution by using an embedded correction. After this attempt, S3 manages to correct her mistake and reformulates her sentence. Acknowledging her contribution minimally (uh-huh), Gaye goes ahead with a further contribution.

Excerpt 49. Gaye's *Interacture* Confusion: Reformulation vs. Confirmation Check

This extract takes place in classroom context mode and it is part of a warm-up activity.

G: Can you give me some examples of slow food?

S1: Karnıyarık.

G: Ok. Very good. Traditional dish with eggplant right?

S1: uh-huh

E: Actually, it is not reformulation. Why not?

The only response you got from the student is karnıyarık. Actually, you are trying to elicit more answers by confirming because you said, "it is a traditional dish, right?"

G: it is confirmation, then right?

E: yeah it is not reformulation. Reformulation might be taking student's wrong sentence and correcting it in an implicit way. For example, I go to Adana yesterday. Oh, you went to Adana yesterday.

G: oh, I am sorry okay. Yeah you told us about it I just forgot about it sorry.

Excerpt 49 displays a moment when Gaye and the peer coach work on an *interacture* she identified incorrectly. After the peer coach's explanation, she was able to identify it. Therefore, it could be claimed that dialogic reflection not only helps the teacher to reflect on her interactional practices, but also present opportunities for correcting mistakes with the help of a peer.

The following remarks are gathered via thematic analysis. In these remarks, she mentions classroom context and skills and system modes, avoiding teacher interruption and correction, awareness for teacher talking time, interruption, extended learner turn. In addition to that, she uses a classroom discourse-related

term which is minimal response token. The following remarks show that Gaye increasingly benefits from metalanguage to describe her classroom interaction.

- I identified skills and systems and classroom context modes.

- Even if they speak in Turkish, I didn't interrupt them, and I let them speak. And I just tried to explain when it's needed. And I just tried to avoid teacher interruption and correct each mistake.

- G: yeah, I'm trying to do such things teacher talking time, interruption, extended learner turn I am trying to do them on purpose. That's why I planned my class according to it.

-G: because I most of the time I said "well, nice". I always used we call it minimal response tokens.

- E: Can you give me some examples blah blah (she analyzes her SETT grid) oh students speak more here

G: yeah, we call it extended learner turn, right?

E: uh-huh exactly.

Before proceeding to the critical self-evaluation and conscious interactive decisions part, metalanguage used by Gaye in the last SETT dialogic reflection session will be explained in detail. As Table 25 illustrates, the identified modes for the third session are classroom context, skills and systems and materials mode. The *interactures* are referential questions and display questions, scaffolding, extended teacher turn, extended wait-time, confirmation check, wrong identification of turn completion.

Excerpt 50. Gaye's 3rd Recording: Modes

E: okay I see. And then what are you doing here (she keeps analyzing the grid) "We will see in the reading chapter. I think you get confused about what is this tomato?"

G: uh-huh because at the front page it wasn't very clear, and their answers were also multiple that's why they were confused about it what is it? Why do people call it vegetables? It was the big issue. So, what is the big deal? That's why I just see I just observed it erm and then I just tried to guide them. Don't worry, we will learn it in the reading chapter. That's why I used these sentences.

E: and what is the function of these instructions? How can you categorize it? Managerial, skills and systems, classroom context? Which one?

G: *I think it is managerial.*

E: *hmm yeah*

G: *uh-huh because I am guiding them “we’ll see in the reading chapter”*

E: *okay so. How about this one? What is it about? Why did you choose this extract? Do you remember?*

G: *erm after reading parts I always make comprehension checks. I like it actually. Because I don’t want to make them say the things by heart or memory. So, they listen to the reading text’s audio and then they try to give me the answer of specific things that’s why I try to do it in my classes. So, when they hear something, do they understand it clearly or if they understand it what the main idea is, what’s the point. So, after reading parts chapter by chapter, we try to describe the main issues.*

E: *okay then which mode is it or which modes can we see it here? Which ones did you identify?*

G: *so, for example can we take this line “European love it at the beginning”.*

E: *Is it managerial or materials?*

G: *materials because it is based on the reading chapter that’s why. And then for all of them we can call it is a materials mode.*

E: *yeah*

As excerpt 50 shows, Gaye does not have any problems in identifying and explaining modes in her classes unlike in the first and second SETT dialogic reflection sessions. The *interactions* she identified are referential questions and display questions, scaffolding, extended teacher turn, extended wait-time, confirmation check, wrong identification of turn completion. Compared to the previous SETT grid analyses, it could be claimed that the *interactions* she classified are similar, and these interactional practices reflect her classroom discourse in reading classes.

Regarding metalanguage, thematic analyses showed that she directed her attention towards avoiding excessive teacher talk, using comprehension check as scaffolding, reformulation, and teacher echo. Her remarks are noted as follows:

-I tried to avoid excessive teacher-talk but when they felt ineffective about using some English words, I tried to help them.

- By means of comprehension check, I tried to make them speak and evaluate.

-G: erm I don't know it exactly, but I just added information to what the student said.

E: do you add information or reformulate or summarize student's answers?

G: I think I reformulate I right?

E: exactly.

G: so, it is scaffolding we can say.

E: it is scaffolding because you combined two sentences and you reformulated them actually.

-G: erm after reading parts I always make comprehension checks. I like it actually. Because I don't want to make them say the things by heart or memory

-G: I just tried to be careful about extended teacher talking and in my last recording I avoided teacher echo totally. I hope I was successful about it.

One of the purposes of using SETT grid was to raise the instructors' awareness for their classroom interactional practices. In order to do it, they used SETT grid to analyze their lessons and use the metalanguage provided by the tool to identify and describe these practices. Another purpose of using such a teacher workshop tool was to enable the instructors to critically evaluate their interactional practices and make their interactive decisions consciously. Therefore, to be able to say that the teacher has classroom interactional skills, he or she should be aware of their practices, justify their interactive decisions and critically evaluate themselves by using a solid terminology. Table 26 illustrates the moments when Gaye made critical self-evaluation and took conscious interactive decisions.

Table 26

Critical Self-evaluation & Conscious Interactive Decision: Gaye

No.	Critical Self-Evaluation	Conscious Interactive Decisions
Rec. 1	<p>- G: <i>you know I wait and wait for them to speak I didn't just speak out the answer myself</i></p> <p>E: <i>uh-huh</i></p> <p>G: <i>and just I gave them time to do that.</i></p> <p>E: <i>Okay so more time instead of limited wait-time you</i></p> <p>G: <i>yeah maybe</i></p> <p>E: <i>you modelled but not excessively. Let's say you decreased your models</i></p> <p>G: <i>uh-huh teacher talking but I was talking a lot before actually. That's why I did this.</i></p> <p>E: <i>and do you feel any difference from the first recording and this audio recording?</i></p> <p>G: <i>yeah sure but I felt I was impatient.</i></p> <p>E: <i>hmm</i></p> <p>G: <i>you know I always feel it in my classes I don't know why maybe it is something I need to deal with my teaching. Because sometimes I feel that I don't want to wait.</i></p> <p>E: <i>hmm</i></p> <p>G: <i>I just want to interact with them immediately. You know I just want to take the answers immediately. So, I know it is not possible that's why I am trying to do my best. I am just trying to calm myself down, I just wait for them. (hehe)</i></p> <p>- E: <i>so, is there anything you would like to tell me?</i></p> <p>G: <i>well I think I made progress since my first recording</i></p> <p>E: <i>in terms of what exactly?</i></p> <p>G: <i>up until now teacher talking time, teacher echo you know.</i></p> <p>E: <i>there is no echo here</i></p> <p>G: <i>yeah teacher interruption</i></p> <p>E: <i>there was no interruption this time</i></p> <p>G: <i>yeah, I was interrupting a lot before. I am doing my best and yeah till the end of the term I made a big progress, I trust myself.</i></p> <p>E: <i>that's so good to hear it.</i></p> <p>G: <i>I am trying, I need to say this.</i></p>	<p>- G: <i>yeah, I just thought "God he is speaking" that's why let him speak and please don't correct him I just thought to myself and I didn't do it.</i></p> <p>-E: <i>so that's okay but S1 said "aileleriçinönemliolayları" you said very good, so you encourage him or her in Turkish. So maybe you can decrease these very goods when they speak in Turkish. Maybe you can decrease the positive feedback. You can just acknowledge "uh-huh"</i></p> <p>G: <i>I have realized it actually, but I thought that they feel confident about their speaking in English, they are understanding. that's why I just did it in that class more</i></p> <p>E: <i>to encourage them to speak?</i></p> <p>G: <i>yeah just to encourage and motivate them.</i></p>

Table 26 (continues)

No.	Critical Self-Evaluation	Conscious Interactive Decisions
Rec.2	<p><i>E: did you identify any critical parts you did not like, or you said I should have done it in a better way?</i></p> <p><i>G: before my first recording, as you told me I say a lot of very good, thank you or the other things, I tried to make it less in this record. But I am not sure anyway it can be just that part that annoyed me a little bit</i></p> <p><i>E: hmm</i></p> <p><i>G: because I most of the time I said “well, nice”. I always used we call it minimal response tokens</i></p> <p><i>E: uh-huh yeah exactly</i></p> <p><i>G: I tried to use them especially “uh-huh”</i></p> <p><i>E: does it work?</i></p> <p><i>G: yeah it worked because I don’t want to echo in students’ turn, that’s why I said “uh-huh, and nice well”. anyway, I still say “very good”, maybe I should say that less. (hehe) you know the very good part or thank you. Because I don’t know why but I think it encourages them.</i></p> <p><i>E: You mean very good?</i></p> <p><i>G: yeah when I listened to my voice when I listened to my recording, it doesn’t sound good.</i></p> <p><i>E: how does it feel like?</i></p> <p><i>G: If I were a student, if I answer a question correctly, my teacher told me “thank you” maybe I get encouraged once. But when you do it twice, three times and many times no way, it is annoying yeah. I just should lessen it.</i></p> <p><i>- So, I think you were unhappy about your teacher echo</i></p> <p><i>G: yeah</i></p> <p><i>E: you’re happy now</i></p> <p><i>G: yeah, I am happy. So, you know what I let myself have a place space I mean because all the time I was interacting with students you know I was talking a lot. Then I was getting tired of course a lot so I just let myself have a space and sometimes I wait and leant to listen to them. And I just erm got them used to work in peers and that works too. Sometimes I just sit and supervise them and then correct their mistake.</i></p> <p><i>G: yeah sometimes I feel very impatient about it because I was wrong before. Because I couldn’t wait before. You know I mean my first term</i></p> <p><i>E: aha okay</i></p>	<p><i>- G: yeah, I’m trying to do such things teacher talking time, interruption, extended learner turn I am trying to do them on purpose. That’s why I planned my class according to it.</i></p>

Table 26 (continues)

No.	Critical Self-Evaluation	Conscious Interactive Decisions
	<p><i>G: because I was talking all the time you know (hehe)</i></p> <p><i>E: yeah (hehe)</i></p> <p><i>G: I know I was doing wrong. I just try to wait but sometimes I don't know the right time to start</i></p> <p><i>E: hmm</i></p> <p><i>G: but when I check students, I could understand it.</i></p>	
Rec.3	<p><i>E: Would you like to add anything about this?</i></p> <p><i>G: It is very nice to say that I avoid teacher echo.</i></p> <p><i>E: that is the most concerning thing for you (hehe)</i></p> <p><i>G: yeah (hehe) I was doing it all the time, maybe I should also lessen this encouraging statement like "very good, perfect" or the other ones too. I will also try to work on it.</i></p> <p><i>E: but this is concrete. In the first recording, there were a lot of teacher echoes, okay, thank you, very well but there are now less.</i></p> <p><i>G: yeah it was also a think I was busy with also you know because I didn't want to do it. When I listened to my recordings, I also didn't like it. I've always tried to think what if I were the student. Would I like it you know?</i></p> <p><i>E: yeah (hehe)</i></p> <p><i>G: I wouldn't, so that's why I just avoided all the time.</i></p>	<p><i>-E: that's a long turn and self-initiated, that's good.</i></p> <p><i>G: uh-huh. And I encouraged the student to speak more. I just tried class to support her because she wasn't sure about it.</i></p> <p><i>E: and you're waiting for their responses?</i></p> <p><i>G: uh-huh</i></p> <p><i>-G: uh-huh because at the front page it wasn't very clear, and their answers were also multiple that's why they were confused about it what is it? Why do people call it vegetables? It was the big issue. So, what is the big deal? That's why I just see I just observed it erm and then I just tried to guide them. Don't worry, we will learn it in the reading chapter. That's why I used these sentences.</i></p> <p><i>E: and what is the function of these instructions? How can you categorize it? Managerial, skills and systems, classroom context? Which one?</i></p> <p><i>G: I think it is managerial.</i></p> <p><i>-G: erm after reading parts I always make comprehension checks. I like it actually. Because I don't want to make them say the things by heart or memory.</i></p>

As can be seen from Table 26, critical self-reflections of Gaye in recording one centered around: wait-time, excessive teacher talk, teacher echo and teacher interruption; in recording two: explicit positive feedback, wait-time and teacher echo; in recording three: teacher echo and explicit positive feedback. One example for decreasing teacher talk and wait-time retrieved from the first recording as noted below:

E: You modelled but not excessively. Let's say you decreased your models.

G: Uh-huh teacher talking but I was talking a lot before actually. That's why I did this.

E: And do you feel any difference from the first recording and this audio recording?

G: Yeah sure but I felt I was impatient.

E: Hmm.

G: You know I always feel it in my classes I don't know why maybe it is something I need to deal with my teaching. Because sometimes I feel that I don't want to wait.

E: Hmm.

G: I just want to interact with them immediately. You know I just want to take the answers immediately. So, I know it is not possible that's why I am trying to do my best. I am just trying to calm myself down, I just wait for them. (hehe)

The comments reveal that after watching herself in the first video recording and audio recording the same class Gaye became aware of her weakness in terms of providing wait-time to elicit more responses from students and she could critically evaluate those moments. Similarly, she makes critical self-evaluation in the second audio recording. Her remarks are as in the following:

G: Yeah sometimes I feel very impatient about it because I was wrong before. Because I couldn't wait before. You know I mean my first term.

E: Aha okay.

G: Because I was talking all the time you know (hehe).

E: Yeah (hehe).

G: I know I was doing wrong. I just try to wait but sometimes I don't know the right time to start.

On the other hand, Gaye's critical self-evaluations were directed to teacher echo and explicit positive feedback in the third audio recording. The following

comments illustrate that from the second audio recording on, providing positive feedback excessively and echoing learners' responses became focal points for her. It is also noteworthy because these interactional practices were identified in her first video recording to work on further. Her observations are as follows:

E: Would you like to add anything about this?

G: It is very nice to say that I avoid teacher echo.

E: That is the most concerning thing for you (hehe).

G: Yeah (hehe) I was doing it all the time, maybe I should also lessen this encouraging statement like "very good, perfect" or the other ones too. I will also try to work on it.

E: But this is concrete. In the first recording, there were a lot of teacher echoes, okay, thank you, very well but there are now less.

G: Yeah it was also a think I was busy with also you know because I didn't want to do it. When I listened to my recordings, I also didn't like it. I've always tried to think what if I were the student. Would I like it you know?

E: Yeah (hehe)

G: I wouldn't, so that's why I just avoided all the time.

The following remarks taken from the second audio recording are significant because Gaye started to try alternatives for explicit positive feedback, which are minimal response tokens to open more space for the learners.

E: Did you identify any critical parts you did not like, or you said I should have done it in a better way?

G: Before my first recording, as you told me I say a lot of very good, thank you or the other things, I tried to make it less in this record. But I am not sure anyway it can be just that part that annoyed me a little bit.

E: Hmm.

G: Because I most of the time I said "well, nice". I always used we call it minimal response tokens.

E: Uh-huh yeah exactly.

G: I tried to use them especially "uh-huh".

In terms of providing space for learners and herself, Gaye critically evaluates her echoes, which are the focal points determined by the peer coach. She mentions how tiring her excessive teacher talk was for her, and she shares her alternative to excessive talk by providing time for students working in pairs or supervising them and correcting their mistakes later. These remarks are below:

- So, I think you were unhappy about your teacher echo.

G: Yeah.

E: You're happy now.

G: Yeah, I am happy. So, you know what I let myself have a place space I mean because all the time I was interacting with students you know I was talking a lot. Then I was getting tired of course a lot so I just let myself have a space and sometimes I wait and leant to listen to them. And I just erm got them used to work in peers and that works too. Sometimes I just sit and supervise them and then correct their mistake.

Regarding conscious interactive decisions, in the first audio recording the decisions were about wait-time and encouraging learners with positive feedback. The use of positive feedback decision in the first audio recording should be highlighted because in the second and third one, Gaye critically evaluates the moments when she used them and how annoying they sounded for her. However, in the first recording, she mentions her observation for how useful it was for that group. Thus, it can be concluded from her accounts that decision-making is in direct correlation with the pedagogical demand of the moment. In other words, the teacher's interactive decision is not fixed, and it is modified based on the requirement of the interaction. Her comments are below:

- E: So that's okay but S1 said "aileleri için önemli olayları" you said very good, so you encourage him or her in Turkish. So maybe you can decrease these very goods when they speak in Turkish. Maybe you can decrease the positive feedback. You can just acknowledge "uh-huh".

G: I have realized it actually, but I thought that they feel confident about their speaking in English, they are understanding. that's why I just did it in that class more

E: To encourage them to speak?

G: Yeah just to encourage and motivate them.

For the second and third audio recordings, her conscious decisions were about teacher talking time, teacher interruption, extended learner turn, identification of materials mode and comprehension check. What both audio recordings have in common is to receive extended learner turn and wait-time is common threads to extended learner turn attempts. Her comments are as indicated:

- G: *Yeah, I'm trying to do such things teacher talking time, interruption, extended learner turn I am trying to do them on purpose. That's why I planned my class according to it.*

-E: *That's a long turn and self-initiated, that's good.*

G: *Uh-huh. And I encouraged the student to speak more. I just tried class to support her because she wasn't sure about it.*

E: *And you're waiting for their responses?*

G: *Uh-huh.*

So far, the analyses of SETT dialogic reflection sessions are presented with reference to Gaye's noticing, identifying, analyzing and justifying her classroom interactional practices on the data she collected and the part she chose on three different occasions. In the following section, the results acquired from her second video recording will be demonstrated by taking the focal points into consideration.

Findings After 2nd Recording. For the second video recording analyses, six extracts are chosen. Majority of the extracts took place in materials mode. There is one mode switching from materials to skills and systems mode, one skills and systems mode and three materials mode. Table 27 presents the summary of Gaye's findings in relation to modes and *interactures* in each extract. Each extract is analyzed by means of CA, and VSR on each extract has undergone verbatim transcription. Finally, these transcriptions acquired by means of VSR are thematically analyzed.

Table 27

Summary of Gaye's Findings in 2nd Recording

Extract Number	Mode(s)	<i>Interactures</i>
Extract 35	materials mode	reformulation, translation as scaffolding, display questions
Extract 36	mode switching from materials mode to skills and systems mode	display question, reformulation, confirmation check
Extract 37	materials mode	display questions, extended wait-time, teacher echo, content feedback, reformulation
Extract 38	materials mode	direct correction, content feedback, clarification request, display questions
Extract 39	skills and systems mode	teacher echo, display questions, modeling, comprehension check
Extract 40	materials mode	display questions, reformulation, extended wait-time, clarification request

Extract 35 occurs in materials mode. When the interactional practices are analyzed in terms of mode divergence and convergence, all the *interactures* are in line with the materials mode. In this extract, Gaye asks display questions to check students' comprehension about the text.

Extract 35. Crabs

1 G: do you think
2 (0.6)
3 that they depend on ↑ocean?
4 (3.0)
5 do crabs (0.3) depend on ocean?
6 S1: yes
7 S2: no
8 (1.9)
9 S1: [°yes°
10 G: [why it is yes (.) why it's no?
11 +looks at S1
12 S2: °er:° without ocean
13 (1.0)
14 G: ((nods))
15 S2: (deniz falan da olur)
16 *it could be sea too*
17 G: you mean it's not necessary (0.4) ↑huh to be
18 (1.0)
19 S2: tatlı su da olabilir

20 *it can be fresh water too*
 21 G: on the ocean oka:y(1.0)NAME you s- you sa:y they can be on land
 22 too (0.3)↑huh?
 23 S1: yes
 +nods
 24 G: o:kay

Extract 35 starts with Gaye's display question (do you think that they depend on ocean?) in lines 1 and 3. After 3 seconds of pause, she replaces (they) and (crabs) and repeats her question to elicit response from students in line 5. Then, she receives two minimal responses (yes) and (no) from two different students. In line 10, Gaye extends her question based on the minimal answers she receives in lines 6 and 7 and asks a follow-up question (why it is yes (.) why it's no?). S2 self-selects and utters (°er:° without ocean). Acknowledging S2 by nodding, S2 changes the code and says (deniz falan da olur/*it could be sea too*). After that, Gaye reformulates her Turkish utterance as (you mean it's not necessary (0.4) ↑huh to be) to confirm what she means by (↑huh). After a second of pause, S2 disaligns with Gaye's use of L2 and switches the code into Turkish once again and utters (tatlı su da olabilir/*it can be fresh water too*) in line 15. Gaye utters (on the ocean) and acknowledges (okay). After a second, she returns S1's reply (yes) in line 23 and says (NAME you s- you sa:y they can be on land too (0.3) ↑huh?) and her reformulation is acknowledged by S1 and Gaye closes the sequence by showing an agreement (o:okay).

When Gaye was asked to comment on the video, she explained that her purpose was to let them use the verb (depend on) they learned in the first block. Asking a question by using the target verb, she also explained that the question was designed as comprehension check. When the peer coach asked her purpose with reformulation, she answered it was for extending her turn. Also, the peer coach was confused about her reformulation of S1's minimal turn (yes) into (NAME you s- you sa:y they can be on land too (0.3) ↑huh?) in line 21 because he said only yes and how she could reformulate whether he meant on land or in the ocean. Then, she expressed that since other students were unwilling to participate, she focused on S1 as he was the only motivated student. She also commented on

the fact that this class was not normally that unresponsive, and perhaps S1 tried to support him because of the video recording.

The extract is illuminating in terms of Gaye's deploying extended wait-time to elicit response from learners. It is also important regarding Gaye's extension question in line 10. Moreover, Gaye's use of reformulation (line 17) to elicit and scaffold student responses is significant despite S2's disalignment with the target language (lines 15 and 19).

In addition to the extract, excerpt 50 is revealing in several aspects. First, Gaye explains her pedagogic purpose and interactional practice which is comprehension check. She also described her reformulations as an extension to receive further response from the students. However, when the peer coach asked why she reformulated a minimal response of S1 (*yes*) into a full sentence, which is not clear what he meant, Gaye revealed that perhaps she was too focused on him because the other students were unwilling to participate. Her explanation shows that Gaye's interactional practices are not determined by her pedagogic purpose, but also other factors, i.e. unwillingness of students to participate.

Excerpt 51. VSR on Crabs

E: So, what's happening here actually? So, you asked "do crabs depend on them?"

G: Erm yeah erm because the earlier chapter we if I'm not mistaken, we learnt the verb "depend on" that's why I wanted them to use the verb depend on.

E: Uh-huh.

G: So, depend on they just try to explain it do they depend on the ocean. So, can they survive on ocean?

E: Uh-huh.

G: Or without it can they survive without it. I think it was comprehension check.

E: Uh-huh.

G: If I am not mistaken.

E: No no that's okay.

G: I just wanted to check them.

E: What is she saying?

G: *Erm they don't know if they live on ocean, so they can survive on land too.*

E: *Uh-huh.*

G: *That's why I think she was trying to say it.*

E: *Uh-huh.*

G: *Erm.*

E: *And what were you doing when she was trying to say something?*

G: *I tried to extend.*

E: *Uh-huh or reformulate? Both maybe.*

G: *Maybe reformulate. I think I also try to extend the learner turns but erm I'm not sure right now it can be reformulation.*

E: *Let's check this guy. Actually, did he say something?*

G: *Uh-huh.*

E: *He just said yes only, right?*

G: *Uh-huh.*

E: *But then now you are saying "so you mean blah blah". Let's watch it again, but I think he said just yes.*

G: *Okay (they watch the video again) I just confused which student said yes. They were the two students who were interested in the question. That's why maybe I just focused on them because I was talking to them. That's why I made the eye contact with them.*

E: *Uh-huh.*

G: *And I tried to clarify my question. Maybe it was the wrong student.*

E: *No no. it wasn't the wrong student. They were correct students. She said no, the guy said yes and she said no and you said why is it yes why is it no and then I think she was trying to say they live on the ocean.*

E: *And then you reformulated the answer and then you looked at the guy and you agreed that they both live on land. Actually, he did not agree on anything he just said yes.*

G: *Uh-huh. Maybe during lesson time, I focused on him a lot.*

E: *Hmmm.*

G: Because as I said before he was the only one erm who was interested in lesson maybe that's why I just erm he just maybe supported me at the time because it was video recording. This class wasn't like that actually.

E: Hmm...

Extract 36 occurred in materials mode and the identified *interactures* are display questions, confirmation check, teacher echo, extended wait-time, and form-focused feedback. Except teacher echo, all *interactures* are in line with materials mode. In this extract, Gaye tries to check students' comprehension of similarities of crabs, which was covered in the reading passage. Switching from materials mode to skills and systems mode, Gaye changes the focus from comprehension to vocabulary learning.

Extract 36. Backbone

1 G: can you tell me the similarities of crabs?
2 ((goes to board then turns to the class for 5 seconds))
3 G: ↑yeah the first one
4 ((turns back to the board and writes 4.2 seconds))
5 S3: have a hard shell
6 ((she keeps on writing on the board for 7.3 seconds))
7 G: invertebrates
8 (1.0)
9 being invertebrates (.) what does it mean?
10 (0.2)they do:n'tha:ve
11 (1.2)
12 backbone
13 (1.5)
14 they don't have backbone
+shakes her from left to right
15 (2.0)
16 this means they don't have backbone↓ what does it mean?
17 (1.0)
18 you have a backbone ↑right? on your body (.)but they
19 do:n't
+ she shows her backbone
20 S4: (omurgasızlar)
21 *invertebrates*
22 G: yes a:nd the other?
+snaps her finger

In line 1, Gaye address the whole class by asking the similarities of crabs via a display question (can you tell me the similarities of crabs?) and she also writes it on the board to make it target for all students. After five seconds, she addresses another initiation and goes to the board to write similarities on the

board. After 4.2 seconds, S3 initiates a self-utterance (have a hard shell), but Gaye does not orient to her response and keeps on writing. Following 7.3 seconds of silence, Gaye utters (invertebrates) then deploys self-initiated self-repair inserting (being) to (invertebrates) and asks (what does it mean?). After a brief silence, she makes an explanation, pauses and repeats her sentence (they do:n't ha:ve backbone) and after one and half seconds shakes her head in disagreement (they don't have backbone) in line 14. After two seconds, she repeats her utterance once more by initiating an insert sequence to check if students know the meaning of (backbone) (line 16), which demonstrates that she treats these delays as an indication of potential knowledge gap. Then, she models her sentence by pointing at her back, and then she receives the preferred answer, though it is inaudible from the recording, she snaps her finger and strongly emphasizes (yes) in line 22.

During VSR on extract 36, the first instance Gaye identified was repetition and wait-time she oftentimes refers to in her SETT reflection sessions. The peer coach had another focus, which was ignoring S3's contribution in line 5 and she wanted to clarify why Gaye did that. She explains her choice of focusing on (invertebrates) as her priority and she does not want the students to rush and wants to clarify an important word she did not also know the meaning before. Furthermore, she makes a critical evaluation on her repetition "G: uh-huh uh-huh I just realized that. I didn't wait here, and I repeat three or four times. It was a difficult word for them". As can be deduced from her remarks that, Gaye's interactional practice was shaped by her belief in difficulty of the word and she prioritized the word "invertebrates" over "have a hard shell".

Excerpt 52. VSR on Backbone

G: I repeated a lot and I didn't wait them to answer. NAME told me the first one.

E: Uh-huh what did she say?

G: Invertebrates.

E: Uh-huh. Actually, there was another student saying hard shell.

G: I think it was NAME or-

E: Did you hear that at that moment?

G: *Hard shell I also wrote it down.*

E: *Cuz as I cannot see it here, I just thought you ignored hard shell and focused on invertebrates. Let's see how it looks like.*

G: *Hmm (they watch it again) haa NAME.*

E: *Did you write it down?*

G: *Yeah, I just focus on it.*

E: *In that part you just wrote invertebrates.*

G: *I just tried to explain it first then I think I wrote down the other one erm you know what I was front.*

G: *Yeah sometimes I want to make it step by step, but they rush.*

E: *Yeah, I see.*

G: *But I want them to understand each thing especially important things.*

E: *Uh-huh.*

E: *Yeah okay. (they replay the video) aha you say invertebrates and then you ask what it means and you give the answer. That's what you meant?*

G: *Uh-huh uh-huh I just realized that. I didn't wait here, and I repeat three or four times. It was a difficult word for them.*

E: *Uh-huh.*

G: *Maybe that's why, it was also difficult for me too.*

E: *Yeah I mean I wouldn't think about that omurgasız how can I say that?*

G: *Yeah (hehehe) I heard the word for the first time here that's why maybe. Uhm that is why maybe I wanted them to understand but I repeated just... A difficult word how can I explain it just..*

E: *Yeah I see.*

In extract 37, Gaye tries to elicit answer for the relationship between the ocean. The extract takes place in materials mode and the interactional practices occurring in this micro context are display question, teacher echo, content feedback and reformulation. When they are analyzed with reference to divergence and convergence of *interactures* for SETT grid, except teacher echo, they are found to be convergent with the mode.

Extract 37. People and Ocean

1 G: do you think
2 (1.5)
3 there is a relationship between people and the ocean?
4 (14.5)
5 is there a relationship between ↓them people and ocean?
+smiles +moves her finger from left to right
6 (7.0)
7 S1: erm an- ((clears throat)) angry er: öfkeli
8 +smiles angry
9 G: ↑anger?
10 S1: anger yes
11 G: ↑how?
12 S1: er: tsunami ((raises his hand to show tsunami wave))
13 G: aha
+smiles and raises eyebrows
14 S1: a:nd er:
15 (0.8)
16 people angry
17 G: aha
18 (0.6)
19 very good point of view
+makes thumbs up and smiles
20 S1: °yes° (0.4)
21 G: I haven't thought about that before
22 (4.0)
23 /tusunami/
24 (1.0)
25 S1: er: and
26 G: a:nd people's [anger]
27 S1: [people's] anger yes
28 G: it is interesting
29 (3.0)
30 a:nd
31 (2.0)
32 the other ones?
+monitors class
33 (2.0)
34 ↑no idea?
+monitors class
35 S?: clicks tongue
36 (0.6)
37 G: ↑huh? (0.3) NAME?
38 (3.2)
39 you're just looking at me o:kay
+smiles at NAME

Extract 37 begins with Gaye's initiation of a sequence with a display question (do you think there is a relationship between people and the ocean?). After an extended wait-time (14.5), she smiles and repeats her question

by reformulating it with an embedded gesture. She waits for 7 seconds to receive a response, then in line 7 S1 self-selects and utters (angry er: öfkeli). Reformulating (angry) into (anger) in line 9, Gaye asks with a high intonation and receives confirmation from aligning with her reformulation in the following line (anger yes). Then, she asks an elaboration question (how), S1 starts with a hesitation marker (er:) tsunami and raises his hand to show tsunami wave, and Gaye is surprised (aha) by reacting smiling and raising her eyebrows in line 17. S1 continues his turn with (a:nd er:people angry) and finishes it. Gaye assesses his response with an explicit positive marker (aha very good point of view) with a thumbs-up gesture and smile. In the following line, S1 acknowledges Gaye's positive assessment with (°yes°). In line 21, she gives content feedback to S1 with (I haven't thought about that before), waits for 4 seconds, then utters (/tusunami/) and (a:nd people's [anger]) by overlapping S1 ([people's] anger yes). Then in lines 28, 30, 32 she tries to involve other students by giving extended wait time (it is interesting (3.0) a:nd (2.0) the other ones?(2.0)↑no idea? (0.6)) and monitoring the class. Failing to receive any responses from the students, Gaye initiates another turn addressing a specific student, but does not obtain any responses and closes the sequence (↑huh? (0.3) NAME? (3.2)you're just looking at me o:kay).

The extract is a typical example of unwillingness to participate (UTP). Despite the teacher's efforts (reformulation, extended wait-time, embedded gesture) to engage students and receive answer to her question, she cannot obtain it till S1's self-selection in line 5. Then, she responds to S1's minimal contribution by repeating, confirming and asking confirmation. After this, successful elicitation, she addresses another student to contribute, but as the teacher's smile indicates, the addressed students are unwilling to participate, and the teacher closes the sequence.

When Gaye watched the video-cut, she immediately focused on how long she waited to receive any responses from the students. She also explained how happy she was when she finally received one from. She also noted despite her efforts, namely, waiting, repeating her question, and letting them look at their book

where they can find the answer, she failed. According to Sert (2015, p.141), a teacher could consider dealing with UTP by monitoring students for gaze aversions, responding to minimal contributions by requesting confirmation and elaboration questions. Although Gaye employed these practices to manage UTP, she had to give and move on with another question.

Excerpt 53. VSR on people and Ocean

G: I can wait forever (she watches the video).

E: Yeah (hehe)

G: I cried for help you know. Look at my eyes.

E: You look so happy with the answer (hehe).

G: Yeah even for tsunami I am so happy (hehe). You see he was the only one.

E: Yeah.

G: I tried, I waited.

E: You waited more than enough. I mean okay she is waiting again yeah.

G: I can't imagine.

E: Were you sure that they understand your question?

G: It was the beginning, so you know it is also written.

E: Aha.

G: Also let them keep their books open you know.

E: I see.

G: Because I just want them to feel relaxed about the course.

E: Yeah.

G: I thought they could give answers easily.

E: Uh-huh.

G: Even if their books were open even if I repeat my question and I waited as you can see they don't want to answer.

In extract 38 develops in materials mode and Gaye deploys display questions, direct repair, content feedback, extended wait-time, and confirmation request. *The interactures* are in line with the materials mode and the extract

exemplifies a successful elicitation. Covering the reading passage about the ocean, she asks the main idea of the reading passage and tries to elicit responses as in the following:

Extract 38. Main Idea

1 G: what is the MAIN idea of the reading (.) to ↑you?
+left hand towards the class
2 (3.0)
3 S2: re:asons::
4 (1.7)
5 er: near ↑the (0.3) ocean↓ (0.2)°li°- living
6 near the (0.4) near the ocean
7 G: but when you say this (.) NAME it is a ↑topic
8 (0.6)
9 uh-huh
10 (0.7)
+smiles at S2
11 you need a sentence for the main ↓idea
12 (5.0)
13 S1 °er° er: oceans er: HAVE distinct features
14 (0.5)
15 (yani öyle)değil mi? [ve benzeri similar=
16 isn't it like that? similar
17 G: =[uh-huh
18 S1: [features
19 G: but you mean they are
20 (2.7)
21 they are connected?
22 S1: hm yes
23 G: ↑right? uh-huh thank you

In line 1, Gaye asks the main of the reading passage and addresses the whole class (what is the MAIN idea of the reading (.) to ↑you?). After three seconds of silence, S2 self-selects and finishes her phrase with perturbations, cut-off and self-initiated self-repair with an insertion (re:asons::(1.7) er: near ↑the (0.3) ocean↓ (0.2)°li°- living near the (0.4)near the ocean). Following S2's utterance, Gaye makes a direct repair by explaining how a main idea should be constructed, that is, she provides content feedback (but when you say this (.) mine it is a ↑topic (0.6) uh-huh (0.7)) in line 7 with a smile to manage a dispreferred

answer. After five seconds of silence, another student (S1) self-selects and utters (°er° er: oceans er: HAVE distinct features (0.5) (yani öyle) değil mi?) by hesitating and code-switching to request confirmation of the teacher and the confirmation comes by latching onto his utterance ([ve benzeri similar=) with (= [uh-huh) and the teacher's confirmation is overlapped with ([features) of S1. In line 19, Gaye initiates a clarification request (but you mean they are (2.7) they are connected?) which is confirmed by the student (hm yes) in the following line. After that, she utters a confirmation request and provides explicit positive feedback acknowledging his contribution in line 23 (↑right? uh-huh thank you). In excerpt 54, Gaye explains what her purpose was and how her pedagogic purpose fit her interactional practice as the case in point:

Excerpt 54. VSR on Main Idea

E: What's happening here?

G: I am trying to elicit the main idea here, but they don't know how to say it or what to say. They have an idea about the topic, but they don't know how to explain it.

E: Does it work?

G: I think it does because I am giving extended wait-time and trying to reformulate to extend.

E: Okay.

As can be seen from excerpt that, she explains how she elicited the response by employing extended wait-time and reformulating to extend the learner contribution. The excerpt shows that not only she successfully elicits the preferred response from the student, but also she explains the recording by referring to interactional practices, namely, eliciting via extended wait-time and reformulation.

Extract 39 emerges in skills and systems mode and the *interactures* used at that moment are identified to be display question, teacher echo, extended wait-time, modeling, and confirmation request. As the interactional features are examined, they are found to be compatible with the skills and systems mode.

Extract 39. In Common

1 G: we learn about it have something in (.)common (.) do you
2 remember? + writes and speaks
3 S2 °evet°
4 yes
5 (2.7)
6 G: have something in
7 (1.0)
8 common
9 (1.5)
10 what does it ↑mean?
+deletes something on the board
+turns back to class and walks
11 (2.5)
12 S1: erm:
13 (2.0)
14 erm::
15 (2.0) erm
16 (0.5) similar features
+clicks his tongue and moves her hand up and down
17 S3: benzer özellikler
18 *similar features*
19 S2: ortak nokta
20 *common point*
+Gaye nods and smiles
21 S1: erm they (.) do (.) similar features
22 G: uh-huh I like music (.) you like music
+nods and smiles
23 S1: °yes°
24 G: we have something in common right? alright
25 S1: +nods and smiles

Extract 39 begins with the teacher's question to check whether the students remembered the meaning of (in common) they had learnt previously by employing reference to a past learning event (Can-Daşkın, 2017) (we learn about it have something in (.)common (.) do you remember?). She writes it as she speaks to make the verb public for the students. In response to her question, S2 silently confirms (°evet°). After 2.7 second of silence, Gaye repeats her target vocabulary and question (have something in (1.0) common (1.5) what does it ↑mean?) in line 10 and turns back to the class and walks. After granting 2.5 seconds, S1 self-selects and utters (erm: (2.0) erm:: (2.0) erm (0.5) similar features) with perturbations and pauses. Then, another student (S3) self-selects and switches the code into Turkish and says (benzer özellikler/similar features) and S2 utters (ortak nokta/common point). In line 21, S1 reinitiates his turn and says (erm they (.) do (.)

similar features). After that, Gaye confirms his explanation “uh-huh” and scaffolds him by giving an example, i.e. modeling, and supporting her explanation with by nodding and smiling (I like music (.) you like music). In line 14, Gaye receives an agreement token (°yes°) and she closes the sequence by reformulating and asking a confirmation request (we have something in common right? Alright) which is confirmed with an embedded gesture of S1(+nods and smiles).

In excerpt 55, Gaye describes what she is trying to do at that moment by explaining her purpose, which is to clarify whether they remember something they learnt before. By employing RPLE (Can-Daşkın, 2017), she elicits responses from learners. While she is explaining, she also refers to the students’ use of L1. She remarks that she did not want to force them to speak in English because of the reading and she added that she was happy with her interactional choice. Students orientation to L1 might also indicate their routines, in other words, if they are expected to translate the words into Turkish and if they are not policed for their actions, their use of L1 could be interpreted as “teacher-induced code-switching” to get learners to translate into the L1, which has been the case most of the time in the data (Üstünel & Seedhouse, 2005).

Excerpt 55. VSR on Common Idea

E: So, what's happening in the video?

G: I wanted to focus the verb “have in common” because they already learnt it before. I am trying to elicit the synonym of it as I always prefer to do, some students speak in Turkish, but I didn’t want to warn them to do it in English because it is just another day, just because of recording I didn’t want to force them.

E: Did it work?

G: Yeah, I am happy with that.

The last extract occurs in materials mode and the identified *interactions* are display questions, reformulation, clarification request and confirmation request. When they are analyzed in terms of mode convergence and divergence, they are found to be in line with the materials mode. After reading and working on the vocabulary of the reading passage, Gaye asks comprehension questions about the text as can be seen in extract 40:

Extract 40. Ocean

1 G: and ↑so::
2 (2.7)
3 some people live near the ocean
4 (1.7)
5 what are the reasons (0.3)of it?
6 (3.6)
7 why do people li:ve (.) near the ocean?
8 (0.5)
9 S1: erm
10 (1.8)
11 hmm ((clears throat))for economic er:: for economic er::
12 (1.8)
13 (balıkla işte)
14 *with fish*
15 S3: to fishing
16 G: [hmm::]
17 S1: [to fish] yes
18 G: for ↑food [you mean?]
19 S1: [for food yes]
20 (2.0)
21 G: nice
22 (1.0)
23 a::nd what are the other reasons?
+smiles at S1
24 (3.5)
25 S3: for view (0.3)
26 G: ((shakes her head to show non-understanding and walks towards
27 S3))
28 S3: FOR VIEW
29 (1.0)
30 G: hmm::
+smiles at S3
31 S3: hehe (0.3)
32 G: very good
+keeps on smiling
33 (1.3)
34 for the sea view (.)[ocean] view
+draws half a circle in the ai
35 S3: [yes]ocean view
36 G: right? uh-huh you mean oka:y (.) so: (0.2) good.

Extract 40 starts with Gaye's display question about the reasons of living near the ocean by reformulating and providing extended wait-time to elicit response from the students (and ↑so:: (2.7)some people live near the ocean(1.7)what are the reasons (0.3)of it?(3.6)why do people li:ve (.) near the ocean?). In line 9, S1 self-initiates and starts with a hesitation marker and pauses which signal for a potential trouble (erm(1.8)hmm ((clears throat))for economic er:: for economic er::)pauses for

1.8 seconds, and then switches from English to Turkish (*balıkla işte/with fish*). In line 15, S3 self-selects and utters (*to fishing*), his response is evaluated by Gaye with (*hm: :*) and S2 confirms (*[to fish] yes*) in line 17. Following this, she requests a confirmation (*for ↑food [you mean?]*) in line 18 and overlaps with S1 (*[for food yes]*). After two seconds of pause, Gaye gives explicit positive feedback (*nice (1.0) a::nd what are the other reasons?*) asks another display question to elicit further response. She waits for 3.5 seconds and S3 self-selects and utters (*for view*). Having trouble in understanding what he said, Gaye shakes her head to show non-understanding and orients to S3, then S3 repeats his response in a higher tone (*FOR VIEW*), which is understood by Gaye and acknowledged by her (*hmm: :*) with an embodied action of smiling. The teacher's smile is reciprocated by S3's laughing and in line 17 Gaye gives explicit positive feedback and reformulates his utterance into (*very good (1.3) for the sea view (.) [ocean] view*) and S3 aligns with her reformulation with a confirmation token and repeats it (*[yes]ocean view*) by overlapping with her. In line, 36, Gaye asks confirmation requests, acknowledges it and closes the sequence with a positive assessment (*right? uh-huh you mean oka:y (.) so: (0.2) good*).

When she was asked to comment on extract 40, Gaye explains her purpose as checking comprehension and how she carried it out by using reformulation and (*very good*) and (*nice*) as explicit positive feedback, which is one of the concerns she addressed during SETT dialogic reflections. Therefore, as the extract shows although she still uses it in her classroom discourse, she can easily identify it and she has become aware of it.

Excerpt 56. VSR on Ocean

G: I am trying to check comprehension here. I had to reformulate and repeat my questions to get answer from them. Again I use nice, very good heh heh.

E: That's okay. Do you think it worked?

G: Yeah because it worked, I got my answer.

E: Okay.

The following excerpt concerns overall comments of Gaye on her classroom interactional practices during the induction process, which she worked to improve them. Her comments are as in the following:

Excerpt 57. Gaye's Overall Comments on Videos

E: Okay so we are done. So how would you feel about between the first recording and the last one?

G: Actually, it might be it would be better.

E: But everything could be better

G: Yeah but I think I made progress yeah, I felt it.

E: What is it exactly?

G: You know I was less excited by the way in my last recording and I think in the first recording I was really nervous because it was for the first time in my life maybe that's why I spoke a lot and at the beginning I thought that if teacher spoke a lot in class he or she could do the things better but it was false actually.

E: Hmm do you really believe that?

G: Yeah yeah yeah it was false impression, so I learnt it.

E: Uh-huh.

G: I learnt it from my progress, and I tried to improve myself to speak less.

E: So that's one thing I agree with you.

G: And I try to lessen the echo and I learnt to wait. I try to care about their contribution. Not my preparation for the lesson but also their contribution is also important. Just you know actually I feel it. Yeah, I feel that I made progress.

As can be induced from her comments that she believes that she made progress on excessive teacher talk, teacher echo and wait-time which are evidenced in her video recordings and during VRSs with the peer coach. Though she still makes critical self-evaluation on her performance (*actually, it might be it would be better*), she could observe progress in her teaching performance. Moreover, she also mentions her assumption about good language teaching, to quote her "if teacher spoke a lot in class, he or she could do the things better". She expresses that it is false, and she tried to work on speaking less, reducing echo, and giving more wait-time. Furthermore, she explicates that not just her preparation for the

class, but also student contribution matters and she learned it by experiencing it. Table 27 summarizes the main themes emerging from thematic analysis of VSR on second video recording. As can be seen in the table, there is one category, which is aware, unlike the previous cases, and there are three themes in this category: reformulation, repetition, and wait-time. Wait-time is divided into two parts: extended wait-time and limited wait-time.

Table 28

Overview of Gaye's Comments on 2nd Video Recording

Nature of Themes	Themes	Description	Comment
Aware	reformulation	rephrasing a learner's contribution (Walsh, 2011)	<i>-I had to reformulate and repeat my questions to get answer from them.</i>
	repetition	similar to teacher echo	<i>-I had to reformulate and repeat my questions to get answer from them. -yeah (hehehe) I heard the word for the first time here that's why maybe. Uhm that is why maybe I wanted them to understand but I repeated just... A difficult word how can I explain it just.</i>
	wait-time: extended wait-time limited wait-time	the time teacher waits after asking a question or seeking a response. Typically, this is very short, less than one second. Extended wait time (of 2 seconds or more) allows learners more time to think and prepare their contribution (Walsh, 2011).	<i>- I can wait forever -even if their books were open even if I repeat my question and I waited as you can see they don't want to answer. -G: uh-huh uh-huh I just realized that. I didn't wait here, and I repeat three or four times. It was a difficult word for them.</i>

In addition to these themes, two major issues were identified during the VSR. The first one is the teacher's attitude towards learners' use of L1 and their UTP. Extracts 37 and 39 can be shown as examples for these two issues, which were also discussed during SETT dialogic reflection sessions. Gaye explains her opinion of the students' digression from target language as follows:

I wanted to focus the verb "have in common" because they already learnt it before. I am trying to elicit the synonym of it as I always prefer to do, some students speak

in Turkish, but I didn't want to warn them to do it in English because it is just another day, just because of recording I didn't want to force them.

Her remark indicates that her interactive decision-making is shaped by factors such as her attitudes or opinion about use of L1, or students' participation and motivation, available resources, or requirements of the interactional practices at that moment. The factor affecting teacher's *language policing* is the fact that the class was being recorded and she wanted them to feel relaxed.

Moreover, Gaye explained her interactional practices in relation to students' participation and motivation in the day of recording. She clarified why she focused on one student (S1) as indicated in the following quotation:

G: because as I said before he was the only one erm who was interested in lesson maybe that's why I just erm he just maybe supported me at the time because it was video recording. This class wasn't like that actually.

Lastly, when she was asked to evaluate and reflect on the progress she made before and after workshop, she pointed out four focal areas she became aware and tried to change: speaking less, lessening teacher echo, increasing wait-time and student contribution. Three of the focal points were identified after the first video recording and dwelled upon the rest of the induction program; however, her perception change regarding student contribution was remarkable. Her remarks are indicated below:

- you know I was less excited by the way in my last recording and I think in the first recording I was really nervous because it was for the first time in my life maybe that's why I spoke a lot and at the beginning I thought that if teacher spoke a lot in class he or she could do the things better but it was false actually.

-I learnt it from my progress, and I tried to improve myself to speak less and I try to lessen the echo and I learnt to wait. I try to care about their contribution. Not my preparation for the lesson but also their contribution is also important. Just you know actually I feel it. Yeah, I feel that I made progress.

Having analyzed the interactional practices and micro-context in the second video recording and presenting the discussion about the during VSRs via thematic analysis, the results of semi-structured interview are presented in the next section.

Semi-Structured Interview: Gaye. As in the previous sections, the induction process ends with the semi-structured interview. Held in face to face manner, Gaye replied to 15 questions, three of them concerning the use of SETT grid for self-evaluation and doing reflection, rest of the questions were about pedagogic purposes and interactional features of four modes: managerial, materials, skills and systems and classroom context modes. The whole interview was audio recorded to apply verbatim transcription to carry out thematic analysis through Atlas.ti by the peer coach. Later, the transcriptions were rechecked by an expert who is a graduate of translation and interpretation department.

Table 29

Overview of Gaye's Semi-structured Interview

Participant	Themes	Descriptions	Quotations
Gaye	teacher interruption	Interrupting a learner's contribution (Walsh, 2011, p.203)	<p><i>-Since I avoid interrupting the flow during class activities, I end the activity with correction of words or expressions they used incorrectly by means of form-focused feedback.</i></p> <p><i>-I just monitor them so that I avoid excessive teacher talk and interruption. Students have an opportunity to work through so checking process turns into a kind of engaging and interactive one.</i></p> <p><i>-Without excessive interruption, I let students find and share the answers progressively. Checking their own answers allows students to play an active role during the learning process.</i></p> <p><i>-I try to avoid teacher interruptions and let my students talk about the related topic.</i></p> <p><i>-In my classes, I try to encourage students to speak, read and write without teacher interruption avoiding discourage them.</i></p> <p><i>-In my classes, I always use role play to promote oral fluency of students, avoiding excessive teacher interruption.</i></p>
	wait-time	the time teacher waits after asking a question or seeking a response. Typically, this is very short, less than one second. Extended wait time (of 2 seconds or more) allows learners more time to think and prepare their contribution (Walsh, 2011).	<p><i>-Before this workshop, I was too impatient to introduce or conclude an activity, but I learned that patience is a trait every teacher should possess. I was also struggling with time management in the class before setting and concluding an activity, but thanks to modes and features like extended wait time and scaffolding that helped me, I learned how to set time for an activity and open a space for my students to understand basic instructions about the target activity, talking, moving less and slow so that I learned not to rush through lessons.</i></p> <p><i>-I allow my students think or predict possible things about the activity in terms of extended wait time and I check what they already know or will learn about the topic.</i></p> <p><i>-I realized that the teacher's pauses at the time of conversation provide students opportunities to take a turn.</i></p> <p><i>-All students need time to process new ideas and information. I give them time to articulate their learning.</i></p> <p><i>-It made me more conscious in class and thought me not to rush through lessons.</i></p>

Table 29 (continues)

Participant	Themes	Descriptions	Quotations
Gaye	modeling	instructors frequently model new language by articulating a particular word, phrase or structure with correct pronunciation, stress and intonation. This is important for learners if they are to acquire the new language (Walsh, 2011).	<p><i>-For eliciting grammar, I use drawing or modeling.</i></p> <p><i>-Modeling for students is very important during learning process.</i></p> <p><i>-I try to model the related form for the students using movies, songs or quotations like “to be or not to be” to show the importance of verb be.</i></p>
	referential questions & display questions	<p>a genuine question, one to which a teacher does not know the answer (Walsh, 2011).</p> <p>asking questions to which the teacher knows the answer (Walsh, 2011)</p>	<p><i>-While introducing an activity, I use some features like referential and display questions related to topic or I use audio or video-based examples to get students’ attention.</i></p> <p><i>-. I ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>-While changing modes during the lesson, engaging students by means of display questions about the topic is important for the learning process.</i></p> <p><i>-Thanks to SETT grid, I tried to use conversational resources, including display and referential questions related to the topic.</i></p>

Table 29 (continues)

Participant	Themes	Descriptions	Quotations
Gaye	scaffolding	reformulating, extending or modeling for a learner's contribution (Walsh, 2011)	<p>- I was also struggling with time management in the class before setting and concluding an activity, but thanks to modes and features like extended wait time and scaffolding that helped me, I learned how to set time for an activity and open a space for my students to understand basic instructions about the target activity, talking, moving less and slow so that I learned not to rush through lessons.</p> <p>-While clarifying my message or my student's contribution I use scaffolding.</p> <p>-I use graphic organizers, pictures and cards can all serve as scaffolding tools.</p> <p>-I try to avoid teacher interruptions and let my students talk about the related topic. I use small interactional response tokens and scaffolding.</p> <p>-I tried to extend their contributions by means of scaffolding so that the students were assisted about what they really meant.</p>
	reformulation	rephrasing a learner's contribution (Walsh, 2011)	<p>- I just paraphrased, using different vocabulary or grammatical structures.</p> <p>-When it is needed, I reformulate their utterance.</p> <p>- In my opinion, while speaking and reading a few grammar mistakes can be ignored by the teacher or the teacher can reformulate, extend or clarify student's utterance.</p>
	fluency over accuracy	correcting mistakes less for increasing learner contribution	<p>- In my classes, to enable learners to manipulate the target language, I try to support comprehension and production through context, gestures and visual support. I focus on meaning before details. I try to conduct comprehension checks to ensure understanding and encourage negotiation among students. I also encourage self-expression and spontaneous use of language.</p> <p>-In my opinion, while speaking and reading a few grammar mistakes can be ignored by the teacher or the teacher can reformulate, extend or clarify student's utterance</p>

Table 29 displays seven most commonly emerging themes recurring throughout the semi-structured interview. These themes are teacher interruption, wait-time, display and referential questions, modeling, scaffolding, reformulating, and fluency over accuracy. This table is quite revealing in several ways. First, these themes were regularly identified during dialogic SETT reflection sessions and VSR on second video recording. Second, Gaye could use metalanguage efficiently during the semi-structured interview. Third, she could also make comparisons before and after workshop through critical self-evaluation remarks. Fourth, Gaye's remarks during the interview were in congruence with the ones uttered during SETT dialogic reflections and VSR on second video recording, i.e. fluency over accuracy and avoiding excessive teacher interruption and granting sufficient wait-time. Her answers to 15 questions posed during the semi-structured interview are explained as in the following:

In response to the first question concerning if she uses any strategies to start or conclude an activity, she primarily addressed referential and display questions to introduce a topic in addition to using audio and video-based examples. This remark can be validated via her first and second video recording since she made use of authentic and self-prepared videos in both contexts. Her remarks are below:

While introducing an activity, I use some features like referential and display questions related to topic or I use audio or video-based examples to get students' attention. I try to make sure students understand that they are not only responsible for their own learning, but for each student's learning.

Then, she explained how she set examples and what she provides for further engagement. She also mentioned her avoidance for interrupting the flow by pushing the corrections to the end.

I set time limits for the activity. For groups finishing early, I have an extension exercise ready to keep them engaged in the activity. After activity, I try to clear up remaining uncertainties. Since I avoid interrupting the flow during class activities, I end the activity with correction of words or expressions they used incorrectly by means of form-focused feedback.

In the following excerpt, she makes a critical self-evaluation by comparing her before and after workshop applications by focusing on modes and features such as extended wait-time and scaffolding, which were also dwelled upon by her and

the peer coach after the first video recording. More importantly, she explained how she tries to get rid of her teacher habit, which is being impatient to elicit student responses. Her comments are as follows:

Before this workshop, I was too impatient to introduce or conclude an activity, but I learned that patience is a trait every teacher should possess. I was also struggling with time management in the class before setting and concluding an activity, but thanks to modes and features like extended wait time and scaffolding that helped me, I learned how to set time for an activity and open a space for my students to understand basic instructions about the target activity, talking, moving less and slow so that I learned not to rush through lessons.

As for the second question, which is about referring learners to materials and relevant strategies for it, Gaye explained as “I ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers”. Although she did not directly utter display questions, her definition of referring the text explicitly denotes to the very definition of display questions. She also pointed out that she uses “illustrations to determine the important things, including page numbers and headings by means of managerial mode”. The third question deals with mode changes. To explain how she switches from one mode to another she mentioned the importance of planning. Comparing lesson plan with a map, Gaye relates modes to her pedagogic purposes.

Planning is one of those essential skills for a teacher. The lesson plan turns into a map for a teacher so that it is also important to change one mode to another fluently. Every lesson and class is different. The content depends on what the teacher wants to achieve in the lesson. I change modes modeling an example related to the topic.

Therefore, she stated that she uses display questions to engage students or allows extended wait-time to engage them so that she can check student’s background information about the topic.

While changing modes during the lesson, engaging students by means of display questions about the topic is important for the learning process. I allow my students think or predict possible things about the activity in terms of extended wait time and I check what they already know or will learn about the topic. I always get the students to give me their background knowledge of the topic and their ideas.

“How do you elicit responses in relation to the material?” is the fourth question in the semi-structured interview. Gaye exemplified this question in terms of vocabulary, grammar elicitation in reading classes.

I think, an easy way to elicit vocabulary is by giving definitions. I provide the students with a definition and see if the students can supply the correct word. I also use synonyms or antonyms to elicit vocabulary. For eliciting grammar, I use drawing or modeling. I ask students to give me examples of the grammar point from the text. I also try to tell the students the grammar point first then asking them to give me some example sentences. Most of the time, I use predicting a lot when teaching reading. I use a headline or photos to elicit responses in relation to the material.

The purpose of this question was to elicit which *interactures* she uses in managerial mode, in which the teacher is dominant; produces single extended teacher turn; uses confirmation checks and transitional marker to refer the learners to the materials. However, in her explanation she focused upon eliciting responses during materials mode. Only *interacture* she used for explaining how she refers the learners by means of modeling, an interactional practice generally used in skills and systems and materials mode.

The fifth question is pertinent to checking and displaying answers in relation to materials, thus, it refers to materials mode. She explained that she makes use of group and pair work to refrain from excessive teacher talk and interruption.

To check and display answers during lessons, I group students in two or three and explain that they have a chance to review, exchange and correct one another. I give groups time to discuss the correct answers to the questions. I just monitor them so that I avoid excessive teacher talk and interruption. Students have an opportunity to work through so checking process turns into a kind of engaging and interactive one. Without excessive interruption, I let students find and share the answers progressively. Checking their own answers allows students to play an active role during the learning process. I encourage students to check in pairs first, for confidence-building, peer-teaching opportunities, and extra contact with the target language.

As Walsh (2006) indicated, this mode entails extensive use of display questions, form-focused feedback, corrective repair, and scaffolding. Obviously, the mode is not limited to these interactional practices; however, interestingly Gaye did not mention any of them, but interestingly her focal points were centered around her

main concerns, namely, limited wait-time and excessive teacher talk, which can be obstructive in any modes.

In response to the sixth question “How do you clarify your message or your student’s contribution when necessary?”, Gaye stated that she uses scaffolding and modeling during learning process. Moreover, she utilizes “scaffolding tools” like graphic organizers and give them time so that the learners could express themselves. Gaye’s remarks are as in the following:

While clarifying my message or my student’s contribution I use scaffolding. Modeling for students is very important during learning process. All students need time to process new ideas and information. I give them time to articulate their learning. I use graphic organizers, pictures and cards can all serve as scaffolding tools.

When Gaye was asked about how she evaluates student contributions and which interactional practices she uses in those moments, she replied to the seventh question as follows:

During my lessons I encourage students to contact between learners and the teacher. I try to develop cooperation among students, and I give them prompt feedback. I try to avoid teacher interruptions and let my students talk about the related topic. I use small interactional response tokens and scaffolding.

As in the previous excerpts, her focal points are avoiding teacher interruptions and providing space for learners through minimal response tokens and scaffolding. Prompt feedback/corrective feedback and scaffolding are in line with materials mode as well. In relation to evaluation of student contributions, the eighth question is related to enabling learners to produce correct forms, which is a pedagogic goal of skills and systems mode. Her comments are as indicated below:

I try to model the related form for the students using movies, songs or quotations like “to be or not to be” to show the importance of verb be. Paying close attention to both the form and meaning of language items contributes to one’s learning.

As a part of scaffolding, she expressed the use of modeling the related form to elicit responses from the learners. She also indicated the importance of learning both the form and content. This comment is interesting because she expressed her preference for fluency over accuracy for question, which concerns manipulating target language, question 10, which is about providing practice in sub-skills such as accuracy, appropriacy, fluency etc. Therefore, it could be hypothesized that she is

concerned about both fluency and accuracy in producing the correct form, but for manipulating language or enabling the learners to gain sub-skills she favors fluency over accuracy. It might be also explained the difficulties she had to enable the students to produce target language. For instance, Gaye expressed her difficulty in promoting learners' speaking in English during SETT dialogic reflection sessions and VSRs on first and second video recordings.

Her remarks for question nine "How do you enable learners to manipulate the target language? Do you use any strategies?" are noted below:

In my classes, to enable learners to manipulate the target language, I try to support comprehension and production through context, gestures, and visual support. I focus on meaning before details. I try to conduct comprehension checks to ensure understanding and encourage negotiation among students. I also encourage self-expression and spontaneous use of language and I request clarification for their utterance.

As indicated in the previous question, her preference of fluency over accuracy is explicitly stated here. She also stated that she encourages learners for self-expression and uses clarification request and checks their comprehension, which are compatible with skills and systems mode.

In my classes, I try to encourage students to speak, read and write without teacher interruption avoiding discourage them. In my opinion, while speaking and reading a few grammar mistakes can be ignored by the teacher or the teacher can reformulate, extend, or clarify student's utterance. In the class, with conversational practices sub-skills can be gained. I always encourage my students to make a conversation with their partners and use target vocabulary/grammar by this way they may realize and improve their learning process.

The remarks indicated above are answered for how she provides learners with practice in sub-skills such as accuracy and fluency. Her comments demonstrate that she focuses on fluency not to discourage them and avoids interruption. Instead, she indicated that she uses reformulation, extension, and clarification, and these interactional features are in line with skills and systems mode.

Question 11 is related to establishing context and it is a pedagogic goal in classroom context mode. As indicated in this study, classroom context is characterized with extended learner turn, shorter teacher turns with minimal repair,

scaffolding, clarification requests and content feedback. Her comments are noted as in the following excerpt:

Language learners have different needs and objectives in each learning context. The teacher should take those into consideration. Language without context lacks important reference points for meaning and so is simply not as effective in communicating what we want to say.

When the peer coach asked question about setting context as in the classroom context mode, Gaye regarded it in the general sense and mentioned how she set up contexts for different objectives and need in each learning environments. When the peer coach clarified what she meant by context refers to a mode in SETT grid, she made the following comments:

While establishing a context in my class, I try to give my students more language options when they want to express a specific message and increase their flexibility with language.

Although she did not specifically attribute to modeling, it could be deduced from her comments that she scaffolds her students when they need to transmit their messages in target language. The last question about pedagogic goals of SETT grid is about promoting oral fluency within the scope of classroom context mode. Her comments are indicated below:

In my classes, I always use role play to promote oral fluency of students, avoiding excessive teacher interruption. I believe that role play is a crucial class activity that gives the students the opportunity to practise the language they may need outside the classroom. It is a speaking activity which improves communicative competence and provides practise in context which simulate real-life experience.

Her focus on avoiding teacher interruption and use of role play to promote oral fluency is noteworthy. By asking this question, the peer coach aimed to identify whether she was aware of interactional features of classroom context, but she could receive only the example of role play with a teacher interruption avoidance focus.

Question 12, “Was SETT grid helpful for improving classroom interactional competence? If so, in what ways was it helpful?” was intended to see what Gaye thought about SETT grid and promotion of CIC by using it. Her remarks are as follows:

I learned how to lessen teacher echo and talking time by means of modes and features. Therefore, I turned my teacher-centered classes into student-centered. Communicative competence contributed to my teaching methodology, especially concerning speaking. My class interactions became collective and collaborative. Thanks to SETT grid I realized that learners need space for learning to participate in language learning, to contribute to class conversations and to receive feedback on their contributions and I successfully implemented them to my teaching.

This excerpt is revealing in several ways. First, Gaye indicated that the use of SETT enabled her to describe classroom interactional practices and develop an understanding towards them. Also, she noted that she became more conscious regarding teacher echo and teacher talking time. This is evidenced in her SETT dialogic reflection sessions and second video recording as well. Furthermore, she highlighted how important is to create space for learner participation as well as providing feedback on their performances. As shown in the thematic analyses of SETT dialogic sessions, she expressed her feeling more accomplished successfully dealing with student contributions and eliciting more responses from them.

Question 14 deals with use of SETT in promoting reflection for classroom discourse-related practices of her. Her focal points were display and referential questions, wait-time, paraphrasing, extension by means of scaffolding and shaping students' contributions.

SETT grid was helpful for reflecting on my classroom discourse-related practices. I tried to get my message across and engage the students in academic conversation in spite of their limited English and deficiency. Thanks to SETT grid, I tried to use conversational resources, including display and referential questions related to the topic. I realized that the teacher's pauses at the time of conversation provide students opportunities to take a turn. As a teacher I just paraphrased, using different vocabulary or grammatical structures. I tried to extend their contributions by means of scaffolding so that the students were assisted about what they really meant. SETT grid was helpful for me to shape students' contributions.

What makes this excerpt interesting is Gaye's directing her attention to her self-reflection on classroom discourse related practice, namely, scaffolding or shaping learner contributions etc. As she did not refer to her dialogic reflections with the peer coach, the peer coach asked how she evaluates the overall workshop process, she made the following comments:

Teaching as a profession has various responsibilities ranging from knowledge impartment to personal attributes. These responsibilities involve processes like socializing effectively, providing emotional and spiritual support. Thanks to this workshop, I gained practical experience in using active-teaching and learning methods. I enabled students to become more engaged, effective and motivated. This workshop also encouraged me to talk about what makes good pedagogical practice, the elements that need to be present for effective teaching and successful learning to take place. The workshop was designed to be ongoing, relevant and collaborative with an opportunity for feedback and reflection, so it helped me to improve teaching methods and my students' learning. It made me more conscious in class and taught me not to rush through lessons.

This excerpt is remarkable from many perspectives. Her remarks indicate that she was content with this workshop because it involved social, emotional, and spiritual support. Another aspect she highlighted was practical applications adopted during the whole induction process. Gaye linked this support to successful management of teaching and learning processes by specifying it with not rushing through as she used to do before the workshop. Furthermore, she was happy with the following features of the workshop: ongoing, relevant, and collaborative. Ongoing refers to applying the induction program for one year as opposed to previous inductions which lasted one-month maximum. Relevant refers to person specific focus on interactional practice. For example, Ceren needed to work on extended teacher turn and teacher echo, Gaye dealt with teacher echo, interruption, and limited wait-time. Collaboration involves working with the peer coach throughout the whole process and with colleagues in workshops. Lastly, Gaye expressed that this workshop made her more conscious in class in terms of wait-time.

So far, Gaye's journey to become a more conscious EFL teacher has been described in detail. In the coming section, all findings acquired from the induction workshop will be summarized and a developmental table for Gaye will be provided.

Summary of Findings. This section presents findings with specific reference to the change in the focal points acquired from the first video recording of Gaye's classroom interactional awareness and practices. The change under investigation concerns before, during, and after video recording, SETT workshop, and dialogic reflection session phases of the study, and the summary is based on the evidence acquired from various data collection tools from video recordings with VSRs, audio

recordings of dialogic reflection sessions, and audio recording of semi-structured interview.

The analyses of first-video recordings and VSR demonstrated that critical incidents of her reading lesson were characterized with materials and classroom context mode. Describing interactional features in each extract, the peer coach determined teacher echo, extended teacher turn, and limited wait-time divergent, and thematic analyses of VSR pointed out that she was partially aware of teacher echo (repetition), extended teacher turn (excessive teacher talk), and wait time. It was partially because in extracts where the problem was one of the focal points, she could not identify them, but focused on grammar mistake in her classroom discourse, gesture, or the learners' use of L1 as a disruptive aspect instead. The following remarks can be showcases as examples for those moments.

- I always wonder you know (hehe) (she keeps on watching the video) grammar maybe.

- G: what do you think about that one?

E: erm grammar?

G: no no I am not talking about grammar mistakes. It is not our language we can make grammar mistakes. I've just focused on your classroom language, not grammatical mistakes etc.

G: I think I am using a lot of gestures.

G: Am I not distracting them right? I use it all the time in order to express myself. It felt as if I should use it less.

- G: They always answer in Turkish.

E: anything to say?

G: as I told you I asked questions to them but they answer in Turkish so it is also acceptable I think isn't it?

For teacher echo, extended teacher turn and wait time, she used the following labels: "excessive teacher talking", "repetition" and "waiting". As expressed as in other cases earlier, it would be reinstated that labelling interactional features of SETT correctly is not expected; however, what was informative for the peer coach is whether she could make her decision by putting the interaction in the center or not, rather than focusing on her gestures, grammar or learners' use of L1. Even

though use of L1 and gestures are aspects to examine teacher talk, the concern was teacher's own interactional practices rather than students' disalignment with the target language.

However, it should be taken into consideration that the audio recordings represent 10-15 minute of a block of lesson (90x3=270 mins) and offer only a snapshot. Nonetheless, examination of critical self-evaluation and conscious interactive decisions in tables 24 and 25 lend support into classroom interactional awareness and the development of certain classroom interactional practices gained thanks to SETT through a deeper knowledge of teacher discourse and interactive decision-making.

After the intervention phase, three SETT dialogic reflection sessions were held with Gaye, and in these sessions, all the modes were observed. When the sessions were investigated regarding identification of mode, using metalanguage, presence of self-evaluation and conscious interactive decisions, the following table shows Gaye's development over sessions.

Table 30

Gaye's Developmental Observation Data

Gaye SETT Sessions	Mode	Metalanguage	Critical self-evaluation	Conscious interactive decision
SETT Session 1	x	x	√	√
SETT Session 2	√	x	√	√
SETT Session 3	√	x	√	√

As can be seen in Table 30, Gaye was able to identify modes correctly except the first one. In addition to that, although she employed metalanguage in her SETT analysis grid, which was evidenced in her written analysis of SETT grid as well, she identified one *interacture*, i.e. extended learner turn in the first, reformulation in the second and turn completion in the third one incorrectly during her reflection sessions with the peer coach. Details of metalanguage is given in table 24 as an overview, it should be stated that a linear increase or decrease in the number of identified terms was not observed; as a result, only symbols were used in this column instead of numbers. Although some terms turned out to be confusing (extended turn, reformulation and turn completion in excerpts 48 and 46 by Gaye, she and the peer

coach clarified them during dialogic reflections. Moreover, she made critical self-evaluation and conscious interactive decisions which were also give in detail in table 25. Therefore, it could be assumed that with guided self-reflection based on SETT grid, Gaye could notice, describe, and critically evaluate her classroom discourse within the scope of the data she collected herself.

As to the second video recordings, the peer coach aimed to observe if there were any changing practices for focal points, teacher echo, extended teacher turn, and limited wait time identified in the first video recording. The same procedure was followed for the extracts acquired from the second video recording as in the first one. These extracts comprised of materials mode, one mode switching from materials to skills and systems mode. The analyses revealed that extended teacher turn, limited wait time and teacher echo were still existent in classroom context mode, but they were far less compared to the first video recording. However, what is different from the first video recordings is that she identified teacher echo, wait time and extended teacher turn in all extracts and made critical self-evaluation (Excerpt 50 and 51).

When the Gaye's overall self-evaluation about the induction process was analyzed, she reported four focal areas she became aware and tried to change: speaking less, lessening teacher echo, increasing wait-time and student contribution. Three of the focal points were identified after the first video recording and dwelled upon the rest of the induction program; however, her perception change regarding student contribution was noteworthy.

Concerning the semi-structured interview, seven major themes were identified: teacher interruption, wait time, modeling, scaffolding, display and referential questions and fluency over accuracy. While explaining her interactional choices, Gaye made use of metalanguage provided by SETT grid. Therefore, it can be deduced from her remarks that she used relevant terms not only during guided dialogic reflections (SETT sessions with the peer coach and second VSR), but also during the semi-structured interview. Furthermore, she often mentioned focal points identified in earlier stages to work on, which are extended teacher turn, wait time and teacher echo in her responses. In addition to SETT terms, she also focused on her preference for fluency over accuracy during her classroom interactions with learners.

Having examined and presented the whole induction process of three cases individually, in the cross-section analysis of cases are presented in the next section. Key points are tabulated by comparing and constructing cases so as to look at the data from a bigger picture perspective and contribute to the production of new knowledge about awareness of classroom interactional of novice EFL instructors working at tertiary level.

Conclusion

In this chapter, three cases and their interactional practices are explained pursuant to research questions. In this final section, similarities and differences across three cases are explained. Table 31 showcases these similarities and differences as in the following:

Table 31

Cross-Case Analysis of Participants

RQs	PARTICIPANTS	CEREN		ELA		GAYE	
RQ1	FOCAL PONTS	<ul style="list-style-type: none"> • EXTENDED TEACHER TURN • TEACHER ECHO 		<ul style="list-style-type: none"> • TEACHER ECHO • TEACHER INTERRUPTION • TURN COMPLETION 		<ul style="list-style-type: none"> • TEACHER ECHO • LIMITED WAIT TIME • EXTENDED TEACHER TURN 	
	IMPACT/CHANGE ON FOCAL POINTS	BEFORE ¹ UNAWARE (ETT) PARTIALLY (TE)	AFTER ² PARTIALLY AWARE	BEFORE ¹ UNAWARE	AFTER ² AWARE	BEFORE ¹ UNAWARE	AFTER ² AWARE
RQ2	IDENTIFICATION OF MODES AND INTERACTURES	X	√*	X	√	X	√
	USE OF METALANGUAGE	X	√*	X	√	X	√
RQ3	CRITICAL SELF-EVALUATION	√*	√*	√*	√	√*	√

To start with similarities, each case had the following interactional practices to work on: extended teacher turn, teacher echo, turn completion, teacher interruption and limited wait time. Although the instructors had similar interactional features, the degree to which aspect should be focused on differed for each case. Another similarity is that the cases could identify some problems such as talking too much (extended teacher talk), repeating (teacher echo) or waiting (limited wait time), in some cases, but what was important for the peer coach was that the instructors were not consistent in identification of the problems. In addition to the that, they could not justify their interactional choices with reference to their pedagogic purposes at that moment.

As to the intervention process, each case had three SETT dialogic reflection session with the peer coach. In terms of mode and *interacture* identification, the cases showed progress from the first one to the last, though they were not accurate in each time. Yet, more progress was observed in making critical self-evaluation and conscious interactive decision for Ela and Gaye. However, the situation was different for Ceren because her use of metalanguage in the second recording and semi-structured interview was insufficient compared to Ela and Gaye. In other words, Ceren referred to the non-focal issues like extra-curricular activities or methods and techniques she used in the classroom but not extended teacher turn or teacher echo. Even if she made use of metalanguage during guided environments, i.e. SETT dialogic reflection sessions, she did not refer to them during VSR for the second video recording and semi-structured interview. What was consistent in her data was her focus on explaining her interactional choices based on student characters or her belief as a teacher.

When critical self-evaluation was compared across the cases, it could be claimed that all of them made critical comments on their practices before the intervention process, but they were not coherent, but fragmentary. However, it could be claimed that an increase was observed for each case especially for Ela and Gaye. Finally, all cases demonstrated a heightened awareness for making conscious decisions and justifying them in relation to their interactional practices at that moment.

The next chapter will introduce the discussion and conclusion part with a focus on research questions. Following this, pedagogical implications for L2 teacher

education will be presented. Recommendations for further studies will be made and the chapter will be finalized with concluding remarks.

Chapter 5

Conclusion, Discussion and Suggestions

Introduction

In this chapter, major findings in relation to research questions and relevant literature are discussed. Following this, pedagogical implications for language teacher education, suggestions for further research and limitations are shared. The section is finalized with concluding remarks.

Summary of Results

The objectives of the study are threefold: (a) to identify areas of further improvement in the features of classroom interactional competence of novice EFL instructors (b) raising CIC awareness of novice EFL instructors in terms of teacher echo, teacher interruption, limited wait time, turn completion and extended teacher turn, (c) to display positive impact of raised CIC awareness on novice EFL instructors' actual classroom interactional practices. Based on these objectives the following research questions were formed:

1. What classroom interactional features do the participating novice EFL instructors need for further improvement?
2. Does the use self-evaluation of teacher talk (SETT) as an analytic framework in the training given through workshops have any positive impact on enhancing novice EFL instructors' classroom interactional competence awareness (CIC) and their actual classroom practices in terms of the features of teacher talk they needed improvement for:
 - 2.1. extended teacher turn?
 - 2.2. teacher echo?
 - 2.3. turn completion?
 - 2.4. limited wait time?
 - 2.5. teacher interruption?
3. If so, how does the training using SETT contribute to such professional development?

Research questions in relation to main results and the relevant literature are explained as in the following.

Research Question 1. What classroom interactional features do the participating novice EFL instructors need for further improvement? This study revealed that the instructors needed to work on their extended teacher turns, teacher interruptions, turn completion, limited wait-time and teacher echo.

When the first case, Ceren, considered, the analyses of first-video recordings and VSR demonstrated that critical incidents of her listening and speaking lesson was primarily characterized with classroom context mode, though there were mode switching moments from classroom context to skills and systems mode. After the analyses, teacher echo and extended teacher turn were found to be divergent, and thematic analyses of VSR pointed out that she was not aware of these *interactures* in terms of justifying her interaction with pedagogic purpose of the moment, which was also evidenced in excerpts.

As of the second case, Ela, the analyses of first-video recordings and VSR revealed that critical incidents of her writing lesson were primarily in materials mode, skills and systems mode, and there were also switches from managerial and material modes to skills and system mode. Describing interactional features in each extract, the peer coach determined teacher echo, turn completion and interruption as divergent, and thematic analyses of VSR pointed out that she was not aware of teacher echo and interruption in terms of justifying her interaction with pedagogic purpose of the moment, which was also evidenced in excerpts.

As of the third case, Gaye, the analyses of first-video recordings and VSR showed that critical incidents of her reading lesson were characterized with materials and classroom context mode. Describing interactional features in each extract, the peer coach determined teacher echo, extended teacher turn, and limited wait-time divergent, and thematic analyses of VSR pointed out that she was partially aware of teacher echo (repetition), extended teacher turn (excessive teacher talk), and wait time. It was partially because in extracts where the problem was one of the focal points, she could not identify them, but focused on grammar mistake in her classroom discourse, gesture, or the learners' use of L1 as a disruptive aspect instead.

Modes analysis showed that teacher echo and extended teacher turn were found divergent interactional features. In addition to that, turn completion, teacher interruption and limited wait-time were found to be obstructive interactional practice regardless of any modes analysis. Therefore, these results contribute to the existing literature on obstructive teacher talk (Walsh, 2002; 2006; 2011; Seedhouse, 2004; Wong & Waring, 2009; Ingram & Elliot, 2011; Waring, 2011; Yaqubi & Rokni, 2011; Walsh & Li, 2013; Can Daşkın, 2015; Alsaadi & Atar, 2019). When modes side sequences, which is defined as a momentary shift from one to another to meet the needs of pedagogical goals at that moment, were analyzed, similar patterns were observed (Walsh, 2006; 2011; 2013). For example, they were from classroom context to skills and systems mode to focus on a grammatical, verbal, or pronunciation aspects. Similarly, they were from materials and managerial mode to skills and systems mode to clarify the message or instruction by focusing on the form.

Research Question 2. Does the use self-evaluation of teacher talk (SETT) as an analytic framework in the training given through workshops have any positive impact on enhancing novice EFL instructors' classroom interactional competence awareness (CIC) and their actual classroom practices in terms of extended teacher turn, teacher ec ho, turn completion, limited wait-time, teacher interruption?. For each case, different focal points were identified for the actual classroom practices: extended teacher turn, teacher echo for Ceren; teacher echo, turn completion and teacher interruption for Ela, and teacher echo, extended teacher turn and limited wait time for Gaye. The focal points were described as obstructive or points that require further investigation and practice to develop. The results of the study indicate that all cases have improved themselves to a varying extent. The evidence for increased awareness came from VSRs on video recordings and their CA analyses, and dialogic SETT reflections through which the instructors described, reflected, and critically evaluated themselves.

As for enhanced awareness and skills for the focal points in the case of Ceren, although she still used teacher echoes or extended teacher turns in classroom context mode in the second video recording, she could identify them in contrast with the first video recording. Thus, it could be claimed that Ceren is in the

process of discovering what interactional practice her pedagogic purpose requires to successfully manage the interaction, but her employment of pauses, reformulations and post-expansions in addition to her identification of extended teacher turn, and her discovery of “teacher echo as a habit” during the dialogic reflections with the peer coach are positive features to take into consideration.

The focal points in Ela’s case were teacher echo, turn completion and teacher interruption which have been described in the literature as obstructive and limiting space for learning (Walsh, 2006; 2011; 2012; Sert, 2015; Yaqubi & Rokni, 2011). When pre- and post-intervention results were compared, it was found out that teacher echo was still existent in the recordings, but they were less in number, and Ela could justify them in contrast with the first video recording. The examinations also showed that there has been a decrease in the number of turn completions and interruptions. Instead, she provided more wait time, and scaffolded student contributions with acknowledgement tokens. Also, she discovered that she made use of DIU’s in her turns to elicit responses.

The last case, Gaye, displayed similar obstructive interactional practices, such as teacher echo, extended teacher turn, and limited wait time. CA analyses of the first video recording and thematic analyses of the first VSR indicated that she was partially aware of teacher echo (repetition), extended teacher turn (excessive teacher talk), and wait time. It was fragmentary since because in extracts where the problem was one of the focal points, she could not identify them, but focused on grammar mistake in her classroom discourse, gesture or the learners’ use of L1 as a disruptive aspect instead.

After the intervention, the findings showed that extended teacher turn, limited wait time and teacher echo were still existent in classroom context mode, but they were far less when compared to the first video recording, and Gaye made use of acknowledgement tokens to decrease her extended turns, provided more wait time to elicit further responses and quit making explicit positive assessments. Construction of understanding moments such as DIU, clarification of mode or *interacture* confusions such as seeking clarification and scaffolding could also be examples of teacher learning at least in the short term. Table 32 demonstrates the summary of focal points and their development after the intervention.

Table 32

Development of Focal Points: Pre- and Post-Intervention

Participants	Before Intervention	After Intervention
Ceren	-teacher echo -extended teacher turn	-identification of focal points - employment of pauses, reformulations and post-expansions in extended teacher turns -discovery of teacher echo as a “teacher habit”
Ela	-teacher echo -turn completion -teacher interruption	-identification and justification of focal points -teacher echo but less in number and more purposeful - decrease in the number of turn completions and interruptions - employment of more wait time, scaffolding student contributions with acknowledgement tokens -discovery of DIUs
Gaye	-teacher echo -extended teacher turn -limited wait-time	- extended teacher turn, limited wait time and teacher echo still existent in classroom context mode, but far less - use of acknowledgement tokens to decrease her extended turns, providing more wait time to elicit further responses and quitting making explicit positive assessments - discovery of DIUs

Overall, these results add to the rapidly expanding field of L2 classroom discourse in terms of examining constructive and obstructive teacher talk practices

(Walsh, 2002; 2006; 2011; Seedhouse, 2004; Wong & Waring, 2009; Ingram & Elliot, 2011; Waring, 2011; Walsh & Li, 2013; Can Daşkın, 2015; Alsaadi & Atar, 2019; Girgin & Brandt, 2019). The interactional resources deployed like extended wait time, deploying confirmation requests and lessening teacher echo through acknowledgement tokens (uh-huh, mm hm) by the instructors clearly highlight the importance of being aware of these critical points for creating space for learning and shaping learner contributions effectively.

Research Question 3. If so, how does the training using SETT contribute to such professional development? In order to find the answer for the third question, the findings before and after intervention were analyzed. When the focal *interactions* were analyzed, it was seen that apart from turn completion, teacher interruption and limited wait-time, teacher echo and extended teacher turn were still observed in the data. However, what made the difference between the pre- and post-intervention is that all cases improved in terms of identification of the focal points, critical self-evaluation and making conscious interactive decisions. Although it was hard to evidence critical self-evaluation or conscious interactive decision-making, the use of metalanguage referring to specific aspects of SETT grid made the claims concrete.

As table 30 in the findings section show, all the cases improved their critical self-evaluation, conscious interactive decision-making by making modes analysis, explaining their pedagogical aims in relation to their interactional choices by benefitting from the metalanguage provided by SETT grid and dialogue they entered with the peer coach.

Farrel (2015b) expressed that one way of ‘nurturing’ learner teachers to become flexible practitioners is to help them grow as reflective practitioners who can make their own informed decisions. Although the participants were not learner teachers as in the case of Farrel’s study, they were novice teachers who were not trained to be EFL teachers. The results of this study revealed that dialogic reflections ‘nurtured’ these instructors from a reflect-act-further act perspective. As suggested by Mann and Walsh (2017, p.8), these reflective sessions enabled them to notice, clarify, question with the researcher, and it ultimately led to an enhanced CIC awareness and improvement in focal aspects to a varying extent.

Apart from engaging into dialogue based on SETT grid analyses, the use of artifacts such as video and audio recordings helped to promote dialogic reflection as well. SETT and the questions posed during the VSRs helped the researcher to promote a more systematic dialogue with the participants (Walsh, 2013).

Walsh (2013) questioned what kind of interaction fostered learning and participation and what role the teacher is of in creating and managing the interaction. For novice teachers, it is a challenge to identify what is not obvious in the interaction or justify the obvious by referring to pedagogical purpose and the contingency of the moment (Seedhouse, 2008; Fagan, 2012). However, this challenge was handled by focusing on critical incidents, engaging into dialogic reflections with the peer coach using SETT and holding VSRs in the current study. Pedagogical implications of the current study are shared in the following section.

Pedagogical implications for L2 teacher education

The findings of this research provide insights for CIC awareness and improvement of focal classroom interactional practices of novice EFL instructors, but the implications may well have a bearing on L2 teacher education. Current study primarily focused on instructors' CIC practices, specifically extended turn, teacher echo, teacher interruption, limited wait time and teacher echo as obstructive practices for L2 CIC.

In relation to focal aspect, generalizability of results specific to local L2 context might be problematic to observe them in similar other contexts (Hauser, 2016); however, the focal L2 CIC practices of the current research have been identified and focused in other L2 classroom contexts as well (Yaqubi & Rokni, 2012 for limited wait time; Walsh, 2002; 2006; 2011 for constructive and obstructive L2 interactional practices; Walsh & Li, 2012 for extended teacher turn and creating space for learning; Khatib & Miri, 2016 for teacher echo; Yatağanbaba & Yıldırım, 2016 for teacher interruptions and limited wait time).

This study also has contributions to the earlier literature regarding additions to the modes in SETT framework, where the focal points were identified. In classroom context mode, teacher provides more space for students, takes “a back seat”, but intervenes if scaffolding is required. Therefore, there is minimal teacher contribution, but extended learner turn, and also teacher asks more referential

questions and gives content feedback instead of form-focused one. However, it was observed that instructors made use of extended teacher turn in classroom context mode in the local context. Unlike Walsh's definition of the mode, the instructors shared their opinions or experiences by modeling for the students, the interaction was teacher-led, and learner contributions were either minimal or in L1. Also, teacher's extended teacher turn did not receive student contribution or next turn by the students despite the instructors' extended wait time or clarification requests (Korkut & Ertaş, 2016). Ghafarpour (2017) stated that mode application is tightly related to context. For example, if the coverage of a material is significant in a context for curricular reasons, then the space for fluency and interaction, which is also related to the number of students and their language proficiency, willingness to participate and cultural expectations, might be limited. Most of the time these factors do not leave space for extended learner turn, which was also the case in the present study.

Another common concern about the modes is the blurry line between materials and skills and systems mode. Although they differ in focus and definition, it is difficult to set boundaries between these two modes since they show similar interactional practices to a great extent (Korkut & Ertaş, 2016; Pourhaji et al., 2020). By confirming the previous suggestions and critical evaluations, I would like to reiterate the need to adapt SETT to the local context by involving the use of L1 as a fingerprint of EFL environments, and combine the skills and systems and materials mode into a more general category so that trainers should focus on the interactional features rather than being confused with mode switching. Moreover, classroom context mode should be redefined by taking the language proficiency of the teacher and students into consideration because Walsh's classroom context mode does not reflect EFL environments in which the teacher is constrained by the curricular, material-dependence and testing issues as well as teacher's language proficiency.

The data showed that using CA as a description could lead to 'informed actions' for the instructors (Seedhouse, 2004, p.224). Although CA did not inform the findings of this study, CA transcriptions made interactional changes of participants observable. In other words, by using SETT and transcribing the data with CA by using it as an instrument unfolded the moments why and how instructors made interactive decisions, and how they showed changes in their focal

interactional changes which is in line with the relevant research (Walsh, 2003; Howard, 2010; Lee, 2010; Wang, 2012; Yang, 2014; Humphries, 2014; Donald, 2015; Korkut & Ertaş, 2016).

The findings of this study conform to the previous studies, which have claimed that creating a guided dialogic channel based on teacher's own data support instructors to critically evaluate their interactional practices and enable them to make conscious interactive decisions (Walsh, 2006; 2011; Sert, 2015; Korkut, 2015; Aşık & Kuru-Gönen, 2016). Although some studies of CIC and reflective practices through SETT were carried out for identifying verifying classroom modes in their local contexts, examining the impact of the use of interactive whiteboards on teacher student-interactions, determining discourse markers and investigate SETT perceptions of pre-service instructors in addition to pre-service instructors' classes and experienced instructors' classes and finally the needs of pre-service German teacher through a survey (Coyle, Yanez & Verdu, 2010; Sutherland, Howard & Markauskaite, 2010; Ghafarpour, 2017; Astuti & Selti, 2018; Ünal, Bozbıyık & Acar, 2019), this study is the first one to determine the classroom interactional needs of the instructors through video recording and VSR and organizing workshops to work on the focal areas to the knowledge of the researcher.

Moreover, previous studies applied the training sessions prior to reflections and analysis of classroom interactional practices (Walsh, 2006 for SETT; Stokoe, 2014 for CARM; Sert, 2015 for IMDAT). However, the training sessions were informed by the needs analysis of the instructors via video recording and VSR in this study. Directing the teacher's attention to focal areas and enabling the researcher to manage the data, identifying interactional practices of the instructors proved helpful for both parties. Therefore, by identifying the L2 classroom interactional needs of the participants, having ongoing dialogic reflections on their own data enabled these instructors to make more critical self-evaluations, become aware of their CIC practices and make more conscious interactive decisions, even if they did not change all the focal points.

The findings of this study will be of interest to researchers and practitioners working on dialogic reflection and L2 teacher development. Sert (2015, p.163) suggested that dialogic reflections with peers and mentors are instrumental in 'opening a new window for understanding'. In this respect, this study aimed to

increase instructors' L2 CIC awareness focusing on their own classroom discourse and student contributions by engaging them into data-led dialogic reflection sessions, which is in rapport with the relevant literature (Walsh, 2006; Mann & Walsh, 2013; Farrell & Ives, 2015; Sert, 2015; Ghafarpour, 2017). According to Farrell and Ives (2015), instructors need to systematically collect their own classroom data and delve into their beliefs and practices so that they could realize what and they do, and why they do it. Therefore, systematic reflection and articulation of classroom interactional practices might either confirm teacher's current stance or urge them to make changes. As in line with Freeman's implications for change (1989) from almost three decades ago, change does not mean doing things differently, in other words, it can be in the form of affirming the current practices or becoming aware of a certain practice. In addition to that, change is not necessarily 'immediate or complete'. Thus, it is hoped that the results of this study will initiate a process for change in awareness and lasting positive impact on instructors' CIC. Initiating the process, it is believed that this study has contributed to the participants becoming aware of their classroom interactional practices supporting them with concrete evidence acquired from their own data and providing solutions for their needs and confusions.

In direct relation to reflective practices, this study has implications for using a self-reflection tool or framework for increasing awareness of L2 instructors for classroom discourse and its impact on L2 interaction and learning. By using a training tool, the participants managed to analyze their knowledge of CIC and used it as a checklist when they reflected on their CIC performance (Walsh 2006; 2011; Donald, 2015; Sert, 2015; Aşık & Kuru Gönen, 2016). The following quotation exemplifies how useful SETT was for the instructors:

SETT grid helped me to describe the classroom interaction of my lessons as well as to develop an understanding of my interactional process. It made me more conscious in class. I learned how to lessen teacher echo and talking time by means of modes and features (Gaye).

SETT grid was partially helpful. I learned two mistakes I used to do but now I do not do them and if I see myself in such a situation, I can notice it quickly. In this way, it was helpful (Ceren).

Of course yes. Thanks to it, I start to make students speak more. I decrease the use of teacher echo and extended teacher turn. Instead of it, I elicit the topic according to the answers of the students (Ela).

The findings of this study offer some insights into research on CIC development in relation to language teacher education. Although there are studies tracking the development of language teachers over time, they are few and more studies are needed based on the needs of the participants (Sert, 2015; Escobar-Urmeneta, 2013; Urmeneta & Evnitskaya, 2014; Bozbiyık, 2017). By focusing on extended teacher turn, teacher echo, limited wait-time, teacher interruption and turn completion, this study shows how teachers' obstructive interactional practices could be lessened and how their enhanced awareness could create more space for their learners.

This study has also implications for the researcher's role in dialogic reflections as well. The researcher adopted peer coaching role so as not to put the evaluation in the center of raising CIC awareness, but to locate teachers' interactional practices by using an *ad hoc* tool in a guided way. Therefore, she did not give feedback on their classroom interactional practices during the VSRs, but she tried to elicit their responses to those practices. However, during SETT reflection sessions, she provided feedback to the analyses, clarified confusing parts, and these efforts led to learning moments such as DIUs, clarification of scaffolding and modeling, referential and display questions etc. The following remarks indicate what participating instructors think about dialogic reflections:

Observation of the lesson was a very good idea. Using video recordings and talking about them together was a very good one too. If we did not do that, I do not think we would learn much. I want to thank you for sparing time for us (Ceren).

It encouraged me to talk about what makes good pedagogical practice, the elements that need to be present for effective teaching and successful learning to take place. The training was designed to be ongoing, relevant and collaborative with an opportunity for feedback and reflection, so it helped me to improve teaching methods and my students' learning (Gaye).

This research has contributed to the induction programs held for specifically improving the language teachers' interactional practices. Seedhouse (2008) and Fagan (2012) addressed the problems novice teachers encountered as establishing a focus, setting pedagogic goals, managing focus transitions, responding to the contingency of the moment, inability of acting on unexpected student contributions and so on. Seedhouse (2008) suggested a framework for novice or trainee teachers by using transcripts and videos. By modifying his framework, in which CA transcriptions were used with the videos, the researcher organized the induction

program with the instructors' own video and audio recordings and verbatim transcriptions. The following quotes explain how the instructors benefited from this induction:

With this training, I see my mistakes and good points while teaching. For example, I use direct repair so much. I should correct mistakes in a context and I should make the students understand by themselves... By this way, the students contribute the lesson more... I understand that waiting for the answer after asking question is really important for teaching (Ela).

You know, I was less excited by the way in my last recording and I think in the first recording I was really nervous because it was for the first time in my life maybe that's why I spoke a lot and at the beginning I thought that if teacher spoke a lot in class he or she could do the things better but it was false actually (Gaye)

When the pre-service ELT, pedagogical formation certificate curricula, and subject-area teacher competencies of English language instructors are analyzed in terms qualifications and skills (MoNE, 2008) expected from EFL instructors, the content of them consist of methods, approaches and techniques in language teaching, material adaptation, technology integrated language teaching, language teaching strategies, skills development, assessment and professional competence. A suggestion would be to integrate CA-informed findings on L2 CIC to the ELT curriculum, and teacher competencies of EFL instructors should be updated by adding an L2 CIC as one of the core competencies an EFL teacher must have.

From a micro context to the macro level, this study has also some implications for pre-service and in-service ELT programs, CEFR and other in-service EFL training programs. Regarding English Language Teaching Education, L2 interactional competence or more specifically L2 CIC should be embedded to the pre-service and in-service teacher programs (Walsh, 2011; Sert, 2010; 2015; Perkins, 2018; Waring, 2019). Perkins (2018) shed light onto absence of classroom interaction on language learning in the published materials for teacher education and professional development. She exemplified her claims by referring to teacher guides such as Harmer (2007) or Scrivener (2005) in which associated managing classroom interaction with classroom management rather than how interaction shapes teaching and learning processes. Other examples are DELTA and Trinity DipTESOL which are in-service teacher education programs for experienced teacher. The author claimed that even these programs lack classroom interaction

element in their syllabi though they involve “appropriate graded language, giving clear instructions, teacher talking time, they do not recognize the classroom interaction as a key factor. By building on her suggestions, it would be helpful to highlight the need for a guide putting classroom interaction at the center for EFL teachers.

Suggestions for Further Studies

Bearing the limitations in mind, suggestions for further studies are provided in this section. As this study was limited to three novice EFL instructors, the number of the participants could be increased for validity and reliability issues. Moreover, comparison could be made between novice ELT and non-ELT graduates to observe if there are any differences in terms of classroom interactional practices. Indeed, this correlation should be carried out between experienced and novice EFL instructors to identify their L2 classroom interactional needs. In future investigations, it might be possible to execute this induction program to see the viability in different contexts; it may be at a tertiary context or K12 level.

Furthermore, there is an abundant room for including multimodal and semiotic resources in similar studies, as they provide invaluable contribution to display the potentials of data as situated cognition (Mondada, 2007). As indicated by Sert (2015, p. 88) failing to showcase the modalities in extract analysis would not only be incomplete but also ‘misleading’. Although gestures of instructors and learners were involved in the transcriptions of the current study, a multimodal analysis has a great potential to display the full picture.

In this study, more than one L2 classroom interactional focal points were determined for each case. Perhaps, the number of focal points could be reduced to one so that both teacher and researcher might dwell upon a specific phenomenon for a longer period. By doing so, it would be much easier to track changes in the interactional practice for both parties, and more detailed and concrete findings could be acquired.

Another suggestion would be to focus teacher cognition-in-interaction (Li, 2017). As Li suggested (p.176), teacher cognition is fluid and shaped by the context, therefore, researching teacher cognition might enable the instructors to see, comprehend and develop their own perspectives. Taking this key concept into

consideration, future studies could study teacher cognition-in-interaction to demonstrate how instructors learn and teach. In other words, this strand of research could possibly shed light on interactive, reflective, and experiential process of teacher learning and teaching.

Further research could also focus on re-production research (Markee, 2017). The author claimed that researchers working in second language or foreign language teaching by using CA-SLA perspective could replicate studies particularly focusing on certain practices in different languages and institutional contexts to be able to generalize. Although this study did not use CA as a methodology, but as an instrument for analysis, the pedagogical actions of this study could be reproduced in other institutional contexts for unlocking 'interactional complexities' of extended teacher turn, teacher echo, or teacher interruption by using CA approach.

Moreover, the use of different training tools such SETT for pre-service and in-service (Walsh, 2006), CARM for pre-service and in-service (Stokoe, 2014), IMDAT for pre-service (Sert, 2015), SWEAR (Waring, 2018) would have utmost importance to raise CIC awareness of with both pre-service and in-service L2 instructors. Additional tools such as keeping diaries for written reflections or dialogic reflections with the peers or mentors, or even role plays could also helpful for identifying strengths and weaknesses in one's teaching. Also, by utilizing these tools, action research, case studies, inductions, or any kind of pre- or in-service training could be organized based on the profile and the needs of practitioners. In addressing the challenges for informal professional development, Li (2017, p.185) recommended that instructors should be involved in activities directed to instruction and student learning, these activities should be continuous rather than one-shot, they should offer favorable circumstances for collaborating with their peers, the teacher should be able to reflect on what and how they learn. Therefore, the instructors could be engaged in long-termed collaborative and reflective professional development activities, which have also been voiced for English Language Teaching Education from the local context recently (Öztürk & Aydın, 2019).

In relation to collaborative reflection, further studies could contribute to a relatively less studied area, which is the analysis of teacher candidate and mentor post-observation sessions by using CA. As Waring (2013) suggested that certain

mentor practices such as giving advice and doing assessment without an explicit approach could generate further teacher reflections. She claims that mentor's advice or assessment might induce the teacher to engage in reflection, and this reflection process can be showcased by focusing on micro-details offered by video recording of reflective sessions and sequential analysis thanks to CA methodology. Also, these details provide insights for mentors into what they or teacher candidates can do rather than describe and generalize what they do. From this point of view, analyzing mentor-teacher post-observation sessions via CA is needed to demonstrate how reflections emerge during these sessions and how the machinery of reflection is cross-culturally represented.

One another suggestion would be to encourage instructors to conduct micro-analysis and self-reflection of their certain practices such as repair, wait time or working on unexpected learner contributions. By collecting data from their own contexts, the instructors could engage in action or exploratory research to identify a focal point and reflect on it to make informed decisions or plan interventions to improve their language teaching pedagogy. By so doing, teacher could focus on "missed opportunities" or analyze how certain practices could change the direction of the conversation and create *in situ* learning and teaching opportunities (Li, 2013).

Final suggestions for L2 teaching and learning, an international corpus of CA-informed materials like audios and videos should be compiled so that data-driven CA findings on L2 CIC could inform the teacher education (Seedhouse, 2004; Sert, 2010, Wong & Waring, 2010; Pekarek-Doehler, 2020). There is an online platform CEAPP (The Corpus of English for Academic and Professional Purposes) at Penn State University, written materials such as YTAT (Your Turn at Talk) at Instructors College, Columbia University and *Beyond Talk* (Barraha-Rohan & Pritchard, 1997). As can be seen, these efforts are very limited; therefore, further research in this regard will greatly contribute to the L2 teacher education literature.

Concluding Remarks

As a final saying, I, as the researcher, would like to express a few issues before closing for this study. The primary purpose of the study was to raise CIC awareness of novice EFL instructors, and for that end, SETT framework was used as a model of reflective practice for teachers and as an analysis tool by the

researcher to scope out the data before transcribing the data through CA. The purpose of using such an *ad hoc* tool was to enable the instructors a closer understanding of language use and conscious interactive decision-making. My mission as a peer coach was to support their CIC awareness development by supporting the dialogue and reflection processes so that they could be guided for a self-discovery of their classroom interactional practices and an inquiry. The process was planned as a process of consciousness raising and directing their focus from materials or activities to decisions taking its roots from classroom interaction. Therefore, I could claim that this process proved to be successful regarding raising instructors' CIC awareness, though changing their interactional practices require more time and effort to be sustained and developed.

Moreover, it has been difficult to bring evidence to the changes in instructors' interactional practices comparing their performances in the first and second round of video recording. In addition to that, the applicability of conducting such an induction training is not easy because it requires the peer coach to dedicate a great deal of time, effort to collect data, organize workshops, give feedback, arrange time slots that will fit the schedule of both teacher and him or her. Also, the training requires awareness and knowledge of L2 and CIC; however, considering the favorable results acquired in this study, it is believed that this research could be of some inspiration for teacher trainers, peers or experienced practitioners to support the novice EFL teacher's ongoing learning and development of CIC awareness and development.

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APPENDIX A: Informed Constant Form for Instructors

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Sevgili Meslektaşım,

Çalışmama gösterdiğiniz ilgi ve ayırdığınız zaman için çok teşekkür ederim. Bu çalışmada amaç gönüllü öğretmenlerin sınıf içi etkileşim yetkinlikleriyle (Classroom Interactional Competence) ilgili farkındalık yaratmak ve bu yetkinlikleri öğretmen öz değerlendirme çerçevesini (SETT) kullanarak arttırmaktır. Doç. Dr. Nuray Alagozlu danışmanlığında hazırlanacak olan bu doktora tezi çalışmamda, gönüllü öğretmenlerin sınıf içerisinde yaptığı uygulamaları görmek ve bunları sağlıklı ve objektif bir biçimde değerlendirmek üzere öncelikle herhangi bir dersini 2 blok ders saati (180 dakika) boyunca kamera ile sesli ve görüntülü olarak kaydetmek istiyorum. Verinin ön incelemesinden sonra ortaya çıkacak etkileşimsel desenlere yönelik gönüllü öğretmenlerle uyarılmış görüşme (stimulated recall) yapılacaktır ve verilerin kayba uğramaması amacıyla ses kaydı yapılacaktır. Bu görüşmelerde ilgili verinin videoları izletilecek ve katılımcıların yorumları, amaçları, duygu ve düşünceleri sorulacaktır. Elde edilen tüm veriler incelenerek bir eğitim planı oluşturulacak ve 3 hafta boyunca katılımcılara sınıf içi etkileşim yeteneklerini geliştirmeye yönelik olarak çalıştaylar düzenlenecektir. 3. haftanın sonunda aynı gönüllü katılımcıların dersleri 2 blok ders (180 dakika) boyunca kamera ile yeniden kaydedilecek, verinin detaylı incelemesinden sonra ortaya çıkacak etkileşimsel desenlere yönelik gönüllü öğretmenlerle tekrar uyarılmış görüşme (stimulated recall) yapılacak ve görüşmeler sesli kayıt altına alınacaktır. Burada amaç yapılan çalıştayların öğretmenlerin yetkinliklerine katkıda bulunup bulunmadığını gözlemlemektir. Çalışmanın en sonunda yarı-yapılandırılmış görüşmeyle gönüllü katılımcıların tüm süreçle ilgili yorumları, amaçları, duygu ve düşünceleri sorulacaktır. Amacı yukarıda açıklanmış olan bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

Kayda alınan tüm veriler sadece bilimsel bir amaçla kullanılacak ve kimse ile paylaşılmayacaktır. Araştırmada isminizin kullanılması gerektirecekse, takma bir isim kullanılacaktır. Verecek olduğunuz bilgilerden dolayı kendinizi rahatsız hissedeceğiniz bir durumla karşı karşıya bırakılmayacağınızı, rahatsız hissettiğiniz takdirde istediğiniz zaman çalışmadan ayrılabileceğinizi ve bunun sizi hiçbir sorumluluk getirmeyeceğini taahhüt ediyorum. Uygulama sırasında merak ettiğiniz konular ve uygulama sonrasında sonuçlar ile ilgili tarafımdan her zaman bilgi alabilirsiniz. Dilediğiniz takdirde kayda alınan veriler sizinle paylaşılabilir.

Yukarıdaki tüm açıklamaları okuyarak sizin bu çalışmaya gönüllü olarak katıldığınızı ve sahip olduğunuz hakları araştırmacı olarak koruyacağıma dair bir belge olarak bu formu imzalamanızı rica ediyorum.

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Sorumlu Arařtirmacı:

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Katılımcı Öğretmen:

Adı, soyadı:

Tel:

Adres:

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İmza:

APPENDIX B: Informed Constant Form for Students

...../...../.....

Merhaba,

Yapacak olduğum çalışmaya gösterdiğin ilgi ve bana ayırdığın zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır. Araştırma İzmir'de bir yükseköğretim kurumunda çalışan yeni başlayan İngilizce öğretmenlerinin sınıf içi etkileşim yetkinlikleriyle ilgili farkındalık yaratmak ve bu yetkinliklerini öğretmen öz değerlendirme çerçevesini kullanarak arttırmayı amaçlayan Doç. Dr. Nuray Alagözlü danışmanlığında hazırlanacak bir doktora tezidir. Bu sebeple de amaca ulaşmak için katıldığın İngilizce sınıfındaki bazı dersler 2 blok ders saati (180 dakika) boyunca hiçbir müdahale olmadan doğal haliyle görüntü ve ses kaydına alınacaktır.

Araştırmaya gönüllü olarak katılım esastır. Katıldığın bu dersler kamera ile kaydedilecektir. Bu araştırma bağlamında katılacağın derslerin kamera ile kaydının haricinde herhangi bir yükümlülüğün bulunmamaktadır. Yalnızca sınıf içerisinde yapılan etkinliklerdeki görüntülerini gerekirse tezime eklemek istiyorum. Kayda alınmış olacak bu görüntüler ve ders kayıtları, sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacaktır. Senin isteğın doğrultusunda kayıtlar silinebilecek ya da sana teslim edilebilecektir. Adının araştırmada kullanılması gerekecekse, bunun yerine takma bir ad kullanılacaktır. İstedığın zaman görüntülemeyi kesebilirsin ya da çalışmadan ayrılabilirsin, bunun sonucunda herhangi bir sorumluluk altına girmeyeceksin. Bu durumda yapılan kayıtlar veri olarak kesinlikle kullanılmayacaktır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanı ve sana verdiğim güvenceye dayanarak bu formu imzalamanı rica ediyorum. Sormak istediğın herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsin. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsin. Formu okuyarak imzaladığın için çok teşekkür ederim.

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Katılımcı Öğrenci:

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APPENDIX C: SETT Grid and SETT Key

SETT: Self Evaluation of Teacher Talk

Procedure

- Make a 10-15 minute audio-recording from one of your lessons. Try and choose a part of the lesson involving both you and your learners. You don't have to start at the beginning of the lesson; choose any segment you like.
- As soon as possible after the lesson, listen to the tape. The purpose of the first listening is to analyse the extract according to classroom context or mode. As you listen the first time, decide which modes are in operation. Choose from the following:
 - 1 Skills and systems mode (main focus is on subject content, skills or knowledge).
 - 2 Managerial mode (main focus is on setting up an activity)
 - 3 Classroom context mode (main focus is on eliciting feelings, opinions, attitudes, etc.)
 - 4 Materials mode (main focus is on the use of text, tape or other materials).
- Listen to the tape a second time, using the SETT instrument. Write down examples of the features you identify.
- If you're not sure about a particular feature, use the SETT key (attached) to help you.
- Evaluate your teacher talk in the light of your overall aim and modes used. To what extent do you think that your use of language and pedagogic purpose coincided? That is, how appropriate was your use of language in this segment, bearing in mind your stated aims and the modes operating.
- The final stage is a feedback interview with another colleague or with me. Again, try to do this as soon as possible after the evaluation. Please bring both the recording and SETT instrument with you.

SETT: Self Evaluation of Teacher Talk

Lesson Cover Sheet

A. Lesson details:

Name:

Class:

Level:

Date:

Overall aim:

Age:

Materials:

B. Lesson modes identified

C. Self-evaluation of teacher talk

Evaluate your teacher talk in the light of your overall aim and modes used. To what extent do you think that your use of language and pedagogic purpose coincided? That is, how appropriate was your use of language in this segment, bearing in mind your stated aims and the modes operating. Continue on the next page if necessary.

SETT: Self Evaluation of Teacher Talk

<i>Feature of teacher talk</i>	<i>Description</i>
A. Scaffolding	1. Reformulation (rephrasing a learner's contribution) 2. Extension (extending a learner's contribution) 3. Modelling (providing an example for learner(s))
B. Direct repair	Correcting an error quickly and directly.
C. Content feedback	Giving feedback to the message rather than the words used.
D. Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
E. Referential questions	Genuine questions to which the teacher does not know the answer.
F. Seeking clarification	1. Teacher asks a student to clarify something the student has said. 2. Student asks teacher to clarify something the teacher has said.
G. Extended learner turn	Learner turn of more than one utterance.
H. Teacher echo	1. Teacher repeats teacher's previous utterance. 2. Teacher repeats a learner's contribution.
I. Teacher interruptions	Interrupting a learner's contribution.
J. Extended teacher turn	Teacher turn of more than one utterance.
K. Turn completion	Completing a learner's contribution for the learner.
L. Display questions	Asking questions to which teacher knows the answer.
M. Form-focused feedback	Giving feedback on the words used, not the message.
N. Confirmation checks	Confirming understanding of a student's or teacher's contribution.

SETT: Self Evaluation of Teacher Talk

<i>Feature of teacher talk</i>	<i>Examples from your recording</i>
--------------------------------	-------------------------------------

A. Scaffolding

B. Direct repair

C. Content feedback

D. Extended wait-time

E. Referential questions

F. Seeking clarification

H. Extended learner turn

I. Teacher echo

J. Teacher interruptions

K. Extended teacher turn

L. Turn completion

M. Display questions

N. Form-focused feedback

APPENDIX D: Semi-Structured Interview

Name:	Highest degree:
Age:	Years of teaching experience:
Gender:	Teaching-related certificates (CELTA, DELTA, TESOL etc.):
Department of graduation:	E-mail: Phone:

I. By taking your induction experiences and reflections on your own data (with the help of SETT reflections and workshops), answer the following questions, please. You can give your responses/write your reflections in before and after the induction format.

E.g. I used to do teacher echo a lot when I was asking display questions, but now I do less in skills and systems mode.

- 1. How do you introduce or conclude an activity? Do you use any strategies? If yes, please explain them.**
- 2. How do you refer your learners to materials? Do you use any strategies? If yes, please explain them.**
- 3. How do you change from one mode to another? (Mode refers to the parts of the lesson. E.g. from grammar activity to listening activity, or from accuracy to fluency context) Do you use any strategies? If yes, please explain them.**
- 4. How do you elicit responses in relation to the material? Do you use any strategies? If yes, please explain them.**
- 5. How do you check and display answers? Do you use any strategies? If yes, please explain them.**
- 6. How do you clarify your message or your student's contribution when necessary? Do you use any strategies? If yes, please explain them.**

7. How do you evaluate student contributions? Do you use any strategies? If yes, please explain them.
8. How do you enable learners to produce correct forms? Do you use any strategies? If yes, please explain them.
9. How do you enable learners to manipulate the target language? Do you use any strategies? If yes, please explain them.
10. How do you provide learners with practice in sub-skills? (accuracy, fluency, appropriacy etc.) Do you use any strategies? If yes, please explain them.
11. How do you establish context? Do you use any strategies? If yes, please explain them.
12. How do you promote oral fluency of your students? Do you use any strategies? If yes, please explain them.
13. Was SETT grid helpful for improving classroom interactional competence? If so, in what ways was it helpful? Please explain.
14. Was SETT grid helpful for reflecting on your classroom discourse-related practices? If so, in what ways was it helpful? Please explain.
15. What is your overall impression about this training? Do you have any suggestions?

THANK YOU

APPENDIX E: Jefferson Transcription Convention (Adapted from Hutchby and Wooffitt, 2008)

(1.8)	Numbers enclosed in parentheses indicate a pause. The number represents the number of seconds of duration of the pause, to one decimal place. A pause of less than 0.2 seconds is marked by (.)
[]	Brackets around portions of utterances show that those portions overlap with a portion of another speaker's utterance.
=	An equal sign is used to show that there is no time lapse between the portions connected by the equal signs. This is used where a second speaker begins their utterance just at the moment when the first speaker finishes.
::	A colon after a vowel or a word is used to show that the sound is extended. The number of colons shows the length of the extension.
(hm, hh)	These are onomatopoetic representations of the audible exhalation of air
.hh	This indicates an audible inhalation of air, for example, as a gasp. The more h's, the longer the in-breath.
?	A question mark indicates that there is slightly rising intonation.
.	A period indicates that there is slightly falling intonation.
,	A comma indicates a continuation of tone.
-	A dash indicates an abrupt cut off, where the speaker stopped speaking suddenly.
↑↓	Up or down arrows are used to indicate that there is sharply rising or falling intonation. The arrow is placed just before the syllable in which the change in intonation occurs.
CAPS	Under Underlines indicate speaker emphasis on the underlined portion of the word. Capital letters indicate that the speaker spoke the capitalized portion of the utterance at a higher volume than the speaker's normal volume.
°	This indicates an utterance that is much softer than the normal speech of the speaker. This symbol will appear at the beginning and at the end of the utterance in question.
><, <>	'Greater than' and 'less than' signs indicate that the talk they surround was noticeably faster, or slower than the surrounding talk.
(would)	When a word appears in parentheses, it indicates that the transcriber has guessed as to what was said, because it was indecipherable on the tape. If the transcriber was unable to guess what was said, nothing appears within the parentheses.
£C'mon£	Sterling signs are used to indicate a smiley or jokey voice.
+	marks the onset of a non-verbal action (e.g. shift of gaze, pointing)
<i>italics</i>	English translation

APPENDIX F: Permission for SETT

7/15/2018

Gmail - Permission for SETT use



Esra Yatağanbaba <esrayataganbaba@gmail.com>

Permission for SETT use

Steve Walsh <steve.walsh@newcastle.ac.uk>
Alici: Esra Yatağanbaba <esrayataganbaba@gmail.com>

29 Mayıs 2018 10:48

Dear Esra,

Thanks so much for this email and I'm delighted that you're using SETT. Of course you have my full permission. Think too about adapting it to your local context. It was designed to be adapted so do feel free to do so. And I'd love to come to Izmir, please keep me posted!

Stay in touch.

All my best wishes,

Steve

Professor Steve Walsh

Head of Applied Linguistics and Communication

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Editor: 'Studies in Social Interaction', EUP: <http://www.euppublishing.com/series/ssint>

Director: ProCom Research Group

From: Esra Yatağanbaba <esrayataganbaba@gmail.com>

Sent: 27 May 2018 21:52

To: Steve Walsh <steve.walsh@newcastle.ac.uk>

Subject: Permission for SETT use

[Ayrıntılı metin gözetildi]

APPENDIX-G: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük



Sayı : 35853172-300
Konu : Esra YATAĞANBABA Hk.

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Bilim Dalı doktora öğrencilerinden **Esra YATAĞANBABA'nın Doç. Dr.Nuray ALAGÖZLÜ** danışmanlığında yürüttüğü "**Yeni Başlayan İngilizce Öğretmenlerin Sınıf-İçi Etkileşimsel Yeti Farkındalıklarını Artırmaya Yönelik Veri Temelli Vaka Çalışması**"başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **23 Ekim 2018** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

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

Evrakın elektronik imzalı suretine <https://belgedogrulama.hacettepe.edu.tr> adresinden 980b8909-2030-4670-b02e-214b8986da78e kodu ile erişebilirsiniz. Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

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