HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

A LONGITUDINAL CONVERSATION ANALYTIC STUDY ON LEARNING A LEXICAL ITEM
IN AN EFL CLASSROOM AT A SECONDARY SCHOOL

Tuğba Özdemir

Master's Thesis

Ankara, 2024

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ORTAOKUL İNGİLİZCE YABANCI DİL SINIFINDA KELİME ÖĞRENME ÜZERİNE BOYLAMSAL BİR KONUŞMA ÇÖZÜMLEMESİ ÇALIŞMASI

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Master's Thesis

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **Tuğba Özdemir** and entitled "A Longitudinal Conversation Analytic Study on Learning a Lexical Item in an EFL Classroom at a Secondary School" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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Prof. Dr. İsmail Hakkı MİRİCİ

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Abstract

Classroom interaction is vital in language teaching discourse where social interaction is constructed by not only the teacher but also students. Previous research has shown a reflexive relation between language classroom interaction and creating learning opportunities. Earlier studies on English as a Foreign Language (EFL) classroom interaction have not dealt with secondary school EFL classrooms in detail although they constitute a great deal of compulsory education in Türkiye. This study aims to portray the interaction unfolding in a secondary school English Language Teaching context by bringing empirical evidence to displays of socially distributed cognition. A longitudinal multimodal conversation analytic study is conducted to identify and detail a specific student's process of learning the lexical item 'soğukkanlı (cold-blooded)' by focusing on the interactional resources and practices deployed by the participants. The study traces how a lexical item is added into a learner's interactional repertoire progressively in terms of content-related (i.e., biology) and metaphorical meaning, how a learner shows orientation to her/his own learning process, how language teachers provide both the meaning and definition of a polysemous word and how a language teacher deals with content knowledge both in L1 and L2 in an emergent Content and Language Integrated Learning (CLIL) environment. The findings contribute to a better understanding of secondary school EFL classroom interaction in general, and of L2 learning process emerging in and through classroom interaction with an orientation to CLIL environment in particular offering implications holding the potential to improve the awareness of pre and in service teachers.

Keywords: secondary school, EFL classroom, learning a lexical item, conversation analysis, classroom interaction

Öz

Sosyal etkileşimin sadece öğretmen tarafından değil aynı zamanda öğrenciler tarafından da oluşturulduğu dil sınıfı söyleminde sınıf-içi etkileşim hayati önem taşımaktadır. Önceki araştırmalar, dil sınıfı etkileşimi ile öğrenme fırsatları yaratma arasında yansımalı bir ilişki olduğunu göstermiştir. Yabancı Dil Olarak İngilizce (YD) sınıf etkileşimi üzerine yapılan ön çalışmalar, Türkiye'de zorunlu eğitimin büyük bir kısmını oluşturmasına rağmen ortaokul YD sınıflarını ayrıntılı olarak ele almamıştır. Bu çalışma, sosyal olarak dağıtılmış bilişin sergilenmesine deneysel kanıtlar getirerek, ortaokul İngilizce öğretimi bağlamında etkileşimin ortaya çıkışını tasvir etmeyi amaçlamaktadır. Katılımcılar tarafından kullanılan etkileşimsel kaynaklara ve uygulamalara odaklanarak belirli bir öğrencinin 'cold-blooded' (soğukkanlı) sözcüğünü öğrenme sürecini tanımlamak ve detaylandırmak için boylamsal, çok modlu bir konuşma çözümlemesi çalışması yapılmıştır. Çalışma, bir sözcüğün öğrencinin etkileşim dağarcığına hem gerçek hem mecaz anlamıyla aşamalı olarak nasıl eklendiğinin, öğrencinin kendi öğrenme sürecine nasıl yönelim gösterdiğinin, dil öğretmenlerinin birden fazla anlam içeren bir sözcüğün her iki anlamını da öğrencilere nasıl verdiğinin izini sürmektedir. Çalışmada planlanmamış bir şekilde ortaya çıkan İçerik ve Dil Entegre Öğrenme (CLIL) ortamında bir dil öğretmeninin hem anadilde hem de yabancı dilde içerik bilgisini nasıl aktardığı görülmüştür. Bulgular, genel olarak ortaokul YD sınıfında sınıf-içi etkileşiminin daha iyi anlaşılmasına ve özelde bu etkileşim yoluyla ve bu etkileşim sırasında İçerik ve Dil Entegre Öğrenme ortamında ortaya çıkan dil öğrenimi hakkında hizmet öncesi ve hizmet-içi öğretmenler arasında farkındalığının geliştirilmesine yönelik çıkarımlar sunmaktadır.

Anahtar sözcükler: ortaokul, İngilizce yabancı dil dersi, kelime öğrenimi, konuşma çözümlemesi, sınıf içi etkileşim

Acknowledgements

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Symbols and Abbreviations

CA: Conversation Analysis

CA-SLA: Conversation Analysis for Second Language Acquisition

CEFR: Common European Framework of Reference for Languages

CIC: Classroom Interactional Competence

CLIL: Content and Language Integrated Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

IC: Interactional Competence

L1: First Language (Mother Tongue)

L2: Second/Foreign language

SLA: Second language acquisition

Chapter 1

Introduction

A great deal of foreign language learning takes place in a classroom environment. Here the environment is both the physical space in which social interaction unfolds and the previous experiences as well as future expectations, imaginary exchanges and the worlds of fantasy (Kramsch, 2012, p.11). There is a considerable distinction among the English language learning success of different schools, even among the classes taught by the same teacher in the same school. To explain the differences in terms of their language learning success, we need to "move beyond the contrastive analysis and consider the L2 process on its own right" (Larsen-Freeman & Long, 1991, p.48). As language learning is a process, we need to focus on this process rather than handling it as only a product. "If one wants to understand the social, pedagogical, and institutional processes in language classrooms in relation to, for example, learning and teaching, then s/he needs to capture what is happening interactionally in these contexts" (Sert, 2015, p.10). Classrooms where language learning takes place are open, complex, and adaptive systems consisting of many variables affecting and being affected by each other multidimensionally. Classroom interaction is different from daily mundane interaction and Kasper (2009) identifies participant's addressing themselves to an institution specific agenda as the distinctive feature of institutional interaction. This interactional difference can be clearly observed among dialogs in courtrooms, cockpits and classrooms etc. What creates this difference is neither the physical place nor identities of the participants but it is "the structures of social interaction as talked into being by people" (Sert, 2015, p.13). Seedhouse (2004) sets the core institutional goal in an L2 classroom setting as "the teacher will teach the learners the L2" (p.183). Kimura, Malabarba, and Kelly Hall (2018) also set apart classroom interaction from other institutional settings as it is more spontaneous and unpredictable for both the participants and the analysts.

In the institutional setting of schools, social interaction is constructed by the teacher and the learners. If teaching is the teacher's responsibility roughly, then, the learning is the responsibility of learners' both individually and collectively. In this process, teachers are also responsible for making preparations beforehand, leading the teaching process effectively and monitoring whether the learners achieve the pedagogical aims and objectives or not. Learning has long been defined as a cognitive process in individual minds. Later on, some alternative approaches to SLA appeared. A key study comparing cognitivism and its alternatives is that of Ortega (2011), in which she lists three areas of difference that are not irreconcilable. Firstly, while cognitivists handle learning as an individual accomplishment of the mind with the help of environmental stimuli, others handle it as a social accomplishment in and through sociality. Secondly, cognitivists view knowledge as an abstract entity. On the other hand, alternative approaches view it as a situated entity. Lastly, while cognitivists focus on entities and objects, the second strand focuses on actions and processes. Ortega's comprehensive review concludes that this dichotomy results in fruitful epistemological diversity and an enriched multilayered understanding of SLA. One of these alternative approaches, CA-SLA sees the interaction as the bedrock of language learning. Interactants sequentially and temporally co-construct, maintain and if required repair the intersubjectivity while turns are unfolding. CA is capable of presenting the interactants' this sense making practices throughout social interaction, allowing the analysts to introduce 'the change' via micro-analytic lenses and visualizing the evolution from K- (not knowing) to K+ (knowing) status (Katolainen & Kurhilla, 2020).

Statement of the Problem

Teachers always try to create learning opportunities and increase the success of language learners. As social beings, we learn in and through social interaction. Language teachers need to know the principles of the unfolding interaction in their classrooms. Although there is an extensive body of classroom interaction research at the tertiary level

of education (e.g., Can Daşkın, 2015; Fagan, 2012; Üstünel and Seedhouse, 2005) on different disciplines like social studies, physical education or science (Kardaş İşler, Balaman, Şahin, 2019; Koca, 2009; Telli, den Brok, Çakıroğlu, 2007), there is a small amount of research on secondary school language classroom interaction (Gündüz, 2014; Sali, 2014; Akkaya and Atar, 2015) and most of them do not use Conversation Analysis (CA) as the research methodology. Secondary schools constitute a substantial part of compulsory education. It means that all students go through these schools, many English language teachers work there and it is very highly that many pre-service teachers will also be occupied there. Teachers are usually not aware of the relationship between learning and classroom interaction and of the ways that enhance student learning. They may plan their lessons, design activities and tasks but if they do not know how to put them into practice in and through interaction, there will be limited opportunities for learning. On the part of the learners, they also need interactional space to display their (non)understanding and achieve access to learning objects. As these schools are related to so many people, the interaction taking place in this context needs to be investigated in a detailed way by using micro analytic lenses of CA to better understand how learning is enhanced or unexpectedly hindered in and through classroom interaction in these settings.

Vocabulary teaching constitutes a great deal of language teaching activities in language learning environments. There are some CA studies on learning a lexical item (e.g.,Depperman & Schmit, 2021; Kasper & Wagner, 2011; Kotilainen & Kurhila, 2020; Markee, 2008; Pekarek Doehler, 2010) in terms of some subsections like spelling (e.g., Kunitz & Skogmyr Marian, 2017), pronunciation (e.g., Seedhouse & Walsh, 2010). To our best knowledge, there is no study tracing the learning of a polysemous word in a CLIL environment. One sense of our focal word in the data set is related to the content knowledge and there is an emergent CLIL environment which is also an understudied area in terms of teaching content knowledge (see, Bozbıyık, 2023; Lazaraton, 2004; Kääntä, 2021). In CLIL environments, the teachers need to be sure about constructing

and maintaining intersubjectivity while working with content-related words. However, conversation analytic research in this area is scarce.

Aim and Significance of the Study

As "learners' L2 input and processing of L2 input in social settings are socially mediated; social and linguistic contexts affect L2 linguistic use, choice, and development" (Tarone, 2007, p. 845), almost all of the studies using CA to investigate classroom interaction calls for further investigation in different contexts as a tradition. Secondary school language classroom interaction is an under-researched interactional context. Participants' competencies and resources are "sensitive to, and oriented to, and displaying the sensitivity and orientation to, who the co-participants are, what the context is" (Schegloff, 1989, p.141), therefore; it is important to obtain data from different contexts. A great deal of English language teachers is working in secondary schools; however, research in the secondary school context in Turkey is scarce. This study presents significant findings in this context which helps to address this research gap. The aim of this study is to develop a better understanding of EFL classroom interaction in secondary schools in general and to uncover interactional practices that hinder or facilitate the process of learning content-related words in particular. To achieve and maintain intersubjectivity in CLIL classrooms, requisite content knowledge should be co-constructed primarily. The study also provides implications for language teachers and learners on the co-construction of content knowledge, the addition of a lexical item into interactional repertoire with its senses. It also informs L2 teacher education by presenting findings that can be used to add to pre-service teachers' awareness of EFL classroom interaction at secondary schools as their most likely teaching setting.

Research Questions

The specific questions emerging after the unmotivated-looking stage and driving the research are:

How does a student longitudinally display access to a lexical item in and through EFL classroom interaction?

What are some of the teacher and student interactional practices that facilitate or hinder student learning of a content-related lexical item across different moments?

Assumptions

One assumption in this research is that the data gathered is a naturally occurring talk. It is assumed that all the participants exhibited their normal behaviors as if there were not any cameras or an extra teacher in the classroom. To ensure this and prohibit observers' paradox (Labov, 1972), the recordings of the first week were not included in the data analysis.

In line with the principles of Conversation Analysis, the research findings are not based on any presumptions as long as an orientation is not presented in the data set by the participants themselves.

Limitations

Like many other studies, this study is not free from limitations. As the findings are specific to the focal context of the study, the generalizability is a limitation as in much qualitative research. Two teachers in one specific context are the focus. There may be other findings in different contexts. The analysis is limited to what is interactionally observable in the data. The study does not include any macro details that are not oriented to by the participants.

Definitions

Conversation Analysis: "naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally" (Schegloff & Sacks, 1973, p.289).

Classroom Interactional Competence (CIC): "Teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2006, p.132).

CA for SLA/CA SLA: "a form of ethno methodological conversation analysis that unpacks second language user learners' common sense understandings of their own and their interlocutors' real time, embodied language learning behaviors" (Markee & Kunitz, 2015, p.426).

Organization of the Study

The overall structure of this thesis takes the form of five chapters, starting with an introductory chapter. The chapter begins by defining the background of the study. It then goes on stating the problem of the thesis. The aim and significance of the study for second language teaching and learning field and the main research questions addressed in this paper are defined. Assumptions, limitations, subject-related significant definitions and the organization of the study are presented in the first chapter. Chapter two begins by laying out the theoretical dimension of the research and looks at the history of Conversation Analytic Second Language Acquisition studies. The remaining part of the chapter narrows down its focus step by step. A brief overview of the recent history of classroom interaction and language learning from CA-SLA perspective is given. Longitudinal CA studies and content learning in CLIL environments are presented with a short conclusion at the end.

The third chapter is concerned with the methodology used for this research. It firstly introduces the type of research which is multimodal Conversation Analysis. The research context and participants taking part in the study, and the data collection procedure followed to gather data are presented to provide a better understanding. The path taken along the data analysis is introduced prior to a chapter summary.

The fourth chapter presents the findings of the study, focusing on the three key themes: teaching, learning and content. Line by line analysis of the longitudinal face-to-

face classroom interactional data are carried out throughout eight chronologically listed extracts. The chapter finishes with a summary of the chapter. The fifth chapter is devoted to discussions of the findings. This last chapter also contains pedagogical implications in addition to suggestions for future research.

Chapter 2

Theoretical Basis of Research and Literature Review

In this chapter, the existing literature related to the research focus of this thesis, adding a lexical item into the interactional repertoire of a learner in a secondary school emergent CLIL environment will be documented through five sections. In the first section, theoretical background about CA-SLA will be presented. The second section is on the classroom interaction which is the bedrock of learning. The third section is on longitudinal conversation analytic studies related to our topic. The fourth and the last section is about Content and Language Integrated Learning.

Conversation Analytic Second Language Acquisition

There was dominance of cognitive theories in the field of language teaching and learning until the seminal paper by Firth and Wagner (1997). Although there were some previous papers (Hall, 1993; van Lier, 1994; Block 1996; Lantolf 1996) putting emphasis on the social dimension of language learning, this paper highlighted 'the social turn in SLA' (Block, 2003) in academia. Making a broad comparison between the cognitivist SLA and the social SLA, Ellis (2010) puts the differences forward in terms of views about language, learner identity, social context, interaction, learning and methodology. Briefly, the former views language as a set of individual items and rules, the learner as a non-native speaker, the social context as a factor affecting only the rate of acquisition rather than internal processes, the interaction as an input source triggering cognition, the learning as a change in individuals' cognition, methodology as quantifications and experiments to test learning in order to reach generalizations with an etic perspective. On the other hand the latter views language as a linguistic system containing different cultural elements, the learner identity as a dynamic, jointly constructed structure, the social context as an environment co-constructed by the interactants, the interaction as socially

constructed and negotiated, the learning as a collaborative and social action, methodology as qualitative and interpretative while investigating learning in a context sensitive way.

Firth and Wagner's call for a "significantly enhanced awareness of the contextual and interactional dimensions of language use" (1997, p. 286) resulted in new theories of language learning and teaching. Atkinson (2011) brings these theories together in a book under the title of *"Alternative Approaches to Second Language Acquisition"* and lists these as Sociocultural Approach by Lantolf, Complexity Theory by Freeman, An Identity Approach by Norton and McKinney, Language Socialization Approach by Duff and Talmy, A conversation Analytic Approach by Kasper and Wagner and lastly Sociocognitive Approach by Atkinson. This thesis is based on the Conversation Analytic Approach to Second Language Acquisition. CA-SLA is defined as "a form of ethno methodological conversation analysis that unpacks second language users-learners' common sense understandings of their own and their interlocutors' real time, embodied language learning behaviors" (Markee & Kunitz, 2015, p.426). It focuses on social features of language learning rather than 'systemic' features of language (Kasper & Wagner, 2011, p.117).

Conversation analysis puts the interaction at the center of inquiry as a social accomplishment. In the talk and other elements of interaction, there is an 'interaction order' (Goffman, 1983) and this orderliness is under the protection of 'moral order'. The participants display and recognize it through the methods they deploy to achieve and maintain intersubjectivity in interaction. Here, another significant term appears Interactional Competence (IC) which is "a relationship between participants' employment of linguistic and interactional resources and the contexts in which they are employed" (Young, 2008, p.100). Rather than being hidden in the heads of interlocutors invisibly, cognition is 'socially shared and grounded in interaction" (Molder & Potter, 2005; Schegloff, 1991) from CA-SLA point of view. Based on this definition, cognition is publicly displayed in interaction to participants as well as analysts. This 'understanding display' is a consequence of 'intrinsic motivation for listening' (Sacks et. al., 1978) which is a

requirement for the smooth progress of unfolding interaction. Showing lack of understanding or misunderstanding is also a way of displaying understanding and they are overcome by repair practices to restore intersubjectivity among participants.

The context is determinant on the properties of interaction which may take place in daily life or in institutions like hospitals, courtrooms or classrooms. Classroom interaction is the focus of the present study as a kind of institutional interaction.

Classroom Interaction

Classrooms are a kind of institutional setting as they have their own goals and Seedhouse (2004) sets the core institutional goal in an L2 classroom setting as "the teacher will teach the learners the L2" (p.183). Seedhouse and Walsh (2010) state that "learning processes are embodied in classroom interaction"(p.127). They also emphasize the importance of classroom interaction by stating that it must be the starting point for any research on learning as learning becomes visible through interaction. In alignment with this imperative, this study focuses on language classroom interaction in foreign language classes. Interaction is not individualistic, it requires at least two people negotiating meaning and in the classrooms, the possible interactants are the learners and the teacher. In order to evaluate and define learning in this formal classroom environment comprehensively, we need to focus on two perspectives 'socially-distributed cognition and classroom interactional competence (CIC)' (Seedhouse & Walsh, 2010, p.161). The former is mentioned in the previous section. It is necessary here to clarify exactly what is meant by CIC. According to the definition provided by Walsh (2006, p. 132), the term CIC is the "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning". This definition includes two main participants of classroom interaction; learners and the teacher.

Learners assist and mediate their learning process by making contributions to the ongoing interaction either expectedly or unexpectedly. These initiatives are determinant of

the success of learning more than any input provided by the teacher or classroom artefacts (Van Lier, 2008). Learner contributions have been studied in different contexts so far. Effective management of these initiatives is a determinant in success of the learning process and it is seen as a component of CIC. Sert (2017) shows the successful management of learner initiatives in a meaning and fluency context by also focusing on the embodied details of classroom interaction. Kardaş İşler, Balaman, and Şahin (2019) study the management of emergent learner initiatives in primary school social studies classroom discourse. Even with the same interactional features deployed to handle learner initiatives by the teachers, the function of them changes from meaning-and-fluency context to form-and-meaning context (Can Daşkın, 2015). This research uses data from mostly form and accuracy context so it becomes more challenging to deal with learner contributions effectively because, in form and accuracy contexts, the teacher has both a tight pedagogical focus and a tight control of the turn taking system (Seedhouse, 2004). Learner initiatives are crucial in enhancing learning and creating learning opportunities as well as being challenging to be managed effectively (Van Lier 2008; Waring 2011; Garton 2012 and Sert 2017). When teachers respond to learner initiatives insufficiently (Jacknick, 2011), peers take part in the interaction actively rather than staying as bystanders (Evinitskaya & Berger, 2017). Peers take on the epistemic responsibility (You, 2014) of solving knowledge gaps by negotiating meaning in a multilogue (Schwab, 2011) in whole class discussions until a common ground is reached (Bozbıyık & Can Daşkın,2022).

In terms of the teacher, if the teacher is able to use language which is appropriate to both the learners and the pedagogical agenda, if s/he maximizes the interactional space, if s/he shapes learner contribution by scaffolding, modeling, etc. and if s/he elicits student responses, s/he can be said to display CIC (Walsh, 2011). For an effective classroom, successful classroom management is vital and this is one of the responsibilities of the teacher. Classroom management is defined as "… a broad umbrella term describing teacher efforts to watch over a multitude of activities in the classroom

including learning, social interaction, students, and behavior" (Martin & Baldwin, 1998, p.25). While directing the 'interactional traffic' (Huth, 2020) of the classroom, teachers are expected to strike a delicate balance between maintaining the flow of the lesson and maintaining the effective management of learner contributions. "It is the role of the teacher, in negotiation with students, to establish the constraints and opportunities that will help learners to further develop their repertoire of language using patterns" (Larsen Freeman, 2010, p.66). The quality of the teacher response determines the success or failure of creating learning opportunities out of learner contributions (Walsh, 2002; Garton, 2012).

As the lessons are dynamic, unpredictable and interactive in nature, teachers need to make decisions beyond their prediction and control (Li, 2020). According to Seedhouse and Walsh (2010) "teacher's and learner's ability to enhance learning process through their online decision making is a key element of classroom interactional competence" (p.128). These decisions are called "interactive decisions" and are made "in the moment by moment progression of a lesson and in the context of competing pressures such as time, the attention span of learners, curricular demands, exam pressures and so on" (Walsh, 2006, p.48). Li and Li (2020) identify unexpected learner contributions as the first and most important reason for making interactive decisions. Jacknick (2009) defines unexpected learner contributions as learner initiated sequences, which consist of turns both solicited and unsolicited by the teacher. It is the teacher's verbal and/or nonverbal orientation to the contribution that marks learner contributions as unexpected or not as Fagan (2012) suggested. Fagan (2012) studies teacher or student initiated unexpected learner contributions in whole class discussions and identifies 'glossing over' which is not orienting or hurriedly handling them and 'assuming the role of information provider' in cases of no or latent response as the strategies of dealing with these contributions.

Although it seems that everyone has definite roles in institutional contexts, "it is more useful to consider participant roles in the classroom activity as dynamic and

variable" (Jacknick, 2011, p.50) and welcome whatever the students bring to the learning environment. To be able to choose the best option while dealing with learner contributions, teachers need to be aware of different resources to handle them and choose the most appropriate one for their pedagogical agenda, students' needs, official requirements, their context, and profiles of their students.

There are some studies conducted in Turkey investigating classroom interaction by using CA either online (Badem-Korkmaz & Balaban, 2022; Balaman, 2018b; Çolak & Balaman, 2022; Sert & Balaman, 2018) or face to face which is the focus of this thesis. Kardaş işler, et. al.(2019) focus on the management of learner initiatives by conducting a single case CA study at the primary school level on social studies course. To facilitate learning and activate participation, the teacher deploys many different resources from expanding to counter questioning. The study provides valuable insights mostly for teachers who are teaching social studies in primary schools. For English language classroom interaction, Can Daşkın (2015) uncovers ways of shaping learner contributions at a preparatory school in a university. She adds translating and using the board to the ways of shaping learner contributions, and presents the differences in the nature of interactional features in different contexts. Her study provides estimable insights mostly for university level EFL classroom interaction. Duran and Sert (2019) also study preference organization, especially dispreference, in tertiary education. They show the interactional embodied resources deployed by the teachers to show their dispreference, how the teacher prioritizes content and task over the form/language and how to use preference organization to facilitate participation and longer student turns. There are some other studies analyzing EFL classroom interaction in pre-schools (e.g., Üstünel, 2014; Balaman, 2018a), in high schools (e.g., Sert, 2017) or dominantly in universities (e.g., Üstünel, 2004; Akkaya & Atar, 2015; Can Daşkın, 2017; Can Daşkın, Hatipoğlu 2019a, 2019b; Girgin & Brandt, 2020; Duran, Kurhilla & Sert, 2022). To our best knowledge, there are only two studies (İnceçay, 2010; Yatağanbaba, Amir & Yıldırım, 2022) at the

secondary school level and both of them are conducted in private schools; therefore, much less is known about the EFL classroom interaction in secondary schools especially in the public ones.

Language learning in CA-SLA

In this study classroom interaction is handled with a focus on CA-for-SLA (Markee & Kasper, 2004) which has been called more briefly as CA-SLA (Kasper & Wagner, 2011). There are basically two main strands adopted in research into classroom interaction. One is examining interactional practices in classrooms (eg., Hellerman,2008; Cekaite, 2007) and the other is exploring language learning and knowledge exchange through talk (eg., Markee, 2008; Sert, 2017). For the second one, we need empirical evidence demonstrating the progressive, recurring, collaborative configuration interactants' L2 resources through activities and repetitive usage of these resources in various settings in accordance with locally emerging interactional needs of participants (Pekarek Doehler, 2010). The second strand is our focus and it is necessary to clarify the related terms firstly.

Various definitions of the term 'language' have been suggested so far, Cook (2010) lists six distinct conceptions of 'language' and associates this multiplicity with the abundance in the views of language learning. This study adopts a conversation analytic perspective of language based on the definition offered by Pekarek Doehler (2010) who views it as "a shared resource for action, distributed among speakers, whose structures and functioning are inextricably embedded in its natural habitat, that is, the moment-to-moment deployment of talk-in-progress"(p.116).

As for the definition of 'language learning', this study draws on CA-SLA perspective and adopts the definition "the continuous adaptation of linguistic and other semiotic resources in response to locally emergent communicative needs" (Pekarek

Doehler, 2010, p.106). She takes 'the interactional configuration of linguistic patterns' and 'the development of L2 interactional competence over the time' as evidences of learning.

When we combine 'language' and 'learning', it gets more complicated. Seedhouse (2010) shows multiplexity as the main reason of excessive multitude of definitions and explains this by presenting that language has a lot of components which have lots of subcomponents, a vast number of language definitions are present, there are many different scales to study language learning and learning is both a process and a product. Language learning is seen "as accountable and recognizable social practices" (Kasper & Wagner, 2011, p.126). Seedhouse (2010) adds some details to the sociocognitive language learning framework set by Ellis (2010). Learning is seen as a sociocognitive process as well as a change in the learners' cognition. It includes adaptation of all resources either linguistic or semiotic to tune with the interactional requirements of the time. "It represents an adjustment in a complex adaptive system" and over time and space dimensions the definition of the change is as follows:

"1. the learner could not do x at time a (the "gap");

2. the learner co-adapted x at time b ("social construction");

3. the learner initiated x at time c in a similar context as in time b ("internalization/self-regulation");

4. the learner employed x at time d in a new context ("transfer of learning")"(Seedhouse, 2010, p.248)

Here, X is the lexical item to be learned and a,b,c,d are different time points on which learning is accomplished. According to this definition, presenting the change in language use has three steps. In the first step, the learner cannot perform X before constructing it jointly. In the second step, the learner uses X in a similar context by scaffolding or not. In the last step, the learner uses X independently in a different context. Therefore, learning is incremental and continuous rather than being an all-or-nothing

phenomenon (ibid.). Although the fact that some part of language learning takes place 'in the wild' (e.g., Hutchins, 1995; Eskildsen, 2018), the focus of this study is the part taking place in formal environments like classrooms. According to Seedhouse (2005, p.177), CA-SLA aims to unearth "how learning is constructed by the use of interactional resources and to explicate the progress of their learning and their socially distributed cognition or intersubjectivity". When the learners show "retrospective orientation" to their own doing learning process, we can observe the interactional resources and practices showing the way "learners themselves 'do learning' by constructing change over time as opposed to being individuals to whom change merely happens" (Jakonen, 2018, p. 4). This is only possible via longitudinal conversation analytic study which is the topic of the next section.

Longitudinal CA

Learning includes a change which is related to both place and time. Some longitudinal CA studies documented the change in different settings than classrooms. For instance, Nyugen (2011) observed the changes in interactional resources deployed by a pharmacy assistant in a professional setting over time. On the other hand, many CA researches are conducted on classroom interaction in different time designs. Learning a second language in and through classroom interaction is documented in microgenetic studies showing the change in very short spans of time like minutes or seconds (e.g., Seedhouse & Walsh, 2010; Markee, 2008; Sert, 2015), in longitudinal studies focusing on longer time periods (eg., Hellerman, 2008; Cekaite, 2007; Rine & Hall, 2011) and in cross-sectional studies by comparing learners from different levels (eg., Pekarek Doehler & Pochon-Berger, 2011). All of these ways have their own strengths and weaknesses. For instance, in cross-sectional studies, data collection is quite economic in terms of time as it can be done simultaneously at all levels but it is impossible to trace learning trajectories of individuals.

Depperman and Pekarek Doehler (2021) present three main methodological challenges for longitudinal CA studies: comparability, the robustness of the evidence and the maintenance of emic perspective (see also, Kotilainen & Kurhilla, 2020; Markee, Kunitz & Sert, 2021). Firstly, in order to deepen our understanding of the change in interactants' understanding over time we need to make comparative analysis. The naturally occurring interactional data "limits the possibility of comparative analysis at present, but not for long" (Schegloff, 2009, p.400). 'Comparability' is maintained by keeping constant as many variables as possible like participants, participation framework, speech-exchange systems etc. over time. To warrant the 'robustness of the empirical evidence of change', the change is documented between different moments by ensuring that the data covers the whole related classroom practices "from the beginning without gap" chronologically. Thirdly, while explaining the change, sticking to an 'emic perspective' is at the utmost importance and perhaps at the utmost difficulty as "people usually do not display that they or others are doing something 'differently' at a given moment than they did before" (Depperman & Pekarek Doehler, 2021, p.134). The longer the period covered by the study is, the more challenging to maintain an emic perspective. CA researchers' presenting the change in the behaviors of the participants over time through different extracts by relying on the orientations of learners observably and continuously is methodologically not the same as showing the change by relying on exogenous theories based on etic perspective (Markee, et. al., 2021, p.7)

Longitudinal CA studies can be divided into two main categories according to what they document as the evidence of learning either 'the development of L2 interactional competence over the time' or 'the interactional configuration of linguistic patterns' (Pekarek Doehler, 2010). Cekaite (2007), Hellerman (2008, 2011), Hellerman and Cole (2009) can be given as examples of the studies documenting the development of interactional competence over the time. Wootton (1997) firstly showed the change in the request practices of a child in L1 from ten to 37 months old. It provided CA practitioners

with a model study documenting the change in individuals' practices to accomplish a social action by tracking the development over the time. If the change is monitored over a short period of time, it is within the scope of micro longitudinal studies (e.g., Kunitz & Skogmyr Marian, 2017; Markee, 1994; Sert, 2017). Kotailen and Kurhilla (2020) recently present the change in the linguistic repertoires of two learners of Finnish in a micro-longitudinal CA study. The study is carried out in an interactive kitchen prepared for a language learning project (Lancook). It documents the adding of an unknown (for interactants) vocabulary item '*kuoria (peel)*' into interactants' linguistic repertoire from first meet to 'independent productive usage' via the learners' orientating to it as learnable throughout the process. The length of the whole episodes is 14 minutes and there is two minutes between the last two instances.

If the change is monitored over a long period of time it is called macro longitudinal study (e.g, Eskilden, 2021; Hellermann, 2008). Zimmerman (1999) made a call for more longitudinal and cross-sectional CA research documenting the learning itself as a change or development over time. This call is responded by CA practitioners who are tracing learning of a lexical item based on the usage based framework. Markee (2008) documents the learning of a word '*prerequisites*' over a semester by a Chinese speaker of English. Due to the absence of video recordings of usage of the words by the participant, he admits that the evidence of learning behavior is not clear-cut. The study is still an early successful methodological demonstration of CA analyisis of adding a lexical item into interactional repertoire.

In the forthcoming years, Pekarek Doehler (2010) brings evidence to the learning of the word '*adorer*'. One month after emergence of the need and its fulfillment in the interactional history of the learner, the learner uses the word in a new communicative setting. The learner's talk, gaze and bodily conduct are presented as supporting evidence for embodied and socially situated cognition as well as learning-in-action. Seedhouse and Walsh (2010) track the learning of the correct pronunciation of the word '*company*'. The

sequence stars with an understanding problem rooted from a mispronunciation and solved by peers. The evidence of change in the learning state is the time when the learner utters the word correctly in a meaning and fluency context on his own. Kasper and Wagner (2011) document the learning of a lexical item '*attack*' in a short term but do not make any claims on its durability in lexical repertoire of the learner. Kunitz and Marian (2018) conduct a study with seventh grade students on a spelling problem related to the word '*disgusting*' in task based language teaching. Both verbal and written data are used and the evidence of learning comes from written essays as the problem is related to spelling.

Tozlu Kılıç (2023) documents learning of lexical constructions 'a little bit' and 'me too' in a kindergarten overtime in her dissertation. She focuses on the facilitative role of interactional routines in addition to verbal and embodied interactional practices like understanding checks, DIUs, repetitions, managing learner initiatives and using embodied explanations to accomplish and maintain mutual understanding. In another recent study, Deppermann and Schmidt (2021) track the emergence of a Japanese vocabulary item 'wabi sabi' over interactional episodes of theater rehearsals. The term is unknown for the interactants except the director who uses it firstly. The study portrays the co-construction of highly context-specific knowledge and establishment of common ground over shared interactional history within a specific community. Rather than the development in the interactional competence of participants, the change created via negotiation cumulatively in their interactional repertoire was dealt with in the study. The study presented that "the precise understanding of an individual expression cannot be clearly inferred from participants' understanding displays that concern the action in which the expression is used"(p.221), therefore; to be certain about the real understandings and degree of common ground, participants need to demonstrate their understanding by referring the change in their interactional repertoires. Hall (2018) offers the term 'interactional repertoires' instead of 'interactional competence' in order to prevent conceptual confusion among conversation analytic studies looking at learning. He claims this will be beneficial in

twofold. "First, it more aptly captures the variable nature of the multilingual, multimodal resources... Second, it suggests a more empirically valid understanding of learning… as multidimensional trajectories occurring over L2 learners' lifespans (p.25)".

This study is an example of macro longitudinal study on adding a lexical item into one's interactional repertoire and this process is incremental in several ways. According to Schmitt (2019), firstly, learners gain whole knowledge of a lexical item over the time rather than at the same time and secondly, the process of learning both a word on its own and aspect of a word knowledge is cumulative (p.7-8). In their study, Tozlu Kılıç and Balaman (2023) traces the learning of lexical item '*a little bit*' longitudinally in a kindergarten and presents the introduction, circulation and learning stages of the focal word.

While giving the meaning of the new vocabulary items, language teachers follow definition practices. The sequential unfolding of teachers' this practices in language classes is presented by Waring et. al. (2013) in four steps; in the first step the word is put into focus by repeating, writing on the board etc. Next, the word is used in a sentence or a scene is enacted to contextualize it. Thirdly, learners are expected to display their understanding or to offer an explanation. Lastly, the lecturer summarizes and repeats the explanation to close the sequence.

Despite the large sum of CA studies on language and interaction, there is still a need for more fine-grained sequential analysis on the learning of language items over time (Pekarek Doehler & Lauzon, 2015). Here our study aims to respond to this call by tracking the learning of a lexical item with its other context appropriate sense over time. The evidence of the learning is brought in tune with the learning object. For instance, if a learning object is related to spelling, evidence comes from written data. If it is related to pronunciation, evidence comes from verbal data. If it is related to appropriate usage of a lexical item, evidence again comes from verbal data and supported by embodiment details. Our study brings evidence for the change in the cognition of a learner, from not

knowing to knowing state by basing our claims on verbal and embodied resources in addition to retrospective orientation of the learner to her own learning. It is natural that learning is 'unlocatable' (Gardner, 2008) at a definite moment; as to document the change we need at least two time points, two doings/ knowings or understandings (Jakonen, 2018). The connection between these two points is generally revealed by researchers by using micro analytic tools of CA on longitudinal data. The interactants rarely reveal this connection by showing retrospective orientation to their prior doings/ knowings/ understandings (See also Pekarek Doehler, 2020).

Content learning in CLIL

In a content driven learning environment, the aim is to teach the content which is superior to language in an L2. Students are also evaluated on content mastery via objectives predetermined by the curriculum. On the other hand, in language driven environments, content is only a means of learning language which is the primary aim. Content may be learnt incidentally by the students. Students are evaluated on language proficiency via predetermined objectives. In between these two, there is another approach, Content and Language Integrated Learning (CLIL) in Europe or Content-Based Instruction (CBI) in North America. It began its geographical spread in the 1980s and the rapid pace of its expansion in the 1990s "has surprised even its most ardent advocates" (Maljers, Marsh, Wolff, 2007, p.7). In CLIL environments there is dual focus on both the language and the content teaching. Students are expected to be active participants who are autonomous, collaborative and learning by doing. Students are evaluated both on content and language learning objectives via predetermined objectives by the curriculum.

As language teachers are educated on how to teach language effectively, they may encounter special difficulties while teaching a content subject and need to assemble suitable materials and resources to ease this problem (Richards & Rodgers, 2014). CLIL is more demanding than other approaches for teachers. Teachers need to familiarize

themselves with the content, work collaboratively with other teachers, select suitable materials and adapt the materials to students' needs, use appropriate language and provide feedback to make students understand the content. Llinares, Morton, and Whittaker (2012) present vocabulary type as the main distinction between content classes and language classes. The former is more technical and abstract, subject-specific vocabulary unlike everyday language used in language classrooms. To make students comprehend this academic language, teachers can carry out further modifications by using lower speech rate, adjusting topic, focusing key terms, increasing the rate of repetition, modeling, paraphrasing, exemplifying, using definitions and synonyms (Lyster,2011). Negotiation for meaning, providing corrective feedback, using dialogic talk, activating prior knowledge and scaffolding are necessary for learning. In CLIL environments, teachers direct factual questions more to get short and precise answers (Llinares & Pena, 2015). The learner responses and the lecturer feedbacks are presented in multi-unit, extended turns (Nikula, 2007). The term dialogic talk is specific to CLIL and Alexander (2008, p.30) defines it as a conversation achieving "common understanding, through structures, cumulative questioning and discussion which guide and prompt, reduce choices, minimize risk and error, and expedite 'handover' of concepts and principles". According to Escobar Urmeneta and Evnitskaya (2014), during the dialogical and co-constructed sequences of word explanations, teachers bridge everyday and scientific vocabulary to create semantic networks on target word in order to give "students opportunities for the integrated appropriation of language and content" (p. 178). "Polysemous words are used with distinct senses in different contexts and that those senses may not be equally sophisticated for L2 learners" (Lu & hu, 2022, p. 1444), therefore; instructors must pay special attention to these words to develop a more sophisticated and more nuanced understanding of interactants' vocabulary development.

Because of the dual focus on content and language, CLIL settings are extremely demanding. There is generally a flow of knowledge from more knowledgeable (K+) to less

knowledgeable (K-) (Heritage 2012a, b). This flow is not always from the teacher who has the 'epistemic authority' (Heritage, 2013) in the class to the learner who is generally assumed as having K (-) epistemic status. It may also be from peer to peer (e.g., Hauser, 2018; Jakonen & Morton, 2015) or from students to teacher (e.g., Bozbıyık & Can Daşkın, 2022). While positioning themselves as K+, learners support their claims with their personal experiences or past learnings (e.g., Can Daşkın & Bozbıyık, 2022; Herder, et. al., 2022). Teacher questions aiming to see the epistemic status of students are studied by CA practitioners (eg., Filipi, 2018; Sert, 2011, 2013; Sert & Walsh, 2013) as well as showing learners' epistemic status via verbal (e.g., Koole, 2010) and embodied responses (e.g., Mikkola & Lehtinen, 2019; Sert & Jacknick,2015). Importance of classroom artefacts like written materials, worksheets in knowledge construction in CLIL classes is also highlighted (Jakonen, 2015).

Conversation Analytic studies have been conducted on CLIL classroom interaction in face to face (e.g., Kääntä, 2014; Macbeth, 2004; Solem, 2016) and online (e.g., Balaman & Sert, 2017a, 2017b,) on many different school subjects (e.g., Koole, 2010; Evnitskaya & Morton, 2011) in different levels like primary school (e.g., Evnitskaya, 2021), secondary school (e.g., Filipi, 2018), high school and tertiary level (e.g. Lee, 2021). In CLIL lessons, definition practices are very common as the content has many subject specific terms. This definition process is called as Form Focused Instruction (FFI) by Loewen (2011, p.577) as "any instructional activity attempting to draw learners' attention to specific linguistic items'". Within this frame, Long (1991) adopted an approach 'Focus on Form' but it was only focusing on incidental vocabulary definitions. Loewen (2011, p.579) developed it and specified it as 'brief attention, either planned or incidental, to problematic language items within a larger communicative context'. If the certain vocabulary items 'are necessary for the completion of a communicative, or an authentic language task' (Laufer & Girsai 2008,p.695), teachers define them precisely. Definitions are unseperable parts of classroom instructional activities and what makes them definition

is the temporal and sequential position of them in the unfolding interaction (Kääntä, 2021). To make subject-spesific terminology more comprehensible for students, teachers adapt a specific linguistic definition format (e.g., Dalton Puffer, 2007; Flowerdew, 1992; Temmerman, 2009). "X is Y that Z" (Kääntä, 2021, p.201). Here the concept (X) is defined as class (Y) and detailed with hallmarks (Y). For instance, Daisy (X) is a flower (Y) having white leaves and a yellow mid (Z). When only a synonym is provided as Y, the term may not be understood by the learners. Extended teacher turns can help students to contextualize the concept (Kääntä, 2021). Interactional resources and classroom practices in CLIL environments have been closely investigated by using CA like epistemic search sequences (e.g., Jakonen & Morton 2015), sequential organization of clarification requests (e.g., Kääntä & Kasper 2018), multimodal resources deployed by learner explanations (e.g., Kupetz 2011) and unwillingness (e.g. Evnitskaya and Berger 2017) but only a small number of the studies focused on whether a change in the epistemic status of the learner occurred or not (e.g., Lazaraton, 2004; Bozbıyık, 2023) possibly because " the process of learning can be portrayed very well, but the product – that is, the change in cognitive state – is very hard to portray" (Seedhouse, 2024). One of the definite evidences can be the orientation of the learner him/herself to his/her change in understanding, feeling, thought or doing. Jakonen (2018) conducts a study with 7th and 8th grade physics and history class. His focus is retrospective orientations of students which are also used as interactional resources to assess and repair misunderstandings by the teacher. By combining (may be unseen) prior and present thoughts, students both enrich present resources and reconfigure old memories. The peers in this study learnt Yorkshire *pudding* as jelly-like, sweety, custard. One week later, a video led them to recalibrate the meaning as some kind of salty food. Learners showed retrospective orientation to this change in their cognition in a CLIL environment.

CLIL is a top-down approach however a bottom up CLIL environment appears in our data. The target English course is institutionally not designed as a CLIL lesson but is

designed based on a theme-based model and the theme is "wild animals' which requires teaching/learning of a great deal of content knowledge. As students are learning the language, content learning sometimes emerges and comes to the fore generally with the use of L1. We called this situation '*emergent CLIL environment'* which appeared in line with the need of teaching / learning content knowledge. Because of this emergent CLIL setting, conversation analytic longitudinal CA studies related to content learning come into our focus.

Conclusion

In this chapter the theoretical background of this thesis was presented with a narrowing focus. Firstly the historical background of CA-SLA was introduced by referring to main leading practitioners. The coverage of CA is reduced to only classroom interactions which is the bedrock of learning. Two main components of this interaction, teacher talk and learner talk were described in a detailed way. Prior to deepening our focus, main concepts like language, learning and language learning were defined from the CA-SLA point of view. As our study aimed to uncover the change in the interactional repertoire of a focal learner over the time, longitudinal studies were presented in the third section. The last section was about the learning in CLIL environments because an emergent bottom-up CLIL setting appeared in our data. The next section is methodology which introduces the process and the components of this research study in detail.

Chapter 3

Methodology

The methodology chapter is divided into five sections: type of research, research context and participants, data collection, data analysis and the summary of the chapter. In the first section, the type of research which is multimodal conversation analysis is introduced. Then, in the research context and participants section, steps followed to obtain ethical clearance are described and detailed information is provided about the research area as well as participants. Data collection process is described in the following section. In the data analysis section, the procedure of analyzing the data in micro details is presented; validity and reliability issues are discussed. Finally, a concise summary of the chapter is provided.

Research Methodology: Multimodal Conversation Analysis

The research design of the study is a qualitative one. Its type is naturalistic inquiry. Data is analyzed using multimodal Conversation Analysis which is "the study of recorded, naturally occurring talk-in-interaction" (Hutchby and Wooffitt, 2008, p.12). Conversation Analysis (CA) was founded by the sociologists Ervin Goffman and Harold Garfinkel in the 1960s. Later on, their students Harvey Sacks, Emanuel Schegloff and Gail Jefferson developed their ideas on the organization of talk-in-interaction. They argue that the existence of 'context free machinery' like turn taking mechanisms, repair practices and sequential designs are presented in 'context sensitive social actions' (Seedhouse, 2005). Various institutional settings have become research fields for CA practitioners like courtrooms (e.g., Atkinson & Drew, 1979), healthcare organizations (e.g. Nguyen, 2011), classrooms (e.g. Sert, 2017) as well as non-institutional environments. Regarding the first studies on L2 instructional settings more specifically, Alan Firth and Johannes Wagner applied CA to data from second language learning environments in Denmark. On the other hand, Markee (1994) also used CA in Second Language Acquisition in North

America. In little more than a decade, many seminal papers have been presented throughout the world on application of CA on language classroom interactional data (Markee, 2000; Mori, 2007; Seedhouse 2004, 2005; Kasper 2006). CA's idiosyncratic principles are presented by Seedhouse (2005). The first of them is 'orderliness'. It suggests that there is orderliness at all points of interaction thanks to the building blocks of turn taking, repair, preference and sequence organization (Seedhouse & Walsh, 2010) while establishing mutual understanding. Turn taking is first mentioned by Sacks, Schegloff, and Jefferson (1974). It is simply the robust turn exchange mechanism that is organized by the participants according to prior turn. Each turn contains one or more turn constructional units (TCU) and these units have possible completion points called transition relevance points (TRP). Interactants pay attention to this mechanism while taking, sharing, or allocating a turn in an interaction. Related to hearing, speaking, or understanding any problem that impedes the flow of interaction is a trouble source and the way interactants address these are named as repair practices (Schegloff et.al.1977). Repair is not an indicator of disfluency or incompetency; on the contrary, it is a significant part of one's interactional competency (Waring, 2010). Up to the initiator and the doer of it, four types of repair are identified: self-initiated self-repair, self-initiated other-repair, other-initiated self-repair and other-initiated other-repair. The way taken to manage, to foresee, initiate, respond to, and expand on their or the other's turn while performing social actions like complaining, inviting, announcing, offering, or rejecting is called sequence organization. The adjacency pair is its basic component. It has the first pair part and the second pair part and there is a conditional relevance between them just like summons and answers. Lastly, preference organization refers to the expectancy of a natural, normal and expected action. For instance, after a request for an action granting is a preferred and denial is a dispreferred response.

As meaning is co-constructed, the interaction is both 'context shaped' and 'context renewing' and this is the second principle. Next principle is 'the systematicity in details'

which entails to capture each and every detail of interaction as "no order of detail can be dismissed a priori as disorderly, accidental, or irrelevant" (Heritage, 1984, p. 241). The last principle is about the 'data driven and bottom-up' nature of CA. There is no place for presumptions or theory driven orientations because data speaks for itself and next-turn proof procedure brings observational proofs both for interactants and analysts (Seedhouse & Walsh, 2010). The researcher maintains CA's participant-relevant research perspective by focusing on only the previous and the following turns in minute-by-minute co-construction of intersubjectivity.

CA started as a research methodology in the 1960s with the use of audio recordings like phone conversations. With technological developments, video recordings were first used by Goodwin in 1984. In agreement with Goodwins' perspective, Markee and Kunitz (2015) "argue that classroom interaction research requires the use of video recordings to achieve a minimally acceptable standard of empirical adequacy" (p.431). Furthermore, Livingston (2008) uses the term 'witnessable' for the principle of not making an assumption about something as long as it is not clearly and observably oriented to by the participants. Multimodal CA pays attention to temporal, suprasegmental, embodied details like gaze, head movements, facial expressions, body postures and surrounding artifacts. Using multimodal CA analysis to 'understand the incredible richness of multimodal interaction' may be difficult but 'the potential analytic payoffs have been well worth the effort' (Markee and Kunitz, 2015, p.432).

CA is a valid and reliable research methodology. It is valid because it is a data-driven bottom-up approach rather than basing on exogenous theories. It uses naturally occurring data and this makes ecological validity robust. It has a participant relevant emic perspective. It uses context free analytic tools like turn taking, repair, sequence organization, preference organization while bringing observable evidence to claims. These claims are not "beyond what is demonstrated by the interactional detail without destroying the emic perspective and hence the whole validity of the enterprise" (Seedhouse, 2005,

p.180). Presenting the raw data to all readers and giving them a chance to reach the interpretations on their own by using analytical procedures of CA add internal validity. CA findings obtained from individual instances reveal the machinery behind these. This provides generalizability which is the foundation of external validity.

Using standardized Jefferson (2004) and Mondada (2016) transcription conventions, researchers present detailed transcriptions. In the data collection stage the researchers make use of technological advancements to capture each and every detail in talk-in-interaction. Researchers record the naturally occurring data without any external interference. These all add the validity of CA studies (Perakylä, 1997; ten Have, 1999). To ensure the reliability, video recordings of the first week were excluded and a classroom whose members are acquainted with the researcher was chosen to overcome the observer's paradox. Also, feedbacks on preliminary findings and valuable comments on analyses in thesis meetings with the field expert supervisor ensure the reliability of the detailed analyses.

CA fits this study best as "CA's main focus is on how students and teachers enact their own understanding of each other's utterances so as to carry out the institutional business of teaching and learning" (Sert, 2015, p.15). Micro analytic lenses of conversation analysis are needed "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, p.14). In addition to this sense making process, these micro analytic lenses make seeing the inner side of the change in the epistemic status from K- to K+ possible (Kotilainen & Kurhilla, 2020). After giving relevant information about the type of research in this section, the context and participants of the thesis will be introduced in the forthcoming section.

Research Context and Participants

This research is conducted at a public secondary school in Turkey. It is beneficial to state why this public school was chosen as the focal research context. As stated in the aim and significance part, the scarcity of the research in this context was a reason. Also, the researcher has been working in the same secondary school as an English teacher for six years so it was the most practical, economical environment to conduct the study in terms of attainability of data. There were 37 teachers and 342 students in the school. All teachers are appointed to public schools by a central examination and later on, they can change their schools on their wish. The study used a convenience sample of 7th grade students. The class in focus consisted of 19 students, 11 female (57%) and 8 male (43%). The students were aged between 11 and 12. All the students speak Turkish as their mother tongue and learn English as their foreign language. Their proficiency level was A2 based on the Common European Framework (CEFR). Instructional processes in this class were totally carried out in and through face to face interaction. The classroom shape was a traditional teacher fronted one. The dataset of the thesis involved 22 class hours (totally 13 hours and ten minutes) long video recordings of face to face classroom interaction.

The class had four forty-minute English courses and two forty-minute elective English courses every week. These courses were given by two different female teachers. For objectivity, these two colleague's lessons were recorded rather than the researcher herself. Both of the teachers had bachelor's degrees from two top state universities in Turkey. The teacher1 had fifteen years of teaching experience and the teacher2 had fourteen years of teaching experience in public secondary schools. Both of the teachers were on the focus. Curriculums were predetermined by the National Ministry of Education and teachers had their own schedules to teach that specific content. The 7th grade curriculum was applied in cooperation with four different 7th grades by the same teachers. Language skills and learning outcomes related to the focus of this thesis are: Spoken

Interaction E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals and Writing E7.4.W1. Students will be able to write pieces describing wildlife. (https://tegm.meb.gov.tr/www/2023-2024-egitim-ve-ogretim-yilina-ait-yillik-cerceve-planlar-yayimlandi/icerik/867) The course book, notebooks and the smart board were the main teaching artifacts. Tea1 generally preferred using readily-made interactional presentations of the course book content. Medium of instruction was usually Turkish. English-only was not a strict policy to be pursued. It was rare that teachers perform language policing explicitly (Amir & Musk, 2013).

After giving general information about the research context, the data collection process in the presented research area will be detailed in the next section.

Data Collection

This study used naturally occurring classroom interactional data. The data set came from two EFL teachers' classroom practices in a public secondary school in Kırıkkale, a province of Turkey. As the study contained human participants, especially early teenagers and video recordings, ethical considerations became of utmost importance (Jenks, 2011; Mondada, 2013). Prior to commencing the study, ethical clarence was sought from the local committee in the university. Firstly, ethical approval was obtained from Hacettepe University Ethical Committee (Appendix-F). The procedures of this study were also needed to be approved by the National Ministry of Education as the data would be gathered in a public secondary school. Before undertaking the investigation, the permission to conduct research in a public school was obtained from Kırıkkale National Education Directorate (Appendix-G). Both of the organizations had their own written consent form formats, therefore, two different consent forms were prepared for participant teachers, students and students' parents (Appendix-C, D, E). To make all consent forms entirely comprehensible for all participants and all parents, they were prepared in Turkish which is the mother tongue of the participants.

After getting ethical clearance from the Ethical Committee of Educational Sciences and Kırıkkale National Education Directorate, the researcher informed school administration about the process in writing. Two EFL teachers signed double sided written recording approvals. When inviting the participant teachers, the purpose of the research was clearly explained. All students received explanation of the project and double sided forms for them and for their parents were distributed. Getting consent forms from their parents as well as all the students was an obligation as they were under 18. In the consent forms, information about the research, their right to withdraw, confidentiality issues were thoroughly presented in addition to researcher's contact information for possible questions. All the students in the focal class and their parents signed both of the written informed consent forms.

For participant anonymity, the names of all participants were written under a pseudonym. These pseudonym names were abbreviated in the analysis part as follows: Teacher 1 (TEA1), Teacher 2 (TEA2), Merve (MER), Ela (ELA), Asiye (ASI), İlyas (ILY), Mustafa (MUS), Ahmet (AHM), Deniz (DEN), Aybike (AYB), Hatice (HAT).

After ensuring voluntary participation in the research, data collection started on 27th November, 2023 and ended on 29th December, 2023. Videos were recorded by using two still cameras on tripods. One was at the front side; one was at the back side of the classroom to capture as much detail as possible. The researcher stayed in classroom as a non-participant observer during the courses not to lose any detail which was not in the scope of the cameras. Recording the classes lasted five weeks. The first week of recordings was not included in the dataset to prevent observers' paradox (Labov, 1972). Data were gathered at various time points during five weeks. Detailed data collection timeline is presented in Table 1.

Table 1

Data Collection Process

Data Collection Timeline			
Date	Teacher	Week	Duration (minutes)
27th November	T2	0th Week	36 min.
27th November	T1		38 min.
5th December	T1	1st Week	34 min.
			33 min.
11th December	T1		36 min.
			36 min.
12th December	T2	2nd Week	35 min.
			36 min.
15th December	T1		37 min.
			36 min.
18th December	T1		38 min.
			37 min.
19th December	T2	3rd Week	37 min.
			36 min.
22nd December	T1		30 min.
			38 min.
25th December	T1		38 min.
			38 min.
26th December	T2	4th Week	36 min.
			36 min.
29th December	T1		37 min.
			32 min.
Total		5 weeks	790 min.

The five-week data collection process resulted in a dataset of 790 minutes. Seedhouse (2004) states five to ten hours data is appropriate to conduct CA research. Hence, 13 hours of classroom interactional data was deemed sufficient to get reasonable results.

After describing the data collection process in detail, the way gathered data is analyzed will be presented in the following section.

Data Analysis

Data management and analysis are performed using the Computerized Language Analysis Program (CLAN) which is publicly available software. CA analysis was completed in 7 steps. The first step in this process was the preparation and data collection which is mentioned in the previous part. While naming the video recordings, a descriptive route was taken with the aim of storing the data in an orderly way. Extract names were

created by adding the start and end point of the instances to the end of the video names. (see figure 1)

Figure 1

Naming Procedure of Videos

Soğukkanlı 1 -11_12_TEA1_1_10.45-12.03

| Instance name and number | date day / month | teacher code | lesson number | duration of instance |
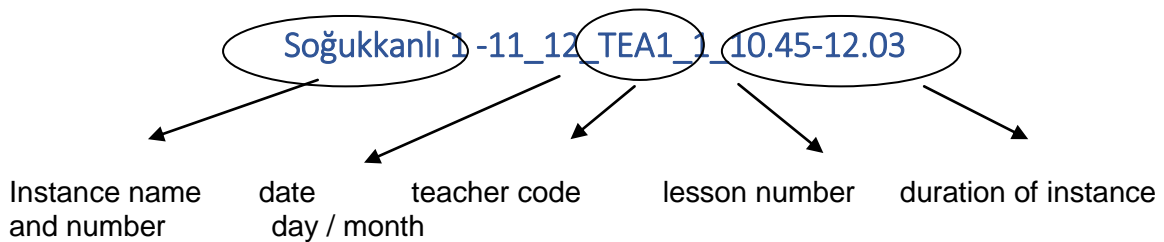
Prior to analyzing the recorded data, the transcripts were checked for any data loss. It was observed that there was no loss in the recordings. Step 2 was orthographic transcription. This step helped to see the details of the interaction. Only some of the Jefferson's (2004) transcription conventions were applied to the data. In step 3, data was investigated via 'unmotivated looking'. Without any pre-determined assumptions and categories, data was watched repeatedly to identify the commonly occurring practices. The recordings should be watched as many times as possible because the researcher comes back with fresh eyes and has a better sense of the overall structure every time.

In step 4, the phenomena were noted down. Accompanying the process of repeatedly watching the recordings and transcribing the data, some initial analysis in line with the principles of CA were carried out. As a result of this, around twenty possible research topics were identified. This stage was ultimately important because of the fact that "a major challenge in studying complex systems is how to limit the focal point of interest" (Larsen-Freeman, 2011, p.60). After case-by-case evaluation, some of the possible topics were entirely covered, some were too broad, some were devoid of theoretical base; therefore the topic of the research was defined as adding a lexical item with two senses into the interactional repertoire of a focal student. Although Seedhouse and Walsh (2010) define it as a paradox, taking up Hauser's (2017) suggestion, we

decided which learning object to trace after searching 'the interaction for what becomes a learning object for the participant' (p.726). This facilitated our work greatly. The topic was an interesting phenomenon. It had a theoretical base and adequate recurrence to support a claim. A longitudinal case study approach was adopted to capture the complexities of the phenomenon and to gain a detailed understanding of the topic.

In step 5, the researcher tracked the emergence and the usage of the word 'soğukkanlı (cold-blooded)'. Learning Object Tracking (LOT) which is a form of analysis in Learning Behavior Tracking methodology with Learning Process Tracking (LPT) was used. "LOT involves documenting when a learning object occurs during a specific period of time" (Markee, 2008, p.409). As this study was planned as a conversation analytic longitudinal case analysis, the scope of the focus was narrowed down to two weeks during which the definite learning object recurrently appeared. One student (MER) was specified as the focus person and eight instances of the language construction 'soğukkanlı (cold-blooded)' were defined through this specific period of time. Extracts were lined up chronologically. As the next step, representative extracts were expected to be selected to be included in the thesis. However, all of the extracts were chosen to be presented in the study as there was a meaningful flow of interaction and the number of them was not excessive. The number of instances is significant because "analyses of socially distributed cognition and successful language learning behaviors are most compelling when participants deploy multiple examples of these behaviors" (Markee, 2008, p.409). Lastly, all instances were cut out as short clips.

Step 6 was the detailed transcription stage. Here the selected extracts on the identified phenomenon were transcribed by using Jefferson (2004) and Mondada (2016) transcription conventions to allow a deeper insight into the structure of the instances. Transcriptions were done in a three-tier format (original speech, word by word translation and embodied actions) to have a detailed examination of verbal and nonverbal interactional resources. Notation system developed by Jefferson (2004) (see Appendix A)

was used for the first lines and the translations in English were given in the second lines. The system introduced by Mondada (2016) (see Appendix B) was used for multimodal actions to present relevant details of the given interaction in the third lines. The importance of detailed transcription for data analysis is emphasized by distinguished CA researchers like ten Have (2007), Hutchby and Wooffitt (2008), Jenks (2018), Sert (2015) and recently by Liddicoat (2021). "The main role of detailed transcription is to make features noticeable" (Kasper & Wagner, 2014, p.178). This stage prepared the researcher for the next step.

Step 7 is doing CA analyses using methodology specific terms. Throughout the data analysis, the researcher tried to adopt an emic perspective which is defined as "the participants' perspective within the interactional environment in which the talk occurs" while "tracing the development of intersubjectivity in an action sequence" (Seedhouse, 2005, p.166). No pre-assumptions were brought to the analysis as long as they were not oriented to by the participants. Every claim was made by bringing evidence from naturally occurring classroom interactional data. The researcher's availability as a non-participant observer in the research area and her familiarity with the research context made it possible for the researcher to apply her ethnomethodological insights to the data analysis process which is a suggested practice by Seedhouse (2024). Membership knowledge is highlighted as "the analysis requires adequate familiarity with the language(s) and culture(s) represented" (Hoey & Kendrick, 2017; 154). This view is supported by Hutcby and Wooffitt (2008, p.106) who wrote that "it is absolutely necessary that conversation analysts are either members of or have a sound understanding of the culture from which their data have been drawn". Throughout the analysis process, questions of 'Why that, in that way, right now?' (Seedhouse, 2005, p.167) were answered. These added much to reliability and validity of the thesis.

Summary of the Chapter

Methodological framework of the thesis was introduced in this chapter. The first section of the chapter provided valuable information about the origin and principles of multimodal Conversation Analysis. In second section, research environment and participants were introduced. In data collection, the way followed to gather naturally occurring classroom interactional data was presented via its pre, while and after stages. In data analysis section, how the data examined in detail was defined step by step. In the following chapter, eight extracts will be presented with their detailed conversation analytic analysis to better understand how adding a lexical item into interactional repertoire of a learner is occurred in an emergent CLIL environment in a public secondary school.

Chapter 4

Findings and Analysis

Prior to Conversation Analytic analyses of extracts, it is useful to mention the learning environment and lesson objectives. According to the syllabus, each unit lasts three weeks, and the class is just starting unit 4. The name of the unit is 'wild animals'. The unit has different outcomes for different skills. Two outcomes are highly related to our topic: one outcome for spoken interaction 'E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals' and one for writing skill 'E7.4.W1. Students will be able to write pieces describing wildlife'.

Table 2

Learning Outcomes of the Unit

MONTH	DAYS	HOURS	THEME	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
DECEMBER	04-08	4	Unit 4: Wild Animals	Describing the frequency of actions Tigers usually hunt during the day. Making simple inquiries Where do tigers live? —They live in Asia. Which animals are now extinct? Making simple suggestions What should we do to protect wildlife? —We should protect wild animals. —We shouldn't hunt them. Talking about past events (Giving explanations/reasons) Some animals became extinct because people hunted them for different reasons.	Listening E7.4.L1. Students will be able to understand past and present events in oral texts. E7.4.L2. Students will be able to identify the names of wild animals in simple oral texts. Spoken Interaction E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals. Spoken Production E7.4.SP1. Students will be able to make simple suggestions. E7.4.SP2. Students	Contexts Blogs Diaries/Journal Entries E-mails Illustrations Jokes Magazines News Reports Podcasts Posters Questionnaires Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who … Games Guessing Information/Opinion Gap Information Transfer Questions and
	11-15	4				
	18-22	4				

		People always harmed wild animals because they were afraid of them. attack be afraid of birds (eagle, falcon, hawk, owl …) cage, -s desert, -s enormous extinct habitat, -s harm human, -s hunt jungle, -s mammals (dolphin, elephant, giraffe, lion, shark, tiger …) poison(ous) prey	will be able to report on past and present events. **Reading** E7.4.R1. Students will be able to understand past and present events in simple texts including explanations and reasons. E7.4.R2. Students will be able to spot the names of wild animals in simple texts. **Writing** E7.4.W1. Students will be able to write pieces describing wildlife	Answers Reordering Storytelling True/False/No information **Assignments** • Students keep expanding their visual dictionary by including new vocabulary items. • Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals.
25-29	4			

These outcomes make the knowledge of words on characteristic features of wild animals a requirement. Reptile, mammal, poisonous, warm-blooded, vertebrate etc. can be given as examples of this course requirement. . This study traced the addition of the word "cold-blooded" into the interactional repertoire of the focal student MER. The word 'cold-blooded (soğukkanlı)' is defined as "1. having blood (like that of a fish) which takes the same temperature as the surroundings of the body" and "2. showing no emotion or sympathy" (https://dictionary.cambridge.org/dictionary). Cruel, hardhearted, merciless, pitiless, ruthless, uncaring, unemotional are given as the synonyms of the word (https://www.english-corpora.org/coca/). As the unit is about wildlife, the first sense of the word is the pedagogical target.

The Emergence of the Focal Word

In this fist extract, the teacher (TEA1) lists vocabulary of the new unit which is 'wildlife' on the board. Students take notes on their notebooks simultaneously and when needed the teacher stops writing and asks questions or supplies extra information on the

new lexical items. In the following extract, the teacher1 uses the word 'cold-blooded' for the first time.

Extract 1: Soğukkanlı 1 -11_12_TEA1_1_10.45-12.03

```
01    TEA1:  devam ediyoru:m
             I'm going on

02           *(9.1)*
             *--1--*
             1: writes words on the board

03           *coldun soğuk olduğunu biliyoruz (0.4) blood kan(1.1)
             we know 'cold' means 'soğuk'        'blood' is 'kan'
             *writes  'cold-blooded:soğukkanlı'  on  the  board-->
       line 08

04           soğukkanlı↓
              cold-blooded

05           (1.8)

06    MER:  °soğukkanlı umursamaz↑°& (1.9)
             cold-blooded reckless
                               &looks at the teacher

07    TEA1: bu ne demek↑ bilen var mı↑ (1.0)
             what does it mean is there anyone who knows

08           birleşik yazılıyormuş soğukkanlı*
             cold-blooded is written in compound
             ----------------------------→*

09    ELA:  soğukkanlı (0.7)
             cold-blooded

10    MER:  vahşi ve acımasız (0.5)
             wild and cruel
```

11   TEA1: **gibi, de mi↑ Türkçede soğukkanlılıkla**

   like, isn't it   in Turkish

12   **anlattı deriz [mesela**

   we say for example in cold blood

13   MER: **[°yılan mesela yavrusuna°**

      for instance snake to its baby

14   TEA1: **işlediği cinayeti↗ (.)**

   h/she explained the murder

15   **soğukkanlılıkla anlattı diyor**

   ıt says 'tells in cold blood'

16   **mesela haberde de mi↑**

   for instance in news

17   ELA: **hı hı**

18   TEA1: **böyle: bi duygu yok gibi (0.2)**

   like there is no feeling

19   **böyle sanki: vahşice anlamında (0.3)**

   it means like it is brutal

20   **cold-blooded da öyle mesela**

   cold-blooded is also so,

21   **timsah falan gibi hayvanlar oluyo**

   for example animals like crocodiles

22   **aslında vücut yapılarıyla alakalı bi şey**

   it is actually something to do with body structures

23   **(0.8) ama aynı zamanda onu da belirtiyor yani**

   but it also states that

24   **(0.4) insanlara verilen o özelliği de taşıyor**

   also has that characteristic given to humans

25   *** (4.1)**

```
         *turns to the board back, restarts writing
26    mammals↑
27      (2.0)
28  MER: hocam iki 'o'yla değil mi?
         sir, with two 'o' s, right
29  TEA1: (0.6) eve[t
             yes
30  MER:          [memeli  (4.2) fen dersine döndük
                   mammals   it is like a science class
31  HAT: $evet$
         yes
```

In line 1, the teacher makes an announcement for moving on and she continues listing the target words and their Turkish translation on the board for almost ten seconds. In line 3, TEA1 starts to write the compound word 'cold-blooded', she reminds students of the meanings of its components by invoking their prior knowledge of 'cold' and 'blood'. TEA1 utters the Turkish equivalent of these words in line 4. It is a compound word.

After 1.8 seconds of silence MER self-selects and initiates a turn. MER offers a synonym of metaphorical meaning of 'soğukkanlı' in addition to the word itself and gazes at the teacher but her turn isn't oriented to by the teacher in line 6. In line 7, the teacher explicitly checks students' epistemic status (Heritage, 2013; Koole, 2010; Sert, 2013) about whether they know the definition of the compound word or not. She elicits evidence of student knowledge to inform her online decision making process while determining the next pedagogical step (Heritage and Heritage, 2013). TEA1 launches an understanding-display sequence with a known answer question (Mehan, 1979). This request makes definition the conditionally relevant next action (Markee, 1994) for the whole class. In line 8, the teacher declares her interest in its spelling in Turkish by stating that the word is

written in compound. In line 9, ELA makes an echo by repeating the same word 'soğukkanlı' and gets no orientation.

In line 10, MER initiates a turn and provides her candidate answer to demonstrate her understanding. She offers two different Turkish words which have close meanings. Teacher orients to her response by acknowledging and elaborating on the meaning of the words and exemplifying it in an extended turn from line 11 to line 16. MER initiates a turn in an overlap in line 13 but the teacher holds the floor.

In line 17, ELA self-selects and demonstrates her active listenership through the acknowledgement token "hı hı" (Sert, 2019). In line 19, the teacher repeats the Turkish word (vahşi- wild) MER offered earlier and thus confirms her response. In lines 20 and 24, she superficially adds the content related sense of the word 'cold-blooded' as used in the wildlife (it is actually something to do with body structures) and then confirms its metaphorical meaning attributed to the characteristics of human beings too. Signaling the closing of the sequence via her bodily conduct by turning her face to the board, TEA 1 closes the sequence by uttering the new word 'mammal' in line 26 and restarts writing. However, in line 28, MER asks a confirmation-check question about the spelling of 'cold-blooded' and TEA1 responds to it in line 29 with an acknowledgement token.

In line, 30 MER reads aloud the Turkish translation of the word "mammal" and displays her awareness of the change in the focus of the lesson by explicitly stating that the class has turned into a science class, which shows an orientation to the emergent CLIL lesson. HAT presents her agreement with an acknowledgement token in a smiley voice in line 31.

Extract 1 has uncovered that the teacher introduces the word "cold-blooded" by parsing it into its components as the known words (Lee, 2013). In line 3, the teacher herself introduces a textual definition by unpacking 'cold' and 'blood' as individual components and rather than questioning their epistemic access, the teacher orients to the epistemic responsibility of the students to have access to what 'cold' means. By saying

'biliyoruz (we already know)', the teacher shows that she assumes learners as already knowing (K+) recipients (Heritage, 2012a). Also usage of 'biz' (we) the first person plural pronoun shows that it is a shared knowledge of this specific community. She gives the meaning based on Waring et. al.,'s (2013) 'analytic approach' which is explaining the meaning via verbal resources. Based on the meaning of the known words, she asks the definition of the compound word "cold-blooded". MER in particular offers two words as a response. Their meanings are very close to the metaphorical meaning of the target word. Instead of giving an explicit positive assessment and closing the sequence or refusing the answer fully, the teacher shows partial acknowledgement. She shapes learner contribution from line 11 to line 24 by extending and exemplifying in a form and accuracy context. Her extended turns coincide with long teacher response turns in CLIL (Nikula, 2007). This behavior also aligns with the argument that less explicit positive assessment leads to more learning opportunities (Waring, 2008). The teacher mainly relies on MER's response and highlights this metaphorical meaning. She briefly mentions the content-related meaning in wildlife only in lines 21-22, which may have gone unnoticed by the students as there is no emphasis on or student orientation to this meaning. Rather than this content related meaning in particular, there is an orientation by MER to the emergent content learning in response to the teacher's use of the word "mammal".

The Recall of the Focal Word with Hesitation

On the next day, TEA2 and students are talking about common characteristic features of mammals, reptiles and birds. They have talked about mammals; TEA2 has noted the same key words under the title of mammals. It is time to talk about reptiles.

Extract 2: Soğukkanlı 2-12_12_TEA2_1_08.40-08.55

```
01    TEA2:% Reptiles (1.6) % şimdi reptiles (.) sürüngen↓
                              now              reptile
```

```
          %-----1----------%

     1:writes 'reptiles', underlines it, turns her face students

02       sürüngenler nasıl hayvanlar↑ % [ cold-blooded.

         what kind of animals are reptiles

                                          %--writes 'cold-blooded'

03   MER:                                 [ sürünüyor

                                            crawling

     tea2  on the board------------------------

04   TEA2: (0.3)evet $ sürünüyorlar $ %

              yes they are crawling

              ------------------------->%

05       cold-blooded↓

06   MER: %ha soğuk(.)kan[lı (2.0) umursamıyo

         huu cold-blooded  it doesn't care

     tea2 % -----gazes MER------------------

07   TEA2:              % [soğukkanlı hayvanlar

                         cold-blooded animals

         ---- and nods->%

08       okey↓, ne oldu MUS↑

              what happened MUS
```

In this second extract, TEA2 introduces the topic 'reptiles' in line 1. She writes the word on the board, underlines it to mark it visually. She repeats and immediately after translates it into Turkish. In line 2, she asks about their characteristics and presents the answer 'cold-blooded' immediately after the question and at the same time writes it on the board.

In an overlap, MER initiates a second pair part 'sürünüyorlar (crawling)' which sounds very similar to the Turkish meaning of 'reptiles (sürüngenler)'. Containing humor and language play, this learner initiative makes the learning environment jocular.In line 4,

TEA2 produces an acknowledgement token and repeats this humorous response in a smiley voice to show her affiliation with the response. Here, the teacher deploys an embodied resource, smile, to maintain affiliation in instances of dispreferred response (in this case an obvious answer given by MER) (Schegloff 1992, see also Sidnell 2014). In line 5, TEA2 puts the word 'cold-blooded' back into focus by repeating it with a falling stress.

In line 6, MER self-selects and shows her understanding with an acknowledgement token 'huu' and translates the compound word into its components followed by an addition of its metaphorical meaning (umursamıyo = it does not care). In line 7, TEA2 waits for MER to utter the word by gazing at her, waits for her response and approves MER's contribution by nodding in the turn initial position and repeating the target word in Turkish (Schegloff, 1996). She not only repeats it but uses it as collocating with "animals" in Turkish (cold-blooded animals) and thus, utters the connection of the word to the theme of the unit without explicitly stating its meaning introduced in the unit. TEA2 signals to the student the confirmation of her response, by positioning herself in K+ position (Heritage, 2012a; 2012b). In line 8, TEA2 uses 'okey' as sequence closing and orients to another student MUS.

Extract 2 has shown that another teacher, TEA2, brings the previously introduced word "cold-blooded" into the talk in relation to the subtopic "reptiles" this time. Although the teacher did not ask for its meaning, MER takes the initiative to display her recall of the word by translating it into Turkish with a pause between two component words. She offers its metaphorical meaning "indifferent- not caring" immediately after its translation. She once again displays her understanding of the metaphorical meaning of the target word. Though the teacher confirms it, she uses "cold-blooded" in relation to the theme of the unit by uttering "cold-blooded animals" but does not offer its content related meaning emerging in the unit. In line7, the overlap in teacher's turn while accepting the preferred answer obstructs her to understand the rest of the response.

Almost Fluent Usage of the Focal Word

In the next class, paragraphs on characteristic features of different animal types are written collaboratively. They have just finished a paragraph on mammals. TEA2 asks the next animal type.

Extract 3: Soğukkanlı 3-12_12_TEA2_2_12.05-12.28

```
01    ELA: şey var hocam

           there is something, sir

02    TEA2: REPTILES %(0.2)

           %--writes 'reptiles' as a title on the smart board---

03    ELA: reptiles

04    MER: sürüngenler↑ % (0.6)

           reptiles

      tea   ------------>%

05         they are↓ %# (1.2) # cold-blooded %

                      #---1--#

           1: stands still and withdraws her gaze from the teacher

      who is the recipient and orients her gaze to space

      tea              %---gazes MER----------%

06    TEA2: %cold-blooded↓

           %nods

07         %(10.2)%

           %---2--%

           2: writes 'they are cold blooded' on the smart board

08         HAtta (0.6)bunlar da vertebrate.

           even these are also vertebrate
```

In line 1, ELA self-selects to initiate the turn but her turn does not contain the requested information. TEA2 utters the next category name in a high pitch and writes it on the board. ELA repeats the word in line 3. In the next line, MER utters the translation of 'reptiles' and after 0.6 seconds of silence, she extends her turn with a characteristic of reptiles. In doing so, she produces 'they are' which is cut off with 1.2 seconds of silence accompanied by her gaze in an empty space suggesting her search for a word (Jakonen & Morton, 2015). She presents a 'thinking face' (Goodwin & Goodwin, 1986; Hellermann & Pekarek Doehler, 2010) while withdrawing her gaze from the recipient and orienting her gaze into space in a word search as she is having trouble to find the word. After a 1.2 seconds of silence during which TEA2' gazes at MER, MER completes her turn with the word 'cold-blooded'. Her production of the translation of "reptiles" (sürüngenler) and then describing them as "cold-blooded" in English is the demonstration of her recall of what they talked about in extract 2.

In line 6, TEA2 nods in turn initial position and repeats the key word 'cold-blooded'. She writes the sentence on the smart board throughout the 10.2 seconds of silence. In the last line, TEA2 utters another word related to the characteristic features of reptiles by beginning in a high tone.

Extract 3 demonstrates MER's recall of the meaning of "reptiles" and their characteristics as being "cold-blooded", which were the focus of the earlier lesson in extract 2. The teacher's mentioning of the word "reptiles" evokes MER's memory of the word "cold-blooded" in relation to reptiles and invokes a "shared interactional history" (Pekarek Doehler, 2010, p.114). MER uses the word almost fluently in similar context. MER has trouble to locate the word in question immediately. It is highly likely that MER used the word in relation to its metaphorical meaning, which will be evident in the following extracts. Although the teacher confirms it and writes it on the board, the content-related meaning of the target word again goes unmentioned.

The Confusion on Content-related Meaning

On the same day, the teacher and the students have written a piece of text on mammals on the smart board collaboratively. The students have noted the text down in their notebooks. They have just begun writing another piece of text about the characteristics of birds collaboratively. The teacher writes the title 'birds' and starts the first sentence 'they are' but a disagreement arises over which birds are cold-blooded and which ones are warm-blooded.

Extract 4: Soğukkanlı 4-12_12_TEA2_2_21.20-22.38

```
01   TEA2: kuşlar da sıcakkanlı↓(.) değil [mi↑

            birds are also warm-blooded, isn't it

02    AYB:                                [eve:t

                                           yes

03   TEA2: şeyler soğukkanlı (0.2)

            things are cold blooded

04   MUS:  atmaca[lar

            hawks

05   TEA2: yine kontrolümüzü yapalım % da(0.7)

            let's still check it

            %---grasps her mobile phone and orients to it----➔4.11

06   ELA:  kuş türleri [şey hocam mesela kartal falan

            bird species [well, sir, for example, eagles etc.

07   AHM:              [hocam tüm kuş türleri soğukkanlı değil ya

                        sir, not all bird species are cold-blooded

08         hocam atmaca [bi geliyo tutuyo güvercini

            hawk suddenly comes and holds the pigeon

09   ASI:               [şahin
```

                              falkon

10   MUS: **hocam atmaca benim güvercinlerimi tutuyordu şerefsiz ya**

              sir, the hawk was catching my pigeons

11   MER: **hocam bence hem %[soğukkanlı, hem sıcakkanlı hayvanlar**

              sir, I think both cold-blooded and warm-blooded animals

      tea2 ----------------→%

12   ELA: **[hocam +(.) kartal şahin falan**

                                  sir, eagle hawk etc.

          +raises finger, keeps eye contact with teacher, lowers it

13   **onlar şey değil ama(.) sıcakkanlı.**

              they are not warm-blooded

14   ASI: ◦**[değil normal◦**

              not, it is normal

15   TEA2: **[sıcakkanlı değil mi? %emin misin?**

              they are not warm-blooded, are you sure?

                              % -orients to her mobile phone->4.34

16   ELA: **[kartalla şahin sıcakkanlı mı?**

              are the eagle and the hawk warm-blooded

17   ASI: **[hocam kartalla şahin nasıl (0.2)**

              sir, how do the eagle and the hawk

18   AHM: **hocam atmaca var [atmaca güvercini götürdü**

              there is a hawk [the hawk took away the pigeon

19   MER: **$[atmaca atmaca $**

                          hawk hawk

20   MUS: **BEnim güvercinimi tuttu götür[dü hocam sinir oldum ya**

              it grabbed my pigeon and took it away, sir, I'm angry.

21   TEA2:   %**[hayır, tüm memeliler**

                                    no, all mammals

22   **ve kuşlar sıcakkanlı, <u>tüm</u> sürüngenler, böcekler**

          and birds are warm-blooded, all reptiles, insects etc

23   **falan da soğukkanlı% bakayım daha sonra**

          are cold-blooded, let me check it later

          ----------------→ %

24   **(1.7)**

25 AS1: **hocam [soğukkanlı sıcakkanlı olunca ne oluyor?**

          sir what happens when an animal becomes cold-blooded

           or warm-blooded

26 TEA2:   **[<u>kartal sıcakkanlı mı</u>↗ bakalım**

           the eagle is warm-blooded

27   **(4.7)**

28 TEA2: **HEMEN BAKALIM↓ sıcakkanlı olmayan kuşlar↑**

          let's take a look non-warm-blooded birds

29   **(3.6)**

30 MUS: **atmaca hocam, akbaba↑ (0.9)akbaba diye kuş var mı la↑**

          hawk sir, vulture   İs there a bird called vulture?

31 MER: **[var↓ (0.5) atmaca diye var mı bilmiyorum ama**

          yes but I don't know if there is one called hawk

32 ILY: **[var ya oğlum**

          there is, bro

33 TEA2: **bu size araştırma ödevi olsun (1.1)**

          let this be your research paper

34   **bilgi yok%**

          no information

          ------→ %

35 AYB: **zorunlu mu hocam ↑**

is it mandatory sir

36   ILY: **bilgi yoksa nerden araştıracaz hocam ↑**

if there is no information, where can we search, sir

37   TEA2: **%daha sıkı bakabilirsiniz, ben şimdi geçici baktım %Δ**

you can look for deeply, I just looked temporarily

% --comes to the board, looks at the students------%

Ily Δ slides his right hand over left, slightly shakes his
head horizontally

38   **[neyini beğenmiyorsun ILY**

what don't you like ILY

39   MUS: **[siz soğukkanlı değil de vahşi yazacaktınız hocam**

you were going to write 'wild', not cold-blooded, sir.

40   DEN: **neymiş, ödev neymiş**

what is it, what is the homework

41   HAT: **araştırma**

research

In line 1, TEA2 utters the first sentence of the paragraph in Turkish followed by a confirmation check before starting writing. It is just like the first sentence in the previous piece of writing about mammals (They are warm-blooded). In line 2, AYB self-selects and initiates a minimal acknowledgement token with elongation. In the next line, TEA2 utters a sentence containing a vague expression (şey=thing) and it starts the debate of clearing and completing the statement. In line 3, MUS makes a guess to substitute the ambiguous part. His turn is not oriented to by the teacher. In lines 5-11, TEA2 resorts to her mobile phone as an "external source of authority" (Dolce & van Compernolle, 2020; Jacknick, 2013) to confirm the information on cold-blooded birds.

In line 6, ELA makes another try and suggests an eagle as a candidate example for cold-blooded birds. In line 7, AHM states her personal opinion that not all birds are

cold-blooded with an overlap with ELA and exemplifies his opinion with an action of a hawk. In an overlap with AHM, ASI utters a kind of bird 'falcon' as an example for cold-blooded birds. In line 10, MUS initiates a turn and supplies a personal experience to clarify the ambiguity.

In line 10, MER tries to find the middle ground by posing a fifty fifty solution. TEA2 stops gazing at her phone and leaves it on the table. In an overlap with MER, ELA bids for a turn by raising her finger. As soon as she keeps an eye contact, she lowers her finger and states her idea that eagle and hawk cannot be warm-blooded. ASI supports her peer's statement and labels it as something natural. This consensus leads the teacher to question her epistemic status in line 15. She takes her mobile phone back and restarts searching on the net. She holds the phone in her hand till line 34.

In line 16, ELA answers TEA2's question with a counter question about the impossibility of hawk and eagle's being warm-blooded. In line 16, in an overlap, ASI makes another contribution supporting their claim. In line 18, AHM's turn is almost the same as his turn in line 8 which has not been oriented to by the teacher. In line 19, MER says the word hawk twice in a smiley voice. In line 20, MUS also initiates a turn which is almost the same as his previous turn in line 10. He mentions his experience with a hawk.

In line 21, TEA2 starts reading the needed information from her mobile phone in an overlap with MUS's turn. Although the teacher does not seem to orient to what has been put forward by many different students so far, her turn begins with an explicit disagreement token 'hayır' (no). She reads the accurate information to the whole class by emphasizing the word 'tüm' (all) between lines 21-23. In line 23, TEA2 still leaves a door open by saying 'bakayım daha sonra' (let me check it later'). In line 25, ASI self-selects and asks a key question about what being warm-blooded or cold-blooded means; however, it is not oriented to by the teacher.

In an overlap with ASI's to the point question, TEA2 reads aloud what she is writing on her mobile phone in line 26. When TEA2 focuses on her phone screen,

students make parallel talk inaudible in the recording. Not finding any precise information on the net, TEA2 makes a new try in line 28. She again reads aloud what she is writing on her mobile phone. After 3.6 seconds of noise, MUS initiates a turn and gives two examples to cold-blooded birds. After a short silence, he questions his own contribution and asks a question to his peers.

MUS's first pair part request for information is responded to by two peers in an overlap. In line 31, MER provides an informative second pair part and states her uncertainty on the presence of hawk. ILY also responds to the question positively. In line 33, TEA2 announces this question as homework. This announcement performs a sequence closing move. TEA2 states the lack of information as a result of her research in line 34. The teacher leaves the phone on the table. This signals the closing of the long sequence on cold-blooded birds. AYB initiates a turn and poses a question on whether the homework is mandatory or not. AYB's question in line 35 also receives no orientation.

In line 36, ILY questions the teacher's homework giving behavior by focusing on its difficulty because of the lack of information on the internet. In line 37, TEA2 responds to ILY's question by explaining the reason for it logically. ILY slides his right hand over left hand and slightly shakes his hand horizontally. After seeing ILY's reaction, TEA2 utters a counter question. Teachers not only respond to students' verbal displays, they also respond to the changes in their body conduct, their embodied actions. MUS self-selects and initiates a turn in an overlap. Against the teacher's attempt of closing the turn, in line 39, MUS makes another comment about the information research on the net by suggesting a better option up to him, writing 'wild' rather than 'cold-blooded'. MUS's turn displays that this particular student also refers to the metaphorical meaning of "cold-blooded" by suggesting "wild" as a better alternative. This turn does not receive any orientation by the teacher, too. DEN provides a first pair part of an information request about the homework. His turn is responded to by HAT, in line 41. HAT provides the requested information which is the second pair part of the adjacency pair in line 41.

Extract 4 has shown that there is still confusion regarding the content-related meaning of the word "cold-blooded" as used for animals in wildlife. Because many of the students including MER have access to the metaphorical connotation of the word "cold-blooded" usually associated with human beings (i.e. showing no feelings or sympathy for other people, being wild, indifferent or cruel), they cannot reach an agreement about which birds are cold-blooded and which ones are warm-blooded. There seems to be a mismatch between the orientations of the teacher and the students regarding the meaning associations resulting in disagreement. Besides, in this multi-party interaction, rather than staying as bystanders, nearly all students listen to the interaction and take part in it (Evnitskaya & Berger, 2017; Goffman, 1981) but self-selecting learners generally left as 'unratified' speakers (Goffman, 1981). In this long 'multilogue' (Schwab 2011), disagreement in group discussion leads to more interaction and co-construction of arguments and ideas (Fujimoto, 2010) but an agreement to solve the conceptual conflict cannot be reached. Despite one of the students', ASI's, key question in line 25 regarding the meaning of cold-blooded and warm-blooded and another student's suggestion about typing "wild" on the search engine instead of "cold-blooded" which displays their meaning association, the teacher does not orient to them and glosses over learner contributions(Fagan, 2012). Even though the discussion paves the way for learning both for learners and the teacher (Bozbıyık & Can Daşkın, 2022) a consensus cannot be reached. When their epistemic authority is questioned by the students, the lecturers may utter counter questions (Markee, 1995) in order to "enforce the unequal power institutional speech exchange system" (Markee & Kunitz, 2015, p. 429) or request for examples and clarification (Bozbıyık & Can Daşkın, 2022). In this extract, the teacher uses her mobile phone to reach a consensus but it cannot be achieved.

One More Going Unnoticed Learner Initiation

TEA1 summarizes the first part of a text which has been read in the previous lesson. The text is about interesting facts about wild animals. They have read that

crocodiles drop tears after eating their prey because they do not close their eyes until they finish eating it.

Extract 5: Soğukkanlı 5-15_12_TEA1_2_08.20-08.39

```
01    TEA1:  Eve:t↓ (0.6) güzel bilgiler okuduk(0.2)
              yes   we read good information
02            timsah gözyaşı dediğimiz şey, neymiş↑
              what is that we call crocodile tears
03            biyolojikmiş↓ $ duygusal değilmiş $
              it was biological↓ $ not emotional $
04    MER:  hocam [zaten soğukkanlı hayvan
              sir it's already a cold-blooded animal
05    TEA1:      [ama biz deyim anlamı olarak kullandığımız anlamı
              but we use the correct meaning of the idiom
06            doğru evet sahte gözyaşı olarak söylüyoruz.
              yes, we call it fake tears.
```

In line 1, TEA1 signals the starting of the course with an elongated 'evet' (yes). She makes a positive comment on the previous lesson. TEA1 exemplifies her comment by providing an example. In line 2, the teacher uses a rhetorical question and answers it immediately after in line 3. MER self selects and initiates a turn in an overlap. In Turkish, she states that as crocodiles are cold-blooded animals, they cannot be crying because of emotional reasons. TEA1 shows no orientation to MER's contribution and completes her extended turn in lines 5 and 6.

Extract 5 once again demonstrates MER's association of the word "cold-blooded" to its metaphorical meaning 'cruel, merciless, having no sympathy'. Although the teacher

offers a biological explanation about "crocodile tears", MER's meaning association of "crocodile" is still related to emotional state. However, her turn again goes unnoticed by the teacher and is left unclarified.

Fluent, Grammatically Correct Usage of the Focal Word

In extract 6, in which there is a speaking activity, students are talking about characteristic features of different wild animals. There are pictures of six wild animals on the coursebook.TEA1 uses a presentation of the book on the smart board. The next photograph which belongs to a snake appears on the smart board.

Extract 6: Soğukkanlı 6-15_12_TEA1_2_16.14-16.45

```
01    TEA1: it is a snake ↓ * (0.3)

                    *shows the snake picture on the smart board

02         what are its characteristics↑ diyelim↓#

                                    let's say

           Mer: #raises her finger

03         (1.3) *nedir karakteristik özellikleri?*

           what are its characteristics

                * ----walks towards back rows----*

04    ASI: soğukkanlı €

           cold-blooded

           € with her desk mate, she turns back to see the teacher

           who is behind

05    TEA1: evet MER

           yes MER

06    MER: (0.6)snakes are cold-blooded (0.5) [and reptiles

07    TEA1:                                   [cold-blooded ↗
```

```
08    MER:  reptiles but very fast

09          (1.1)

10    TEA1: fast, soğukkanlı, hızlı ve: * >poisonous↓< *
              fast, cold-blooded, quick and poisonous

                                  *-----1-----*

              1: slides her index finger from right to left quickly
              in the air

11          (0.6) poisonous↑

12          (4.2)

13          en belirgin özellikleri
              their most prominent feature.
```

In line 1, TEA1 introduces the next animal by showing its picture. In line 2, she produces a first pair part. After 1.3 seconds of silence, she translates her previous turn into Turkish to pursue a response (Duran & Jacknick, 2020). Throughout her turn, she walks in another direction towards the back side of the classroom with the aim of engaging more students by using the physical space. In line 4, ASI self-selects and provides a candidate answer in Turkish. Her bodily conduct (turning back to see the teacher) shows her expectation for a teacher orientation but TEA1 does not show any orientation. In line 5, TEA1 nominates MER who is raising her finger for claiming speakership as the next speaker.

In line 6, in English, MER utters one of the most prominent features of snakes as being 'cold-blooded' and adds their type as being reptiles. Here, MER uses the word without delay, without assistance or prompting. In line 7, TEA1 repeats the word 'cold-blooded' in an overlap. MER holds the floor by repeating her last word and adds another feature of them 'fast' with a contrastive discourse marker 'but'. After the 1.1 seconds of silence in line 9, TEA1 shows her acknowledgement by repeating the key terms of MER's

answers and adding a new feature 'poisonous'. The teacher shapes learner contribution by repeating, translating into L1 and expanding (Can Daşkın, 2015). TEA1 repeats the word "poisonous" with a rising intonation in line 11. After the 4.2 seconds of silence in line 12, TEA1 hints it as their most prominent feature.

Extract 6 shows another instance where MER produces the word "cold-blooded" in response to the teacher's question. In line 6, "evidence of uptake is more convincing when a learner is able to produce the item independently when the focus is meaning and fluency" (Seedhouse and Walsh, 2010) than the previous instances of her usage. Although MER this time produces the target word in English without hesitation and pause in a complete sentence, we still do not have enough evidence as to the meaning association of the word. It is highly likely that she used the word in its metaphorical meaning. This episode aligns with the CLIL related findings of Llinares and Pena (2015) as the teacher asks factual questions and the students provide short and precise answers.

The Change on Epistemic Status of the Focal Learner

In the extract 7, the class read and translate short passages about characteristics of wild animals from their course book. MER becomes a volunteer only to say the translation of the last text before they start the true false activity.

Figure 2

The Text Which Is on The Focus

Reptiles

Reptiles are air-breathing vertebrates. Scales or bony plates cover their bodies. Reptiles are cold-blooded animals because they don't have a constant body temperature. They all shed the outer layer of their skin regularly.

a Write True (T) or False (F).

Extract 7: Soğukkanlı 7-15_12_TEA1_2_30.40-31.24

```
01   TEA1:  hani onlar değiştirirler ya böyle bazen(.) evet↑

             you know, they sometimes change it like this yes

02   MER:  (0.2) Reptiles are cold-blooded animals because

03         they are ay: they don't have a constant body temp↓

04         (2.3) $ ıı şey: $ (0.2)

                  well:

05         sürüngenler soğukkanlı çünkü (1.1)

           reptiles are cold-blooded because

06   TEA1: sabit bir vücut sıcaklıkları yok(0.2)

           they do not have a constant body temperature

07   MER:  #[hııı: #

            huuu:

            #--1---#

           #opens her mouth, raises her eyebrows and stands still

           for a while #

08   TEA1:    [yani hani insanın belli bir sıcaklıktır ya

           you know, there is a certain temperature that

09         olması gereken

           a person should be at

10         [onların öyle bir derdi yok

           they don't have that problem

11   MER:  [soğukkanlı derken ondan bahsediyormuş

           when says cool-blooded, that's what he's talking about

12   ELA:  gerçek[ten de soğukkanlı

           really having cold blood

13   MER:       [ben de umursamaz sanıyordum(0.1)
```

I thought that they were indifferent

14   TEA1: **Hıı:, o soğukkanlılık mecaz anlamda biz (0.2)**

      Huu, that cold-bloodedness is figurative

15   **mesela işlediği cinayeti soğukkanlılıkla anlattı**

      for example, we say he described his murder

16   **diyoruz ya (0.2) o an kanı soğumuyor (0.3) şey (0.5)**

      in cold blood his blood doesn't get cold at that moment

17   **>mecaz anlam< (.) deminki timsah gözyaşı gibi↓**

      figurative meaning   just like crocodile tears

In line 1, TEA1 provides extra information on reptile's skin. TEA1 gives the turn back to MER by saying 'evet' (yes) in a rising intonation. MER starts reading in line 2. In line 3, MER makes a same turn self-initiated self repair. She utters 'they are', then, uses a non lexical perturbation 'ay:' and deletes 'are'. The tone of her voice decreases towards the end of the sentence. In line 4, 2.3 seconds of silence and elongation of non-lexical item indicates a forthcoming problem. MER starts translating but stops in line 5. After 1.1 seconds of silence, the teacher completes the translation in the next line. In line 7, MER produces a change of state token with an elongation "huu::" and displays a change in her epistemic state (Heritage, 1984). This is important evidence for a micro-moment of learning (Markee & Seo, 2009). MER demonstrates that the understanding problem has been resolved. TEA1 extends her turn to clarify the meaning by giving human body temperature as an example in lines 8, 9 and 10 in order to confirm the student's understanding further.

In an overlap, MER explicitly explains her misunderstanding of the vocabulary item in line 11. In line 12, MER's deskmate ELA self-selects and initiates a response turn on the TEA1's announcement. ELA uses the word 'gerçekten' (really) to state her new understanding, biologically cold blood. In line 13, MER marks the change in her epistemic status with "I thought" (Kärkkäinen, 2012) and explains her previous understanding of the

metaphorical meaning of the word. She emically orients to her own learning (Jakonen, 2018). In line 14, TEA1 prefaces her response with a change of state token (hu:) (Heritage, 1984) and then explains the metaphorical meaning of the word 'soğukkanlı' (cold-blooded) referring to MER's earlier understanding with an example of a cold-blooded murderer. She focuses on the figurative meanings as a resemblance between 'cold-blooded' and 'crocodile tears'.

Extract 7 marks the moment when MER undergoes a change in her epistemic status regarding the content-related meaning of "cold-blooded". She displays trouble as she is reading aloud the sentence explaining the biological meaning of "cold-blooded" leading to the teacher's translation of the sentence. It is this translation that creates a change in MER's understanding of the word in the target context. Most interestingly, MER explicitly orients to her own learning by clarifying her new understanding in relation to her past understanding which was problematic in the emerging context. Simultaneously with MER, ELA also undergoes a change in her epistemic status. ELA marks it by using 'gerçekten de soğukkanlı (really cold-blooded)'.

The Display of Retrospective Orientation to Learning

In the extract 8, at the beginning of the lesson, the teacher2 summarizes the previous course. ELA reminds the research assignment on which birds are warm-blooded and which ones are cold-blooded. They are discussing their findings.

Extract 8: Soğukkanlı 8-19_12_TEA2_1_04.29-05.22

```
01    ASI:  bütün hayvanlar sıcakkanlı o zaman
            all animals are warm-blooded then
02    TEA2: [kuşlar ve memeliler sıcakkanlı diye geçiyor
            birds and mammals are considered warm-blooded
```

03   ELA: [hepsi şey diye sıcakkanlı diye geçiyormuş hepsi

they are all called warm-blooded

04   TEA2: evet

yes

05   MUS: niye sıcakkan[lı

why warm-blooded

06   TEA2:   [sen ne yiyorsun

what are you eating

07   (0.5)

08   MUS: ¥ ben bi şey ye[miyorum hocam

I am not eating anything, sir.

¥ opens his eyes bigger, raises his hands up

and gazes teacher

09   MER: [Hocam sıcakkanlılık

sir, warm-bloodedness

10   vücut ısılarına bağlıymış

depends on their body temperature

11   TEA2: vücut ısısı bi de şeye diye biliyorum kirli kan

I know that it is related to body temperature and also

12   temiz kan akış şeyine göre

the flow contaminated blood and clean blood

13   (1.1)

14   MER: o zaman normal

then it's normal

15   ben $ umursamazlık filan anlamında $ düşünüyordum

I used to think of it in terms of indifference or

something

16   ASI: hocam ikinci ders ne yapacağız?

sir, what will we do in the second lesson?

17   TEA2: **ikinci ders fotokopi getiririm.**

I will bring a photocopy for the second lesson

In line 1, ASI states her inference about all animals being warm-blooded. TEA2 provides the accurate information in line 2 by stating that birds and mammals are all warm-blooded. In an overlap with the teacher, ASI's deskmate, ELA states that all birds are warm-blooded by repeating the word 'hepsi' (all) in the same turn. In line 4, TEA2 provides a confirmation token "yes" in Turkish. MUS initiates a turn to ask about why they are warm-blooded but the teacher is interrupted by his misbehavior of eating in the class. MUS verbally and bodily declares that he is not eating anything. In an overlap with MUS, MER takes an initiative to announce her newly learned knowledge that warm-bloodedness is something related to animals' real body temperatures. TEA2 confirms this knowledge and adds flow of blood as another factor. After a 1.1 silence, in line 14, MER refers to TEA2's knowledge on warm-bloodedness being something related to biology, as 'normal' suggesting that it now makes sense. In line 15, MER mentions the change in her epistemic state by using 'I used to think' which means that 'I do not think in that way anymore'. She delivers the turn in a smiley voice. In line 16, ASI initiates a turn about the next pedagogical action. The teacher responds to her initiative with an informative response.

Extract 8 further demonstrates MER's understanding of the content-related meaning of the word "cold-blooded" from her own orientation. Without being asked by the teacher, MER self-selects and takes initiative to demonstrate her new understanding and thus a change in her epistemic status. It is after this new knowledge that the content-related issues like birds being warm-blooded make sense to the students. MER's display of access to the new knowledge may also have relevance for the other learners who displayed similar troubles of understanding earlier.

Summary of the Chapter

This analysis chapter brings together eight extracts visualizing the sedimentation and meaning diversification of the word 'cold-blooded' in the interactional repertoire of the focal learner MER over time. It starts at the first facing the word, knowing its meaning at the second meeting. The flow goes on with the usage of the word with hesitation and later on with confidence. A classroom discussion is presented to show the vague meaning among peers. Last two extracts present the recalibration of the meaning clearly for the focal learner as well as her peers.

Chapter 5

Conclusion and Suggestions

Based on the findings of the previous chapter, this chapter sets out to make conclusions by forming associations with previous studies. The chapter starts with a detailed description of a learning behaviour of the word 'cold-blooded' in line with the framework offered by Seedhouse (2010) based on Ellis (2010). Then, the inference of the lack of intersubjectivity on the meaning of the focal word 'cold-blooded' among the participants is made clear by focusing on findings from extract 4. After that, the displays of establishment of common ground in one of the learner's locally constructed and socially distributed cognition is elaborated. A conclusion part is presented. The last part on pedagogical implications and suggestions for further research is added to the present chapter.

We portrayed the learning process by showing both a product orientation as we trace a lexical item 'cold-blooded' as a learning outcome and a process orientation as we portray the learning process through longitudinal classroom interactional data. This dual orientation is seen as advantageous by Seedhouse (2010). Thanks to LBT (Learner behavior tracking), this study staged "robust demonstrations that actually conclusively show whether, when, and how participants appropriate complex learning objects into their interactional repertoires over the course of multiple speech events" (Markee, 2008, p.422).
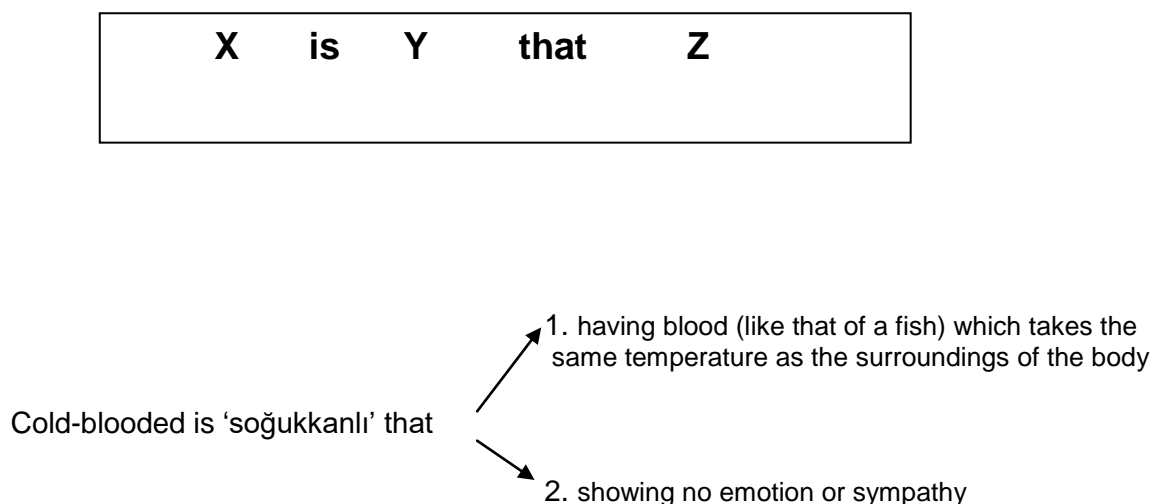
The events start with the introduction of the compound word 'cold-blooded' by the teacher. The teacher gives word definition via 'dialogue approach' (Koole, 2010) by co-constructing meaning with students' contributions rather than 'discourse unit approach' in which explanation is done only by the teacher. She follows Waring et. al. 's (2013) 'analytic approach' by explaining the word verbally because the word is not appropriate to the 'animated approach' which includes using gestures and embodiment. The word explanation sequence of the teacher fits well into the Waring et. al. 's (2013) typical word explanation sequence. It starts by setting the word into focus (TEA1 writes the word on the board). She reminds the meanings of component words separately and combines them. She invites an

understanding-display sequence and after MER's display, she offers an extended explanation after acknowledging the response. She elaborates on the meanings of the word in both senses by focusing particularly on the metaphorical meaning which is not related to the content of the lesson (i.e. biology). TEA1 uses an understanding check question 'de mi? (isn't so?) (Waring, 2012) to include students into the meaning making process. From line 10 to line 26, she focuses on this meaning except for two lines (21 and 22). She closes the explanation by summarizing. As teachers we assume that each and every bit of our talk is heard, listened to and understood by the learner but it is not the case. The more focused part is more likely to be remembered by the learners. The current data highlights the importance of interactional resources deployed by teachers during definition practices.

Normal linguistic definition format is "X is Y that Z". In our situation the term "cold-blooded" (X) is "soğukkanlı" (Y) which is the Turkish equivalent of the term, however, the word "soğukkanlı" is a polysemous word, in other words, it has two senses (Z^1 and Z^2). See figure 3.

Figure 3

Definition Process

X   is   Y   that   Z

Cold-blooded is 'soğukkanlı' that
1. having blood (like that of a fish) which takes the same temperature as the surroundings of the body
2. showing no emotion or sympathy

When we trace the learning process according to the Elis's framework detailed by Seedhouse (2010), it seems as if learning has occurred. Before the first instance, the focal

learner MER does not know the word "cold-blooded" which is the gap. In the first instance the focal learner co-adapts the meaning of the focal word with the teacher and this process is called 'social construction'. In the instance 3, MER initiates a turn including the focal word in a similar context which shows the 'internalization of the word'. In the extract 6, MER uses the word in a new context while talking about characteristic features of snakes which is the 'transfer of learning'. According to this framework, learning has occurred but it becomes evident in extract 7 that it is not the case as MER used the word in its metaphorical sense till extract 7 although the context required content-related understanding of the word. The accurate learning, learning of the content-related sense emerges in the extract 7, where MER displays the change in her understanding.

Table 3

Description of Instances

Date	Teacher	Instance number	Description of instance
11th December	TEA1	1	MER meets the word first, co-constructs its metaphorical meaning with the teacher with a secondary focus on its biology-related meaning
	TEA2	2	When MER comes across the word, she gives the translation and adds close word/ synonym
12th December	TEA2	3	MER uses the word in a grammatically full sentence about reptiles accompanied by hesitation and pauses though not necessarily with the right meaning association.
	TEA2	4	The whole class negotiates cold-blooded birds, but cannot reach a conclusion occasioned by an orientation to different meanings of the word by the teacher and the students.
15th December	TEA1	5	MER reveals her understanding of cold-blooded as 'merciless, cruel' (metaphorical meaning)
	TEA1	6	MER constructs a grammatically, correct sentence about snakes using 'cold-blooded' though not necessarily with the right meaning

			association
	TEA1	7	MER displays her understanding of the word cold-blooded as used in the emerging CLIL environment referring to the real temperature of the blood which is the biology related meaning
19th December	TEA2	8	MER further demonstrates understanding of the content-related meaning of the word "cold-blooded" by orienting to her own learning as observable in her explanation of the change in her epistemic state to another teacher

The findings of these extracts offer further empirical support to Hauser's view that "a word is likely to be learned if it is found to be immediately useful" (2018). In the third and sixth instance MER needed to use the word and used it immediately in grammatically correct way. However, it becomes evident in the subsequent instances that she did not use them with the right meaning in the emerging CLIL environment. We can say that there is not a problem related to 'lexical fluency' which is accessing a word readily and easily either receptively or productively (Daller & Xue, 2007). On the other hand, it is not so easy to make this claim for 'lexical depth'. The term 'lexical depth' includes knowing the qualifications of a word in terms of semantics, morphology as well as its collocational and pragmatic characteristics and the integration degree of the word into mental lexicon of the learner (Read, 2004). In our study, MER becomes 'the protagonist' (Tozlu Kılıç, 2023) of her own learning story with her abundant initiatives. Her story is explored with the help of basic CA feature sticking to participants' emic perspectives

In the fourth instance, teacher displayed a vague information "şeyler soğukkanlı(the things are cold-blooded)" and it is "treated as a joint problem and responsibility lies with all participants rather than with the answerer alone" (Keevallik, 2011,p.186). Four students suggested candidate answers 'şahin, atmaca, kartal (falcon, hawks, eagle)' to clarify the ambiguous part of the teacher's utterance. This obviously shows the link established by the

students between 'soğukkanlı (cold-blooded)' (Y) and its metaphorical meaning (showing no emotion or sympathy) (Z^2). ELA's utterance 'Kartal, şahin falan sıcakkanlı değil (eagle and hawk are not warm-blooded)' and ASI's evaluation on her peers utterance as 'normal' led the teacher to question her epistemic stance. TEA2 used her mobile phone as an external epistemic authority and checked the knowledge on the net. After reading the definite knowledge from the mobile phone, the teacher searched for cold-blooded birds but could not find any definite information. MUS displayed his understanding of the term 'cold-blooded' in line 39, 'siz soğukkanlı değil de vahşi yazacaktınız hocam (you were going to write 'wild', not cold-blooded, sir.)' The fourth instance is added to the collection to show the common understanding of the students that 'cold-blooded means wild, cruel, merciless'. In this long multilogue (Schwab, 2011), TEA2 glosses over learner contributions (Fagan, 2012) which normally provides evidence for understanding or nonunderstanding of the learners. This teacher behavior resulted in learner contributions being left unnoticed and impeded the diagnosis of understanding problems among the students about the content related meaning of the target vocabulary item. Not being able to find an equilibrium among the participants, the teacher makes an interactive decision (Walsh, 2006) possibly under the pressure of time constraints within the abundance of learner contributions (Li & Li, 2020). She gives the topic of argument as homework. Teacher uses homework as a resource to close the sequence and postpones the solution.

In our study, there are two different teachers; their focus on the focal word is clear throughout recurring activities including focal word along the two weeks. Recycling of the word in different courses, activities over time makes the emergence of displays of (non)understanding possible. Teachers tend to assume that what the student say is displaying what they learned but they cannot open a direct window to learners' cognition, therefore; "it is not certain that the learning state as displayed by learners in interaction is necessarily their 'real' learning state" (Seedhouse & Walsh, 2010). However, as long as interactants show orientation to change in their cognitive states, understanding what they

really mean is possible when we depict and illuminate the progress of intersubjectivity or socially distributed cognition. Jakonen (2018) calls this 'retrospective orientation'. In our data, till seventh extract MER "aligns and affiliates with actions in which the expression is used without having the same understanding of the expression as the" teacher (Depperman & Schmidt, 2021, p.222). While dealing with the local contingencies of classroom interaction, learners recalibrate their interactional repertoire to conduct social interaction effectively and maintain intersubjectivity. Kurhilla and Katailen (2020) present the collaborative effort shown by two learners of Finnish to acquire a vocabulary item at different times of a learning project (LanCook). Based on learners' own actions and orientations, the change in the linguistic repertoires of learners was documented and new insights into internal dynamics of this change were brought. There is a similar display of awareness of adding a lexical item into a student's interactional repertoire in present study, too. Balaman and Doehler (2021) associate the richness of the interactional repertoires of people with the recurring encounters occurring throughout their interactional histories. In our data, we can see recurring encounters clearly and observe the emphasis put on the focal word by both of the teachers. These recurring encounters end in the richness of the interactional repertoire of a learner. They also pave the way for creating intersubjectivity among participants and recalibrate the meaning according to content in our data.

Despite the large sum of evidence on the mutual relationship of language use and knowledge, Hall (2022) claims that 'the consequential role of interactional contexts and their linguistic designs in giving shape to specific linguistic constructions' are being left unspecified. This study is an attempt to bring a partial response for this incomplete side. The interactional context shapes the target meaning of the linguistic construction in our situation. Although the course is not planned as a CLIL environment, the features of the teaching episodes coincide with CLIL. The learning objectives of the unit (E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals and E7.4.W1. Students will be able to write pieces describing wildlife) require a certain degree of content knowledge

about wildlife and an emergent CLIL environment appears. While teaching the language in a CLIL environment, the teacher also teaches the content knowledge both in L1 and L2. High awareness of the focal learner MER helps us to learn much "by focusing on how participants themselves discover objects of learning, whether 'content' or 'language', and on how they work together to manage issues relating to knowledge" (Jakonen & Morton, 2013, p.91). While adding to a growing body of literature on learning a lexical item, this is the first study providing data-led analytical evidence for learning of different word senses using the analytical tools of CA in an emerging CLIL environment in an EFL classroom at a secondary school.

Conclusion

Very little was found in the literature on the question of how other senses of the polysemous words are acquired. It is interesting to note that in all the eight extracts of this study we can document the change in the cognition of a focal student from 11th December to 19th December empirically by bringing data-led evidence. One of the strengths of the study is that it represents a comprehensive examination of the whole interactional history of learning a lexical item. The results of the study are consistent with those of other studies tracing the learning of a lexical item (Eskildsen & Wagner, 2015, Jakonen, 2018; Kotilainen &Kurhilla, 2020; Markee, 2008). In addition, it traces a word that has two senses. This process has not previously been described. This rather intriguing finding might be a result of the emerging CLIL environment which requires content related meanings. It is possible that these results may not be generalisable to a broader range of environments. These are particularly encouraging findings for further research in different contexts at different levels of proficiency.

These findings raise intriguing questions regarding the nature and extent of learning and teaching polysemous words in different contexts. Future studies on the current topic are therefore recommended. Stimulated recall or appropriate quantitative methods can enrich the

scope of the future studies. Gardner reported in 2013 "we have only begun to scratch the surface."(P.610), after more than a decade, taking into consideration the multiplexity of the subject, despite the vast amount of successful studies we still cannot say we reached an end point because "there is no end state to what is learned" (Hall, 2022, p.3).

Pedagogical Implications and Suggestions for Further Research

No one can deny the importance of language teaching and learning in our lives individually, socially, financially, politically, globally etc. Heap (1990, p. 43) states 'if some activity is important in our lives, then knowing how it is organized may make a difference to how we act'. In order to enhance the quality of language teacher training programs and facilitate life-long professional development of in service teachers we need empirical, data-led findings. CA studies are capable of complying with this reasonable requirement.

This thesis presents the displays of accessing a lexical item in and through EFL classroom interaction. Analytical and practical findings of this research provides a better understanding of locally constructed socially distributed cognition. The study has both a product and a process orientation. The facilitative role of learner initiatives, and the value of retrospective orientation for the accurate learning of a lexical item which is polysemous is presented empirically. The findings of the thesis firstly suggest that it is vital to raise awareness on the way instructors formulate definitions especially of polysemous words. Paying less than required focus on the content meanings of these words may result in mis/non-understandings. Secondly, while detecting possible understanding problems, teachers should pay attention to learner initiatives and listen to the whole learner turns rather than only focusing on the turn till getting the expected answer. The rest of the turn may contain other valuable understanding displays. Thirdly, language teachers should let the students evaluate their own learning process, to express their way of thinking. These retrospective orientations affect teaching and learning content interactively. The deterrent power of glossing over learner initiatives and insufficient definition practices in addition to the

enhancing power of learner agency are empirically shown in a secondary school emergent CLIL environment. These findings help to increase the awareness related to them among teacher candidates, inservice language teachers and language teacher instructors.

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APPENDIX-A. Jeffersonian Transcription Notation

Symbol	Name	Use
[text]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single interrupted utterance.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds, of a pause in speech.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
. or ↓	Period or Down Arrow	Indicates falling pitch.
? or ↑	Question Mark or Up Arrow	Indicates rising pitch.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasizing or stressing the speech.
:::	Colon(s)	Indicates prolongation of an utterance.
(hhh)		Audible exhalation
? or (.hhh)	High Dot	Audible inhalation
(text)	Parentheses	Speech which is unclear or in doubt in the transcript.
((italic text))	Double Parentheses	Annotation of non-verbal activity.

Jeffersonian Transcription Notation is described in G. Jefferson, "Transcription Notation," in J. Atkinson and J. Heritage (eds), *Structures of Social Interaction*, New York: Cambridge University Press, 1984.

APPENDX-B. Mondada Transcript Conventions (short version)

*	*	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: Gönüllü Katılım Formu (Öğretmen)

GÖNÜLLÜ KATILIM FORMU (ÖĞRETMEN)

…./…./…….

Sevgili Meslektaşım,

Çalışmama gösterdiğiniz ilgi ve ayırdığınız zaman için çok teşekkür ederim. Ortaokul seviyesinde İngilizce derslerinde sınıf-içi etkileşimin nasıl sağlanıp yürütüldüğünü araştırmak amacıyla Dr. Nilüfer Can Daşkın danışmanlığında hazırlanacak olan yüksek lisans tez çalışmamda, sizin sınıf içerisinde yaptığınız uygulamaları görmek ve bunları incelemek üzere derslerinizde görüntü ve ses kaydı almak ve gerektiğinde ekran görüntülerini kullanmak istiyorum. Derslerinizde kaydedilecek videolardaki etkileşimin Konuşma Çözümlenmesi kullanılarak incelenmesi araştırmanın temelini oluşturacaktır. Amacı yukarıda açıklanmış olan bu araştırma için Hacettepe Üniversitesi Sosyal ve Beşeri Bilimler Araştırma Etik Kurulu'ndan gerekli izinler alınmıştır. Araştırmaya gönüllü olarak katılım esastır. Kayda alınan tüm veriler sadece bilimsel bir amaçla kullanılacak ve kimse ile paylaşılmayacaktır. Araştırmada isminizin kullanılması gerektirecekse, takma bir isim kullanılacaktır. Ekran görüntüsü kullanmak gerekecekse de kimliğinizi açığa çıkaracak detaylar çeşitli uygulamalarla gizlenecektir. Kendinizi rahatsız hissedeceğiniz bir durumla karşı karşıya bırakılmayacağınızı, rahatsız hissettiğiniz takdirde istediğiniz zaman çalışmadan ayrılabileceğinizi ve bu durumda sizden alınmış olan bütün kayıtların silinip hiçbir şekilde kullanılmayacağını taahhüt ediyorum. Çalışma süresince herhangi sebepten ötürü rahatsızlık duyduğunuzda her türlü yardım ve desteğin tarafımızca sağlanacağını da bildirmek isterim.

Uygulama sırasında merak ettiğiniz konular ve uygulama sonrasında sonuçlar ile ilgili tarafımdan her zaman bilgi alabilirsiniz. Dilediğiniz takdirde kayda alınan veriler sizinle paylaşılabilecektir. Yukarıdaki tüm açıklamaları okuyarak sizin bu çalışmaya gönüllü olarak katıldığınıza ve sahip olduğunuz hakları araştırmacı olarak koruyacağıma dair bir belge olarak bu formu imzalamanızı rica ediyorum.

Katılımcı Öğretmen :	**Sorumlu araştırmacı:**
Adı, soyadı:	Adı, soyadı: Dr. Nilüfer Can Daşkın
Adres:	Adres:
Telefon:	Tel.
e-posta:	e-posta:
İmza	İmza:

Araştırmacı: Tuğba Özdemir
Adres:
Eposta:
İmza:

APPENDIX-D: Gönüllü Katılım Formu (Veli)

GÖNÜLLÜ KATILIM FORMU (VELİ İZNİ)

…./…./…….

Sayın Veli,

 Çalışmaya göstermiş olduğunuz ilgi ve bana ayıracağınız zaman için şimdiden çok teşekkür ederim. Bu form, yaptığım araştırmanın amacını size anlatmayı ve çocuğunuzun bir katılımcı olarak haklarını tanımlamayı amaçlamaktadır. Bu araştırma için, Hacettepe Üniversitesi Sosyal ve Beşeri Bilimler Araştırma Etik Kurulu'ndan gerekli izinler alınmıştır. Araştırmaya gönüllü olarak katılım esastır. Araştırma, ortaokul seviyesinde İngilizce derslerinde sınıf-içi etkileşimin nasıl sağlanıp yürütüldüğünü araştırmak adına gerçekleştirilecek olan Dr. Nilüfer Can Daşkın danışmanlığında hazırlanacak bir yüksek lisans tezidir. Velisi olduğunuz öğrencinin bulunduğu sınıftaki derslerde görüntü ve ses kaydı alınacaktır. Kayda alınmış olan tüm veriler, sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacak, kimseyle paylaşılmayacaktır. Çocuğunuzun isminin araştırmada kullanılması gerekecekse, bunun yerine takma bir isim kullanılacaktır. Ekran görüntülerinde kişilerin kimliklerini açığa çıkarabilecek detaylar çeşitli uygulamalarla gizlenecektir. Çocuğunuz veya sizin isteğiniz doğrultusunda kayıtlar silinebilecek ya da isteğiniz doğrultusunda size teslim edilebilecektir. Çocuğunuz istediği zaman çalışmadan ayrılabilir. Bu durumda elde edilen kayıtlar silinecektir. Çocuğunuzun çalışma süresince herhangi sebepten ötürü rahatsızlık duyması durumunda her türlü yardım ve desteğin tarafımızca sağlanacağını da bildirmek isterim.

 Bu bilgileri okuduktan sonra, velisi olduğunuz öğrencinin bu araştırmaya gönüllü olarak katılmasını ve araştırma dâhilinde benim size verdiğim güvenceye dayanarak bu formu imzalamanızı rica ediyorum. Çocuğunuzun çalışmaya katılması ile ilgili onay vermeden önce veya onay verdikten sonra sormak istediğiniz herhangi bir durumla ilgili benimle iletişime geçebilirsiniz. İstediğiniz takdirde araştırma sonucu hakkında bilgi almak için de irtibat numaramdan bana ulaşabilirsiniz. Formu okuyarak imzaladığınız için çok teşekkür ederim.

 Katılımcı Öğrencinin Velisi
Adı, soyadı:
Adres:
Telefon:
e-posta:
İmza

Sorumlu araştırmacı:
Adı, soyadı: Dr. Nilüfer Can Daşkın
Adres:
 Tel.
 e-posta:
 İmza:

Araştırmacı: Tuğba Özdemir
 Adres:
Tel:
 Eposta:
İmza

APPENDIX-E: Gönüllü Katılım Formu (Öğrenci)

GÖNÜLLÜ KATILIM FORMU (ÖĞRENCİ)

..../..../.......

Merhaba,

Yapacak olduğum çalışmaya gösterdiğin ilgi ve bana ayırdığın zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım. Bu araştırma için Hacettepe Üniversitesi Sosyal ve Beşeri Bilimler Araştırma Etik Kurulu'ndan gerekli izinler alınmıştır. Araştırma, ortaokul seviyesinde İngilizce Derslerinde sınıf-içi iletişin nasıl sağlandığını ve yürütüldüğünü incelemeyi amaçlayan, Dr. Nilüfer Can Daşkın danışmanlığında hazırlanacak bir yüksek lisans tezidir. Araştırmaya gönüllü olarak katılım esastır. Katıldığın derslerde görüntü ve ses kaydı alınacaktır. Görüntülerde kimliğini açığa çıkaracak hiçbir detay olmayacağı garantisini vermek isterim. Adının araştırmada kullanılması gerekecekse, bunun yerine takma bir ad kullanılacaktır. Ekran görüntüsü kullanmak gerekecekse de kimliğini açığa çıkaracak detaylar çeşitli uygulamalarla gizlenecektir. Ders kayıtları sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacaktır. Senin isteğin doğrultusunda kayıtlar silinebilecek ya da sana teslim edilebilecektir. İstediğin zaman çalışmadan ayrılabilirsin. Bu durumda yapılan kayıtlar kullanılmayacaktır. Çalışma süresince herhangi sebepten ötürü rahatsızlık duyduğunda her türlü yardım ve desteğin tarafımızca sağlanacağını da bildirmek isterim.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanı ve sana verdiğim güvenceye dayanarak bu formu imzalamanı rica ediyorum. Sormak istediğin herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsin. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsin. Formu okuyarak imzaladığın için çok teşekkür ederim.

Katılımcı Öğrenci:
Adı, soyadı:
Adres:
Telefon:
İmza

Sorumlu araştırmacı:
Adı, soyadı: Dr. Nilüfer Can Daşkın
Adres:
Tel.
e-posta:
İmza:

Araştırmacı: Tuğba Özdemir
Adres:
Tel:
Eposta:
İmza

APPENDIX-F: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırma Etik Kurulu

Sayı   : E-66777842-300-00003160243   24/10/2023
Konu   : Etik Komisyonu İzni (Tuğba ÖZDEMİR)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 06.10.2023 tarihli ve E-51944218-300-00003123190 sayılı yazınız.

       Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi **Tuğba ÖZDEMİR, Dr. Öğr. Üyesi Nilüfer CAN DAŞKIN'ın** danışmanlığında yürüttüğü **"Ortaokul İngilizce Yabancı Dil Dersi Sınıf-İçi Etkileşimi Üzerine Bir Konuşma Çözümlemesi Çalışması"** başlıklı tez çalışması Üniversitemiz Sosyal ve Beşeri Bilimler Araştırma Etik Kurulunun **24 Ekim 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

       Bilgilerinizi ve gereğini rica ederim.

                                                     Prof. Dr. İsmet KOÇ
                                                    Kurul Başkanı

APPENDIX-G: Approval from National Ministry of Education

T.C.
KIRIKKALE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-79140815-605.01-89191777   08.11.2023
Konu : Uygulama İzni (Tuğba ÖZDEMİR)

DAĞITIM YERLERİNE

İlgi : a) Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21.01.2020 tarih ve 81576613-10.06.02-E.1563890 ve 2020/2 sayılı genelge.
b) Hacettepe Üniversitesi Rektörlüğü Eğitim Bilimleri Enstitüsü Müdürlüğünün 31.10.2023 tarihli ve E-51944218-300-00003173417 sayılı yazısı.
c) Kırıkkale Valiliği İl Milli Eğitim Müdürlüğünün 05.11.2023 tarihli ve E-79140815-605.01-88890063 sayılı valilik oluru.

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi Tuğba ÖZDEMİR, Dr. Öğr. Üyesi Nilüfer CAN DAŞKIN'ın danışmanlığında yürüttüğü **"Ortaokul İngilizce Yabancı Dil Dersi Sınıf-İçi Etkileşimi Üzerine Bir Konuşma Çözümlemesi Çalışması"** başlıklı tez çalışması Hacettepe Üniversitesi Sosyal ve Beşeri Bilimler Araştırma Etik Kurulunca etik açıdan uygun bulunmuş olup, **İlimiz resmi/özel ortaokul ve özel muhtelif kurslarda** Ek'te yer alan ölçekleri kullanarak uygulama yapmak istemektedir.

Tüm sorumluluğun okul/kurs yönetiminde olmak üzere, ilgi (a) genelge doğrultusunda eğitim ve öğretimi aksatmayacak şekilde gönüllülük esasına dayalı olarak ilgi (b) yazı ekinde yer alan ölçeklerin kullanılması, elde edilen verilerin gizliliğe dikkat edilerek yapılmasına dair ilgi (c) valilik oluru ekte gönderilmiştir.

Gereğini rica ederim.

Rıza AYDIN
Vali a.
Milli Eğitim Müdürü

Ekler :
1- İlgi (b) yazı ve ekleri
2- İlgi (c) valilik oluru.

APPENDIX-H: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

……/……/………

Tuğba Özdemir

APPENDIX-I: Thesis Originality Report

10 /07/2024

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

Thesis Title: A longitudinal Conversation Analytic Study on Learning a Lexical Item in an EFL Classroom at a Secondary School

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

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
10 /07 /2024	119	28391	13/06 /2024	%23	2388576359

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

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

I respectfully submit this for approval.

Name Lastname:	Tuğba Özdemir
Student No.:	21222381
Department:	Foreign Language Education
Program:	English Language Teaching
Status:	☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
Assist. Prof. Dr. Nilüfer CAN DAŞKIN

Signature

APPENDIX-J: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

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

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

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

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

……… /……… /………

Tuğba ÖZDEMİR

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

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

[2] *Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

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

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

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