



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE PARTICIPATORY ROLE OF COOPERATING TEACHERS DURING
PRACTICUM TEACHING IN PRE-SCHOOL L2 CLASSROOMS

Aslıhan YILMAZ

Master's Thesis

Ankara, 2020

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...



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ANAOKULU YABANCI DİL SINIFLARINDAKİ DANIŞMAN ÖĞRETMENLERİN
KATILIMCI ROLÜ

Aslıhan YILMAZ

Master's Thesis

Ankara, 2020

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis prepared by **ASLIHAN YILMAZ** and entitled “The Participatory Role of Cooperating Teachers during Practicum Teaching in Pre-School L2 Classrooms” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

Chair Prof. Dr. Eda ÜSTÜNEL

Member (Supervisor) Assist. Prof. Dr. Ufuk BALAMAN

Member Assist. Prof. Dr. Nilüfer Can
DAŞKIN

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 20/07/2020 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

Prof. Dr. Selahattin GELBAL
Director of Graduate School of Educational Sciences

Abstract

There has been a growing body of research that investigates L2 classroom interaction with micro analytic approach. However, few studies addressed the pre-school L2 interaction from micro analytic perspective. Besides, there is a need for further research on pre-service teachers' practicum teaching experiences, their use of interactional practices and the role of cooperating teachers. In this sense, this study aims to unearth the interactional domain of common involvement by cooperating teachers during L2 teaching led by pre-service teachers. Data of the study come from the video recordings of actual teaching practices conducted by 50 PSTs. Each pre-service teacher presented lessons of 20 minutes while cooperating teacher was present in pre-school L2 classrooms. Conversation analysis was employed with a focus on multimodal aspects of interaction. The findings of this study show that cooperating teachers initiate non-assigned self-selective turns in order to maintain classroom order, ensure student involvement, give instructions to students, respond to PST turns on behalf of students and give suggestions to the PST. Cooperating teachers also utilize a number of interactional resources oriented to the students such as using address terms (as a verbal alert to the student), hushing and physical contact with the students. This study also presents the overall picture of interactional organization of the participatory role of cooperating teachers during practicum teaching in pre-school L2 classrooms. The findings of the study have implications for teacher training and education and L2 classroom discourse.

Keywords: cooperating teachers, pre-service EFL teachers, practicum, conversation analysis

Öz

Mikro analitik yaklaşımla yabancı dil sınıf etkileşimini araştıran araştırmalar giderek artmaktadır. Fakat az sayıda çalışma mikro analitik perspektif ile okul öncesi yabancı dil sınıf etkileşimini ele almıştır. Ayrıca, hizmet öncesi öğretmenlerin pratik öğretim deneyimleri, etkileşimsel uygulamaların kullanımı ve danışman öğretmenlerin rolü hakkında daha fazla araştırmaya ihtiyaç vardır. Bu çalışma, hizmet öncesi öğretmenlerin işledikleri derste danışman öğretmenin katılımcı rolünün etkileşimini ortaya çıkarmayı amaçlamaktadır. Çalışmanın verileri, 50 hizmet öncesi öğretmenler tarafından yapılan gerçek öğretim uygulamalarının video kayıtlarından gelmektedir. Her bir hizmet öncesi öğretmen 20 dakikadan oluşan derslerini danışman öğretmende anasınıfında mevcut iken sunmaktadır. Konuşma çözümlemesi metodolojisi, etkileşimin çok modlu yönlerine odaklanarak kullanılacaktır. Bu çalışmanın bulguları, danışman öğretmenlerin sınıf düzenini korumak, öğrenci katılımını sağlamak, öğrencilere direktif vermek, öğrenciler adına hizmet öncesi öğretmenin dönüşlerine cevap vermek ve önerilerde bulunmak için başlatımsız kendi seçici söz sıraları başlattığını göstermektedir. Danışman öğretmenler, öğrencilere yönelik olarak adres terimlerini (öğrenciye sözlü uyarı olarak) kullanma, hiştleme ve öğrencilerle fiziksel temas gibi bir dizi etkileşimsel kaynağı da kullanmaktadır. Bu çalışma aynı zamanda okul öncesi ikinci dil sınıflarında uygulama öğretimi sırasında danışman öğretmenlerin katılımcı rolünün etkileşimsel organizasyonunun genel resmini de sunmaktadır. Bu çalışmanın bulguları öğretmen yetiştirme ve eğitimine katkıda bulunmaktadır.

Anahtar sözcükler: danışman öğretmenler, hizmet öncesi İngilizce öğretmenleri, staj, konuşma çözümlemesi

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Symbols and Abbreviations

CA: Conversation analysis

CA-SLA / CA-for-SLA: Conversation analysis for second language acquisition

EFL: English as a foreign language

ESL: English as a second language

IC: Interactional competence

L2: English as foreign/second/additional language

SLA: Second language acquisition

IRF: Initiation- Response- Feedback

IRE: Initiation, Reply, Evaluation

TTT: Teacher Talking Time

Chapter 1

Introduction

This chapter will present a brief introduction to the study. First, statement of the problem will briefly be introduced. In the next section, aim and significance of the study will be presented. This will be followed by research questions. This chapter will be concluded by limitations and definitions.

Statement of the Problem

English language teaching has gained popularity in a globalized world and teacher education lies at the heart of it. Since it offers an experience of actual teaching, practicum is a key component of teacher education program which is confirmed by both student teachers and scholars. In practicum, the role of cooperating teacher cannot be overlooked. Weiss and Weiss (2001) emphasize the importance of cooperating teacher and state that: “co-operating teachers are the most powerful influence on the quality of the student teaching experience and often shape what student teachers learn by the way they mentor” (p. 134). Since they are in collaboration with faculty members and pre-service teachers, the term cooperating teacher is mostly used term and also adopted in this current study. It is now well established from a variety of studies, cooperating teachers play a key role in teacher education program (Glenn, 2006; Hodges, 1982; Hudson, 2013; Stanulis, 1994). Despite the importance of cooperating teachers, there remains a paucity of evidence on understanding how they participate in teacher education and its influences. Clarke, Triggs and Nielsen (2014) developed 11 different categories of cooperating teachers’ participation in teacher education: Providers of Feedback, Gatekeepers of the Profession, Modelers of Practice, Supporters of Reflection, Gleaners of Knowledge, Purveyors of Context, Conveners of Relation, Agents of Socialization, Advocates of the Practical, Abiders of Change, and Teachers of Children. Clarke et al. (2014) call for more research in order to gain deeper understanding of the cooperating teachers’ role. In an effort to address this gap, this thesis will attempt to understand the participatory role of cooperating teachers during practicum teaching led by pre-service teachers in a preschool L2 classroom by the employment of conversation analysis.

Aim and Significance of the Study

This study is regarded essential for several reasons. Initially, although the role of cooperating teacher is recognized as an important element in teacher education, there have been few studies regarding this which indicates a need for further research. Secondly, only a very limited number of studies (Cekaite, 2007; Kanagy, 1999; Palloti, 2001; Watanabe, 2016) have been conducted on interactional organization of L2 language learning in a preschool classroom. This study aims to contribute to this growing area of research by exploring a preschool classroom setting with a line by line analysis of participants' conduct in situ. Lastly, the findings will make an important contribution to the field of teacher training as it will enable student teachers to see how preschool classroom interaction unfolds and be aware of possible problems that can arise during their teaching. The findings of this study will provide insights into the interactional resources employed by both cooperating and pre-service teachers in order to resolve the troubles. Considering the utmost effect of cooperating teachers on a teacher training program, this study focuses on the participatory role of cooperating teacher in a practicum teaching led by pre-service teachers in a preschool classroom by detailed analysis of interaction.

Research Questions

This thesis will provide responses to the following research questions:

1. How does the cooperating teacher become an active participant of the classroom interaction led by pre-service teacher in young learners classroom?
2. What are the possible trouble sources that pre-service teachers face during their practicum teaching in young learner classroom?

Assumptions

This study adopted conversation analysis which embraces data-driven approach. Therefore, data is collected through video-recordings without any priori assumptions. The aim of the study is to investigate the role of cooperating teacher participation during practicum teaching of pre-service teachers in pre-school

classroom. Thereby, it is assumed that cooperating teachers intervene with the students or pre-service teacher during their practicum teaching. With the analysis of the data, the results will help us see how such interventions operate in action and help pre-service teachers to develop their practical skills and oversee the potential troubles occurring in young learners classroom.

Limitations

The present study has some limitations. First of all, this study is limited to data set in which each pre-service teacher has only 20 minutes of actual teaching time in pre-school classrooms. Following a conversational analytic approach, the aim is to analyze naturally occurring interaction embracing verbal and non-verbal conducts. The use of video recordings can affect the interactional pathway of the lesson or distract the attention of the participants and the students. That's why, camera was placed at the back of the classroom. The quality of the transcriptions is also a critical issue for better understanding and readability of the analysis. Non-verbal conducts were described with Mondada conventions (2018) which help to enhance a full description of the interaction. Further research can be backed up with visuals.

Definitions

Cooperating Teacher: An in-service teacher who hosts pre-service teachers in his classroom and provides mentorship during his practicum.

Pre-service teacher / student teacher: A university student who is enrolled in teacher education program which provides academic courses combined with theoretical and practical knowledge.

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

Chapter 2

Literature Review

This chapter will present the previous studies on the relevant literature and conceptual framework. At the first section, the relationship between conversation analysis and second language acquisition will be touched upon. Following that, research on L2 interactional competence will be reviewed. The subsequent section will provide information about classroom discourse and teacher talk. Following teacher talk, classroom management and L2 interaction in pre-school classroom will be introduced. The last section of this chapter will present the pre-service teacher talk with relevant studies.

An Introduction to CA for SLA

How people learn a language has long been a question of great interest. There have been many researchers who come up with theoretical assumptions underlying language learning. Therefore, a wide range of approaches to SLA have appeared. Although dominant view has been cognitivism in second language acquisition studies so far, bifurcation between cognitive and social domain has appeared in SLA. Over the last decade, there has been an increasing amount of studies on sociocultural and interactional approaches to SLA. In the edited book, *alternative approaches to SLA*, Atkinson (2011) identifies six alternative approaches to SLA: socio-cultural theory, complexity theory, conversation analysis (e.g. Firth & Wagner 1997, 2007), the identity approach, language socialization and the socio-cognitive approach. Atkinson highlights the need to arrange all different perspectives which can result in a richer understanding of SLA. This need leads to go beyond SLA as a mental process by looking at the alternative approaches. Theoretical and methodological concerns in SLA were questioned by Firth and Wagner (1997). It has been argued that interactional and sociolinguistic dimensions of language are neglected. Therefore, reconceptualization of L2 learning has gained importance. They called for three major changes in SLA which are (a) a significantly enhanced awareness of the contextual and inter actional dimensions of language use, (b) an increased emic (i.e., participant-relevant) sensitivity towards fundamental concepts, and (c) the broadening of the traditional SLA data base.

Following Firth and Wagner's call (1997), there have been studies to understand the relationship between social interaction and language learning. How social interaction promotes learning has been uncovered by the application of Conversation Analysis (CA) which is a methodology for the analysis of naturally occurring spoken interaction. CA, which originated from the field of sociology as an offshoot of ethnomethodology, was developed by sociologist Harvey Sacks and his associates Emanuel A. Schegloff, Gail Jefferson in the 1960s. CA researchers aim 'to discover how participants understand and respond to one another in their turns at talk (Hutchby & Wooffitt, 1998) and how they achieve the organization of social action step by step (Kasper & Wagner, 2011). Studying talk-in interaction has been recognized as the object of CA (Drew & Heritage, 1992). Seedhouse (2005) lists following principles that CA is based on: (1) There is order at all points, (2) Contributions to interaction are context-shaped and context-renewing, (3) No order of detail can be dismissed, (4) Analysis is bottom-up and data-driven (Heritage, 1984). The first principle indicates that speakers use systematic methods which are observable in interaction. Secondly, speaker contributions are context-shaped as speakers cannot understand social actions without attributions to sequential environment. Context-renewing character of contributions shows that how context is renewed by the next action (Heritage, 1984). Third principle implies that any small detail can contribute to the progressivity of talk-in-interaction, therefore its analysis. This is why, highly detailed CA transcription system is important. As no detail can be dismissed as insignificant, non-verbal actions should be included in transcripts. Last principle is that one should approach the data without any prior theoretical assumptions which refers to emic perspective. Pike (1967) defines emic perspective as "culturally specific, applicable to one language or culture at a time and studying the behavior as from inside the system" (p.37).

Thanks to its multi-disciplinary nature, conversation analysis has broadened its scope of its application in the various professional areas such as applied linguistics, anthropology, psychology, and communication studies. The turn-taking paper (Sacks, Schegloff & Jefferson, 1974) considered as the founding paper of the Conversation Analysis, was published in the journal of Language even though it emerged within the field of sociology. At first, CA practitioner's emphasis was on

mundane ordinary conversation which occurs between friends or acquaintances (Markee, 2000). Growing interest in talk in institutional settings such as courtroom, medical and classroom context have shifted the direction from the organizational structure of everyday conversation towards institution-specific contexts (Drew & Heritage, 1992). Moreover, CA responds to the needs for an approach including the social aspect and participant-based perspectives in SLA domain. In their paper, Firth and Wagner (2007) highlighted the significance of use in the process of acquisition by listing social approaches to L2 language learning which are sociocultural theory, constructivism, social-interactional approach to learning. The essence of social-interactional approach is that learning cannot be separated from the ongoing actions which are observable and achievable in social interaction. Therefore, language should be observed in social interaction in order to gain insights into how acquisition occurs. This encourages the deployment of conversation analytical tools in order to investigate the organizational details of interaction.

CA for SLA (Markee & Kasper 2004) or CA-SLA (Kasper & Wagner 2011) has growing since the publication of the paper by Firth and Wagner (1997) (Pekarek Doehler, 2013). It is a subfield of Second Language Acquisition studies that uses conversation analysis as an instrumental tool to study language learning. Scholars who believe in the sociocultural point of SLA supported this re-specification of SLA whereas the others with cognitive perspectives remain largely critical (Markee & Kasper, 2004). CA-SLA's focus is on the analysis of social interaction. Therefore, analytically relevant features such as sound-stretches, gaps and other detailed conducts are the important aspects of learning processes. Markee (2000) proposed the principles of CA-oriented methodology for a social interactionist approach by suggesting that they should be:

- based on empirically motivated, emic accounts of members' interactional competence in different speech exchange systems;
- based on collections of relevant data that are excerpts of complete transcriptions of communicative events;
- capable of exploiting the analytical potential of fine-grained transcripts;

- capable of identifying both successful and unsuccessful learning behaviors, at least in the short term;
- capable of showing how meaning is constructed as a socially distributed phenomenon, thereby critiquing and recasting cognitive notions of comprehension and learning (p.37).

Hall (2004) examined the studies whose focus is on the interactional activities in language classrooms and stated that studies provide an exciting opportunity to display benefits of conversation analytical tools. These studies have shown how interaction occurs and how participants use interactional practices. Learning is defined as the shift from peripheral participation to fuller participation by Young & Miller (2004). By using conversation analysis as a method, this study displays the utility of CA in the study of language learning.

Interactional Competence. The conceptualizations of interactional competence dates back to the work of Dell Hymes (1962) who coined the term communicative competence. Hymes found Chomsky's view of competence narrow to explicate knowledge of language because of the absence of sociocultural factors. Canale and Swain (1980) proposed their framework of communicative competence including grammatical, knowledge of lexical items and rules of morphology, syntax, semantics and phonology; sociolinguistics, sociocultural of use; strategic, knowledge of strategies to achieve conversation problems; and lastly, discourse, knowledge of cohesion and coherence. According to Walsh (2012), the focus in language classrooms is on the individual performance instead of collective competence. However, when people go out and interact with your friends, delivering correct utterances is not enough for successful communication. There are also other underlying factors that can contribute the flow of communication.

Kramsch (1986) is the one who developed the term interactional competence and asserted that successful interaction lies on the intersubjectivity constructed through collaborations of interactants. Young (2008) defines it as "a relationship between participants' employment of linguistics and interactional resources and the context in which they are employed" (p.100). A similar definition has been proposed by Wong and Waring (2010) who described it as the efficient

use of interactional resources such turn-taking or resolving non-understanding problems. Both definitions take into account the importance of the “interactional resources” or members’ methods (Garfinkel, 1967), which are systematic procedures such as turn-taking, repairing etc. Interactional practices include turn-taking, sequencing, overall structuring and repair practices which are illustrated in Figure 1 below.

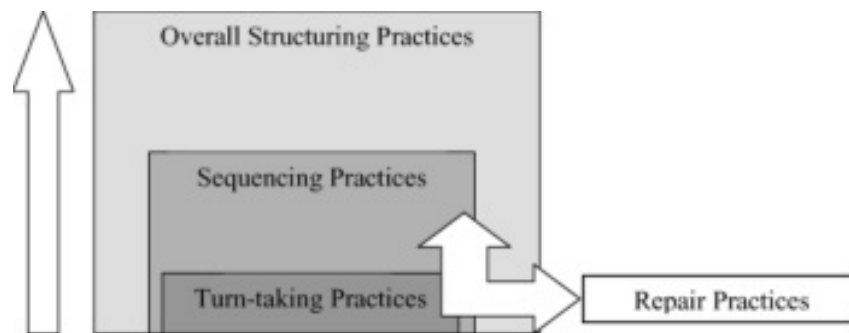


Figure 1. Model of instructional practices (excerpted from Wong & Waring, 2010, p.8)

CA-SLA has contributed to a wide range of research topics related to the development of interactional competence. Conversational analysis has been used by many scholars in order to understand these observable interactional resources. Turn-taking practices are the center of this model of interactional practices and imply how interactants construct and allocate a turn. Sequencing practices, which are subdivided into basic and larger sequences, refer to the ways of initiating and responding to talk while performing social actions such as invitations, requests, storytelling etc. Overall structuring practices are the ways of organizing conversation as a whole, as in openings and closings. Lastly, repair practices are the ways of managing the trouble source during the conversation.

Up to now, several studies have investigated the development of interactional competence within different frameworks (Cekaite, 2007; Doehler & Berger, 2011; Hellermann, 2008; Kanagy, 1999; Nguyen, 2006,2011). Young (2000) proposed six components of interactional competence: rhetorical scripts, specific register, strategies for taking turns, the management of topics, roles and patterns of participation in interaction, and signaling boundaries which are helpful to ensure mutual understanding between the speakers. Therefore, it deems

important to acknowledge how interactants use these specific resources to achieve communicative goals.

Classroom Discourse. People interact with others by verbal and non-verbal means and they become a part of social world. They engage in ordinary conversations between friends as well as in other institutional settings such as courtrooms, schools, classrooms etc. Institutional talk (Drew & Heritage, 1992) is a distinctive version of interaction in terms of these three characteristics stated by Heritage & Clayman (2010): (1) goal orientations; (2) special constraints on allowable contributions; and (3) institution specific inferential frameworks and procedures. These aspects are observable through the employment of interactional practices. Kasper (2009) indicates that “what makes an interaction institutional, then, is not where it takes place (in a courtroom, classroom, dentist’s office) or whether the parties occupy positions in an institutional structure, but whether the participants address themselves to an institution-specific agenda.” (p.14). Jocus (2013) states that classroom discourse includes all of those forms of talk that one may find within a classroom or other educational settings. However, one of the limitations with this explanation is that it does not consider non-verbal conducts such as gaze or mimics. Classroom discourse is broadly defined as “the collection and representation of socio-interactional practices that portray the emergence of teaching and learning of a new language through teachers’ and students’ co-construction of understanding and knowledge in and through the use of language-in-interaction” (Sert, 2015, p. 9). Walsh (2011) proposed four characteristics of classroom discourse: (i) control of the interaction; (ii) speech modification; (iii) elicitation; (iv) repair. Firstly, in language classrooms, teacher is the one who decides on the topic and turn-taking procedures, in other terms, “orchestrates the interaction” (Breen, 1998, p.119). The control management of the teacher on both the content and procedures of the lesson marks the power of the teacher on shaping the interaction. Furthermore, teachers are also responsible for raising learning opportunities and student involvement in the tasks by virtue of creating “space for learning” which is believed to be a feature of effective teaching by Walsh and Li (2013). Second feature of the classroom discourse is speech modification which indicates that teachers adjust their talk in a way that students understand and follow the interaction. Speech modification

strategies employed by the teachers can be identified as slower and stretched out pronunciation, simplified vocabulary and grammar, using transition markers to indicate a change in the flow of interaction. Elicitation through the use of questions by teachers in order to get response from the learners is another feature of classroom discourse. Teachers can check learners' understanding by means of display questions and; create discussion and enhance learner participation through the use of referential questions. Lastly, repair, in other words error correction, basically refers to the management of the errors by the teachers. Walsh (2011) offers four basic strategies in the event of error: (i) ignore the error completely; (ii) indicate that an error has been made and correct it; (iii) indicate that an error has been made and get the learner who made it to correct it; (iv) indicate that an error has been made and get other learners to correct it (p.12).

Another eminent feature of classroom discourse is IRF (Initiation, Response, Feedback) put forward by Sinclair and Coulthard (1975). They contributed to our understanding of how teacher and learners communicate in the classroom. It has been also named as Initiation-Response-Evaluation (Mehan, 1979) and Question-Answer-Comment (Mchoul, 1978). This structure is made of three steps: teacher asks a question, student produces a response, and teacher gives feedback to the student's answer. Feedback helps the learners to see whether their response is accepted or not. Since the teacher talk is dominant, mechanical classroom interaction is very likely to occur. Walsh has challenged Sinclair and Coulthard's claim on the grounds that in student-based classrooms there is more equality and partnership. He proposed the notion of Classroom Interactional Competence (CIC) and described as "teachers and learners' ability to use interaction as a tool for mediating and assisting learning". Walsh (2012) further suggest that both teachers and learners should obtain in-depth understanding of classroom interactional competence creating "more engaged and dynamic interactions in classrooms" which also boosts learning (p.166).

Walsh (2012) identifies three features of CIC: convergence of language use and the pedagogical goals, the need for interactional space and shaping learner contributions. First feature refers to that interactional activities should be based on teaching goals and appropriate for the learners. By providing interactional space, interaction is enhanced through learners' co-constructed knowledge. Teachers can

create space for learners by interactional strategies such as extensive use of pausing, a lack of repair, signposting in instructions, extended learner turns, and seeking clarifications (see Walsh, 2012). Lastly teacher shapes learning contributions by paraphrasing or scaffolding. Walsh calls for further research needed to gain better understanding of the possible uncovered features of CIC. Can Daşkın (2015) responds the need for more research by her investigation of how teachers shape their contributions in EFL class. In her study, she describes the different ways in which teacher shape the learner's contributions such as scaffolding, expanding, clarifying and summarizing as in Walsh and Li's (2003) study. Most importantly Can Daşkın's study confirms previous findings and contributes additional features of CIC that suggests teacher also shapes contributions through translating them either into L1 or L2 and using the board.

Additional features of CIC are given by Sert (2015) who proposes successful management of claims/displays of insufficient knowledge (Sert 2011), increased awareness of unwillingness to participate (UTP) (Sert 2011, 2013b), effective use of gestures, and successful management of code-switching (Sert 2011). He calls for an enhanced teacher education program based on student participation and CIC. Accordingly, microscopic and reflective design (IMDAT) for language teacher education was introduced by Sert (2015). It helps to analyze the development of CIC by the employment of CA analytical tools. IMDAT comprises of five phases: (I)ntroducing CIC; (M)icro-teaching; (D)ialogic reflection; (A)ctual teaching; (T)eacher collaboration and critical reflection.

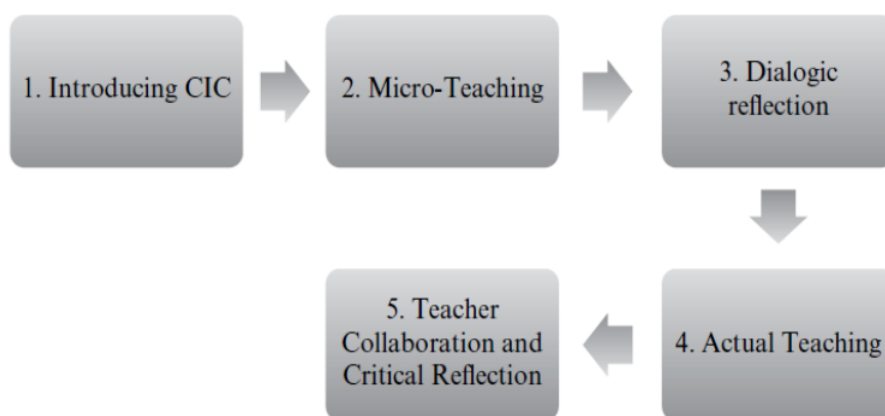


Figure 2. IMDAT teacher training model (Sert, 2015).

In his paper, Seedhouse (2004) points out that L2 classrooms have their own interactional characteristics. He also states that “as the pedagogical focus varies, so the organization of the interaction varies” and distinguishes four different L2 classroom contexts which are form- and- accuracy, meaning- and- fluency, task- oriented, and procedural. Therefore, detailed analyses of the interactional organization of classroom settings in order to better understand language learning and teaching processes is a need. CA has much to offer with regard to other conceptions such as language teaching material development, proficiency assessment, native and non-native speaker talk etc. (Seedhouse, 2005) that can contribute to development of language learning and teaching settings. The employment of CA approach brings detailed analysis of classroom interaction which includes verbal and non-verbal conducts, suprasegmental features of language and also multimodal resources such as gaze and gestures (Sert, 2015).

L2 Interaction in Pre-school Classrooms. English has grown in importance all around the world. People are motivated to learn English with various purposes. As English is one of the most widely used languages, parents ask their children to learn to speak English from early ages on. There has been growing interest in teaching English to young learners. Children may start learning English at different age groups as primary education differs. Although “the younger, the better” has been dominant in early foreign language learning, this idea has also been criticized by some scholars (Cook, 1999; Thompson, 1991). Through the course of young learner education, there has been shift towards a sociological approach of understanding children’s interaction. In the light of this, Rogoff (2003) claims that child’s actions cannot be separated from their environment and further suggests that “the interpersonal, personal and cultural-institutional aspects of the event” should be taken into consideration. Children negotiate meaning and learn through active involvement and interaction with others (Bandura, 2001; Corsaro, 2005). As students are the ‘agents of experiences rather than simply undergoers of experiences’ (Bandura, 2001, p. 4), it is deemed important to investigate the interaction between students and the teachers.

According to Bateman (2016), there is an equality in the classroom where both children and teacher contribute equally to the co-construction of teaching and

learning. Micro-detailed analysis of the talk in the classroom environment is required to provide a greater insight to social interaction. A number of researchers have demonstrated that effective interaction between the teacher and student has positive effect on early childhood program. Although there are other underlying factors such as teacher qualifications, educational resources which can affect children's learning, effective interaction between the teacher and student, and also peer interaction can create opportunities for learning (Bateman & Church, 2008).

There has been a surge of interest in the development of L2 interactional competence of children. Kanagy (1999) investigated the effects of interactional routines on L2 language development. By analyzing interactional routines of greeting, attendance and personal introduction, he reported that through repetition and scaffolding of the teacher both verbally and non-verbally children developed their L2 interactional competence.

Cekaite (2007) investigated L2 interactional competence of a child in terms of her interactional engagements during the multiparty classroom talk. This study is based on legitimate peripheral participation (Lave & Wegner, 1991) which is novice's direction towards fuller participation. At the end of study, the focal participant learned to self-select and participate in whole group activities as being socially competent student in the classroom. To further examine the role of interactional routines in language development, Watanabe (2016) carried out a study in which learners' way of engagement in classroom activities are observed. It was shown that through the course of the study, learners expand their methods of engagement and involvement in the interaction routines. Moreover, Balaman (2018) examined the embodied resources employed by the pre-service teachers in a young learner classroom through the observation of the interactional pattern of the repetition activity. It is revealed that teacher's repetition of the focal activity with each student and highly rich deployments of the gestures have successful outcomes in terms of student participation, thus creating learning opportunities. Together, these studies demonstrate how children's interactional competence developed over a period of time.

Teacher Talk

People exchange information continuously in their daily lives and engage in interactions. Interaction has been considered as an important element in language learning and teaching field. Interaction in the classroom differs from the other settings and occurs mostly between teacher and student. Walsh (2002) lists the following features of EFL classrooms as: 1) teachers largely control the topic of discussion; 2) teachers often control both content and procedure; 3) teachers usually control who may participate and when; 4) students take their cues from teachers; 5) role relationships between teachers and learners are unequal; 6) teachers are responsible for managing the interaction which occurs; 7) teachers talk most of the time; 8) teachers modify their talk to learners; 9) learners rarely modify their talk to teachers; 10) teachers ask questions (to which they know the answers) most of the time (Walsh, 2002, p.4). Acknowledging its own restrictions in terms of language choice, teacher talk plays a key role in learning in terms of controlling the content and procedure, managing the interaction etc. in classroom setting. As Johnson (1995) put it: "Teachers control what goes on in classrooms primarily through the ways in which they use language" (p.9). Ellis (1985) defines teacher talk as "special language that teachers use when addressing L2 learners in the classroom". Bearing in mind that in language classrooms, language is not only a medium of learning and teaching but also the main target, teacher talk gains more importance in L2 classrooms. Learners are exposed to language in the classroom where teachers provide input for learning and communicate with the students by means of the target language. Nunan (1991) regards teacher talk as crucial for the classroom organization and the acquisition process. Chaudron (1988) proposed the features of teacher talk in language classroom as follows:

- 1) Rate of speech appears to be slower.
- 2) Pauses, which may be evidence of the speaker planning more, are possibly more frequent and longer.
- 3) Pronunciation tends to be exaggerated and simplified.
- 4) Vocabulary use is more basic.
- 5) Degree of subordination is slower.
- 6) More declaratives and statements are used than questions.
- 7) Teachers may self-repeat more frequently (p.85).

Language teachers achieve teaching goals by means of modifications to their talk based on the learners' level of language. Especially in foreign/second language classrooms, teachers are the only opportunities for the learners to be exposed to authentic language delivered with clear pronunciation. Recognizing the significance of teacher talk, the appropriate use of the language has effect on the learners' output, as well. Cullen (1998) believes that "good teacher talk means little teacher talk" as the more teacher talks in the classroom, the less opportunities for learners to speak. Research on teacher talk shifts towards quality in a way that how it can promote interaction (Cullen, 1998). Commenting on the issue of teacher talking time (TTT), Nunan (1991) states that the time which teacher spend talking in class should be fit into the learning objectives. Teacher should fine tune the language used in the classroom according to the teaching goals. In the words of Walsh (2002, p.5): "where language use and pedagogic purpose coincide, learning opportunities are facilitated." Moreover, Cullen (1998) argued that the communicativeness of classroom talk should not solely be based on the communication which occurs outside the classroom since the classroom is a unique context within its identified power relationships and different interactional patterns.

Many researchers in the field of language learning and teaching have investigated the significant role of teacher talk. In his in-service teacher training project, Thornbury (1996) investigated the relationship between teachers' awareness and the degree of communicativeness in the classroom interactions. Teachers are trained on the features of communicative classroom talk. Having identified about the features which are employment of referential questions rather than display questions, providing content feedback rather than basic responses on the accuracy, ensuring wait time for the students to respond, promoting student-initiated talk, trainees are asked to reflect upon their classroom talk which are recorded and transcribed. The findings demonstrate that trainees improved their classroom practices with higher awareness of the features of classroom talk.

Walsh (2002) conducted a study to identify the role of teacher talk on creating opportunities for learning and maximizing learner participation. The features of teacher talk that increase learner involvement are characterized as direct and minimalist error correction which does not interrupt the flow of the

interaction, feedback on the content, checking for clarification, extended wait-time, scaffolding the learners. On the other hand, it is also observed that teachers restrict students' learning or minimize learner involvement through completing the students' turn, overuse of teacher echo and interruptions of the learners' talk. It is concluded that teachers should use the language appropriately aligning with the pedagogical goals through the analysis of their audio or video recordings of the lesson. Walsh also recommends that teacher education programs should pay more attention to teacher talk, interaction and learning opportunities. In her study, Incecay (2009) identified the features of teacher talk in young learner classroom under the heading of construction (creating opportunities for learning) and obstruction (hindering learner participation) as in the study of Walsh (2002).

SETT (Self Evaluation of Teacher Talk) is a pedagogic framework that allows teachers to reflect on their teaching through classroom interaction. It facilitates the understanding of the link between classroom interaction and teaching practices. SETT designed by Walsh (2006) comprises of four L2 classroom micro contexts which are; (1) managerial mode, (2) classroom context mode, (3) skills and systems mode, and (4) materials mode. Each mode has its own specific interactional features related to pedagogical goals. Based on the analysis of their own teaching process and reflective feedback interviews, it enables teachers to raise their awareness of language and improve their teaching practices. SETT framework has been used by both researchers and teacher educators.

Asık and Gönen (2016) investigated the pre-service EFL teachers' opinions of the SETT experience and their development through SETT grid, reflective diaries and interviews. It has been reported that as they progressed, pre-service teachers began to give more emphasis on the student participation and gained a critical perspective towards their teaching performance. They also suggest that the analysis of teacher talks should be integrated to language teaching methodology courses for the development of pre-service teachers. Ghafarpour (2017) also states that analysis of teacher talk by conversation analysis help teachers to be aware of troubles during their teaching.

All in all, teacher talk includes how teachers control over the flow of interaction and encourage student involvement. All of these components are

essential to gain a better understanding of classroom interaction, thus facilitating the teaching practices of the pre-service teachers. However, teachers should also be prepared for possible troubles that can arise in the classroom such as learners' behavioral problems.

Classroom Management. Classroom management was firstly viewed as discipline and dealing with the students' misbehavior. However, this multifaceted term does not solely include the establishment of the rules or reward structure responded to student behaviors. In a broad sense, classroom management "refers to all of the things that a teacher does to organize students, space, time, and materials so that learning can take place" (Wong, 1998). Martin, Yin, & Baldwin (1998) defined classroom management as "teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, and student behavior" They claim that classroom management embodies a multitude of dimensions: instructional management, people management and behavior management. The first dimension takes into account everyday routines of classroom activities, allocation of the materials and checking the students' individual tasks. Classroom atmosphere lies in the heart of how well these tasks are managed (Burden, 1995). The people management dimension refers to building a strong teacher-student relationship. Lastly, behavior management emphasizes pre-planned ways to prevent student misbehaviors instead of displaying reaction to it (Martin, Yin & Baldwin, 1998, p.4). It is also defined by Evertson and Weinstein (2006, 2013) as "the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning". They discuss the significance of establishing an effective climate for learning. Good classroom manager provides a variety of activities to retain attention, thus keeping the students on the educational task. Therefore, effective classroom management lies at the intersection of effective learning environment and promoting student engagement on the task. They also provide a variety of recommendations on how to cope with student misbehavior and achieve effective classroom management. In parallel with the aims of classroom management, teachers must facilitate a positive atmosphere and good relationships with the students and encourage the student involvement in the task (Evertson & Weinstein, 2013, p.5).

One well-known study that is often cited in research on classroom management is that of Kounin (1970), who examined the behaviors of teachers resulting in effective classroom management. He identifies a number of good classroom manager's practices: with-it-ness (the extent of teacher awareness of what is going on in the classroom); overlapping (capability to manage multiple events simultaneously); smoothness (management of the lesson without interrupting the students' individual work); momentum (keeping the lesson at a good pace) and group alerting (keeping the students engaged in the lesson) (cited in Emmer & Evertson, 1981). This classification proposed by Kounin also highlights the significance of pre-planned activities in order to prevent the possibility of disruptive behavior beforehand. Burden (2000) regards motivation as a significant part of effective classroom management and puts emphasize on the role of teacher. Teacher's choices of materials, strategies and feedback types all have an effect on student motivation, thus minimizing the students' off-task behaviors and maintaining their active participation in tasks.

As suggested by many researchers, classroom management has considerable impact on creating an effective learning environment. Correspondingly, it has been believed that effective teachers are also good classroom managers by many scholars (Emmer, Evertson & Brophy, 1980; Laut, 1999; Raptakis, 2005). However, most pre-service teacher education programs lack necessary information on basic principles and skills of classroom management (Evertson & Weinstein, 2006,2013). Tartwijk et al. (2009) state that investigation of only teachers' statements remains inadequate to understand which strategies teachers utilize in order to create positive atmosphere in the classroom and calls for further research. Accordingly, this study seeks to obtain data which will help to address these research gaps.

Pre-service Teacher Talk. In teacher education framework, a variety of factors are accountable for better development of the pre-service teachers' teaching skills. Among all the variables, CA is a valuable resource which allows pre-service, in-service teachers and teacher educators to present detailed analysis of classroom interaction. With the implementation of the CA, the teaching practices of pre-service teachers can be well-understood and acknowledged. However, there has been few studies on pre-service teacher talk with conversational analytic

approach. Warung and Hruska (2011) worked with a novice ESOL student teacher to examine the interaction in a tutoring session with her student. They reported the strategies employed by student teacher how to enhance student involvement in the task, make smooth transition to a new segment during the teaching session and manage student's unwillingness to participate. In a similar vein, Hosoda and Aline (2010) demonstrated the pre-service teacher's progress on her use of classroom interactional practices related to giving assessments and directives. Fagan (2012) found out that pre-service teachers largely utilize two teaching practices in response to learners' unexpected contributions: "glossing over learner contributions and assuming the role of information provider". He gives the following definition for glossing over: "teacher either hurriedly or not at all addressing unexpected learner contributions as they arise in either teacher- or learner-initiated sequences-of-talk" Teachers employed glossing over learners' incorrect or lack of answer to teachers' turn. As a provider of information, teachers gave information on the topic when there was no response from the learners. In her MA thesis, Bozbıyık (2017) examined the questioning practice of pre-service teachers with employment of Video Enhanced Observation (VEO) mobile application. Karadağ (2017), on the other hand, investigated the behavioral management skills of pre-service teachers of English in young learner classroom and emphasized the role of classroom management in teaching process. He identified eleven different classroom management manoeuvres which are attention-silence request, calling name, clapping, conditional talk, high-pitched talk, hush-[ing], pause for silence, personified object talk, phrases talk, intervene of T-main (cooperating teacher) and yes talk. It is also revealed that cooperating teacher intervention occurred during all of the pre-service teachers' teaching practices in the study. To better understand the purposes of intervention done by the cooperating teachers during practicum; this study is intended to present the participatory role of cooperating teachers during the practicum teaching of pre-service teachers in young learner classroom.

Teacher Education

Teacher education is a process of training designed to provide knowledge of methods, skills, classroom management for teachers-to-be. It is also

acknowledged that teacher training programs serve as valuable resource for shaping student teachers' beliefs and their future practices in teaching (Feiman & Remillard, 1995). Student teachers or pre-service teachers should enhance their pedagogical skills in a best way to implement their teaching practices in the future. Training programs provide not only a set of certain skills and theories of teaching but also hands-on experience to the students. Practical experiences of teacher education hold the key for better development in student teachers' pedagogical knowledge. Up to now, a number of studies have confirmed the effectiveness of practicum in teacher education programs (Seferoğlu, 2006; Smith & Lev-Ari, 2005). Practicum is an opportunity for teachers-to-be to apply theories on practice and provide an experience on teaching, in other words connecting theory and practice. Seferoğlu (2006) investigated the pre-service teachers' beliefs on the methodological and practical segments of the teacher training programs through evaluation reports. Pre-service teachers reported the need for more micro and real teaching practices. She concludes that teacher education programs should provide more opportunities for teaching experience from various settings with different proficiency levels and a variety of teachers. In a similar vein, Smith and Levari (2005) sought to find out pre-service teachers' perceptions of practicum and the role of people who support and assist them during the practicum. Most of the pre-service teachers perceived practical experiences followed by feedback sessions valuable that serve as evaluation on their teaching practices, which is also suggested by Kömür (2010). They also found the pedagogical supervisors and school mentor in the practicum context the most supportive. In similar vein, cooperating teachers are conceived as a significant factor in practicum by the pre-service teachers (Guyton, 1989; Keogh, Dole & Hudson, 2006). As practicum refers to "an extended field experience under the guidance of an experienced teacher" (Clarke, Triggs & Nielsen, 2014), the role of cooperating teacher in the context of practicum is valuable for the pre-service teachers. Cooperating teacher has also been defined with different names. Clarke and colleagues (2014) listed cooperating teachers' role based on their level of participation in teacher education: (1) classroom placeholder, (2) supervisor of practicum, and (3) teacher educator. In the first conception which is not common now, cooperating teachers leave the classroom floor to the pre-service teachers so that they quickly adjust to teaching. As supervisor of practicum, cooperating teachers are expected to

observe and give feedback on pre-service teachers' teaching. Last conception, teacher educator represents the role of "coach" who is more engaged in the practicum setting and acknowledges literature on teacher education (Brook, 1998, cited in Clarke).

The greater part of the literature focuses on the role and significance of cooperating teacher in practicum (Borko & Mayfield, 1995; Koskela & Ganser, 1998; Weasmer & Woods, 2003) and the features of cooperating teachers (Clarke, 2001). Relatively few studies have examined the participatory role cooperating teachers' during practicum teaching of pre-service teachers. Of direct relevance to this thesis is Post's study (2007) in which he reports that cooperating teachers resort to six strategies with the purpose of supporting the pre-service teachers when they face challenges in their teaching experience. Strategies are characterized as: (1) ignore, (2) intervene, (3) interject, (4) interact, (5) interrupt, and (6) intercept. Cooperating teachers may choose to stay silent and ignore the troubles such as some student misbehaviors that have no harm to the other students or the flow of the lesson, mispronounced or misspelled words by the student teachers and so on. CTs intervene in order to resolve the trouble such as classroom management problems that pre-service teachers fail to handle or overlook at that time. CTs intend to intervene with no disruption of the ongoing lesson. The other action deployed by CTs is to interject. CTs choose the interject with a quick adjustment of the student teachers' mispronounced word or fulfilling the break in the PSTs' utterances especially when they search for words. CTs also interact with the pre-service teachers in order to assist or direct them about the materials or the procedures of the lesson. Interrupt is utilized to acknowledge the PSTs about an urgent situation that needs to be taken care of immediately. Interact differs from the interruption as it is delivered with soft voice or whispering. Interruption of the CTs can be a reminder of classroom rules or an important point that PSTs forgot to mention. Lastly, CTs decide on the intercept by taking control of the lesson in case of critic situations when pre-service teachers can no longer proceed the lesson or control the order of the classroom. Based on the level of problem, cooperating teachers intend to resolve the troubles by the employment of these strategies that range from quick to longer level of disruption of the lesson. Post (2007) concludes that CTs become more supportive and confident to

implement these strategies with the instruction on the appropriate use of the strategies. Therefore, acknowledging the roles of cooperating teachers during practicum teaching, interactional organization of the cooperating teacher participation and how it can promote to teacher education framework should be addressed with further research.

Chapter 3

Methodology

This chapter is devoted to present the methodology of the present study. In 3.1, the context of the study and profile of the participants will be covered. 3.2 will provide detailed description of data collection procedure. This will be followed by the description of conversation analysis as research methodology. In section 3.4, transcription convention will be addressed.

Setting and Participants

The participants of the study are the student teachers/pre-service teachers based in the department of foreign language (i.e. English) education in a state university and the cooperating teachers who work in the state pre-school where the pre-service teachers visit for their practicum. Pre-service teachers were enrolled in Teaching English to Young Learners I and II courses (during 2019-2010 academic year) given in the third year of English Language Teaching undergraduate program of the university. This course is obligatory for all the students to graduate from the program with an English language teacher degree. The course adopted a teacher education model, which is called IMDAT model (Sert, 2015), for the purposes of the current study. This model is specifically designed for teacher education programs and draws on Classroom Interactional Competence (CIC). As a part of the implementation of the model, pre-service teachers were required to conduct lessons of 20 minutes in an actual classroom. All of the student teachers were non-experienced teachers with only a few exceptions working part-time in tutoring centers. In an effort to provide some initial experience, this project enabled student teachers to experience in actual teaching and learning environment. Approximately 50 pre-service teachers participated to the project. This five-stage model (see page 11 for details) is based on the principles of CIC and its development. Accordingly, first stage starts with the introduction and assumptions of CIC to help student teachers' "raise awareness on their classroom interactional practices" (Sert, 2015). Second stage goes on with micro-teaching in which pre-service teachers are supposed to prepare a lesson plan for class to take place around 15-20 minutes. The micro teaching sessions were video recorded. As the name suggests, in a dialogue reflection session, the

lecturer of the course, TELY I and II gives written feedback and comments on interactional practices of the student teachers. Fourth step requires for actual teaching of the student teachers in a pre-school L2 classroom. Last step includes peer and self-reflections on the pre-service teachers' development of CIC.

Data Collection

The data for this thesis was collected from a state preschool in Ankara, Turkey. Within the framework of the project, IMDAT model developed by Sert (2015) was employed in the TEYL course. After having an introductory session of L2 CIC, pre-service teachers were required to prepare micro-teaching sessions. These sessions were held in a faculty classroom. Then, pre-service teachers were provided with feedbacks on the video recordings of their teaching sessions by the course instructor. Later, they went to a state pre-school which they were assigned to as a part of IMDAT model. Each PST's teaching session which lasted 20 were video recorded by a classmate of the pre-service teachers while the cooperating teacher was present in the classroom. The data was collected through one camera located behind the students to be able to capture embodied behaviors. Consents forms were taken from the all of the pre-service teachers, teachers of the preschool classroom (cooperating teachers), parents of the students and the preschool staff. Therefore, the source of this dissertation comprises 50 video recordings of PSTs' actual teaching practices in a preschool L2 classroom.

Instruments

Conversation analytical methodology with a focus on multimodal aspects of interaction was employed to analyze naturally occurring classroom interaction of pre-school. Cooperating teachers' participation patterns were focused. One of the main aims of CA analysts is to "discover how participants understand and respond to one another in their turns at talk, with a central focus on how sequences of action are generated' (Hutchby & Wooffitt, 1998). Following steps are attempted to explicate CA procedure. Naturally occurring data is requisite for conversation analysis as it aims to analyze how social order is achieved locally in everyday activities. It refers to "actual occurrences of talk not gathered from interviewing techniques, observational methods, native intuitions, or experimental

methodologies.” (Wong & Waring, 2010, p.4). Since naturally occurring data is essential, the data is taken from the spontaneous language classroom interaction recordings. Secondly, data are transcribed in order to investigate the methods of participants which they use to achieve social actions. Any small detail can be important and relevant to the study (Atkinson & Heritage, 1984). Accordingly, detailed transcription is necessary. As mentioned above, CA adopts an emic perspective (Pike, 1967). CA analysis procedure has been organized around five elements based on this emic perspective which are: (1) unmotivated looking; (2) repeated listening and viewing; (3) answering “why that now?”; (4) case-by-case analysis; (5) deviant case analysis (Wong & Waring, 2010, p.6). Researcher started analyzing data with unmotivated looking which refers to examining without any specific theoretical assumptions. After that, data were examined through various repetitions of listening and viewing sessions. Observations including how interaction is conducted was made by answering the question of “Why that now?” (Schegloff & Sacks, 1973). Repetitive actions were analyzed in case by case basis. Lastly, deviant cases were not neglected as they can be influential in the course of research.

Data Analysis

This section will focus on the analysis of the data. Data consists of 50 video recordings of the teaching sessions led by pre-service teachers in preschool L2 classrooms. The dataset was transcribed in Transana Software, which is a tool for the researchers in order to analyze video or audio by using Jefferson’s transcription conventions. Once the video recordings were uploaded on the Transana, they were listed under specific identification numbers. The first viewings sessions of the video-recordings helped researcher to get familiar with the data and these observations were made with an emic perspective. Following the unmotivated observations of the data and the field notes of the relevant phenomenon done by the researcher, the involvement patterns of the cooperating teacher were firstly identified. Then, interactional patterns of the conversation between cooperating teacher and the pre-service teacher or the students occurring repeatedly were categorized under the appropriate titles. After the examination of the whole data and the transcription were made, the extracts which

would be useful for the analysis of the phenomenon were saved in the collection section. The familiar cases were saved in the same title and the selected extracts were transcribed in a more detailed way. As one of the core principles of CA is “No order of detail can be dismissed priori as disorderly, accidental, or irrelevant (Atkinson & Heritage, 1984), highly detailed transcription system is necessary. In accordance with the aim of the study, Mondada’s multimodal transcript conventions (2018) (see Appendix B) were adopted for the transcription of embodied conducts along with Jeffersonian conventions. The most representative extracts were chosen to put the data in the analysis section. In the sections of the extracts and analysis, pre-service teachers and cooperating teachers are referred to as PST and CT with numbers in order to indicate the diversification. The students’ names have also been changed and abbreviated in order to preserve confidentiality. Pre-service teacher who did the recording of the teaching sessions is named as T-cam in the transcripts. English translations of the original turns (L1) of the cooperating teachers are given in italics. The findings and the analysis will be discussed in the next chapter.

Chapter 4

Findings

This chapter will extract present analyses and findings by addressing the research questions of this study in relation to the common involvement by cooperating teachers during L2 teaching led by pre-service teachers (PST). Pre-service teachers may encounter a variety of troubles in their practicum teaching leading to cooperating teacher participation on dealing with the problems. Therefore, the intervention patterns of the cooperating teachers were identified and collected. Based on the methodological underpinnings and principles of Conversation Analysis (CA), 11 representative extracts out of 90 were chosen to describe the phenomena. The analyses of these extracts will uncover how cooperating teachers initiate non-assigned self-selective turns in order to maintain classroom order, ensure student involvement and give suggestion to PST. Furthermore, findings will illustrate a number of interactional resources employed by cooperating teachers (CT) in order to resolve the troubles and establish understanding. Therefore, the following analyses will unearth: (1) the participatory role of cooperating teachers during practicum teaching in pre-school L2 classroom interaction; (2) sequential organization of troubles occurring during practicum teaching in pre-school classrooms; (3) how these troubles are detected by CT and PST; (4) in what ways they display (non) orientation to these troubles; (5) interactional resources utilized by PST and CT in an attempt to resolve the troubles; (6) the resolution of troubles. This chapter is organized into four sections based on the reasons for intervention of the cooperating teachers which are maintaining classroom order, ensuring student involvement and giving suggestions to PST. Last section will focus on the PST initiated CT participation. The extracts also exemplify multimodal resources employed by both CT and PST. All of the extracts are concluded with a brief summary of the main findings. Since some extracts last longer than other, they are given in subsequent segments in order to increase the readability of the transcripts as well as analyses.

Maintaining Classroom Order

Cooperating teachers commonly intervene with the students who display off-task behaviors during the flow of the lesson in order to maintain classroom

order and they resort to a number of interactional resources in doing so. The first extract demonstrates how CT orients to the students who talk and depict inappropriate movements by establishing physical contact and using address terms for the resolution of these troubles. As a classroom routine, pre-service teacher (PST) starts the lesson by saying hello, approaches the students one by one and asks their name. She grabs some printouts which show different items such as pillow, blanket. She holds each printout right in front of her face and asks the name of the items in the picture. The students say the names of the items in the pictures in their native language (Turkish) and the teacher states the name of the items in English repeatedly. She then grabs a puppet and introduces it to the students by impersonating them. After the introduction part, she grabs a ball and demonstrates the forthcoming activity by impersonating the puppet. PST1 asks the students to talk to the puppet and the following extract begins:

Extract 1 - Segment 1 (lines 1-30)

1 PST1: *now (0.9)* i will throw the ball
 pst1: *1-----*

1: walks back to the desk

2 (1.3) *(0.7)*
 pst1: *--2--*

2: throws the ball

3 PST1: okay ilayda *okay ilayda come here come here no problem %okay*
 pst1: *walks towards ilayda and holds her arm-----*

ahm: %3-->

3: extends his hand towards the ball

4 PST1: #[HE::Y
 pst1: #crouches and stays down -->

5 AHM: [TOPU VER
 give me the ball

6 PST1: how are you↑ ilayda=
 7 AHM: =(VER)
 give it

8 ILY: °i am /[fine
 ahm: /stands up-->

9 CT1: [+tamam [ahmetcim% ^tamam oğlum^
 okay ahmet okay dear
 ct1: +holds AHM's arm----->
 ahm: 3--->% ^sits down--^

10 PST1: [i am fine

11 CT1: tamam yavrum ((unintelligible talk))+
 okay dear ---->+

12 PST1: he:y# *thats my ba:ll*
 pst1: -->#
 stands up-----

13 § (1.7)
 pst1: § crouches and stays down-->

14 PST1: no: it is my ba:ll no: no: it is ↑my ball
15 %(1.3)%
 ae: %4----%
 6: runs towards the desk
16 PST1: my ba:ll (1.8) okay great=§
 pst1: ---> §
17 CT1: =ali [eren
18 PST1: *[now*
 pst1: *5---*
 5: stands up
19 PST1: *[take the ball*
 pst1: *points it-----*
20 CT1: [ali eren
21 PST1: *bring it okay thank you*
 pst1: *6-----*
 6: extends her hand towards the ball
22 *(1.1)
 pst1: *takes the ball and walks back to the desk-->
23 PST1: i will %throw &the ball&*
 pst1: --->*
 &7-----&
 har: %stands up and walks in front of the teacher-->
 7: looks at her back(probably AE)
24 CT1: mustafa oturur musun oğlum
 mustafa can you sit down
25 *(3.2)
 pst1: *holds the ball and looks at the students -->
26 PST1: °do you want°
27 CT1: haru:n harun*%
 pst1: --->*
 har: --->%
28 %*(1.3)*
 pst1: *8----*
 har: %walks towards his chair-->
 8: throws the ball
29 PST1: take the ball *okay harun*% &((unintelligible talk))&
 pst1: *9-----* &10-----&
 har: --->%
 9: walks towards and gazes HAR
 10: extends her hand with palms facing down towards HAR
30 &(1.2)
 pst1: &crouches and stays down -->

The extract starts with the PST1's turn initial (now) to mark the transition to new activity. PST1 walks back to the desk and raises the ball by stating her purpose (i will throw the ball) in line 1. What follows is that she throws the ball to ILA and walks towards her. While PST1 is greeting ILA, AHM who is seated behind tries to take the ball from the other student by explicitly requesting the ball in line 5. On the other hand, PST1 initiates a *how are you* sequence with a greeting (HE::Y) in a crouching position. As it can be seen in line 6, PST1

maintains the activity with ILA in a crouching position. AHM requests the ball one more time in an embodied fashion in line 7. Cooperating teacher (CT) uses *okay* (tamam) in Turkish and she physically intervenes with AHM in line 9. PST1 repeats ILA's response in an overlapping fashion with the CT1's utterance (ahmetcim). In lines 9 and 11, CT1 produces multiple *okay* (tamam). AHM sits down on his chair and starts looking at PST1 who still maintains the activity as it can be seen in lines 12 and 14. This time one of the students runs towards the desk. PST1 closes the sequence (*okay*) with an explicit positive assessment (*great*). Latching with the previous turn, CT1 addresses the student by his name (*ali eren*) in line 17. This is overlapped by PST1's verbal expression in line 18 (*now*). PST1 provides a directive (*take the ball*) in an embodied fashion by pointing the ball which is overlapped by the CT1 who addresses AE one more time. PST1 grabs the ball and walks back to the desk in lines 21 and 22. She states her incipient action again (*i will %throw &the ball*) and takes a quick look at the student who is at the back of the classroom in line 23. In the meantime, MEH stands up and starts walking. CT1 asks another student to sit down in line 24. PST1 still holds the ball and looks at the students in line 25. CT1 addresses HAR by his name two times in line 27. Right after, PST1 throws the ball and HAR walks towards his chair. PST1 gives a directive to Baris (*take the ball*) and walks towards him in line 29. In the meantime, she addresses HAR who is about to sit down. Her verbal production is accompanied by embodied action.

Extract 1 - Segment 2 (lines 54-97)

22 lines omitted

54 PST1: *°i am fine<* ΔHE:Y Δ*THATS MY *BA:LL*

pst1: *21-----* **22----

har: Δ.....Δ23----->

- 21: moves puppet
- 22: takes the ball from AHM
- 23: bends down and crawls

55 PST1: %°no::°*°

pst1: *24----

ahm: %25-----%

- 24: shakes her head right to left
- 25: takes the ball from PST1

56 PST1: *°no::° °its my ball°*

pst1: *26-----*

- 26: moves his finger to right to left and points to herself

57 (0.7)

58 AHM: no:=
59 PST1: =no::
60 AHM: °no::°=
61 PST1: =it is *my ball °benim topum°* (0.5) it is my ballΔ
pst1: *27-----*
27:points to herself
har: 23---->Δ
62 AHM: Δo benim topumΔ
it is my ball
har: Δgoes under the table and stays there-->
63 PST1: it is [my ba::ll]
64 BER: [böyle yap] it is my ba:ll=
do it like this
65 PST1: YE:S youre great HIGH FIVE *(1.3)* °ah acıdı ya°
pst1: *28---* it hurts
29: gives fives to AHM
66 ((laughter))
67 PST1: &okay (1.2)& §hello hale how are you↑
pst1: &30-----&
§crouches and stays down -->
30: gives the ball to HAL
68 HAL: °how are you°
69 PST1: i am fine
70 S1: HARU:N
71 S2: öğretmen [seni gördü
teacher saw you
72 PST1: [HE::Y (0.3) THATS MY BA:LL
73 CT1: HARU:N=
74 PST1: =*no::
pst1: *30-->
30: looks at HAR
75 (0.5)
76 S1: harun ((laughter))
77 (0.9)*
---->*)
78 PST1: its my ba:ll
79 ((unintelligible L1 student talk))
80 PST1: yes Δtyou are great HIGH FIVE well done±Δ§
s3: ±walks towards HAR-----±
har: Δmoves out from the table-----Δ
pst1: ---->§
81 PST1: *(0.9) harun (1.1) harun (1.0)*
pst1: *walks back and throws the ball*
82 PST1: *take the ball >take the ball<*
pst1: *moves head and leans forward-*
83 S: harun
84 PST1: okay (1.1) okay §sit down sit down okay
pst1: §crouches and stays down-->
85 (1.1)
86 PST1: *hello harun how are you↑*
pst1: *moves puppet-----*
87 /(4.7)/

```

        /31---/
    31: unintelligible background talk
88 PST1: HE:Y THATS MY BA:LL
89      *(0.8)* (1.3)
    pst1: *32---*
        32: takes the ball from HAR
90      S: ΔALΔ
        take it
        har: Δ--Δ
        31: takes the ball
91 PST1: no it is my ba:ll it is my ba:ll *(1.0)* ((whispering))
    pst1:                                     *33---*
        33: moves her hand up and down
92 PST1: it is *MY BALL*
    pst1:          *34-----*
        34: extends her hand upwards
93 CT1: °ali eren°=
94 PST1: =it is my ball (1.0) it is my ball
95      (4.2)
96      S: °it is my ball°
97 PST1: *okay GREAT high five okay*§
    pst1: *takes the ball-----*
        --->§

```

22 lines is omitted during which PST1 continues the activity in a round robin format and from line 54 on, the second segment of Extract 1 starts. HAR who is seated behind PST1 starts to bend down and crawl towards the table in line 54. On the other hand, AHM takes the ball from the teacher's hand and the teacher provides the expected response (°no::° °its my ball°) that the student should give by pointing to herself. She delivers the second telling by shaking her head and also switches to Turkish in the third telling in line 61. In the meantime, Hasan who is behind PST1 moves under the table. PST1 maintains the sequence in a crouching position as it can be seen in lines 63. Student's failure to contribute causes to bilingual turn by his classmate displaying his understanding [böyle yap] and delivers what to say as a response in line 64. PST1 does not show any explicit orientation to his contribution and PST1 closes the sequence with an explicit positive assessment (youre great). PST1 initiates another *how are you* sequence in line 67 and she crouches again. HAR repeats the question and PST1 gives the answer in line 69. Right after, one of the students calls for (HARU:N) who is still under the table in line 70. Another student tells HAR that his action was noticed by the teacher (öğretmen [seni gördü) in line 71. PST1 maintains the activity in line 72. CT1 addresses HAR by his name in line 73 and

PST1 looks at HAR for 1.3 seconds of silence in a crouching position. S1 addresses HAR one more time with laughter. PST1 then turns back and completes the turn as it can be seen in line 78. HAR moves out from the table and another student walks towards HAR while PST1 closes the sequence with multiple positive assessments in line 80. What follows is that PST1 walks back, addresses HAR twice and gives directive to him (*take the ball*) in line 82. Following the delivery of the ball, PST1 crouches and asks HAR to sit down in line 84. PST1 initiates a *how are you* sequence in line 86. Following a short silence, PST1 takes the ball from HAR's hand and states that (*HE:Y THATS MY BA:LL*). In the meantime, AE crawls towards the table. HAR's failure to respond is followed by his classmate's directives in Turkish *al* (*take it*) and he takes the ball in line 90. PST1 delivers the second and third repetition in line 91. HAR does not make any further contributions and a second of silence occurs. PST1 deploys an embodied resource and gives the fourth telling with higher volume in line 92. CT1 addresses AE by his name with soft voice. PST1 maintains the activity in a crouching position but HAR doesn't give any response for 4.2 of silence. The student who is next to HAR whispers what to say in a soft tone in line 96. PST1 closes the sequence (*okay*) with positive assessment *great*, stands up and moves on another activity.

Based on the analysis of extract 1, it can be observed that a variety of troubles can arise during practicum teaching of the pre-service teachers. CT1 intervenes with a number of students who are involved in off-task behaviors during the flow of the lesson. In the first segment of the extract, CT1 establishes physical contact with the student who is involved in private chattering in order to request the ball from his friend. Furthermore, CT1 verbalizes the students' name as a verbal alert and requests of to be seated. PST1, on the other hand, have not noticed the student who is under the desk till line 74. However, she does not show immediate orientation to the student and completes the activity. Then, she initiates a turn with the student.

In the following extract, both cooperating teacher and pre-service teacher utilize different interactional resources addressed to the students in order to maintain classroom order. The interaction in this extract occurs almost at the beginning of the recording. Pre-service teacher comes up with quick interventions

PST4 and CT2 treat this as trouble and utilize different interactional resources to resolve it.

Extract 2 – Segment 2 (lines 10-22)

10 PST4: **this**
 11 CT2: [barış
 12 PST4: [this [father baba [father
 13 CT2: # [CEM [CEM
 osm: #stands up and walks towards PST4-->
 14 S1: **baba**
father
 15 PST4: **father**
 16 ((unintelligible student talk))
 17 PST4: %father% (1.1) father#*
 pst4: %4-----%
 --->*
 osm: --->#
 4: gazes towards OSM
 18 S1: • (BABA DEĞİL [FATHER)
it is not baba father
 s2: •jumps, walks head and go backs to his chair-->
 19 PST4: * [hadi yerine otur
sit down
 pst4: *touches OSM's back and softly pushes him
 towards his seat-->
 20 ((unintelligible student talk))
 21 PST4: **buraya gel gel gel [gel**
come here come come come
 22 CT2: [°ali eren°*•
 pst4: --->*
 s2: --->•

In line 12, PST4 walks back to the board, points to the father figure on the family tree, utters the word *father* and also provides the Turkish equivalent of it (baba) in bilingual turn. In the meantime, OSM who is seated behind PST4 stands up and starts to walk towards him in line 13. PST4, on the other hand, maintains the repetition of the word *father* in line 15. What follows is that, PST4 gazes towards OSM and maintains the repetition sequence in line 17. Then, he gives a directive in L1 to OSM and softly pushes him towards his chair in lines 19 and 22.

Extract 2 – Segment 3 (lines 23-45)

23 S1: *# (BABA DEĞİL FATHER)
it is not baba father
 pst4: *5-->
 bar: #walks towards his classmate and leans forward-->
 5: walks towards S2, leans forward, points to the picture-->
 24 S1: (baba değil [father)
it is not baba father

25 CT2: [barış
26 PST4: say it
27 CT2: barışcım
28 PST4: [father
29 CT2: [barışcım
30 S2: +((unintelligible talk))
ct2: +holds BAR's arm and softly pushes him towards his seat -->
31 CT2: barış yapıyorsun [orda
barış what are you doing there
32 PST4: [father ^tek# father
only
osm: ^stands up and walks slowly behind
PST4-->
bar: -->#
33 (1.6) baba father
father
34 S2: (°father°)*
pst4: --->*
35 CT2: *OSMA:N
pst4: *walks towards next student, points to the picture-->
36 PST4: father
37 S3: father=*
pst4: -->*
38 PST4: =&thats good arkadaşlarınızı dinleyin (1.9)&
listen to your friends
pst4: &gazes towards the students and claps-----&
39 PST4: elif gibi oturun hepiniz ne güzel oturuyor bakınsana^
all of you, please sit down properly like elif does, look at her
osm: -->^
40 CT2: +osman ((unintelligible talk))
ct2: +walks towards OSM, holds his hand and pushes him towards his
seat-->
41 *(3.7)
pst4: *leans forward to haluk, holds his arm -->
42 PST4: haluk haluk haluk yapıyorsun*
haluk haluk haluk what are you doing
pst4: -->*
43 CT2: gel yavrum gel
come dear come
44 PST4: *this is
pst4: *points to the picture with his index finger-->
45 CT2: otur bi otur+
sit down sit
ct2: -->+

In line 23, PST4 initiates the repetition sequence father oriented to S2 by pointing the picture. Meanwhile, BAR stands up again and walks towards his classmate. In line 25, CT2 addresses him by his name as she did in line 6. On the other hand, PST4 maintains the activity with S2 and gives the directive say it in line 26. Although CT2 addresses him twice in lines 27 and 29, BAR still stands up. This time CT2 holds his arm, softly pushes him towards his seat and asks what he

is doing there in L1 (*barış napıyorsun [orda]*). While PST4 maintains his orientation to S2, OSM stands up and starts to walk behind PST4 in line 32. CT2 calls after OSM by his name in line 35. As the PST4 maintains the repetition sequence father by approaching them one by one, he does not see OSM. This time CT2 walks towards OSM by verbalizing his name again (*osman*), holds his hand and softly pushes him towards his seat from lines 40 to 45. Therefore, students who stand up during the classroom are treated as trouble by CT2. Firstly, she addresses the students by their names as a verbal alert to them and then, she physically intervenes with them if the trouble still continues. The lines between 40 and 45 also indicate that PST4 does not show any orientations to OSM unlike in the previous lines as he does not notice the potential trouble.

Extract 2 – Segment 4 (lines 46-57)

46 **PST4: father father (1.3) father***
 pst4: -->*

47 **bu akşam eve #gittiğinizde**
when you go home in the evening
 bar: #stands up, hugs his classmate->

48 **father father**

49 **BAR: ((unintelligible talk))**

50 **CT2: barış yerine geçer misin *barış**
barış can you sit down barış
 pst4: *slides his left->

51 **PST4: father***
 pst4: -->*

52 **CT2: &barış**
 pst4: &leans forward and points to the picture->

53 **PST4: (ece)**

54 **/(1.3)/&**
/-----/ unintelligible student talk
 pst4: -->&

55 **PST4: father thats good &clap your friend&**
 pst4: &looks at AL-----&

56 ***(1.6)**
 pst4: *holds his hand and softly pushes him towards his seat-->

57 **PST4: ali otur yerine (1.6)***
ali sit down
 pst4: -->*

In line 46, PST4 still continues the repetition sequence (*father father father*). Meanwhile, BAR who is seated behind PST4 stands up again and hugs his classmate. In line 49, CT2 asks BAR to sit down by verbalizing his name (*barış yerine geçer misin *barış*). CT2 addresses BAR one more time in line 51. PST4 initiates another repetition sequence oriented to the next student

(ece) in line 52 by just pointing to the picture. After 1.3 seconds, PST4 delivers positive assessment (thats good) which shows his acceptance of ECE's inaudible turn. Moreover, he asks the students to clap and looks at AL standing, which is an indicator of trouble. As in the previous situations, PST4 again softly pushes AL towards his seat and gives directive in L1 (ali otur yerine).

The analysis of this extract has exemplified two different interactional resources to resolve potential trouble treated by both PST and CT. During the sequential unfolding with repetitive turns initiated by the PST, some students stand up and walk around the classroom which is treated as trouble in classroom order. In three cases during the extract, PST physically intervenes with the students. CT, on the other hand, firstly addresses the students and then initiates a physical contact with the students. The following extract will exemplify how CT tries to manage the order of the classroom and handle the chaotic situation inside the classroom.

Extract 3 presents an interaction from post-activity phase of the class where students are asked to pick a card from a box and then state the color of the card. Up till this extract, PST5 introduces the traffic signals to the students with the help of colored traffic light cards and explains what those colors mean. Following this, she approaches each student one by one and initiates the activity in the extract during which a number of troubles arises. This extract also shows a variety of interactional resources used by CT1 in order not only to maintain classroom order but also to assure student involvement.

Extract 3 - Segment 1 (lines 1-17)

```

1 PST5: #+green light %*go*# *red light* stop okay
pst5: *1-*
*2-----*
s1: #3-----#
cem: %goes under the table and stays there-->
s2: +crawls towards table, stays there-->
1: raises her hand
2: gazes towards S1
3: moves towards PST and looks at the box
2 PST5: #(0.4) ^*close close your eyes*#
pst5: *4-----*
s1: #5-----#
s3: ^goes under the table, stays there-->
4: leans forward and puts her hand on her eyes
5: moves towards PST and leans forward to look at the box
3 B(5.4)B

```

bar: β6----β
 6: puts his hand on his eyes and picks a card
4 PST5: yes kırmızı *so: (0.4)*
 red
 pst5: *7-----*
 7: moves her hand forward
5 BAR: βbu
 this
 bar: βshows the red card-->
6 PST5: *okay (0.9) i am waiting*
 pst5: *8-----*
 8: puts her right hand on her left hand
7 BAR: (°red°)
8 PST5: yes and *this is* (1.2) red
 pst5: *9-----*
 9: points to the card
9 BAR: °red°
10 PST5: red (0.4) red light
11 *(2.0)
 pst5: *raises her hand with palms facing forward-->
12 PST5: red light stop #okay* &you are great&
 pst5: -->*
 &10-----&
 s1: #crawls towards table and stays there-->
 10: leans forward and extends the box towards BAR
13 β(1.0)β
 bar: β11---β
 11: puts the card on the box
14 PST5: a:nd *close your* eyes
 pst5: *12-----*
 12: gazes towards the next student(S5)
15 (1.5)
16 CT1: β°gözlerini kapat°
 close your eyes
 bar: βputs his hand on S5's eyes-->
17 PST5: yes *pick oneβ (0.7) pick one
 pst5: *extends the box and points to it-->
 bar: -->β

The extract starts with the PST5's demonstration of the traffic light commands in an embodied way. During this, S1 approaches PST5 and gazes to the box. Although PST5 notices him, she does not show any orientations to S1 and maintains the activity. Meanwhile, CEM and S2 go under the table. It is deemed important to indicate that during the extract, PST5 approaches each student and leans towards the student. Therefore, she is not aware of what is goes on with the rest of classroom. In line 2, PST5 provides a directive in order to initiate a turn addressed to BAR. Concurrently, the student who is seated behind the PST5 moves under the table. From lines 3 to 11, PST5 maintains her

(bir) in line 24. Following this, S1 moves out from the table and goes back to his seat. CT1 continues to count in lines 25 and 27. After this, S2 moves out from the table and walks towards his seat. On the other hand, PST5 maintains the activity with S5 as it can be seen in lines 21,23, 26 and 29. It can be said that she is not aware of the students who are under the table. CT1 gives the fourth telling and gives directive to specific student by verbalizing his name in line 30.

The analysis of extract 3 exemplified three different interactional resources employed by CT1 in two different contexts. Firstly, in the first segment, PST5 gives an embodied directive to BAR and initiates a turn and this is followed by BAR's closing his eyes. However, when PST5 moves on with the next student and gives the same directive, S5 does not show any orientations to her which indicates a non-understanding of the instruction. Recognizing this trouble, CT1 provides the directive in L1 (°gözlerini kapat°). Secondly, during the extract, students stand up, move under the table and stay there. CT1 treats this as a trouble source and she firstly addresses them by their names. As they continue staying under the table, CT1 this time starts counting numbers as a verbal alert to the students. Following this, three of the students go back to their seats while other the students remain under the table. On the other hand, PST5 does not orient to these students as she is not aware of the trouble.

Extract 4 presents CT's deployment of addressing to the student as an interactional resource in order to prevent off-task behavior of the student. It also exemplifies how PST resolves the trouble initiated by the student through giving turns to the student himself. The extract starts at the beginning of the class. Prior to this extract, PST7 states her name *my name is ayse* and the students orient to this with repetition of PST7's turn.

Extract 4 - Segment 1 (lines 1-22)

1 PST7: &whats is your name&
 pst7: &walks towards AY, leans forward and stays there-->
 2 (1.4)
 3 AY: ayse
 4 /(1.1)/
 /1----/
 1: unintelligible background talk
 5 PST7: how are you (0.4)
 6 AY: how are you
 7 PST7: >how are you< *i'm fine*
 pst7: *1-----*

1: extends her hand to AY

8 (1.1) ((CT1 **whispering**))

9 AY: **im fine**

10 PST7: **how are you**

11 AY: **how are you**

12 PST7: ***im fine*** [%are you fine%

13 AY: [how are you ayse

pst7: *2-----* %3-----%

2: points to herself

3: points to AY

14 (0.8)

15 PST7: **tamam *(0.9) •whats your name•**

okay

pst7: *extends her hand with palm facing upwards towards AY-->

S: •4-----•

4: the ball hits PST7 in her shoulder

16 / (2.2) /

ss: /5----/

4: unintelligible student talk

17 PST7: **#what is [your name***

18 BAR: [BANA VER

give it to me

pst7: --->*

bar: #takes the ball on the ground-->

19 / (1.3) /

ss: /6----/

6: unintelligible background talk

20 PST7: ***my name is ayse**

pst7: *puts her hand on her chest-->

21 AY: **my name is ayse***

pst7: -->*

22 /* (2.6) */ #

pst7: *nods her head, moves tw S1, leans forward-->

ss: /5-----/

bar: -->#

5: unintelligible background talk

In line 1, PST7 moves towards AY, asks her name, leans forward to AY and stays there. Following 1.4 seconds of silence, AY states only her name (*ayse*) in line 3. This time PST7 initiates *how are you* sequence in line 5. AY orients to this with the repetition of the previous turn (*how are you*). Therefore, PST7 models the preferred sequence of the activity, thus asking the question delivered with faster pace and answering it by herself. This action is also marked by pointing to AY in line 7. AY delivers the answer in line 9. Following that, PST7 reformulates the question one more time and AY responds to this by repeating the question again. It can be said that PST7's modelling of the sequence does not help resolve the trouble. This time PST7 employs a different method, only states that (*im fine*) and asks a different question (*are you fine*) embodied with pointing to

AY in line 12. This is overlapped by AY's repetition of the first question format (how you are ayse) that PST7 deployed at the beginning. PST7 accepts this with sequence closer okay and initiates the *whats your name* sequence marked with extending her hand towards AY in line 15. In the meantime, PST7 is hit by a ball from her right shoulder and PST7 does not orient to this, which can be referred to that she does not notice it. After 2.2 seconds of unintelligible background talk, PST7 reformulates the question in an overlapping fashion with BAR's loudly produced directive give it to me (BANA VER). Following 1.3 seconds, PST7 delivers the expected response (my name is ayse) and this is followed by AY's answer in line 21. PST7 accepts her contribution by nodding her head and moves towards another student (S1). It can be observed that PST7 is not aware of the trouble initiated by BAR in line 18 as she maintains the activity addressed to AY.

Extract 4 - Segment 2 (lines 23-47)

23 PST7: **whats your name**
 24 / (1.5) /
 ss: /6----/
 6: unintelligible background talk, laughter
 25 PST7: **#what is your name# (1.2)#=**
 bar: #.....#7-----#
 7: throws the ball
 26 CT1: **&BARI:S YAVRUM &**
baris dear
 pst7: &8-----&
 8: looks at S1's ID card
 27 BAR: **+top oynuyoruz=+**
we are playing ball
 bar: +8-----+
 8: walks backwards and gazes towards CT1
 28 PST7: **°my name is ayse°=**
 29 CT1: **=şu an top mu [oynuyoruz**
are we playing ball right now
 30 BAR: **[HADİ: AT (0.3) AT**
come on throw it throw
 31 PST7: **[your name is (0.3) alp**
 32 (1.5) ((unintelligible background talk))
 33 CT1: **baris verir misin onu bana**
baris can you give that to me
 34 PST7: **my name is ayse your name is alp=**
 35 CT1: **verir misin yavrum**
can you give it dear
 36 **#*(0.9)#**
 pst7: *gazes towards BAR, leans to BAR, holds her both shoulders-->
 bar: #9-----#
 9: tosses the ball

37 (2.1)
38 PST7: what is your name
39 (1.0)
40 CT1: harun [ver oğlum bana
harun give it to me dear
41 PST7: [*my name is ayse* *what is your name*
pst7: *10-----* *11-----*
10: points to herself with left hand
11: points to BAR
42 BAR: °my name is barıs°
43 PST7: *°aferin°*
well done
pst7: *12-----*
12: softly caresses BAR's head
44 #*(1.8)
pst7: *walks towards another student and leans forward-->>
bar: #walks towards his seat and sits-->
45 PST7: what is your name
46 CT1: ONU:R
47 PST7: what is your name=#
bar: -->#

In line 23, PST7 initiates another what's your name sequence addressed to S1. Waiting for 1.5 seconds, PST7 delivers the second telling. Meanwhile, BAR who is behind the PST7 throws the ball in line 25. This action is immediately followed by CT1's addressing him (BARI:S YAVRUM) delivered with terms of endearment (*yavrum/my dear*) and high volume in line 26. BAR orients to this by stating that they are playing ball. CT1's attempts to resolve the trouble in line 29 have not been successful as BAR keeps his position, maintains his orientation to his classmate by giving the directive *throw* (*hadi at*) in line 30. Following 1.5 seconds, CT1 gives a directive in their L1 to BAR in line 33. As can be seen from lines 28 and 31, PST7 does not notice the trouble and keeps her orientation to S1 in leaning forward position. She closes the sequence with final repetition in line 34. CT1, on the other hand, replaces her previous directive with another one (*verir misin yavrum*) in line 35. What follows is that PST7 gazes towards BAR who tosses the ball in the meantime, leans forward to BAR and holds his shoulders in line 36. With the establishment of mutual eye gaze, PST7 initiates what's your name sequence in line 38. However, BAR does not contribute and PST7 models the preferred response (*my name is ayse*) and asks the question one more time accompanied with an embodied resource in line 41. BAR responds to it with low volume in line 42. PST7 accepts his contribution and closes the sequence with an L1 explicit positive assessment in Turkish, *aferin* along with an embodied action

(caressing head). Following that, PST7 walks towards another student to initiate the sequence and BAR walks towards to sit down his seat which indicates that the problem is resolved.

The main point that needs further attention is whether PST7 sees the potential trouble or not. Until the line 35, PST7 does not notice BAR and keeps her orientation to AY and S1 in leaning forward position. Up to this point, CT1 orients to BAR by using address terms (*baris*) and directives as a verbal alert. However, these attempts are not helpful in the resolution of the trouble. Right after PST7 sees BAR standing and playing ball in line 36, she subsequently allocates the turn to BAR. Rather than using interactional resources such as giving directives or using address terms like in other extracts, PST7 employs a different resource to manage the trouble, which is turn allocation.

The following extract illustrates CT4's management of the emergent trouble through hushing. PST8 starts the lesson with asking students' name as a classroom routine and then introduces the words related to weather conditions along with the demonstration of pictures. Then, she moves on with a game in which student throws the dice and moves his card the number of spaces indicated by the dice on the board. Afterwards, the students are asked to tell the name of the weather condition in the picture and PST8 awards a sticker to the students for their efforts during the class. Following this, PST8 lets the student to pick one of his friends to do the next turn. The extract below presents an interaction during which PST8 gives the sticker to ZEH.

Extract 5 - Segment 1 (lines 1-19)

```
1  PST8: it i:s *(0.9)
    pst8:      *extends her hands overhead and putdown alongside
             her body-->
2  SS: [sunny
3  PST8: [sunny:*
    pst8:  --->*
4  PST8: *it i:s
    pst8: *extends her hands overhead and putdown alongside her body-->
5  SS: sunny ((chorally))
6  PST8: sunny* (0.5) &okay
    pst8:  -->*      &walks towards the table-->
7      (1.5)
8  S1: BANA VER&
    give it (dice) to me
```

pst8: -->&
9 PST8: ^&zehra
pst8: &takes sticker from the table-->
zeh: ^moves towards PST8-->
10 S2: bana
to me
11 S1: HAYIR
no
12 S2: bena&^
to me
pst8: -->&
zeh: -->^
13 S1: %BINA:
to me
pst8: %gives sticker to ZEH
14 S2: bana
to me
15 S1: BENA
to me
16 S2: bana
to me
17 S1: BENE
to me
18 CT4: shhhhh
19 PST8: this%
pst8: -->%

The extract starts with PST8's parsing the sentence and marks this with an embodied resource in line 1. Following 0.9 seconds of silence, students complete PST8's turn (*sunny*) chorally in an overlapping fashion with PST8 again in line 3. PST8 repeats the sequence and is responded to by the students one more time in lines 4 and 5. PST8 closes the sequence with *okay* and walks towards the table in line 6. After 1.5 seconds of silence, S1 asks ZEH to give the dice delivered with high volume and the directive *give it to me* in L1 (*BANA VER*) in line 8. In the subsequent turn, PST8 calls on ZEH with verbalizing her name while taking the stickers from the table in line 9. This time S2 asks the dice in line 10 and this responded with rejection *no* (*HAYIR*) by S1 in line 11. Meanwhile, PST8 is preparing the sticker to give ZEH. S2 repeats her demand for the dice with the mispronunciation of object pronoun (*bena*) in line 12. This is immediately followed by S1's response in line 13. Concurrently, PST8 gives sticker to ZEH. In the next lines 14, 15 and 16, this argument continues, which is treated as a trouble

by CT4. In line 17, CT4 shushes S1 and S2 to quiet them down. PST8 finishes delivering the sticker to ZEH and the extract ends.

Stickers serve as immediate reinforcements that teachers bestow upon their students. They are also effective tools to boost their motivation as well. However, allocated time for delivering the stickers to the students during the classroom hours can last longer than it is expected. In the meantime, the remaining students have no choice but to wait patiently. However, in this extract, as both S1 and S2 want to get a sticker and go first, they request the dice verbally and constantly from ZEH. On the other hand, PST8 does not show any orientations to these students. This continues until CT4's intervention by hushing them. Therefore, it can be claimed here that the trouble is stemmed from the waiting time during which PST8 gets too involved in giving the sticker to the student. With regard to this emergent trouble, CT4 deploys hushing as an interactional recourse, thus resolving the problem. In the next section, CT participation for getting the students involved in the task will be presented.

Ensuring Student Involvement

This section involves two different interactional resources utilized by the cooperating teacher in an attempt to ensure student involvement and enhance task accomplishment. Since the pre-service teachers' adherence to only L2 policy, the students with limited L2 production have difficulty in understanding the directives and the overall instructional task. Therefore, it interrupts the flow of the lesson. These resources employed by the cooperating teachers are characterized as giving Turkish equivalent of the directives and responding on behalf of the students.

Following extract exemplifies troubles in understanding that occurred during the L2 repetition sequences initiated by PST. During the extract, PST2 provides the directives in English accompanied by embodied resources. However, she does not ensure whole class participation which leads to active participation of CT5 who gives instructions in Turkish in order to enhance student involvement and task accomplishment. Before the extract starts, PST2 grabs two puppets and greets the students. She states their name by impersonating the puppets and the following extract begins:

Extract 6 - Segment 1 (lines 1-9)

1 PST2: now (1.2) *sit do:wn*
pst2: *sits-----*

2 (0.5)

3 PST2: *stand up*
pst2: *stands up*

4 PST2: *sit down*
pst2: *sits down*

5 PST2: *stand up*
pst2: *stands up*

6 PST2: now *stand up (0.5) stand up*
pst2: *1-----*
1: shakes her hand up and down

7 CT5: °kalkin°
stand up

8 PST2: *stand up*
pst2: *2-----*
2: shakes her hand up and down

9 (1.3) +(1.0)+
ss: +3-----+
3: stand up

The extract starts with the turn initial (*now*) to point the transition to a new activity. PST2 says *stand up* and *sit down* respectively and her verbal productions are marked with body movements (in lines 3,4,5). PST2 uses (*now*) again to mark the transition to the focal segment in her instruction that students should undertake (i.e. standing up) in line 6 and gives directive (*stand up*). Following 0.5 seconds of silence, PST2 repeats the directive by shaking her hand up and down, thus embodying the directive. Although PST2 bodily demonstrates what to do and gives multiple directives, students do not respond or orient to PST2, which shows trouble in understanding the instruction. In what follows, CT5 provides the Turkish equivalent of the directive *stand up* in line 7. PST2 maintains the L2 only micro-level language policy and gives the directive one more time (*stand up*) in line 8. After 1.3 seconds of silence, students finally stand up in line 9.

Extract 6 - Segment 2 (lines 10-15)

10 PST2: okay now we will *do it together*
pst2: *4-----*
4: extends her hand and shakes her hand in rolling fashion

11 PST2: *↑hello:*
pst2: *waves *

12 +(0.5)+
s1: +waves+

13 PST2: together +↑hello:=+
s2: +waves---+

14 CT5: =°hep beraber°
altogether

15 PST2: ^+hello:^
 ct5: ^5-----^
 ss: +6-->
 5: waves her hand
 6: wave their hands

PST2 accepts this with turn initial okay and transitions to the subsequent activity in an embodied fashion in line 10. She says hello and waves her hand while doing so in line 11. However, only one student waves his hands. PST2 says together to invite multiple contributions and enacts a second telling (hello) in line 13, which is oriented to by a second student waving his hand but not anyone else in the classroom. Therefore, PST2 cannot ensure whole class participation and this is treated as trouble by CT5. In line 14, CT5 repeats the directive in L1 (°hep beraber°) (altogether) in line 14. After PST2 deploys the third telling in an embodied fashion, all students start to wave their hands.

Both cases follow the same interactional organization. PST2 initiates repetition and modeling sequence also marked with embodied resources such as standing up or waving hand. However, PST2 does not manage to get the whole class participation from the students as there is an observable non-understanding of instructions. Therefore, CT5 provides directives in Turkish in order to resolve the trouble. Then, PST2 repeats directives one more time. At the end, whole class display orientation to PST2.

Extract 6 – Segment 3 (lines 16-40)

16 (0.6)
 17 PST2: say hello: *hello:*
 ps2: *7---- *
 7: brings her fingers together
 18 (0.5)
 19 CT5: °söyleyin°=
 say it
 20 PST2: *=hello:*
 pst2: *8-----*
 8: speak up gesture
 ((unintelligible talk))
 21 S: (°söyley-°)
 say
 23 PST2: *hello:*
 pst2: *9---- *
 9: moves her hand right to left
 24 S: hello:
 25 PST2: *hello:*
 pst2: *waves-*
 26 S: *°hello:°*

pst2: *10----- *
 10: puts her finger on her ear
 27 **PST2: *hello:***
 pst2: *waves *
 28 **S: °hello:°***
 pst2: *11----- *
 11: puts her finger on her ear
 29 **PST2: *hello:***
 pst2: *12--- *
 12: puts her index finger on her ear
 30 **SS: °hello:°**
 31 **PST2: *LOUD LOUD***
 pst2: *13-----*
 13: moves her hand up and down
 32 **PST2: *hello:***
 pst2: *14----*
 14: puts her index finger on her ear
 33 **S: °hello°**
 34 **CT5: <hello>**
 35 **PST2: *hello:***
 pst2: *waves *
 36 **S: °hello:°**
 37 **PST2: *hello:***
 pst2: *waves-*
 38 **SS: hello:**
 39 **PST2: *hello:***
 pst2: *15----*
 15: leans forward and waves
 40 **SS: hello:**

Following 0.6 seconds of silence, PST2 gives another directive (say) and initiates the greeting sequence (hello). She deploys a second telling in same turn (hello) in line 17. Students do not show any orientations to PST2. Following 0.5 seconds of silence, CT5 gives the Turkish equivalent of the directive say (°söyleyin°) in low volume which latches with the third repetition of PST2 in line 20. It is clear that CT5 provides directives in Turkish when the students do not orient to PST2 which indicates non-understanding. One of the students demonstrates his understanding by saying what CT5 said before (söyley-). PST2's second telling in an embodied fashion is followed by one of the student's response with low volume in line 24. PST2 initiates the greeting sequence (hello) again by waving her hand and again one of the students responds to it in a low volume in line 26. In the meantime, PST2 cups her hand behind her ear while leaning forward to the students. The fourth and fifth tellings of hello are followed by students' response (°hello:°) in a low volume. PST2 gives a directive (LOUD LOUD) in an embodied fashion and initiates the greeting

sequence (hello) once again in line 32. This action is accompanied with cupping the hand behind the ear gesture. Only one student in the classroom responds to it in a low volume followed by CT5's repetition of the word in quiet tone and slow tempo in line 34. Only the third greeting sequence initiated by PST2 led to multiple contributions by the students.

Extract 6 – Segment 4 (lines 41-73)

41 **PST2: *hi:***
 pst2: *16-*
 16: waves

42 **S: °hi:°**
 pst2: *17---*
 17: moves her hand up and down

43 **PST2: say *hi:***
 pst2: *18-*
 18: waves

44 **S: °say hi:°**

45 **PST2: *hi:***
 pst2: *19-*
 19: waves

46 **SS: °hi:°**

47 **PST2: *hi:***
 pst2: *20-*
 20: waves

48 **SS: °hi:°**

49 **PST2: *my name***
 pst2: *21---- *
 21: points to herself

50 **S: my name**

51 **PST2: *my name***
 pst2: *22-----*
 22: points to herself

52 **SS: °my name°**

53 **PST2: is**

54 **SS: °is°**

55 **PST2: okay (0.5) whats your *name↑(.) whats your name↑**
 pst2: *points to the students with
 her index finger -->

56 (0.5)

57 **PST2: whats your name↑**

58 **CT5: °ismini söyle°**
 say your name

59 **PST2: [whats your name↑]***
 --->*

60 **S: [°whats your name°]**

61 **PST2: *whats your name↑***
 pst2: *23-----*
 23: shakes her hand in rolling fashion

62 ***(1.2)**
 pst2: *brings her finger together-->

63 **PST2: repeat repeat* whats your name↑**

pst2: --->*
 64 (0.8) WHA:TS *repeat repeat
 pst2: *shakes her hand in rolling fashion->
 65 CT5: **tekrar et=**
 repeat
 66 PST2: =repeat* whats your name↑ WHA:TS
 pst2: --->*
 67 (0.4)
 68 Ss: °whats°
 69 PST2: yo:ur
 70 Ss: °your°
 71 PST2: na:me
 72 Ss: °name°
 73 PST2: VERY GOOD

PST2 moves on with another greeting expression (*hi:*) which is responded to by only one student with low volume in line 43. This leads PST2 to deliver a second telling accompanied with the directive *say* and a waving gesture in line 44. Students repeat in chorus what PST2 exactly uttered in the previous turn. PST2 deploys *hi*-initiated greeting sequence two times following the response by the students in lines 45 and 47. In line 50, PST2 initiates a different sequence (*my name*) in slow pace and by pointing to herself synchronized with *my name*, thus engaging in embodied vocabulary explanation. Only one student repeats it. PST2 repeats the utterance and the embodied action in line 51. This is followed by the students' repetition with low volume in line 52. PST2 uses parsing strategy in order to introduce the question. PST2 closes this sequence with *okay* and PST2 delivers the full form of the question (*whats your name*) twice by pointing to the students to bodily mark the change in the addressee of the utterance in line 55. Following 0.5 seconds of silence, PST2 delivers the third telling of the full form question (*whats your name*) in line 56. Despite PST2's repetitions of the question, students do not show any orientations to PST2. What follows is that CT5 provides a directive in L1 (°*ismini söyle*°) with soft volume, which indicates failure to display understanding that is treated as trouble by CT5 in line 57. PST2 asks the question again in an overlapping fashion with the student's repetition of the question with low volume in line 59. PST2 asks it one more time by shaking her hand in rolling fashion in line 60. Although PST2 waits for 1.2 seconds and creates interactional space for students' active participation, students do not contribute. Subsequently, PST2 gives the directive *repeat* twice and asks the question in full form in line 62. Following 0.8 seconds of silence, PST2 initiates

the sequence with an elongated question word (WHA:TS) and gives embodied directive to invite the students to contribute in line 64. CT5 delivers the directive with an L1 turn *tekrar et* (repeat). Latching with the previous turn, PST2 delivers the directive *repeat* again; completes the accompanying embodied behavior; asks the question one more time; and extends the question with an elongated (WHA:TS) in turn final position. Following 0.4 seconds of silence, students repeat the previous turn with soft tone in line 67. The lines between 68 and 72 indicate that the understanding problem is resolved. This repetition sequence is closed by the positive assessment (VERY GOOD) by the teacher.

In this short extract, PST6 uses a repetition drill in order to cover up the vocabulary that introduced at the beginning of the class and asks two students (i.e. boy and girl) to come to the center of the classroom. Teacher asks the rest the of the students to repeat what she says by pointing to the students respectively.

Extract 7

1 PST6: *selim BO:Y (.)
 pst6: *raises her left hand over selim's head-->
 2 S1: °bo:y°
 3 PST6: &BO:Y
 pst6: &raises her right hand and makes fist-->
 4 SS: °b[oy°
 5 PST6: [BO:Y=
 6 SS: =°boy°&
 pst6: -->&
 7 PST6: >selim boy< +selim (0.5)+
 pst6: +1-----+
 1: raises her both hands over selim's head and shakes them
 8 %(0.3)
 pst6: %extend her right hand towards the students and shakes
 it up and down motion-->
 9 S: °boy°
 10 (0.5)
 11 SS: °boy°
 12 PST6: [BO:Y BOY
 13 SS: [°boy° °boy°
 14 CT3: °bağır [biraz bağır°
 louder please
 15 PST6: [boy
 16 S: °boy°
 17 SS: bo:y ((chorally))

In line 1, PST6 initiates a turn oriented to the whole group, states the name of the student and the target word (selim BO:Y) marked with raising her hand over Selim's head, which is oriented to by one student (°bo:y°) with a soft tone.

PST6 provides the second telling (BO:Y) with an accompanying gesture which indicates a request for choral repetition with a louder tone. Following this, a few students respond to PST6's turn with a soft voice again which overlaps with PST's third telling ([BO:Y=). It seems that PST6 does not wait for the students' turn. This is latched with the students' choral repetition with a soft tone again in line 6. This time PST6 repeats the name again with bringing her both hands over SEL's head in line 7. After 0.5 seconds of silence, she extends her one hand towards the students and shakes it up and down motion with no verbal utterances in line 8. One student at first and then other students repeat the word boy at 0.5 seconds intervals. PST6 provides the word twice in an overlapped fashion with the students' choral repetition with soft tone in line 13. Although PST6 repeats the word continuously accompanied with gestures, students respond to her with soft tone. Therefore, CT3 provides a directive to the students in Turkish (°bağır [biraz bağır°) by asking them to say it loudly.

It can be observed that low classroom participation makes PST6's deployment of a variety of gestures in order to elicit whole class repetition with louder volume. However, it has not been successful. After noticing the trouble, CT3 gives instructions to the students in Turkish language. This is followed by more student participation in line 17. This extract has shown cooperating teacher's management of the students' understanding trouble through providing Turkish directives to the students and the next extract will exemplify how CT provides the expected answer on behalf of the student.

Extract 8 presents how CT responds to PST's turn on behalf of the student who displays trouble in understanding the teacher instruction.

Extract 8

- 1 PST11: ***how are you***
pst11: *1-----*
1: points to himself in a crouching position
- 2 ***(0.4)**
pst11: *points to the students with his extending hand-->
- 3 SS: °how are* &you° (0.3) &
pst11: -->* &2-----&
2: raises his eyebrows and extends his hand with palms facing towards the students
- 4 ***(0.5)**
pst11: *tilts head and points to KER with his index finger-->
- 5 PST11: **i am fine**

6 **KER: kerem (0.4) ***
pst11: -->*

7 **&(0.6) &**
 &3----&
 3: moves head back and raises his eyebrows

8 **PST11: *how are you (0.5) ***
pst11: *4-----*
 4: points to himself with his right hand

9 **KER: *how are you**
pst11: *extends his hand with palm facing upwards-->

10 **PST11: i am fine***
pst11: -->*

11 **KER: *i am fine***
pst11: *5-----*
 5: makes a fist

12 **PST11: *thank you**
pst11: *moves open hand downwards-->

13 **KER: thank you***
pst11: -->*

14 **(0.6)**

15 **PST11: &how are you↑**
pst11: &puts his both hand on his chest-->

16 **KER: how are you**

17 ***(1.4)**
pst11: *extends her both hands with palms facing upwards-->

18 **KER: kerem***
pst11: -->*

19 ***(0.4) * &(0.6) &**
pst11: *6-----* &7----&
 6: raises his eyebrows and moves his head backwards
 7: moves his head right

20 **CT6: [°i am fine° (0.7) °i am fine°**
21 **[((unintelligible sound))**
22 **(0.4)**

23 **KER: i am fine**

24 **PST11: *thank you***
pst11: *8-----*
 8: nods his head

The extract begins with the PST11's question (*how are you*) directed to the whole class. This is followed by the students' choral repetition of the question in line 2. PST11 orients to this in an embodied fashion by raising his eyebrows, thus a blocking gesture displaying PST11's dispreference. Following PST11's pointing to KER, he provides the preferred response (*i am fine*) of the question. However, KER responds to it by stating his name in line 6 and, PST11 orients to this by raising his eyebrows again and with a head tilt. This clearly indicates that it is treated as a trouble by PST11. He provides the question (*how are you*) oriented to KER one more time by pointing to himself in line 8. This

time KER repeats the question in line 9. PST11's delivery of the expected response is followed by KER's repetition (*i am fine*) again. PST11 closes this sequence by thanking her. At the subsequent turn, KER orients to this by repeating the thank you also in line 13. Following 0.6 seconds of silence, PST11 initiates a new *how are you* sequence addressed to the same student (KER) in line 16. It can be said that the previous orientation to KER serves as a modeling of the preferred sequence. However, KER's repetition of the teacher's previous turn clearly indicates that modeling of the sequence has not been successful. That is why, PST11 employs an embodied interactional resource in order to receive a reply from KER in line 17. KER this time orients to PST11's embodied directive by stating his name in line 18. During the following a second of silence, PST11 rejects his answer with an embodied resource by raising his eyebrows and head tilt in line 19. This silence is treated by the CT6 as trouble in understanding, and thus, in line 20, CT6 provides the preferred response (*°i am fine°* (0.7) *°i am fine°*) twice at 0.7 seconds intervals with a soft tone. After 0.4 seconds, KER delivers the response of the CT6 in line 23. PST11 accepts it with a thank you and embodied with nodding head.

Based on the analysis of this extract, KER's recycled use of repetition turns of PST11 can be seen as displays of non-understanding. In this particular extract, PST11 employs embodied resources (raising eyebrows, head tilt, blocking gesture) in order to elicit a correct answer from the student. As all these attempts result in failure, CT6 gives the preferred response. Next section presents an example of CT's giving suggestion to PST.

Giving Suggestion to PST

This extract is different from the other extracts as CT intervenes with PST to give suggestion about seating arrangement of the activity. Students normally are seated in U-shaped format where all students face each other, and the teacher can move and interact with them comfortably in the classroom. However, seating arrangements can be changed by the teachers in order to adjust to different learning goals. In this extract, PST9 asks the students to sit on the floor for the forthcoming activity. Prior to this extract, PST9 starts the lesson with a *how are you* sequence, then grabs some printouts and demonstrates them, each of which

13 CT1: [yavrum
dear
s3: #11-----#
11: moves back to the game area

14 (1.1) *(1.3)
al: ^moves back to the game area -->
pst9: *12-->
12: extends her hand towards the table and takes the stickers

The extract starts with PST9's turn initial (*now*) marking the transition to new activity. Following that, she delivers some information about the forthcoming activity in line 1. Meanwhile, AL throws himself on the floor and stays there. On the other hand, PST9 gives a directive (*sit here*) and repeats it three times in line 2. This action is also accompanied with pointing to the floor and PST9 sits on the floor. She gazes towards AL and gives an L1 directive *sit* (*otur*) by also deploying embodied resource. In line 4, PST9 delivers the second and third tellings in L1. Following repeated statements of L1 directives, the students start to sit on the floor and AL moves towards the table which is behind PST9 in line 5. Another student (S1) moves towards AL and look at the printouts on the table together in line 6. Then, PST9 maintains her directives to the students in line 7 and 8 and are not aware of the students right behind her. Following that, PST9 looks at AL and S2 who are behind her. Seeing the indicator of trouble, in line 9, she hushes them accompanied with extending her hand towards AL in line 10. Moreover, she states that they are playing games. This is latched with CT1's using address term (*alicim*) in line 11, which indicates that it is also regarded as trouble by the CT1. Following this, S3 returns to the game area. PST9's restatement of her previous turn is overlapped with CT1's addressment of AL by uttering endearment term *dear* (*yavrum*) in line 13. After 1.1 seconds during which PST9 takes the stickers from the table, AL moves back to the game area in line 14. It is clearly observed that both PST9's and CT1's attempts to call on the students back to the game area have been successful, thus resolving the trouble.

Extract 9 - Segment 2 (lines 15-22)

15 BAR: BEN ORTADA KALDIM (0.4)*
i am stuck in the middle
pst9: -->*

16 PST9: ortada olmaz kenarlara &(0.4) genişleyin böyle&
not to the middle area *expand like this*
pst9: &13-----&
13: points to the students

17 &osman sen de gel&

osman come here
 &14-----&
 14: extends her hand towards osman for inviting to come
18 CT1: bence herkes %sandalyesini öne otursa daha iyi değil mi%
i think it is better if they sit on their seats in the front, isn't it
 pst9: %gazes towards CT1-----%
19 daha rahat olmaz mı sizce
don't you think it would be more comfortable
20 PST9: (0.4) böyle oynuyacağımız bir oyun=
this is a game that we play like this
21 CT1: tamam
okay
22 PST9: °tamam°
okay

However, this time BAR states his problem about his location (BEN ORTADA KALDIM) delivered with high volume in line 15. PST9 responds to BAR with a directive in line 16. She also gives the directive *come* (*osman sende gel*) to another student in line 17. Both PST9 and CT1 attempt to resolve the trouble through interactional resources up to line 18, thus helps classroom management. What follows is that CT1 gives suggestion about the current seating arrangement of the activity and asks PST9's opinion about it in lines 18 and 19. Following 0.4 seconds of silence, PST9 states that this is the seating arrangement required for this specific activity in line 20. CT1 responds to PST9 with *okay* (*tamam*) and PST9 subsequently orients to her with *okay* (*tamam*).

Seating arrangement is of utmost importance for both successful learning environment and classroom management. During this extract in which PST9 tries to manage the seating arrangement of the upcoming activity, a number of troubles arises. PST9 invites all the students to sit on the floor for the upcoming activity. However, this new seating arrangement is regarded as trouble source in terms of classroom management by CT1. That's why, she offers a suggestion concerning seating arrangement style in which students are seated in the center of the classroom and on their chairs rather than floor. However, PST9 refuses her suggestion by stating that she will implement the activity in this seating style.

PST Initiated CT Participation

Previous extracts have exemplified how CT initiates self-selective turns to maintain classroom order and ensure student involvement. In the subsequent extracts, this time PST initiates a turn with CT. Following extract illustrates how

PST invites CT to participate in the activity. Prior to the extract, PST3 approaches each student and asks their name. The students mostly repeat what the teacher says instead of stating their name. In this extract, this time PST initiates a *how are you* sequence this time by approaching the students.

Extract 10 (Inviting CT to Participate in the Activity)

1 PST3: buse
2 BUS: buse
3 PST3: *how are you buse*
pst3: *1-----*
1: stands up, takes a step and leans forward to BUS
4 BUS: °how are you buse°
5 (2.0)
6 PST3: *buse dur* ^i am ↑fine^ (0.4) &how are you↑&
stop
pst3: *2-----* ^3-----^ &4-----&
2: takes a step back, extends her hand with palm facing forward
3: gives thumbs up
4: leans forward and extends her hand towards BUS
7 (1.2)
8 BUS: °how are you°=
9 PST3: *=i am fine
pst3: *gives thumbs up--->
10 S1: [(unintelligible talk)]
11 BUS: *[(i am fine)°]
pst3: *gazes towards s1-->
12 PST3: ^bad↑
pst3: ^gives thumbs down-->
13 /(1.4)/*^
s1: /5----/
--->*
--->^
5: unintelligible talk
14 PST3: *or good↑ (3.0)*
pst3: *gives thumbs up*
15 *(1.7)
pst3: *walks back and gazes towards CT7-->
16 PST3: nuray teacher (0.4) how are you↑
17 CT7: +fine thanks fine I AM FINE
ss: +gaze towards CT7-->
18 &(2.1)&*+
pst3: &5----&
-->*
ss: --->+
5: nods her head
19 ((something drops))
20 PST3: ups
21 *(1.1)
pst3: *walks and leans forward to zehra-->
22 PST3: how are you↑ (0.5) zehra
23 PST3: (0.6) i am fine &say it i am fine&

repeats the expected response in line 23. ZEH orients to this by stating (*i am fine*) and PST3 closes the sequence by thanking her.

Based on the analysis of this extract, it can be observed that troubles in understanding leads to the teacher's deployment of different interactional resource to resolve the trouble. Long silences are evident in this extract as an indicator of non-understanding. PST3 seeks for different solutions to resolve the trouble in order to maintain the progressivity of the sequence. She firstly delivers the expected response by modeling for L2 production. PST3 also adopts embodied vocabulary explanation. BUS's failure to contribute leads PST3 to modeling the sequence this time in collaboration with the CT6. Therefore, this extract explicates the PST's invitation to CT to display sequential unfolding of the *how are you* sequence to the students as an example.

Following extract is different from the previous ones as this time PST directly asks CT for help when the trouble arises. It starts at the beginning of the class during which PST3 tries to establish order in the classroom and make the students seated. In addition, unlike previous extracts, CT1 asks the students to change their seats and takes the main responsibility of classroom management from the PST by giving an instruction.

Extract 11 (Asking for help from CT)

- 1 **PST4: *ali* &bak**
pst4: *1--*
&walks towards SS, leans forward, separates the
SS's name tag -->
1: gazes towards SS
- 2 **#(1.2)**
osm: #stands up,walks towards the board, stays there-->
- 3 **PST4: eğer böyle yaparsanız sonsuza kadar beraber yaşamanız**
4 **gerekir***
if you do it like this, you will have to live together forever
pst4: --->*
- 5 **(0.6) *(0.4)* *(1.2)***
pst4: *2----*
3----
2: turns head to his left and gazes towards OSM
3: walks after OSM
- 6 **PST4: *adı ismi* &nedir**
what is his name
pst4: *4-----*
&holds his arm-->
4: gazes towards CT1
- 7 **CT1: [ali ismet aslı yer değiştirsene**

ali ismet aslı change your seats

8 PST4: **[hadi gel yerimize oturalım**
come sit down your seat

9 PST4: **yerimize (0.3) gel**
let's go to our seats

10 **((student screaming)) (0.7)**

11 CT1: ***ali ismet aslıyla yer deęiş hadi yavrum***
ali change your seat with ismet aslı come on dear
pst4: *gazes towards t-cam-----*

12 CT1: ***ali ismet buraya gelsin***
ali ismet come here
pst4: *gazes towards OSM-----*

13 PST4: ***hocam (0.8) (osman) oturmuyor da**
teacher osman does not sit down
pst4: *gazes towards CT1 and points to OSM-->

14 CT1: **kim o* (1.0) osman gel yavrum osman gel**
who is he osman come dear come osman come
pst4: -->*

15 PST4: **osman gel yerimize gidelim**
osman let's go to ours seats

16 **şimdi anne babayı öğreticem tamam mı**
i will teacher mother and father okay

17 CT1: **+gel gel oęlum gel**
come come dear come
ct1: +holds OSM's hand and softly pushes him towards his seat-->

18 ***/(2.4)/**
ss: /5----/
pst4: *walks back to the center of the classroom-->
5: unintelligible background talk

19 CT1: **ali ismet aslıyla yer deęiştiriyorsun yavrum hadi***
ali and ismet change your seats with aslı come on dear

20 **/(1.1)/***
tcm: /6---/
pst4: -->*

6: T-cam whispering

21 CT1: **%hadi bakalım evet aslıyla yer deęiştiriyorsun hadi**
let's change your seat with aslı come on
ct1: %holds S1's hand and softly pushes him to different seat-->>

The extract begins with PST4's addressing the student (Ali) and gazing towards the students whose name tags' ropes are tangled in line 1. After seeing the trouble, PST4 immediately walks towards them. While separating the card holders, OSM stands up and starts walking. After PST4 handles the trouble, he turns his head and looks at OSM. Following this, he walks after him in line 5. He asks the student's name to the CT1, which can be regarded as PST4's first attempt to solicit help from CT1. However, he does not get any responses from the CT1 as she is dealing with another trouble in the classroom. In line 7, CT1 asks the students to change their seats. At the same time, PST4 maintains his

orientation to OSM and tries to make him sit down in line 8. This time PST4 gazes at T-cam. This gaze movement towards T-cam can be a sign that he cannot resolve the trouble by himself and seeks for help. CT1, on the other hand, still gives directive to the students to change their seats in lines 10 and 11. PST4 addresses CT1 one more time and states that OSM does not sit down in line 12. In the following line, CT1 firstly asks the question who and moves on with the directive come addressed to OSM (osman gel yavrum osman gel). However, OSM maintains his position. PST4 delivers the second telling and provides preliminary information about the lesson in lines 14 and 15. What follows is that CT1 walks towards OSM, holds his hand and softly pushes him towards his seat along with the directives come.

The analysis of this extract highlighted that PST4 can also give the floor to CT1 in order to maintain classroom order. It is clearly seen in this extract that a number of troubles are likely to occur in pre-school classrooms. During the extract, by employing a number of interactional resources, both PST4 and CT1 attempt to resolve the trouble. After the resolution of the first trouble, PST4 notices the student behind him who gets out of his seat and walks around. He immediately approaches the student and asks his name to CT1 accompanied by her gaze to CT1 who is at the back of the classroom. After his first attempt to call for help from CT1 fails, he gives verbal directives to the student which results in absence of an answer again. PST4's gaze orientation to T-cam who is another pre-service teacher in line 10 might indicate that PST4 is also seeking help from T-cam. PST4 addresses the CT1 one more time and gets response from her. In this extract, addressing the students, making physical contact, giving verbal directives and changing seats act as interactional resources utilized by PST4 and CT1 to resolve the trouble. It can be said that all these attempts serve to restore peace and order at the beginning of the class.

This section provided the deployment of interactional resources by cooperating teachers in an attempt to resolve the troubles that occurred during the flow of the lesson led by the pre-service teachers. Furthermore, the extracts also illustrate overall picture of the sequential organization of the cooperating teacher participation. As can be seen from the analysis of the extracts, cooperating

teachers mostly intervene with the students who display off-task behaviors and utilize different resources in order to prevent them.

Chapter 5

Conclusion, Discussion and Suggestions

In this chapter, findings will be discussed in relation to the research questions of this thesis and the relevant literature. Cooperating teacher involvement during practicum teaching led by pre-service teacher will be categorized based on the purposes of such involvement. The findings indicate that cooperating teachers mainly initiate non-assigned self-selective turns in order to maintain classroom order, ensure student involvement and also give suggestions to the pre-service teacher in response to pre-service teachers' invitation to participate for trouble resolution. It is also observed that pre-service teachers also initiate turns with cooperating teachers with the purpose of asking for help about the classroom management or modeling the preferred sequence of the activity. The first section will provide the interactional resources that both CT and PST employ for the resolution of the troubles. The second section will present trouble sources occurred during the L2 practicum teaching of pre-service teachers in a pre-school classroom. Finally, closing remarks will be provided regarding the implications of the study and suggestions for further research.

Interactional Resources

In this section, the first research question regarding how cooperating teachers become an active participant of the classroom interaction led by pre-service teacher in young learners' classroom will be addressed with focus on the interactional resources. The following table presents cooperating teacher involvement types and the interactional resources that they have utilized.

Table 1.

Cooperating Teacher Involvement

Maintain Classroom Order	Ensure Student Involvement	Give Suggestion to PST	PST Initiated CT Participation
Hushing	Giving directives in Turkish	About an activity	PST gives turns to CT
Using address terms	Giving the expected response on behalf of the student		PST asks for help from CT
Physical contact			

Counting to 3

Based on the examination of the data, cooperating teachers commonly intervene with the students who display off-task behaviors in order to maintain classroom order. Classroom management is essential for effective classroom learning and teaching and it has been a great concern for the teachers and teacher educators. It also poses great challenges for pre-service teachers who are going through their practicum, particularly in pre-schools. Recognizing the significance of effective classroom management, cooperating teachers and pre-service teachers deploy a variety of interactional resources for the resolution of the troubles occurring in the classroom. To this end, this section will also discuss the verbal and non-verbal interactional resources such as hushing, using address terms (as a verbal alert to the student), counting 1-3 and physical contact with the students employed by cooperating teachers in order to restore classroom order.

The analysis of the video-recorded pre-classroom interactions reveals that hushing is a frequently employed resource to restore the order by both cooperating teachers and pre-service teachers. It is observed that students display a variety of non-task relevant behaviors during the class, such as noise inside the classroom that is seen by many as the source of most classroom management problems (Tüzel, 2013). Especially irrelevant talks, students' private chattering, loud verbal productions such as screaming or calling on friends during the class hours are observed among the trouble sources in young learner classrooms. Noisy atmosphere inside the classroom has a disturbing effect on both students and teachers. Therefore, teachers commonly utilize hushing to prevent students' off-task behavior in the classroom. Thornberg (2006) investigated the role of hushing on moral dilemmas by taking into account the perspectives of the students and teachers. He identifies three categories: (1) indiscriminate hushing as (a) a conflict between morality and social conventions; (b) a pure moral conflict; and (c) a conflict between morality and authority. However, there is not any published research on hushing sequences and their interactional consequences for classroom management. To examine the role of hushing as behavioral classroom management maneuvers, Karadağ (2019) carried out a research on the 'hushing word sequences' employed by pre-service English teachers in a kindergarten. It is stated that pre-service teachers mainly utter hushing in order to prevent off-task-talk in the classroom. He further identifies two characteristics of hushing word

sequences: (1) Hushing in Non-Task Speech Sequences and (2) Hushing in Task Completion Sequences. In extract 5, hushing is deployed by the cooperating teacher with the purpose of preventing the non-task talk by the students. Prior to the extract, students are engaged in an activity in which they throw a dice and move their card the number of spaces indicated by the dice on the board. After each turn, pre-service teacher provides a sticker to the student as reinforcement. Students then are asked to select the next student for the new turn. Allocated time for delivering the sticker or transition time can actually invite problems as in this specific example. Transition is referred as “prolonged period of time in which most of the class is not involved in a learning activity”. Breaks when one activity has finished but the other one has not begun yet; times that teachers prepare the materials or change the seating arrangement for a specific activity; interruptions of the activity for various reason are some examples of transitions in the classroom. During transition times, students are left to wait patiently which might lead to behavioral problems in the classroom. Transition time is more likely to create trouble and dissipate valuable instructional time (Sprick, Garrison, & Howard, 1998). McIntosh et al. (2004) believe that teachers should manage transition time successfully for effective classroom management. Therefore, they present four techniques for efficient transitions: (1) establishment of classroom routines and rules, (2) pre-corrections, (3) positive reinforcement procedures, (4) active supervision. During transition times, there is a great deal of strategies teachers can utilize to make a smooth progress from one activity to another. As it is illustrated in the extract 5, during the interruption of the activity, two of remaining students request for the next turn and cooperating teacher resorts to hushing in an attempt to prevent the students talk to each other loudly. Pre-service teacher, on the other hand, is involved in delivering the sticker and does not orient to the trouble. All in all, hushing is deployed by both cooperating teachers and pre-service teachers with the purpose of silent management in the classroom.

The findings show that using an address term as a verbal alert to the students is another frequently utilized resource by both teachers. It is well-known that pre-service teachers experience a variety of problems during the class hours. Students can engage in (mis)behaviors that are likely to impact the learning continuum or distract the other students in the classroom. In some cases, PST

does not notice the trouble occurring behind her as she maintains the activity in a crouching position. In the data, pre-service teachers are observed to implement some activities by approaching and leaning towards the students. That's why, they are not aware of the troubles occurring in visually inaccessible parts of the classroom. To give an example, in extract 4, PST does not notice the student who is involved in an off-task behavior (playing ball) for a long time which brings us to the term "withitness" coined by Kounin (1970). He believes that effective classroom managers are the ones who control and scan the classroom constantly and oversee the potential troubles before it leads to higher level of disruption, in other words "having eyes in the back of your head" (Kounin, 1970). In similar vein, Good and Brophy (2003) give the following statements about effective managers: "Effective managers monitored their classroom regularly. They positioned themselves so that they could see all students and they continuously scanned the room to keep track of what was going on, no matter what else they were doing at the time." (p.112). Therefore, teachers should constantly monitor (Badem-Korkmaz & Balaman, in review) the rest of the class while helping or asking a question to an individual student, thus forecasting the potential troubles. Charles (1996) puts forward three ways to develop withitness which are scanning the classroom continuously, reacting the problem immediately and observing the mentor teacher. In extract 4, cooperating teacher, who notices the trouble, verbalizes the student's name in order to prevent the non-task behavior. As addressing the student by his name has not been successful, this time CT kindly requests the student to give the ball, which results in failure again. Right after PST notices the student who stands up at the center of the classroom; she delivers new turn to the student. With the employment of turn allocation, PST engages student attention on the task. As a conclusion, addressing the students by their name is utilized by the cooperating teachers in order to prevent students' off task behaviors such as walking around the classroom or making noise. Another interactional resource that cooperating teachers employ is to establish physical contact with the students who are not seated on their chairs or not involved in the educational task. To illustrate, in extract 1, CT keeps her physical intervention minimum until she achieves to prevent higher disruption caused by the students. In similar vein, counting one to three also serves as verbal warning to the students.

In some cases, troubles such as students who are involved in private chattering or running or walking around the classroom are not oriented to by the pre-service teachers even though they notice those troubles. Pre-service teachers ignore those students who are engaged in off-task behaviors and go through the lesson with the rest of classroom. PSTs sometimes produce delayed responses to a student as they deal with another student at the time of troubles. In extract 1, after recognizing the trouble, PST does not orient to the student who is under the desk and continues the activity. Right after she finishes the sequence, she walks back and initiates a turn with the student who moves out from the table. In Reupert and Woodcock's study (2010), "moving closer to a student", "the use of physical proximity" and "saying a student's name as a warning" have been reported to be the most frequently used strategies by the pre-service teachers to maintain classroom order. The present findings reveal that pre-service teachers also utilize interactional resources such as hushing, using address terms, physical contact with the students or giving directives such as "be quiet, sit down" to restore order in the classroom. Different from these techniques, turn allocation is another way of resolving the trouble by pre-service teachers as in extract 4. Turn allocation can manifest itself in different forms including both verbal (i.e., using address terms) and non-verbal conducts such as the use of gaze, pointing gestures and head nods (Kääntä, 2010). It has been observed that PSTs deploy turn allocation as a classroom management strategy to involve the students in the instructional task. PSTs also engage in conditional talk with the purpose of settling down the students. It is mostly uttered with high pitch voice. Punishment, as part of the conditional talks, is one of the ways to decrease undesired behaviors in the classroom. In the data, PSTs use conditional talk by warning the students with not giving any sticker, thus using a potential punishment to restore the classroom order and increase student participation.

As for the interactional resources used for increasing student participation, cooperating teachers also initiate non-assigned self-selective turns in order to ensure student involvement in the task. In L2 classrooms, it bears importance for teachers to create opportunities for authentic and meaningful communication with the students. In the data, most of the pre-service teachers use English throughout the lesson. Moreover, their deployment of gestures also has an effect on the

students' learning and comprehension of the task especially in the pre-school classrooms. However, the use of both verbal and embodied resources sometimes fails to mobilize responses from the students. In these cases, CTs become actively involved in the situation to resolve non-understanding trouble of the students. It is observed that CTs mostly provide the Turkish equivalent of the directives. The active participation of CT in such situation is exemplified in extract 6. Pre-service teacher uses repetition sequences which are very common in young learner classrooms, and her English-only policy does not work with the students even if she uses embodied resources to enhance whole class participation. However, CT's active intervention by giving directives in Turkish to the students elicits successful outcomes resulting in task accomplishment and student involvement in the task. On the other hand, PSTs' successful management of code switching especially in classroom instructions to elicit response from the students has also been observed.

Another way of intervention deployed by the cooperating teachers is identified as giving the expected response on behalf of the students. After modeling the preferred sequence of the activity, most of the pre-service teachers initiate *what's your name* and *how are you* sequences addressed to the students as a classroom routine. It is observed that students tend to repeat whatever teacher says even if they are asked a question. In extract 8, PST's initiation of *how are you* sequence to the student is followed by the statement of his name, which is not the preferred response. After modeling the sequence, PST initiates a new sequence to the same student. In response, the student firstly utters the question and then his name, which is an indicator of trouble. Following this, CT takes the turn and gives the preferred response twice to the student. Therefore, CT's intervention aims to enhance the task accomplishment.

Giving suggestions to the pre-service teacher is another intervention type deployed by the cooperating teachers. In extract 9, PST makes seating arrangement for the new activity and invites the students to sit on the floor, which takes some time. PST uses Turkish in order to settle down the students. The new seating arrangement makes difficult for PST to manage the students, which challenges the withitness skills of the teacher, which is evident in the behaviors of the students who are positioned at the back of teacher. Furthermore, students'

private chattering and high-pitched talk are also identified as trouble. The time that the students spend to move to a new location is a context for student misbehavior as in this extract. CT gives an unsolicited suggestion on the seating arrangement of the activity, which is responded to by PST with a rejection. However, during the implementation of the activity, which occur after the completion of the focal extract, PST faces a number of management problems. It can be inferred that CT foresees the forthcoming troubles and aims to prevent the possible troubles by giving suggestion to the PST about seating arrangement.

The findings also demonstrate that pre-service teachers also allocate turns to the cooperating teachers with different purposes. One of the biggest concerns of the pre-service teachers is reportedly the management of the classroom (Bromfield, 2006; Mau, 1997; Tibble, 1959; Wragg, 1967). Shouting, chattering, disturbing classmates, talking out of turn and inappropriate movement have been observed as the most common problems in previous literature (Atıcı, 2004; Türnüklü & Galton, 2001; Wragg, 1993). The analysis of the present study revealed that pre-service teachers employ a number of strategies to deal with these disruptive behaviors. However, they also tend to let these problems pass and go through the lesson with the rest of students. Some pre-service teachers seem to be content with the intervention of the cooperating teachers during such management problems. Therefore, it can be claimed that they rely on the cooperating teachers who guide and support during their teaching, which aligns with the institutional role expected from the cooperating teachers: In Mau's (1997) examination of the concerns of the pre-service teachers during their practicum, cooperating teacher is regarded as "safety net" due to their co-presence with the student teachers in the classroom. In extract 11, PST tries to cope with a number of troubles one of which is inappropriate movement of the student. PST firstly makes physical contact with the student and asks the student's name to the CT. As PST could not handle the problem, he acknowledges CT about the situation, thus clearly asking for help. Thus, the presence of the cooperating teacher in the classroom helps PST to deal with the student misbehavior. It can be claimed that the pre-service teachers do not feel discomfort about the intervention of the cooperating teachers. It has also been observed that PST allocates the turn with to CT to involve her in the instructional activities. Another example to such

involvement is visible in the use of objects such as puppets, toys, colorful pictures as pedagogical tools in the classroom, which are considered as powerful way of capturing attention and imagination of the young learners in the classroom. Most of the pre-service teachers make use of them while they present new vocabulary items to the students. In extract 10, engaging cooperating teacher in the task, PST not only grabs the students' attention but also models the preferred sequence of the activity.

In this section, CT involvement patterns and interactional resources deployed by CTs and PSTs were discussed based on the previous studies in the literature. Following section presents trouble sources PSTs experience during their actual teaching practices in young learners' classroom environment.

Trouble Sources

The analysis of this study also reveals that pre-service teachers encounter a variety of troubles during their teaching, which also lay the ground for the involvement of the cooperating teacher. Based on the analysis, trouble sources are categorized into three sections: student-initiated troubles, teacher-initiated troubles and activity-based troubles as illustrated in Table 2 below.

Table 2.
Trouble Sources

<u>Student Initiated Trouble</u>	<u>Teacher Initiated Trouble</u>	<u>Activity based Trouble</u>
Students scream, make noise, talk or don't listen to the teacher during the activity.	Preparation time for transition to a new activity (Setting up materials)	Seating arrangement (Times that students move to a new location)
They walk, run or go under the table.	Conversing with a student who needs support from PST	The lack of printouts
They don't follow/understand the instructions	Interruptions of the activities that stem from teachers providing reward (sticker) to a student	
They respond to PST in low volume		
Students' expression of boredom		

Student misbehavior is defined by Kyriacou as “any behavior that undermines the teacher’s ability to establish and maintain effective learning experience in the classroom” (1997:121). He ranges student misbehavior as “simple non-compliance” (e.g., not listening to the teacher) and “overt disruptive behavior” (e.g., throwing a ball across the room). These behaviors can vary in different learning contexts. Student initiated troubles in the current study include making noise, talking to others, screaming, hitting, playing a ball, going under the teacher’s desk, walking around the classroom, and not following the instructions. In a specific example, in extract 1, there occurred three types of trouble sources which stemmed from the students who are walking around the classroom, going under the desk and involved in physical contact with another student. Similarly, students’ response in low volume is also regarded as trouble source.

Another classroom challenge observed in the data is due to the transition times or the breaks occurred during the flow of the lesson. The preparation time for transitioning to a new activity such as setting up the materials is also identified as a source of trouble. The children are left alone and become independent in transition times during which things may go wrong, resulting in student behavioral problems in the classroom. Furthermore, it causes loss of valuable teaching time. Therefore, the findings help conclude that planning the transition times helps teachers to minimize non-instructional time and create more learning opportunities for the students. In a similar vein, with an individual student who needs support from the teacher and interruptions of the activities that stem from teachers’ delivery of rewards (tangible items) to the students are other trouble sources.

Finally, the findings show that pre-service teachers also face activity-based troubles. Seating arrangement of the activity which is a part of the classroom management leads to a number of troubles as in extract 9. It is also observed in one of the recordings that the students want more of the printout for individual use beyond its designated pedagogical use.

Conclusion and Implications

The role of cooperating teacher in teacher education has been the scope of many studies. However, very little has addressed the question of how they participate in L2 classroom interaction. Within this mind, this study investigated the

participatory role of cooperating teachers during practicum teaching of pre-service teachers in a pre-school L2 classroom. Conversational Analysis was employed to analyze the interactional patterns of the moments of active participation by the cooperating teachers. The study also adds to a body of literature concerning teaching practices of pre-service teachers and the possible troubles they encounter in doing so. Therefore, this study provides how both cooperating and pre-service teachers react to potential troubles and manage to resolve them by the employment of a number of interactional resources.

The results indicate that cooperating teachers mainly intervene with the students who are involved in off-task behaviors during the flow of the lesson. It is clear to claim that behavioral management of the students is perceived by the cooperating teachers as the most important problem. A variety of interactional resources were employed by the cooperating teachers to manage student misbehaviors. These resources can be characterized as using address terms as a verbal alert to the students, utterance of hush token, physical contact or strategies like counting in order to settle down the students. Inappropriate movements and making noise are the most frequently encountered problems by pre-service teachers in young learner classroom. Therefore, cooperating teachers frequently intervene with the students who make noise and are not seated on their chairs.

The findings of the study have demonstrated how pre-service teachers employ classroom management strategies. Pre-service teachers' (non)orientation to the student misbehavior manifests itself in three ways: (1) They notice and orient to the trouble with different interactional resources, (2) They notice but ignore the trouble, (3) They do not notice the trouble and go through the teaching. In the first case, pre-service teachers tend to use positive methods such as uttering silent request talk or involving the student in the instructional task as in that of Atıcı (2004). Keskin (2002) also states that verbal warning is the most frequently employed strategy which provides immediate prevention of the student misbehavior. Secondly, pre-service teachers sometimes prefer ignoring the students who display off-task behavior and maintain the instructional task. Ignoring may be utilized if the student misbehavior is not too disruptive. However, some pre-service teachers rely on the presence of a cooperating teacher in the classroom and do not orient to the students who distract the others. Lastly, they

do not realize the trouble while talking to individual students or during transition times.

Another reason of cooperating teacher participation is to ensure student involvement and task accomplishment. Student participation with limited L2 is likely to occur in the pre-school classroom context. The analysis of the data reveal that pre-service teachers tend to use repetition sequences which aim to enhance whole class participation. It is observed that most of the students display non-understanding of directives deployed by the teacher at the beginning of the task. Understanding troubles of the students can be characterized as giving no response to the teacher or long silence, repetition of the teacher's question, simply giving a wrong answer and requesting for clarification (Badem-Korkmaz & Balaman, in review; Somuncu & Sert, 2019). PSTs deploy embodied resources excessively in order to explain the meaning of the directives or the target vocabulary when the students display non-understanding in directives. In some cases where these embodied resources do not mobilize any response from the students, cooperating teachers provide the Turkish equivalent of the directives or simply the preferred response to the students. Student response in soft tone is also oriented to by the cooperating teachers with giving directives. Cooperating teacher also interrupts the lesson in order to give suggestions to the pre-service teacher.

The investigation of pre-school classroom interaction has shown a variety of trouble sources stemmed from the students, activity or the teacher. The most common troubles confronted by the pre-service teachers are identified as the student-initiated troubles such as inappropriate movements, private chattering or not listening to the teacher which are challenging for the pre-service teachers to maintain the flow of the lesson. As stated before, pre-service teachers could not always manage the trouble which leads to cooperating teacher involvement in the specific situation. Cooperating teachers mostly intervened into scene in order to deal with the students who display these kinds of off-task behaviors. Therefore, acknowledging potential classroom management troubles and target student profile would be beneficial to prepare the pre-service teachers for their future teaching practices.

Overall, this thesis aimed to document the sequential organization of cooperating teacher participation in practicum teaching of pre-service EFL teachers. It also portrayed the teaching practices of pre-service teachers in a young learner classroom. The findings showed that pre-service teachers did not utilize specific systematic strategies to manage student misbehavior and this opened up the space for cooperating teacher participation. This implies that despite teacher education programs' capacity for equipping pre-service teachers with necessary theoretical knowledge on classroom management, pre-service teachers should have more opportunities for teaching experience in order to develop their practical skills (Seferoğlu, 2004). Video recordings in actual classrooms which allow us to see students' behaviors and the interactional practices of the pre-service teachers could be integrated to the teacher education programs to introduce the components of CIC. Moreover, it also enables PSTs to gain a better understanding of classroom interactional patterns and potential troubles that can arise in the flow of the lesson beforehand. In addition to this, teacher training programs incorporating CIC and CA would be beneficial to raise language awareness of pre-service service teachers and enhance their professional development.

To conclude, Goodfellow (2000) states that "there is little understanding of the additional demands placed on cooperating teachers; of the images they hold of themselves as cooperating teacher and of student teachers; and of the nature of their work as they undertake responsibilities associated with cooperating teaching" (p.25). Therefore, a more detailed understanding of cooperating teacher work and role in practicum process should be conceived.

Suggestion for Further Research

Cooperating teacher participation patterns during L2 practicum teaching of pre-service teachers in young learners classroom have been examined. In addition to this, this study portrays potential troubles which might arise in the pre-school classroom context and deployment of interactional resources in the resolution of such troubles. A further study could be conducted with different student age groups in order to gain a better understanding of the participatory role of cooperating teachers during practicum teaching of PSTs. It would also enable

PSTs to develop their awareness of classroom interaction and enhance their interactional practices.

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APPENDIX-A: Consent Forms

Gönüllü Katılım Formu (Aday Öğretmen)

Değerli katılımcı,

Çalışmamıza ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projesinin amaçlarını anlatmayı ve projeye katılmanız durumunda ne gibi uygulamalar yapılacağını açıklamak amacıyla oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "Anaokulu Yabancı Dil Sınıflarındaki Danışman Öğretmenlerin Katılımcı Rolü" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi Ufuk Balaman danışmanlığında yürütülmektedir. Bu çalışmada, Hacettepe Üniversitesi İngiliz Dili Eğitimi lisans programında bulunan Çocuklara Yabancı Dil Öğretimi 2 dersini alan öğrencilerin anaokulu sınıflarında uyguladıkları ders sırasında danışman öğretmenlerinin katılımcı rolü konuşma çözümlemesi yöntemiyle ele alınacaktır.

Bu amaçla ilk olarak sizden hazırladığınız bir ders planının fakülte dersliklerinde akranlarınıza mikro-öğretimi yapmanız istenmektedir. Mikro-öğretim uygulaması boyunca etkileşiminiz kameralar aracılığıyla kayıt altına alınacaktır. Mikro-öğretimin ardından, video- kayıtlarınızı izleyerek performansınızı değerlendirmeniz gerekmektedir. Yazacağınız değerlendirme yazıları bu çalışma kapsamına dahil olmayacaktır. Değerlendirme sonucu mikro-öğretimde uyguladığınız ders planında değişiklikler yapabilir ve size önceden yeri ve saati belirlenen anaokulu sınıflarında bu ders programı doğrultusunda gerçek-öğretim uygulamasını gerçekleştirebilirsiniz. Gerçek öğretim uygulamaları boyunca sizinle paylaşılacak olan listeleri takip etmeniz çok önemlidir. Bu listelerde, anaokulunda kamerayı alabileceğiniz sorumlular, teknik yardım gerekirse ulaşabileceğiniz kişiler ve sizinle beraber anaokuluna gidecek ve aynı zamanda sizin gerçek-öğretim performansınızı video kaydına alacak arkadaşlarınızın isimlerini bulabilirsiniz.

Biz araştırma sorumluları olarak, sizden toplanan verilerin ve kişisel bilgilerin tamamen gizli tutulacağı ve 3. kişilerle paylaşılmayacağı konusunda sizi temin ederiz. Dersin bir parçası olan bu çalışma ders notunuzu etkilemeyecek, ders geçme, performans notu gibi akademik durumunuzu olumlu ya da olumsuz etkileyecek değişkenlere hiçbir etki etmeyecektir. Araştırmacılar ve siz katılımcılar arasında bir erk ilişkisi bulunmamaktadır. Bunların yanı sıra, projeden, projenin herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağı ve ilgili derslerin değerlendirmesi açısından hiçbir olumsuzlukla karşılaşmayacağınızı taahhüt ederim. Sürece ve çalışmaya dair tüm sorularınızı formda bulunan iletişim bilgilerim aracılığıyla bana (araştırmacı) sorabilirsiniz.

Bu formu imzalayarak siz de hem kendi verilerinizi hem de diğer katılımcıların verisini araştırmacılar ve ilgili proje katılımcıları dışında herhangi biriyle, bütün ve parçalar halinde paylaşmayacağınızı bu formu imzalayarak taahhüt etmiş olacaksınız.

Katılmam beklenen çalışmanın amacını, nedenini ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Saygılarımla.

Katılımcı Öğrenci

Ad / Soyad:

Öğrenci No:

Telefon:

E-posta:

İmza:

Sorumlu Araştırmacı:

Dr. Öğr. Üyesi Ufuk Balaman

H.Ü.,Eğitim Fakültesi,Yabancı Diller Bölümü

İngiliz Dili Eğitimi A.B.D

ubalaman@gmail.com

İmza:

Araştırmacı:

Aslıhan Yılmaz

aaslihanilyilmaz@gmail.com

Tel:

İmza:

Consent Form (Pre-service Teacher)

Dear participant,

Thank you for your interest in my research study and for your time. This form is to inform you about the aims of the research project and to explain what actions will be taken if you decide to participate in the project.

Necessary permissions were obtained from Hacettepe University Ethics Commission for the research. This study is a part of the master thesis titled "The Participatory Role of Cooperating Teachers During Practicum Teaching In Pre-School L2 Classrooms" which is conducted by Assist. Prof. Dr. Ufuk Balaman. The current study attempts to investigate the participatory role of cooperating teachers during practicum teaching in pre-school L2 classrooms led by pre-service teachers who take the obligatory course in the English Language Teaching undergraduate program of Hacettepe University English Language Teaching Department named Teaching English to Young Learners 2.

For this purpose, first of all, you are asked to do micro-teaching to your peers in the faculty classrooms. Throughout the micro-teaching practice your interaction will be recorded through cameras. After the micro-teaching practice, you are supposed to evaluate your performances in light of these recordings. Your reflection papers will not be included in this study. By considering this evaluation process, you can make changes in the lesson plan that you follow during micro-teaching and you can perform your actual-teaching practice in kindergarten classrooms determined by the researchers in the pre-determined place and time in accordance with this new lesson plan. It is very important that you follow the lists that will be shared with you throughout the actual teaching practices. In these lists, you can find the names of your friends who will go to the kindergarten with you and record your actual teaching performance.

As researchers of project, we assure you that the data and the personal information collected from you will be kept completely confidential and will not be shared with any parties. This study, which is a part of the course, will not affect your course grade and will not affect your academic status. There is no power relationship between the researchers and the participants. In addition, I assure that you may leave the project at any stage of the project, in which case all your records will be removed from the database and there will be no negativity in the assessment of the relevant courses. You can ask me (researcher) all your questions about the process and the study via my contact information on the form.

By signing this form, you agree that you will not share both your own data and the data of other participants in whole or in part with anyone other than researchers and relevant project participants. ***I read the purpose and justifications of the study I am requested to participate in and understood my responsibilities as a volunteer during the study.*** If you agree to these terms, please sign the relevant section below. Best regards.

Participant

Name/ Surname:

Student Number:

Tel : _____

E-posta:

Signature:

Principal Researcher

Assist. Prof. Dr. Ufuk Balaman

Department of English Language Teaching

Hacettepe University

ubalaman@gmail.com

Signature:

Researcher

Aslıhan Yılmaz

aaslihanyilmaz@gmail.com

Tel:

Signature:

Gönüllü Katılım Formu (Öğretim Görevlisi)

Sayın Öğretim Görevlisi,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projenin amaçlarını anlatmayı ve projeye katılmanız durumunda ne gibi uygulamalar yapılacağını açıklamak amacıyla oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "Anaokulu Yabancı Dil Sınıflarındaki Danışman Öğretmenlerin Katılımcı Rolü" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi Ufuk Balaman danışmanlığında yürütülmektedir. Bu çalışmada, Hacettepe Üniversitesi İngiliz Dili Eğitimi lisans programında bulunan Çocuklara Yabancı Dil Öğretimi 2 dersini alan öğrencilerin anaokulu sınıflarında uyguladıkları ders sırasında danışman öğretmenlerinin katılımcı rolü konuşma çözümlemesi yöntemiyle ele alınacaktır.

Bu amaçla ilk olarak öğrencilerden hazırladıkları bir ders planının mikro-öğretimi fakülte dersliklerinde akranlarına yapmaları istenmektedir. Mikro-öğretim uygulaması boyunca öğrencilerin etkileşimleri kameralar aracılığıyla kayıt altına alınacaktır. Ders bitiminde, bu kayıtlar, kendi etkileşimlerine yönelik video-yönelimli dönütler hazırlamaları amacıyla öğrencilerle paylaşılacaktır. Mikro-öğretimin ardından, video- kayıtlarını izleyerek performanslarını değerlendiren öğrencilerin bir hafta içinde bu değerlendirme yazılarınızı sizinle paylaşmaları gerekmektedir. Yazacakları değerlendirme yazıları bu çalışma kapsamına dahil olmayacaktır. Değerlendirme sonucunda öğrenciler mikro-öğretimde uyguladıkları ders planında değişiklikler yapabilir ve araştırmacılar tarafından önceden yeri ve saati belirlenen anaokulu sınıflarında bu ders programı doğrultusunda gerçek-öğretim uygulamasını gerçekleştirebilirler. Çeşitli özel anaokulları ile görüşmeler sağlandıktan sonra sizin de tercihleriniz ve önerileriniz göz önüne alınarak listeler hazırlanacaktır. Bu listelerde, anaokuluna dair bilgiler, teknik yardım gerekirse ulaşılacak kişiler ve anaokuluna beraber gidecek öğrencilerin grupları yer alacaktır.

Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Araştırmacılar ve katılımcılar arasında bir erk ilişkisi bulunmamaktadır. Biz araştırma sorumluları olarak, sizden toplanan verilerin ve kişisel bilgilerin tamamen gizli tutulacağı ve 3. kişilerle paylaşılmayacağı konusunda sizi temin ederiz. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler, sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı paylaşılacaktır. Bunların yanı sıra, projeden, projenin herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağını taahhüt ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için benimle (araştırmacı) iletişim kurabilirsiniz.

Siz de verilerin araştırmacılar ve ilgili proje katılımcıları dışında herhangi biriyle, bütün ve parçalar halinde paylaşmayacağınızı bu formu imzalayarak taahhüt etmiş olacaksınız. Dersin bir parçası olan bu çalışmanın öğrencilerin çalışmaya katılımının öğrencilerin ders notunu olumlu ya da olumsuz etkilememesi konusunda gerekli önemi göstermenizi rica ederim.

Katılmam beklenen çalışmanın amacını, nedenini ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Saygılarımla.

Katılımcı Öğretim Görevlisi

Ad / Soyad:

Telefon:

E-posta:

İmza:

Sorumlu Araştırmacı:

Dr. Öğr. Üyesi Ufuk Balaman

Eğitim Fakültesi, Yabancı Diller Bölümü

İngiliz Dili Eğitimi A.B.D

ubalaman@gmail.com

İmza:

Araştırmacı:

Aslıhan Yılmaz

aaslihanilyilmaz@gmail.com

Tel:

İmza:

Consent Form (Instructor)

Dear Instructor,

Thank you for your interest in my research study and for your time. This form is to inform you about the aims of the research project and to explain what actions will be taken if you decide to participate in the project.

Necessary permissions were obtained from Hacettepe University Ethics Commission for the research. This study is a part of the master thesis titled "The Participatory Role of Cooperating Teachers During Practicum Teaching In Pre-School L2 Classrooms" which is conducted by Assist. Prof. Dr. Ufuk Balaman. The current study attempts to investigate the participatory role of cooperating teachers during practicum teaching in pre-school L2 classrooms led by pre-service teachers who take the obligatory course in the English Language Teaching undergraduate program of Hacettepe University English Language Teaching Department named Teaching English to Young Learners 2.

For this purpose, firstly, the students will be asked to do micro-teaching to their peers in the faculty classrooms. Interactions throughout the students' micro-teaching practices will be recorded through cameras. At the end of the micro-teaching practice, these recordings will be shared with the students so that they can write a video-based reflection on their interactions during their performance. After their micro-teaching practices, the students who evaluate their performances in light of the video- recordings are supposed to share the video-based reflection with you within a week. These reflection papers will not be included in this study. By considering this evaluation process, students can make changes in the lesson plan that they follow during micro- teaching and they can perform their actual-teaching practice in kindergarten classrooms determined by the researchers in the pre- determined place and time in accordance with this new lesson plan. After negotiating with various private kindergartens, lists will be prepared considering your preferences and suggestions. These lists will include information about the agreed kindergarten, people to be contacted if technical assistance is needed, and groups of students going to kindergarten together.

Participation in this study is completely voluntary. There is no power relationship between the researchers and the participants. As researchers of project, we assure you that the data and the personal information be kept completely confidential and will not be shared with any parties. The scientific information to be obtained within the scope of this study will be shared only in scientific publications, presentations and educational purposes by researchers. In addition, I assure that you may leave the project at any stage of the project, in which case all records will be removed from the database. You can contact me (researcher) for more information about the study and any questions you want answered.

By signing this form, you agree that you will not share the data in whole or in part with anyone other than researchers and relevant project participants involved. I kindly request you to pay attention that this study which is a part of a lesson does not have an impact on the grade of the students who participate in the study positively and negatively.

I read the purpose and justifications of the study I am requested to participate in and understood my responsibilities as a volunteer during the study. If you agree to these terms, please sign the relevant section below. Best regards.

Instructor

Name/ Surname:

Tel:

E-posta:

Signature:

Principal Researcher

Assist. Prof. Dr. Ufuk Balaman

Department of English Language Teaching

Hacettepe University

ubalaman@gmail.com

Signature:

Researcher

Aslıhan Yılmaz

aaslihanilyilmaz@gmail.com

Tel:

Signature:

Gönüllü Katılım Formu (Anaokulu Öğretmeni)

Sayın Sınıf Öğretmeni,

Çalışmamıza ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projesinin amaçları hakkında sizi bilgilendirmek ve araştırmaya gönüllü katılımınız için yazılı izniniz almak amacıyla oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "Anaokulu Yabancı Dil Sınıflarındaki Danışman Öğretmenlerin Katılımcı Rolü" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi Ufuk Balaman danışmanlığında yürütülmektedir. Bu çalışmada, Hacettepe Üniversitesi İngiliz Dili Eğitimi lisans programında bulunan Çocuklara Yabancı Dil Öğretimi 2 dersini alan öğrencilerin anaokulu sınıflarında uyguladıkları ders sırasında danışman öğretmenlerinin katılımcı rolü konuşma çözümlemesi yöntemiyle ele alınacaktır.

Bu araştırmada uygulanan ders kapsamında katılımcı öğrencilerin micro ve gerçek öğretim olmak üzere iki farklı uygulama gerçekleştirmesi beklenilmektedir. Bu amaçla öğrencilerden bir ders planı hazırlaması ve fakülte dersliklerinde mikro-öğretimi yapması istenmektedir. Öğrencilerin kendi performanslarına yönelik dönüt hazırlaması için kayıt altına alınan mikro-öğretim uygulaması hem öğrencilerle hem de ders sorumlusu ile paylaşılacaktır. Video yardımıyla hazırlanan dönütler yazılı bir şekilde ders sorumlusuna teslim edilecektir. Önceden yeri ve saati belirlenen anaokulu sınıflarında bu ders programı doğrultusunda gerçek-öğretim uygulaması öğrenciler tarafından uygulanacaktır. Danışman öğretmen yani sizlerin gerçek öğretim sırasında katılımcı rolünü incelemek amacıyla ders içi etkileşim kamera ve ses kayıt cihazları aracılığıyla kayıt altına alınacaktır. Gerçek öğretim sırasında da ders içi etkileşim kamera ve ses kayıt cihazları aracılığıyla kayıt altına alınacaktır. Öğrencilerin gerçek-öğretim uygulamaları beşer dakika sürecek olup, anaokulunun eğitim öğretim uygulamalarını aksatmayacak ve size en uygun olacak şekilde tüm ayarlamalar yapılacaktır.

Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Biz araştırma sorumluları olarak, sizden toplanan verilerin ve kişisel bilgilerin tamamen gizli tutulacağı ve 3. kişilerle paylaşılmayacağı konusunda sizi temin ederiz. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler, sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı paylaşılacaktır. Bunların yanı sıra, projeden, projenin herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağını taahhüt ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için benimle (araştırmacı) iletişim kurabilirsiniz.

Katılmam beklenen çalışmanın amacını, nedenini ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Saygılarımla.

Sınıf Öğretmeni

Ad / Soyad:

Öğrenci No:

Telefon:

E-posta:

İmza:

Sorumlu Araştırmacı:

Dr. Öğr. Üyesi Ufuk Balaman

H.Ü.,Eğitim Fakültesi,Yabancı Diller Bölümü

İngiliz Dili Eğitimi A.B.D

ubalaman@gmail.com

İmza:

Araştırmacı:

Aslıhan Yılmaz

aaslihan@gmail.com

Tel:

İmza:

Gönüllü Katılım Formu (Okul Personeli)

Sayın Okul Personeli,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projenin amaçları hakkında sizi bilgilendirmek ve yazılı izninizi rica etmek üzere oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "Anaokulu Yabancı Dil Sınıflarındaki Danışman Öğretmenlerin Katılımcı Rolü" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi Ufuk Balaman danışmanlığında yürütülmektedir. Bu çalışmada, Hacettepe Üniversitesi İngiliz Dili Eğitimi lisans programında bulunan Çocuklara Yabancı Dil Öğretimi 2 dersini alan öğrencilerin anaokulu sınıflarında uyguladıkları ders sırasında danışman öğretmenlerinin katılımcı rolü konuşma çözümlemesi yöntemiyle ele alınacaktır.

Bu araştırmada uygulanan ders kapsamında katılımcı öğrencilerin micro ve gerçek öğretim olmak üzere iki farklı uygulama gerçekleştirmesi beklenilmektedir. Bu amaçla öğrencilerden bir ders planı hazırlaması ve fakülte dersliklerinde mikro-öğretimi yapması istenmektedir. Öğrencilerin kendi performanslarına yönelik dönüt hazırlaması için kayıt altına alınan mikro-öğretim uygulaması hem öğrencilerle hem de ders sorumlusu ile paylaşılacaktır. Video yardımıyla hazırlanan dönütler yazılı bir şekilde ders sorumlusuna teslim edilecektir. Önceden yeri ve saati belirlenen anaokulu sınıflarında bu ders programı doğrultusunda gerçek-öğretim uygulaması öğrenciler tarafından uygulanacaktır. Danışman öğretmenin gerçek öğretim sırasında katılımcı rolünü incelemek amacıyla ders içi etkileşim kamera ve ses kayıt cihazları aracılığıyla kayıt altına alınacaktır.

Çalışmaya katılım gönüllülük esasına dayalıdır. Katılımcılar ve araştırmacılar arasında bir erk ilişkisi yoktur. Bu noktada biz araştırma sorumluları olarak, toplanan verilerin ve kişisel bilgilerin tamamen gizli tutulacağı ve 3. kişilerle paylaşılmayacağı konusunda sizi temin ederiz. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler, sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı paylaşılacaktır. Bunların yanı sıra, projenin herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağını taahhüt ederim. Sürece ve çalışmaya dair tüm sorularınızı formda bulunan iletişim bilgilerim aracılığıyla bana (araştırmacı) sorabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi. Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Saygılarımla.

Katılımcı Okul Personeli

Ad / Soyad:

Telefon:

E-posta:

İmza:

Sorumlu Araştırmacı:

Dr. Öğr. Üyesi Ufuk Balaman

H.Ü.,Eğitim Fakültesi,Yabancı Diller Bölümü

İngiliz Dili Eğitimi A.B.D

ubalaman@gmail.com

İmza:

Araştırmacı:

Aslıhan Yılmaz

aaslihanilyilmaz@gmail.com

Tel:

İmza:

APPENDIX B: Mondada (2018) Multimodal Transcription Convention

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

APPENDIX-C: Jefferson (2004) Transcription Convention

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

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

APPENDIX-D: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Tarih: 14/01/2020
Sayı: 35853172-300-E.00000951415

0000951415

Sayı : 35853172-300
Konu : Aslıhan YILMAZ (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 18.12.2019 tarihli ve 51944218-300/00000911766 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Bilim Dalı yüksek lisans programı öğrencilerinden **Aslıhan YILMAZ**'ın **Dr. Öğr. Üyesi Ufuk BALAMAN** danışmanlığında yürüttüğü “**Anaokulu Yabancı Dil Sınıflarındaki Danışman Öğretmenlerin Katılımcı Rolü**” başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **07 Ocak 2020** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

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