

**THE SEQUENTIAL ORGANISATION OF
TEACHER-INITIATED AND TEACHER-INDUCED
CODE-SWITCHING
IN A TURKISH UNIVERSITY EFL SETTING**

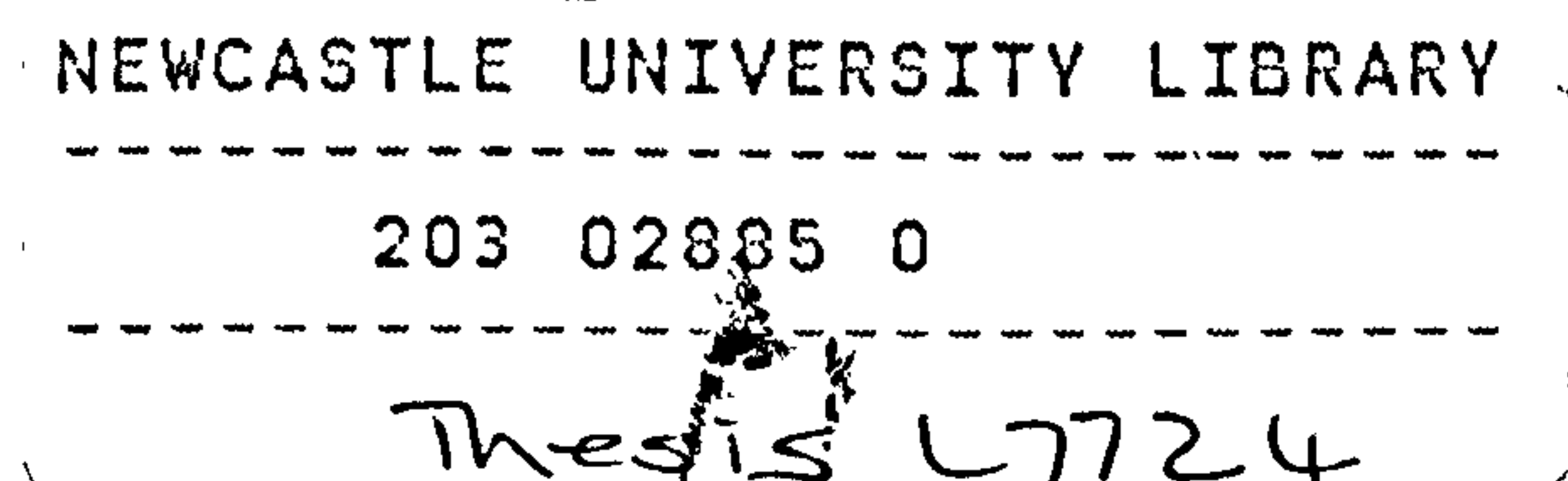
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ABSTRACT

The Sequential Organisation of Teacher-Initiated and Teacher-Induced Code-Switching in a Turkish University EFL Setting

The study depicts the relationship between pedagogical focus and language choice in the language teaching/learning environment of English-as-a-foreign-language (EFL) at a Turkish university in İzmir. I present the organisation of code-switching (the use of more than one linguistic variety in the same conversation) which is teacher-initiated and ‘teacher-induced’ (when the teacher asks for the Turkish equivalent of an English word). A major research gap in the area of code-switching (CS) is a lack of adherence between English-Turkish CS and EFL studies. Eldridge (1996) studied learners’ CS in a Turkish secondary school focusing on teachers’ attitudes toward CS in the classroom; therefore, his implications are limited to teacher-training. However, in my research, I choose my subjects at the university level, focus on teacher-learner interaction in EFL classrooms, and examine transcripts according to the sequential analysis of conversation analysis (CA).

The data for this study are collected by means of classroom observation. This consists of audio and video-taping lessons from six beginner level English classrooms. Transcripts of the lessons are examined according to the CA method of sequential analysis applying an adapted version of the classic CA question (Why that, right now?) for interaction involving code-switching, which is *why that, in that language, right now?*

It is found that teachers code-switch in orientation to twelve pedagogical functions: Dealing with procedural trouble, dealing with classroom discipline, expressing the

social identity, giving Turkish equivalent, translating into Turkish, dealing with a lack of response in English, providing a prompt for English use, eliciting Turkish or English translation, giving feedback, checking comprehension in English, providing meta-language information, and giving encouragement to participate. It is also found that there is a systematic preference organisation pattern in which teachers code-switch to Turkish to repair trouble when there is a delay in the learner's reply turn of more than one second.

The study supports the claim that first language (L1) is difficult for teachers to avoid, and perhaps more difficult for learners to ignore in the EFL context. Consequently, teaching methods that incorporate L1 in L2 teaching/learning environments are highly recommended.

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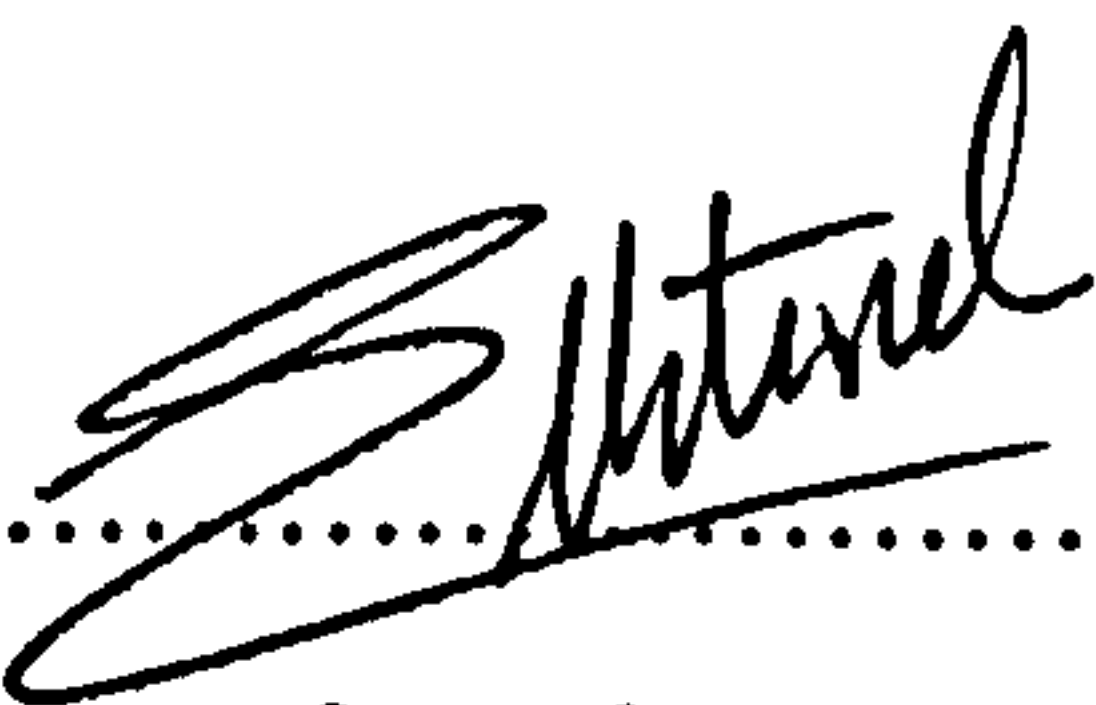
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Author’s Declaration

I certify that, to best to my knowledge, all the material in this thesis represents my own work and that no material is included which has been submitted for any other award or qualification.

Signature:.....
Date:01/09/2004.....

Abbreviations

EFL	English as-a-Foreign-Language
ESL	English as-a-Second-Language
ELT	English Language Teaching
L1	First Language
L2	Second Language
SLA	Second Language Acquisition
CS	Code-Switching
ST	Socio-cultural Theory
ZPD	Zone of Proximal Development
CA	Conversation Analysis
DA	Discourse Analysis
IRE/IRF	Initiation-Response-Evaluation/Feedback
FL	Foreign Language

CHAPTER I: INTRODUCTION

1.1 Purpose and Scope of the Study

The purpose of this study is to describe and analyse the sequential organisation of teacher-initiated and teacher-induced code-switching (CS) between Turkish and English in a Turkish University English-as-a-Foreign-Language (EFL) setting. The research question answered in this study is: How are teacher-initiated and teacher-induced CS sequences organised in Turkish EFL classroom interaction?

CS is presented in two working definitions in this study for the sake of describing the different language choices the learners use after code-switched turns. I define ‘teacher-initiated CS’ as a type of CS in which the teacher code-switches to Turkish or English according to the pedagogical focus, and the learner follows the code-switched turn in Turkish or English. On the other hand, ‘teacher-induced CS’ is defined in this study as a type of CS in which the teacher encourages learners to take a turn in Turkish, while s/he uses English in his/her turn (e.g., asking in English for the Turkish equivalent of an English word). I do not make any claims that these two definitions are set and should be established in CS studies. Rather, I merely use these working definitions in relation to the research purpose and the data.

Using a marriage of the sequential analysis of conversation analytic approach and the functional analysis of a discourse analytic approach, this teacher-initiated and teacher-induced CS study illustrates how EFL classroom interaction can illuminate a particular interactional phenomenon and reveal its systematic properties. I expect that recording EFL classroom interactions will yield a contextualised perspective on the phenomenon of CS: that is, it will highlight its forms and roles in the organisation of language use in

Turkish EFL classrooms. More specifically, the study is designed to describe, on the one hand, how teachers use CS within EFL lessons; on the other hand, the study also examines the learners' responses to their teachers' use of CS and the role their responses play in their use of the target language. An understanding of these processes will benefit teachers, curriculum developers, researchers, and learners of English.

Teacher-initiated and teacher-induced CS is an interesting area to investigate, in that I was able to conduct this study from three different perspectives: sociolinguistics, second language acquisition (SLA), and language teaching. CS is a popular field of study in sociolinguistics (at the 15th International Sociolinguistics Symposium in Newcastle, April 2004, where I presented this study (Üstünel in process), many CS studies were presented, most of which, however, were related to bilingual code choice in non-classroom settings) and I therefore study CS within its social environment of the classroom which "is jointly constructed by teacher, students, and texts within the wider contexts of school, locality, and nation" (Martin 1999a, p.41). In relation to this sociolinguistic context, this study, thus, "focuses particularly on the interactional aspects of CS within the sequential environment in which it occurs, as well as on the dynamic processes through which participants in the classroom negotiate meaning using two languages" (Martin 1999b, p.130).

Using the conversation analysis (CA) method of sequential analysis, this study borrows four characteristics of the CA theory of knowledge –accountability, reflexivity, intersubjectivity, and co-construction- (discussed in Chapter 2, sections 2.2.2.1 and 2.2.2.2) in order to explain the role of CS in teacher-learner classroom interaction.

Most studies of first language (L1) ["the language first acquired by a child" (Crystal 1995, p.108)] and second language (L2) ["a language which is not a person's mother

tongue, but which is used in order to meet a communicative need” (Crystal, *ibid.*)] use focusing on the language teaching perspective are prescriptive (e.g., Atkinson 1993, etc. see Chapter 2, Section 2.5); i.e., they have strong implications regarding whether to use the first language or to abandon its use in L2 classrooms. In this study, I apply a descriptive and analytical approach to the data and do not prescribe a favourite teaching method. However, my position in the discussion of L1 use in L2 classrooms is in the similar vein with Cook’s (2001) that CS is a natural phenomenon and the concurrent use of L1 and L2 is inevitable in L2 classrooms. As Martin (1999b) suggests CS studies should “move away from the deficit notions of CS in the classroom and to explore how two or more languages can contribute to the accomplishment of teaching and learning in the classroom” (p.137).

The limited amount of research focusing on CS in L2 classrooms has resulted in a research gap. The number of such studies dealing with CS between English and Turkish is even smaller. In the literature, I have come across only one study focusing on English to Turkish CS in an EFL classroom at a Turkish high school, namely, Eldridge’s (1996) study on teachers’ attitudes toward CS in the classroom and his implications are limited to teacher-training. However, in my research, I have chosen my subjects at the university level, focused on teacher-learner interaction in EFL classrooms, examined transcripts according to a sequential conversation analysis, and categorised teacher-initiated and teacher-induced CS extracts according to their pedagogical functions.

1.2 Research Context

This section is designed to contextualise the study for the benefit of those who are not familiar with the Turkish educational system. First, I give the definition of EFL used in

this study. I then describe the role of English in Turkey and explain English language policy in Turkish universities. Finally, I provide a brief introduction to the research context in which I collected the data. (See Chapter 3, Section 3.2.1 for a detailed description of each recorded classroom)

1.2.1 The Ministry of National Education/ MONE (Milli Eğitim Bakanlığı - MEB)

The MONE is responsible for all state education up to the higher education level. The responsibility of the state for education is defined in the constitution and the foundation for national education is set down in the Education Integrity Law, dated 1924. The MONE is also responsible for determining the details of education policy. Government programmes and five-year development plans, prepared by the State Planning Organisation, define the basic policies and strategies of the national education programmes.

1.2.2 Council for Higher Education (Yüksek Öğretim Kurulu - YÖK)

The Higher Education Council (YÖK), which was established in 1981, regulates all universities and higher education institutions. The YÖK is an autonomous organisation that directs the activities of the higher education institutions, prepares short and long-term plans to establish and develop higher education institutions, and arranges for the education of academic staff in Turkey or abroad. The YÖK also maintains co-operation and co-ordination among the higher education institutions. The YÖK is in the process of transforming itself into an inter-university co-ordination institution, to provide full autonomy to the universities and to give the opportunity to be represented in teaching staff members, research assistants and students the administration of the university.

Additionally, great importance is being accorded to transforming the education-training programmes in order to conform to international standards.

1.2.3 Student Selection and Placement Centre (Öğrenci Seçme ve Yerleştirme Merkezi - ÖSYM) and University Entrance Exam (Öğrenci Seçme Sınavı - ÖSS)

The Student Selection and Placement Centre (ÖSYM), previously called The Inter-university Student Selection and Placement Centre (ÜSYM), was established in 1974 by The Inter-university Board. The centre is regulated by Higher Education Council (YÖK). The ÖSYM determines, in the context of fundamentals established by the YÖK, the examination principles for students to be admitted to the institutions of higher education. It prepares the tests, administers them, and evaluates them on the basis of their results and the principles determined by the YÖK. According to student demand, it carries out the placement of student candidates in universities and other higher educational institutions, taking into account, the students' own preferences. It also conducts research related to these activities. Starting with the 1999 administration, the university entrance test is now based essentially on a one-stage examination conducted centrally.

1.2.4 Higher Education

Undergraduate studies cover two distinct programmes with durations of two years and four years. A Bachelor's degree is awarded to the graduates of four-year programmes. Graduates of two-year programmes receive a pre-graduate degree. These programmes are more vocation-oriented than the four-year programmes. Some four-year

programmes accept those graduates of two-year programmes with outstanding achievements into their third year.

1.2.5 English-as-a-Foreign-Language Context

Crystal (1995 p.108) defines 'EFL' as "English seen in the context of countries where it is not the mother tongue and has no special status, such as Japan, France, Egypt, and Brazil". English as a second language (ESL) is another term which can be found in English language teaching (ELT) literature. Crystal defines 'ESL' as "English in countries where it holds special status as a medium of communication" (ibid.). This term has also been applied to "the English immigrants and other foreigners who live within a country where English is the first language" (Crystal, ibid.). In this study, I define the research context as an EFL classroom setting because Turkish is the mother tongue in Turkey and English has no special status.

With regard to the distinction between monolingual and multilingual classrooms, Atkinson (1993 p.1) defines a 'monolingual English class' as "one where the students all have a common language other than English (and often a common culture, too)". He adds that, in monolingual classes, "the teacher knows the students' language since in most cases the teacher is a native speaker of that language". In the research context of this study, all of the Turkish teachers of English teach monolingual classes, as opposed to the 'multilingual' situation, "where a native speaker of English teaches a group of mixed nationalities in countries such as Britain, the USA, Australia, and Canada" (ibid.). Thus, I define the research participants in this study as monolingually raised English-as-a-foreign language teachers and learners.

1.2.6 English-as-a-Foreign-Language in Turkey and Turkish Universities

The demand for English language skills in Turkey is large and growing. Government employees (e.g., academics, bank officials, etc.) receive an increase in salary for English proficiency and many people see foreign language skills as greatly enhancing their employment prospects. The following information on the Turkish Educational System is taken from the Global Education and Training Information Service (GETIS) profile for Turkey prepared by the British Council and it summarises the current status of English in language teaching in Turkey as follows:

“As Turkey moves closer to the EU (European Union) membership, sees continued investment by international companies and relies heavily on tourism, the demand for foreign language training will continue growing. In the private sector, students and career professionals opt to go abroad to improve their understanding and fluency of spoken English. There is also a plethora of English language schools in Turkey, varying hugely in quality. Native English speakers, with teacher training, are hard to find in Turkey. English language exams on offer in Turkey are dominated by the TOEFL (Test of English-as-a-Foreign Language), but the IELTS (International English Language Testing System) and UCLES (University of Cambridge Local Examinations Syndicate) are slowly gaining market share.

Outside of the specialist language schools, a growing number of high schools are becoming English medium, or have a large English language component in their curriculum. English medium high schools were first established in 1958 as Maarif Koleji. Their names were changed to Anatolian High Schools in 1975. Since then, the name Anatolian is used for English medium high schools. An important factor in the introduction of foreign language tuition at high school level is the desire of many students, and their parents, to smooth their passage to the better, English medium Turkish universities or to an international university.

There are many universities which offer English medium education at degree level. Formerly Robert College, Boğaziçi University in İstanbul was the first English medium university in Turkey. The foundation of the Middle East Technical University in Ankara was based on US curricula and therefore the medium of teaching was also English. The popularity of these two universities encouraged other universities to conduct courses in English. Currently, engineering and business departments of some major universities have English programmes. Most of the private universities, Bilkent being the first one, are also English medium. These are private universities offering either a foreign medium education, or an intensive English language foundation programme. A

number of state universities also offer intensive foreign language courses and arts courses in a foreign language. Students and employers seek the career benefits of an education in a foreign language, which gives access to international textbooks, research, and ideas” (GETIS: Turkey 2003).

1.2.7 Background to the Data

The research context for this study is a state university that offers intensive English language courses to prepare learners for the English medium teaching/learning system in their departments (e.g., engineering, law, business administration, etc.). Most of the learners who participated in this research came from state high schools. A few of the learners came from private high schools and state Anatolian high schools, which have a large English component. The EFL course that the learners are attending is registered as a full-time one-year preparatory (prep) class. At the end of the academic year, the learners are entitled to take a written and an oral exam in order to continue with their undergraduate studies in their subject fields.

I regard both teachers and learners as bilingual speakers in this study. Johnson (1995) distinguishes between two types of bilingualism: ‘societal bilingualism’ and ‘individual bilingualism’. Dehrab (2002 p.95) quotes Johnson’s for his definition of societal bilingualism as referring to: “when more than one language is used by members of one human social group”. Bilingualism as an aspect of a society is related to individual bilingualism in the sense that a person has the ability to use more than one language in socially constructed speech events. Weinreich (1963 in Johnson 1995) defines individual bilingualism as “being even minimally competent in more than one language (Dehrab 2002, p.95)”. These terms are more related to the purpose of this study than are childhood bilingualism terms such as ‘simultaneous’ (both languages are used at home) as opposed to ‘sequential’ bilingualism (one of the languages is used at home and the other at school), or bilingual terms such as ‘elective’ (people choose to learn a

language) as opposed to ‘circumstantial’ bilingualism (people learn a language to survive) (both terms are introduced in Baker 2001).

Similarly, Valdés-Fallis (1978 pp.3-4) uses the word bilingual as “a general term that includes varying degrees of proficiency in two languages” and continues as follows:

“Bilingual, from this perspective, does not mean that speakers are perfectly balanced in their use or strengths in both their languages, but rather that they can function, to whatever degree, in more than one language. Bilingual individuals then may have in common only the fact that they are not monolingual.”

On the basis of both Valdés-Fallis’ definition of a bilingual person and Johnson’s concept of individual bilingualism, I regard both teachers and learners as bilingual speakers in this study.

Recorded classes represent a range of departments at the same university in İzmir, Turkey. All of the classes except one (in the Linguistics Department) are in the Modern Languages Department. All of the observed lessons were chosen from conversation classes. I intended to observe in particular those conversation classes in which the lesson activities were designed to provoke teacher-learner(s) interaction. Thus, the amount of recorded spoken data would be larger than that obtained from reading, writing or grammar classes. Classroom activities include role-plays, teacher-guided whole class discussions, grammar lessons, pair work activities, scriptwriting, and listening games. It is important to emphasise the fact that all teachers and learners are Turkish native speakers, teaching or studying English as a foreign language.

1.3 Methodology of the Study

I collected video and audio recordings of six beginner-level university EFL classrooms. There is a marriage of two research methodologies in this study; namely, the sequential analysis of CA and the functional analysis of DA. The reason why I chose to use CA is that “CA represents one way of demonstrating how micro-moments of socially

distributed cognition instantiated in conversational behaviour contribute to observable changes in participants' state of knowing and using new language (Markee 2000, p.3)". The characteristics of CA theory of knowledge- namely; accountability, reflexivity, intersubjectivity, and co-construction-, which are discussed in 2.2.2.1 and 2.2.2.2, are related to CS and scaffolding/ZPD in the sense that there is an existing co-construction pattern in the teacher-learner interaction. For example, the teacher-initiated CS in the question turn in extract 4.7.1 (Chapter 4) helps (scaffolds) the learner to construct a response in L2. Thus, the teacher-initiated CS fulfilled the pedagogical function of dealing with a lack of response in L2 by co-constructing a L2 reply in a question-answer adjacency pair (for detailed discussion refer to section 2.2.2.2 in Chapter 2).

The reasons why I use the functional analysis of DA are to categorise and present the teacher-initiated and teacher-induced CS extracts according to their pedagogical functions (for detailed discussion refer to section 3.3.3, Chapter 3).

1.4 Organisation of the Study

The study is structured in five chapters, of which this introduction is the first. The second chapter contains the literature review that serves as the conceptual and theoretical framework that guided the study. This section of the research presents a review of the literature in areas pertinent to the research. The literature review describes the theoretical grounds of CA, SLA, and CS. The third chapter describes the methodology of the research. Chapter Three also provides a presentation of the research strategies employed in collecting the data, the selection of the themes to be focused on, and the methods of data analysis. In the fourth chapter, I analyse the data by using extracts from the classroom transcripts and relating them to the teacher's pedagogical functions. The last chapter, Chapter Five, is the closing chapter of the study, in which I

summarise the research findings and answer the research question. I also talk about the limitations of the study and include some suggestions for further research.

CHAPTER II: LITERATURE REVIEW

2.1 Chapter Overview

This study is positioned at the intersection of a number of different research traditions, such as SLA, CA, and classroom CS studies. Within SLA, I borrow socio-cultural theory because Vygotsky's ([1960]1978) notion of Zone of Proximal Development (ZPD) and Bruner's (1985) notion of scaffolding, both of which focus on collaborative dialogues, acknowledges the co-construction of meaning in the classroom. However, the applications of ZPD and scaffolding vary within the SLA literature (Kingtoner 2002). In this study, I borrow ZPD to discuss how CS can be used in EFL classrooms not as a theory of language learning, but as a tool that promotes language comprehension. In this chapter, I will summarise the history and development of CA and describe the characteristics of CA theory of knowledge (e.g., accountability, reflexivity, intersubjectivity, and co-construction). I then define CS from both "sociolinguistic perspectives (Blom and Gumperz 1972) and pedagogical perspectives" (Jacobson and Faltis 1990), and give the definition I use in this study. I will review CA studies of CS in bilingual interaction and in L2 classrooms. I then briefly explain the background of socio-cultural theory and its application in educational settings. I conclude this chapter with a review of studies on L1 use in L2 classrooms, tie together the different literature traditions, and sum up how the literature review is related to my study.

2.2 Conversation Analysis

In this section, I will present a general discussion of the theoretical basis of conversation analytic research and consider the basic relationship between ethnomethodology and

CA research, with special attention to the role of intersubjectivity and co-construction. A detailed history of the development of ethnomethodology and CA is not included here due to space, but interested readers can find a detailed description in Heritage (1984).

2.2.1 History and Development of CA

CA originated from the works of Harvey Sacks. This innovation was greatly influenced by three factors:

1- Harvey Sacks' acquaintance with Harold Garfinkel (more information is provided related to how CA premised on many of the theory of ethnomethodology in Chapter 3, section 3.3.2.1.1).

2- Harvey Sacks' decision to investigate the organisation of social interaction by analysing naturally occurring 'ordinary talk' [i.e., "the casual interactions in which we routinely engage on a daily basis" (Hutchby and Wooffitt 1998, p.7)] with particular attention to intersubjectivity, co-construction, etc.

3- technological advancements in audio recording enable re-analysing the naturally occurring data over and over again

Sacks was working from the hypothesis that there is 'order at all points' in interaction, i.e. that talk in interaction is systematically organised and deeply ordered and methodic (for detailed discussion about the methodology of CA refer to section 3.3.2.2).

The basic relationship between ethnomethodology and CA is that the former subsumes the latter; ethnomethodology explicates the ways in which members collectively create and maintain a sense of order and intelligibility in social life, whilst CA focuses more narrowly on the 'structures' or 'order' people use to interact with each other. Ethnomethodology and CA are in many ways very different to approaches typically used in linguistics. Hutchby and Wooffitt (1998) illustrate this point as follows:

“CA is only marginally interested in language as such; its actual object of study is the interactional organization of social activities. CA is a radical departure from other forms of linguistically oriented analysis in that the production of utterances, and more particularly the sense they obtain, is seen not in terms of the structure of language, but first and foremost as a practical social accomplishment. That is, words used in talk are not studied as semantic units, but as products or objects which are designed and used in terms of the activities being negotiated in the talk” (p. 14).

What is ethnomethodology and why should it be used as the basis of the study of human interaction when it is not a linguistic discipline? Seedhouse (2004 p.3) answers these questions with the following example:

“One way to understand the project of ethnomethodology and CA is to imagine that an alien has been sent from a civilisation which is totally different to ours and which does not have the concept of language as we know it; they may communicate in images by telepathy, for example, and find language puzzlingly indirect, ambiguous and primitive. The alien's brief is to understand and describe the basis of human behaviour and communication. Our project is to explain to the alien the principles according to which people act and use language to interact.”

According to Heritage (1984 p. 4), "the term 'ethnomethodology' refers to the study of ...the body of common-sense knowledge and the range of procedures and considerations by means of which the ordinary members of society make sense of, find their way about in, and act on the circumstances in which they find themselves". Seedhouse (2004 p.4) suggests “ethno methods can be seen as the interpretative procedures used by social actors in situ” and, therefore, adds “Garfinkel's work can be seen as a reaction to the previously dominant top-down Parsonian (1937) sociology, which assumed the superiority of the sociologist's knowledge over that of members of society, who were seen as cultural and psychological “dopes” who unthinkingly acted out the macro rules of society as explicated by the sociologist”. This can be understood as a rejection of an *etic* or external analyst's perspective on human behaviour in favour

of an *emic* or participant's perspective. Pike (1967) defines the emic/etic distinction as follows:

“The etic viewpoint studies behaviour as from outside of a particular system, and as an essential initial approach to an alien system. The emic viewpoint results from studying behaviour as from inside the system... Descriptions or analyses from the etic standpoint are 'alien' in view, with criteria external to the system. Emic descriptions provide an internal view, with criteria chosen from within the system” (Pike 1967, p. 37).

Having introduced the basic foundations of CA and ethnomethodology, and therefore the distinction between etic and emic perspectives, I will describe the characteristics of the CA theory of knowledge, which are derived from ethnomethodological underpinnings, in the following section. Further discussion about the similarities and differences between ethnomethodology and CA is provided in Chapter 3 section 3.3.2.1.1.

2.2.2 Characteristics of the CA Theory of Knowledge

In this section, I discuss the characteristics of accountability, reflexivity, intersubjectivity, and co-construction, and relate these characteristics to the data collected for the purpose of this research.

2.2.2.1 Accountability and Reflexivity

In Garfinkel's *Studies in Ethnomethodology*, two core notions are introduced: "accountability" and "reflexivity". Here is one crucial passage:

"Ethnomethodological studies analyze everyday activities as members' methods for making those same activities visibly-rational-and-reportable-for-all-practical-purposes, i.e., 'accountable,' as organisations of commonplace everyday activities. The reflexivity of that phenomenon is a singular feature of practical actions, of practical circumstances, of common sense knowledge of social structures, and of practical sociological reasoning. By permitting us to locate and examine their occurrence the reflexivity of that phenomenon establishes their study." (Garfinkel 1967, p.VII)

In relation to the first notion, ten Have (2002 p.4) notes that “while ‘accountability’ in ordinary talk is often associated with liability, here it is closer to intelligibility or explainability, in the sense that actors are supposed to design their actions in such a way that their sense is clear right away or at least explicable on demand”. He exemplifies the concept with an example from a service point as follows:

“People who stand in line for a service point, for example, show that they are doing just that by the way they position their bodies, but they are also able to understand and answer a question like "Are you standing in line?" or "Are you in the queue?" So the understandability and expressability of an activity as a sensible action is, at the same time, an essential part of that action” (ten Have 2002, p. 4).

In relation to CA and my study, teachers and learners are engaged in a teaching/learning activity in an institutional context (i.e., language classroom) where there is an institutional goal (i.e., learners learn and teachers teach L2) at the macro level, and teachers and learners produce institutional discourse at the micro level by orienting to that institutional goal. For example, I will use CA to analyse how understandability is shared through CS between participants (i.e., teacher and learners) in the language classroom.

The second notion Garfinkel introduced is reflexivity. Garfinkel uses ‘reflexivity’ as in the following quote from the start of his explication of ethnomethodology:

"The following studies seek to treat practical activities, practical circumstances, and practical sociological reasoning as topics of empirical studies, and by paying to the most commonplace activities of daily life the attention usually accorded extraordinary events, seek to learn about them as phenomena in their own right. Their central recommendation is that the activities whereby members produce and manage settings of organized everyday affairs are identical with members' procedures for making those settings 'account-able.' The 'reflexive,' or 'incarnate' character of accounting practices and accounts makes up the crux of that recommendation" (Garfinkel 1967, p.1).

The ethnomethodological characteristic of reflexivity is related to CA in terms of the organisation of repair. For instance, in classroom interaction, “the repair mechanism functions as action templates or points of reference which interactants may use to orientate themselves in the pursuit of mutual understanding” (Seedhouse 2004, p.38). The definition of repair and the four types of repair trajectories (i.e., self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair) are discussed in Chapter 3, section 3.3.2.3.4. However, in this section, I want to relate the ethnomethodological characteristic of reflexivity to my study. In the data, there is a recurring repair preference in relation to the lengths of pauses. The teacher repairs his or her L2 question in Turkish if the waiting time for an answer from the learners is more than one second. This pattern of repair is related to the way the absence of an answer turn is reflexively marked, in which the dispreferred action of a silence signals the need for the teacher to CS.

2.2.2.2 Intersubjectivity and Co-construction

Two other inter-related characteristics of CA theory of knowledge are ‘intersubjectivity’ and ‘co-construction’. The underlying assumption of intersubjectivity is that “people must make normative use of a number of principles in order to display their actions to each other and allow others to make sense of them” (Seedhouse 2004, p.5).

The link between intersubjectivity and the CA method of sequential analysis is “to trace the development of intersubjectivity in an action sequence (i.e., adjacency pairs), which means that analysts trace how participants analyse and interpret each others' actions and develop a shared understanding of the progress of the interaction” (Seedhouse 2004, p.13). Adjacency pairs are therefore called “the building blocks of intersubjectivity” (Heritage 1984, p. 256) because interactants use them to display to one another their

understanding of each others' turns, and this permits analysts to follow the progress of intersubjectivity. The definition and examples of adjacency pairs are provided in Chapter 3, section 3.3.2.3.1. However, in this section, I want to relate adjacency pairs to the characteristics of intersubjectivity and co-construction.

In the data, most of the teacher-initiated and teacher-induced CS extracts are in the type of question (teacher's turn) and answer (learner's turn) adjacency pairs. In order to categorise these extracts according to functional analysis, I examine how intersubjectivity between the teacher and learners is achieved turn-by-turn. For example, in extract 4.6.1 (Chapter 4), the teacher code-switches to Turkish to ask for the L1 equivalent of an English word and receives an overlapping answer turn from Learners 1 and 3. In this question-answer adjacency pair, we can see that the intersubjectivity is achieved between the teacher and learners because the learners provide the Turkish equivalent instead of giving an English definition of the word or providing an English synonym for that L2 word.

Similarly, co-construction is related to "discover how participants understand and respond to one another in their turns at talk, with a central focus on how sequences of action [adjacency pairs] are generated" (Hutchby and Wooffitt 1998, p. 14). The link between intersubjectivity and co-construction with ZPD or scaffolding is exemplified in extract 4.7.1 (Chapter 4). In the extract, the teacher asks L2 questions to a learner in order to elicit an answer in English. Although the teacher re-words his L2 question twice, he still does not receive a reply from the learner. He then code-switches to Turkish and asks the same question. The learner then provides an L2 answer. It may be suggested that in this extract the teacher-initiated CS is used to scaffold (or help) the learner in order to receive an L2 answer. There is an established intersubjectivity

between the teacher and learner when the teacher's question is understood by the learner and the teacher helps (scaffolds) the learner by providing an answer to the question part of the adjacency pair. Co-construction also occurs in the teacher-learner interaction when the teacher-initiates the CS to help the learner construct an L2 response. Thus, the teacher-initiated CS accomplished a pedagogical goal because dealing with the lack of response was dealt with by co-constructing an L2 reply during the question-answer adjacency pair.

Having introduced the characteristics of CA theory of knowledge, I will give the conversation analytic description of the interactional organisation of the second language classroom in the following section.

2.2.3 Conversation Analytic Description of the Organisation of the Second Language Classroom Interaction

In order to understand the pedagogical functions of CS, we first need to understand the organisation of L2 classroom interaction. Seedhouse (2004 p.232) notes that the universal unique feature of the L2 classroom is that "there is a reflexive relationship between pedagogy and interaction" and this relationship is the foundation of the interactional organisation of the L2 classroom. Seedhouse further explains this notion as follows:

"So whoever is taking part in L2 classroom interaction and whatever the particular activity during which the interactants are speaking the L2, they are always displaying to one another their analyses of the current state of the evolving relationship between pedagogy and interaction and acting on the basis of these analyses" (ibid.).

Seedhouse (2004 p.248) identifies a universal sequence organisation "through which the institution of the L2 classroom is talked into being (i.e., introducing the pedagogical focus is directly implicative of the institutional goal, i.e. to teach the learners the L2)":

1. *“A pedagogical focus is introduced [by either the teacher or learners]”.*

In the data, this is generally introduced by the teacher through questioning, giving classroom instructions, code-switching, etc.

2. *“At least two persons speak in the L2 in normative orientation to the pedagogical focus”.*

There is an extract in the data in which more than two persons speak in the L2 in an overlapping fashion (See Extract 4.3.1, Chapter 4).

3. *“In all instances, the interaction involves participants analysing this pedagogical focus and performing turns in the L2 which display their analysis of and normative orientation to this focus in relation to the interaction. Other participants analyse these turns in relation to the pedagogical focus and produce further turns in the L2 which display this analysis. Therefore, participants constantly display to each other their analyses of the evolving relationship between pedagogy and interaction”.*

The logical first step Seedhouse (2004 p.227) follows towards describing the architecture of L2 classroom interaction is “to identify the institutional core goal, which is that the teacher will teach the learners the L2”. He argues that “this core institutional goal remains the same wherever the L2 lesson takes place and whatever pedagogical framework the teacher is working in” (ibid.). Seedhouse explains the importance of his argument as follows:

“This is a most important point. In many kinds of institutions, e.g. businesses, the institutional goal may vary considerably even between businesses in the same town. However, in L2 teaching the institutional goal of the teacher teaching the L2 to the learners remains constant whatever the teaching methods, whatever the L1 and L2 and wherever in the world the L2 is taught. It remains the same if the teacher delegates some responsibility to learners in a learner-centred or learner autonomy approach. From this core goal a number of consequences issue both rationally and inevitably which affect the way in which L2 classroom interaction is accomplished” (Seedhouse 2004, p.227).

Drew and Heritage (1992 p.26) suggest that each institutional form of interaction may have its own unique *fingerprint*, “comprised of a set of interactional practices differentiating (it) both from other institutional forms and from the baseline of mundane

conversational interaction itself". Seedhouse (2004 p.228) lists the three interactional properties, which follow in rational sequence from each other and constitute part of the unique 'fingerprint' of L2 classroom interaction, as follows:

1. *"Language is both the vehicle and object of instruction (Long 1983, p.9)."*

"This property (in Seedhouse's term) springs rationally and inevitably from the core goal. The core goal dictates that the L2 is the object, goal, and focus of instruction. It must be taught and it can only be taught through the medium or vehicle of language. Therefore language has a unique dual role in the L2 classroom in that it is both the vehicle and object, both the process and product of the instruction. In other forms of classroom education (e.g., history, engineering, etc.) language is only the vehicle of the teaching" (Seedhouse 2004, p.228).

2. *"There is a reflexive relationship between pedagogy and interaction and interactants constantly display their analyses of the evolving relationship between pedagogy and interaction."*

Seedhouse (2004 p.229) explains the reflexive relationship between pedagogy and interaction thus as "the L2 classroom has its own interactional organisation which transforms the pedagogical focus (task-as-workplan) into interaction (task-in-process)". So, "whoever is taking part in L2 classroom interaction and whatever the particular activity during which the interactants are speaking the L2, they are always displaying to one another their analyses of the current state of the evolving relationship between pedagogy and interaction and acting on the basis of these analyses" (ibid.). In this study, this property is illustrated through the analyses of data extracts (Chapter 4), showing the learners' language choices after teacher-initiated and induced CS.

3. *"The linguistic forms and patterns of interaction which the learners produce in the L2 are potentially subject to evaluation by the teacher in some way."*

In relation to this property, van Lier (1988 p.32) notes that “everyone involved in language teaching and learning will readily agree that evaluation and feedback are central to the process and progress of language learning”. However, Seedhouse (2004 p.230) highlights the fact that “this property does *not* (original in italics) imply that all learner utterances in the L2 are followed by a direct and overt verbalised evaluation by the teacher, ... It means that all learner utterances are *potentially* (original in italics) subject to evaluation by the teacher”. Although an examination of the evaluation process is not within the scope of this study, in order to relate this property to my research setting, I suggest that it is possible for any of the recorded L2 teachers to avoid any explicit evaluation during observed conversation lessons altogether, and then give learners an end-of-year grade or report for oral performance.

This study follows Seedhouse’s view that “these three properties are universal, i.e., they apply to all L2 classroom interaction” and “form the foundation of the rational architecture and of the unique institutional 'fingerprint' of the L2 classroom” (Seedhouse 2004, p.232). In this study I find that teachers use CS strategically depending on their pedagogical focus. This is an important finding because it provides a way of linking the interaction to institutional goals.

2.3 Code-Switching

2.3.1 Definition

CS is related to bilingualism in a very basic way, in that one needs to be bilingual (have the use of two languages) in order to code-switch between two languages. Martin-Jones (1995) suggests that research into CS ranges from educational research into classroom interaction to CA and the ethnography of interaction. Owing to its cross-disciplinary nature, many other terms are used to refer to CS, such as ‘code-alternation’ (Auer 1995),

‘language alternation’ (Stringer 1997), and ‘language mixing’ (Johnson 1995). In this study, I use the term CS consistently according to Valdés-Fallis’ (1981 p.95) definition: “the alternating use of two languages at the word, phrase, clause, or sentence level”.

The phenomenon of CS may be defined from two different perspectives: sociolinguistic and pedagogical; and as two separate kinds of talk: ordinary and classroom. From the sociolinguistic perspective, Blom and Gumperz (1972) study CS in terms of social relationships among speakers. They distinguish the roles of CS in the shifts of role relationship and topics, markedness in identity, and the expression of solidarity or intimacy within the conversation. In addition to conveying social information, Valdés-Fallis (1981 p.96) notes that bilinguals may use CS as a stylistic process, that is, “as a personal rhetoric device which is used both to add colour to speech and to emphasize a given statement”.

The above descriptions are related to bilingual settings, so how does this affect EFL settings? The EFL classroom setting resembles that of a bilingual community, and there seem to be some CS patterns peculiar to the EFL classroom. In EFL classroom interaction, language contact occurs between the target language studied and the learners’ native language. Thus, interaction in English constitutes both input and output in EFL classrooms: “learners are learning English and learning in English” (Hammond 2001, p.92). In Milroy and Muysken’s (1995) work, two intersecting but separate distinctions are drawn: (a) between ‘exolingual interaction’, where speakers of different languages interact, and ‘endolingual interaction’, involving speakers with the same language background; (b) between ‘unilingual’ (among monolinguals) and ‘bilingual’ (among bilinguals) interaction. The combination of endolingual and unilingual types applies to the situation in EFL classrooms in Turkey. In such a situation, the

institutional goal is for the teacher to teach the learners the L2, but the institutional goal does not stipulate that L1 cannot be used to facilitate this goal, which does in fact relate to my finding that the use of L1 can facilitate L2 learning/teaching (See Chapter 5, section 5.4.4).

Jacobson and Faltis (1990 pp.174-175) discuss the gap between policy and practice associated with using L2 and suggest that CS addresses a problem inherent in foreign language classrooms: namely, “the tension between the desire of the teacher to use the target language exclusively and the need of the student to understand as much as possible of what is being taught”. Thus, this study supports the claim that it is difficult for teachers to avoid use of the first language, and perhaps even more difficult for learners to ignore it in foreign language instruction (See Chapter 5, section 5.4.4).

Martin-Jones (1995) examines two broad strands of CS research in classrooms:

- (i) The first consists of early studies where the first attempts were made to conduct classroom discourse analysis in bilingual contexts. This research focused primarily on the communicative functions of CS in teacher-led talks and on the frequency with which particular languages were employed to perform different functions.
- (ii) The second strand consists of more recent studies which have taken more account of the sequential flow of classroom discourse and of the way in which CS contributes to the interactional work that teachers and learners do in bilingual classrooms. This research has incorporated elements of a conversational analytic approach to CS and has generally been grounded in ethnographic observation.

In this study, the research that has been carried out falls into the second strand of CA. In the following sections, I review the previous CS studies in bilingual interaction and in L2 classrooms.

2.3.2 Conversation Analytic Approaches to Bilingual Code-Switching Studies

In recent years, an increasing amount of research into conversational CS has been carried out, focusing on the pragmatic and expressive meaning carried by switches. Stroud (1998) divides the bulk of this research into two main approaches. The principal characteristic of the first group (e.g., Gumperz 1982; Scotton 1988) is that “the social meanings of conversational code-switches are carried by a set of social categories metaphorically symbolized by particular languages (McConvell 1988)”. In that sense, “what speakers do when they switch is to juxtapose the *we-code* and the *they-code* (original in italics), and the code-switches serve to index the associations or identities linked to each code” (Stroud 1998, p.321). The associations may be “signalling a distinction between direct and reported speech, clarifying and emphasizing a message, qualifying a message or signalling the degree of speaker involvement in the talk”. In terms of identity, “members of bilingual speech communities attach different rights, identities and obligations to each of their languages” (ibid. p.322).

The second group (e.g., Wei 1994; Moerman 1988), who practise CA, “question the primacy of macrostructural or societal contributions to the social meanings of CS, that particular languages stand as metaphors for, and see the meanings of CS as emerging out of the sequential and negotiated development of conversational interaction”. Therefore, CA studies of CS support the idea that “the meanings carried by CS are negotiated in the actual context in which they occur” (Stroud 1998, p.322). Wei (2002

p.164) suggests that for those who are interested in the meaning of CS, the CA approach has at least two advantages. First, “it gives priority to what Auer (1984 p.6) calls the ‘sequential implicativeness of language choice in conversation’, i.e., the effect of a participant’s choice of language at a particular point in the conversation on subsequent language choices by the same and other participants”. Second, “it limits the external analyst’s interpretational leeway because it relates his or her interpretation back to the members’ mutual understanding of their utterances as manifest in their behaviour” (Wei 2002, p.164). Thus, the CA approach to CS was developed against the background of an overwhelming tendency in bilingualism research to explain CS behaviour by attributing specific meanings to the switches, and by assuming that speakers intend these meanings to be perceived by their listeners. Wei (2002) explains this as follows:

“The CA approach to conversational CS avoids the imposition of analyst-oriented classificatory frameworks and instead attempts to reveal the underlying procedural apparatus by which conversation participants themselves arrive at local interpretations of language choice. In contrast to other existing theories of bilingual CS, the CA approach dispenses with motivational speculation in favour of an interpretative approach based on detailed, turn-by-turn analysis of language choices. It is not about what bilingual conversationalists may do, or what they usually do, or even about what they see as the appropriate thing to do; rather, it is about how the meaning of CS is constructed in interaction” (pp.166-167).

It can be seen that the CA approach to bilingual interaction is very different from other sociolinguistic models that have been proposed. The differences are that “CA does not describe structures of CS in quantitative terms and divorced from its natural site of occurrence (conversation), or explain meanings of CS by invoking interaction-external concepts such as speakers’ rights and obligations. Instead, the CA approach focuses on collaborative achievements of the conversation participants, especially the methods and procedures they deploy in achieving understanding” (Wei 2002, p.177).

Hutchby and Woofitt (1998 p.13) define CA as “the study of talk; more particularly, the systematic analysis of the talk produced in everyday situations of human interaction: ‘talk-in-interaction’”. Wei (2002 p.163) identifies two strands in existing CA studies: “The first focuses on the institution of interaction as an entity in its own right, or ‘pure’ CA; the second examines the management of social institutions in interaction, or ‘applied’ CA”. Wei (2002) explains, “the latter tends to focus on specific interactional situations, on local, interactional requirements, and especially on the ways in which interactants show their orientations to these situations and requirements (ibid.)”. It is the second strand (applied CA) I am following in this research.

In a recent paper, Wei (2002 p.159) reviews the literature produced during the last two decades and notes that “there is an increasing diversity of analytic approaches to bilingual interaction, with a gradual move away from an earlier dichotomy between the grammatical analysis of CS and the socio-psychological analysis of language choice”. He introduces one of the new research paradigms: “the application of CA to bilingual interaction” (Auer 1998), and identifies this work as being a follow-up to “the tradition first developed by Gumperz (1982), who described CS in bilingual conversation as socially orderly discourse strategies which index localized norms and values”. Wei (2002) summarises a CA approach as being one where “particular attention is paid to the way in which individuals strategically use the codes in their bilingual repertoires to achieve specific interactional goals” (ibid.). In this study, I apply the CA method of sequential analysis to examine bilingual interaction from an institutional/pedagogical rather than from a linguistic perspective. I analyse CS within its naturally occurring interactional setting in an EFL classroom context.

2.3.3 Discourse Analytic Approaches to Bilingual Code-Switching Studies

Martin-Jones (1995) claims that early studies of the analysis of classroom discourse started with the works of Milk (1981) and Guthrie (1984). She regards these works as benchmarks, since “more attention was now given to the ways in which teachers and learners get things done with two languages in bilingual classrooms and to the way in which language values are transmitted through communicative choices” (p.93). Milk (1981) focuses on the CS patterns of a twelfth grade civics class, taught bilingually by a Mexican-American teacher in California, and uses an adapted version of Sinclair and Coulthard’s (1975) descriptive framework of exchange structure analysis (i.e., analysing the text in terms of functional motivation, social purpose, genre, schematic structure, field, tenor, and mode). The study concludes that only the act of elicitation is conducted equally in both English and Spanish; otherwise, English is dominant in the classroom discourse. Guthrie (1984) carries out a comparative study of two teachers (one of whom is monolingual, the other bilingual) working with American-Chinese students in an elementary school in California. The five communicative functions of Chinese CS that the study identifies are as follows: (a) for translation, (b) as a ‘we code’, (c) for procedures and directions, (d) for clarification and (e) to check for understanding. In this study, I find that teachers code-switch from English to Turkish in EFL classrooms to perform the above five pedagogical functions, among others (twelve altogether). In this case, the data for this study confirm the results of Guthrie’s study.

Valdés-Fallis (1978) studied the patterns of both teachers’ and learners’ CS in a bilingual classroom and categorised them as falling into two main patterns: those used in response to external factors and those used in response to internal factors. Her

primary finding is that “Spanish is the language of instruction, while English is used for classroom control” (p.21). Valdés-Fallis’ findings may be applicable to her data but the findings from my data do not concur with hers. In her ethnographic study, Zentella (1981) focuses on the ‘Initiation-Response-Evaluation’ (IRE) sequence of the interaction of bilingual Puerto Rican learners and their teachers in two bilingual classrooms in New York City. She finds that “teachers and learners code-switch between Spanish and English to admonish, make asides, and make metalinguistic commentaries” (p.119). My findings reinforce those of Zentella and expand on them, by adding pedagogical functions such as expressing social identity and dealing with a lack of response in L2.

In addition to these three studies that were carried out in bilingual classrooms, there has been a number of similar studies conducted in L2 classrooms. For instance, Nzwanga (2000) studies the role of CS in a class of French as a second language at the Ohio State University. The study concludes that CS plays significant roles in a classroom at two levels: informal and formal. The informal level refers to the parts of the lesson where CS plays a communicative role in administration or management. On the other hand, at the formal level, the target language is formally taught in order to perform functions such as introducing, explaining, commenting, practising the target language, etc. The study emphasises the communicative and pedagogic roles that CS plays in classroom discourse. In my study, I use the term ‘pedagogical functions’ to cover both pedagogical and communicative (in the sense that Nzwanga uses the term functions). Her finding that code-switching to L1 is used for administration or management is applicable to my data. However, her statement that the target language is always used for explaining and commenting in EFL classrooms does not fit with my data. Instead, I

find that teachers generally use Turkish when they are providing metalanguage information (e.g., Extract 4.12.2, Chapter 4) and when commenting on something related to the task (e.g., Extract 4.4.3, Chapter 4).

Along with the application of the CA method of sequential analysis, I use the DA functional analysis in this study to categorise teacher-initiated and teacher-induced CS extracts according to their pedagogical functions. In the following section, I integrate my research findings into the previous DA studies of CS in L2 classrooms.

2.3.4 Code-Switching Studies of Second Language Classrooms

Ferguson (2003 p.39) provides an overview of some recent, significant studies of classroom CS in the following three categories:

1. “*CS for curriculum access*. (e.g., to help pupils understand the subject matter of their lessons)”

Those studies (e.g., Lin 1996; Martin 1999a, 1999b) which examine the bilingual negotiation of the meaning of classroom texts belong to this category. The common point these studies illustrate is “the significant role of CS in providing access to English medium text and in scaffolding knowledge construction for pupils with limited English language resources” (Ferguson 2003, p.41). As an example, Martin (1999a pp.51-52) analyses an extract from a grade four geography class in Brunei, which illustrates how the teacher switches from English to Malay in order to “encourage and elicit pupil participation”, “clarify the meaning of certain sections of text”- a process that Martin (1999a p.53) refers to as “unpacking the meaning”- and “demarcate reading the text from commentary on it”. I obtain similar results in my study. Teachers code-switch from English to Turkish in order to deal with procedural trouble, clarify meaning by providing the Turkish equivalent, encourage and elicit learner participation, elicit

Turkish translation, check learner comprehension, and provide metalanguage information. However, for some of the above functions, teachers sometimes code-switch from Turkish to English to encourage learner participation, check comprehension, and elicit Turkish translation (e.g., Extract 4.9.1, Chapter 4).

2. *“CS for classroom management discourse. (e.g., to motivate, discipline and praise pupils, and to signal a change of footing)”*

The studies (e.g., Canagarajah 1995; Lin 1996) which fall into this category, specifically analyse CS which “often contextualises a shift of ‘frame’ (Goffman 1974) away from lesson content and towards some ‘off-lesson’ concern –to discipline a pupil, to attend to latecomers, to gain and focus pupils’ attention” (Ferguson 2003, p.42). CS may also, as Ferguson states, “demarcate talk about the lesson content from what we may refer to as the management of pupil learning; that is, negotiating task instructions, inviting pupil contributions, disciplining pupils, specifying a particular addressee, and so on”. Under the same heading of classroom management, Ferguson (ibid.) highlights “the use of CS as an ‘attention-focusing device’ (Merritt et al. 1992, p.117); that is, the code contrast functions to redirect pupils’ attention –very often at the opening of a new topic”. In my study, I notice similar pedagogical functions to those listed by Ferguson. Teachers code-switch from English to Turkish in order to deal with classroom discipline (e.g., Extract 4.3.1, Chapter 4) and give feedback (e.g., Extract 4.10.1, Chapter 4). CS from Turkish to English occurs when teachers shift the frames or topics of the lesson, and serves the function of an attention-focusing device during the shift (e.g., Extract 4.13.1, Chapter 4).

3. *“CS for interpersonal relations. (e.g., to humanise the affective climate of the classroom and to negotiate different identities)”*

The studies (e.g., Adendorff 1993; Merritt et al. 1992) that concentrate on this function of CS investigate the social and affective classroom environment where teachers and learners negotiate relationships and identities. Ferguson (2003 p.43) clarifies this function as follows:

“In many classrooms, English indexes a more distanced, formal teacher –pupil relationship and the local language–Tamil, Cantonese, Zulu or Maltese–a closer, warmer more personal one. To build rapport with individual pupils, create greater personal warmth and encourage greater pupil involvement, the teacher may, therefore, when the occasion is suitable, switch to the local language.”

In my study, teachers code-switch from English to Turkish in order to express a Turkish idiom, comment on a social event in Turkey, and pass on personal information (e.g., Extract 4.4.1, Chapter 4). I have not come across any cases where teachers code-switch from Turkish to English in order to influence interpersonal relations in the classroom.

In this study, I will employ Ferguson’s DA categorisation of classroom CS, with one minor adaptation. I identify twelve pedagogical functions of CS in EFL classrooms in Turkey, and then list each function under a separate title, rather than listing many pedagogical functions under a broad heading, as Ferguson does. I think this method suits best to the purposes of this study, since in this way I will be able to show the relationship between pedagogical focus and CS. I thus agree fundamentally with the pedagogical functions covered by DA studies.

2.3.4 Conversation Analytic Studies of Second Language

Classrooms

There has been a rapid progress in the scope of CA studies from monolingual free conversation to institutional interaction (Seedhouse 2004, p.278). Following Drew and Heritage’s collection (1992), CA work covers not only traditional professions such as medicine or law (e.g., Heritage and Maynard in press), but fields such as business (e.g.,

Boden 1994), broadcasting (e.g., Clayman and Heritage 2002) and counselling (Peräkylä 1995). Seedhouse (2004) highlights this progress from monolingual free conversation to institutional interaction as “natural” because he suggests that “professional interest should extend beyond description and towards the potential of such research in terms of training and development interventions, encouraging the emergence of applied CA almost by default” (p.279).

In addition to this progress from monolingual free conversation to “talk at work” (Drew and Heritage 1992), CA studies increasingly cover multiple languages (Seedhouse 2004). Examples of CA studies in non-pedagogical settings include those in German (Golato 2000), Finnish (Sorjonen 1996), Swedish (Lindstrom 1994), Dutch (Ten Have 1999), Japanese (Hayashi, Mori, and Takagi 2002), Chinese (Hopper and Chen 1996), Korean (Kim 1999) and Thai (Moerman 1988). Seedhouse (2004 p.286) notes that such studies are beneficial for the comparative and contrastive analyses of two languages, as well as language teaching materials design because “[they] reveal similarities and differences in the organisation of talk in different languages”. To illustrate this point, for example, Hopper and Chen’s (1996) study in comparing telephone openings in Mandarin Chinese to those in English found some similarities [previously it was found that there are four sequence types which typically occur in American English telephone conversations, namely summons-answer, identification-recognition, greeting and “how are you” (Gafaranga and Britten forthcoming)] in that the first three sequences regularly occur in Taiwanese telephone conversations. However, they also identify practices and linguistic resources which have not been identified in European languages. In particular, telephone callers in Taiwan use a variety of greeting tokens to index the state of their interpersonal relationship and intimate callers may speak before the answerer. Such

findings, Seedhouse (2004 p.287), “can potentially feed into materials design aimed at learners with specific L1s learning specific L2s”. In other words, Hopper and Chen’s (1996) study neatly captures the reflexive relationship between talk, its social and institutional context.

In relation to the scope of this research, Seedhouse (2004 p.292) notes that “since SLA is a broad area, we should first clarify that CA’s only possible contribution would be to those areas of SLA which use spoken interaction (both inside and outside the classroom) as data”. Firth and Wagner (1997) criticise SLA for neglecting the social and contextual aspects of language use (psycholinguistic focus on the cognition of the individual), and their contribution to SLA processes (emic approach to fundamental concepts). Since Firth and Wagner’s (1997) article, a number of SLA studies have been published which do incorporate social and contextual dimensions (e.g., Ohta 2001).

Markee (2000 p.82) suggests that “from a CA perspective, the micro-level analysis of organisation (i.e., turn-taking, repair, adjacency pairs, preference organisation) clarifies how speakers routinely implement the collaborative and orderly achievement of talk. From an SLA perspective, this level of analysis illuminates how and why learners may be able to learn new language by doing talk”. In Markee’s term, ‘using a CA-for-SLA perspective’ (2000 pp.44-45) helps me to develop an emic perspective on how the participants display to each other their understanding of the context. Therefore, with the CA method of sequential analysis, I try to portray how the institutional goal (teaching and helping/scaffolding learners for L2 use) is talked into and out of being on a turn-by turn basis by a normative orientation to a pedagogical focus. There have been no CA studies of CS in L2 classrooms; thus, my research is highly original.

2.3.6 Studies of Turkish Code-Switching

There are a number of studies of Turkish CS outside the classroom context. For example, Jorgensen (2003) carried out two research projects involving the bilingual behaviour of Turkish-speaking adolescents in Germany and Denmark. It is stressed that the language use of these populations does not differ in major ways from that of their majority-language monolingual peers, although the specific language skills of the former receive little recognition. The social functions of CS are examined to support the argument that CS must be seen as speakers' situational choices; in particular, Turkish-German and Turkish-Danish bilingual youths use CS to criticise and re-evaluate social structures outside their groups. Another research project was conducted by Keim (2002) on German-Turkish language variation and the development of communicative styles in young immigrant groups in Mannheim, Germany. The discussion focuses on a description of a selection from the speech and communication repertoire of a Turkish immigrant group- the 'Powergirls'. The in-group communication of this group is characterised by German-Turkish mixed forms, in which elements of German and Turkish are joined together. On the other hand, in multilingual conversations, the immigrant youths use a simplified form of German as their means of communication. Keim uses examples from the conversations to illustrate both forms of language use and to describe them through form-function analysis.

In an L2 context, Kuhberg (1992) studies the longitudinal L2 attrition versus L2 acquisition in three Turkish children. Two Turkish females aged 7 and 9, raised in Germany and now living in Turkey, are observed, and L2 attrition is compared to the L2 acquisition of German by a Turkish boy aged 11. The main developmental stages of attrition are delineated. Attrition for the learners begins after six months, indicated by

slower speech, hesitation, and free morpheme CS to Turkish due to lexical attrition, particularly in verbs. Bound morpheme CS becomes the predominant pattern. Basic syntactic patterns of German are retained the longest, and it was found that attrition was largely a mirror image of acquisition. Other similarities between sets of data included simplification, overgeneralisation, and over-regularisation. CS is shown to be developmentally systemic and grammaticalised, and it is concluded that the last learned/first lost hypothesis is confirmed by these results.

Another study within the L2 context is that of Eldridge (1996). He questions the widespread assumption in L2 teaching that CS between the learner's target and native languages is counterproductive. Examples of the phenomenon (CS) are tape-recorded in Turkish secondary beginner and low intermediate English classes (the number of learners is unspecified, learners are aged between 11-13 years). He finds that 93 of the 100 instances are oriented to lexical equivalence, floor-holding, metalanguage, reiteration, group membership, conflict control, and alignment/misalignment. It is suggested that CS is natural and that it facilitates communication and learning of the L2; thus, it has implications for teacher training in that teachers should take a flexible attitude toward CS in L2 classrooms.

Despite the existence of the above studies, a major research gap in the area of CS is a lack of co-ordination between studies of CS (English/Turkish) and EFL. Eldridge's study (1996) focuses on the teacher training perspective, and in particular on how teachers treat language alternation in the classroom. He analyses CS in the learners' talk only. However, the originality of my research lies in the fact that it analyses the sequential organisation of teacher-initiated and teacher-induced CS (English/Turkish and Turkish/English) not only in learners' talk but also in the teacher and learner

interaction. The data for this study are collected from six Turkish EFL classrooms at undergraduate level. The application of the CA method of sequential analysis in addition to the DA functional analysis in this study addresses another research gap, namely a need for studies of how CS is actually managed in classrooms. In this research, I look at CS from English to Turkish and from Turkish to English, which is a kind of CS rarely examined in EFL classroom literature. Owing to limitations of space, I here examine only the CS initiated by the teacher. For further research, both teacher- and learner-initiated CS should be studied in English-Turkish teaching/learning contexts, as well as in English-other language (e.g., Icelandic, Persian, Russian, etc.) CS in English-as-a-foreign-language classroom settings.

2.4 Theoretical Background of Socio-cultural Theory

2.4.1 The Zone of Proximal Development

Vygotsky ([1960]1978 p.86) defines the ZPD as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”. The actual developmental level indicates a learner's level of mental development at a particular time and shows the functions that have already matured in the learner. The level of potential development refers to those functions that have not yet matured. In the L2 context as a research setting, teachers are the competent members initiating CS to scaffold learners to develop within their ZPDs. My research setting is a monolingual classroom where the foreign language (i.e., English) being taught is used in the classroom only. Therefore, by bringing the ZPD into the analysis of teacher-initiated and teacher-induced CS extracts, I investigate the pedagogical functions in which teachers use CS as a scaffolding technique to create a

ZPD. Linking ZPD and scaffolding (see sections 2.4.3 and 2.4.4) to the four characteristics of CA theory of knowledge (see section 2.2.2), I analyse how these characteristics are achieved through CS in the language classroom interaction.

2.4.2 Applications of the Zone of Proximal Development to

Education

Hedegaard (1990) supports the importance of context and summarises the underlying assumption behind the notion of the ZPD: “psychological development and instruction are socially embedded; to understand them one must analyze the surrounding society and its social relations” (p.349). These two statements (i.e., from the above quotation) are related to my research in terms of the way in which I analyse the pedagogical functions of teacher-initiated and teacher-induced CS within its social context through a turn-by-turn sequential analysis of classroom extracts. Hedegaard (1990) examines the integration of scientific knowledge (e.g., biology, history, and geography) into personal knowledge in Danish elementary schools from the third to the fifth grade and provides her definition of the ZPD at the conclusion of her study as “a relation between the planned instructional steps and the steps of the children’s learning/acquisition process” (p.365). Linking Hedegaard’s findings to my research, I explicate how CS as a teaching strategy is used in L2 classrooms.

Ohta (2001 p.9) defines the ZPD in relation to SLA as “the distance between the actual developmental level as determined by individual linguistic production, and the level of potential development as determined through language produced collaboratively with a teacher or peer”. For the purposes of this study, I interpret the ZPD and scaffolding as similar concepts and use scaffolding consistently to refer to both concepts. My approach is to start from a CA analysis of actual interactional patterns and show how

such notions are actualised in the data. This is therefore a cutting-edge study in some respects, since there has as yet been no definitive result showing the relationship between CA and ST, despite the fact that this topic is of current interest to CA researchers (e.g., Egbert 2003).

2.4.3 Scaffolding

The scaffolding metaphor is used extensively in language teaching, and is defined as an instructional strategy, where scaffolding supports learning during its early phases through such techniques as demonstrating how tasks should be accomplished, giving hints regarding the correct solution to a problem or answer to a question, and providing leading questions (Snowman and Biehler 2000). In other words, the process that enables learners to move from their actual developmental level to their potential developmental level is referred to as ‘scaffolding’ (Wood, Bruner, and Ross 1976). The eventual aim of scaffolding is that, when it is removed, the building will then stand on its own –“learners become more capable of working independently” (ibid.). Scaffolding may be carried out by peers as well as by teachers (termed ‘peer assistance’ in Ohta 2001, p.88). However, for the purpose of this research, I focus only on the scaffolding carried out by teachers.

2.4.4 Scaffolding in the Language Classroom

Johnson (1995) defines scaffolding in relation to repair in language teaching. One of the types of repair used in the data is ‘embedded correction’ (Jefferson 1987, p.95): that is, “a repair done as a by-the-way occurrence in the context of a conversational move, which in this case is a move of agreement and confirmation”. This technique of correction and expansion is often termed ‘scaffolding’ (Johnson 1995, p.75) (See Extract 4.8.1, as one example of ‘embedded correction’). Another type of repair used in

the data is ‘exposed correction’ (Jefferson 1987), or ‘corrective feedback’ (Ohta 2001, p.135), where the teacher uses other-initiated, other-repair techniques “in which correction becomes the interactional business; the flow of the interaction is put on hold while the trouble is corrected” (Seedhouse 2004, p.234) (See Extract 4.8.4, as one of the examples of exposed correction).

In the data, what I aim to do with regard to the teacher’s scaffolding is to analyse the role of CS in the sequential organisation of interaction where scaffolding occurs. From the data analysis, it appears that teachers use CS as a scaffolding technique to create a ZPD in relation to particular pedagogical functions (e.g., translating, asking a question in L1 if there is no learner response when it is asked in English, eliciting L1 translation, giving feedback, checking comprehension in L2, giving metalanguage information). Among these pedagogical functions, learners follow up teacher-initiated CS in Turkish when teachers code-switch to give feedback and check learners’ comprehension in L2. For the rest of the pedagogical functions, learners follow up teacher-initiated CS either in Turkish or in English. Therefore, this study concludes that CS can sometimes create a scaffolding effect, depending on which pedagogical function it serves.

2.5 Literature on the First Language Use in the Second Language Classrooms

2.5.1 Studies which Oppose the First Language Use

Some research on this issue has been conducted in bilingual education contexts. For instance, Cummins and Swain (1986) study the educational development of bilingual children from both majority and minority language backgrounds and emphasise the importance of clarifying the nature of language proficiency, while assessment is analysed in relation to language planning in a wide variety of educational contexts.

However, the research context of this study is L2 classrooms, specifically EFL classrooms. I have therefore quoted from studies carried out in these contexts, rather than those carried out in bilingual education contexts.

There has been considerable debate regarding the exclusive use of the L2 in monolingual FL classrooms. In particular, strong proponents of the communicative approach, which has “an emphasis on learning to communicate through interaction in the target language” (Nunan 1991, p.279), have typically frowned upon the use of L1 in L2 classrooms. For instance, in her practical teacher training course book, Willis (1981) defines teaching English through English (TETE) as “speaking and using English in the classroom as often as you possibly can”. She advocates TETE, which demands that teachers teach, and learners learn the curriculum through the medium of English. Willis (1992) analyses spoken discourse in the foreign language (FL) classroom from the point of view of two structures: ‘inner’ and ‘outer’. She defines these terms as follows:

“The Outer structure provides the framework of the lesson, the language used to socialize, organize, explain and check, and generally to enable the pedagogic activities to take place. In some classrooms, more usually in countries where the target language is not the medium of instruction, all or most of this Outer language is in the learners’ mother tongue.

The Inner language consists of the target forms of the language that the teacher has selected as learning goals. These are generally phrases, clauses or sentences, presented as target forms, quoted as examples, repeated and drilled or otherwise practised by the class, often as discrete items, the sequence of utterances bearing little or no resemblance to possible sequences in ‘normal’ discourse” (p.163).

After dividing the FL classroom discourse into two structures, Willis focuses on both teacher- and student-initiated switches in both outer and inner structures. With regard to this study, I include here her findings on teacher-initiated switches only. Willis (1992 p.176) suggests that teachers switch from L1 (outer) to L2 (inner) to “correct errors, supply new words, and begin drill or practice sequences that are normally marked by boundary exchanges”, and from L2 to L1 to “end transaction and give instructions as a

result of a student's misunderstanding". Willis (1992 pp.170-171) lists typical patterns that she found in language teaching sequences, such as "only the Outer column used", "mainly the Outer column is used", etc. Neil (1997) studies the use of the target foreign language in secondary schools in Northern Ireland by ten German-as-a-foreign-language teachers. His study analyses the target language from the teachers' perspective, looking at the teachers' use of the target language, the teacher's own language learning problems and the learners' point of view.

Duff and Polio (1990; Polio and Duff 1994) carried out research into university foreign language classes. In their research, although many teachers report that it is possible to teach core French almost exclusively in French, many others find this difficult or even impossible. Kharma and Hajjaj (1989) also conducted a study of the Arab learners of English in the Gulf region and conclude that L1 should not be used in second language classrooms, since the aim of second language teaching is to approximate near-native competence. Chambers (1991) states in his research that "the theoretical basis for use of the target language in classroom communication does not seem to be controversial" (p.27). He then continues by giving examples of when and why this might be so, based solely on a practical survey. Macdonald (1993) argues that switching to the L1 to explain what the teacher has said to learners is unnecessary, and undermines the learning process. Thus, according to these researchers, teaching entirely through the target language allows learners to experience unpredictability, and to develop their own in-built language system. Following this train of thought, although Cook (2001) believes in the existence of an ease for CS in the FL classroom, he supports the view that L1 use inevitably cuts down exposure to the L2. The underlying assumption in

studies of this type is that it is better to teach the language of English through the medium of English.

In addition to the arguments raised by proponents of the communicative language teaching method, the Direct Method bases its focus on “the exclusive use of the target language in the classroom” (Richards and Rodgers 1986, p.11). The meaning of words or structures in the Direct Method is not to be given through “explanation in either the native language or the target language but it is to be induced from the way the form is used in a situation” (ibid. p.36). As can be seen, L1 use is strictly discouraged in L2 classrooms, with the aim of teaching and training learners how to think in L2 when they come across new information. In my research setting (i.e., a Turkish University), there is no official teaching method that teachers have to follow; however, there is an institutional policy that encourages as much L2 use as possible in EFL classrooms.

2.5.2 Studies which Support the First Language Use

In opposition to the communicative approach, there are those who advocate careful and limited use of the L1. For instance, Gabrielatos (2001) claims that “an either/or attitude to L1 use in ELT is not helpful”, and that instead “a more constructive range of questions”, such as “‘what for’, ‘when’ and ‘to what extent’”, is needed. This view has been applied to CS studies (e.g., Ellis 1985, pp.180-189) where L1 use is regarded as a powerful influence on the learning process, since learners tend to treat it as the obvious starting point when learning a new language and a popular communication strategy.

Guthrie (1984) questions the relation between conducting a lesson entirely in L2 and the amount of intake by learners. She concludes that teaching entirely in L2 does not result in greater learner intake. Dickson (1996) embarks on his research in order to establish the extent to which teachers of modern foreign languages use the target language in the

classroom, and to investigate teachers' beliefs about its role in effective teaching and learning. His study provides information about the quantity of target language used by both teachers and pupils at key stages three and four of the National Curriculum, about difficulties encountered in promoting target languages, and about the balance of target language and English thought to be most appropriate for developing foreign language competence. He comes to the conclusion that the quantity of teacher L2 input may not be as influential as the quality of such input. Macaro (1997) explores the concept of teaching exclusively through the target language and relates this to two current pedagogical issues: peer collaboration and learner autonomy. He argues that it is not only impractical to exclude the L1 from the classroom but that it is also likely to deprive learners of an important tool for language learning. Harbord (1992) points out that "many teachers have tried to create an EO (English-only) classroom but have found they have failed to get the meaning across, leading to student incomprehension and resentment" (p.350). He therefore concludes that "translation / transfer is a natural phenomenon and an inevitable part of second language acquisition ..., regardless of whether or not the teacher offers or 'permits' translation" (Harbord 1992, p.351).

Atkinson (1993) claims that despite the long believed advantages of the native speaker (NS) teachers of English, non-native speaker (NNS) teachers are in a good position to understand the possible difficulties which their students may have and therefore "know which aspects of English to concentrate on in their teaching" (pp.7-8). He suggests, "the L1 can be a very valuable resource if it is used appropriately" (p.9). The 'appropriate' use of L1 is exemplified in the situations where English learners with low-level language proficiency experience stress and frustration when taught in the L2 only. Atkinson introduces the regular use of 'L1 problem clinics', where learners and teacher

discuss about the areas of difficulty in the mother tongue, and suggests that clinics will improve student motivation in the sense that “students know that they will have the opportunity to discuss something in the L1 in future”, therefore, “they really try during activities in English” (p.18).

Atkinson (1993 pp.25-38) characterises certain roles of L1 as being necessary and others as being unnecessary in presenting and practising a new piece of language in low language proficiency level classrooms. According to him, the necessary roles are: “lead-ins (exploit the L1 to check that the students have understood the situation), eliciting language (getting language from the students), giving instructions (especially useful to clarify the written instructions on a worksheet or in a textbook), checking comprehension (whether or not students understand a word or phrase)”; while the unnecessary roles are: “at listening stage (the assimilation of the meaning of the new language item takes place), drills (helps students to practise the new language), correction (teacher should encourage students to correct themselves), personalisation, creativity stage and games (the three activities to give intensive practice of the L2)” (ibid.). Atkinson (1993) concludes his discussion of the L1/L2 balance by saying that “although the teacher should aim for as much L2 as possible in the classroom, the occasional bit of appropriate L1 use is not the end of the world!” (p.79). Further reasons quoted for allowing L1 use are that it can be very time-efficient in certain situations (Chambers 1992; Atkinson 1993), and for the majority of teachers, teaching entirely in L2 is not really feasible, for a variety of real and perceived reasons (Chambers 1992; Atkinson 1993). Finally, in many cases, it may not be desirable to teach only in the target language, since this creates other socio-cultural divisions, such as ethnocentricity, if L1 is banned (Atkinson 1993).

As well as providing a number of reasons why L1 use may be beneficial, a wide variety of situations where its use may be particularly appropriate have also been suggested. Chambers (1992), in the most comprehensive account, gives a list of nine separate situations, most of which have been echoed by other practitioners. Included in this list are practical considerations, such as: 1) giving or checking instructions (also Harbord 1992); 2) discussion of classroom methodology with students unfamiliar with the teacher's approaches (also Harbord 1992); and 3) the presentation and reinforcement of language (also Harbord 1992). One further possible application of L1 is for classroom management purposes, particularly in cases of student disruption, when using the target language is likely to have little or no effect, even if understood (Chambers 1992; Harbord 1992).

Cameron (2001 p.200) states that "if the teacher and class share a common mother tongue, then not to use that first language is very unnatural". In her study, she looks for patterns in the types of activity that each language is used for and lists eleven separate situations where teachers use L1: "explaining aspects of the foreign language, translating words or sentences, giving instructions, checking understanding of concept, talk, text, instructions, eliciting language, focusing pupil's attention, testing, talking about learning, giving feedback, disciplining and control, and informal, friendly talk with pupils" (p.201). She also suggests two situations where learners may use L1: "asking for help from teacher or peers and responding to teacher questions" (p.202). Cameron explains these patterns of L1 use as an outcome of strategic motivations which teachers have in order to "create and maintain levels of formality and informality in classroom discourse, and to structure and control lessons and behaviour" (p.202). Although Cameron's research is related to young learners' classroom discourse, her

findings are still applicable to my research at university level. I agree with Cameron's 'dynamic view' which involves "considering movement between languages in classroom interaction, rather than just which language is used" (2001 p.205). I noticed that teacher-initiated and teacher-induced CS and learners' language choices made within and across turns of talk (micro-level) are related to the pedagogical functions of the lesson and school practice (macro-level). Therefore, in this study, I carried out a DA functional analysis by first categorising teacher-initiated and teacher-induced CS patterns at a macro-level, then analysing each CS pattern within its micro-level by using the CA method of sequential analysis.

Moreover, not all of the studies that support L1 use focus on listening and speaking activities. There are a number of other studies of writing and reading tasks that share a common view that L1 use is beneficial for learners. For instance, Anton and DiCamilla (1998) suggest that the L1 is used by learners, with beneficial results, for the purpose of externalising their inner speech during a writing task. Kern's (1994) research into reading tasks reveals a number of advantages of using the L1 in order to reduce memory constraints, convert text into more familiar terms, and avoid losing track of meaning. However, my study is related to spoken CS during speaking and listening activities; my data findings may therefore not concur with the results of studies concerned with written CS. Although there are arguments for and against L1 use in L2 classrooms, my main research focus is on how L1 use is actually organised in L2 classrooms and how it is related to pedagogy. Thus, I do not prescribe a favourite teaching method. However, my position in the discussion of L1 use in L2 classrooms is in the similar vein with Cook's (2001) that CS is a natural phenomenon and the concurrent use of L1 and L2 is inevitable in L2 classrooms.

2.6 Summary of the Chapter

The varied literature discussed in this chapter helps to introduce and explain the CS phenomenon in L2 classrooms. CS between Turkish and English in EFL classrooms is not a well-researched area. As mentioned before, Eldridge (1996) has carried out research into teachers' attitudes towards CS in EFL classrooms in secondary schools. His study is one of the studies contributing to an understanding of CS between Turkish and English. However, my research analyses the sequential organisation of CS in university level EFL classrooms. Owing to the limitations of space, I have analysed only teacher-initiated and teacher-induced CS sequences in this research. Analysing and describing the sequential organisation of learner-initiated CS in teacher-learner and learner-learner interaction patterns would be a promising area for further research. By using the CA method of sequential analysis to analyse the organisation of teacher-initiated and teacher-induced CS, and using the DA functional analysis of its relation to pedagogical functions, I address a research gap.

CHAPTER III: METHODOLOGY

3.1 Purpose of the Study and the Research Question

The purpose of this study derives from an interest in analysing the sequential organisation of teacher-initiated and teacher-induced CS in a Turkish university EFL setting. The aim of this study is to describe the sequential organisation of teacher-initiated and teacher-induced CS in a Turkish university EFL setting. To support this aim, the following research question is addressed: How are teacher-initiated and teacher-induced CS sequences organised in Turkish EFL classroom interaction?

3.2 Research Issues

3.2.1 Sampling Information

The data for this study are taken from six whole lessons of beginner-level university EFL classrooms. All of the classes except one are in the Modern Foreign Languages Department, the other being in the Linguistics Department, at Dokuz Eylül University. All of the observed lessons were chosen particularly from conversation classes, since the course was structured in the main around by speaking activities, which made it possible to record a larger amount of spoken data than in other classes such as reading, writing, and grammar. The teaching material used in each classroom is included in Appendix III.

The first class is in the Modern Languages Department, which offers an ELT programme for learners who are not majoring in English as an undergraduate degree. The ELT programme lasts for one academic year and is registered as a ‘prep class’. It is compulsory for those who do not pass the compulsory English language test set at the

beginning of the first academic year. The required score to pass the test is sixty out of one hundred. Learners who score less than this will be automatically registered in the prep class. Those learners attending the prep class thus take five years to complete their Bachelor's (BA) degrees, i.e., one year for the prep class in addition to the four-year undergraduate degree programme. Yet, there is a mismatch between the nature of the test and the application of the ELT programme. The compulsory English language test consists of multiple choice questions testing grammar and reading skills. In addition to this, after completing the multiple choice questions, learners are required to write a composition about a topic set by the examiners. Therefore, the language test is focused on reading and writing skills in English. However, learners who fail the language test are trained in all four language skills during the one year intensive ELT programme. In class one, there are twelve learners aged around 20. The lesson lasts for fifty minutes and is based on a role-play activity carried out in pairs. The task involves writing a dialogue and acting it out in pairs. The learners alternate between the roles of travel agent and tourist. The teacher acts as a facilitator by helping the learners with language difficulties, and as a director by giving out the task instructions.

The second class is also from the Modern Languages Department. The lesson transcribed is a fifty-minute class with beginner level learners. There are eleven learners aged between 21 and 24. The lesson is a teacher-fronted whole class discussion about the New Year Celebration. The task entails answering the teacher's questions. The teacher nominates learners to answer his questions. The teacher acts as a facilitator by helping learners with language difficulties, and as a director by giving out the classroom instructions.

The third class is from the Linguistics Department. The prep class ELT programme is applied in this department also. The academic backgrounds of the learners thus range from Social to Applied Sciences. The lesson observed lasts for sixty minutes. The class consists of ten students aged between 21 and 24. The lesson is a teacher-guided listening comprehension activity. The task requirement is to listen to the teacher and fill in the gaps of a reading passage in pairs. The teacher controls and guides the activity.

The fourth class is a prep class in the Modern Languages Department. The lesson lasts for fifty minutes and is a class of twenty one learners at beginner level. The lesson is based on a grammar practice activity, in which learners are required to work in pairs. The task entails finding and using the grammatically correct English verbs from a table. The teacher gives out the task and classroom instructions and corrects learners' language mistakes.

The fifth class is also a prep class in the Modern Languages Department. There are twenty four learners aged around twenty in the classroom. The lesson lasts for fifty minutes and is based on a pair-work role-play activity. The task entails writing a dialogue related to a given situation and acting it out in front of the class. The pairs have specific roles in the situations arranged by the teacher. The teacher acts as a facilitator by helping learners with language difficulties, and as a director by giving out classroom instructions.

The sixth class is from the Modern Languages Department, and is a class of twenty two beginners. The lesson lasts for approximately fifty minutes and is based on a group-work activity. The teacher sets the roles and the situations. Each group is required to write a dialogue and act it out in front of the class. The teacher acts as a facilitator by

helping learners with language difficulties, and as a director by giving out the task instructions.

3.2.2 Discussion of Adequacy of Databases

In this section I address issues relating to databases supporting L2 classroom research in general, and consider the adequacy of the database on which this study is founded. Seedhouse (2004 p.104) notes that “one of the best-known studies of L1 classroom interaction, Mehan (1979) has as its goal the location of “the organizing machinery of classroom lessons in the interaction” (p.23)”. Mehan’s study is a relevant example for a discussion of the adequacy of databases, since his study is based on a corpus of nine lessons involving the same teacher, and his assessment of the organisation of interaction is based wholly on these lessons. In relation to the L2 classroom, for instance, Van Lier’s (1988) study is based on nine lessons recorded in Great Britain and the USA with Venezuelan, Dutch, and Mexican learners, with data added to sporadically from other sources. As an another example, Hasan’s (1988 p.95) corpus for his PhD thesis consists of five recordings of interaction lasting 35 minutes each, comprising audio and video data which were then transcribed. Fifteen Arabic-speaking Algerian postgraduate students at a British university were recorded together with four native speakers. The aim of the research was “to investigate the discourse variability exhibited by classroom participants” (Hasan 1988, p.2). When discussing the adequacy of databases for the study of L2 classrooms, Seedhouse (2004 p.106) suggests that “a total of between five and ten lessons has generally been considered a reasonable database from which recent classroom research into communication in both L1 and L2 classrooms has been able to generalise and draw conclusions”. I collected data for this study from six EFL classrooms. Each lesson lasted for 50 minutes, which produced five hours of audio and

video data. There are 103 pages of classroom transcriptions (See Appendix II). Thus, the size of the current database is adequate in this comparative sense to describe features of interactional organisation. In relation to my research aim, the database of material from six classrooms is sufficient to allow me to uncover the organisation of teacher-initiated CS in this university setting within the time frame of a PhD study and within the word limit of the thesis. In order to extend the generalisability of the study beyond this research context, it would be necessary to have collected data from more than six classes at several universities (e.g., all those universities offering EFL courses in the west region of Turkey) or at various school levels (e.g., primary, secondary, and postgraduate courses) or in a number of different countries. (Refer to Section 3.9 for the discussion of limitations).

3.2.3 Gaining Access to the Research Context and Ethics

In order to gain entry to the research context, I initially asked for permission to conduct classroom recordings from the Head of School of each department. After obtaining permission from the Heads of School, I contacted the teachers personally to ask for permission to record their classes. The teachers participating in this study are all female, with the exception of one male teacher. The university from which I collected the data is the one where I did my undergraduate study (1996-2000). Therefore, the Heads of School know me personally and allowed me relatively easy access to the research context.

For the sake of confidentiality, I used 'T' to refer to the teachers in the transcription instead of their names (See Appendix I for transcription conventions). I informed the teachers that they had joint ownership of the data and that, should they wish, I could send a copy of the transcriptions to them. All the teachers requested that I send them

the transcriptions of their classes. As promised, I sent them the transcriptions by e-mail. I also produced the transcriptions in the form of a book (Üstünel 2003), and submitted one copy to each of the Heads of School from whom I had received permission to collect the data. (See Appendix V for transcription submission letters). The teachers gave their verbal approval for being observed; then each teacher and his/her learners were observed during the course of one class (50 minutes) to collect the data. The schedule for classroom observations was arranged on the basis of negotiation with the teachers. During the data collection procedure, I collected six audio and video recordings from six different EFL classrooms.

Having been granted access to six EFL classrooms, I then made sure the participants fully understood the purpose of the research and whatever future use it might be put to. I provided the participants with the following information (See Appendix IV for the BAAL list of ethics):

- a) My academic background and current study conditions
- b) The purpose of my research (in order to neutralise any effects, I stated the purpose as being to analyse classroom interaction in general before the data collection. After collecting the data, I informed the participants of my specific aim to look for cases of CS.)
- c) Data collection procedure (i.e., audio- and video-recording)
- d) The duration of data collection
- e) Data analysis procedure (e.g., transcribing)
- f) The confidentiality of data (I suggested the learners use pseudonyms instead of their real names in transcriptions. However, all learners gave me verbal

permission to use their real names. Thus, in order to maintain confidentiality, I did not specify classes.)

- g) The participants' right to withdraw from the study before the data collection procedure

3.3 Research Methodology

3.3.1 Rationale for the Research Methodologies

The research methodologies applied in this study are the sequential analysis of CA and the functional analysis of DA. I chose to use the sequential analysis of CA in order to depict how the pedagogical functions of CS vary within lessons, and how language choices are made after teacher-initiated and teacher-induced CS in EFL classroom interaction. Detailed CA transcription (e.g., counting seconds in pauses, marking overlapping points of utterances, etc.) enabled me to obtain a detailed description of the data so that I could relate minute details of EFL classroom interaction (e.g., different pausing times) to different pedagogical functions of teacher-initiated and teacher-induced CS. As mentioned in Chapter 2, CA is able to portray CS (Wei 2002) and elucidate the constantly shifting relationship between pedagogy and interaction (Seedhouse 2004). Also, the characteristics of CA theory of knowledge are compatible with CS, in the sense that social phenomena and their meanings are together produced and reproduced between social actors through interaction (intersubjectivity and co-construction; see section 2.2.2.2, Chapter 2).

In my interpretation of the data, I categorised classroom extracts in terms of the pedagogical functions of CS in a way that would make the functional analysis of DA possible (Ferguson 2003). I identified similar instances of code-switched utterances and grouped them according to their pedagogical functions in the classroom interaction.

3.3.2 Conversation Analysis

3.3.2.1 Definition

Hutchby and Wooffitt (1998 p.13) define CA as “the study of talk; more particularly, the systematic analysis of the talk produced in everyday situations of human interaction: *talk-in-interaction*”. The aim of studying this recorded, naturally occurring talk-in-interaction is “to uncover the tacit reasoning procedures and sociolinguistic competencies underlying the production and interpretation of talk in organised sequences of interaction” (Hutchby and Wooffitt 1998, p.14). Schegloff (1991 p.46) states that CA is a meeting point for linguistics, sociology and several other disciplines, anthropology and psychology among them. As a result of CA’s different relevancies in wider disciplines of linguistics and sociology, it is by its nature interdisciplinary. Hutchby and Wooffitt (1998 p.37) explain this interdisciplinary nature as follows:

“From linguistics CA takes the view that language is a structured system for the production of meaning. But in line with certain subfields of linguistics such as pragmatics, CA views language primarily as a vehicle for communicative interaction. And, in line with recent developments in sociology, CA sees both communication and interaction as inherently social processes, deeply involved in the production and maintenance of social institutions of all kinds, from everyday intersubjectivity, to the family, to the nation-state.”

In the following sections (3.3.2.1.1-3.3.2.1.3), I describe CA’s interdisciplinary relations with ethnomethodology, ethnography, and SLA.

3.3.2.1.1 Ethnomethodology and Conversation Analysis

The founder of CA, Sacks, is a sociologist himself, but his view of sociology is anchored in two contemporary perspectives: ‘Goffman (1959) and the interaction order’ and ‘ethnomethodology’ (Garfinkel 1967). Goffman supports the ‘ritual’ nature of face-to-face interaction and believes that the domain of everyday interpersonal interaction is

a site of social order and should be the subject of structural sociological investigation. Sacks had been a student of Goffman's and his influence can be seen in Sacks' concern with how people accomplish many of their communicative actions indirectly. However, Sacks' interest in the ritual order differs fundamentally from Goffman's, in that it begins from the sequential order of talk-in-interaction itself. Psathas (1995) describes the difference between Goffman's approach and CA as follows:

“When he [Goffman] studied the same kinds of interactional phenomena as the conversation analysts, he introduced his own conceptualizations (e.g. “couplets” rather than “adjacency pairs”) and consistently tried to connect the observation of the so-called micro-order to so-called social structural or functional issues. In this respect, his orientation to the normative order persisted throughout his lifetime of writings. In contrast, the conversation analysts (and the ethnomethodologists) persisted in examining order as a produced and achieved matter ... They remained indifferent to various broad scale conceptualizations and general theories, in the interest of studying interaction itself and discovering and describing its orderliness” (p.11).

Also, Sacks' methodological perspective is different from Goffman's, in the sense that “the variety of interactional phenomena available for study are not selected on the basis of some pre-formulated theorizing, which may specify matters of greater or lesser significance. Rather the first stages of research have been characterized as *unmotivated looking* (original in italics). Data may be obtained from any available source, the only requirement being that these should be naturally occurring, rather than produced for the purpose of study, as in the case of laboratory experiments or controlled observations” (Psathas 1995, p.45).

During the 1960s and 1970s, CA emerged from within sociology and, in particular, from a small group of sociologists who were dissatisfied with what they saw as the excessive quantitative formalism in their discipline. These researchers were influenced in significant ways by a small group of social scientists who had developed an approach which they called ‘ethnomethodology’ (Garfinkel 1967). The term ‘ethnomethodology’

refers to “the study of ways in which everyday common-sense activities are analyzed by participants, and of the ways in which these analyses are incorporated into courses of action” (Rogers 1983, p.3). Thus, the epistemological understanding of CA is based on the ethnomethodological inquiry; that is, the aim of sociology should not be to understand how norms are internalised, but rather to describe the methods that people use for accounting for their own actions and those of others.

The difference between ethnomethodologists and other qualitative researchers is that the former “try to gain an *inside understanding* (original in italics) of the activities of the members of the local culture” by “getting a procedural grip on activities”. On the other hand, the latter “might want to understand the motivations or perspectives of the relevant actors” (Ten Have 2003, p.161). Rogers (1983 p.3) notes that “the most prominent development within ethnomethodology is undoubtedly CA”. CA is similar to ethnomethodology in two ways: firstly, “[in their] stress on the local achievement of order by the use of socially organized procedures, most notably sequential organisation, which can be seen as one of the major ways in which ‘indexical expressions’ gain their local intelligibility” (Ten Have 2003, p.153). CA centres on a process of first identifying elements and structures in naturally occurring conversation and then, through a detailed procedure of microanalysis, identifying participant-oriented evidence for the models, concepts, and ideas that people use. Secondly, CA and ethnomethodology are similar in “[their] preference for naturally occurring events” which “leads to an overall avoidance of researcher-provoked data, including answers to researchers’ questions” (ibid. p.161). CA is concerned with uncovering the implicit ideas and understandings people possess and use in their own everyday interactions.

Although Garfinkel recognised the importance of language for ethnomethodological study, it was Sacks who made a crucial contribution when he developed a systematic method to study the natural use of language. The methodological pitfall of Garfinkel's approach is that the analysis is based on the researcher's own account, which is generated in field notes after the event, rather than on the natural, situated actions of the participants. On the other hand, Sacks introduces the method of focusing on recorded conversations which provides a means by which members' sense-making, the establishment and maintenance of mutual understanding in interaction, may be observed in situ (Markee 2000).

3.3.2.1.2 Ethnography and Conversation Analysis

There is an epistemological relationship between ethnography and CA: "both these approaches focus on the particular rather than the general and also seek to develop a participant's rather than a researcher's perspective on whatever phenomenon is being studied" (Markee 2000, p.26). In relation to my research setting, I am using some ethnographic knowledge of the university setting (the university where I took my undergraduate degree), of teachers' lessons plans (not directly related to the data analysis, but can provide readers with additional information), and particularly of Turkish (knowledge of the language as L1, and of the culture and education system).

3.3.2.1.3 Second Language Acquisition and Conversation Analysis

Since the late 1990s, there has been a CA-motivated debate proposing the re-conceptualisation of SLA and concerning whether CA has any role at all to play in SLA, and, if it does, what that role should be. Markee (2000) suggests that "CA is able to make a major contribution to the SLA project in terms of portrayal of socially distributed cognition" (p.3). What is meant by 'socially distributed cognition' is "to

portray and explicate how interactants display their cognitive states to each other by means of and by reference to the organisation of turn-taking, sequence, and repair” (Seedhouse 2004, p.293). Burns (2001 pp.134-135) discusses the relationship between CA and language classroom research and suggests that “CA contributes to language teaching by turn-taking analysis and the analysis of turn types (e.g., adjacency pairs)”. In other words, “CA analysis of the L2 classroom can display an understanding of the current context (sequential, social, and L2 classroom context) and document the learner’s cognitive, emotional, and attitudinal states without giving a direct window into these states as well as the learner’s actual developmental level” (Seedhouse 2004, pp.295-296). Having stated in the above sections, CA’s theoretical relationship with other disciplines, I will introduce the methodological underpinnings of CA in the following section.

3.3.2.2 The Methodology of Conversation Analysis

CA differs from other forms of linguistically oriented analysis in terms of the following four defining characteristics (Markee 2000, p.40):

- *Conversation has structure.*

“Conversation analysts do not develop arguments about the structure of conversation on the basis of quantitative analyses of frequency data. This is because such analyses cannot reveal anything about how participants orient to the underlying preferential structure of conversation. Instead, conversation analysts seek to demonstrate that conversation could not be conversation if such universal interactional resources for making meaning (e.g., turn-taking, repair, adjacency pairs, preference organisation) did not exist” (Markee 2000, p.28). I therefore examine the structure of L2 classroom

interaction (Seedhouse 2004) and from the data determine how CS is organised within this structure.

- *Conversation is its own autonomous context.*

In order to demonstrate the existence of such universal interactional resources (e.g., turn-taking, adjacency pairs, preference organisation, repair), “conversation analysts use prototypical examples that give discursive form to the phenomenon being analysed. ... For example, ... reading a turn as an invitation is cotextually warranted by an invitation-relevant pre-sequence that enquires into the potential availability of the invitee and by a following acceptance or rejection sequence which brings the business to a close” (Markee 2000, p.29). Therefore, the organisation and significance of CS with context is obtained from the data.

- *There is no a priori justification.*

CA research is based on transcribed recordings of naturally occurring interaction, which is not pre-arranged or set up in laboratories. The aim of studying recorded and naturally occurring talk-in-interaction is “to uncover the tacit reasoning procedures and sociolinguistic competencies underlying the production and interpretation of talk in organised sequences of interaction” (Hutchby and Wooffitt 1998, p.14). CA researchers generate and present analyses through the extensive use of transcripts. The data I collected for the purposes of this study are from naturally occurring lessons in EFL classrooms.

- *The study of conversation requires naturally occurring data.*

A preference for naturally occurring data requires researchers to be extremely sensitive to the social context of data collection. CA regards the coherence in talk-in-interaction as inextricably tied to the local circumstances in which utterances are produced. In

relation to this, CA develops an emic perspective which seeks “to uncover the organisation of talk not from any exterior, God’s eye view, but from the perspective of how the participants display for one another their understanding of what is going on” (Hutchby and Woofitt 1998, p.15). The ‘next-turn proof procedure’ is the most basic tool CA uses. Hutchby and Woofitt (1998 p.15) define the next-turn proof procedure as occurring where “speakers display in their sequentially ‘next’ turns an understanding of what the ‘prior’ turn was about. That understanding may turn out to be what the prior speaker intended, or not; whichever it is, that itself is something which gets displayed in the next turn in the sequence”. Next-turn proof procedure ensures that analyses illuminate the orderly properties of talk as a result of the accomplishments of participants, rather than being based solely on the assumptions of the analyst. My research focus is on how participants respond to each other’s turns and how CS relates to this. On the basis of these four characteristics, in the following section I demonstrate how I put into practice the stages of CA research to analyse the data.

3.3.2.3 Types of Interactional Organisation in English-as-a-Foreign-Language Classrooms

I found CA applicable to my research focus in this study since I was able to use it to reveal the sequential organisation of teacher-initiated and teacher-induced CS in L2 classroom interaction and the learner’s language choice after teacher-initiated and teacher-induced CS. In the research context of this study, the participants (i.e., teachers and learners) share the same L1 (Turkish). One of the possible ways in which conversation could occur in these bilingual L2 classrooms would be for the learners to converse in their L1. Therefore, teachers sometimes use Turkish in EFL classrooms.

3.3.2.3.1 Adjacency Pairs

One of the core ideas of CA is that “utterances in interactional talk are sequentially organised” and “the concept of adjacency pairs is the major instrument for the analysis of sequential organisation” (Ten Have 1999, p.113). For instance, questions and answers, greetings and return greetings; or invitations and acceptances/declinations are called adjacency pairs in the sense that “these pairs of utterance are ordered, i.e., there is a recognizable difference between first parts and second parts of the pair; and in which given first pair parts require particular second parts” (Hutchby and Wooffitt 1998, p.39). These sequences are called adjacency pairs because, ideally, the two parts should be produced next to each other. However, there may be some insertions that come between first and second pair parts. The point, then, is that “some classes of utterances are conventionally paired such that, on the production of a first pair part, the second part becomes relevant and remains so even if it is not produced in the next serial turn” (Hutchby and Wooffitt 1998, p.40). For instance, the following is an example of an insertion sequence:

Extract 1: Classroom 6

1	L18:	<i>biz konuyu deęiřtirsek olur mu?</i> [tr: can we change the topic?]
2	T:	I don’t remember it (.) what was it?
3	L19:	young person old person
4	L18:	<i>otobüste hani</i> [tr: in the bus]
5	L19:	<i>ben sitting oturuyorum</i> [tr: I am ‘sitting’]

6	T:	okay
---	----	------

In line 1, Learner 18 initiates a question (Q1) to ask for a permission to change the topic of role-play in which she is working on to write and act a dialogue with her partner. In line 2, the teacher initiates another question (Q2) in relation to Q1. Learner 19 and Learner 18 take answer turns (A2) to reply to the teacher’s question (Q2) in lines 3, 4, and 5. In line 6, the teacher provides a reply (A1) to Learner 18’s question (Q1).

Participants orient themselves to the relevance of adjacency pairs and insertion sequences. Hutchby and Wooffitt (1998 p.41) define the process of orientation as one where “participants display to one another their understanding of what each utterance is aiming to accomplish”. Thus, the organisation of adjacency pairs does not simply show that some utterances come in pairs, rather it signifies one of the most basic issues in CA: “how participants display to one another their ongoing understanding and sense-making of one another’s talk” (ibid.).

The relationship between the two parts of the adjacency pair is a normative one. That is to say, “after a first pair-part, the next utterance, at first, is heard as a relevant response to the first, as a fitting second pair-part. When that is not possible, when there is no response, or when it does not ‘fit’, that is an accountable matter, a noticeable absence” Ten Have (1999 p.113). For instance, suppose a question does not get an answer. Such a case, where what is normatively expected to occur does not, is described under the heading of ‘conditional relevance’ (Schegloff 1968). Hutchby and Wooffitt (1998 p.45) define conditional relevance as follows: “given the initial condition of a first pair part being uttered, the second part of that pair is then relevant; consequently, the absence of such a second part is a ‘noticeable absence’, and the speaker of the first part may infer a

reason for that absence”. Although the above definitions are suggested for the social organisation of ‘ordinary talk’ (refer to section 2.2.1, Chapter 2 for the definition), in the data I find examples of noticeable absence in a question-answer sequence, which is eventually present in the data (line 10):

Extract 2: Classroom 2

1	→T:	hmm
2		(0.5)
3		what is dangerous about it?
4		(2.0)
5		you didn't pay, you ran away? (.) from the back door?
6		(1.0)
7		<i>arka kapıdan mı kaçtın?</i>
8		[tr: did you ran away from the back door?]
9		((Learners laugh)) (2.5)
10	L5:	no
11		(1.0)
12		no I didn't.

The teacher asks a question in line 3 and repairs his question after waiting for two seconds. The pause of two seconds between the teacher’s question and repair turns is a noticeable absence in a question-reply sequence. The teacher repairs his question (line 5) for the second time by code-switching to Turkish in line 7. The teacher waits for a reply turn in line 6 during a second’s pause; however, none of learners initiates a reply. When there is no response in L2, the teacher code-switches to Turkish to translate his question (line 7). His code-switching provokes laughter from the learners which may

signal that it is comprehended. After this teacher-initiated CS, Learner 5 takes the reply turn in line 10. Within a normative framework, producers of the first part of adjacency pairs assess interlocutors' actions and motives. This shows that "talk-in-interaction is not just a matter of taking turns but is a matter of accomplishing actions" (Hutchby and Wooffitt 1998, p.43). In the above extract, appropriate junctures for taking a turn occur after the teacher asks questions, and the failure to take a turn when one is required from the learners results in the teacher's repairing his question (line 5) and code-switching to Turkish (line 7).

This discovery of structure in interaction sequences proved to be an important finding because "it confirmed what had been proposed in ethnomethodology from the outset, namely, that there is order to be found in the most mundane of interactions, and that close examination of actual occurrences would enable the analyst to discover, describe, and analyse that orderliness" (Psathas 1995, p.17). In the following section, I shall define and exemplify how preference organisation, which is closely related to adjacency pair sequences, is organised in the observed EFL classrooms. Thus, in the above case, adjacency pairs, repair, and preference organisation are all intimately associated with CS.

3.3.2.3.2 Preference Organisation

The rationale behind 'preference organisation' is that there are differences in the design of adjacency pairs (e.g., offers, which can be accepted or refused; assessments, which can be agreed with or disagreed with; and requests, which can be granted or denied), between their positive and negative alternatives. In other words, "the format for agreements is labelled the 'preferred' action turn shape and the disagreement format is called the 'dispreferred' action turn shape" (Pomerantz 1984, p.64), and "preferred

actions are characteristically performed straightforwardly and without delay, while dispreferred actions are delayed, qualified and accounted for” (Hutchby and Wooffitt 1998, p.45). The concept of preference is used in CA in relation to “the structural features of the design of turns associated with particular activities, by which participants can draw conventionalised inferences about the kinds of action a turn is performing”, instead of “the psychological motives of individuals” (ibid. pp.43-44).

In CA literature, there are two complementary ways in which the concept of preference is used: the first approach focuses on the structure of sequences, in the sense that “whether a question prefers a ‘yes’ or a ‘no’ response is a matter of its speaker’s construction of it ... the preference is built into the sequence, and is not a matter of the respondent’s construction of the response. If the question is built to prefer ‘yes’, then ‘no’ is a dispreferred response, even if delivered without delay and in turn-initial position, and vice versa (Schegloff 1988, p.453)”. On the other hand, the second approach (Pomerantz 1984) works on how second parts are designed. Thus: “speakers display the kind of action they are doing, and the kind of stance they take toward what they are doing, by their deployment of [dispreferred turn-shapes] ... They do the response they do ‘as a preferred’ or ‘as a dispreferred’ [response], rather than doing ‘the preferred or dispreferred response’ (Schegloff 1988, p.453)”. Hutchby and Wooffitt (1998 p.45) sum up these approaches by saying that they are “complementary in the sense that they both tell us something about the inferential properties of sequences”.

In the L2 classroom context, the preference organisation of repair is linked to pedagogical focus. Seedhouse (2004) states from an interactional point of view that “what teachers are actually doing in practice is operating a preference organisation which marks linguistic errors as embarrassing and face-threatening” (p.217). In other words, the

preference organisation shows that preferred response is affiliative, while dispreferred response is disaffiliative:

“Once repair initiation has been attempted, subsequent repair strategies can be more direct and 'bald' without risking disaffiliation as the person repairing is 'moving down' the preference structure of repair. ... Brown and Levinson (1978, pp38-42) suggest that face issues motivate the organisation of preference and pre-sequences. So ethnomethodological conceptions of affiliation and disaffiliation are broadly compatible with Brown and Levinson's conceptions of face and politeness. Since the explanatory system of ethnomethodology underpins CA, analyses do not tend to make massive use of face and politeness, but neither is it necessary to shy away from mention of these concepts (Seedhouse 2004, pp.221-222)”.

The basic point, then, is that there is a reflexive relationship between the pedagogical focus and the organisation of the interaction. As the preference varies, so the organisation of turn, adjacency pairs, and repair varies. “As with turn-taking and sequence, it was argued that there is no single, monolithic organisation of repair in the L2 classroom. There is a reflexive relationship between the pedagogical focus and the organisation of repair; as the pedagogical focus varies, so does the organisation of repair. Furthermore, what constitutes trouble varies with the pedagogical focus, which means that what is repairable is different in each context. The organisation of repair within particular L2 classroom contexts was specified in terms of (a) typical participants in the repair, (b) typical repair trajectories, (c) typical types of repair, and (d) typical focus of repair, that is, what is repairable” (Seedhouse 2004, p.220). In data analysis, I showed how the interactional organisation can transform the pedagogical focus by examining a case of preference organisation in relation to repair in Turkish EFL classroom contexts.

3.3.2.3.3 Turn-Taking Mechanism

In the study of turn-taking organisation, Psathas (1995 p.34) notes: “the major concern of Sacks, Schegloff, and Jefferson (1974) was how to account for the complex system

by which parties engaged in talk manage to take turns at speaking”. To this end, “Sacks et al. (1974) had noted that speakers speak mainly one at a time, that speaker change occurs quite smoothly, that overlapped speech is brief, and that transitions occur from one turn to the next with very little gap and no overlapped speech. Turn transitions are accomplished in a variety of ways, but there appeared to be some systematic features with regard to how these were done that had not been carefully studied or elaborated by analysts of interaction” (ibid.).

The turn-taking mechanism has two components: a ‘turn construction’ component and a ‘turn distribution’ component. Turn-construction units broadly correspond to “linguistic categories such as sentences, clauses, single words (for instance, ‘Hey!’ or ‘What?’) or phrases” (Hutchby and Wooffitt 1998, p.48). However, conversation analysts do not define what a turn-construction unit is, rather, they describe a turn-construction unit as a legitimate turn that has been built in order to be recognisable by the participants (ibid.). The two key features of turn-construction units are related to this explanation. First, they have the property of ‘projectability’, i.e., “it is possible for participants to project, in the course of a turn-construction unit, what sort of unit it is and at what point it is likely to end” (ibid.). The second feature is that turn-construction units have ‘transition-relevance places’ at their boundaries, i.e., “at the end of each unit there is the possibility for legitimate transition between speakers” (ibid.). These two properties can be exemplified by the following extract from an EFL classroom.

Extract 3: Classroom 2

1	L10:	(1.0)
2		we, we go (.)we went to er (1.5) disco with my friends and-
3	T:	you were <u>ill</u> but you <u>went</u> to =disco?

4	L10:	=/ /no*
5		(1.0)
6		I I was going to er (0.5) I was going to er disco but I was ill

In line 2, Learner 10 takes a reply turn to the teacher’s previous question. The teacher interrupts Learner 10’s reply at a translation-relevance place (i.e., after the conjunction ‘and’, just before a new independent clause) in order to ask a question in line 3. However, Learner 10 is able to recognise (i.e., projectability) the teacher’s question as a form of other-initiated repair, and replies before it has actually finished (line 4). After a second’s pause, Learner 10 self-repairs her reply (line 2) in line 6.

Psathas (1995 p.36) stresses that the rules proposed by Sacks, Schegloff, and Jefferson, (1974) which describe how turns come to be allocated at transition-relevance places, are applied to “free-flowing conversational interaction, in which (a) topics were not pre-determined and (b) speaker turns were not pre-allocated”. Sacks et al.’s account relates to free conversation, which is not examined in detail here. However, “alternative speech exchange systems, such as the interview, a debate, a religious ceremony, or a classroom, would have possibly different turn-taking systems because there are restrictions on who may speak, when they may speak, and sometimes in what order they may speak” (Psathas 1995, p.36). In this research, I analyse the turn-taking mechanism in institutional (i.e., language classroom or school) talk.

Cazden (2001 p.105) defines school in metaphorical terms as “a performance that must be constituted through the collaborative work of a group of actors: the teacher who assumes the dual role of stage director and principal player, and the students who are relative novices yet essential to the enactment of a culturally defined activity”. In

relation to the main institutional goal of L2 classrooms (i.e., teacher teaches L2), teachers have the authority to allocate turns in traditional language classrooms (Markee 2000). In traditional classrooms, Cazden (2001) suggests, “the most important asymmetry in the rights and obligations of teachers and students is over control of the right to speak. ..., teachers have the role-given right to speak at any time and to any person; they can fill any silence or interrupt any speaker; they can speak to a student anywhere in the room and in any volume or tone of voice” (p.82).

In the data, it is the teacher who generally allocates turns verbally or non-verbally (Seedhouse 2004). This feature can be seen in many classroom studies. For instance, Mehan (1979) analysed nine traditional lessons and discovered that the teacher nominated learner speakers 88 per cent of the time. The rest of the time, learners spoke out of turn, without being called on. The data in this study yield similar results: that is, teacher nomination of learners is not the only way to structure speaking rights. In some extracts, learners self-select themselves and initiate a turn without being allocated. Cazden (2001 pp.82-83) describes this as follows: “Teachers may decide during some activities not to exercise their power to select student speakers. Instead of pre-allocation of turns by the teacher, there is then more local management of turn-taking by individual students at the moment of speaking. With this shift, classroom talk becomes more like informal conversation- not the same as conversation, because there is still the large group of potential speakers and the educational necessity to stick to an agenda, but closer to it”. The following extract exemplifies such a case:

Extract 4: Classroom 3

1	T:	wolf?
2	L5:	<i>solucan</i>

		[tr: worm]
3	T:	that's worm
4	L8:	wolf <i>kurt</i> [tr: wolf]
5	T:	huh uh so wolves is the plural
6		(2.0)
7	L8:	hmm

In line 1, the teacher asks for either the Turkish equivalent or a target language description of the word ‘wolf’. Learner 5 replies in line 2 and her reply receives a repair from the teacher in line 3. Learner 8 provides the Turkish equivalent in his reply turn in line 4. The teacher accepts his reply and gives further metalanguage information. Learner 8 shows his comprehension non-verbally in line 7. In this extract, the teacher does not pre-allocate the turns, rather, Learners 5 and 8 select themselves to take the reply turns. Learner 5 nominates herself to give a reply to the teacher’s question in line 2. Since her reply is incorrect, Learner 8 nominates himself to take another reply turn in line 4. The teacher repairs Learner 5’s incorrect reply (line 3) and gives positive feedback to Learner 8’s reply turn (line 5).

As it is the case with the preference organisation (3.2.3.2), the organisation of turn taking varies in L2 classrooms as pedagogical focus varies. Seedhouse (2004) explains this relationship as follows:

“... there is a reflexive relationship between the pedagogical focus and the organisation of turn-taking and sequence. As the pedagogical focus varies, so the organisation of the interaction varies. It is strongly argued that the data demonstrate that it is not possible to conceive of a single speech-exchange system for L2 classroom interaction. As Markee suggests, “The category of classroom talk in fact subsumes a network of inter-related speech exchange

systems, whose number, organizational characteristics and acquisitional functions are as yet little understood” (Markee 2002, p.11). A variable perspective which conceives of multiple sub-varieties, or L2 classroom contexts, each with its own basic pedagogical focus and corresponding organisation of turn-taking and sequence, is therefore necessary” (p.123).

This reflexive relationship between the organisation of turn-taking and pedagogical focus is discussed in turn-by-turn analysis of the data extracts (See Data Analysis, Chapter 4 and the discussion in Chapter 5).

3.3.2.3.4 The Organisation of Repair

Repair is organised in such a way as to “deal with various kinds of trouble in the interaction’s progress, such as problems of (mis)hearing or understanding” (Ten Have 1999, p.116). Trouble is anything which stops the pedagogical business from progressing (Seedhouse 2004). Ten Have (ibid.) describes the types of repair as follows: “A repair can be initiated by the speaker of the repairable, which is called a ‘self-initiated repair’, or others can take such an initiative, ‘other-initiated repair’. And the repair itself can be done by the original speaker, ‘self-repair’, or by others, ‘other repair’”.

In the data I noticed that teachers and learners sometimes interrupt the current utterance to re-start it, correcting an obvious mistake, or code-switching to use a different expression. In other cases, the teacher sometimes retains the same language choice (which is in this case English) and uses a different expression. Extract 2 above exemplifies these two cases of repair. The teacher repairs his question (line 5) with another one in the same language. However, in line 7, the teacher code-switches to Turkish to repair his question (line 5) because he does not receive a reply turn even after the repair (line 6). This repair exemplifies the first repair type, in which the teacher uses CS strategically to repair his questions, to make sure the learners understand the

questions, and to obtain a reply from the learners. Extract 4 above shows how an other-initiated, other-repair sequence takes place. The teacher initiates a repair to Learner 5's reply (line 3) and Learner 8 repairs Learner 5's reply (line 4).

3.3.2.4 Characteristics of Conversation Analysis

Peräkylä (2003 p.175) defines the central strength of CA as its “*description* (original in italics) of practices and patterns of interaction”. He goes on to say that “CA methodology is geared to describe what happens in the interaction, and questions concerning the consequences are really something that CA as such cannot handle”. On the other hand, it takes a long time to learn and carry out CA research and transcription because of its descriptive nature.

Recording and later on transcribing the recorded data are crucial steps in CA research. The transcripts are central to guaranteeing the cumulative and publicly verifiable nature of conversation analytic research, since they are made publicly available to anyone who requests them in order to test the accuracy of the analysis or to re-analyse the data. On the other hand, it may be difficult for some people (especially for beginners) to read CA transcriptions since many transcription conventions are used to describe the interaction in as much detail as possible.

3.3.3 Discourse Analysis

3.3.3.1. Definition

The definition and use of DA has been applied in many different disciplines (e.g., anthropology, sociology, psychology, and philosophy). Because of this, DA serves as an umbrella term for “all issues that have been dealt with in the linguistic study of text and discourse” (Östman and Virtanen 1995). Celce-Murcia and Olshtain (2000 p.4)

suggest that “DA has taken at least two different paths: one is theoretical in nature and will often be related to a particular school of linguistic analysis such as formal linguistics or systemic linguistics; the latter is more concerned with describing actual communication within institutionalised contexts (e.g., foreign language classroom interaction, doctor-patient interaction)”. For the purpose of this study, I pursue both research paths: the first of which is related to the functional analysis and the second one is related to CA and the institutional talk (i.e., classroom talk).

DA’s epistemological position is as a “coding and category system” (Psathas 1995, p.9). Relating this point to classroom interaction, DA analysts use coding systems to categorise the speech acts they are analysing. For instance, when teachers introduce classroom event or topic to students, s/he may emphasise some parts of the utterance, use repetitions, and make some generalisations. In this study, I use the DA method of function analysis to identify speech moves/social actions (i.e., pedagogical functions) of teacher-initiated and teacher-induced CS to frame the pedagogical functions, and at the same time carry out the CA method of sequential analysis to analyse these functions in relation to the characteristics of CA theory of knowledge such as accountability, reflexivity, intersubjectivity, and co-construction (see 2.2.2, Chapter 2).

Thus, this study sees the integration of two research methodologies: the functional analysis of DA into the CA sequential analysis. Seedhouse (2004) explains how DA functional analysis can be fitted into the CA sequential analysis as follows:

“... the basis of DA, i.e. form-function mapping, forms an integral part of CA, namely the *why that?* part of the question *why that, in that way, right now?* ... Form-function mapping or speech move DA analysis is certainly undertaken, but it forms only a part of a much broader perspective which concentrates on the relationship between pedagogical focus and the organisation of the interaction, in particular the organisation of turns, sequence, repair and topic. So a CA institutional discourse approach to L2 classroom interaction is very much

founded on and compatible with the many studies of L2 classrooms undertaken in a DA paradigm” (p.66).

Relating this quotation to my study, I use both the DA method of functional analysis and the CA method of sequential analysis in order to present and categorise the teacher-initiated and teacher-induced CS extracts according to their pedagogical functions. This way of analysing the data has been used in the literature. For example, Seedhouse (2004) uses IRF cycles, which are one of the examples of DA functional analysis, to contextualise the functions of the utterances/speech acts. He then uses CA sequential analysis to analyse the utterance in turn-by-turn basis. In this study, I apply the same type of analysis.

3.3.3.2 Characteristics of Discourse Analysis

Levinson (1983 p. 287) notes that “the main strength of the DA approach is that it promises to integrate linguistic findings about intra-sentential organisation with discourse structure”. To exemplify this quote in relation to this study, I analyse the pedagogical functions of teacher-initiated and teacher-induced CS utterances within their intra-sentential organisation in the light of the pedagogical frame (i.e., discourse structure).

DA analysts can be further divided into two general categories: “the text grammarians and the speech act (or interactional) theorists” (Levinson 1983 p. 288). For the purpose of this study, I include the summary of a discussion about the second category in this section (for further information about the first and second categories, please refer to Levinson 1983 pp.288-294). The philosophical background of the second category claims that “all utterances, in addition to meaning whatever they mean, perform specific actions through having specific forces” (Levinson 1983 p. 236). According to this

notion, Austin isolates three kinds of acts that are simultaneously performed in a discourse. In this section, I explain each kind of act by giving its definition and providing an example [detailed definitions and relevant discussion of the term ‘speech act’ can be found in Austin (1962) and Searle (1969)]:

Extract 4.2.1 (Chapter 4): Classroom 1- Learner follows up in L2

1	→T:	not reading ((T looks at L1))
2		(1.5) ((LL talk in pairs))
3		.hh arkadaşlar bir dakika (0.5) okumanızı istemiyorum. (1.0)
4		bakabilirsiniz kağıda ama okumanızı istemiyorum.
		[tr: hold on a minute mates (students) I do not want you to read you can look at the paper but I do not want you to read it]
5		(.)
6	L1:	=okay
7		(1.0)
8	T:	it is just for ideas
		((LL talk in pairs))

1. “*locutionary act*: the utterance of a sentence with determinate sense and reference”
For example, in the above extract 4.2.1, the teacher initiates a CS from English to Turkish in lines 3 and 4: “*arkadaşlar bir dakika okumanızı istemiyorum. bakabilirsiniz kağıda ama okumanızı istemiyorum.* [tr: hold on a minute mates (students) I do not want you to read you can look at the paper but I do not want you to read it]” (see Chapter 4).
2. “*illocutionary act*: the making of a statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with (or with its explicit performative paraphrase)”

One way DA has been applied in classroom interaction is “to analyse discourse in a structural-functional linguistic way (Chaudron, 1988, p. 14)”. This is what I adopt with DA. For instance, in the above example (extract 4.2.1), the teacher-initiated CS can be mapped as ‘order’ because in the code-switched turn, the teacher orders learners to do task instructions in order to accomplish the task successfully. In the macro context (i.e., in relation to the institutional goal), the pedagogical function of this CS can be mapped as ‘to deal with the procedural trouble’ because the teacher initiates CS as a result of learners’ misapplication of the task (line 1, extract 4.2.1). The act of this code-switched turn is defined according to the analysis of the micro context (i.e., turn-by-turn sequential analysis of classroom discourse). The information related to the non-verbal behaviour (e.g., ‘T looks at L1’) and the length of pause (e.g., (1.5) in line 2) help to describe the sequential organisation of the code-switched turn, thus; interpret its function in relation to the institutional context.

3. “*perlocutionary act*: the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance”

The perlocutionary act of the teacher-initiated CS (extract 4.2.1) can be seen in line 6 when Learner 1 shows his comprehension and approval of the teacher’s order (task instruction) by giving an affirmative reply after a micro pause. This act would suggest that the learner repairs his misapplication of the task instruction and do it in the way the teacher instructed him to do so.

However, the process of mapping utterances into speech act categories is not always straightforward because “single sentences can be used to perform two or more speech acts in different clauses, and each clause may perform more than one speech act” (Levinson 1983 p.291). Illustrating this point from the same sample extract (4.2.1,

Chapter 4), the teacher-initiated CS serves for the pedagogical function of dealing with the procedural trouble as well as classroom discipline (i.e., the teacher stops learners from talking in pairs by saying ‘hold on a minute, mates’). It can also be suggested that the CS extract serves for the pedagogical function of giving Turkish equivalent (section 4.5, Chapter 4) because the teacher translates what she has said in line 1 into Turkish in lines 3 and 4. To conclude this point, it should be emphasised that although I come up with twelve pedagogical functions (see section 4.14, Chapter 4, for the list of the pedagogical functions), there may be some overlap between them; that is, one teacher-initiated CS extracts can serve for more than one pedagogical function at the same time.

3.4 Data Collection Methods

During the data collection, I used both video and audio recorders. I thought it would be necessary to capture both a visual and an audio record of the event so that I could also add non-verbal information to the data transcriptions. Peräkylä (2003) supports this view, writing that “even when the actual research topic would not involve any non-vocal aspects, knowing what happens through the gaze, the body movement and the gestures of the participants may be necessary to grasp the immediate context and meaning of the talk” (p.169). I used one audio-recorder fitted to the teacher with a small microphone, and another recorder with an internal microphone to record the learners’ talk. Sacks (1994) claims that one advantage of using tape-recorders is that tape-recorded materials can be re-played and transcribed not only to be studied by the researcher herself but also to be used as records that may be seen by other researchers. Seedhouse (2004) points out that it is useful to have evidence of the intended pedagogy to compare with the actual pedagogy which occurs in the classroom or task-in-process. In relation to this point, I have included a copy of the teaching materials covered in each

lesson in Appendix III. This kind of secondary source may offer an additional insight into the research context and it may be useful for some readers to follow the classroom activities transcribed.

3.5 Data Analysis

3.5.1 Conversation Analysis Transcription

As the first step towards data analysis, I transcribed the recorded data and ended up with six sets of transcribed classroom talk. I then analysed each set and highlighted the occasions on which the teachers initiate and teacher-induced CS. As my research interest is in rather specific sequences (turns which involve teacher-initiated and teacher-induced CS), I analyse these specific sequences from the classroom transcriptions in the light of the research question: “How are teacher-initiated and teacher-induced CS sequentially organised in EFL classroom interaction?”.

3.5.2 Characteristics of Conversation Analysis Transcripts

Recording and later on transcribing the recorded data are crucial steps in CA research. Ten Have (1999) suggests that a CA researcher always has to make decisions about which features to transcribe and which to omit. What I did in this piece of research was to transcribe and analyse the teacher-initiated and teacher-induced CS sequences in detail and to omit learner-initiated CS sequences from the discussion, although I transcribed them as a whole class transcription.

One of the strengths of CA transcripts is that transcribing is an effective way of beginning to hear in detail what actually makes up the flow of talk in interactions. There is no better way to become alert to the actual "events" of which interaction is composed than by listening in order to produce a detailed and accurate version of what

the participants actually said and did, using some set of symbols for representing this on paper.

As mentioned earlier (Section 3.3.2.4), one of the difficulties of the CA transcripts is that there is in principle no limit to the amount of detail (particularly non-verbal) which can be transcribed. Therefore, it is not easy to interpret vocalisations by reading transcripts alone. In other words, without the tape, it is difficult to 'hear' what is going on at that point in the CA transcript. However, this difficulty would only be present if the analyst did not have access to the tape, which is not the case in CA research. Another difficulty of CA transcripts is that they are very time-consuming to produce.

In this research, I found using CA transcripts beneficial for the purpose of this study, since it focuses on sequence (adjacency pairs) and reveals the pattern of preference (the length of pauses), which otherwise might not be noticed.

3.6 Validity

Bryman (2001 p.30) defines 'internal validity' in terms of "the soundness, integrity, and credibility of findings". In CA research, the accomplishment of internal validity depends on whether the question "do the data prove what the researcher says they prove or are there alternative explanations?" (Seedhouse 2004, p.314) is answered in the study. In relation to the issues of internal validity, Seedhouse (2004) explains the difference between etic and emic perspectives as follows:

"In some research methodologies operating in an etic perspective it is legitimate for the analyst to invoke concepts such as power and gender in relation to the extract without needing to demonstrate that the participants themselves are oriented to such concepts. However, the crucial point in developing an emic perspective is that it is the participants' perspective rather than that of the analyst. How do CA analysts know what the participants' perspective is? Because the participants document their social actions to each other in the details of the interaction by normative reference to the interactional organisations. We as analysts can access the emic perspective in the details of the interaction and by reference to those same organisations. Clearly, the details of the interaction themselves provide the only justification for claiming to be able to develop an emic perspective. Therefore, CA practitioners cannot make any claims beyond

what is demonstrated by the interactional detail without destroying the emic perspective and hence the whole validity of the enterprise” (p.314).

In relation to the emic goal of CA, “there is no substitute for detailed and in-depth analysis of individual sequences; interviews with participants, questionnaires, etc. are not able to provide this, which is why triangulation is not normally undertaken” (Seedhouse 2004, pp.319-320). Ten Have (1999 p.33) explains that the reason why CA tries to analyse conduct 'in its own setting' is that “participants may not afterwards know what they have been doing or why, and furthermore tend to justify their behaviour in various ways”. Then, the aim, Seedhouse (2004 p.320) suggests, is “to portray the emic orientations of the participants in situ at a particular point in the interaction, rather than from outside the interactional sequence”. However, validity is also used in a more general sense to refer to the validity of a piece of research as a whole. Seedhouse (2004 p.106) explains the validity procedure in CA research:

“CA operates within a qualitative and emic paradigm and CA proceeds by “case by case analysis of singular exhibits of interactional conduct” (Heritage 1995) and thereby uncovers the underlying machinery or organisation of the interaction. The CA perspective, then, is that the validity of the study is primarily related to the quality of the analysis rather than the size of the database”.

The question of validity thus concerns whether what I am really researching is the organisation of CS. The validity of this study is publicly verifiable in that I am providing examples of how CS is organised, and the whole study is tightly focused on this.

Another type of validity, which Bryman (2001 p.30) describes, is ‘external validity’ which “is concerned with ‘generalisability’ (the extent to which the findings can be generalized beyond the specific research context)”. Peräkylä (1997 p.214) points out that generalisability “is closely dependent on the type of conversation analytic

research". Institutional discourse (i.e., English-as-a-foreign-language classroom talk) is the subject of this study. Thus, by carrying out CA research into the organisation of the micro-interaction in an institutional setting, I may be contributing to a generalisable description of the interactional organisation of the setting (Seedhouse 2004). This is because institutional interaction is seen as 'rationally organised in relation to the institutional goal' (ibid.). Thus, since the institutional goal of EFL classrooms (i.e., to teach English) is the same all over the world, the organisation of teacher-initiated and teacher-induced CS between English and Turkish may be generalisable to other languages spoken in EFL classrooms in different countries. However, this needs to be the subject of further research. The scope of this research is to uncover the organisation of CS in six beginner-level EFL classrooms in one Turkish University.

3.7 Reliability

Peräkylä (1997 p.206) identifies the key factors in relation to reliability as being "the selection of what is recorded, the technical quality of recordings and the adequacy of transcripts". Another aspect of reliability is "the question of whether the results of a study are repeatable or replicable" (Bryman 2001, p.29), and the way CA studies present their data is of crucial significance. Seedhouse (2004) explains this significance as follows:

"Many research methodologies do not present their primary data in their publications and hence the reliability of major sections of the researchers' analyses is not available for scrutiny. By contrast, it is standard practice for CA studies to include the transcripts of the data, and increasingly to make audio and video files available electronically via the Web. Furthermore, the analyst makes transparent the process of analysis for the reader. This enables the reader to analyse the data themselves, to test the analytical procedures which the author has followed and the validity of his/her analysis and claims. In this way, CA analyses are rendered repeatable and replicable to the reader. Also, it is standard practice for CA practitioners to take their data and analyses to data workshops and to send their work to a number of other practitioners for comment before sending them for publication" (p.313).

In other words, the question regarding reliability is whether other researchers, looking at the same data, will come to the same conclusion. To this end, I have made my data and analyses available for others to check.

3.8 Reflexivity

I collected most of the data as a non-participant observer; however, during one of the classes (Classroom 6), the teacher directed a question at me while I was video-recording the lesson. She asked me the English equivalent of a Turkish word which one of the learners had asked the teacher to provide (See Appendix II for the classroom transcription). The teacher directed that question to me as she was not sure of the answer to the question. In other words, the teacher regarded me as an available resource (perhaps like a second teacher) to confirm the correctness of the English translation. In this sense, I had an impact on teacher-learner interaction in the classroom I recorded. However, this impact was smaller than that of an outsider because of my position as a Turkish person known to the institution (undergraduate degree).

The learners in the observed classes were interested in the purpose of the recording and the topic of my research. They informed me that I was the first researcher who had collected data from their classes. I think they regarded me as a member of the academic staff of the department, because one of the learners requested that I correct his paper which he wrote as an assessment for a module. I think I was able to blend into the class, because after the data collection, the atmosphere was quite entertaining- one of the learners asked jokingly if I would give the video-tapes to a television channel for broadcasting and this joke provoked laughter in one of the observed classes.

3.9 Limitations of the Study

This study is limited to only one institution (a Turkish university) and to only two languages (English and Turkish). Further research could look at other research settings (e.g., primary EFL classrooms, secondary EFL classrooms, etc.), different countries (e.g., any country, other than Turkey, where English is taught as a foreign language, such as Finland, Iceland, Italy, etc.), and different languages (e.g., CS between English and Finnish, Icelandic, Italian, etc., or for non-EFL contexts: e.g., CS between German and Spanish, Russian, Arabic, etc.).

If I had had unlimited time to explore the same research topic, I would have researched different school settings (primary, secondary, etc.) to see if teacher-initiated CS is organised differently. I would also have researched classes from different modules (e.g., writing, reading, grammar classes, etc.) and classes with different teaching methods (e.g., direct method, audio-lingual method, etc.). With unlimited time, I would have focused on and researched more phenomena (e.g., the sequential organisation of the learner-initiated CS between English and Turkish in learner-learner interaction and teacher-learner interaction, or the sequential organisation of both teacher-initiated and learner-initiated CS in Turkish EFL classrooms).

If I had to do this study again with unlimited time, I would put less obtrusive cameras in the classrooms to lessen any observer effect during the data collection and use individual microphones attached to each participant (both teachers and learners) to avoid missing any classroom interaction relevant to the purpose of the study (See Markee's (forthcoming) study for his application of individual microphones). I would also prepare more detailed transcriptions involving more information on non-verbal communication (e.g., eye gaze, body movements, gestures, etc.), which may be helpful

in analysing and describing the sequential organisation of teacher-initiated and teacher-induced CS in EFL classrooms.

CHAPTER IV: DATA ANALYSIS

4.1 Introduction

Having reviewed the basic components of interactional organisation (turn-taking, adjacency pairs, preference organisation, and repair), I will now explicate how these are used in the procedures of CA (Psathas 1995; Ten Have 1999). The first stage of CA has been described as being open to discovering patterns or phenomena. Psathas (1995 pp.24-25) describes this process as ‘unmotivated looking’, but paradoxical “since looking is motivated or there would be no looking being done in the first place”. So what is important is being open or grounded to discovering new phenomena, rather than searching the data with strict preconceptions or hypotheses. For example, in my research in L2 classrooms, I did not identify teacher’s preference organisation in relation to the length of pauses. Therefore, this particular language choice emerged as an unmotivated look, rather than a prior analytical goal. Having identified a candidate phenomenon, the next phase is normally to search through a database and collect instances of the phenomenon. After analysing teacher-initiated and teacher-induced CS extracts, I realised that the preference organisation in the length of pauses is a recurring pattern.

After a database search has been carried out, the next step is to establish regularities and patterns in relation to the occurrences. In order to explicate the emic logic or rational organisation of the pattern uncovered, the next step is to establish a single, detailed analysis of the phenomenon. Finally a more generalised account is produced of how the phenomenon relates to the organisation of interaction. For the purpose of this study, I followed these inductive search procedures to examine the CS extracts (below), and

answer the research question (Chapter 5). Further examples can be found in Hutchby and Wooffitt (1998).

The following list recapitulates the steps taken to analyse a single case. These steps are to be followed after an analyst has recorded and transcribed the data.

- 1) “Locate an action sequence or sequences;
- 2) Characterise the actions in the sequence or sequences. An action sequence can be as short as an adjacency pair or last for hours. We are looking for a first speaker to initiate an action which is responded to in some way by a second speaker. This ends when the speakers move to perform a different action or series of actions.
- 3) Examine the action sequence(s) in terms of the organisation of turn-taking, focusing especially on any disturbances in the working of the system.
- 4) Examine the action sequence(s) in terms of sequence organisation. Here we are looking at adjacency pairs and preference organisation but more widely at any action undertaken in response to other actions.
- 5) Examine the action sequence(s) in terms of the organisation of repair.
- 6) Examine how the speakers package their actions in terms of the actual linguistic forms which they select from the alternatives available and consider the significance of these.
- 7) Uncover any roles, identities or relationships which emerge in the details of the interaction. CA normally tries to avoid making (premature) reference to background information such as institutional setting, personal details (age, gender etc.) until after the initial analysis. This is so it can be established which particulars are demonstrably relevant to the actors in the interaction; i.e., that these particulars are manifest in some way in the details of the interaction. Stages 1-7 would be followed whether one were analysing ordinary conversation or institutional interaction. In the case of institutional interaction, one would move from Stage 7 onto other issues.
- 8) Having completed a preliminary analysis which portrays the interactional organisation and the participants' orientations, an attempt is now made to locate this particular sequence within a bigger picture. Of course, how this is done depends on what has been uncovered in the analysis. However, we are looking for a rational specification of the sequence which can uncover its emic logic and the machinery which produced it and which places it in a wider matrix of interaction. What we see in CA methodology is constant, reflexive interaction between the specific instance and the underlying machinery. So specific episodes are analysed by reference to types of interactional organisation (adjacency pairs, etc.) whilst particular instances help us to further elaborate the underlying machinery (Seedhouse 2004, pp.46-48)”.

The purpose of this study is to describe and analyse how teacher-initiated and teacher-induced CS is organised sequentially in Turkish EFL university classrooms. For this purpose, I analysed in detail seventy nine extracts- twenty nine of which are included in this chapter. I identified twelve pedagogical functions in relation to teacher-initiated CS

(teacher-induced CS has only one pedagogical function in the data, which is to ask for L1 equivalents) from English to Turkish and Turkish to English. I listed the extracts of teacher-initiated CS according to their pedagogical functions after conducting a DA functional analysis and analysed the teacher-initiated and teacher-induced CS according to their sequential organisation. Although I came up with twelve pedagogical functions, it should be noted that there may be some overlap between pedagogical functions. For example, extract 4.2.1 serves for the pedagogical functions of dealing with the procedural trouble and classroom discipline and giving Turkish equivalent at the same time (see section 3.3.3.2, Chapter 3 for the relevant discussion). Therefore, the functional categorisation of the teacher-initiated and teacher-induced CS extracts should be considered flexible rather than a fixed list of categories.

4.2 Dealing with Procedural Trouble

4.2.1 Classroom 1-Learner follows up in L2

1	→T:	not reading ((T looks at L1))
2		(1.5) ((LL talk in pairs))
3		.hh arkadaşlar bir dakika (0.5) okumanızı istemiyorum. (1.0)
4		bakabilirsiniz kağıda ama okumanızı istemiyorum.
		[tr: hold on a minute mates (students) I do not want you to read you can look at the paper but I do not want you to read it]
5		(.)
6	L1:	=okay
7		(1.0)
8	T:	it is just for ideas

		((LL talk in pairs))
--	--	----------------------

In this extract, the teacher uses CS to repair procedural trouble (trouble is anything which prevents the institutional business from proceeding) because the required pedagogical focus has not been established; that is, learners are reading the dialogue, instead of acting it without looking at the written script. In line 1, the teacher uses English to repair the learners’ misapplication of the task instructions. However, the learners keep talking in pairs instead of applying the teacher’s instruction (line 1) during the pause of 1.5 seconds in line 2. The teacher then code-switches to Turkish, both to address the learners and to repair the procedural trouble (lines 3 and 4). The pedagogical function of this CS may be to make sure that all the learners understand the instructions for the role-play activity so that they know what to do and how to carry out the task. In line 5, the teacher pauses for a very short time after the CS. Learner 1 takes a reply turn during this short pause and shows his comprehension in English. In line 8, the teacher takes a follow-up turn in English further to repair the misapplication of task instructions. In this extract, the teacher code-switches from English to Turkish (line 3) when learners do not apply her task instruction in English (line 1). The teacher-initiated CS is embedded in an initiation-answer-initiation sequential pattern and in alternating turns between the teacher and Learner 1. Learner 1 selects himself to take the reply turn as the next-turn speaker (line 6), for the reason that the teacher has directed her initial instruction to him (line 1). Learner 1 uses English in his reply (line 6).

4.2.2 Classroom 1- Learner follows up in L2

1	T:	okay hh
---	----	---------

2		(0.5)
3		tourists
4		(1.0)
5		<u>change</u>
6		(0.5)
7		go to a different travel agent
8		(0.5)
9		go to a different travel agent
10	L9:	here?
11	T:	any (.) yeah
12		(0.5)
13		change to the next one (.) go to the next one
14	L2:	(2 seconds) (unintelligible utterance in Turkish) (rising intonation)
15	T:	NO travel
16		(0.5)
17		tourists
18	L2:	(2 seconds) (unintelligible utterance in Turkish)
19	→T:	<u>yalnız</u> <i>turistler değişiyor</i> [tr: only tourists are changing places]
20	L3:	yes.

In lines 1-2, the teacher signals a shift to a new classroom activity by using a discourse marker, ‘okay’, breathing, and a pause. In lines 3-9, the teacher gives procedural instructions related to the task. Learner 9 asks a confirmation check question related to

task instructions in line 10. The teacher replies to the question in line 11 and after a short pause, she repairs her previous instruction (lines 7 and 9) in line 13. Learner 2 asks a question in Turkish in line 14. The teacher replies in English in line 15 and after a short pause, she repairs her reply in line 17. Learner 2 takes another turn in line 18 but her turn is unintelligible. As a follow-up to Learner 2's unintelligible turn, the teacher code-switches to Turkish to repeat her instructions (lines 3 and 5), with the additional emphasised word 'only'. The pedagogical function of the teacher-initiated CS to Turkish (line 19) is to make sure that the learners understand the procedural instructions so that they will perform the classroom activity correctly. The teacher's code-switched turn in line 19 may be a repair to Learner 2's turn, since the teacher utters the first word with emphasis. However, it is impossible to prove the correctness of this interpretation, because Learner 2's turn in line 18 is unintelligible. In line 20, Learner 3 expresses his comprehension in English after the teacher's code-switched turn in Turkish.

4.2.3 Classroom 4- Learner follows up in L1

1	→T:	you are in this group ((T looks at Learner 5))
2		(1.0)
3		you find the second form and third form ((T looks at Learner 5))
4		(0.5)
5		<i>hem ikinci hali hem üçüncü hali °hadi°</i> [tr: both the second and third form come on]
6	L5:	<i>buraya işaretleyecek miyiz?</i> [tr: are we going to get mark on it?]

7	→T:	yes (0.5) but be careful woke woken the third form
8		((LL talk in pairs))
9		(3.0)
10		no find it only find
11		(0.5)
12		<i>sadece bul</i> [tr: just find]
13	L9:	<i>altını mı çizelim?</i> [tr: shall we underline it?]
14	T:	<i>sadece buluyorsun orada</i> [tr: you just find there]
15	L2:	<i>hocam iki</i> [tr: ma'am, two]
16		(1 sec.) (unintelligible talk in Turkish in rising intonation)
17	T:	<i>ikinci hali mi üçüncü hali mi</i> [tr: is it the second or the third form]
18	L4:	<i>second mı third mü</i> [tr: is it the 'second' or the 'third' form]
19	→T:	yes
20	L13:	<i>hocam</i> [tr: ma'am]
21		(1 sec.) (unintelligible talk in Turkish)
22	T:	be careful <u>woken</u> ::
23	L1:	<i>üçüncü hali</i>

		[tr: the third form]
24	T:	third form
25	L10:	(2 seconds) (unintelligible talk in Turkish)
26	→T:	<i>üçüncü hali nerde peki o zaman?</i> [tr: so where is the third form?]
27	L17:	<i>hocam birbirimize mi soruyoruz?</i> [tr: ma'am, are we (going to) asking each other?]
28	→T:	<i>beraber buluyorsunuz</i> [tr: find together]
29		(1.0)
30		find it with your friend
31	L12:	<i>beraber?</i> [tr: together?]
32	T:	huh uh find

This extract starts with the teacher's repair of procedural trouble. In line 1, she addresses Learner 5 and repairs the task procedure (forming groups/pairs). After a second's pause, the teacher directs another procedural repair to Learner 5 in line 3. After a half second's pause, the teacher repeats her repair (line 3) in Turkish in line 5. The teacher waits half a second before code-switching to Turkish. This waiting time may signal that she is waiting for a reply turn either verbally or non-verbally from Learner 5. As the teacher does not receive a reply turn verbally (and perhaps not non-verbally either), she code-switches to Turkish in order to explain the task instruction. The teacher uses a phrasal verb in a whispered tone of voice at the end of her repair

(line 5). Therefore, we may suggest that this teacher-initiated CS has dual pedagogical functions. The first is to deal with procedural trouble by explaining the task procedure in Turkish. Its second function is to encourage Learner 5's participation in the grammar activity. In line 6, Learner 5 initiates a question in Turkish, asking whether they are going to be assessed in doing the exercise. Learner 5 challenges the unequal power relations in classroom discourse (Markee 2000) by initiating a question turn without the teacher's turn allocation and actually receiving a reply from the teacher in English (line 7). The teacher continues to repair the procedural trouble in lines 7-10 and initiates another CS from English to Turkish in line 12. The sequential organisation of this teacher-initiated CS is similar to her first code-switched sequence (lines 3-5). In line 10, the teacher initiates a repair of the procedural trouble. After a half second's pause, she uses Turkish to repeat the same repair in line 12. Learner 9 follows up the teacher's code-switched repair in Turkish (line 13) and initiates a question turn. The teacher uses Turkish in the reply turn in line 14. In line 16, Learner 2 asks the teacher an unintelligible question in Turkish and the teacher replies in line 17. In line 18, Learner 4 repeats the teacher's reply by translating the numbers in English and adding the translated words in a Turkish syntactic structure. In line 19, the teacher code-switches to English and gives feedback to Learner 4's reply. The use of English in Learner 4's turn (line 18) may trigger the teacher's CS in line 19, since the teacher has used Turkish in her previous turns (lines 12, 14, and 17). The teacher code-switches back to Turkish and asks a question in line 26. The content of her question is related to the repair (line 22) of Learner 13's turn (line 21) and the feedback (line 24) to Learner 1's turn (line 23). Learner 10's turn in line 25 is unintelligible; therefore, we cannot determine whether the teacher-initiated CS (line 26) is related to this turn. The teacher's code-

switched question (line 26) is a repair concerned with the use of the correct grammatical tense. The reason why the teacher code-switches to Turkish to repair in line 26 may be in order to make sure that all the learners understand the correct grammatical usage. The last teacher-initiated CS in this extract is in line 30 and it is from Turkish to English. In lines 15-28, the organisation of interaction consists mainly of learners taking question turns to ask procedural questions and the teacher replying in the following speaker turns. In line 27, Learner 17 directs a question to the teacher in Turkish and the teacher uses Turkish in her reply turn in line 28. After a second's pause, the teacher code-switches to English to repeat the same procedural instruction (line 28). There is a recurring preference organisation of language choice in relation to the teacher's waiting time/pause. The pause in line 29 before she switches from Turkish to English is double the length of those preceding the other code-switched turns in lines 4 and 11. There is a longer delay before the teacher switches to English than before she switches to Turkish when CS has the pedagogical function of solving a procedural trouble. In line 31, Learner 12 initiates a question in Turkish after the teacher's code-switched utterance in English. The teacher takes the reply turn in line 32 and first provides an affirmative reply, then gives a procedural instruction in an imperative form in English in the same line. CS is integrated in the organisation of this extract as a repair-question-reply sequence.

4.2.4 Classroom 1- Learner follows up in L1

1	→T:	okay stop
2		(1.0) ((Learners talk in pairs))
3		STOP

4		(1.0)
5		stop. sit down, don't move, don't move
6		(0.5)
7		<i>kimildamıyoruz kimildamıyoruz</i> [tr: do not move]
8		hush hush ((silencing sound)) just close the mouth that's all what I want
9		(.) okay?
10		(1.0) ((Learners nod))
11		you were the tourist? ((T looks at Learner 1))
12		(1.5)
13		tourist?
14	L1:	yes.
15	L7:	NO (.) <u>I am</u> tourist
16	→T:	tourist?
17		(0.5)
18		<u>no</u> (.) you were the travel agent
19		(2.0)
20		<i>sen turist değil miydin?</i> [tr: weren't you a tourist?]
21	L1:	<i>değildim.</i> [tr: I was not]

This extract is taken from a classroom activity where learners are acting a role-play in pairs. In line 1, the teacher gives a classroom instruction to signal the end of the time

allocated for the pair-work activity. During the pause of one second in line 2, the learners keep talking. The teacher therefore repeats the classroom instruction in a higher tone of voice in line 3. Learner talk fades gradually during the pause in line 4, and the teacher repeats the instruction again in line 5. In the same line, she continues giving further instructions. After a short pause, the teacher code-switches to Turkish in line 7 to translate the instruction that she uttered in English (line 5). The teacher repairs the procedural trouble in Turkish because, during the short pause in line 6, learners keep moving around. Therefore, the teacher may feel the need to translate the instruction into Turkish (line 7) so that everybody understands and obeys the instruction. After a silencing sound in line 8, the teacher code-switches back to English to give another instruction related to the silencing gesture. In line 9, she asks a question about comprehension, and during the pause in line 10, the learners acknowledge the teacher's instruction non-verbally. In the extract, there is confusion about the partners' roles in the role-play activity. Therefore, in line 11, the teacher directs a question to Learner 1. Since she does not receive any reply during a pause of 1.5 seconds, she repeats her question, yet not in a full question form, in line 13. In line 14, Learner 1 gives an answer to the teacher's question. However, Learner 7 contradicts Learner 1's answer and attempts to claim his role in line 15. In line 16, the teacher questions (it is in line 18 that she says 'no'). Thus (in line 18 the teacher 'refutes his claim' or 'contradicts him') his claim and code-switches to Turkish in line 20 to ask Learner 1 about her role in the role-play activity. There is a preference organisation in the teacher's language choice: that is, she tries to sort out procedural trouble in L2 (lines 16-19). If the trouble persists, then the teacher switches to L1 to deal with it (line 20) (See also extracts in section 4.7). In line 21, Learner 1 gives a negative response to the teacher's question and replies in

Turkish. Although the two teacher-initiated CS patterns are related to the procedural trouble, their pedagogical functions are different. In the first CS pattern (line 7), the teacher uses CS to make sure that her classroom instruction is understood and applied. On the other hand, the teacher code-switches to dispel confusion about task roles in the second CS pattern (line 20). The first CS is in the form of an imperative and is followed by the teacher’s turn in English. The second CS is in question form and requires an answer.

4.3 Dealing with Classroom Discipline

4.3.1 Classroom 1- Learner follows up in L2

1	LL:	(3 seconds) (unintelligible talk)
2	T:	hush hush (silencing sound) .hh
3		(0.5)
4	LL:	(unintelligible talk in pairs)
5	→T:	<i>yalnız sessiz olalım</i> [tr: but be quiet]
5	L2:	=/ /(1 sec) (unintelligible utterance in English) Kapadokya
6	L7:	=/ /I want to go to* Fethiye
7	T:	Kapadokya? ten million there

In this extract, the teacher and learners are engaged in a post-task role-play activity in which the teacher asks the tourists where they want to spend their holidays. In line 1, more than one learner is talking at the same time. In line 2, the teacher makes a silencing sound, then verbalises her intention (i.e., instructs the learners to be quiet) in

Turkish in line 5. Learner 2 and Learner 7 start their turns at the same time and both of them form English sentences in their replies to the teacher’s question. In line 7, the teacher follows up Learner 2’s reply and gives feedback. In this extract, the teacher uses CS to silence learners in order to carry out the classroom activity, i.e., maintain classroom discipline (Cameron 2001). Following the teacher-initiated CS patterns, Learners 2 and 7 use English in relation to the classroom activity.

4.4 Expressing Social Identity

4.4.1 Classroom 1- Learner follows up in L2

1	T:	FIVE (.) star hotel
2		(0.5)
3		very expensive, do you have enough money?
4	L9:	one night
5	→T:	ONE NIGHT
6		(1.0)
7		you are a student, you have to count how <u>much</u> money
8		(1.0)
9		<i>o kadar paran var mı?</i>
		[tr: have you got that amount of money?]
10		(1.0)
11	L9:	fifty dollars.
12	→T:	fifty dollars? I’m a teacher .hh fifty dollars (0.5) <u>no</u> (0.5)
13		((T uses body language))
14		<i>benim bile o kadar param yok</i>

15		[tr: even I have not got that amount of money] ((LL talk in groups))
----	--	-----------------------------------------------------------------------------

In line 1, the teacher makes an emphatic comment on the content of Learner 9’s previous turn and directs a question to him in line 3. Learner 9 replies in line 4. In line 5, the teacher repeats his answer in a high pitched voice. After a second’s pause, the teacher starts commenting on the meaning of Learner 9’s reply in line 7 and code-switches to Turkish to ask a question in line 9. In line 11, Learner 9 replies in English. In line 12, the teacher code-switches back to English and comments on Learner 9’s reply. In line 14, the teacher code-switches to Turkish to give a personal account related to Learner 9’s reply (line 11). In other words, the teacher talks a local identity into being (Seedhouse 2004) and uses L1 to do this. Therefore, we may suggest that English is associated with imaginary role-play activities and Turkish with real-world local identities.

4.4.2 Classroom 4- Learner follows up in L1

1	T:	lie?
2		(0.5)
3		what is lie? do you know?
4		(1.0)
5		lying?
6	L7:	<i>yalan söylemek</i> [tr: to lie]
7	→T:	huh uh you don’t say the truth for example you say::

8		((T uses body language))
9		I'm very beautiful lie I'm not very beautiful (.) for example I say I
10		am fifteen years old
11		((laughter)) (1.0)
12		<i>nerde::</i> [tr: Turkish exclamation used to point out imaginary things]
13		((laughter)) (1.5 seconds)
14		okay lie, this is lie
15	L:	(2 seconds) (unintelligible talk in Turkish)
16	T:	huh?
17	L:	(2 seconds) (unintelligible talk in Turkish)

In lines 1-5, the teacher asks in English for the Turkish equivalent of the word ‘lie’. In other words, the teacher does not code-switch herself; rather, she ‘induces’ CS (See Chapter 1, section 1.1 for the definition of ‘teacher-induced CS’). Her first question turn (line 1) does not receive a reply turn from the learners. The teacher repairs her question and asks two successive questions in line 3. The first question she asked in line 3 was not directed at a specified receiver. However, the teacher indicates the receiver of her second question by a personal pronoun ‘you’ (i.e., Learner 7) in line 3. Her questions do not receive a reply turn in line 4. After a second’s pause, the teacher repairs and asks for the Turkish equivalent in line 5. Learner 7 takes the reply turn in line 6 and produces the Turkish equivalent of the English verb. Alternatively, Learner 7 could have replied in English if he had chosen to define the verb (e.g., ‘not telling the truth’, etc.). However, Learner 7 replies in L1 to the teacher-induced CS question turn.

The teacher gives positive feedback in line 7 and starts to give examples of the use of the word ‘lie’ in a particular context in lines 7-10. Her example provokes laughter from the learners in line 11. The teacher then code-switches to Turkish in line 12 and utters a Turkish exclamation word. The pedagogical function of the teacher-initiated CS (line 12) in this extract is to express membership of Turkish society and to create an impression of common knowledge on the basis of a societal and cultural expression. The learners indicate their understanding of the CS by their laughter in line 13. In line 17, the teacher uses an English discourse marker, ‘okay’, to signal the topic shift from a cultural/societal to a pedagogical frame and repeats the target word ‘lie’ in the same line. A learner self-selects a turn in line 15 and uses Turkish after the teacher’s code-switched turn in English (line 14). The learner’s turn is unintelligible; therefore, we are unable to discuss why s/he initiates a turn in Turkish. In this extract, the teacher uses English to explain and exemplify the target word ‘lie’. She code-switches to Turkish to use a Turkish exclamation which receives a sign of mutual understanding (laughter) from the learners in line 13. This teacher-initiated CS is integrated in the interaction to help create a social situation related to the teacher’s example of the use of the target word ‘lie’ (lines 7-10). Learners indicate their understanding by their laughter after the code-switched turn in line 13.

4.4.3 Classroom 5- Learner follows up in L2

1	T:	what does the boss say?
2	LL:	we are in economic crisis
3	→T:	we are in economic crisis
4		(0.5)

5		<i>umutlar başka bahara</i>
6		[tr: a Turkish saying which literally means hope waits for the next spring]
7		((laughter)) (2.0)
8		next time (.) <i>inşallah maşallah</i> [tr: a Turkish idiom used when you wish something to happen soon]
9		next time .hh I'm gonna give you rise for your salary .hh a very very
10		bad boss (.) you're a bad boss aren't you?
11		(0.5)
12		okay, thank you very much, it was great.
13		(1.0)
14		who is the last comer? hu::hu:: ((T mimics calling)) aha I see
15		somebody is getting- is hiding there
16		(1.0)
17		all right
18		(2.0)
19		who are you tell us
20	L6:	I'm teacher

The teacher asks a question in English in line 1 and receives a reply from more than one learner in line 2. The teacher repeats learners' reply which may function as positive feedback in line 3. After a half second's pause, the teacher code-switches to Turkish to use an idiomatic phrase in line 5. The meaning of the Turkish idiom (*'umutlar başka*

bahara') is related to learners' reply (line 2); therefore, the code-switched utterance is embedded in the question-reply-feedback sequence. The teacher signals her membership to the Turkish society and culture with her code-switched idiomatic phrase. Learners show their comprehension of CS by laughter in line 7. After the laughter turn, the teacher switches back to English in line 8. This code-switched turn is pragmatically in relation to learners' reply (line 2); therefore, it is also embedded in the teacher's follow-up turn. The teacher uses Turkish for the second time in line 8. The second teacher-initiated CS to Turkish is also based on the shared societal/cultural knowledge between the teacher and learners. The meaning of the code-switched utterance is related to learners' reply (line 2) in general and to the preceding English utterance ('next time') in specific. The teacher embedded the Turkish idiom as a translation of English time adverbial phrase 'next time'. The teacher repeats that English phrase after her code-switched turn in line 9. Although the pedagogical function of both CS (lines 5 and 8) is the same (i.e., to address social situation), their reference points are different: the first CS refers to learners' reply and the second CS refers both to learners' reply and the preceding English phrase in its immediate context. The teacher carries on her turn in English in lines 9-19 and asks a question word (without rising intonation) to Learner 6 in line 19. Learner 6 replies in English in line 20.

4.5 Giving Turkish Equivalent

4.5.1 Classroom 6- Learner follows up in L1

1	T:	no but it's (.) too simple er (0.5) you can give him some
2		punishments
3		(0.5)

4	L15:	huh?
5	→T:	<i>ceza verebilirsiniz</i> [tr: you can give punishment]
6	L15:	<i>ceza mı verelim?</i> [tr: shall we give punishment?]
7	→T:	<i>tabi</i> [tr: of course]
8		(0.5)
9		<i>uzat yani</i> [tr: make it longer]
10		=make it longer
11	L15:	=/ /huh uh

The extract is taken from a classroom activity in which the teacher moves around the pairs and helps them to write their dialogues for the role-play activity. The extract starts with the teacher's repair turn (lines 1-2) of Learner 15's procedural trouble. Learner 15 shows his miscomprehension verbally in a question turn in line 4. The teacher answers his question in Turkish in line 5. The pedagogical function of this teacher-initiated CS is to translate what has been said (lines 1-2) into Turkish, because Learner 15 requests that the teacher repeat the repair (line 4). In line 6, Learner 15 follows up the teacher's reply with a question in Turkish in order to ask for confirmation of the teacher's repair (line 5). Learner 15 asks a question in L1 to make sure that she understands the teacher's repair (line 5) correctly. The teacher switches back to English in her reply turn in line 10. The pedagogical function of this CS to English is the same as that of her

previous CS to Turkish (line 5), which is to translate what has been said previously. In line 10, the teacher translates the procedural instruction (line 9) into English.

4.5.2 Classroom 1- Learner follows up in L1

1	→T:	yeah
2		(1.5)
3		okay, change
4		(0.5)
5		change
6		(0.5)
7		clockwise <i>saat yönüne</i>
		[tr: clockwise]
8		(0.5)
9		=clockwise. ((T shows the direction with a hand movement))
10	L8:	=/ / <i>saat yönü*ne</i> .
		[tr: clockwise]
11	L2:	<i>ama saat yönüne göre <u>böyle</u> oluyor</i>
		[tr: but the clockwise direction is this way]
12	L12:	<i>böyle ters oluyor</i>
		[tr: it is reverse if it is like that]
13	→T:	<i>benim saatime göre-</i>
		[tr: according to my watch]
14		(1.0)
15		<i>doğru böyle oluyor</i>

		[tr: that's right it is this direction]
16		(.)
17		.hh anti-clockwise then (.) anti-clockwise

The above extract starts with the teacher's classroom instruction in which she instructs the learners to change partners in order to carry on the role-play activity. She wants them to move in a clockwise direction. After giving instructions (lines 1-7), the teacher code-switches to Turkish to give the equivalent of the English word in line 7. The teacher repeats the English word in line 9 and Learner 8 repeats the Turkish equivalent in an overlapping fashion in line 10. Both Learner 2 and Learner 12 initiate a repair to correct the mismatch between the propositional meaning of the word 'clockwise' and the direction of the teacher's hand movement in lines 11-12. In lines 10, 11, and 12, the learners are engaged in repairing the teacher's code-switched turn (line 7). In line 15, the teacher accepts the learners' initiation of a repair and self-repairs the instruction in English in line 17. This extract is different from the other extracts in the database in that it contains other (learner)- initiated, other (learner)- repair of the teacher's CS.

4.5.3 Classroom 2- Learner follows up in L2

1	T:	yes that you can remember (.) was it last year? (.) two years ago? five
2		years ago? ten years ago?
3		(0.5)
4		when was it?
5	L8:	er (0.5) in ninety er (0.5) nineteen ninety three
6	→T:	it was in nineteen (.) ninety (.) three

7		(0.5)
8		er
9		(1.5)
10		how many years? (.) <i>kaç yıl oluyor bu?</i> [tr: how many years [ago] was it?]
11	L8:	<u>ten</u> years
12	T:	oh ((T shows surprise)) TEN YEARS (.) long time
13	L8:	yes

This extract is taken from a conversation between the teacher and Learner 8. In lines 1 and 4, the teacher asks questions in order to elicit more information related to Learner 8’s previous utterance. In line 5, Learner 8 replies to the teacher’s question (line 4). In line 6, the teacher begins his turn in English, then asks a question, first in English, and then translating it into Turkish in line 10. Learner 8 takes the answer turn and provides a reply in the target language in line 11. The teacher continues the conversation in English in line 12.

This extract is different from the previous two extracts (4.5.1 and 4.5.2) because in extract 4.5.1, the teacher code-switches to Turkish after Learner 15 signals his need for repair (line 4) and, in extract 4.5.2, the teacher code-switches to Turkish without a pause (line 7). However, in this extract, the teacher initiates a CS to Turkish after a micro pause in line 10. Although this extract is similar to the previous two extracts in terms of the pedagogical function (giving L1 equivalent), the organisation of the teacher-initiated CS is different than those of the other two extracts.

4.5.4 Classroom 2- Learner follows up in L2

1	→T:	okay (.) where? =from* which department store would you buy it?
2		<i>hangisinden satın alırdın?</i> [tr: from which [department store] would you buy?]
3	L10:	=/ /I er-
4	L4:	<i>Beymen'e git bari orada kolay bitirirsin</i> [tr: go to Beymen you can spend all the money easily there]
5	T:	Beymen?
6	L9:	Vakko.
7	T:	Vakko?
8	L10:	Vakko.
9	T:	okay.

The above extract is taken from a conversation between the teacher and Learner 10. In line 1, the teacher directs a question to Learner 10 and in line 2, he translates what he has asked into Turkish. Learner 10 initiates an answer in a fashion which overlaps the teacher's turn (line 1), but then he gives the turn back to the teacher so that he can finish questioning. In line 4, Learner 4 takes a turn in L1 in order to talk local identity into being. The teacher follows up Learner 4's turn with a question in line 5. In line 6, learner 9 suggests an answer to the teacher's question (line 1). The teacher continues questioning Learner 10 in line 7 and gives positive feedback in the target language in line 9 after Learner 10's reply in line 8.

This extract is also different from the previous three extracts (4.5.1, 4.5.2, and 4.5.3) because in this extract, the teacher initiates a CS to Turkish in his overlapping turn with

that of Learner 10's in which Learner 10 has already initiated a response in L2. In extract 4.5.1, the teacher initiates a CS to Turkish as a reply to a request for a repair (line 4), in extract 4.5.2, the teacher code-switches to Turkish without a pause (line 7) and code-switches back to English after a pause (line 9), and in extract 4.5.3, the teacher initiates a CS to Turkish after a micro pause (line 10). Although this extract is similar to the previous extracts in terms of the pedagogical function (giving L1 equivalent), the organisation of the teacher-initiated CS is different than those of the other three extracts.

4.6 Translating into Turkish

4.6.1 Classroom 1- Learner follows up in L2

1	T:	they are very, very tired (.) what do they need?
2	L:	holiday
3	→T:	need?
4		(1.0)
5		<i>need ne demekti?</i>
		[tr: what does 'need' mean in Turkish?]
6	L1:	=/ / <i>ihtiyacı olmak</i> [tr: to need]
7	L3:	=/ / <i>ihtiyaç</i> [tr: need]
8	→T:	huh uh what do they need?
9	L8:	we need holiday
10	T:	a holiday
11		(1.0)

12		so we (1 sec) (unintelligible talk in English) you go to one, two,
13		three, four, five, six
14		(0.5)
15		six different tourist agents not just one
16		(1.0)
17		go six different tourist agents
18	L1:	yes
19	→T:	you go and you say
20		(1.0)
21		I need a holiday
22		(0.5)
23		you say- your first sentence (.) <i>ilk cümleiniz bu olsun</i>
		[tr: your first sentence must be this sentence]
24		I need a holiday
25		(1.0)
26		okay?
27		(1.5)
28		okay.
29	L10:	what can I do?
30	T:	and you have to persuade-
31		(0.5)
32		what does persuade mean?
33	L10:	persuade?
34	L:	<i>ikna-</i>

		[tr: persuasion]
35	→T:	=/ /ikna (0.5) etmek (0.3) ikna etmek [tr: persuasion (0.5) to (0.3) to persuade]
36		you have to persuade these people to
37		(0.5)
38		come to your
39		(0.5)
40		holiday okay?
41	L:	(2.0)(unintelligible talk in Turkish)
42	→T:	I'll tell you this later (.) <i>daha sonra</i> [tr: later on]
43		(1.0)
44		okay you go to one (.) you go over there
45		(0.5)
46		<u>you</u> go over here
47		(0.5)
48		you go to-
49		(1.5)
50	L1:	=/ /Fethiye ((a Turkish place name))

In line 1, the teacher asks a question in the target language and receives a reply from an unidentified learner in line 2. In line 3, the teacher uses English to initiate a question asking for either the Turkish equivalent of the English verb ('to need') or a synonym (e.g., 'necessitate') and a description of it in English (e.g., 'circumstances requiring

action’). None of the learners takes a reply turn during a pause of 1 second in line 4. The teacher then code-switches to Turkish in line 5 to repair her question in line 3. The repaired question induces CS from the learners in their reply turn. Thus, Learners 1 and 3 provide an answer in Turkish in the overlapping turns in lines 6 and 7. In line 8, the teacher gives positive feedback and asks the same question that she has asked in line 1. Learner 8 gives an answer to the teacher’s question in line 9. In line 10, the teacher repairs Learner 8’s previous utterance and carries on with the task directions (lines 12 and 22). The teacher code-switches to Turkish in line 23 to translate the task instruction and checks for comprehension in the target language in line 26. The point to note in this extract is that although the teacher uses CS in her turn, in the following turn the speaker (Learner 10) chooses to use the target language to ask a question related to his role in the task in line 29. The teacher cuts her reply turn short in line 30 and asks for either the Turkish equivalent or an English synonym of the verb ‘to persuade’ in line 32. I describe such questions as a teacher-induced CS sequence because in all the cases appearing in the database where the teacher asks a CS-inducing question, the learners reply in Turkish (See Appendix I), although they do have the alternative of providing an English synonym or a description of the verb. Another point to note is related to the preference organisation in the teacher’s pauses: The teacher does not use Turkish to ask that question (line 32), since the length of the pause in line 31 is less than one second. A learner takes the following turn and he uses English to direct a question to the teacher. The teacher does not take an answer turn, and another learner initiates a turn giving the Turkish equivalent in line 34, as a reply to the teacher’s question (line 32). The teacher cuts his turn short and provides the Turkish equivalent in line 35. The teacher carries on her turn by giving task directions in lines 36 and 40. In line 41, a

learner talks in Turkish and the teacher follows up in English in line 42, then code-switches to Turkish to translate a part of her utterance into Turkish (line 42). In lines 43 and 49, the teacher gives task directions in the target language and Learner 1 begins conversing on the topic in line 50.

4.6.2 Classroom 1- Learner follows up in L1

1	T:	Ayvalık here
2		(0.5)
3		so twenty
4		(0.5)
5		twenty
6		(0.5)
7		twenty <u>good</u> persuaders
8	L5:	thank you
9	T:	persuade?
10		(0.5)
11		what was persuade?
12	L5:	<i>ikna =etmek</i> [tr: to persuade]
13	T:	=/ /good* sell of people okay, wonderful .hh this time go back to
14		your original partner
15		(0.5)
16		original?
17	L2:	=/ / <i>gerçek</i>

		[tr: real]
18	L5:	=/ <i>ilk</i> [tr: the first]
19	L7:	= <i>orjinal</i> [tr: original]
20 21	→T:	yeah <i>ilk partnerinize geri dönüyorsunuz (.) beraber yazdığınız</i> [tr: return to your first partner with whom you have written] ((LL talk in English in groups)) (7 minutes)

This extract is taken from a post-task activity. In lines 1 and 7, the teacher comments on the task results. In lines 9 and 11, the teacher initiates question turns that induce the learners to code-switch, but she does not code-switch to Turkish herself (line 13). The teacher asks another CS-inducing question in line 16. There is an immediate reply turn by Learners 2 and 5, therefore, the teacher does not code-switch to Turkish to ask the same question. Learners 2 and 5 provide the equivalent at the same time in lines 17 and 18. Learner 7 gives the equivalent after their turn in line 19. In line 20, the teacher gives positive feedback in the target language and code-switches to Turkish to translate the task instruction which she has just uttered in the target language (lines 13-14). As soon as the teacher has finished giving task instructions in L1, the learners start talking in English to perform the group-work activity in line 21. In this extract, we see examples of preference organisation in relation to the length of the teacher's pauses. In lines 9-11 and 14-16, the teacher asks CS-inducing questions and repairs her question in English after a pause of one second. As we have seen in the previous extract(s), the

teacher code-switches to Turkish if the waiting time for the reply turn is more than one second. This extract is also a good example of teacher- initiated CS-inducing questions that entail the learners’ CS to Turkish. The difference between this type of question and the teacher-initiated CS questions is that the reply turns for teacher-induced CS in questions are always in L1 in the data.

4.7 Dealing with a lack of response in English

4.7.1 Classroom 2- Learner follows up in L2

1	→T:	okay (.) hh on Tuesday night?
2		(0.5)
3		on New Year’s night?
4		(1.0)
5		on Tuesday (.) last Tuesday?
6		(2.0)
7		<i>Salı günü?</i> [tr: on Tuesday]
8	L4:	(0.5)
9		er-
10	T:	= <i>Yılbaşı gecesi?</i> [tr: on New Year’s Eve]
11	L4:	I (2.0) study (0.5) English

The above extract is taken from a teacher-learner dialogue in which the teacher asks the learner what she did on the night of the New Year. In line 1, the teacher directs a

question to Learner 4 but does not receive a reply after a pause of 1 second. Then, in line 3, the teacher asks the same question with a different lexical choice and waits for a slightly longer time (1.5 seconds) to receive a reply from the learner. As the learner does not take the answer turn, the teacher keeps asking the same question in line 5, and he doubles the length of the waiting time (to 2 seconds), but there is still no reply. He then code-switches to Turkish in his repetition of the question in line 7. After asking the same propositional question three times in English, he code-switches to Turkish when he does not receive a response to his L2 questions. This is consistent with the data, which reveal that the teacher code-switches after a pause. The repetition of a question signals trouble in interaction that prevents the institutional business from proceeding. Although the length of pauses is different between each question, the teacher uses Turkish after a certain waiting time (line 7). This type of preference organisation is also explained and exemplified in both the previous and the following extracts. Learner 4 initiates a reply turn in lines 8 and 9 but is unable to form a reply. In line 10, the teacher continues to use the L1 to ask the question one more time. In line 11, Learner 4 replies to the teacher’s question (line 1) in the L2.

4.7.2 Classroom 5- Learner follows up in L1

1	L22:	=/ / <i>hocam</i> [tr: ma'am]
2	→T:	<u>yes</u> yes yes to yes
3		(0.5)
4		who has- who said <i>hocam</i> ?
5		(0.5)

6		<i>hocam diyen?</i> [tr: who said ma'am?]
7	L22:	<i>ikinci halleri var mı diye soracaktım</i> [tr: I was going to ask whether there are the second form (of the verbs)?]
8	→T:	yeah go on, go on
9		(2.0)
10		be quick three minutes left ((LL work in groups))

The above extract is taken from an interaction between the teacher and a learner, in which Learner 22 overlaps the interaction with her addressing sequence turn in line 1. The teacher takes a reply turn to the previous learner’s question in line 2. After a pause of half a second, she takes a reply turn to Learner 22’s addressing sequence in line 4. In line 4, the teacher directs a question to the learners in order to find out which learner addressed her in line 1. The teacher inserts Learner 22’s addressing sequence in the same language as used by the learner (i.e., Turkish) in an English syntactical question forming line 4. After a pause of half a second, the teacher code-switches to Turkish to repeat her question in line 6. The pedagogical function of this teacher-initiated CS is to repeat the question in Turkish when there is no response in English. The teacher uses Turkish to repeat the question in line 6 in order to make sure that the learners understand what the question is asking for. Learner 22 takes the reply turn in line 7 in the L1.

4.7.3 Classroom 2- Learner follows up in L2

1	→T:	maybe, maybe
2		(1.0)
3		can you ask her?
4		(1.0)
5		<i>sor bakalım ne alacak soruları sen sor ben sormayayım</i> [tr: let's ask what will she buy you ask the questions not me]
6	L8:	what will you er (1.0)
7	T:	<i>neleri sorabilirsiniz?</i> [tr: what can you ask?]
8	L8:	what will you take
9	→T:	take?
10	L8:	er thing
11	T:	buy
12		(1.0)
13		what- wh=at will you buy
14	L8:	=/ /what will you buy* (.) buy
15	T:	with your money

There is a recurring pattern in this extract. The teacher attempts to start institutional business in L2 as a preferred language choice. Since he does not receive a reply after waiting for a second (line 4), he proceeds fairly quickly and switches to Turkish (line 5), as trouble has occurred which must be repaired. The teacher tries to encourage Learner 8 to ask a question in the target language in line 3. After a second's pause, he code-

switches to Turkish to translate his intention in line 5. In the following line, Learner 8 initiates asking the question in L2, but then hesitates. After a second's pause, the teacher uses Turkish to initiate a question turn in line 7. In line 8, Learner 8 forms a question in the target language. In the following line, the teacher repeats the verb and uses it in a rising tone signalling a need to repair. After a hesitation, Learner 8 suggests a repair in line 10. However, the teacher does not accept it, and offers a repair in line 11, as well as providing the question that he expects the learner to form in line 13. Learner 8 repeats the question in line 14. In line 15, the teacher takes another repair turn in English. In this extract, the teacher uses CS (line 5) when he does not receive a reply turn to his question (line 3). The pedagogical function of the teacher-initiated CS (line 5) is to encourage Learner 8 to produce a specific question in English. The teacher takes another turn in Turkish in line 7 when Learner 8 hesitates and pauses for a second in line 6. The pedagogical function of his turn in Turkish (line 7) is to encourage Learner 8 to continue with his turn (line 6). This pedagogical function seems to be working, as Learner 8 initiates a turn in line 8 and continues forming the specific target language output.

4.8 Providing a Prompt for Second Language Use

4.8.1 Classroom 2- Learner follows up in L2

1	L8:	er (0.5)
2		we visit er
3		(1.0)
4		in er (0.5)
5		every er (0.5)

6		sorry, sorry various =places
7	→T:	=/ /°nere*si mesela?° [tr: such as?]
8	L8:	such as <i>Çocuk Esirgeme Kurumu</i> [tr: orphanage]
9	→T:	okay
10	L8:	such as <i>Yaşlılar Yurdu</i> [tr: old people's house]
11	T:	okay
12		(0.5)
13		after <u>twelve</u> o'clock?
14	L8:	twelve o'clock

Learner 8 tries to form a L2 sentence as a reply to the teacher's previous question between lines 1 and 6. In line 7, the teacher asks another question in a soft tone of voice in an overlapping fashion in line 7. Although the teacher asks his question in Turkish, Learner 8 initiates his reply in English, but code-switches to Turkish at the end of his turn in line 8. In line 9, the teacher gives positive feedback to the learner's reply but does not provide the target vocabulary. Learner 8 takes the turn again in line 10 and forms a similar syntactic pattern (CS) to the one he produces in line 8. In the following line, the teacher again gives positive feedback and does not provide the target vocabulary. Judging by his behaviour, we may say that he attaches more importance to fluency than to accuracy. After a short pause in line 12, the teacher directs a new question to Learner 8 in line 13, and Learner 8 replies to his question in line 14.

4.8.2 Classroom 2- Learner follows up in L2

1	T:	will you ski there?
2	L3:	I want to ski
3	T:	do you know how to?
4	L3:	yes
5	→T:	(2.0)
6		<i>bi soralım buna nasıl öğrendi?</i>
		[tr: let's ask him how did he learn?]
7		(2.0)
8		<i>nasıl öğrendin?</i>
		[tr: how did you learn?]
9	L10:	how do you learn to ski?
10	T:	how?
11	L10:	how do you learn to ski?
12	T:	did you
13	L10:	how did you learn to ski?
14	L3:	uhm my uncle (0.5) in nineteen eighty four

The teacher code-switches to Turkish in line 6 in order to guide the learners to ask the question in the target language by themselves. If the teacher asks the question in English, then the learners will know how to do it. Therefore, CS is used for this purpose. CS is also necessary in lines 6 and 8, if the teacher wants to see whether the learners can say it in English. He waits for two seconds, but since none of the learners initiates the question, he continues to talk in Turkish to give them a hint in line 8.

Learner 10 provides a question in English (line 9). In line 11, Learner 10 does not repair his question and asks the same question again. The teacher repairs the mistake in the question in line 12 and Learner 10 repeats the question in the correct form in line 13.

4.8.3 Classroom 2- Learner follows up in L1

1	L10:	I was cold
2	T:	you were cold?
3	L10:	very
4	L8:	=catch a-
5	→T:	=/ /you were* feeling cold
6		(0.5)
7		<i>üşüyor muydun?</i> [tr: were you cold?]
8	L10:	<i>hastalığa yakalandığımı nasıl söyleyecem?</i> [tr: how can I say I caught a cold?]
7	L8:	=catch a cold
8	T:	=/ /I (.) I have*- I caught a cold okay? I have a cold (1.0)
9	L10:	yes

The above extract is taken from a whole class discussion about the worst New Year celebration. Learner 10 takes the turn in line 1. The teacher’s rising tone in line 2 indicates a corrective function. The teacher might be using this strategy to initiate a repair. However, Learner 10 does not repair his utterance in line 3. Learner 8 then initiates an alternative as a repair. However, the teacher’s turn in line 5 overlaps with

the previous two turns and he repairs Learner 10’s utterance (line 1). The teacher code-switches to Turkish to give a translation of the correct usage in line 7. Learner 10 uses the L1 in line 8 in order to identify trouble.

4.8.4 Classroom 4- Learner follows up in L1

1	→T:	<i>huh sorun bakalım arkadaşları da ağlamış mı</i> [tr: let’s ask him whether his friends cried, too]
2	L4:	<i>arkadaşların da ağladı mı?</i> [tr: did your friends cry, too?]
3		((Learners laugh)) (0.5)
4	T:	in English
5	L4:	did you cry in (1.0) (unintelligible learner talk)
6	T:	again, again, again.
7		(0.5)
8		did your =friends

In line 1, the teacher uses CS to prompt learners to ask a specific question in English. She instructs the learners about the grammatical content of the question she wants them to form. In line 2, Learner 4 selects himself to take the next turn and uses Turkish. The teacher repairs his language choice (L1) in line 4. Learner 4’s choice of language (line 2) provokes laughter in the classroom. This shows that the other learners see his language choice (L1) as notable behaviour. Learner 4 may have used the L1 as a joke, because when I watched the video-recording of that particular class, I realised that Learner 4 was also laughing in line 3. Learner 4 starts to form the question in English in line 5, immediately after the teacher’s instruction (line 4). This may indicate that he

is capable of initiating a reply turn to the teacher’s code-switched instruction in line 1.

In lines 6-8, the teacher is engaged in repairing Learner 4’s turn (line 5).

4.9 Eliciting Turkish or English Translation

4.9.1 Classroom 2- Learner follows up in L2

1	→T:	<i>peki sıkça düştün mü?</i> [tr: so did you often fall down?]
2	L3:	yes, yes ((laughter))
3	→T:	can you ask?
4	L9:	(2.0)
5		<i>sıkça</i> [tr: often]
6	L8:	often
7	T:	huh uh
8	L9:	how often-
9	T:	ask the question and answer ((laughter))
10	T:	you ask =your question
11	L9:	=/ /how er * often did you er fall fall.
12	T:	now this is important (.) how often did you (1.0) =fall.
13	L8:	=/ /get down
14	L10:	<i>uçurumdan uçtun mu?</i> [tr: did you fall down a slope?]

15	L3:	no
16	T:	how often did you fall when you were learning?
17	L3:	yes uhm
18		(1.5)
19	T:	very often?
20	L3:	five
21		(0.5)
22		once in five minutes
23	T:	once in five minute?
24	L3:	yeah
25	→T:	what does he mean?
26		(1.0)
27		what does he mean?
28		(1.5)
29		<i>ne demek istiyor burda tam olarak anlıyoruz da?</i> [tr: what does he mean here?]
30	L10:	<i>her seferinde beş kez.</i> [tr: five times each]
31	T:	<u>her</u> seferinde beş kez [tr: five times each]
32	L8:	<i>hayır beş dakkada bir mi diyor?</i> [tr: no does he say once in five minutes?]
33	→T:	how would you say that?
34	L9:	once in five minutes

35	T:	you fell every five minutes?
36	L3:	yeah

In line 1, the teacher asks a question in Turkish and receives a reply in the target language in line 2. In line 3, the teacher uses the target language to ask another question in order to direct the learners to ask the question (line 1) in English. After a pause of two seconds, Learner 9 repeats a Turkish word which the teacher has used in his question (line 1). This repetition signals a request to have it translated into English. Learner 8 provides the English equivalent in line 6 and the teacher gives positive feedback by backchannelling in line 7. Although I am unable to determine from this extract whether Learner 8's and the teacher's approval of the help results in long-term acquisition, what is clear is that the peer-peer dialogue resulted in "improved language performance" (Swain et al. 2002). Learner 9 then initiates asking the target question in line 8. The teacher cuts his turn short to give instructions in lines 9 and 10. Learner 9 asks the question with hesitations in line 11. In line 12, the teacher explicitly emphasises the grammatical point in the question. Learner 8 overlaps his turn and provides a different English verb to replace the one the teacher has suggested in line 13. Learner 10 joins in the conversation in line 14 and asks a question in Turkish. Learner 3 replies to the learner's question in English in line 15. In line 16, the teacher takes the turn to repeat his question (line 12), with the addition of a subordinate phrase. Learner 3 replies to the question in line 17, and a pause in his answer turn may signal that he is trying to provide more information. The teacher asks another question in line 19. His question is quite similar in nature to the one he has asked in line 16. Learner 3 takes a reply turn in lines 20 and 22. In line 23, the teacher asks a confirmation check question

and receives a positive reply in line 24. In line 25, the teacher asks a question to check whether the learners have understood Learner 3’s reply (line 22). After a pause of 1 second, the teacher repeats his question in line 27. Then he waits for a slightly longer time and code-switches to Turkish to ask the same question in line 29. Learner 10 chooses to offer his explanation in Turkish in line 30. In line 32, Learner 8 contradicts Learner 10’s utterance in Turkish and asks for confirmation. The teacher does not reply to him, but instead initiates another question turn in English in line 33. Learner 9 answers the teacher’s question in line 34. The teacher repairs his answer in line 35, uttering it in a rising intonation. In line 36, Learner 3 gives a positive answer, indicating that he accepts the propositional meaning of the teacher’s question.

4.9.2 Classroom 2- Learner follows up in L1

1	→T:	not the <u>whole</u> Hilton Hotel it is not that much money
2		(1.0)
3		okay, you book a room <i>di mi?</i>
4		[tr: don't you]
5		book
6		(0.5)
7	L1:	what does book mean?
8		er (0.5) <i>kiralamak</i>
9		[tr: to book]
10	→T:	<i>kiralamak di mi? oda.</i>
11		[tr: to book a room isn't it?]
12	L3:	<i>reserve yapmak</i>

		[tr: to make a reservation]
10	→T:	<i>evet, oda kiraliyorsun bir gecelik</i>
		[tr: yes you book a room for a night]
11		okay what do you then? <i>ondan sonra?</i>
		[tr: after that?]
12	L6:	(3.0)
13		with my friends and-
14	T:	=which friends? people from here?

This extract is taken from a conversation between the teacher and Learner 6. The teacher starts his turn in English in line 1 and code-switches to Turkish in line 3 in order to form a question tag. In line 6, the teacher does not initiate CS but induces it by asking for the Turkish equivalent of an English verb. Learner 1 gives the Turkish equivalent in line 7. The teacher uses Turkish again in line 8 as a confirmation check of the translation. Learner 3 supplies a synonymous word in line 9. The teacher gives positive feedback to the contributions of Learners 1 and 3 in line 10, and code-switches back and forth between English and Turkish in line 11 in order to ask another question. After a pause of three seconds, Learner 6 takes the answer turn and uses the target language. Learner 6’s reply in L2 is in alignment with the teacher’s pedagogical focus. After Learner 6’s turn in English, the teacher also follows up in English in line 14.

This extract is different from the previous extract because in extract 4.9.1 the teacher code-switches from Turkish to English (line 3) in order to elicit an L2 translation of an L1 question (line 1). However, in this extract, the teacher code-switches from English to Turkish to form a question tag in order to elicit an L1 translation of an L2 verb (line

3). Although these two extracts are similar in terms of pedagogical function (eliciting translation), the organisation of CS is different from each other.

4.10 Giving Feedback

4.10.1Classroom 3- Learner follows up in L1

1	T:	okay, so (.) I think hard has two meanings .hh
2		(0.5)
3		in the question it is different and in the answer it is again different uhm
4		in the question what is even harder than a diamond what does hard
5		mean here?
6		(1.0)
7		in Turkish?
8	L3:	<i>sert</i> [tr: hard]
9	→T:	<i>sert</i> [tr: hard]
10		okay, what about the answer?
11	LL:	<i>zor</i> [tr: difficult]
12	→T:	okay, so, uhm
13		(0.5)
14		what is even harder than a diamond paying for it (.) okay, <i>burda</i>
15		<i>sadece bir işte hardla ilgili şey yapılmış yani sözcük anlamı gibi birşey</i>
16		<i>yapılmış hardın iki anlamı kullanılmış hani ilk bakışta çünkü çok</i>

17		<i>mantıklı görünmüyor soruda diyor ki hani diamondtan daha sert ne</i>
18		<i>vardır .hh işte onu ödemek Türkçe'de böyle birşey sormaya</i>
19		<i>kalktığınızda sorun yaşarız ama onu ödemek zordur anlamında</i>
		[tr: here there is just something about the word meaning the two meanings (of the word) 'hard' is used it does not make sense at first the question is what is harder than a diamond .hh so (the answer is) to pay for it if you want to ask such a question in Turkish you will have a problem but (the answer) means it is hard to pay for diamond]
20		(1.0)
21		okay Murat will you please help me
22		((T delivers handouts)) (2 min.)
23		okay read the instruction
24		((T reads))

In lines 4 and 5, the teacher induces CS from the learners in her question turn. After a second's pause (noticeable absence of a reply turn), the teacher repairs her question (line 7) as she does not receive a reply. Learner 3 replies and provides the Turkish equivalent. The teacher gives feedback to Learner 3 by repeating his reply (line 8) in line 9. The pedagogical function of this teacher-initiated CS (line 9) is to confirm the correctness of Learner 3's reply (line 8). The teacher induces another CS in her question turn in line 10. More than one learner replies in line 11 and provides the Turkish equivalent. In lines 13-18, the teacher uses Turkish to give metalanguage information about the task. After a half second pause in line 19, the teacher shifts the topic and activity type and uses English in line 20. The first teacher-initiated CS (line

9) is integrated in this extract in the teacher’s question, the learner’s reply, and the teacher’s feedback sequence. The teacher code-switches to Turkish for the second time (lines 13-15) to give a metalanguage explanation of a grammatical point in the task. The teacher signals the shift in her language choice with an English discourse marker (‘okay’) in line 13 and uses the same discourse marker to shift the activity type in line 20. Learners follow up the first teacher-initiated CS in Turkish (line 11) because they are asked to supply the Turkish equivalent of an English word (line 10). None of the learners follows up the second teacher-initiated CS, although the teacher allows a second’s pause before she shifts the topic and the activity type in line 19.

4.11 Checking Comprehension in English

4.11.1Classroom 3- Learner follows up in L1

1	T:	so he is the strongest criminal what is criminal?
2	LL:	<i>suçlu</i> [tr: criminal]
3	T:	criminal got crime
4	L1:	<i>hırsız</i> [tr: thief]
5	L7:	<i>suçlu biri</i> [tr: a person who commits crime]
6	T:	huh?
7	L7:	<i>suçlu</i> [tr: criminal]
8	→T:	<i>suçlu</i>

9		<p>[tr: criminal]</p> <p><i>okay the strongest criminali soruyor bize shoplifter ne demek?</i></p> <p>[tr: (the question) asks for the strongest criminal what does ‘shoplifter’ mean in Turkish?]</p>
10		(3.0)
11	L1:	<p><i>hırsız</i></p> <p>[tr: thief]</p>
12	T:	<p><i>yani ilk anlamı ne demek shoplifterin ne diye biliyorsunuz?</i></p> <p>[tr: I mean what is the literal meaning of ‘shoplifter’ what do you know it as?]</p>
13	L3:	<p><i>şey =o çok büyük-</i></p> <p>[tr: uhm that is very big]</p>
14	T:	<p><i>=/ /tabi bunun için* shoplifterin ne demek olduğunu bilmek gerekiyor</i></p> <p>[tr: of course you need to know the meaning of ‘shoplifter’ first of all]</p>
15	L3:	<p><i>kasaları sağdan sola taşımak için gereken araç</i></p> <p>[tr: [it is] the vehicle used to carry the boxes from right to left]</p>
16	T:	<p><i>hayır hayır değil</i></p> <p>[tr: no no it is not]</p>
17	L3:	<p><i>atıyorum</i></p> <p>[tr: I’m just guessing]</p>
18	T:	<p><i>shoplifter ne demek?</i></p> <p>[tr: what does ‘shoplifter’ mean in Turkish?]</p>
19	L1:	<p><i>hırsız</i></p> <p>[tr: thief]</p>

20	T:	huh?
21	L1:	<i>hırsız</i> [tr: thief]
22	T:	<i>hırsız ama nereyi soyan hırsız?</i> [tr: a thief but from where does he steal?]
23	L1:	= <i>marketi</i> [tr: a shop]
24	→T:	=/ <i>/shopu* soyan hırsıza shoplifter ama burda diyor ki strongest</i>
25		<i>criminal</i> [tr: 'shoplifter' is (called) a person who steals from a 'shop' but it says here the 'strongest criminal']
26		(1.5)
27		<i>öyle bir criminal olacak ki en güçlüsü olacak liftin bir de ne anlamı</i>
28		<i>var? bir sözcük oyunu tamamen ha (.) yapıyor bu? aynen Serkanın</i>
29		<i>söylediği gibi</i> [tr: he is such a criminal who is the strongest what is the another meaning of 'lift'? this is a word game (.) what does he do? it's just what Serkan has told us]
30	LL:	<i>yükleri sırtına alabilen</i> [tr: (a person) who can hold the things]
31	T:	<i>bütün dükkânı kaldırabilen en güçlü er en kriminaldir</i> [tr: (a person) who can hold the whole store is the strongest er is the most criminal]
32		((laughter))

The teacher asks for the Turkish equivalent of an English word in line 1 and receives reply turns in lines 2, 4, 5, and 7. The teacher code-switches to Turkish to repeat the correct reply as positive feedback in line 8. In line 9, the teacher switches back and forth between English and Turkish. She asks another question in Turkish to elicit the Turkish equivalent of an English word in line 9. Learner 1 replies to her question in line 11. The teacher follows up his reply turn with a question in Turkish in line 12. In line 12, she checks the learners' comprehension of the target word 'shoplifter'. In lines 13-17, there is a reply-feedback sequence between the teacher and Learner 3. In line 18, the teacher repeats her question (line 9) as Learner 3 does not provide the correct reply. Learner 1 repeats his reply (line 11) in lines 19 and 21. In line 22, the teacher repeats Learner 1's reply as positive feedback and asks another question in Turkish in the same line. Learner 1 initiates a reply in line 23 and the teacher initiates a repair to her question (line 22) in line 24 in overlapping turns. In lines 26-29, the teacher uses Turkish to ask two questions to check the learners' comprehension of her question (line 9). More than one learner replies in line 30. The teacher accepts the learners' reply and repairs it to extend the information in line 31. The answer provokes laughter from the learners that may indicate their comprehension of the question (line 9) and answer (line 31) sequence. The teacher-initiated CS and the teacher's turns in the same language choice (i.e., Turkish) are integrated in the interaction as a question-answer-feedback/evaluation sequence. Although the pedagogical function of the first teacher-initiated CS (line 8) is to give feedback and that of the second teacher-initiated CS is to ask for a Turkish equivalent, the teacher continues to use Turkish in all her turns (lines 9-31), to give feedback, repair her questions, and ask comprehension check questions.

4.12 Providing Metalanguage Information

4.12.1 Classroom 3- Learner follows up in L1

1	→T:	beef stew?
2		(1.0)
3		<i>ne demek beef stew?.hh stew ne demek? beef ne demek?</i> [tr: what does 'beef stew' mean (in Turkish)? what does 'stew' mean? what does 'beef' mean?]
4	L3:	<i>beef et demek</i> [tr: 'beef' means meat]
5	T:	<i>huh uh stew onun (.) =bir şekilde* yapılmış</i> [tr: 'stew' is a way of cooking it]
6	L3:	<i>=/ /haşlanmış</i> [tr: stewed (beef)]
7	T:	<i>şeyde er suda</i> [tr: in water]
8	L4:	<i>terbiye</i> [tr: a Turkish way of cooking]
9	→T:	<i>terbiye değil de haşlanmış gibi belki de (.) gerçi çok da anlamıyorum</i>
10		<i>yemek yapmaktan ama</i> [tr: no it is not 'terbiye' but perhaps like stewed [in water] (.) anyway I am not expert in cooking but]
11		<i>anyway uhm</i>
12		(0.5)

13		the last one birth place?
14	L9:	Houston

In line 1, the teacher asks for either the Turkish equivalent or a synonym of the target phrase ‘beef stew’. After a second’s pause (noticeable absence of a reply), the teacher repairs her question by code-switching to Turkish in line 3. Learner 3 provides part of the Turkish equivalent in line 4. In lines 5-10, the teacher and Learners 3 and 4 engage in a reply-follow up sequence of passing metalanguage information related to the teacher’s question (line 1). Although the teacher initiates CS in line 3 to repair her question in English, she uses Turkish in lines 5, 7, and 9 to give metalanguage information about the expected reply. Learners follow up the teacher-initiated CS in Turkish in order to provide the Turkish equivalent (line 4) and give metalanguage information about the target translation in lines 6 and 8. In line 11, the teacher switches to English and she signals a shift of the topic by the English word ‘anyway’ and a short pause (line 12). In line 13, she asks a question in English and receives an immediate reply from Learner 9 in line 14. Learner 9 follows up the teacher-initiated CS to English in English as he is required to provide an English place name as a reply.

4.12.2Classroom 4- Learner follows up in L2

1	T:	seen (.) that’s okay, begin?
2	L2:	begun
3	T:	began?
4	LL:	begun
5	→T:	begu::n <u>begin</u> <u>began</u> <u>begun</u>

6		(1.0)
7		<i>gittikçe sertleşiyor ses</i> [tr: the sound becomes stronger]
8		(0.5)
9		okay, bite?
10	LL:	bit
11	T:	bite how is it spelt? how is it spelt?
12	LL:	B-I-T-E ((Learners read each letter out))
13	T:	B-I-T-E ((T reads each letter out)) okay .hh third form?

This extract is taken from a teacher-led grammar activity where learners are required to provide an English verb in three different grammatical tenses. In line 1, the teacher gives feedback and starts the activity with a new question in line 1. Learner 2 replies in line 2 and the teacher repairs her reply in a question form in line 3. More than one learner replies in line 4. In line 5, the teacher corrects the learners' incorrect pronunciation and after a second's pause, the teacher code-switches to Turkish to give metalinguage information about grammatical tenses in line 7. The pedagogical function of the teacher-initiated CS is to repair the learners' incorrect pronunciation (line 4) and to provide information about how to pronounce it correctly. After a short pause in line 8, the teacher code-switches back to English to start the same activity sequence with a new verb in line 9. The teacher-initiated CS is embedded in the interaction in a question-reply-feedback/evaluation sequence and the pedagogical function is to repair the learners' mispronunciation by giving metalinguage information about a target verb.

4.13 Giving encouragement to participate

4.13.1Classroom 4- Learner follows up in L2

1	T:	you tell the truth or lie?
2	L6:	lie
3	→T:	lie, okay .hh who is coming?
4		(0.5) ((L holds up his hand))
5		now you ask the questions not me
6		(2.0)
7		Özgür <i>gel hadi</i>
		[tr: come (here) come on]
8		(0.5)
9		please
10		(2.0) ((Learner moves))
11		okay, let’s ask the third question (.) third one, okay? <u>ask</u> him.
12	L21:	him?
13	T:	yes (.) ask Özgür
14		(0.5)
15		have you ever::?

In line 3, the teacher ends one classroom activity and asks a question to initiate a new activity. A learner replies to her question non-verbally in line 4. The teacher initiates a turn to give him task instructions in line 5. After a pause of two seconds (noticeable absence of a reply), the teacher code-switches to Turkish to encourage the learner to start the task in line 7. After a short pause in line 8, the teacher repairs the register of

her turn by changing it from an imperative (line 7) to a request (line 9). After a pause of two seconds (noticeable absence of learner’s verbal participation), the teacher instructs the learner to start the activity in line 11. Learner 21 asks a confirmation check question in English in line 12. The teacher gives an answer and repeats her instruction (line 11) in line 13. The teacher’s initiating of a CS to Turkish (line 7) is a result of the absence of learner participation in the task. After the code-switched turn, the learner participates in the task non-verbally (line 10).

4.13.2Classroom 4- Learner follows up in L1

1	L21:	=where did you kill-
2	L14:	=/ /he eat my er my* my grandfather’s meat
3	T:	the cat <u>ate</u> your grandfather’s meat?
4	L14:	meat
5	T:	huh?
6	L14:	hungry ((laughter))
7	→T:	eee?
8		(2.0)
9		eee?
10		[tr: a Turkish filler that means ‘continue talking’] (1.0)
11		so you killed the cat
12	L14:	(2.0) (unintelligible talk in Turkish)
13	T:	there is a question there

14	L21:	where did you kill?
15	L14:	in Samsun

In line 1, Learner 21 directs a question in the target language to Learner 14, but his turn overlaps with Learner 14's answer turn to the previous question (see classroom transcripts, Appendix II). The teacher repairs Learner 14's utterance and asks a question at the same time in line 3. Learner 14 provides a reply in English in line 6. The teacher-initiated CS to Turkish (lines 7 and 9) is used to encourage Learner 14 to talk more about the topic (line 2). After a pause of one second, the teacher code-switches back to English and summarises the topic in line 11. In the following turn, Learner 14 chooses to use Turkish and the teacher comments on his utterance in English in line 13. Learner 21 directs a question in L2 to Learner 14 and Learner 14 responds to it in English in line 15.

4.14 Summary of the Chapter

In this chapter, I have presented the teacher-initiated CS extracts transcribed from the data in terms of their pedagogical functions. The range of pedagogical functions I found is as follows:

- 1. Dealing with procedural trouble
- 2. Dealing with classroom discipline
- 3. Expressing social identity
- 4. Giving Turkish equivalent
- 5. Translating into Turkish
- 6. Dealing with a lack of response in English
- 7. Providing a prompt for English use
- 8. Eliciting Turkish or English translation
- 9. Giving feedback

10. Checking comprehension in English
11. Providing metalanguage information
12. Giving encouragement to participate

These pedagogical functions generally confirm the categorisations produced by previous CS studies (e.g., Guthrie 1984; Martin 1999; Nzwanga 2000) and expand on the findings of other CS studies (e.g., Zentella 1981; Lin 1996; Ferguson 2003). (See Chapter 2, section 2.5.1). However, it should be stressed that although I listed twelve pedagogical functions, there may be some overlap between the pedagogical functions; i.e., a teacher-initiated CS extract can serve more than one pedagogical function at the same time (refer to sections 3.3.3.2, Chapter 3 and 4.1, Chapter 4, for the discussion of overlapping pedagogical functions).

CHAPTER 5: CONCLUSION

5.1 Purpose of the study

The purpose of this study was to examine the organisation of teacher-initiated and teacher-induced code-switching in Turkish EFL classrooms. The data for this investigation were collected by means of observations. This mainly consisted of video and audio taping lessons from six beginner level Turkish EFL classrooms at a Turkish university in İzmir, Turkey. Two research methodologies were applied for this purpose; functional analysis (DA) and sequential analysis (CA). Using CA methodology, transcripts of the lessons were examined according to the method of sequential analysis. Thus, the findings elicited from classroom interaction focus on the turn-taking mechanism, repair organisation, adjacency pair sequences, and preference organisation in relation to the institutional aim and the pedagogical focus. Using the DA functional analysis, teacher-initiated and teacher-induced CS extracts were categorised according to their pedagogical functions in the language classroom and twelve pedagogical categories were suggested from the data.

It was found that despite their effort to avoid it, teachers and learners sometimes used Turkish in their English classes. Some of the purposes of the recourse to Turkish included dealing with procedural trouble and classroom discipline, expressing social identity, giving Turkish equivalent, translating into Turkish, dealing with a lack of response in English, providing a prompt for English use, eliciting Turkish or English translation, giving feedback, checking comprehension in English, providing metalanguage information and giving encouragement to participate. Teacher-initiated

and teacher-induced CS serve on the pedagogical level to deliver the above twelve functions in Turkish EFL classrooms.

Thus, the study supports the claim that L1 (Turkish) is difficult for teachers to avoid and learners to ignore in EFL classrooms. Although it is not the purpose of this study to make claims for the best or ideal teaching method, consequently, teaching methods that incorporate L1 in L2 teaching/learning environments are recommended. To this end, the study suggests that analysing how CS is organised in the teacher-learner interaction may yield a better understanding of the phenomenon.

5.2 Answer to the Research Question

The current study was designed to answer the following research question:

- How are teacher-initiated and teacher-induced CS sequences organised in Turkish EFL classroom interaction?

There is a recurring pattern of preference organisation related to the teacher-initiated and teacher-induced CS in the data. Teacher-induced CS serves to a pedagogical function of asking for the Turkish translation. However, teacher-initiated CS serves to twelve pedagogical functions (listed in Chapter 4, Section 4.14). In teacher-initiated CS, the teacher may use English or Turkish depending on his/her pedagogical focus. But the teacher always uses English to start a teacher-induced CS asking for the Turkish translation. After teacher-induced CS, learners' language choice is always in Turkish because the teacher asks for the Turkish equivalent of an English word.

5.3 Findings of the Study

5.3.1 Theoretical Contribution to Code-Switching studies of Second Language Classrooms

The theoretical contribution of this research to CS studies of L2 classrooms lies in the introduction of the term ‘teacher-induced CS’. This type of CS is different from teacher-initiated CS, since the learner is encouraged to use L1 after the teacher’s code-switched turn. In the data, I find that the teacher-initiated CS serves twelve pedagogical functions, all of which require the learners to respond in L2 to show their alignment to the macro context; that is, the institutional aim (teachers teach L2 and learners learn L2). In this respect it is useful to separate ‘teacher-induced CS’ from ‘teacher-initiated CS’ for the discussion of the requirement of different language choice.

5.3.2 Methodological Contribution to Code-Switching Studies of Second Language Classrooms

The originality of my research in relation to its methodological contribution lies in the fact that it analyses the sequential organisation of teacher-initiated and teacher-induced CS in teacher-learner interaction in six Turkish EFL classrooms at undergraduate level, using a CA methodological perspective and categorises the teacher-initiated and teacher-induced CS extracts according to their pedagogical functions using DA functional analysis. Thus, the application of the CA method of sequential analysis in addition to the DA functional analysis in this study addresses another research gap, namely a need for studies of how CS is actually managed in classrooms. In this research, I look at CS from English to Turkish and from Turkish to English, which is a kind of CS rarely examined in EFL classroom literature.

5.4 Positioning the Findings in the Literature

5.4.1 Conversation Analytic Studies of Code-Switching

The link between CA and CS is established with Auer's work (1998) in the bilingual interaction. This study addresses a research gap in bilingual studies and expands the scope of previous CA studies of CS by linking CA methodology with CS studies in EFL classrooms.

5.4.1.1 Preference Organisation

The studies discussed in Chapter 3, Section 3.2.3.2 (e.g., Pomerantz 1984) analysed preference organisation in the social organisation of ordinary talk. However, the purpose of this research is to describe the sequential organisation of teacher-initiated and teacher-induced CS in Turkish EFL classrooms; therefore, I analysed preference organisation in EFL classrooms. The recurring pattern of preference organisation found in the data is the organisation of repair according to the length of pause in teachers' question turns. The preferred option in such repair patterns is that teachers repair their L2 questions in English in less than one second. If they still receive no response from learners in more than one second (the dispreferred option), teachers code-switch to Turkish to repair their questions in L2 when there is no reply turn from learners for more than one second's pause.

5.4.1.2 Turn-Taking

The data are collected from L2 classrooms, thus, the organisation of the turn-taking mechanism reflects the characteristics of an institutional talk, specifically, in this research context, L2 classroom talk (Markee 2002). However, we have only been

concerned with the organisation of sequences involving CS initiated and induced by the teacher, rather than with the organisation of interaction in this context in general. In the data, the teacher is the person who controls most of the turn-taking in the classroom interaction (e.g., Extract 4.7.3, Chapter 4). However, in some extracts (e.g., Extract 4.5.2, Chapter 4), it is the learner who allocates himself/herself a turn without the teacher's allocation.

5.4.1.3 Adjacency Pairs

The sequential order in which teacher-initiated and teacher-induced CS occurs in EFL classrooms is divided into four turn types in this study. They are as follows:

- the code-switched turn initiated or induced by the teacher
- the learner's next turn in L1 or L2 (for teacher-initiated CS) and in L1 (for teacher-induced CS)
- the teacher's feedback or initiation turn in L1 or L2
- the learner's initiation or reply turn in L1 or L2

5.4.1.4 Repair

The data reveals a variety of repair trajectories: exposed (e.g., Extract 4.6.1, Chapter 4), embedded (e.g., Extract 4.8.2, Chapter 4), teacher-initiated peer-repair (e.g., Extract 4, Chapter 3, pp.69-70), self-initiated teacher-repair (e.g., Extract 4.7.3, Chapter 4). Repair is generally initiated by the teacher, and the focus of the repair is on the production of specific sequences of linguistic forms as well as on the accomplishment of the task and on repairing breakdowns in communication. Since learners generally work on the tasks in pairs or groups, it is sometimes the learners who conduct repair. However, other (teacher)-initiated self (learner)-repair seems to be more common in the

data. The focus is on repairing any trouble, whether procedural trouble (e.g., Extract 4.2.1, Chapter 4) or classroom discipline (e.g., Extract 4.3.1, Chapter 4), which obstructs the instructional business: i.e., slows the pedagogical focus.

5.4.2 Discourse Analytic Studies of Code-Switching

In this study, I use functional analysis to categorise the teacher-initiated and teacher-induced CS extracts according to their pedagogical functions. I suggest twelve pedagogical functions which teacher-initiated and teacher-induced CS serve. The twelve pedagogical functions suggested in this study are as follows:

1. Dealing with procedural trouble
2. Dealing with classroom discipline
3. Expressing social identity
4. Giving Turkish equivalent
5. Translating into Turkish
6. Dealing with a lack of response in English
7. Providing a prompt for English use
8. Eliciting Turkish or English translation
9. Giving feedback
10. Checking comprehension in English
11. Providing metalanguage information
12. Giving encouragement to participate

However, it should be noted that there may be some overlap between functions since a teacher-initiated CS extract may serve more than one pedagogical function (for relevant discussion, please refer to section 3.3.3.2, Chapter 3 and section 4.1, Chapter 4).

5.4.3 Socio-cultural Theory

In this study I use ST, since it defines interaction as “individuals involved with other individuals in specific situated activities in which individuals and society are mutually produced and reproduced through interaction” (Egbert 2003). This definition is related to the characteristics of CA theory of knowledge- accountability, reflexivity, intersubjectivity, and co-construction (see section 2.2.2, Chapter 2). ST also supports the view that “CS as a language learning tool, a data-based understanding of how CS is used in learner discourse –the discourse that forms the foundation for internalisation of social interaction- is essential to understanding how languages are learned in the classroom” (Ohta 2001, p.28). In this study, CS is thus seen as a means of scaffolding. From the data analysis, it appears that teachers use CS as a scaffolding technique to create a ZPD in relation to particular pedagogical functions (e.g., translating, asking a question in Turkish if there is no learner response when it is asked in English, eliciting Turkish translation, giving feedback, checking comprehension in English, giving metalanguage information). Among these pedagogical functions, learners follow up teacher-initiated CS in Turkish when teachers code-switch to give feedback and check learners’ comprehension in English. For the rest of the pedagogical functions, learners follow up teacher-initiated CS either in Turkish or in English. Therefore, this study concludes that CS can sometimes create a scaffolding effect, depending on which pedagogical function it serves.

5.4.4 The First and Second Language Use in Second Language

Classrooms

Although there are many studies that suggest either avoiding or encouraging L1 use in L2 classrooms, this study does not primarily aim to prescribe or to suggest an ‘ideal’ foreign language environment. The main purpose here is to describe the sequential organisation of teacher-initiated and teacher-induced CS. In practice, both teachers and learners integrate CS into their interactional and pedagogical work in a complex and constantly evolving sequential environment. Consequently, teaching methods that incorporate L1 in L2 teaching/learning environments are recommended since this study supports the view that Turkish is difficult for teachers to avoid and learners to ignore in EFL classrooms.

5.5 Implications of Code-Switching in English-as-a-Foreign-Language Classrooms for Practice and Research

5.5.1 Implications for Teachers

L1 use in the observed EFL classrooms is extensive. Teachers provide Turkish definitions at word, phrase, and sentence level when it comes to clarifying classroom activities. Another common strategy found in the data is for the teachers to give the task instructions first in English, and then to translate what has been said into Turkish (e.g., Extract 4.2.3, Chapter 4). Also, classroom discipline is maintained in Turkish (e.g., Extract 4.3.1, Chapter 4). Teachers code-switch to Turkish when there is no response to their questions in English (e.g., Extract 4.7.1, Chapter 4).

5.5.2 Implications for Research

The teachers who participated in this research used CS to address social situations (e.g., idiomatic uses of Turkish in cultural issues Extract 4.4.2, Chapter 4), and manage classroom discipline (e.g., Extract 4.3.1, Chapter 4). More research should be carried out in other contexts to support or disregard this finding. To this end, it would be necessary to collect data from more than six classes at several universities (e.g., all those universities offering EFL courses in the west region of Turkey) or at various school levels (e.g., primary, secondary, or postgraduate courses) or in a number of different countries.

Owing to limitations of space, I here examine only the CS initiated by the teacher. For further research, both teacher- and learner-initiated CS should be studied in English-Turkish teaching/learning contexts, as well as CS between other languages such as Icelandic, Persian, Russian, etc. in EFL classrooms. More investigation into CS and the language choices made by learners of English in similar institutional contexts could help researchers to check whether the findings of this study are applicable to other EFL classrooms in other countries.

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APPENDIX I

TRANSCRIPTION CONVENTIONS

Transcription Conventions

The transcription symbols used here are common to conversation analytic research, and were a slightly adapted version of Jefferson's (1984). It is important to note that:

- Linguistics errors made by participants have not been corrected. All spoken utterances have been transcribed verbatim wherever possible and no attempt has been made to turn the discourse into 'sentences'.
- The normal written uses of punctuation (full stops, question marks, etc.) are not followed in this system.
- Some passages are marked unintelligible. The lessons were recorded under normal classroom conditions, which meant that background noise was inevitable.

T Teacher

L1 Identified learner

L Unidentified learner

LL Several or all learners simultaneously

// the point at which a current speaker's utterance is overlapped by the talk of another, which appears on the next line attributed to another speaker.

* the end of the overlap

→ Arrows in the left margin pick out features of especial interest (teacher-initiated code-switching)

= the second speaker followed the first speaker with no discernable silence between them, or was "latched" to it.

(0.5) Numbers in parentheses indicate silence, represented in tenths of a second. Silences may be marked either within an utterance or between utterances.

- (.) A dot in parentheses indicates a "micropause," a silence hearable but not readily measurable; ordinarily less than 2/10 of a second.
- .
- The period indicates a falling.
- ?
- A question mark indicates rising intonation, not necessarily a question
- ,
- A comma indicates "continuing" intonation, not necessarily a clause boundary.
- ::
- Colons are used to indicate the stretching of the sound just preceding them. The more colons, the longer the stretching.
-
- A hyphen after a word or part of a word indicates a cut-off or self-interruption
- word
- Underlining is used to indicate some form of stress or emphasis, either by increased loudness or higher pitch.
- hh
- Speaker out-breath
- .hh
- Speaker in-breath
- (())
- Double parentheses are used to mark transcriber's description of events, rather than representations of them. Thus ((cough)), ((sniff)), ((telephone rings)), ((footsteps)), ((whispered)), ((pause)) and the like.
- evet
[tr: yes]
- Turkish words are italicized, and are immediately followed by an English translation.
- go to
Beymen
- Capitals are used only for proper nouns, not to indicate beginnings of sentences.
- CAPITALS** Especially loud sounds relative to surrounding talk
- ° °
- Utterances between degree signs are noticeably quieter than surrounding talk

APPENDIX II

CLASSROOM TRANSCRIPTS

Classroom 1

L1: we are ready
T: you are ready? may I check it
L1: yes.
T: okay ((LL talk in groups)) (3.0) it's quite great (1.5) it's quite good (0.5) quite good (1.0) have you finished?
L2: yes.
T: finished okay I'm not checking all the details (1.0) oh I like this part of the =sentence
L3: =/ /teacher*
T: (1.0) ready?
LL: yes
T: are you ready?
LL: no
T: no? be quick you've got two minutes (0.5) two minutes
L4: (unintelligible 2.0)
T: no have you finished?
L5: yes.
T: yes okay (2.0) have you?
L6: yes.
T: yes finished (1.5) Engin you need to be quicker ((LL talk in groups))
T: one minute left
L7: (unintelligible 2.0)
→T: *anlamadım* [tr: I don't understand]
L7: (unintelligible 2.0)
T: uhm you also go back =relax
L7: =/ /yani* *relax oluyor* [tr: so it is relax]
T: huh uh go back and relax
L7: hmm
T: (2.0) thirty seconds ((LL talk in groups))
L8: (unintelligible 2)
T: uhm remember you came to this world (1.0) you come you come to this world once (0.5) for one (1.0) you come to this world once ((LL talk in groups))
T: finishing?
L: no
T: you have to finish now I need to carry on we are running out of time we need to do ((LL talk in groups))

1	T:	ten, nine, eight, seven, six, five, four, three, hh
2		(1.0)
3		((Learner 9 throws an eraser to another learner))
4	→T:	<i>hiç hoş olmadı</i> [tr: that was not nice]

5	L9:	<i>ama</i> [tr: but]
6		(1 sec.) (unintelligible utterance in Turkish)
7	→T:	<i>kalkıp verebilirdin</i> [tr: you could stand up and give it]
8		(2.0)
9		okay, let's see.
10		(1.5)
11		uhm
12		(1.0)
13		can you stand up please? ((T selects learners))
14		(0.5)
15		stand up (.) <u>you</u> stand up
16	L1:	<i>ayağa kalk diyor</i> [tr: she says stand up]
17		(1 sec.) (unintelligible utterance in Turkish)
18	T:	uhm (0.5) can you stand up?
19	L3:	yes

T: can you stand up (2.0) can you stand up
L7: *pişman olmak neydi?* [tr: what does 'pişman olmak' mean in English?]
T: *pişman olmak* [tr: to regret] regret (1.0) regret (2.0) R-E-G-R-E-T ((T reads each letter out)) (1.0) correct and (1.0) can you stand up (2.0) we'll start okay who are you who are you stand up there who are you
L2: customer?
T: no I mean now we are doing the role play who are you
L5: travel guide
T: not travel guide but travel?
L: agency
L: agent
T: agent (1.5) look at these people (1.0) they are =tired
L6: =/ /tour*ists
T: they hate life
((laughter))
L6: poor

1	T:	they are very, very tired (.) what do they need?
2	L:	holiday
3	→T:	need?
4		(1.0)
5		need ne demekti? [tr: what does 'need' mean in Turkish?]
6	L1:	=/ /ihtiyacı olmak [tr: to need]
7	L3:	=/ /ihtiyaç [tr: need]
8	→T:	huh uh what do they need?
9	L8:	we need holiday
10	T:	a holiday
11		(1.0)

12		so we (1 sec) (unintelligible talk in English) you go to one, two,
13		three, four, five, six
14		(0.5)
15		six different tourist agents not just one
16		(1.0)
17		go six different tourist agents
18	L1:	yes
19	→T:	you go and you say
20		(1.0)
21		I need a holiday
22		(0.5)
23		you say- your first sentence (.) <i>ilk cümleiniz bu olsun</i> [tr: your first sentence must be this sentence]
24		I need a holiday
25		(1.0)
26		okay?
27		(1.5)
28		okay.
29	L10:	what can I do?
30	T:	and you have to persuade-
31		(0.5)
32		what does persuade mean?
33	L10:	persuade?
34	L:	<i>ikna-</i> [tr: persuasion]
35	→T:	=/ <i>/ikna</i> (0.5) <i>etmek</i> (0.3) <i>ikna etmek</i> [tr: persuasion (0.5) to (0.3) to persuade]
36		you have to persuade these people to
37		(0.5)
38		come to your
39		(0.5)
40		holiday okay?
41	L:	(2.0) (unintelligible talk in Turkish)
42	→T:	I'll tell you this later (.) <i>daha sonra</i> [tr: later on]
43		(1.0)
44		okay you go to one (.) you go over there
45		(0.5)
46		<u>you</u> go over here
47		(0.5)
48		you go to-
49		(1.5)
50	L1:	=Fethiye ((a Turkish place name))

L7: Ayva=/ /lık

T: Ayvalık (0.5) you go to? (1.0)

L3: =Bursa

T: =/ /uhm A*- Alanya (0.5) you go to?

L4: Bodrum

T: Bodrum oh nice night life
((laughter))
T: and you go to?
L5: Fethiye
T: Fethiye (0.5) okay Fethiye (1.0)
((LL talk in groups))
T: can you speak loudly. loudly so that we can hear
LL: yes
T: okay
((LL talk in groups))

1	→T:	not reading ((T looks at L1))
2		(1.5) ((LL talk in pairs))
3		.hh arkadaşlar bir dakika (0.5) okumanızı istemiyorum. (1.0)
4		bakabilirsiniz kağıda ama okumanızı istemiyorum. [tr: hold on a minute mates (students) I do not want you to read you can look at the paper but I do not want you to read it]
5		(.)
6	L1:	=okay
7		(1.0)
8	T:	it is just for ideas ((LL talk in pairs))

T: I can't hear anything (unintelligible 1.0)
L: (unintelligible 2.0)
T: not reading just looking and speaking
((LL talk in groups))
→T: persuade him persuade him persuade yani onu istemiyorsa ikna ediceksin [tr: so
if he does not want it you must persuade him]
L9: gitmek istemiyor [tr: he does not want to go]
T: ama zorla göndereceksin bundan komisyon alacaksın [tr: but you must make
him go you will take commission from that]
L9: tamam o zaman [tr: okay then]
T: fikrini değiştir artık (1.0) işin bu işte ikna ediceksin [tr: so change your mind that
is your job you must persuade him]
((LL talk in groups))
T: don't forget the money (0.5) don't forget to ask how much it is (2.0) money has
the priority
((LL talk in a group))
T: how much? (1.5)
L: (unintelligible 2.0)
T: how much is it how much does it cost (unintelligible 1.0)
L7: (unintelligible 2.0) to open mı diyoruz? [tr: do we say 'to open'?]
T: open buffet yeah
L3: beleş? [tr: free of charge]
T: uhm (0.5) free (unintelligible 1.0) it is the same
T: you didn't like it? persuade him (1.0) persuade him
L8: I can't do it
T: don't be negative try to take it
L2: she (unintelligible 2.0)

→T: persuade him *bu senin işin komisyon alacaksın bundan* [tr: that is your job you will take commission from this]
 ((LL talk in groups))

1	T:	okay hh
2		(0.5)
3		tourists
4		(1.0)
5		<u>change</u>
6		(0.5)
7		go to a different travel agent
8		(0.5)
9		go to a different travel agent
10	L9:	here?
11	T:	any (.) yeah
12		(0.5)
13		change to the next one (.) go to the next one
14	L2:	(2 seconds) (unintelligible utterance in Turkish) (rising intonation)
15	T:	NO travel
16		(0.5)
17		tourists
18	L2:	(2 seconds) (unintelligible utterance in Turkish)
19	→T:	<u>yalnız</u> <i>turistler değişiyor</i> [tr: only tourists are changing places]
20	L3:	yes.

((LL talk in groups))

T: Halit try to be more relaxed come on be more energetic it is like ((T mimics))
 this come here it is wonderful do you like nature do you like this do you like
 green do you like trees be more energetic (1.5) you are like the president of
 Turkey Necdet Sezer ((T mimics)) (1.5) do you like this try to more energetic
 ((LL talk in groups))

L4: (unintelligible 2.0)

T: hotel (unintelligible 1.0)

L4: five (unintelligible 2.0)

T: five (0.2) this is a five star hotel

L4: (unintelligible 2.0)

→T: come (0.5) you come to the right place *hani öğrendik ya* [tr: we learned it
 before] (unintelligible 1.0) you come (0.2) to right place (1.0) okay
 ((LL talk in groups))

(2 min.)

→T: okay (0.5) change (0.3) again (1.0) you have to be quick (0.5) *biraz hızlı olmanız
 lazım* [tr: you must be quick]
 ((LL talk in groups))

T: do I hear Turkish here?

L1: no Turkish

T: good (unintelligible 2.0)

((LL talk in groups))

→T: *Boğaziçi* (0.5) *par- pardon Boğaz* [tr: The Bosphorus sorry]

L6: we can't say (unintelligible 1.0)

→T: *tourist* [tr: tourist] tourist the same (0.5) it comes from English
 L6: huh uh
 T: don't forget the money (0.2) money
 ((LL talk in groups))

1	→T:	okay stop
2		(1.0) ((Learners talk in pairs))
3		STOP
4		(1.0)
5		stop. sit down, don't move, don't move
6		(0.5)
7		<i>kımıldamıyoruz kımıldamıyoruz</i> [tr: do not move]
8		hush hush ((silencing sound)) just close the mouth that's all what I want
9		(.) okay?
10		(1.0) ((Learners nod))
11		you were the tourist? ((T looks at Learner 1))
12		(1.5)
13		tourist?
14	L1:	yes.
15	L7:	NO (.) <u>I am</u> tourist
16	→T:	tourist?
17		(0.5)
18		<u>no</u> (.) you were the travel agent
19		(2.0)
20		<i>sen turist değil miydin?</i> [tr: weren't you a tourist?]
21	L1:	<i>değildim.</i> [tr: I was not]

T: okay you've been to three different places (0.5) or four? (1.5) how many three or four?
 LL: three
 T: three okay (1.0) which one did you like best? which holiday are you going to go? (0.5) sorry where are you going to go?
 L4: I'm going to go (2.0) uhm Bodrum
 T: Bodrum who's got Bodrum?
 ((L holds up his hand))
 T: Engin? ten million Turkish liras your commission
 L9: tourist
 T: sorry?
 L9: I'm tourist
 T: yeah which holiday did you like best?
 L9: I like (2.5)
 T: and don't forget the money how much money
 L9: Ay-Ayvalık
 T: Ayvalık who's got Ayvalık? (2.0) Halit ten er (0.3) million Turkish liras going there
 L3: the person with me
 T: yeah

L3: I like Fethiye
T: Fethiye ten er (0.3) million Turkish liras
L10: I like (0.5) Fethiye
T: Fethiye oh =twenty million
L1: =/ /oh thank* you
L8: =/ /teacher*
L2: nereye gidiyon? [tr: where are you going?]
L: şimdi [tr: now] (unintelligible 2.0)

1	LL:	(3 seconds) (unintelligible talk)
2	T:	hush hush (silencing sound) .hh
3		(0.5)
4	LL:	(unintelligible talk in pairs)
5	→T:	<i>yalnız sessiz olalım</i> [tr: but be quiet]
5	L2:	=/ /(1 sec) (unintelligible utterance in English) Kapadokya
6	L7:	=/ /I want to go to* Fethiye
7	T:	Kapadokya? ten million there

L8: I want to go to Ayvalık

1	T:	Ayvalık here
2		(0.5)
3		so twenty
4		(0.5)
5		twenty
6		(0.5)
7		twenty <u>good</u> persuaders
8	L5:	thank you
9	T:	persuade?
10		(0.5)
11		what was persuade?
12	L5:	<i>ikna =etmek</i> [tr: to persuade]
13	T:	=/ /good* sell of people okay, wonderful .hh this time go back to
14		your original partner
15		(0.5)
16		original?
17	L2:	=/ /gerçek [tr: real]
18	L5:	=/ /ilk [tr: the first]
19	L7:	=orjinal [tr: original]
20	→T:	yeah <i>ilk partnerinize geri dönüyorsunuz</i> (.) <i>beraber yazdığınız</i> [tr: return to your first partner with whom you have written]
21		((LL talk in English in groups)) (7 minutes)

T: okay this time (1.0) the travel agents you stand up (2.5) travel agents you stand up this time of course who are they? who are =they?
LL: =/ /travel* agents

T: travel agents who are they?
L10: customer
T: not customers?
L8: tourist
T: tourists they are tired (1.0) they are unhappy (1.0) they need (0.5) what?
LL: holiday
T: holiday yes let's put you start (1.0) you want to go to?
L1: Kapadokya
T: Kapadokya (1.0) you want to go to?
L6: Ayvalık
T: Ayvalık (1.0) you want to go to? Alanya (1.0) you want to go to (0.5) Uludağ
(2.0) you want to go to (0.5) who's there?
L12: Bodrum
T: Bodrum night life wonderful (1.5) and you want to go to =Fethiye
L11: =/ /Fethiye
T: try to be quicker this =time
L3: =/ /ho*cam [tr: ma'am] (unintelligible 2.0)
→T: hayır [tr: no] (unintelligible 2.0) ne kadar çok o kadar para [tr: the more people
the more money] more customers more money
((LL talk in groups))
→T: be a bit more energetic hmm hmm ((T mimics)) biraz daha enerjik olmalısın [tr:
you should be more energetic] senin karşında böyle bir satıcı olsa ha? [tr: what
happens if you were talking to such an unenergetic salesman?]
L7: (unintelligible 2.0)
T: işte (0.5) bir yerden çıkıyor [tr: you see it comes out in some way]
((LL talk in groups))
(1.5 min.)

1	T:	FIVE (.) star hotel
2		(0.5)
3		very expensive, do you have enough money?
4	L9:	one night
5	→T:	ONE NIGHT
6		(1.0)
7		you are a student, you have to count how <u>much</u> money
8		(1.0)
9		o kadar paran var mı?
		[tr: have you got that amount of money?]
10		(1.0)
11	L9:	fifty dollars.
12	→T:	fifty dollars? I'm a teacher .hh fifty dollars (0.5) <u>no</u> (0.5)
13		((T uses body language))
14		benim bile o kadar param yok
		[tr: even I have not got that amount of money]
15		((LL talk in groups))

(2 min.)

→T: I like that I like that çok güzel [tr: very good]
L1: can kurtarıcı nasıl söylenir? [tr: how do you say 'can kurtarıcı' in English?]

T: *can kurtarıcı* [tr: life-saver] er life saver *aynı kelime* [tr: the same word] *can life saver kurtarıcı* [tr: ‘can’ means life saver means ‘kurtarıcı’]
 ((LL talk in groups))
 (3 min.)
 →T: okay change (0.5) change
 L10: *nereye geçiyoruz?* [tr: where are we changing to?]
 T: *bir sonrakisine* [tr: to the next one] next one
 ((LL talk in groups))
 →T: okay (0.5) if you feel uncomfortable *rahatsız oluyorsanız gideyim* [tr: if you are disturbed I will go]
 ((LL talk in groups))
 T: rich man twenty dollars?
 L9: *teklif etmek ne demek?* [tr: how do you say ‘teklif etmek’ in English?]
 T: uhm
 L4: say
 T: no it’s pronounced different (1.5) I don’t know (1.0) it just-
 L9: =(unintelligible 3.0)
 T: who is the travel agent?
 L2: I’m customer
 T: you are the customer (0.5) you can only change twenty (0.5) you offer
 offer that’s the word
 ((LL talk in groups))
 T: don’t forget the money (1.0) don’t forget the money how much is it
 LL: it is expensive
 T: it’s cheap
 L1: *hocam bizim oraya iki milyon dedi* [tr: he advertised our place at two million
 liras, ma’am]
 T: *iki milyon neresi* (1.0) [tr: which place is for two million?]
 L11: *ama bana bileti öyle sattı* [tr: but he sold the ticket to me like that]
 →T: *iki milyon* (0.5) *iki milyona bir sigara alıyorsun* [tr: two million you buy a pack
 of cigarette for two million] only a pack of cigarette
 L1: (unintelligible 3.0)

1	→T:	yeah
2		(1.5)
3		okay, change
4		(0.5)
5		change
6		(0.5)
7		clockwise <i>saat yönüne</i> [tr: clockwise]
8		(0.5)
9		=clockwise. ((T shows the direction with a hand movement))
10	L8:	=/ <i>/saat yönü*ne.</i> [tr: clockwise]
11	L2:	<i>ama saat yönüne göre böyle oluyor</i> [tr: but the clockwise direction is this way]
12	L12:	<i>böyle ters oluyor</i> [tr: it is reverse if it is like that]

13	→T:	<i>benim saatime göre-</i> [tr: according to my watch]
14		(1.0)
15		<i>doğru böyle oluyor</i> [tr: that's right it is this direction]
16		(.)
17		.hh anti-clockwise then (.) anti-clockwise

((LL talk in groups))
(3 min.)

T: who is the travel agent?

L7: ((L uses body language))

→T: *travel agent durabilir mi böyle?* [tr: how is it possible for a travel agent to stand like that?] ((T mimics)) *arka arkaya gel* [tr: come one after another]
((LL talk in groups))
(5 min.)

T: *peki şimdi sen soruyor musun yoksa?* [tr: so are you asking now or what?]

L: (unintelligible 2.0)

T: *birazcık yalan söyle yalanlar kimseyi öldürmedi* [tr: lie a little bit lies have not killed anybody]

L5: *hayır* [tr: no]

T: *böyle yaparsan kimse gelmez* [tr: nobody comes if you behave like this]

L9: *kimse gelmez tabi* [tr: of course nobody comes]

T: *pembe yalanlar bunlar hani can yakmayanlardan* [tr: these are white lies that do not hurt]
((LL talk in groups))
(4 min.)

→T: okay stop (0.5) stop (1.0) just our mouths stop (2.0) *durdu durdu sonunda böyle açıldı* [tr: he starts talking eventually]
((laughter))

T: okay tourist?

L2: yes

T: which holiday did you like best where are you going?

L2: Alanya

T: Alanya (0.5) who's Alanya?

L12: ((L holds up his hand))

T: here okay right ten million Turkish liras here

L4: Fethiye

T: Fethiye? (0.5) who's Fethiye?

L10: *arkadaşlar Fethiye neresi?* [tr: where is Fethiye?]

L9: I'm sorry (1.0) Ayvalık

T: *olmadı yerleri karıştırdı* [tr: you confused the places that's not fine]
((laughter))

L1: Uludağ

T: Uludağ (0.5) oh right ten million here

L6: Kapadokya

T: Kapadokya

L8: *sattın beni lan* [tr: you deceive me]
((laughter))

- T: he is a good persuader
 L8: *sattı hocam beni* [tr: he deceived me ma'am]
 L11: Ayvalık
 →T: Ayvalık okay you've got your ten million you've got ten million (2.0) *tamam dersin bitmesine iki-* [tr: all right we have two (minutes) to finish the lesson] ((LL talk in groups))
 T: huhuhu ((T mimics calling))
 L12: two person
 →T: two people okay twenty million (0.5) *=peki birşey sorucam size* [tr: alright I am going to ask you something]
 L11: *=/ /Ayvalık dört oldu hocam* [tr: four people want to go to Ayvalık ma'am]
 T: *o- sen başka sen başka* (0.5) [tr: he is different you are different]
 L1: *o başka =sen başka* [tr: he is different you are different]
 T: *=/ /paralar* başka yerlere gidiyor* [tr: money is going somewhere else] (1.0) *neden sürekli sizi değiştiriyorum?* [tr: why am I changing you continuously?]
 L3: *neden?* [tr: why?]
 L8: *değişik yerler hocam görelim =diye* [tr: in order to see different places]
 T: *=/ /ha*yır* (1.0) *amaçta o var bilhassa hani aynı kişiyle sürekli on dakika* (0.3) *o değil* [tr: no that's my purpose especially not (I don't want you to talk) to the same person for ten minutes]
 L12: *farklı diyaloglar* [tr: various dialogues]
 T: *farklı diyaloglar uhm tamam farklı travel agency tarafından yapıldı* [tr: various dialogues have been conducted by different travel agencies]
 L4: because of (0.5) to meet (1.0) sells uhm (1.0) different =place
 T: *=/ /differ*rent not different the same place*
 L5: different =people
 T: *=/ /travel* agent hep aynı yerde kalıyor aynı yeri satıyordu di mi? ama ben niye aynı mesela dört müşteri-* [tr: travel agent stays at the same place and sells [tickets] for the same place, isn't it? but why am I for example four customers-]
 L3: *değişik kişilerin arzularına cevap vermek için* [tr: in order to cater for different people's wishes]
 T: *hem o hem de aynı şeyi üç kişiye söylüyorsun mesela sen* (0.5) *ilk söylerken bişey söyleyemedin orada* (0.5) *okumayadın hatta ama en son kişide baktığımda gayet rahat rahat anlatabiliyordun* [tr: both that and also you say the same thing to three people for example when you were talking for the first time you could not talk even read there but when I checked you at the last person you could talk fluently]
 L8: *değişti hocam* [tr: it is changed, ma'am]
 T: *değişebiliyor tabiki* [tr: of course it can change] (1.0) *aynı şeyi tekrarlamayı birçok derste yapıyorsunuz tekrar her zaman kendinize güveninizi arttırıyor* [tr: you are doing repetitions in many lessons repetition always boost your self-confidence]
 L8: *artmış hocam* [tr: it has been increased, ma'am]
 →T: okay (0.5) okay see you
 LL: see you

Classroom 2

- T: what did you do in New Year? what did you do on Tuesday nights? (0.5) did you do anything interesting?
- L1: it was good
- T: it was good (0.3) what do you mean by good? what did you do? did you go out?
- L1: er (0.5) uhm (0.5) I had dinner with my parents
- T: home at home =or
- L1: =/ /er
- T: in a restaurant?
- L1: at home at home
- T: at home
- L1: and then er (0.5) I and my fiancé
- T: =hmm
- L1: =/ /er* (0.5) went out er (0.5) land went land marine
- T: to the land marine?
- L1: huh uh =er
- T: =/ /I* think it's a very big place =yes?
- L1: =/ /yes
- T: and er (0.5) was it your first time there? did you go there before?
- L1: (1.0) uhm after *yani* [tr: so] er (2.0) it's er (1.0)
- T: not what time but did you go there before (3.0) for example last week two weeks ago last year did you go =there before?
- L1: =/ /no (0.5)
- T: or first time
- L1: first time
- T: first time did you like the place?
- L1: (0.5) yes =good
- T: =/ /was it* very crowded =or
- L1: =/ /very* crowded
- T: okay =and?
- L1: =/ /er
- T: it is a restaurant or a disco =night club?
- L1: =/ /disco* disco
- T: it is a disco
- L1: disco
- T: okay (0.5) does anybody else know (0.5) this place? (2.0) do you =know?
- L2: =/ /no
- T: have you been there?
- L3: yes
- T: yes?
- L3: once
- T: once when was that?
- L3: er (1.0) I don't remember er (2.0) two years ago
- T: maybe two years ago but is it expensive?
- L3: er
- T: a little? very?

L3: not (1.0) much expensive
T: okay not very expensive but? (0.5) not very cheap
L3: cheap yes
T: okay so (0.5) what else? (0.5) what did you do on Tuesday nights? (1.0) did you go out? or (1.0) did you stay at home?
L4: er I (1.0) went to (1.0) Anatolian University course
T: Anatolian University course
L4: huh uh

1	→T:	okay (.) hh on Tuesday night?
2		(0.5)
3		on New Year's night?
4		(1.0)
5		on Tuesday (.) last Tuesday?
6		(2.0)
7		<i>Salı günü?</i> [tr: on Tuesday]
8	L4:	(0.5)
9		er-
10	T:	= <i>Yılbaşı gecesi?</i> [tr: on New Year's Eve]
11	L4:	I (2.0) study (0.5) English

T: you study English
((laughter))
T: yes (2.0) the student of the year ((laughter)) (2.0) we will take your photo and enlarge it and hang it to the corridors yes (1.0) did you not celebrate the New Year?
L4: at home =celebrate
T: =/ /you celebrate it at home with =family?
L4: =/ /with my family and =*arkadaşlar* [tr: friends] and-
T: =/ /do you have* big family?
L4: (1.0) no =er
T: =/ /no
L4: my mother and er (1.0) my brother
T: your brother okay
L4: then my brother (1.0) er (2.0) uhm (1.0) her- *arkadaşlarıyla* [tr: with (his) friends] out
T: went out with-
L4: =friends
T: with his friends where?
L4: I don't know
T: you don't know where did you have fun? (0.5) did you enjoy yourself?
L4: so so

1	T:	so so okay did anyone (.) for example do anything exciting?
2		(1.5)
3	L5:	exciting?
4	T:	dangerous?
5	L6:	no no
6	T:	wild?

7	L5:	no
8	→T:	<i>kimse bişey yapmadı mı?</i> [tr: has anybody done something?]
9		<i>heyecen verici?</i> [tr: exciting?]
10		<i>=korkutan?</i> [tr: scary?]
11	L6:	<i>=/ /yo::</i> [tr: no]
12	L7:	I was in-
13	L5:	I was
14		(1.0)

T: you was?

L5: I went to er restaurant and café in Gaziemir with my friends

1	→T:	hmm
2		(0.5)
3		what is dangerous about it?
4		(1.0)
5		you didn't pay, you ran away? (.) from the back door?
6		(1.0)
7		<i>arka kapıdan mı kaçtın?</i>
8		[tr: did you ran away from the back door?]
9		((Learners laugh)) (2.5)
10	L5:	no
11		(1.0)
12		no I didn't.

T: you didn't?

L5: yes

T: you had dinner with your friends?

L5: yes

T: yes (1.0) =and they had-?

L5: =/ /and I er* (1.0) we enjoy

T: you enjoyed?

L5: yes

T: okay you enjoyed it how about you? did you have a very nice night?

L7: uhm (1.0) er (1.0) I was ill

T: you were ill?

L7: yes

T: but you were okay now?

L7: uhm uhm (1.5)

T: yes (0.5) yes no?

L7: no

T: okay you are better? (1.0) are you better now?

L7: yes

→T: yes okay what do you say to the person who is ill? (0.5) *ne diyebiliriz hasta olan birisine?* (0.5) *gördük böyle gözleri kızarmış* [tr: what would you say to a sick person with reddened eyes?]

L6: may you get well =soon
T: =/ /may you* okay get well soon (0.5)
L7: yes
T: speedy recovery (1.0) yes? (2.0) okay so er (0.5) what was your best New Year?
(0.5) when was it? the best New Year you had
L8: remembered?

1	T:	yes that you can remember (.) was it last year? (.) two years ago? five
2		years ago? ten years ago?
3		(0.5)
4		when was it?
5	L8:	er (0.5) in ninety er (0.5) nineteen ninety three
6	→T:	it was in nineteen (.) ninety (.) three
7		(0.5)
8		er
9		(1.5)
10		how many years? (.) kaç yıl oluyor bu? [tr: how many years [ago] was it?]
11	L8:	<u>ten</u> years
12	T:	oh ((T shows surprise)) TEN YEARS (.) long time
13	L8:	yes

T: were you in İzmir?
L8: er (1.0) in Erzurum
T: you were in Erzurum-
L8: =but er (1.0) I had (0.5) had a New Year night
T: huh uh
L8: very er wonderful er with (0.5) my classmates
T: with your classmates you were a student?
L8: student
T: at what?
L8: er classmates er (1.0) there were er (0.5) they were er students of Atatürk
University at science faculty of =mathematic department
T: =/ /huh uh* what did you do that night?
L8: (1.0) er (0.5) we played a theatre game
T: (1.0) you played a game?
L8: a theatre game (0.5) theatre =theatre
T: =/ /okay* okay we play we say a play it's a play
L8: okay
((Knock on the door))
L9: girebilir miyim? [tr: may I come in?]
T: of course
L8: and er (0.5) we had a party (1.0) and er (1.0) in at er (0.5) after (0.5) twelve
o'clock
T: =huh uh
L8: =/ /after the* er New Year
T: okay
L8: New Year entrance hour
T: huh uh

1	L8:	er (0.5)
---	-----	----------

2		we visit er
3		(1.0)
4		in er (0.5)
5		every er (0.5)
6		sorry, sorry various =places
7	→T:	=/ / ^o nere*si mesela? ^o [tr: such as?]
8	L8:	such as <i>Çocuk Esirgeme Kurumu</i> [tr: orphanage]
9	→T:	okay
10	L8:	such as <i>Yaşlılar Yurdu</i> [tr: old people's house]
11	T:	okay
12		(0.5)
13		after <u>twelve</u> o'clock?
14	L8:	twelve o'clock

T: were (0.3) were they open?
 L8: yes (1.0)
 T: yes?
 L8: they er –
 T: they were celeb=rating
 L8: =/ /celebrating New Year
 T: New Year
 L8: yes
 T: okay (0.5) who had (0.3) the worst? do you remember your worst (0.3) New Year? like there is no electricity? no water? it was raining? you were bored? (0.5) what was your worst (1.0)
 L10: worst? what's the mean?
 T: bad worse worst
 ((T writes on the board))
 T: worst (2.0) bad
 L8: worse
 T: worse
 L4: worst
 T: worst like good better best (2.5) what was your worst New Year? do you remember?
 L10: er
 T: yes
 L10: er (0.5) four years ago er (1.0) I was ill
 T: on New =Year's
 L10: =/ /on New* Year's night
 T: okay

1	L10:	(1.0)
2		we, we go (.)we went to er (1.5) disco with my friends and-
3	T:	you were <u>ill</u> but you <u>went</u> to =disco?
4	L10:	=/ /no*
5		(1.0)
6		I I was going to er (0.5) I was going to er disco but I was ill

T: huh uh
L10: I don't-
→T: =did you did you =*gidecektim bir plan vardı ama* [tr: I was going to there was a plan but]
L10: =/ /I* I didn't want
T: *hangi fiili kullanmamız gerekiyor?* [tr: which verb do we need to use?]
L1: (1.0) going to
T: okay (0.5) we were going to go (0.3) because it was planned it was arranged (0.3) but you couldn't because you were ill
L10: yes
→T: *neyi varmış bir sorsanız* (1.0) *neyin var diye* [tr: what was wrong with him ask him what was wrong]
L5: what's the problem?
T: well not =er okay good
L8: =/ /was* the problem

1	L10:	I was cold
2	T:	you were cold?
3	L10:	very
4	L8:	=catch a-
5	→T:	=/ /you were* feeling cold
6		(0.5)
7		<i>üşüyor muydun?</i> [tr: were you cold?]
8	L10:	<i>hastalığa yakalandığımı nasıl söyleyecem?</i> [tr: how can I say I caught a cold?]
7	L8:	=catch a cold
8	T:	=/ /I (.) I have*- I caught a cold okay? I have a cold (1.0)
9	L10:	yes

T: that was the worst

L10: yes

1	→T:	okay .hh what is er (0.5) the best (0.5) New Year Evening for you?
2		(0.5)
3		what would be the best New Year for you?
4		(1.5)
5		<i>en iyi yılbaşı ne olurdu sizin için?</i> [tr: what would be the best New Year's Day for you?]
6		(2.5)
7	L1:	er (0.5) birthday
8	T:	no no <u>New Year</u>
9		(1.0)
10		what would be the best New Year?
11		(0.5)
12		do you need the money to spend for the perfect New Year?

L2: yes

T: yes? how much (0.5) shall I give you?

L1: *sekiz trilyon* [tr: eight trillion (liras)]
((laughter))

T: er I don't have that much I will give you a cheque I will write you a cheque okay?

L10: okay

L2: *vadeli olabilir hocam sıkmayın çok kendinizi* [tr: it may be a deposit account don't worry too much]

T: okay
((T writes on the board))

T: enough?

L5: (1.0) five pounds?

T: okay ((T writes on the board)) how about this fifty pounds?

LL: no

T: I give you one more ((T writes on the board)) five hundred pounds come here is it enough?

L8: =/ /yes

L5: =/ /no

L10: yes yes

T: she still says no ((T writes on the board)) take it or leave it this is- (1.0)
((laughter))

T: the limit okay are you taking it? will you take it?

L5: yeah

T: okay tell me then how much is this (0.5) money in Turkish (1.0) lira (0.5)

L8: er

T: approximately fifteen billion?

L8: no

T: yes around?

L8: eighty er eighteen billion

T: no no no =thirty

L9: =/ /twe*nty

L4: thirty billion?

T: it is not pound er sorry it is not dollars it is pounds so around fifteen billion yes?

L4: fifteen billion?

T: billion Turkish lira

L4: huh uh

T: like one pound is around three million approximately make fourteen million and =thirteen

L9: =/ /six* er six six and six two hundred (0.3) fifteen billion Turkish lira six billion er two hundred fifteen Turkish lira fifteen billion Turkish lira

T: no one pound is ((T writes on the board)) approximate- approximately?

LL: *yaklaşık olarak* [tr: approximately]

T: approximately I'm not too sure about (0.5) two three million around three

L10: =yes

T: =/ /so* it's around- let's say fourteen (0.3) billion if I give you this money but (0.3) you must spend it on the New Year er celebration how would you spend it? (3.0) the money is yours spend it as you like but in the morning if you've still some money I will take it back (0.5) you must spend all of it

L6: I rent Hilton Hotel-

T: you would?

L6: Hilton =Hotel

T: =/ /what* would you do I couldn't hear the word
L6: rent
T: you rent
L6: yes
T: you book a room
L4: book?
T: book? (1.5)
L10: book (0.3) a room
T: a room (0.5) yes =not the whole
L6: =/ /so

1	→T:	not the <u>whole</u> Hilton Hotel it is not that much money
2		(1.0)
3		okay, you book a room <i>di mi?</i> [tr: don't you]
4		book
5		(0.5)
6		what does book mean?
7	L1:	er (0.5) <i>kiralamak</i> [tr: to book]
8	→T:	<i>kiralamak di mi? oda.</i> [tr: to book a room isn't it?]
9	L3:	<i>reserve yapmak</i> [tr: to make a reservation]
10	→T:	<i>evet, oda kiraliyorsun bir gecelik</i> [tr: yes you book a room for a night]
11		okay what do you then? <i>ondan sonra?</i> [tr: after that?]
12	L6:	(3.0)
13		with my friends and-
14	T:	=which friends? people from here?

((laughter))

L1: *görürsün* [tr: you'll see]

T: would you take him? look at him

((laughter))

L10: *beni götürürsün* [tr: you take me with you]

T: okay would you take this man? (0.5) look at this man look at him (1.0) look at him would you take this =man?

L8: =/ /na**pacaksın onu alıp* [tr: why bother taking him?]

((laughter))

L6: I will take

T: you take him?

L6: yes

T: okay how about-?

L9: =everybody

T: everybody?

L6: yes

T: you are all invited to the Hilton Hotel (0.5) in the same room?

((laughter))

T: very crowded
L6: in the lobby
T: in the lobby? okay for a drink
L6: yes and dinner
T: and dinner (0.5) you are all invited to have dinner with him are you going to go? (2.0)
L1: yes
T: are you going to go or do you have something better to do? (0.5) with this money because I'm going to give each one of you the same amount of money a cheque for you a cheque for you and you and you ((T points at learners)) you you you (1.0) what are you going to do with your money?
L10: I'm going to help er children
T: children which?
L10: *kimsesiz* [tr: orphan]
→ T: *kimsesiz* (1.0) [tr: orphan]
L2: homeless
T: homeless or maybe orphanages
L2: hmm
T: children who have no mothers fathers
L9: parentless
T: do we use parentless? I don't think so we use orphanages =which have-
L9: =/ /orphanages
→ T: yes who have no mother or father okay with all of the money? *hepsiyle mi?* [tr: with all (of the money)?]
L10: no
((laughter))
L10: er (2.0)
T: what would you buy for yourself?
L10: I'm going to build er school
T: you're going to build =a school
L10: =/ /school
→ T: (2.0) *onbeş* (0.5) *milyar Türk lirası* =*dolar değil* [tr: it is fifteen billion Turkish liras not dollars]
L3: =/ /*evet* [tr: yes]
L8: why?
T: help the children okay? and what are you going to do for yourself?
L10: I'm going to go shopping
T: go shopping =where?
L10: =/ /yes
T: Paris?
L10: no Turkey (0.5)
L3: Milano
L10: İstanbul
T: İstanbul what are you going to buy? new clothes?
L10: new clothes

1	→T:	okay (.) where? =from* which department store would you buy it?
2		<i>hangisinden satın alırdın?</i> [tr: from which [department store] would you buy?]

3	L10:	=/ /I er-
4	L4:	<i>Beymen'e git bari orada kolay bitirirsin</i> [tr: go to Beymen you can spend all the money easily there]
5	T:	Beymen?
6	L9:	Vakko.
7	T:	Vakko?
8	L10:	Vakko.
9	T:	okay.

L10: maybe

1	→T:	maybe, maybe
2		(1.0)
3		can you ask her?
4		(1.0)
5		<i>sor bakalım ne alacak soruları sen sor ben sormayayım</i> [tr: let's ask what will she buy you ask the questions not me]
6	L8:	what will you er (1.0)
7	T:	<i>neleri sorabilirsiniz?</i> [tr: what can you ask?]
8	L8:	what will you take
9	→T:	take?
10	L8:	er thing
11	T:	buy
12		(1.0)
13		what- wh=at will you buy
14	L8:	=/ /what will you buy* (.) buy
15	T:	with your money

L6: er I'm going to go =holiday

T: =/ /he ask*ed you

L6: I'm going to go holiday

T: you are going to go on a holiday

L8: where?

L6: (2.0) in Hawaii

T: in Hawaii?

L6: yes

T: can you swim?

L6: yes

T: come on ask what other questions can you ask? she's going to go to Hawaii
(0.5) ask her

L9: why er did you prefer er going to Hawaii?

L6: uhm because er Hawaii is er very hot

T: hot place

L9: =in winter in winter?

T: Hawaii?

L9: Hawaii is Hawaii hot in winter? or summer

L6: Hawaii generally-

T: =generally hot

L6: generally hot

L8: who are you going to go with?

T: hmm I think they want to come too
 L6: er alone
 T: alone?
 ((laughter))
 →T: why are you think- *birisiyle orada tanışmayı mı umut ediyorsun diye sormak istiyorum ama nasıl sorsam* (0.5) [tr: I'd like to ask her whether she is hoping to meet someone there but how can I ask] *soran var mı sorabilir misin?* [tr: is there anybody to ask can you ask?]
 L2: uhm (1.0)
 T: *umut =etmeyi* [tr: hoping]
 L2: =/ /hope* do you hope-
 T: do you hope
 L2: do you =hope met anybody-
 T: =/ /do you hope? (1.5)
 L10: engage
 ((Knock on the door))
 T: come in (1.0) welcome (0.5) do you hope to?
 L2: to anybody er-
 T: verb?
 L2: do you hope to met
 T: meet
 L2: meet anybody
 T: do you hope to meet somebody (1.5) okay
 L6: er I need holiday
 T: you need a holiday by yourself?
 L6: yes
 T: okay (0.5) to get away get away?
 L1: *kaçmak* [tr: to get away]
 T: from all your problems
 L9: *başını alıp gitmek değil mi?* [tr: isn't it to run away?]
 →T: *sorunlarından uzaklaşmak* [tr: to get rid of his problems] (0.5) hello nice to see you
 L11: nice to see you
 ((laughter))
 L11: I need er (1.0) parents
 T: I'm sorry?
 ((laughter))
 T: you need what? what do you need?
 L11: *işte aile parents değil mi?* [tr: so doesn't 'aile' mean parents?]
 T: huh uh
 L11: *aileye ihtiyacım var* [tr: I need parents]
 ((laughter))
 T: you need parents?
 L11: yes
 T: (3.0) okay
 L11: =*ağlanacak halimize gülüyoruz* [tr: we are laughing at our miserable condition]
 T: =/ /I will give you* some money

L11: *evet* [tr: yes]
 T: yes? (0.5) this money (2.0)
 L8: five hundred pound =or fifty-
 T: =/ /fif-* fifteen billion Turkish lira okay?
 L11: okay
 T: how are you going to spend this money? to celebrate the New Year how would you spend it?
 L11: *ne alırdım?* [tr: what would I buy?] (2.5) I don't know *yani o kadar parayı birarada görmedik* [tr: I have not seen that amount of money before]
yetiştirme =yurduna verirdim [tr: I would give (the money) to an orphanage]
 T: =/ /how would you-*?
 L11: =/ /building*
 T: decorate or redecorate? (0.5) the orphanage? yes orphan are the children orphanage is the place (0.5) the building where the children live (0.3) with all of the money? all of it? or some of the money for yourself (0.5) would you spend some money for yourself?
 L11: *kendim için birşey yapamam paranın hepsi oraya* [tr: I cannot do something for me all the money goes there]
 T: you'll spend all of it okay (0.5) so you will go to Hawaii yes? and have a nice tan yes come back nice and brown brown yes okay how about you?
 L2: uhm (1.5) I'm going to buy (1.0) a new car
 T: a new car is it enough?
 LL: no
 T: no I'm sorry
 L2: *kendim ekleyecem üstüne* [tr: I will add some money (on it)]
 T: in the morning I look at your pocket or your (0.5) er ladies-
 L9: =wallet
 T: wallet or another name?
 L3: bag =uhm
 T: =/ /inside the bag something small you put money in it's called a?
 L3: uhm
 T: starts with ((T draws the letter p in the air))
 L9: pocket
 T: no it's not a pocket it's not a pocket but it's called a (2.0)
 ((T writes on the board))
 LL: purse
 T: a purse =I-
 L1: =/ /wh*at does mean purse?
 T: a purse is like a wallet but ladies use it
 L1: ladies wallet can I- can we say ladies wallet?
 T: yes we can say that
 L1: I understand
 T: in the morning I've looked into your purse if you have money I gave you I have to take it so you have to spend your money (1.0) you must spend all how would you spend it? what would you spend it on? (1.0) would you buy new clothes? new make-up? get your hair done?
 L5: no
 T: no? how would you spend it then?

L5: uhm
 T: what would you like to do? (0.5) everybody has a dream
 L5: (3.0) uhm I'm going bank (0.3) *bankaya yatırırdım* [tr: I would open a bank account]
 T: =uhm
 L5: =/ /faize [tr: to get interest (from the bank)]
 →T: in the morning I take it back you don't have time (1.0) *sabah oldu mu parayı alıcam kalan parayı almam gerekiyor harca ya da artanını ben alıyorum* [tr: as soon as morning arrives I will take the money back I need to take the rest of the money back spend all or I will take the rest back]
 L8: *bankaya yatıramazsın harcayacaksın hepsini* [tr: you cannot open a bank account you have to spend all]
 L5: .hh
 T: (2.0) how should she spend it? what do you think? give her some ideas ladies (0.5) don't you spend money? how should she spend it?
 L4: she she buy-
 T: she could buy
 L4: clothes
 T: she could buy clothes
 L7: shoes
 T: don't you buy clothes?
 L5: no
 T: no?
 L1: *mücevher al* [tr: buy jewellery]
 L7: *mücevher neydi?* [tr: how do you say 'mücevher' in English?]
 L10: =jewellery
 T: =/ /jewellery* buy nice jewellery yes?
 L5: yes
 T: you can buy a necklace ((T gestures)) many times
 L4: ring
 T: rings
 L5: yes rings
 T: in each finger
 ((laughter))
 T: and thumbs and your toes yes?
 L5: maybe
 T: and when you go to (0.5) department stores you know the stores with alarms ((T mimics alarm)) yes? go off because it's all metal
 L7: di- diamonds
 T: diamonds are forever?
 L4: De beers
 T: =De beers
 LL: =/ /De be*ers
 T: how do you know? do you have diamonds? (0.5) do you have diamonds?
 L7: yes
 T: yes (0.5) you will buy diamonds
 L5: yes
 T: okay (1.0) and you? (2.0) what would you do?

L8: uhm (1.0)
 T: what would you really like to buy? or really like to do? cos you know you've got a lot of money very little time to do it
 L8: er (1.0) I I don't buy a thing but er I or- organise party =er-
 T: =/ /a party
 L8: with my friends
 T: who? can you see any of your friends at the moment? can you see any of your friends (0.2) at the moment
 L8: yes
 T: where are they?
 L8: all my er classmate
 T: then?
 L8: yes
 T: yes (0.2) are all of them invited to your party?
 L8: yes
 T: where are you going to have the party
 L8: uhm (1.0) it is not important
 T: but where =could it be?
 L8: =/ /pub
 T: pub? in a hotel? next to the swimming pool?
 L8: any place is important
 T: okay
 L8: er big place is important
 T: stadium? football stadium
 ((laughter))
 L8: it's too big
 T: it's too big
 L8: er place
 T: Sheraton Hotel? in Çeşme
 L8: maybe
 T: conference
 L8: =maybe
 T: =/ /saloon
 L8: maybe
 T: okay
 L8: big party
 T: would you invite famous singers?
 L8: no no
 T: no
 L8: only friends
 T: only friends okay =music
 L8: =/ /welcome* and loud music
 T: loud music what kind of music?
 L8: dance electronic (1.0) dance music
 T: dance music okay?
 L8: er and (0.5) free alcohol
 T: free alcohol
 L8: and er (1.0) dance and er music until er morning

T: until morning?
L8: yeah
T: are you coming?
LL: yes
T: you'd like to who (unintelligible 1.0) how about you? what are you going to do
L3: (2.0) I will go to holiday
T: you'll go on a holiday?
L3: yeah
T: where?
L3: in Uludağ
T: in Uludağ?
L3: yeah

1	T:	will you ski there?
2	L3:	I want to ski
3	T:	do you know how to?
4	L3:	yes
5	→T:	(2.0)
6		<i>bi soralım buna nasıl öğrendi?</i>
7		[tr: let's ask him how did he learn?]
8		(2.0)
		<i>nasıl öğrendin?</i>
		[tr: how did you learn?]
9	L10:	how do you learn to ski?
10	T:	how?
11	L10:	how do you learn to ski?
12	T:	did you
13	L10:	how did you learn to ski?
14	L3:	uhm my uncle (0.5) in nineteen eighty four

T: nineteen eighty four?
L3: yeah uhm *orayı açıklayacak mıyım hocam öğrenmek öğretmek* [tr: am I going to explain that part to learn to teach ma'am?))
LL: teach taught
T: what am I? (1.0) you are a student what am I?
LL: teacher
T: what do I do?
LL: teach
T: what is your uncle do?
L3: uhm you
T: I
L8: teach
L3: *taught mu?* [tr: is it 'taught'?]
T: I teach you who taught you?
L3: you taught uhm
T: I taught him?
L8: no no no
L6: my uncle taught to me
L3: my uncle taught for me in er nineteen eighty four

T: okay er (1.5) did it take a long time to learn? half an hour? two days? =one hour?
L3: =/ /no no no* no er two weeks
T: two weeks
L3: or three weeks

1	→T:	<i>peki sıkça düştün mü?</i> [tr: so did you often fall down?]
2	L3:	yes, yes ((laughter))
3	→T:	can you ask?
4	L9:	(2.0)
5		<i>sıkça</i> [tr: often]
6	L8:	often
7	T:	huh uh
8	L9:	how often-
9	T:	ask the question and answer ((laughter))
10	T:	you ask =your question
11	L9:	=/ /how er * often did you er fall fall.
12	T:	now this is important (.) how often did you (1.0) =fall.
13	L8:	=/ /get down
14	L10:	<i>uçurumdan uçtun mu?</i> [tr: did you fall down a slope?]
15	L3:	no
16	T:	how often did you fall when you were learning?
17	L3:	yes uhm
18		(1.5)
19	T:	very often?
20	L3:	five
21		(0.5)
22		once in five minutes
23	T:	once in five minute?
24	L3:	yeah
25	→T:	what does he mean?
26		(1.0)
27		what does he mean?
28		(1.5)
29		<i>ne demek istiyor burda tam olarak anlıyoruz da?</i> [tr: what does he mean here?]
30	L10:	<i>her seferinde beş kez.</i> [tr: five times each]
31	T:	<i>her seferinde beş kez</i> [tr: five times each]
32	L8:	<i>hayır beş dakkada bir mi diyor?</i> [tr: no does he say once in five minutes?]
33	→T:	how would you say that?

34	L9:	once in five minutes
35	T:	you fell every five minutes?
36	L3:	yeah

- T: what does he mean what does he mean? *ne demek istiyor burda tam olarak anlıyoruz da?* [tr: what does he mean here we exactly understand it but?]
- L10: *her seferinde beş kez* [tr: five times each]
- T: *her seferinde beş kez* [tr: five times each]
- L8: *hayır beş dakkada bir mi diyor?* [tr: no does he say once in five minutes?]
- T: how would you say that?
- L2: (2.0) *en fazla beş dakika ayakta durabiliyor* [tr: he can stand up for five minutes at most]
- T: how would you say that?
- L9: once in five minutes
- T: you fell every five minutes?
- L3: yeah
- T: I fell every five minutes
- L3: yeah
- T: okay so you were professional at falling
- L3: now?
- T: were you were
- L8: you were
- T: you were professional at falling
- L3: no
- T: because you fell very often
- L3: yes
- T: yes do you understand?
- L3: no
- ((laughter))
- T: now when you were (0.5) learning to ski
- L3: yeah
- T: did you or did you not fall every five minutes?
- L3: yes
- T: yes so you fell many times you fell a lot of times yes?
- L3: yes
- T: so you are professional (0.5) falling (1.5) did you understand?
- L3: professional falling er-
- T: you are professional =at falling down
- L3: =/ /yes yes* yes
- L1: *anladı* [tr: he understood]
- T: who else haven't we asked? we haven't asked you
- L11: (1.0) *bana sordunuz hocam* [tr: you asked me (before), sir]
- T: but you said you gonna- what would you do to celebrate the New Year? *kutlamak için ne yapardın tamam yardım ettin* [tr: what would you do for celebration okay you donated (the money)]
- L11: *on üç milyar para ya* [tr: that's only thirteen billion (liras)]
- T: it's not enough? no problem

- L6: *hocam sayıyı arttırın da hayallerimizde çoğalsın* [tr: increase the amount sir so our dreams will be bigger))
- T: enough?
((T writes on the board))
- L6: yes
- L11: *yeter* [tr: enough]
- T: how much is that now? how much money is this?
- L2: *yüz otuz =milyon* [tr: one hundred thirty million]
- L3: *=/ /yüz o*tuz* [tr: one hundred thirty]
- L9: one (0.5) hundred and *yüz otuz milyon* [tr: one hundred thirty million]
- T: *kırk beş* [tr: fortyfive]
- L6: one hundred one hundred fourty billion Turkish liras
- T: one hundred and?
- L9: fourty (1.0) four fourty
- T: okay one hundred and fourty billion Turkish liras what would you do for one night? *bir geceliğine* [tr: for one night]
- L11: (1.0) I'm going to go to er *şey* [tr: uhm (a Turkish filler)] (1.0) Karakas
- T: where?
- L11: *neresi olursa ben gidiyom* [tr: no matter where I am going]
((laughter))
- T: do you know where it is? Kara?
- L11: kas
- T: Karakas
- L11: in Venezuela
- T: in?
- L11: Venezuela
- L8: *başkenti* [tr: its capital]
- T: hmm what kind of place is it?
- L11: er-
- T: what do you do there? (0.5) do you go every weekend?
- L11: uh (2.0) free and
- T: free?
- L11: free *özgürsün demek de çok özgürsün* [tr: so you are free too free]
- T: you feel free? what what are you going to do there you went there by plane?
- L11: yes
- T: you got there what are you going to do there are you going to swim? are you going to hunting?
- L11: (0.5) I'm going to er swim
- T: you're going to swim
- L11: yes
- T: and?
- L11: *otel kat alıcam hocam bir katını satın alıcam otelin* [tr: I am going to buy a floor of the hotel sir]
- T: *satın?* [tr: (you are going to) buy?]
- L9: *kiralayacak* [tr: he is going to book]
- L11: *veya bir yıllığına kiralayacam* [tr: or I am going to book for a year]
- T: and how would he say this?

L1: I book (1.0)
 T: you would reserve or book yes?
 L11: yes
 T: one floor or one store of the hotel why? are you going to invite this people?
 L11: *şöyle bir bakıyım da* [tr: let's have a look] no
 ((laughter))
 T: now is he your friend?
 LL: no
 T: no not anymore (2.5) is he your enemy?
 L11: *paraya ihtiyacınız olursa gelin bana* [tr: if you need money come to me]
 T: what are you going to do with all that room?
 L3: *al hadi bakalım* [tr: you see]
 L11: *bi dakika ne oluyor arkadaşlar?* [tr: one minute what's happening to you mates?]
 T: are you going to play football?
 ((laughter))
 L11: I'm going to party
 T: with whom?
 L11: *şeyleri çağırıcım Karakaslıları* [tr: I am going to invite the people of Karakas]
 ((laughter))
 L1: all Karakas people
 T: do you know how to speak their language?
 L11: *para konuşur* [tr: money speaks] =speaks money
 L2: =/ /money* speaks
 T: yes
 L1: may I ask a question?
 T: to him?
 L1: no to you
 T: to me what about?
 L1: how do you say *Ankaralı* [tr: the person of Ankara] or *Ankaralıları*? [tr: the people of Ankara] uhm *İzmir İzmirli* [tr: İzmir the people of İzmir] in English how do you say?
 T: people from Ankara?
 L1: people from Ankara
 T: yes the country is not a problem you say the Scottish yes? but if you have a city then we say the citizens of Ankara or people of Ankara
 L1: people of Ankara or people from Ankara?
 T: two is- but er people of Ankara would be better
 L1: better yes
 T: people of Ankara yes? how did you- okay so what is your wildest dream? what would you really like to do if you had no problem about money do you have a crazy dream that you would like to turn it into reality? into true life? (2.0) like doing bungee jumping?
 L2: I do
 T: do you have a dream?
 L2: yes
 T: do you have wild? like lions =wild

L2: =/ /yeah* yeah
 T: like crazy dream?
 L2: yes
 T: do you have one?
 L2: (2.0) I climbing a mount er
 T: Everest?
 L2: no er (0.5) *dik dik yamaçlı* [tr: with a steep slope]
 T: a mountain steep =steep
 L2: =/ /very* steep
 T: yes have you climbed before?
 L2: no
 T: no?
 L2: but I want to
 T: you want to
 L2: yes
 T: okay this is what? (0.5) danger =do you like danger?
 L2: =/ /yes* yes
 T: is it your surname?
 ((laughter))
 L2: no but er my life in once er once do *hayatımda bir kere yapmak istiyorum* [tr: I
 want to do it once in my life]
 T: hmm
 L2: I want to er
 T: I want to do it?
 L2: do it once in a-
 T: in my life yes okay is there anything that you would re::ally like to do? (1.5) in
 your dreams that you like to do very very very much (1.0) no?
 L10: in my dreams er I want to eat dinner with Marilyn Monreo
 T: you'd like to eat dinner with Marilyn Monreo where would you like to have that
 dinner?
 L10: but er she died
 T: oh has she?
 L10: she died
 T: but if it was possible imagine imagine?
 LL: *hayal kurmak* [tr: to dream]
 T: *hayal etmek* [tr: to imagine] if it was possible where would you like to have the
 dinner with Marilyn =Monreo?
 L10: =/ /in Pa*ris
 T: in Paris?
 L10: yeah
 T: where in Paris? maybe-?
 L5: Eiffel Tower
 L10: maybe
 T: maybe why her?
 L10: uhm-
 T: =and not (0.5) Arnold Schwarzenegger for example
 ((laughter))
 L10: I'm a boy

T: you are a boy?
((laughter))

T: and he is a man?

L10: yes

T: okay do you like her films?

L10: no er but because er her films her films er are not quality

T: not?

L10: quality

T: are- aren't good quality so why do you like her?

L10: uhm

L4: but she is beautiful

L10: she was very beautiful

T: she was very beautiful you like her because she was beautiful who would you like to have dinner with? if you could choose anyone (0.5) living or dead

L1: what is living or dead?

T: like er he wanted dinner with (0.5) who?

LL: Marilyn Monreo

T: Marilyn Monreo she is not alive or who is still alive I could have dinner with Charlie Chaplin or even have dinner with Bill Clinton

L5: Shakira

T: you would like to have dinner with Shakira?

L5: yes

T: what would you say to her (0.3) at dinner (1.0) how what did you talk about?

L5: it depends like

T: what does it depend on depend on the menu? what would the first words be? what would you say first-

L5: =first sing songs

T: what? you would ask her to sing you a song?

L5: yes

T: would you sing with her?

L5: no

T: no?

L5: I don't sang I don't (0.5) sing

T: you don't sing what is her best song? do you know her best song? what is your favourite song?

L5: Oases

T: which one?

L5: Oases

T: you- this is the best one you think it is

L5: yes

T: okay how about you who would you choose? (1.5) which famous person

L4: =I-

T: =/ /then we'll finish

L4: I could met meet with Bruce Willis

T: Bruce Willis (1.5) do you find him attractive? handsome?

L4: yes very handsome

T: he is very handsome do you like the way he talks? (0.5) do you like (0.5) the way (0.5) he talks (1.0) do you like =him speaking?

L4: =/ /yes
T: yes? what would you say to him?
L4: uhm (2.0)
L10: I love you
 ((laughter))
L4: I don't know
→T: you don't know maybe you will say I'm a very big fan (1.0) of you yes? I'm a
 big fan? *fan neydi?* [tr: how do you say 'fan' in Turkish?]
L1: *fanatik* [tr: fanatic]
→T: *fanatik* [tr: fanatic] =*hayran* [tr: fan] yes?
L4: =/ /huh uh* yes
T: okay yes I think that's all now we have a break

Classroom 3

- T: uh (0.5) okay the first one this is a map of a zoo okay? (1.0) hh and now first let's talk about the animals in the zoo what animals are there in the zoo
- L1: elephants
- T: elephants okay what else?
- L2: =lions
- L3: =/ /giraffe
- T: lions giraffe
- L4: camel
- T: camel
- L1: monkey
- T: huh uh monkey
- L5: snake
- T: snake right
- L6: tigers
- T: tigers huh uh
- L2: lions
- T: lions huh uh
- L3: birds
- T: birds okay (1.0) what else? is that all? (3.0)
- L7: cats
- T: cats okay right
- L8: alligator *yok şey* [tr: no şey (a Turkish filler meaning uhm)]
- T: alligator
- L8: alligator
- T: have you ever seen an alligator?
- L8: =yes
- L5: =/ /cro*codile
- T: =/ /re*ally?
- L5: =/ /crocodiles* crocodiles
- T: okay have you ever seen a crocodile
- L8: yes
- T: in İzmir?
- L8: no in Ankara
- T: okay right I have never seen that's why I ask anyway
- L1: reptile reptiles
- T: reptiles okay (1.0) okay right now uhm (0.5) I'm going to read a dialogue and what you are going to do is (0.5) to write the animals in the correct places (0.5) in this map okay? I will read a dialogue (0.5) and you are going to uhm put them in the right places (0.5) are you ready?
- L8: yes
- T: yes okay a and b talk- are talking right? ((T reads the dialogue)) please tell me where the animals are in your zoo (0.3) well hh tell me what animals you want to see (0.2) I love lions (0.2) that's easy hh the lions are in the biggest cage the first one you see in front of you as you coming (2.5) okay-
- L2: =eight

- T: alright that's eight anyway let's go ahead ((T reads the dialogue)) hh behind it is another big cage the hippos are in that (0.3) they have a pool to swim in (1.0) what animals are in the smaller cages? (0.2) well near the hippos in the corner is a small cage with a pool in can you see it? (0.3) yes (0.3) the dolphins live in that (0.3) and next to them is the fox (2.0) any problem?
- L1: yes
- T: yes okay let me take it from the beginning uhm (0.5) well near the hippos in the corner is a small cage with a pool in can you see it? (0.3) can you see that? huh?
- L1: *tamam* [tr: okay]
- T: yes okay (0.3) the dolphins live in that (1.0) and next to them is the fox (2.0) okay let's go on ((T reads the dialogue)) hh only one fox? yes (0.3) then there are the pelicans (0.5) they live between the monkeys (0.3) and the fox (0.5) the monkeys have a bigger cage (0.3) they need room to climb (0.5) I see the pelicans have the fox on one side and the monkeys on the other (0.3) what about the cages near the entrance? (0.3) well on one side of the entrance are three cages and on the other side two right? (0.5) right?
- L8: yes
- T: okay hh well in the two cages are giraffes and zebras (0.3) which is which? hh the giraffes are nearer to the entrance (0.5) on the other side of the entrance are the pandas (0.5) then there is an empty cage (0.5) then the camels (1.5) okay I-I'll take it from the beginning (2.0) all right let me start uhm again (0.5) we started with lions okay?
- L8: huh uh
- T: all right so where are the lions in which cage?
- L3: eight one
- T: eight all right cage eight uhm (0.5) behind it is another big cage the hippos are in that (0.3) they have a pool to swim in (1.0) what animals are in the smaller cages? (0.2) well near the hippos in the corner is a small cage with a pool in can you see it?
- L8: yes
- T: yes? the dolphins live in that (0.3) =and next to them is the fox
- L1: =/ /*dolphinmiş* [tr: that was dolphin]
- T: only one fox? yes (0.3) then there are the pelicans (0.5) they live between the monkeys (0.3) and the fox (0.5) the monkeys have a bigger cage (0.5) dib dib dib ((T uses fillers)) okay and I see the pelicans have the fox on one side and the monkeys on the other (0.3) what about the cages near the entrance? (0.3) well on one side of the entrance are three cages and on the other side two right? (0.5) right?
- L2: yes
- T: okay hh well in the two cages are giraffes and zebras (0.3) which is which? the giraffes are nearer to the entrance (0.5) on the other side of the entrance are the pandas (0.5) then there is an empty cage (0.5) then the camels (2.0) okay that's all (0.5) can we talk about-?
- L9: are there are there empty?
- T: which are empty?
- L9: two and three

T: oh oh oh I'm sorry all right uhm (0.5) ((T reads the dialogue)) there is an empty cage then the camels right? (1.0) and the empty cage is between the pandas and the camels okay? (2.0)

L8: yes

T: there are three more cages you haven't told me about (0.3) oh yes well the big cage near the camels has llamas in it (1.0) llama (1.5) and behind them is a smaller cage with a tiger (0.5) the very smallest cage in the corner is empty at the moment

L9: *tamam şimdi* [tr: alright now]

T: okay sorry I forgot that part (1.5) now can we talk about the plan of the zoo (0.5) uhm for example you said that in number eight there are the lions (0.5) what about number one? Serkan

L3: I missed it

T: you missed it

L1: pandas

T: pandas okay in the first cage there are the pandas

L5: pandas

T: huh uh uhm (0.5) what about the next one? next to it (1.0) number two is empty is it empty? number two

L2: llamas

T: camels?

L2: llamas

T: llamas uhm no no

L9: camels or empty?

T: okay that's empty? (1.0) look the empty cage is between the pandas and the camels so? if the first one uhm is pandas the second one is empty what about the next one then?

L1: camels

T: camels right hh number four

L6: llama

T: llamas number five?

L7: tiger

T: tiger or tigers?

L7: tigers

T: only one tiger or more than one?

L5: tigers

T: are you sure?

L5: no

T: okay let me repeat again (0.3) the big cage near the camels has llamas in it and behind them is a smaller cage with a tiger (0.5) the very smallest cage in the corner is empty at the moment so?

L5: tiger

T: tiger only one tiger right and the sixth one is?

L3: empty

T: empty uhm you have mentioned the eighth one what about the seventh one?

L9: hippo

T: huh?

L9: hippos

T: hippos right number nine?
 LL: dolphins
 T: dolphins number ten?
 L1: fox
 T: fox uhm (0.5) do you know what a fox is?
 ((cough))
 L: (unintelligible talk 2.0)
 T: huh?
 ((cough))
 L: (unintelligible talk 2.0)
 T: no it is not fox F-O-X ((T reads each letter out))
 L3: *ha tilki* [tr: *ha* (a Turkish filler meaning oh) fox]
 T: *tilki* [tr: fox] right (1.0) number eleven?
 LL: pelicans
 T: pelicans right twelve?
 L5: monkeys
 T: monkeys uhm thirteen?
 LL: zebras
 T: zebras and the last one?
 L1: giraffe
 T: giraffes okay now (0.5) we are going to uhm change the places of the animals
 now okay? we are going to change the places =so::
 L2: =/ */yerle*ri değısecek* [tr: change the places]
 T: listen again hh there is another dialogue ((T reads the dialogue)) right now today
 we have to decide on some changes in the homes of the animals in our zoo (0.3)
 mister Jones would you please explain the details? yes well we have to think
 hard about which animals should go into which enclosures (0.3) firstly we have
 bought two new giraffes and the giraffes' old place next to the entrance isn't big
 enough any more I suggest we move them to the other side of the entrance (1.0)
 so what will happen to the pandas who are there now? (0.3) they'll move next
 door to the empty enclosure (1.0) am I too fast? huh?
 L1: no
 T: no okay let me go on then ((T reads the dialogue)) and next to them? we'll leave
 the camels there where they are they seem to be quite happy (0.3) well that
 seems quite reasonable do you all agree? (0.3) yes fine okay please go on mister
 Jones (0.3) there have been some complaints that the lions shouldn't be in the
 enclosure opposite the entrance some of the children are frightened as they come
 in (1.0) come in [a student enters the classroom] okay (6.0) can somebody tell
 your friends what we are doing right now? Emine can you do it? (3.0)
 ((laughter))
 L7: there is a plan of the zoo
 T: no don't tell me tell them
 L9: this is a map of the zoo
 T: okay yes Şebnem
 L9: and we are trying to uhm find missing places
 T: we are trying to what?
 L9: find the animals' place uhm (1.0) =in the dialogue

- T: =/ /in the zoo* okay right so where did we stop? (0.5) uhm (1.0) ((T reads the dialogue)) please go on mister Jones okay there have been some complaints that the lions shouldn't be in the enclosure opposite the entrance some of the children are frightened as they come in as we've bought two new elephants (0.3) I suggest we put them into there the children will like them (1.0) and move the lions to the enclosure behind? No lions don't need a pool and that enclosure is a bit too big for them as you remember our third lion died recently so the two remaining ones can move into a smaller cage (0.3) we'll leave the hippos in the big enclosure with the pool and the lions will go into the cage opposite their old one to the east next to the tiger (2.0) shall I repeat it?
- L3: yes
- T: uhm (1.0) lions don't need a pool and that enclosure is a bit too big for them as you remember our third lion died recently so the two remaining ones can move into a smaller cage (0.3) hh we'll leave the hippos in the big enclosure with the pool and the lions will go into the cage opposite their old one to the east next to the tiger okay?
- L3: okay
- T: right ((T continues reading)) what will we put into giraffe's old enclosure? (0.5) the zebras (1.5) the giraffe's old enclosure (0.3) they are pleasant animals to see near the entrance hh and it only means moving them next door hh then we can put the llamas which are next to the tiger at the moment by the zebras (0.5) we can put the llamas by the zebras (0.3) hh they don't really like being next to the tiger I think they are afraid of him (0.3) the try- uhm triangular cage next to the tiger can stay empty (0.3) what about the last four closures you haven't mentioned hh the dolphins the pelicans the fox and the monkeys leave them as they are? no (0.3) well you see there's a problem here too hh the pelicans have the fox on one side and the monkeys on the other hh and they find both animals very disturbing (0.3) the monkeys are noisy and the fox frightens them hh they are unhappy not eating properly we'll have to do something (0.3) perhaps we could move them to the end hh change places with the dolphins there are pools in both enclosures (0.3) yes all right but that still leaves them next to the fox hh however London Zoo wants to buy the fox and has offered us a lot of money for him hh I suggest we sell him and put our new deer in there instead hh deer don't disturb anyone (1.0)
- L5: deer?
- T: deer
- L1: *geyik* [tr: deer]
- T: huh uh D-E-E-R ((T reads each letter out)) okay? (0.5) shall I repeat the last part?
- L5: yeah
- T: okay let me take it .hh okay .hh they are pleasant animals they are pleasant animals to see near the entrance hh and it only means moving them next door hh then we can put the llamas which are next to the tiger at the moment by the zebras (0.3) is here okay? = we can put the llamas by the zebras
- L1: =/ /yes
- L3: yeah
- T: okay you did it (0.5) and then: (0.5) the pelicans have the fox on one side and the monkeys on the other hh and they find both animals very disturbing (0.3) the

monkeys are noisy and the fox frightens them they are unhappy dib dib dib ((T uses fillers)) okay (0.5) perhaps we could move them to the end hh change places with the dolphins there are pools in both enclosures (0.3) yes all right but that still leaves them next to the fox hh however London Zoo wants to buy the fox and has offered us a lot of money for him hh I suggest we sell him (0.3) it means we sell the fox hh put our new deer in there instead deer don't disturb anyone okay yes that's all so what are the changes? (1.5) uhm number one (0.3) cage one I mean

L8: giraffe

T: giraffes okay number two?

LL: pandas

T: pandas (0.5) number three?

LL: camels

T: camels? all right number four?

L2: uhm =lions

LL: =/ /lions

T: lions five?

L1: tigers

L8: empty

T: it's not empty the next one is empty

L1: tiger

T: tiger that's right (0.3) so number six is empty number uhm seven?

L7: hippos

T: huh?

L7: hippos

T: hippos right number eight?

L5: elephant

T: elephants nine?

LL: pelicans

T: pelicans ten?

LL: deer

T: deer eleven?

LL: dolphins

T: dolphins twelve?

LL: monkeys

T: monkeys thirteen?

LL: llamas

T: llamas uhm (0.5) can you spell llama?

L2: L-A-M-A ((L reads out each letter))

T: L-A-M-A no it's not (1.0) double L-A-M-A right? (0.5) double L like l:: lama

L2: l:: llama

T: okay it's not that of course but the double l okay? (0.5) and the last one?

LL: zebras

T: zebras okay so you are successful (1.5) uhm next one hh (1.0) uhm comparative jokes (0.5) so here there are nine questions and nine answers you are going to choose the correct answers (0.5) actually they are jokes okay? funny (1.0) what can you say for the first one? (0.5) which burns longer? a black candle or a white

candle (1.0) by the way (2.0) which burns longer a black candle or a white candle?

L1: (2.0) maybe white

T: maybe white why? (0.5) what's the difference between a black candle and a white candle?

L1: (1.0) because if burns er it becomes black er and (0.5) *zaten black* [tr: it's already black]

T: so: what does it mean?

L3: (2.0) there is difference bet-

T: = hey come on there are the answers you are going to choose one of them okay? (1.0) will you please read it Emine?

L5: neither they both burn shorter

T: okay neither they both burn shorter so is there a difference between a black and a white candle?

L3: yes

T: yes? what is it? one is black and the other one is white

L3: because uhm (1.0) black colour and white colour has different =uhm

T: =/ /colours

L3: different colours (1.0) different under the sun

T: (1.0) so?

L3: so er because of that er we wear black

T: in the winter

L3: in the winter

T: and what about the summer?

L3: white colours

→T: okay *çok bilimsel düşünüyorsun* [tr: you think too scientifically] ((laughter))

T: there is no difference between a black candle and a white candle okay? shortly (0.3) Murat okay number two what are you going to do when you are as big as your mother?

L8: go on a diet

T: okay go on a diet right? (1.5) who is the strongest criminal?

L9: a shop lifter

T: a shop lifter why? did you understand this?

L7: yes

T: yes Serkan?

L7: *dükkanın tamamını ele alırsın* [tr: you handle the whole store]

1	T:	so he is the strongest criminal what is criminal?
2	LL:	<i>suçlu</i> [tr: criminal]
3	T:	criminal got crime
4	L1:	<i>hırsız</i> [tr: thief]
5	L7:	<i>suçlu biri</i> [tr: a person who commits crime]
6	T:	huh?
7	L7:	<i>suçlu</i> [tr: criminal]

8	→T:	<i>suçlu</i> [tr: criminal]
9		<i>okay the strongest criminali soruyor bize shoplifter ne demek?</i> [tr: (the question) asks for the strongest criminal what does 'shoplifter' mean in Turkish?]
10		(3.0)
11	L1:	<i>hırsız</i> [tr: thief]
12	T:	<i>yani ilk anlamı ne demek shoplifterin ne diye biliyorsunuz?</i> [tr: I mean what is the literal meaning of 'shoplifter' what do you know it as?]
13	L3:	<i>şey =o çok büyük-</i> [tr: uhm that is very big]
14	T:	<i>=/ /tabi bunun için* shoplifterin ne demek olduğunu bilmek gerekiyor</i> [tr: of course you need to know the meaning of 'shoplifter' first of all]
15	L3:	<i>kasaları sağdan sola taşımak için gereken araç</i> [tr: [it is] the vehicle used to carry the boxes from right to left]
16	T:	<i>hayır hayır değil</i> [tr: no no it is not]
17	L3:	<i>atıyorum</i> [tr: I'm just guessing]
18	T:	<i>shoplifter ne demek?</i> [tr: what does 'shoplifter' mean in Turkish?]
19	L1:	<i>hırsız</i> [tr: thief]
20	T:	<i>huh?</i>
21	L1:	<i>hırsız</i> [tr: thief]
22	T:	<i>hırsız ama nereyi soyan hırsız?</i> [tr: a thief but from where does he steal?]
23	L1:	<i>=marketi</i> [tr: a shop]
24	→T:	<i>=/ /shopu* soyan hırsıza shoplifter ama burda diyor ki strongest</i>
25		<i>criminal</i> [tr: 'shoplifter' is (called) a person who steals from a 'shop' but it says here the 'strongest criminal']
26		(1.5)
27		<i>öyle bir criminal olacak ki en güçlüsü olacak liftin bir de ne anlamı</i>
28		<i>var? bir sözcük oyunu tamamen ha (.) yapıyor bu? aynen Serkanın</i>
29		<i>söylediği gibi</i> [tr: he is such a criminal who is the strongest what is the another meaning of 'lift'? this is a word game (.) what does he do? it's just what Serkan has told us]
30	LL:	<i>yükleri sırtına alabilen</i> [tr: (a person) who can hold the things]
31	T:	<i>bütün dükkânı kaldırabilen en güçlü er en kriminaldir</i> [tr: (a person) who can hold the whole store is the strongest er is the most criminal]

32		((laughter))
T:		it's funny anyway number four have you heard that the most intelligent person in the world is going deaf?
L9:		I am
T:		okay Şebnem so you are the most intelligent person in the world okay next? (6.0) yes? why are wolves like playing cards? (3.0) did you understand the question first? (0.5) huh?
L4:		wolves
1	T:	wolf?
2	L5:	<i>solucan</i> [tr: worm]
3	T:	that's worm
4	L8:	wolf <i>kurt</i> [tr: wolf]
5	T:	huh uh so wolves is the plural
6		(2.0)
7	L8:	hmm
8	→T:	<i>soru ne diyor arkadaşlar?</i> [tr: what does the question mean?]
9	LL:	<i>kurtlar neden oyun kağıtlarından hoşlanıyor?</i> [tr: why do wolves like playing cards?]
10	T:	<i>like acaba orada verb mü?</i> [tr: is 'like' used as a verb there?]
11	L4:	<i>değil</i> [tr: no (it isn't)]
12	→T:	huh?
13		(1.0)
14		why are wolves like playing cards?
15		(1.0)
16		<i>demek ki wolves ve playing cards birbirine benzetilmiş .hh neden gibidir ikisi birbirine benzer?</i>
17		[tr: so wolves and playing cards are resembled to each other how do they resemble?]
18	L9:	they both come in packs
19	T:	they both come in packs
20		(0.5)
21		is the right answer but why?
22		(1.0)
23		so what do you understand?
24	L9:	because you can see wolves in a uhm
25		(2.0)
26		<i>kapalı kutu?</i> [tr: a closed box?]
27	L3:	closed box
28	L9:	in a closed box
29	T:	WOLVES?
30	L9:	not box but in a uhm closed tin

31	T:	huh?
32	L9:	for example apple
33	T:	huh uh
34	L9:	suddenly wolves can appear =uhm
35	L3:	=/ /o wolves bu wolves değil [tr: they are not the same 'wolves']
36	→T:	=/ /no we said kurt [tr: wolf]
37	L3:	köpek olarak- [tr: (we mean) as a dog]
38	→T:	=ah öyle kurt değil elma kurdu değil [tr: oh that's not the worm found in an apple]
39		((Learners laugh))
40		(2.0)
41		evet Murat'ın dediği gibi köpek soyundan gelen kurt (2.0) ben de
42		anlamıyorum bir türlü ne ne demek istiyor diye: [tr: yes as Murat said wolf as belonging to a dog family (2.0) that's why I didn't understand what you were trying to say]
43		that's not

T: yes that's right (1.0) *ama öyle değil işte bunun için uhm pack kullanımını bilmek gerekiyor şimdi bir kere uhm playing cards için ne diyebiliriz?* [tr: but that's not so in order to understand (the intended meaning) you need to know the use of 'pack' now first of all what can we say for 'playing cards'?] a pack of playing cards *işte playing cardsı biliyorsunuz ne diyorsunuz ona? oynama-* [tr: so you know 'playing cards' how do you call it in Turkish? play what?]

L9: =elli birlik [tr: the Turkish name of a card game]

L3: =/ /iskambil* kağıdı [tr: playing cards]

→T: *iskambil kağıdı huh aklıma gelmedi uhm* [tr: playing cards huh I couldn't recall the name] (1.0) *hayvanlar için de a pack of wolves diye birşey kullanılabiliyor yani a pack of playing cards der gibi a pack of wolves dediğiniz zaman a group of anlamında a group of wolves birlikte avlanan er* (0.5) *hayvanlar gibi o yüzden bunun için tabi o a pack of kullanımı onu bilmek gerekiyor* [tr: (the phrase) 'a pack of wolves' can be used for the animals as well so when we say 'a pack of playing cards' as if we say 'a pack of wolves' it means 'a group of wolves' like animals that hunt together that's why you need to know the use of 'a pack of'] anyway (1.0) number seven (1.5) it's funny (0.5) indecisive customer I've changed my mind again and irritated shop assistant?

L2: and is the new one working better than the old one

T: yeah?

L3: finding half a worm

T: I've changed my mind again finding half a worm what does it mean Murat?

L3: ah sorry I miss six

T: I'm sorry I'm sorry we are talking about the sixth one sorry sorry what is worse than finding a worm in your apple?

LL: finding half a worm

T: finding half a worm right (1.0) Özgür we are talking about the sixth question okay?
((laughter))

T: so I think everybody is talking about something else (2.0) okay so what is worse than finding a worm in your apple? finding half a worm (0.5) right and now seven seven is funny (1.5) do you know the meaning of indecisive?

L1: *kararsız* [tr: indecisive]

T: huh uh I've changed my mind again (0.5) irritated?

L3: *rahatsız olmuş* [tr: irritated]

→T: *irrite olmuş* [tr: to be irritated] what does it mean?

LL: *rahatsız olmuş yani-* [tr: to be disturbed I mean-]

T: *=sinirlenmiş sinir olmuş artık* [tr: to be angry to get annoyed] okay? (2.0)

LL: paying for it

T: huh?

L4: paying for it

T: what is funny? if the answer is paying for it?

L4: this customer er wants to pay er something

T: but I've changed my mind again =I've changed my mind again

L8: =/ /she changed her mind

T: huh uh

L8: about paying money

T: huh. (2.0) it's not

L8: yeah

T: it's B so read it

L8: and is the new one working than the old one

T: so what does it mean?

L2: =er the customer

L8: =/ /in Turkish?

T: in English

L2: er change her or his mind

T: huh uh?

L2: and new mind

T: huh uh?

L2: is better than the old one

T: okay (0.5) the irritated shop assistant asks if the new mind is working better than the old mind of the customer (0.3) did you understand it?

L2: yeah

L7: huh uh

T: okay (1.0) uhm eight?

L3: (2.0) C

T: huh uh how do you know when you are middle aged?

L3: when the cake costs less than the candles

T: when the cake costs less than the candles (1.0) c?

L3: yeah

T: okay that's true (0.5) did you understand it?

LL: yes

T: okay and the last one what is even harder than a diamond?

L6: paying for it

T: paying for it so: what do you understand from this one? number nine (2.0) Sibel? yes what did you understand? tell us

L6: a diamond is small but when you are paying *kötü oluyor* [tr: it is bad]

T: huh okay but what about the question what is even harder than a diamond
L6: to pay for it
L3: enjoy is easy
L6: diamond =is strong material
L3: =/ /than
T: huh uh
L6: but paying for it is much more harder than diamond

1	T:	okay, so (.) I think hard has two meanings .hh
2		(0.5)
3		in the question it is different and in the answer it is again different uhm
4		in the question what is even harder than a diamond what does hard
5		mean here?
6		(1.0)
7		in Turkish?
8	L3:	<i>sert</i> [tr: hard]
9	→T:	<i>sert</i> [tr: hard]
10		okay, what about the answer?
11	LL:	<i>zor</i> [tr: difficult]
12	→T:	okay, so, uhm
13		(0.5)
14		what is even harder than a diamond paying for it (.) okay, <i>burda</i>
15		<i>sadece bir işte hardla ilgili şey yapılmış yani sözcük anlamı gibi birşey</i>
16		<i>yapılmış hardın iki anlamı kullanılmış hani ilk bakışta çünkü çok</i>
17		<i>mantıklı görünmüyor soruda diyor ki hani diamondtan daha sert ne</i>
18		<i>vardır .hh işte onu ödemek Türkçe'de böyle birşey sormaya</i>
19		<i>kalktığınızda sorun yaşarsınız ama onu ödemek zordur anlamında</i>
20		[tr: here there is just something about the word meaning the two
21		meanings (of the word) 'hard' is used it does not make sense at first
22		the question is what is harder than a diamond .hh so (the answer is) to
23		pay for it if you want to ask such a question in Turkish you will have a
24		problem but (the answer) means it is hard to pay for diamond]

first five people of different occupations thank you are working in five adjoining shops hh they go to work by five different means of transportation hh they have five different hobbies and outdoor activities hh they have five favourite food for lunch hh and they were born in five different places again I'm going to read and you are going to fill in the gaps right? okay but be careful the person who is a hairdresser ah by the way read the occupations (0.5) means of transportation hobbies foods and birth place have a look at them (1.0) baker greengrocer hairdresser optician florist and the means of transportation car bus train motorcycle

- subway hobbies ice skating horse racing camping mountain climbing
fishing food steak pizza hot dogs beef stew tacos do you know tacos?
- LL: yes
- T: what's that?
- L8: Mexican
- T: okay Mexican food right birth place Austin Fredericksburg Johnson City Corpus Christi and Houston okay (0.5) now the person who is a hairdresser works in the middle shop (1.0) the person who works on the far right goes to work by motorcycle (1.0)
- L1: *duymadık* [tr: we did not hear]
- T: ah you are very slow (0.5) I will not repeat okay? (0.3) uhm number three the person who works to the left shop uhm sorry to the left of shop two likes horse racing as a hobby (2.0) four the person who was born in Houston works next to shop one (2.0) five the person in the second shop from the right likes tacos for lunch (2.0) six the baker works next to the person who was born in Houston (2.0) seven the person that works next to the person who likes tacos goes to work by bus (1.0) okay let me repeat the last one the person that works next to the person who likes tacos goes to work by bus (2.0) eight the person who goes to work by bus likes mountain climbing (2.0) nine the person in the second shop from the left is an optician (2.0) ten the person who likes tacos is a florist (2.0) shall I go on? okay? eleven the hairdresser was born in Johnson City (2.0) twelve the optician works next to the person who goes to work by train (2.0) thirteen the person on the far right likes hot dogs (2.0) fourteen the person who was born in Austin works next to the hairdresser (2.0) fifteen the person who works next to the baker goes to work by car (2.0) any problem Serkan?
- L7: no
- T: huh?
- L7: no
- T: okay uhm sixteen the person who goes to work by motorcycle was born in Corpus Christi (2.0) seventeen the person who goes to work by train likes pizza (2.0) Murat? you're not writing anything
- L3: yes
((laughter))
- T: okay eighteen the person who works next to the hairdresser likes beef stew (2.0) nineteen the person who was born in Corpus Christi likes fishing (2.0) and the last one the person who works to the right of shop three likes ice skating (2.0) how many empty gaps do you have?
- L: all
- T: seven
- L: eleven
- T: eleven? oh my goodness (0.5) okay what about the others Murat?
- L3: I can't-
- T: =you can't count okay Şebnem?
- L9: *bir yerde hata yapmışım ondan sonra bıraktım* [tr: I made a mistake somewhere then I stop doing]
- T: all right (0.5) what about the others? do you want me to read it once more?
- LL: yes
- T: yes okay this is the last time (1.0) right? so be careful everybody are you ready?

LL: yes

T: yes (0.5) the person who is a hairdresser works in the middle shop okay?

LL: yes

T: number two the person who works on the far right goes to work by motorcycle do you know the meaning of far right?

L2: *uzak* [tr: far]

→T: okay that's right *en sağdaki* [tr: (the one) at the far right]

L2: *motosiklet kullanıyor* [tr: he rides a motorcycle]

T: the person who works on the far right goes to work by motorcycle okay that this was the second one number three the person who works to the left of shop two likes horse racing as a hobby (2.0) number four the person who was born in Houston works next to shop one (2.0) number five the person in the second shop from the right (0.5) the second shop from the right likes tacos for lunch (2.0) number six the baker works next to the person who was born in Houston

L10: could you repeat again

T: the last one hh the baker next to the person uhm sorry the baker works next to the person who was born in Houston

L10: the left or right? I couldn't I didn't understand

T: the baker works to the person uhm works next to the person (0.5) okay only one side is empty uhm (1.0) eight the person who goes to work by bus likes mountain climbing (2.0) okay? nine the person in the second shop from the left is an optician (2.0) ten (0.5) the person who likes tacos is a florist (2.0) eleven (0.5) the hairdresser was born in Johnson City (2.0) twelve (0.5) the optician works next to the person who goes to work by train (2.0) do you want me to repeat it? the last one?

L1: yes

T: yes? (0.5) the optician works next to the person who goes to work by train okay? (1.5) thirteen the person on the far right likes hot dogs (1.0) the person on the far right likes hot dogs (2.0) the person who was born in Austin works next to the hairdresser (1.0) the person who was born in Austin works next to the hairdresser (2.0) uhm okay let me go on (0.5) the person who works next to the baker goes to work by car (2.0) okay? the person who goes to work by motorcycle was born in Corpus Christi (2.0) seventeen the person who goes to work by train likes pizza (2.0) and next the person who works next to the hairdresser likes beef stew (2.0) next the person who was born in Corpus Christi likes fishing (2.0) and the last one the person who works to the right of shop three likes ice skating (2.0) who works to the right of shop three likes ice skating okay that's enough I'm not reading anymore yeah (0.5) now let's talk about the occupations let's er start with shop one

L8: baker

T: okay let's go one by one then (0.5) Murat?

L3: baker

T: okay we know that the baker is there uhm means of transportation?

L3: train

T: huh?

L3: *yazdım ama train* [tr: I wrote but (I'm not sure if it is) train]

T: train okay that's right (1.0) what about the hobby?

LL: horse racing

T: horse racing (0.5) favourite food?
L8: pizza
T: pizza (0.5) and birth place?
L4: Fredericksburg
T: okay Fredericksburg (1.0) shop two Şebnem?
L9: it's an optician
T: optician do you all agree?
LL: yes
T: Emine?
L7: florist
T: florist?
LL: optician
T: optician which one?
L3: optician
T: optician okay that's right (0.5) uhm florist is on the other side anyway uhm means of transportation?
LL: car
T: car okay uhm what about the hobby Ümit?
L8: *hangisi?* [tr: which one?]
T: shop two hobby (1.5) empty
L8: =empty
L: =/ /camp*ing
T: uhm okay camping right what about his or her favourite food?
LL: beef stew
T: huh?
LL: beef stew
T: beef stew okay
L1: *bisküvi dermiş gibi* [tr: (it sounds) as if you say biscuit] ((laughter))
T: huh?
L1: *bisküvi dermiş gibi* [tr: (it sounds) as if you say biscuit]
L3: *bisküvi yazmış da hocam* [tr: she wrote biscuit, ma'am]
T: beefs?
L3: *beef stew yerine bisküvi yazmış* [tr: she wrote biscuit instead of writing beef stew]
→T: *bisküvi yazmış* [tr: she wrote biscuit] huh okay (1.0) *tamam beef beefli birşeydi* [tr: okay that was something starting with 'beef'] and the last =one
LL: =/ /Houston

1	→T:	beef stew?
2		(1.0)
3		<i>ne demek beef stew? .hh stew ne demek? beef ne demek?</i> [tr: what does 'beef stew' mean (in Turkish)? what does 'stew' mean? what does 'beef' mean?]
4	L3:	<i>beef et demek</i> [tr: 'beef' means meat]
5	T:	huh uh <i>stew onun</i> (.) = <i>bir şekilde* yapılmış</i> [tr: 'stew' is a way of cooking it]
6	L3:	=/ / <i>haşlanmış</i>

		[tr: stewed (beef)]
7	T:	<i>şeyde er suda</i> [tr: in water]
8	L4:	<i>terbiye</i> [tr: a Turkish way of cooking]
9 10 11 12 13	→T:	<i>terbiye değil de haşlanmış gibi belki de (.) gerçi çok da anlamıyorum yemek yapmaktan ama</i> [tr: no it is not 'terbiye' but perhaps like stewed [in water] (.) anyway I am not expert in cooking but] anyway uhm (0.5) the last one birth place?
14	L9:	Houston

T: Houston okay shop three?
L5: hair
T: hairdresser
L7: =subway
T: =/ /means* of transportation
LL: subway
T: okay you all failed
L3: train
L9: *otobüs* [tr: bus]
T: uh we have mentioned train the first one it's not subway
L7: but?
T: if it's not subway it's bus
L7: *o zaman tamam* [tr: that's okay then]
T: uhm hobby?
L8: mountain climbing
→T: mountain climbing? (1.0) *diğerinin özelliklerini yazmıştınız tabi değil mi?* [tr: you have written the properties of the other one haven't you?]
L8: *değiştiricem* [tr: I am going to change (it)]
T: okay favourite food?
L2: tacos
L3: steak ((L pronounces the word incorrectly))
T: huh?
L3: steak ((L pronounces incorrectly))
T: steak ((T corrects the pronunciation))
L3: steak
T: steak (1.0) birth place?
LL: Johnson City
T: Johnson City okay next?
LL: florist
T: florist
LL: subway
T: subway hobby?
LL: ice skating
T: ice skating
L5: tacos

T: favourite food tacos (1.0) and bir- birth place?
 LL: Austin
 T: Austin (1.0) okay and the last column
 LL: greengrocer
 T: greengrocer means of transportation?
 LL: motorcycle
 T: hobby?
 LL: fishing
 T: fishing favourite food?
 LL: hot dogs
 T: hot dogs and birth place?
 LL: Corpus Christi
 T: Corpus Christi right now will somebody ask a question like er who likes steak as a food for lunch? for example (0.5) who likes steak as a food for lunch?
 LL: hairdresser
 T: hairdresser okay another question how does the florist go to work?
 LL: by bus
 T: are you sure?
 LL: subway
 T: by subway okay uhm who was born in Corpus Christi?
 LL: =greengrocer
 T: =/ /fast fast fast* greengrocer uhm (0.5) who was born in Fredericksburg?
 LL: baker
 T: baker okay now ask questions (2.0) Sibel? yeah =ask a question
 L6: =/ /I didn't* understand the question
 T: huh?
 L6: I can't understand the question
 T: uh I didn't ask a question I just told you to ask a question like? the ones I asked okay? for example uhm (1.0) whose hobby is ice skating? or uhm (0.5) whose favourite food is pizza? or who was born in Johnson City? just like these okay? yes Sibel?
 L6: who goes to work by (0.5) motorbike?
 T: yes? yes everybody?
 L: greengrocer
 T: greengrocer okay uhm (0.5) all right Serkan you ask a question?
 L7: the person who goes to his or her job by car comes from where? ((laughter))
 T: again
 L7: the person who goes to his or her job by car comes from where?
 T: who- er the person?
 L7: who goes
 T: huh sorry who goes?
 L7: to his or her job by car comes from where?
 T: where?
 L7: yes
 →T: where she or he from oh again (0.5) *soruyu böyle mi soracak?* (2.0) [tr: is it correct if he asks the question like that?] okay Serkan again again (1.5) come on
 L7: (unintelligible talk 1.0)

- ((laughter))
- T: *olmadı ama değiştirdin* (0.5) [tr: no you have changed (your question)] no uhm
bi daha bi daha [tr: (try) once more]
- L7: *=yapamadım* [tr: I could not ask (that question)]
- T: *=/ /sorun yal*nız şuydu herhalde şuralı şuralı olan ya da* [tr: perhaps your question was to ask for the person from here or there or]
- L7: *araba-* [tr: car]
- T: *=arabasıyla işe giden kişi?* [tr: the person who goes to work by car?]
- LL: *nereli* [tr: where is that person from]
- T: *nereli diye soracaksın nasıl soracaksın onu?* [tr: you will ask where that person is from how do you ask it?]
- L7: who goes he or she
- L1: who goes his or her job er (1.0)
- T: *işine arabasıyla giden adam nerelidir?* (2.0) *hadi arkadaşlar* [tr: where is the man who goes to his job by car from? come on mates]
- L4: where is he or she from?
- L1: who goes his or her work by car?
- T: *olmadı* [tr: it is not correct]
- L5: where is the person who goes his or her job by car from?
- T: *peki* (0.5) *tekrar et bakalım* [tr: okay let's repeat it]
- L7: *duymadım hocam* [tr: I did not hear (it), ma'am]
- T: *niye duymadın?* [tr: why did not you hear?]
- L7: *karişti* (1.5) [tr: (I'm confused)]
- T: *hadi Emine bir daha söyle* [tr: Emine let's repeat it]
- L5: where is the person who goes his or her job by car from?
- L4: *böyle mi?* [tr: is it like that?]
- T: *bilmem ak- aklına yattı mı?* [tr: I don't know does it make sense to you?]
- L4: *yok pek yatmadı* [tr: no not really]
- T: *neden?* [tr: why not?]
- L4: *from kısmı* [tr: the 'from' bit?]
- T: from?
- L5: by car from
- T: *şimdi er sonuçta neyi niteliyor orada o aradaki uhm küçük cümlecik diyelim* [tr: now eventually what does the subordinate clause signify there?]
- L: *kişiyi* [tr: the person]
- T: *şuralı şuralı olan ya da işte şu arabasıyla er işe giden adam nerelidir tekrar et Emine dinle Serkan* [tr: where is the man who goes to his job by car from repeat Emine listen Serkan]
- L5: where is the person who goes to his or her job by car from?
- T: *tamam mı? peki sordu biri cevap versin* [tr: is it okay? alright she asked anybody to answer]
- LL: Houston
- T: okay Houston right er another question Hüseyin? (0.5) come on come on come on (2.0) any question? (1.0)
- L: which shop =does the florist work
- L1: *=/ /who was born in*
- T: okay sorry who was born in?
- L1: Houston

T: Houston (0.5) okay the man who works uhm sorry who goes to his job by his car he is from Houston (0.5) is it the answer?

LL: (1.0) yes

T: yes of course why not? the optician shortly okay another question yes Şebnem?

L9: which shop does the florist work?

T: huh uh

L: shop four

T: shop four uhm okay have a look at this page again and then we are going to turn it over (0.5) and I'm going to ask questions okay have a look once more (0.5) try to remember all the details
((laughter))

T: (0.5) all right there is there are one two three four five one two three four five there are only twenty five details (2.0) are you ready? (2.0) okay that's enough

L2: *açıp bakalım* [tr: let's look (at the page)]

T: huh? no no no don't do that uhm who like steak? (0.5) who likes steak?

LL: hairdresser

T: good how does the hairdresser go to his work?

LL: bus

T: by bus what is his hobby?

LL: mountain climbing

T: mountain climbing okay uhm (0.5) what about the greengrocer? what is his favourite food?

LL: hot dogs

T: hot dogs good uhm how does the baker go to work?

LL: train

L: by train

T: by train who was born in Johnson City?

L2: *o kadarını bilmiyoruz* [tr: we do not know that much]

LL: hairdresser

T: yes that's right who was born in Houston?

LL: optician

T: okay that's right uhm what is the optician's hobby?

L8: mountain climbing

L1: *değil* [tr: no (it is not)]

L4: *başka birşey* [tr: something else]

L9: ice skating

L1: *o da değil* [tr: no that's not]

T: okay you failed it was camping uhm who likes tacos?

LL: florist

T: florist uhm what is the baker's favourite food?

LL: pizza

T: pizza right where was he born?

L9: Florida
((laughter))

LL: Fredericksburg

T: Fredericksburg okay and how does the greengrocer go to work?

LL: subway

LL: motorcycle

T: motorcycle or subway?
 LL: motorcycle
 T: motorcycle and uhm whose favourite food is beef stew?
 LL: optician
 T: optician okay where was the hairdresser uhm born? okay where was he or she born?
 LL: Johnson City
 T: Johnson City uhm whose hobby is ice skating?
 LL: florist
 T: florist good who was born in Corpus Christi?
 LL: greengrocer
 T: the greengrocer okay what is the baker's hobby?
 LL: horse racing
 T: horse racing okay how does the hairdresser go to work?
 L7: subway
 L1: by subway
 LL: bus
 T: by?
 LL: bus
 T: by bus okay that's right what is his favourite food? (0.5) the hairdresser's?
 LL: steak ((LL pronounce the word incorrectly))
 T: steak ((T corrects the pronunciation))
 L7: steak
 T: steak okay all right that's enough you're good (0.5) okay that's all for today

Classroom 4

- T: okay (1.0) okay good afternoon for today (1.0) just sit down please sit down hi
how was your writing exam? how was it? (1.0) bad?
- L1: bad
- T: very bad? so so
- L2: so so
- T: so so how how was it? did- can you get a hundred?
- L3: yes
- T: hundred?
- L2: seventy
- T: seventy (0.5) hundred?
- L: sixty
- T: sixty how much? (1.0) sixty seventy? (2.0)
- L1: sixty five
((laughter))
- T: okay today uhm let's play a game (0.5) do you know-
- L5: =are are you nervous? nervous are you?
- T: no I'm not
- L5: why?
- T: why should I?
((laughter))
- T: okay do you know this kind of games? (1.0) do you know this kind of games?
there are some words here we find the words from here (0.5) but first let's work
on some verbs (0.5) for example go? second form of go is?
- LL: went
- T: went third form?
- LL: gone ((LL give wrong pronunciation))
- T: gone ((T corrects the wrong pronunciation)) okay say?
- LL: saw
- T: say saw?
- L1: said
- T: say said
- L1: said
- T: said okay saw is the second form of what?
- L2: see
- T: see saw what?
- L6: seen ((LL give wrong pronunciation))
- T: seen ((T corrects the wrong pronunciation)) seen seen (0.5) where when do we
use third forms? where which tense?
- L4: where?
- T: which tense? =in which tense?
- L7: =/ /past par*ticiple
- L6: past perfect
- L5: simple past
- T: in which tense? simple past tense?
- L5: yes

T: no simple past tense second form
 L8: present perfect
 T: present perfect (1.0) okay (0.5) now let's have one of these
 L6: *dağıtıyım mı hocam?* [tr: shall I distribute (the papers), ma'am?]
 →T: *hadi dağıt* [tr: come on distribute (them)]
 L6: *dağıtıyım hocam* [tr: I will distribute, ma'am]
 L9: teacher teacher (unintelligible talk 1.0)
 T: yes it's a puzzle
 L10: what is it?
 T: okay now please look at the board
 ((LL inaudible talk))
 (1 min.)
 T: just take it (0.5) take it (2.0) okay now please look at the bo- board now we look
 for we look for the verbs look for? (0.5) look for?
 LL: *aranmak* [tr: to look for]
 T: huh we look for the verbs for example-
 L2: *ya işte buradan kelimeleri bulmaya çalışıcaz* [tr: so we try to find the words
 from here]
 T: huh? good (2.0) but let's say in the list there's go is there go in the list? (1.0) no
 but we don't look for go we look for the verb two what is verb two for it is
 LL: went
 T: went hmm (1.0) we look for the verb three what is verb three?
 LL: gone
 T: we look for it but we'll do it in this way (1.5) this is ((T writes on the board))
 horizontal
 L10: horizontal
 T: horizontal (0.5) horizontal means it goes this way ((T uses body language))
 L11: *yatay* [tr: horizontal]
 T: from right =to left
 L11: *=/ /dişey* [tr: vertical]
 T: from right to left or from left to right horizontal (0.5) or ((T writes on the
 board)) vertical
 L10: *çapraz* [tr: cross]
 T: vertical was it?
 L11: *yukarı aşağı* [tr: from up to down]
 T: from up to down okay?
 L11: *tamam işte* [tr: okay then]
 T: now what is the first verb?
 LL: wake
 T: wake okay (1.0) find the second form of wake
 L2: *ikinci hali* [tr: the second from]
 T: second form
 LL: =woke
 T: =/ /what* is it?
 LL: woke
 T: woke where is it tell me which line? first line? second line? third line? (0.5)
 from left to right?
 L12: right

T: from right to left? or from up to down?
L12: =right
L13: =/ /up to* down
L12: right horizontal
T: right to left or up to down which one?
L13: up to down
T: up to down which line?
L2: =woke
L10: =/ /line?
T: second form second form second form
L14: third
T: third line?
L14: yes
T: I can't see
L6: *dokuz* [tr: nine] ninth
T: wake second form of is?
L2: woke
T: woke where is it?
L15: uhm *şurda hocam sold diye birşey var mı?* [tr: is there any word like 'sold', ma'am?]
L13: first up down
T: up to down third line is it the third?
LL: nine
T: ninth line ((T counts the lines)) one two three four five six =seven eight nine is it woke or woken? be careful
L6: =/ /nine
LL: woke
T: is it woke or woken?
L15: *hocam sold diye birşey var mı?* [tr: is there any word like 'sold', ma'am?]
sold?
T: *bilmem* [tr: I do not know] (2.0) =is it the third form?
L1: =/ /*third işte* [tr: so (it is) the 'third' (form)]
T: is it- it is the third form
LL: yes
T: okay now let's have pairs find your pair find your friend are you together?
L16: yes
T: okay with your friend with your friend (0.5) with your friend together together again group (1.0) together and you three okay? (1.0) =find the second form third form
L3: =/ /*hocam* [tr: ma'am]
T: okay?
L3: *ben neredeyim?* [tr: which group am I in?]

1	→T:	you are in this group ((T looks at Learner 5))
2		(1.0)
3		you find the second form and third form ((T looks at Learner 5))
4		(0.5)
5		<i>hem ikinci hali hem üçüncü hali 'hadi'</i> [tr: both the second and third form come on]

6	L5:	<i>buraya işaretleyecek miyiz?</i> [tr: are you we going to mark on it?]
7	→T:	yes (0.5) but be careful woke woken the third form
8		((LL talk in pairs))
9		(3.0)
10		no find it only find
11		(0.5)
12		<i>sadece bul</i> [tr: just find]
13	L9:	<i>altını mı çizelim?</i> [tr: shall I underline?]
14	T:	<i>sadece buluyorsun orada</i> [tr: you just find there]
15	L2:	<i>hocam iki</i> [tr: ma'am, two]
16		(1 sec.) (unintelligible talk in Turkish in rising intonation)
17	T:	<i>ikinci hali mi üçüncü hali mi</i> [tr: is it the second or the third form]
18	L4:	<i>second mı third mü</i> [tr: is it the 'second' or the 'third' form]
19	→T:	yes
20	L13:	<i>hocam</i> [tr: ma'am]
21		(1 sec.) (unintelligible talk in Turkish)
22	T:	be careful <u>woken</u> ::
23	L1:	<i>üçüncü hali</i> [tr: the third form]
24	T:	third form
25	L10:	(2 seconds) (unintelligible talk in Turkish)
26	→T:	<i>üçüncü hali nerde peki o zaman?</i> [tr: so where is the third form?]
27	L17:	<i>hocam birbirimize mi soruyoruz?</i> [tr: ma'am, are we (going to) asking each other?]
28	→T:	<i>beraber buluyorsunuz</i> [tr: find together]
29		(1.0)
30		find it with your friend
31	L12:	<i>beraber?</i> [tr: together?]
32	T:	huh uh find

L12: (unintelligible talk 1.0)

T: no not telling

L18: *çapraz olabilir mi?* [tr: can it be cross?]

T: *olabilir* [tr: it can be]

L10: *çapraz?* [tr: cross?]

T: *olabilir* [tr: it can be]

- L5: *hocam şimdi biz üçüncü haline mi bakıyoruz?* [tr: are we now looking for the third form, ma'am?]
T: second and third
L5: *iki ve üç* [tr: two and three]
((LL work in pairs))
T: ken:: N be careful
L19: *ikinci ve üçüncü halini yapıyoruz* [tr: we are doing the second and third forms]
T: huh uh
((LL work in pairs))
L4: *be'nin üçüncü hali ne olacak?* [tr: what is the third form of 'be'?]
T: be was were third form?
L18: been
T: been good (2.0) good
((LL work in pairs))
L1: *hocam drove'un üçüncü hali nasıl denir?* [tr: how do we say the third form of 'drove' ma'am?]
T: drove? drove (0.5) droven:: N
L9: *hocam çapraz olur mu?* [tr: can it be cross, ma'am?]
T: yes it can be
L7: *çapraz var di mi?* [tr: there is cross isn't it?]
T: yes
L7: *çapraz varmış* [tr: there is cross]
((LL work in pairs))
((T writes on the board))
L: (unintelligible talk 2.0)
T: huh uh
L: (unintelligible talk 2.0)
T: what about here?
((LL work in pairs))
L20: see seen
L21: *see seen mi oluyor?* [tr: does 'see' become 'seen'?]
T: what about this one?
L: (unintelligible talk 1.0)
T: what is this?
L3: worn
T: what is it? which verb's second form?
L3: win
T: win won ((T points out)) this is not this is worn
L8: worn
T: worn this is noun not verb (0.5) another verb?
L1: worn
T: for example in the morning you wake up you wash your face then what do you do?
L18: *kahvaltı yaparız* [tr: we have breakfast]
L8: worn
T: what do you do? remember in the morning you wake up
L20: beard

T: wea::r your clothes wear worn yes
 L2: *hocam?* [tr: ma'am?]
 T: hmm
 L2: *fly'in üçüncü hali ne?* [tr: what is the third form of 'fly'?]
 T: fly flew
 L2: *bu mu?* [tr: is it this one?]
 T: yes
 L4: *bu mu?* [tr: is it this one?]
 T: *odur* (3.0) [tr: it is]
 ((LL work in pairs))
 T: what about this one?
 L21: been ((L pronounces incorrectly))
 T: what is this?
 L21: *be'nin üçüncü hali* [tr: the third form of 'be']
 T: to be? am is are second form?
 L21: was were
 T: was were what is this?
 L3: *hocam was mı oluyor?* [tr: is it 'was' ma'am?]
 T: hmm this is were
 L10: *hocam?* [tr: ma'am?]
 T: yes
 L10: *hocam* (unintelligible talk 1.0) *ikinci haliyle üçüncü hali aynı değil mi?*
 [tr: is the second form the same with the third form, ma'am?]
 T: so?
 L10: *iki defa mı kullanıcaz?* [tr: so are we going to use twice?]
 T: no only one
 ((LL work in pairs))
 T: to be? second form? (2.0) and? (3.0)
 L9: *hocam* (unintelligible talk 2.0) [tr: ma'am]
 T: okay what is this?
 L12: think
 T: no
 L12: *think miydi?* [tr: is it 'think'?]
 T: no think thought
 L12: huh uh
 T: yes (2.0)
 ((LL work in pairs))
 T: what about this one?
 L5: form formed
 T: huh uh up to down (0.5) sorry
 L8: *hocam bu see saw ama* [tr: this is 'see' 'saw', ma'am, but]
 (unintelligible talk 1.0) *olmuyor mu?* [tr: isn't it?]
 T: no only saw see saw second form
 L4: was?
 T: no was what about here? (1.5) hmm
 L13: *hocam şu şeyin ikinci hali neydi?* [tr: what is the second form of it ma'am?]
 T: which one?
 L13: drive

T: drive
L19: drove
T: drove
L19: driven
T: driven yes
L13: (unintelligible talk 1.0)
→T: *iki yap ikiye* [tr: do two to the (second) form]
L15: *hocam drove* (unintelligible talk 1.0) [tr: ‘drove’ ma’am]
T: where is what?
L15: driven drove
T: drove let’s have a look I don’t know (1.0) ((T mimics musical tune)) (1.0) I don’t know look it up ((in whisper)) (3.0)
T: okay now look at the list and tell me (0.5) tell me look at the list here
L20: *hocam bitmedi daha* [tr: it has not finished yet, ma’am]
T: okay we can finish it later (0.5) wake (0.5) second form of wake is?
LL: woke
T: woke third form?
LL: woken
T: woken be?
LL: was
T: was
LL: were
T: were third form?
LL: been
T: been great see?
LL: saw
T: saw third?
LL: seen

1	T:	seen (.) that’s okay, begin?
2	L2:	begun
3	T:	began?
4	LL:	begun
5	→T:	begu::n <u>begin</u> <u>began</u> <u>begun</u>
6		(1.0)
7		<i>gittikçe sertleşiyor ses</i>
8		[tr: the sound becomes stronger]
9		(0.5)
10	LL:	bit
11	T:	bite how is it spelt? how is it spelt?
12	LL:	B-I-T-E ((Learners read each letter out))
13	T:	B-I-T-E ((T reads each letter out)) okay .hh third form?

LL: bitten
T: how is it spellt?
L21: bitten
T: okay spell it please
L21: B-I-T-T-E-N ((L reads each letter out))
T: good break?

LL: broken
 T: second form? first form break second form?
 LL: broke
 T: third?
 LL: broken
 T: broken buy
 LL: bought
 T: okay look at this one on the board (1.5) okay ride what is the second form for it?
 LL: rode
 T: rode?
 LL: ridden
 LL: rode
 T: ride rode?
 LL: ridden
 T: ridden (0.5) break?
 LL: broke
 T: broke?
 LL: broken
 T: broken we talked about go =ca-
 LL: =/ /went
 T: went
 LL: gone
 T: gone catch?
 LL: caught
 T: caught third?
 LL: caught
 T: again the same steal?
 LL: stole
 T: stole?
 LL: stolen
 T: stolen kill?
 LL: killed
 T: killed?
 L14: *ölüm* [tr: death]
 T: regular (0.5) kill [T mimics cutting]
 L14: *gitti* [tr: (he) is dead]
 T: fly huh?
 LL: flew
 T: flew?
 LL: flow
 T: flown:
 LL: flown
 T: meet?
 LL: met
 T: met?
 LL: met
 T: met climb?
 LL: climbed

T: climbed?
 LL: climb
 T: the same climbed it's regular work?
 LL: worked
 T: worked?
 LL: regular
 T: worked again okay watch?
 LL: watched
 T: watched?
 LL: watched
 L: regular
 T: watched regular sleep?
 LL: slept
 T: slept how is it pronounced? how? how? =how?
 L1: =S-L ((L reads each letter out))
 T: S-L?
 L1: E-P
 LL: P-T
 T: good (0.5) cry?
 LL: cried
 T: cried?
 LL: cried
 T: how is it pronounced? sorry spelt?
 LL: C-R-Y ((LL read each letter out))
 T: C-R?
 LL: Y
 T: be careful C-R-I ?
 LL: E-D
 T: okay make?
 LL: made
 T: made?
 LL: made
 L5: M-A ((L reads each letter out))
 T: huh?
 ((laughter))
 T: good what is the third form for it?
 L5: M-A-D-E
 ((laughter))
 L5: *meşhur olduk* [tr: we become famous]
 T: fire?
 L12: *sinirlenmek* [tr: to get angry]
 LL: fired
 T: fired do you know what is fire?
 L12: =*sinirlenmek* [tr: to get angry]
 T: =/ /fire a* real gun ((T mimics firing a gun)) okay this is a gun okay? let's say
 this is a gun
 L20: teacher

T: yes fire a gun you shoot something you fire for example after football matches after football matches some hooligans go outside and they fire to the air

L21: *ateş etmek* [tr: to fire (a gun)]

T: yes huh uh

L2: *bir de gazi olursunuz* [tr: and you become 'gazi' (a Turkish title given to the people who are injured in the war)]

T: okay what is the second form do you know? (0.5) it is regular

LL: fired

T: fired fired okay play?

LL: played

T: played?

LL: played

T: played okay the game is this now I ask a question have you ever: ridden a horse okay? your answer is yes but I say ah is it true? or are you lying? (0.5) is it true? or are you lying? ((T writes on the board)) (4.0)

1	T:	lie?
2		(0.5)
3		what is lie? do you know?
4		(1.0)
5		lying?
6	L7:	<i>yalan söylemek</i> [tr: to lie]
7	→T:	huh uh you don't say the truth for example you say::
8		((T uses body language))
9		I'm very beautiful lie I'm not very beautiful (.) for example I say I
10		am fifteen years old
11		((laughter)) (1.0)
12		<i>nerde::</i> [tr: Turkish exclamation used to point out imaginary things]
13		((laughter)) (1.5 seconds)
14		okay lie, this is lie
15	L:	(2 seconds) (unintelligible talk in Turkish)
16	T:	huh?
17	L:	(2 seconds) (unintelligible talk in Turkish)

T: hmm okay here have you ever ridden a horse? you say yes yes I have and I ask is it true or are you lying and I ask questions to understand huh when did you ride a horse? where were you? at- who were you with? who did you go there with? or what what was the horse like? what colour was the horse ? I ask questions

L1: what's its name?

T: what was its name? (0.5) was okay let's try it any volunteer?

L4: *soruları sorayım mı?* [tr: shall I ask the questions?]

T: no I ask first I ask then you ask let's try first (0.5) *gel* (0.5) *gel hadi Cevdet* [tr: come (here) come on Cevdet] (0.5) Cevdet have you ever ridden a horse?

L6: yes I have

T: hmm?
((laughter))

T: when did you ride a horse?

L6: last year
 T: last year?
 L6: yes
 T: where did you ride it?
 L6: in the garden
 T: in the garden?
 L19: which garden?
 T: which garden did you ride it?
 L6: my garden
 T: your garden? do you have horses? (0.5) do you have horses?
 L6: yes
 T: how many horses do you have?
 L6: three
 T: three horses
 L6: but one died
 T: which one died? only one of them died or all of them died?
 LL: donkeys
 T: oh they are not horses they are donkeys
 L6: one donkey three horses
 T: one donkey three horses
 L6: yes
 L3: what colour is it?
 T: huh which horse did you ride? what colour was it?
 L6: brown
 T: the brown one
 L6: yes
 T: wha- what's its name?
 L6: uhm (1.0) sey [tr: a Turkish filler] ((laughter)) Napoleon
 T: Napoleon? his name was Napoleon
 L6: yes
 T: who bought that horse?
 L6: my er my friend
 T: your friend bought it?
 L6: yes
 T: but it is in your garden?
 L6: yes
 T: hu::h why is it in your garden?
 L6: because we together ride
 T: you ride together?
 L6: yes
 T: what do you think is he telling the truth or is he lying?
 LL: lying
 T: truth or lying?
 LL: lying

1	T:	you tell the truth or lie?
2	L6:	lie
3	→T:	lie, okay .hh who is coming?
4		(0.5) ((L holds up his hand))

5		now you ask the questions not me
6		(2.0)
7		Özgür <i>gel hadi</i> [tr: come (here) come on]
8		(0.5)
9		please
10		(2.0) ((Learner moves))
11		okay, let's ask the third question (.) third one, okay? <u>ask</u> him.
12	L21:	him?
13	T:	yes (.) ask Özgür
14		(0.5)
15		have you ever::?

L4: go to Trabzon
 T: okay yes ask him
 L4: have you ever uhm went to-
 T: third form third form
 L4: uh sorry have you ever gone to Trabzon?
 T: °yes yes yes° ((in whisper))
 L11: no I haven't
 T: uh you must say yes
 ((laughter))
 T: you must say yes yes
 L11: yes
 T: yes you must say yes you lie yes yes okay? (0.5) ask another question (0.5) ask
 another question have you ever dit dit dit ((T uses filler))
 L8: şey [tr: a Turkish filler meaning 'uhm']
 T: another one for example number five
 L: (unintelligible talk 2.0)
 T: yes have you ever (1.0)
 L8: *bir dakika* [tr: one minute]
 T: have you ever ((in whisper))
 L8: have you ever gone to uhm
 T: gone to?
 L8: gone to Sümela Manastır? Sümela attraction?
 L11: hmm yes
 T: yes ((laughter)) okay ask him when
 L1: when?
 T: ((T uses body language)) make a sentence
 L1: when uhm-
 L11: last summer
 ((laughter))
 T: when last summer okay ((laughter)) okay now someone else ask him with who
 with who
 L9: how did you go to there?
 T: sorry?
 L9: how did you go-
 T: =huh another question okay how did you go there?
 L11: uhm

T: on food? by bus? by car? =by plane?
 L11: =/ /by pla*ne
 T: by plane? to Sümela Manastır?
 L11: (unintelligible talk 2.0)
 T: okay another question (0.5) ask him which season?
 L20: who did you go there with?
 T: huh who did you go there-
 L11: with friends
 T: your friends? which friends? who who are they?
 L19: which friends-
 T: huh what are their names tell us
 L19: you are with
 L11: (unintelligible talk 2.0)
 L2: your girlfriends?
 T: your girlfriend?
 L11: no
 T: who were you with? who? (0.5) who?
 L11: his name is Onur
 T: Onur hmm ask questions ask questions =ask questions
 L19: =/ /how old-
 T: for example which season did she-?
 L11: last summer last summer
 T: which month?
 L11: July
 L10: Özgür how long did you stay
 T: how long did you stay there?
 L11: two weeks
 T: two weeks in Sümela Manastır?
 L12: Özgür how was the weather like?
 T: how was the weather like?
 L11: weather is
 T: weather was?
 L11: weather was rainy
 L5: *yalan söylediğin her halinden belli* [tr: it is very clear (from his face) that he is lying]
 T: question yes?
 L5: Özgür (unintelligible talk 2.0)
 L7: have you ever spoken with Karadeniz people?
 T: have you ever spoken with?
 L7: Karadeniz people
 L11: =no
 →T: =/ /with* people from Karadeniz? (0.5) have you ever spoken to (.) *hiç konuştun mu?* [tr: (have you) ever spoken to?]
 L11: yes
 T: yes yes I have
 L11: yes I have
 L3: Özgür?
 T: question

L3: uhm where did you (unintelligible talk 1.0) =where did you (unintelligible talk 1.0)
 L14: =/ /how was it?
 T: what do you mean?
 L3: where did you go there?
 T: he went to Sümela Manastırı
 L: (unintelligible talk 2.0)
 T: hmm question?
 L12: which which month did you go there?
 T: huh which month did you go there? in which month?
 L11: in August
 T: in August and it was raining?
 L11: yes
 T: huh a rainy August
 ((laughter))
 T: ask him what time did he arrive what time? (1.0) yes?
 L16: what time did you arrive?
 T: huh uh what time did you arrive there?
 L16: (unintelligible talk 2.0)
 T: what time
 L11: *yani ne zaman gittiğimi mi soruyorsunuz?* [tr: are you asking for when I went?]
 T: huh uh what time one o'clock two o'clock three o'clock what did you arrive at Sümela Manastırı?
 L11: three o'clock am
 T: three o'clock am am
 ((laughter))
 →T: *Allah Allah* [tr: oh my God] (1.0) what do you think is he telling the truth or is he lying?
 LL: lying
 T: lying now I want a good liar a good liar (2.0) a good liar (1.0) okay let's ask her a good question (0.5) okay ask a question
 L3: have you ever met a famous person?
 L7: yes I have
 T: huh have you ever met a famous person? met a famous person? yes I have ask question
 L12: who did you met-
 T: °who did you meet°
 L12: who did you meet?
 L7: I uhm met Haluk Levent and Ebru Gündeş and
 LL: (unintelligible talk 2.0)
 T: and? ((laughter)) okay Haluk Levent and Ebru Gündeş enough okay what else? ask
 L7: and I I met uhm work uhm in İstanbul
 T: at work in İstanbul?
 L7: in İstanbul uhm I work İdo
 T: huh?
 L7: İstanbul (unintelligible talk 2.0)

T: you worked? (1.0) in?
 L7: İdo
 T: İdo
 L7: (unintelligible talk 2.0)
 T: okay huh ask he sorry she worked at İdo İdo do you know İdo?
 L10: I don't know
 T: İbrahim Tatlıses company
 LL: huh uh
 L1: *iki saattir* [tr: for two hours (L means that he has been waiting for his turn for a while)] (unintelligible talk 1.0)
 T: what's that?
 L7: (unintelligible talk 2.0)
 T: again again again
 L7: fest İdo fest
 T: uh that İdo sorry I thought İbrahim Tatlıses company
 ((laughter))
 L7: (unintelligible talk 2.0)
 T: huh uh
 L7: (unintelligible talk 2.0)
 T: okay ask her questions
 L1: when
 L7: uhm last summer
 L1: last summer?
 L7: yes
 L11: did you enjoy it?
 T: did you?
 L11: enjoy
 T: enjoy meeting or enjoy working?
 L11: *working ya* [tr: of course 'working']
 T: working
 L7: I'm working very enjoy
 T: you enjoyed work what else? questions (0.5) yes?
 L2: how did you uhm meet uhm famous person?
 T: how did you meet? (1.0) tell us
 L7: Haluk Levent is a uhm bad person
 T: okay how did you meet him? did he come and talk with you? did you go and talk with him? how?
 L7: (unintelligible talk 2.0)
 T: okay what-
 L7: (unintelligible talk 2.0)
 T: kirar?
 L7: no ((laughter))
 T: okay ask there is a question
 L8: what did you =when did you (unintelligible talk 1.0)
 →T: =*sorun bakalım Haluk Levent'in üstünde ne varmış*
 [tr: ask her what was Haluk Levent wearing?]
 L: (2 sec.) (unintelligible talk in English)
 L12: *hocam yalan söylüyor*

[tr: she is lying ma'am]

6T: huh uh

L12: *beni alsanız daha iyi olurdu*
[tr: it'd be better if you addressed me instead of her]

T: *üstünde ne varmış*
[tr: what was he wearing]

L9: how did you uhm

T: how did you feel?

L7: I felt (1 sec.) (unintelligible talk in English)

T: good, well?

L7: so so

T: question

L18: what was Haluk Levent wear?

T: what was?

L18: what was Haluk Levent wearing

T: wearing

L18: wear?

T: yes what was he wearing?

L7: *süveter* [tr: sweater] (unintelligible talk 2.0) uhm Haluk Levent was wear

T: =wearing

L7: =/ /Haluk* Levent wearing

T: was =^owearing^o

L7: =/ /uhm* dark (0.5) shirt

T: huh

L7: and dark uhm leather

T: jeans?

L7: no

T: pants?

L7: pants

T: trousers?

L7: and boot boot

T: hmm

L7: and er (1.0)

T: okay ask about the other famous person Ebru Gündeş ask about her (0.5) ladies a question come on ask her a question (1.0) a question from a lady come on for example where when how with who

L5: when when did you-

T: meet

L5: meet with her?

L7: uhm two years ago

T: two year-

L7: (unintelligible talk 2.0)

T: two years ago or last summer? which one?

L7: two years ago

T: two years ago =huh how ask her how ask her (0.5) how

L: =/ /yes

L1: *bilmiyoruz ki ne soracağımızı* [tr: but we do not know what to ask]

T: ask her how how yes?
 L3: how was she how was she?
 L1: how was?
 L3: she
 T: what did she look like? what was she wearing?
 L7: uhm she wearing-
 T: she was
 L7: she was wearing uhm *şey gibi eşofman* [tr: like a tracksuit]
 T: a tracksuit?
 L7: a tracksuit and uhm (1.0) sport shoes and uhm (1.5) long er (0.5) it was long hair
 T: she had long hair
 L7: dark brown hair and er her eyes dark brown
 T: okay ask her where where
 L11: where?
 T: where
 L7: (unintelligible talk 1.0)
 T: no stop at first they ask you
 L: where did you go?
 T: where did you go or where did you:
 LL: meet
 T: meet Ebru Gündeş we changed the subject Haluk Levent finished now Ebru Gündeş
 L11: where did she go?
 T: =where?
 L7: =/ /at the* same
 T: at the?
 L7: same
 T: at the same =place
 L: =/ /I'm* working
 T: was she pretty?
 L7: yes
 T: huh
 L13: of course
 T: huh be careful Haluk Levent was a bad person but Ebru Gundes was pretty it means she likes Ebru Gündeş but she doesn't like Haluk Levent
 L7: no uhm =I
 L2: =/ /how* how do you know Haluk Levent is a bad person? you see him only two or three times
 T: yes
 L14: *düşün bakalım* [tr: think for a while]
 T: okay what do you think? (1.0) is she telling the truth or is she lying?
 L1: truth
 T: true or lying?
 LL: lying
 T: lie?
 L17: lie
 T: who says true? which- do you think this is true?

L: yes
T: true? (0.5) who says lie? (0.5) only these two people think that you are lying
thank you was it true or lie?
L7: true
T: okay who's next? *kim geliyor?* [tr: who is coming (here)?]
L14: *ben geleyim* [tr: I come]
T: *gel* huh have you ever?
L8: *Tokyo'ya gittin mi?* [tr: have you ever been to Tokyo?]
L4: killed animal
T: huh have you ever killed an animal?
L14: yes I have
T: huh question
L4: what was it like?
L1: which animal did you kill?
T: which animal did you kill?
L14: cats
T: a cat?
L10: Satanist
T: hmm
L19: are you Satanist?
L14: *istedim ne demek?* [tr: how do you say I wanted (in English)?]
T: I wanted

1	L21:	=where did you kill-
2	L14:	=/ /he eat my er my* my grandfather's meat
3	T:	the cat ate your grandfather's meat?
4	L14:	meat
5	T:	huh?
6	L14:	hungry ((laughter))
7	→T:	eee?
8		(2.0)
9		eee?
10		[tr: a Turkish filler that means 'continue talking']
11		(1.0)
12	L14:	so you killed the cat
13	L14:	(2.0) (unintelligible talk in Turkish)
14	T:	there is a question there
15	L21:	where did you kill?
16	L14:	in Samsun

T: where in Samsun? (0.5) where in Samsun? (1.0) at home? in the garden? on the street?
L14: in the garden
T: hmm
L20: how did you kill?
L14: with a knife
T: with a knife?
L14: (unintelligible talk 2.0)
T: huh did you drink cat's blood?

L14: no
 L: why?
 ((laughter))
 T: it- be careful if the answer is no we say not why (0.5) why not why not?
 L2: why not?
 L14: uhm because it's a small cat
 T: huh because it was small cat-
 L1: *içmeye değmez ya* [tr: it is not worth drinking]
 ((laughter))
 T: great wonderful
 L4: what did you feel when you killed it?
 T: how did you feel
 L14: I felt good
 T: you felt good?
 L14: yes
 T: wonderful (0.5) fantastic great was it a cat or was it a kitty? a small cat? a baby cat?
 L14: kitty
 T: huh?
 L14: kitty
 T: kitty okay what do you think is he telling the truth or is he lying?
 LL: lie
 LL: true
 T: true ((laughter)) thank you (0.5) you didn't do it did you?
 L14: of course not
 T: of course not who is coming? next? ((T claps her hands))
 L: (unintelligible talk 2.0)
 T: okay so next (0.5) so let's ask him a question
 L2: have you ever cried in cinema?
 L9: yes I have
 T: I have huh have you ever cried in cinema? yes I have (0.5)
 L21: which cinema?
 T: which cinema which film? which one
 L21: which film
 T: what was the film?
 L9: (unintelligible talk 1.0)
 ((laughter))
 T: Titanic?
 L9: no
 T: what? ((laughter)) okay ask him when
 L13: when did you did you cry cry in in in the cinema?
 L9: last year
 T: last year
 L1: why did you cry?
 T: huh why?
 L9: I like it
 T: you liked it and you cried?
 L9: yes

T: okay ask questions for example with friends or alone
 L14: how did cry?
 T: how did you cry
 L9: *hüngür hüngür* [tr: a Turkish onomatopoeic word used for crying]
 ((laughter))
 T: did you cry very quietly? ((T mimics crying quietly)) or did you very uhm
 noisily ((T mimics crying aloud)) that way
 L9: noisily
 →T: noisily? *Allah* [tr: God]
 L18: were you alone were you alone in the cinema?
 L9: no
 T: huh?
 L18: who did you-
 T: who were you with?
 L9: my friends
 T: hmm ask
 L: (unintelligible talk 2.0)
 T: question
 L2: how long did you cry in the cinema?
 T: how long huh
 L9: ten minutes
 T: ten minutes?
 L9: yes
 T: hmm
 L7: which part did you cry?
 ((LL talk simultaneously))
 T: okay come on
 L7: which part did you cry?
 T: which part? the beginning the end in the middle?
 L9: end
 T: at the end?
 L9: yes
 T: you cried for ten minutes at the end
 L9: yes

1	→T:	<i>huh sorun bakalım arkadaşları da ağlamış mı</i> [tr: let's ask him whether his friends cried, too]
2	L4:	<i>arkadaşların da ağladı mı?</i> [tr: did your friends cried, too?]
3		((Learners laughter)) (0.5)
4	T:	in English
5	L4:	did you cry in (1.0) (unintelligible learner talk)
6	T:	again, again, again.
7		(0.5)
8		did your =friends

T: did your friends cry too?
 L9: no
 T: only you cried
 L9: yes

L4: why not?
 T: huh why not?
 L9: I like Kenan İmirzalıoğlu
 T: you like him and you cried
 L9: I like Kenan İmirzalıoğlu
 T: you like him very much okay is he telling the truth or is it just a lie?
 LL: lie
 T: ah can't he cry? he can cry (0.5) question?
 L15: did you have a uhm handkerchief?
 T: did you have a handkerchief handkerchief? ((T uses body language))
 L15: *kağıt mendil* [tr: handkerchief]
 T: =huh
 L9: =/ /yes
 T: did you have a handkerchief?
 L9: yes
 T: okay thank you sit down (0.5) the last one? (1.0) Filiz would you like to?
 L1: *hadi Filiz göster* [tr: come on Filiz]
 T: come on yes (0.5) let's ask her what? (1.0) have you ever slept outside?
 L16: yes
 T: yes? yes
 L7: *ne sordunuz hocam?* [tr: what did you ask, ma'am?]
 T: have you ever slept outside? yes
 L7: where did you slept?
 T: sleep
 L7: sleep
 L16: I was at the garden of my grandparent's
 T: huh why?
 L16: (unintelligible talk 1.0) because the weather was so hot and-?
 T: I slept ((laughter)) huh question?
 L11: uhm did you sleep alone?
 T: did you sleep alone?
 ((laughter))
 T: or all of your family?
 L16: with my cousins
 T: with your cousins huh when? ask her when?
 L5: when did you do that?
 T: when did you do that? when did you sleep?
 L16: uhm I was ten years old
 T: huh uh question?
 L: (unintelligible talk 2.0)
 L16: whole night
 T: sorry?
 L16: whole night
 T: whole night huh? eight hours nine hours maybe yes question?
 L2: did you enjoy it?
 T: did you enjoy it?
 L16: yes
 T: yes huh?

L12: is there (unintelligible talk1.0)?
L16: it was hot
T: it was hot
L16: it was (unintelligible talk 1.0)
T: huh uh where is your grandparents' house?
L16: uhm Bulgaria
T: in Bulgaria huh? okay other questions? other questions? (0.5) what do you think? is she telling the truth or is it a lie?
LL: true
T: true? was it true or lie?
L16: lie
T: it was lie so you are a good liar (0.5) okay? (1.0) so let's have a break next lesson we can go on you can leave

Classroom 5

- T: alright everybody hu:: hu:: ((T mimics calling)) are you ready? this group we are starting from our first group Okan and? (1.0)
- L1: Nihat
- T: Nihat thank you for reminding come here please who are you? tell me Nihat who are you?
- L1: driver =taxi driver
- T: =/ /you*- ((L enters the classroom)) come in right find yourself a seat
- L2: *arkadaşlar ufak bir bahsedeyim şimdi-* [tr: hey mates let me tell you something now-]
- T: tell it in English please Okan right of course
- L3: I'm a policeman he is a driver
- T: huh uh
- L3: =and-
- T: =/ /what* kind of a driver?
- L3: uhm er
- T: Nihat what kind of a driver are you?
- L1: I'm er I'm er a driver very fast
- T: huh he is a very fast driver vın vın ((T mimics driving)) right? okay (0.5) let's see what is happening?
- L1: hello
- L3: hello
- L1: what's the matter?
- L3: why are you driving so fast?
- L1: uhm because I want I have to go to (unintelligible talk 1.0)
- L3: oh you are a (unintelligible talk 1.0) and you?
- L1: yes but (unintelligible talk 1.0) our subject (unintelligible talk 1.0) problem
- L3: no no in fact it's main problem I have so many children so you should (unintelligible talk 1.0)
- T: okay Nihat (0.5) okay Nihat higher up (0.5) speak higher
- L1: okay
- T: hush hush
- L3: you can give me some money for your mistake
- L1: (unintelligible talk 2.0)
- L3: what?
- L1: you hear it I want my ticket
- L3: what shall I do my children will be hungry tonight too
- L1: but I must go bye
- T: okay thank you very much this group what's happening here? the policeman and fast driver
- L3: yes
- T: the fast driver is who? he's a businessman and he is going? he is going where?
- LL: interview
- T: he's going an interview what does the policeman say?
- L1: he wants some money

T: he wants some money as a bribe doesn't he he wants what does the driver say then?

L2: lick your hand

T: excuse me?

L2: lick your hand
((laughter))

L3: *demek istiyor* [tr: he wants to say *avucunu yala* (a Turkish idiom used as a negative replay to a request)]

→T: oh really? interesting *avucunu yala* [tr: (a Turkish idiom used as a negative replay to a request)] lick your hand lick your palm interesting okay interesting idiom from you so no money no bribe unhappy policeman and hungry children at the end oh very sad story dramatic very dramatic thank you very much by the way (0.5) uhm okay our second group is not ready yet our third group what about you? (1.0) not ready yet our fourth group? fourth group (1.0) Aysun (0.5) and Gülay (1.0) ladies to ladies (2.0) ladies first who are you? tell me Aysun who are you?

L4: I'm a mother

T: huh uh

L4: and she is my daughter

T: yes she is =your daughter

L4: =/ /(unintelligible talk 2.0) and

T: huh uh

L4: she came home a bit late and I'm angry

T: wow daughter daughter how old are you?

L5: I'm sixteen

T: sixteen you are just sixteen okay you came home?

L5: late

T: what time?

L5: at twelve o'clock

T: okay let's see what's happening okay?

L5: hello mom

L4: where were you? do you know what time it is? what did you do until this time? I'm worried about you =(unintelligible talk 1.0)

T: =/ /huh

L5: what's happening mom? I told you I explained to you that I'll study with my friend Danny you know Danny

T: Danny huh uh

L5: but I'm worried about that okay time passed we (unintelligible talk 2.0)

L4: oh you studied lesson with Danny are you sure? I don't think so Danny's mother phoned me he didn't came home come home she worried about worried about too uhm now you will you will you say the truth if you don't do that I won't listen your lies

L5: oh mom I'm so sorry I want to go to Sally's party if I say you that you won't allow me (0.5) you know I haven't gone a party until tonight so I haven't got enough time with my friends

L4: aren't you always (unintelligible talk 1.0) at school? isn't it enough?

L5: you never you have never understood me (0.5) you have never asked me what I wanted to do

L4: go home and stay there
 T: o::kay thank you very much ladies: thank you very much (0.5) a family crisis a catastrophe in the family what's happening? tell me (0.5) Aysun who is Aysun?
 LL: mother
 T: mother and Gü- Gülay right the daughter
 L6: Gülşah
 T: I'm sorry Gülşah Gülşah you're the daughter and why were you home why were you late to home?
 L7: because party
 L6: I went to Sally's party
 T: I went to Sally's party what did she say to his her mom sorry? (0.5) Sally's party (1.5) she told something she told a lie didn't she? what did she say?
 L: (unintelligible talk 2.0)
 T: we too? we too
 L6: with Danny
 T: I study with Danny but it was a it was a?
 L6: lie
 T: it was a big lie and the mom understands it thank you very much ladies it was fine I liked it (0.5) other group hh who is ready? shall I take you Bayram? and Sezgin? Sezgin who are you? oh yes and Ümit how can I =forget?
 L8: customer
 T: customer
 L9: I'm a waiter
 T: you are a waiter
 L8: our subject is unpaid bill
 T: unpaid bill huh uh
 L8: (unintelligible talk 1.0) and he is waiter
 T: right you are? you're the patron right? you're the patron (0.5) oh let's see what is happening
 L8: waiter come here please
 L9: okay welcome would you like to drink or eating any anything?
 L8: yes I I yes I could I have er tomato uhm or what do you recommend?
 L9: uhm we have special menu it it includes lentil top kebab and Turkish baklava
 L8: okay uhm I want this menu with Turkish raki
 T: =Turkish raki
 L9: =/ /after an* hour the customer ate his meal and he asked the bill
 T: hmm
 L9: okay what's the problem?
 L8: uhm could I have the bill?
 L9: of course
 →T: *tamam* [tr: okay] ready it's already ready okay?
 L9: this is your bill
 L8: oh my God I find I couldn't find my wallet
 L9: I'm sorry but it is not my problem uhm you must talk to talk to boss about it come on with me near the boss come on
 T: come on boss boss where are you
 L10: (unintelligible talk 2.0)
 T: (unintelligible talk 2.0)

L10: what's the problem?
 L8: I couldn't find my wallet so I didn't pay the bill
 L10: oh you will pay later but I must get your identity card card
 L8: okay thanks for your tolerate
 L9: that's all
 T: that's all thank you very much gentlemen okay what was the problem what
 what was wrong here? (0.5) something was wrong there was a very happy cus- a
 happy customer and he was eating happily but what happened at the end?
 L11: he couldn't find his wallet
 T: yeah he couldn't find his wallet and what happened at the end with the boss?
 what happened? (0.5) give me mo- give me what if you =don't have money
 L12: =/ /identity card
 T: give me your identity card if you don't have money okay was a good solution
 very realistic real- realistic isn't it? thank you very much gentlemen who's
 coming next? hh from that one that part?
 LL: no
 T: no: from that part?
 L13: Salih
 T: Salih and?
 L14: Seyhan
 T: Seyhan it's an interesting topic and lady gentlemen together tell us what's
 happening who are you?
 L14: I wasn't happy she is my wife
 T: huh uh
 L14: and she doesn't love me
 T: ((T uses body language)) hah she doesn't love you anymore the end of a love
 =sto::ry
 L14: =/ /and I think the*- uhm the- there is another man in her life
 T: hh
 ((laughter))
 T: okay let's see Seyhan? what have you done Seyhan? let's see what's happening
 L14: let's go out tonight
 L15: no I can't I have a work to do tonight
 L14: what? what is your work at night?
 L15: I have to check documents about export
 L14: but I want to go out with you tonight you must come with me because I need it
 L15: no I can't I have got a work you know
 L14: okay we er I can come to the office with you
 T: hmm why not? I can come to the office
 L15: no I must go there alone you're the only problem for me now
 L14: every time problem ah yes I think there is another man in your life of course
 L15: but there isn't
 L14: yes I think because I followed you last week and I saw you with a man
 →T: *bak* [tr: (a Turkish exclamation used to show surprise to an unexpected event)]
 L15: but but
 L14: no no don't talk shut up I know everything
 L15: yes but do you know what? because you weren't here I was alone I told him last
 month and I go out with him so I don't (unintelligible talk 1.0)

L14: oh no er you are not in my life anymore shut up go go for your man
 L15: okay er =(unintelligible talk 1.0)
 T: =/ /for your man
 ((laughter))
 L14: (unintelligible talk 2.0)
 T: hush hush
 L15: for that moment take care
 L14: I will take my revenge see you again at court
 T: wow you will take your revenge at court thank you very much right it was great
 let's talk about it what's happening here? she she's she's got lots of things to do
 at work she's very busy at work why is she busy? (0.5) why is she busy? or who
 is she busy with?
 ((laughter))
 T: who is she busy with?
 L13: =another man
 T: =/ /another ma*:n so well well where are you Salih? Salih understands very
 quickly if you don't come with me it means that you have another men in your
 life ((laughter)) are you gonna are you gonna do what at the end? what are you
 gonna to Seyhan? how will you take your revenge?
 L14: uhm at the court
 T: okay at the court she he's gonna take his revenge do you like the story?
 LL: yes
 T: it's so: classical story isn't it? so classical story of man and husband thank you
 very much I liked it
 L15: it's not very classical
 T: oh yeah it's not very classical you say why?
 L16: *öldürmedi* [tr: he did not kill (her)]
 →T: *öldürmedi* [tr: he did not kill (her)] ((laughter)) you expected him tell us tell us
 go on
 L17: I think he kill her (0.5) but he didn't
 T: he didn't did you think the same? did you think the same when you watched it?
 LL: yes
 T: yes Ümit
 L18: yes
 T: you thought the same all right you would you would exactly kill her =you would
 exactly kill her
 L18: =/ /yes I am
 T: yes all right so it's not a very classical one in Turkey in Turkish culture you
 would exactly dan dan ((T mimics shooting)) shoot the lady poor lady (0.5)
 Seyhan don't worry you're safe here don't worry [laughter] I'm gonna protect
 you okay this group oh thank you (1.0) there is another story here
 L19: Mary she's my daughter and there is a photo and in the photo she is with a boy
 LL: =hıh:
 T: =/ /hıh:* all right another boy story =man story
 L19: =/ /Mary* where are you? come here very quickly
 L20: oh dad I'm here =what happened?
 L19: =/ /what's that?* what is the meaning of this photo?
 ((laughter))

L20: but but this is this is my photo where did you find it? this is this was my
 (unintelligible talk 1.0)
 L19: shut up I ask a question to you and you didn't answer it who's he?
 L20: I don't see anything on this picture
 ((laughter))
 L19: it is not (unintelligible talk 1.0) now answer my question who is he?
 L20: he's my new boyfriend his name is Jack he is very different from others she
 loves me so much
 L19: but you are too young to go out with a boy
 L20: oh dad I'm eighteen
 L19: now go your room and don't go out from there this is your punishment
 T: oh right thank you very much (0.5) it was fine (0.5) what does she say what does
 Mary say he is my new boyfriend and what what does the father say you're too
 young to have a boyfriend
 ((laughter))
 T: a new boyfriend what does it mean? he is my new boyfriend what does it mean?
 L16: I have before
 ((laughter))
 →T: how many before? and the father (unintelligible 1.0) you're too young to have
 a- ((laughter)) and it was so fine I can't see anything on this picture ((laughter))
 you need glasses then thank you very much it was so fine hh who's coming
 next? (2.0) *ee hadi bakalım sizi görelim* ((tr: come on let's listen to you)) (1.0)
 thanks God
 L21: I'm mother she is my da- daughter
 T: huh how old are you daughter? (unintelligible talk 2.0)
 L22: nine
 T: =you are nine
 L21: =/ /she wants a dog* uhm
 T: she wants a what? hush hush ((T uses body language)) everybody
 L21: =she wants a dog
 L3: =/ /*susalım* [tr: be quiet]
 T: she wants a dog okay
 L21: for her her birthday
 T: for her birthday hmm lovely
 L21: I don't like dog
 T: let's see what's happening
 L22: it's my birthday mama
 L21: yes my dear child what do you want?
 L22: (unintelligible talk 1.0) it's my birthday so I want a dog
 L21: but you know I hate dogs
 L22: oh mom I want it very much
 L21: yes I- I understand you but it's impossible I bought your present two weeks ago
 L22: but my father promised that he would buy a dog for my birthday
 L21: they are my cr last words (1.0) go away for from me you see I prepare your
 birthday party
 L22: it isn't important for me I want a dog
 L21: shut up you make me angry go out
 L22: okay mom I go out

→T: oh what a story and er with with a broken heart *banane banane* [tr: (a Turkish exclamation that expresses strong desire to do something)] I want a dog what happens later?
((laughter))

T: what happens later she's a bad mom she's a bad mom what does she say?

L13: I hate dogs

T: I hate dogs that's enough we hate dogs you can't poor poor lady poor child isn't she? yes she wants a dog
((laughter))

T: how will you how will you look after a dog then? you're just nine aren't you? nine how can you look after a dog?

L22: my father will er feed

T: you you found the solution your father feed the dog what will you do? you'll play she'll play with the dog the nice part for her the bad bad part is for the father interesting just a child (1.0) hh okay lovely thank you very much who's coming next? (1.0) three group of three I should call come here by the way

L23: I'm wife he is er my husband and er she is our mom

T: she is your mom?

L2: yes

T: and whose mom husband's mom or your mom?

L2: *kaynana* [tr: mother-in-law]

L23: his

→T: oh his mom *kaynana* ((laughter)) a *kaynana* [tr: mother-in-law] crisis is coming at home what's happening? okay tell us go on then

L23: oh my dear darling welcome

L2: hi how are you? you look very beautiful

L23: oh thanks (unintelligible talk 1.) I'm always beautiful not only today

L24: huh are you? I think you are very ugly
((laughter))

L2: oh mom don't do it to her

L23: darling you know today is our wedding anniversary did you buy anything (unintelligible talk 2.0)?

L24: no I want to take your opinion

L2: hey are you going out?

L23: yes as you know today is our wedding anniversary and we will go out to celebrate it did you understand it?

L2: where are we going?

T: =where are we going?
((laughter))

L23: =/ /what did you* say I can't understand it clearly

L2: it doesn't matter we can go out somewhere

L23: what? is she coming with us? oh my God

L2: why not? we can go out together can't we?

L24: yes yes let's go

L23: no

T: oh no can't you (unintelligible talk 1.0) you're a horrible mom what's happening here? it's a special day

L: (unintelligible talk 2.0)

T: what kind of a special day?
 LL: wedding anniversary
 T: wedding anniversary wedding anniversary how many years have you been married?
 L23: three
 →T: three you're very young couple aren't you? and what happens? there is a *cadı kaynana* [tr: (a Turkish idiom used for any mother-in-law behaving badly to the bride or groom)] there ((laughter)) you can't go anywhere what does she say?
 L2: I'm coming with you
 T: I'm coming with you what do you plan to do there with them with them what are you gonna do there?
 L24: I must go with them
 T: why?
 L24: because er I don't want to
 L2: (unintelligible talk 1.0)
 L24: stay alone
 T: you don't want to stay alone at home oh poor gi- poor lady what does he say? what do you he's a mama's boy isn't he?
 LL: yes
 T: mama's boy okay what's wrong with it she can come as well if she's mama's boy do you agree?
 L1: =yeah
 T: =/ /mama* boy mama's boy okay what does mama boy mean by the way mama's boy?
 LL: *süt kuzusu* [tr: (a Turkish idiom used for children who are attached to their mothers extremely)]
 →T: *süt kuzusu*
 L11: *süt oğlan* [tr: (a Turkish idiom used for boys who are attached to their mothers extremely)]
 →T: *süt oğlan* (0.5) *ana- anasının oğlu* [tr: (a Turkish idiom used for boys who are attached to their mothers extremely)] yes *süt kuzusu* he likes her sorry his mom but either his wife as well at the same time anyway thank you very much this group it was fine (0.5) who's coming next? you can't escape come on (0.5) Tarkan you're doing it who are you? tell us and Mustafa
 L16: I'm employee
 T: huh uh
 L16: and he is the boss
 T: boss he's the boss another boss story
 L16: and I want him to increase my salary
 T: let's see what's happening
 L16: can I come?
 T: thanks
 ((laughter))
 T: he's not gonna come back of course yeah of course you're very (unintelligible talk 1.0) to do it (0.5) with the ladies back
 L16: may (unintelligible talk 2.0)
 L17: okay tell me what (unintelligible talk 2.0)
 L16: thanks

T: a very nice one
L16: er I've been working here for er ten years
L17: yes I know that
L16: and er I've been getting the same salary for two years (0.5) and I'm not happy I I can't live (unintelligible talk 1.0)
L17: oh I see er but we are in the economic crisis er ((laughter))
T: (unintelligible talk 1.0) economic crisis is big isn't it?
L17: economic crisis for (unintelligible talk 1.0) few years I want to increase your salary too but really I can't er I want you to continue with that money for a few years
L16: we're in crisis too but I can't (unintelligible talk 1.0) can't you do anything?
L17: no I can't sorry uhm because of this economic crisis
L16: okay I understand
L17: his month it's er difficult but er I think for next month
L16: okay thank you
L17: (unintelligible talk 2.0)
T: o::kay thank you very much what's happening here? (1.0) =what's happening here?
L13: =/ /a boss
T: a boss and? a? worker an employee what does employee want? (0.5) boss boss what does he?
LL: (unintelligible talk 1.0) salary
T: yeah he wants he wants an increase for his salary
L: yes

1	T:	what does the boss say?
2	LL:	we are in economic crisis
3	→T:	we are in economic crisis
4		(0.5)
5		<i>umutlar başka bahara</i>
6		[tr: a Turkish saying which literally means hope waits for the next spring]
7		((laughter)) (2.0)
8		next time (.) <i>inşallah maşallah</i> [tr: a Turkish idiom used when you wish something to happen soon]
9		next time .hh I'm gonna give you rise for your salary .hh a very very
10		bad boss (.) you're a bad boss aren't you?
11		(0.5)
12		okay, thank you very much, it was great.
13		(1.0)
14		who is the last comer? hu::hu:: ((T mimics calling)) aha I see
15		somebody is getting- is hiding there
16		(1.0)
17		all right
18		(2.0)
19		who are you tell us
20	L6:	I'm teacher

T: you are the teacher
 L7: student
 T: poor student there is a student there ((laughter)) okay what's wrong? let's see hush hush ((T uses body language))
 L6: Serkan did you do your homework?
 L7: er teacher I did but I forgot it at home
 L6: okay where is your house?
 L7: it's twenty minutes on foot
 L6: okay go home and take it
 L7: but teacher I can't go because I don't want to miss my lesson
 L6: you should go I'll give you a bad mark
 L7: no problem it's my habit
 ((laughter))
 L6: I'll call your family
 L7: I was (unintelligible talk 1.0)
 L6: it's not my problem
 L7: okay I'm going and take my homework
 T: o::kay finally you decided to go and take your homework (0.5) what does happen here? (0.5) bad student what did he do? or what didn't he do?
 L2: he didn't do his homework
 T: he didn't do his homework and he said it's my habit (0.5) you are so relaxed while saying that (0.5) it's my habit it's up to you did you? ((laughter)) don't do it to me right? never do it to me I warn you ((laughter)) it doesn't work on me anyway (1.0) is there any group left? who hasn't done yet? (0.5) everybody has done hasn't haven't you? thank you very much it was fun for me I I really enjoyed it [laughter] I don't know what you did
 L: (unintelligible talk 2.0)
 T: I don't mind anyway (1.0) okay we're gonna do we're gonna play a game a word game I want you to be in groups of four now I'm gonna put you in groups of four by the way has everybody signed for the lesson? has everybody signed? (0.5) who hasn't signed? Berkant take it (1.0) you will be in groups of four and each group will have a piece of paper take a piece of paper out each group not everybody just a a group you four gentlemen (0.5) you three gentlemen uhm (1.0) I'm making you: in groups of four as well like that (0.5) come together come closer come closer ((LL move in the classroom)) (0.5) closer you four (1.0) you okay you're four and I'm taking you İlkin there (0.5) you're four ((T writes on the board))
 T: have you all have you all got a paper?
 LL: yes
 T: a piece of paper
 LL: yes
 T: now there is a word on the board Constantinople what's it?
 L17: *İstanbul değil mi?* [tr: is not it İstanbul?]
 T: yeah İstanbul right the other name the international name of İstanbul (0.5) now it's a word game hh how are you gonna play it you will drive
 L4: =/ *içinden seçicez* [tr: we are going to choose within (it)]

- T: =/ /you will make* yes you will make as many words as you can by using the letters in this word for example if there are two T's you can use two T's in a letter
- L: yes
- T: and if there is one T: you can only use it once you don't have a joker word letter no joker right *joker yok* [tr: there is no joker]
- L: (unintelligible talk 2.0)
- T: okay I don't accept prepositions do not tell me at in on (0.5) I accept the second uhm I mean sit sat I accept them what the- *ikinci şekilleri fiillerin* [tr: the second form of the verbs] okay it's all right don't worry what about? do not tell me any proper names *özel isim yazmayın* [tr: do not write proper nouns] Jones Johnny Johnny Jones Mary I don't accept them you can find country names as well (0.5) country names anything hh you've got (0.5) five minutes write as many words as you can and tell me the number at the end for example can you make fifty words (0.5) can you make fifty words? *fifty elli kelime ci- türetebilen var mı bakalım içinden* [tr: let's see if anybody can make fifty words out of it]
- L: (unintelligible talk 2.0)
- T: *çıkıyor* [tr: it is possible]
- L: (unintelligible talk 1.0)
- T: *bundan şu gördüğünüzden elli kelime yapılıyor* [tr: fifty words are made out of this (word)] come on
- L9: *prepositions yapabiliyor muyuz?* [tr: can we make prepositions?]
- T: no you can't use prepositions they are so simple ((LL work in groups))
- L1: *bir kere mi kullanıcaz iki kelimeyi* [tr: are we going to use the two words once?]
- T: *bir kelimeyi sonsuz kere kullanabilirsiniz ama aynı harf aynı şey içinde uhm (0.5) kelimenin içinde eğer bir kere geçiyorsa tabiki iki defaya kadar bunu kullanabilirsin =ama-* [tr: you can use a word infinitely but if the same letter exists in the same word once of course you can use it for up to twice but]
- L1: =/ /*ha ta*mam* [tr: huh alright]
- T: *mesela iki tane (1.0) ne yok iki tane (1.0)* [tr: for instance two what is not there for twice]
- L1: =S *yok* ((tr: there is no S))
- T: =/ /S* *yok iki tane S kullanamazsın joker yok yani* [tr: there is no S for twice you cannot use S so there is no joker] (1.0) you're- why don't you work as a group come on you're a group aren't you?
- L8: *eşleri değiştirdik* [tr: we changed the partners]
- T: huh okay
- L20: *joker yok di mi?* [tr: there is no joker isn't it?]
- T: no no no joker (0.5) *jokerimiz yok* [tr: there is no joker] ((LL work in groups)) (5 min.)
- T: five minutes (2.0) you did fine
- L12: *demir para ne demektir?* [tr: how do you say coin?]
- T: coin why am I telling it to you?
- L5: *yaz yaz* [tr: write it down]
- L14: *hocam* (unintelligible talk 1.0) *var mı burda?* [tr: is it here, ma'am?]
- T: yes just this one (0.5) consain?

L14: *evet* [tr: yes]
→T: no there is one similar to it but not (0.5) *benzer bişey var ama?* [tr: there is something similar but?] yes there is a verb like that (0.5) great great choice ((LL work in groups))
T: okay thank you ((LL work in groups))
L4: *yes no gibi şeyler oluyor mu?* [tr: can we use 'yes no'?]

1	L22:	=/ <i>/hocam</i> [tr: ma'am]
2	→T:	<u>yes</u> yes yes to yes
3		(0.5)
4		who has- who said <i>hocam</i> ?
5		(0.5)
6		<i>hocam diyen?</i> [tr: who said ma'am?]
7	L22:	<i>ikinci halleri var mı diye soracaktım</i> [tr: I was going to ask whether there are the second form (of the verbs)?]
8	→T:	yeah go on, go on
9		(2.0)
10		be quick three minutes left ((LL work in groups))

L12: *kullanabiliriz di mi?* [tr: we can use can't we?]
T: no put it down
L12: *yok hiç bişey hocam zaten yeni açmıştık* [tr: we have just opened it (the book), ma'am]
→T: I see *yok bişey* [tr: there is nothing] what is this? ((laughter)) you're cheating
L12: *=yok hocam* [tr: (there is) nothing, ma'am]
T: *=/ /cheeky** monkeys you are cheating (1.0) what's that?
L: (unintelligible talk 2.0)
T: don't use it put it down
L6: *var mı diye bakacaktık* [tr: we were going to use (the dictionary) to check (if such words exist)]
T: hmm you can check if there is a word like that okay you can check it (1.0) are you checking or using? are you cheating or checking?
LL: checking
T: checking okay ((LL work in groups))
T: two minutes
L24: *ikinci hali var mı?* [tr: are there the second form of the verbs?]
→T: *var var var var dedim* [tr: I said there are] (3.0) yeah you're right Okan (2.0) come on have you made fifty words? fifty sixty seventy
L9: *ötekinin çoğulunu yazabilir miyim?* [tr: can I write the plural form of the other word?]
T: no you can't use plurals (0.5) you can't say bird birds you can't use it don't use plurals ((LL work in groups))
L12: *hocam* [tr: ma'am]

- T: =you are not checking it you are cheating aren't you?
- L12: =/ /hocam
- L6: *öyle bir kelime var mı yok mu diye bakıyorduk* [tr: we were looking up whether there is such a word or not]
- T: there is a word like that yeah yeah
- L12: *prepositionlar var mıydı?* [tr: are there prepositions?]
- T: ((T shakes her head disapprovingly))
- L1: *hocam bonne olur mu bonne?* [tr: is 'bonne' acceptable, ma'am?]
- T: bone
- L21: consonant contest *İngilizce'den İtalyanca'ya geçtik* [tr: we shift from English to Italian]
- L1: *hayır contest de var* [tr: no there is also 'contest']
- T: yes
- L1: contest-
- T: hush hush ((T uses body language)) they can hear ((in whisper)) yeah come come like that
((LL work in groups))
- L7: *stat rapor demek mi? stat?* ((tr: does 'stat' mean report?))
- T: uhm there isn't a word like that *öyle birşey yok* (0.5) *şey mi? Eminem'in şarkısı deyip duruyor millet o mu?* [tr: there is not a word like that are you asking for Eminem's song?]
- L7: *yok yok internette var stats rapor demek* [tr: no it is on the net 'stats' mean report]
- T: *iyi bir bakayım* [tr: okay let me have a look] I'll check it for you okay ((T looks up the dictionary)) there isn't a word like stat no there isn't a word like that
- L7: *yok mu şimdi?* [tr: so there is not (a word like that?)]
- T: uh huh if you want you can check as well but I've checked it there is no *yok öyle birşey* =*başka yazımı başkadır belki onun* [tr: there is not a word like that perhaps the spelling is different]
- L15: =/ /hocam *çıkıyor işte* [tr: there are (fifty) words, ma'am]
- T: *çıkıyor devam edin devam edin* [tr: there are continue (searching)] (1.0) have you made fifty? forty fifty? (0.5) come on do you need more time? =do you need
- LL: =/ /yes
- T: two minutes
- LL: yes
- T: shall I give you two more minutes?
- LL: yes
- T: yes two more minutes okay fifty come on you reaches fifty?
- L1: *forty five olmuş hocam* [tr: we have forty five (words), ma'am]
- T: go on two minutes yes
- L18: *context doğru mu?* [tr: is 'context' correct?]
- T: yeah a very good word
((LL work in groups))
- T: how many doing there? how many? (unintelligible talk 1.0)
- L4: *hocam?* [tr: ma'am?]
- T: yes
- L4: *şunu kullanabilir miyiz? pottery'nin kısaltması ya bu pots diye geçiyor* [tr: can we use this? 'pots' is the shortened form of 'pottery']

- T: huh uh
- L4: *pots'un da anlamı var ya tek başına kullanabilir miyiz?* [tr: 'pots' has it s own meaning can we use it?]
- T: pots?
- L4: *readingte vardı* [tr: (that word) was in the reading (text)]
- T: *grup anlamı olarak mı geçiyor? bir bakabilir miyim ona? pot pot'un çoğulu değil diyorsun yani* [tr: is it used for the meaning of group? can I have a look at it? so you say it is not the plural form of 'pot']
- L4: *pottery var ya* [tr: you know there is (the word) 'pottery']
- T: *tamam* [tr: okay]
- L4: *şey onun şeyi yani mesela-* [tr: for example its-]
- T: *pots o anlamda =pottery anlamına geliyor* [tr: 'pots' mean 'pottery' (you say?)]
- L16: *=/ /huh uh*
- L4: *evet* [tr: yes]
- T: *bir bakıyım* [tr: I have a look] ((T looks up the dictionary))
- L19: *hocam phrasal verbler oluyor mu?* [tr: can we use 'phrasal verbs', ma'am?]
- T: if you can find of course what's wrong?
- L19: *oluyor muymuş?* [tr: can we?]
- T: yeah yeah I accept it if there is any you can find
- L3: *prepositionlar olmuyor ama* [tr: but we can't use prepositions]
- T: *prepositionlar olmuyor ama phrasal verbler bulabiliyorsanız helal olsun yazın* [tr: prepositions are not accepted but if you can find 'phrasal verbs' congratulations]
- L19: *tamam* [tr: okay]
- L3: *bulduk zaten* [tr: we have already found]
- T: *şey yok pot pots diye bir kelime geçmiyor pot ama pot var pot olduğunu biliyorum ama pots yok yani hem pot hem pots =aynı anda yazmayın* [tr: there is no word like 'pots' (in the dictionary) but there is 'pot' I know there is 'pot' but there is no 'pots' so do not write both 'pot' and 'pots' at the same time]
- L4: *=/ /o zaman kısalt*mışlardır orda* [tr: so they shortened it there]
- T: might be (2.0) one more minute what about fifty?
- L12: *hocam kırk iki filan oldu* [tr: we have approximately fortytwo, ma'am]
- T: go on go on okay yes
((LL work in groups))
(4 min.)
- T: okay time is up everybody count your words count your words *kimse şimdiye kadar- şimdi bu saaten sonra hiçbir şey yazmıyorsunuz* [tr: nobody will not write anything from now on]
- LL: *tamam yazmıyoruz* [tr: okay we do not write]
- T: *kalemleri bırakın* (0.5) [tr: leave your pencils] leave your pens and count them how many?
- L15: *kırkı geçti hocam* [tr: it exceeds forty, ma'am]
- T: very good (0.5) count them how many? Salih?
- L24: *kırk iki* [tr: forty two]
- T: *kırk iki* [tr: forty two] forty three is the number
- L2: forty five
- T: forty five
- L14: forty four

T: forty four
 L20: forty five
 →T: forty five (0.5) *yanlış sayarsanız saymam* [tr: I will not consider if you count incorrectly])
 L14: *tamam forty four* [tr: okay forty four]
 T: forty four
 L21: forty four
 T: forty four again do not touch it anymore forty four forty?
 LL: two
 T: two this group
 L13: forty three
 T: forty three? forty two forty three forty four forty four this group?
 L22: forty four
 T: forty four I can't believe it three forty four
 LL: forty six
 T: forty six
 LL: oh
 →T: *aslanım be* [tr: (a Turkish expression used to praise a person)] forty six
 LL: *valla yalan değil sayın* ((tr: really it is not a lie count [it]))
 →T: yeah yeah they were they were counting they were counting (1.0) okay forty six
 I'm counting (0.5) *arkadaşlar birşey söyleyecem bu saatten itibaren kimse birşey yazmıyor* [tr: hey mates nobody will not write anything from now on]
 L10: forty five
 T: forty five (2.0) I'm waiting they are very excited now
 (unintelligible talk 1.0)
 L4: forty six
 T: forty six? (0.5) how is it possible? no I don't accept it no
 (unintelligible talk 1.0) no
 L4: *yanlış saydık* [tr: we counted incorrectly]
 →T: *niye yanlış saydınız?* [tr: why did you count incorrectly?]
 ((LL talk inaudible))
 T: *yanlış çıkarsa size geliyorum yanlış çıkarsa size geliyorum* [tr: if it is wrong I will come to (your group)]
 L: (unintelligible talk 2.0)
 T: *evet verin bakayım* [tr: yes give it to me]
 L13: *onlarinkini aldın mı?* [tr: did you take the other group's paper back?]
 T: yes
 L14: *bizimkini çoktan aldı* [tr: she has already taken ours back]
 T: come on this group I'm waiting for you
 L: *hocam örnek olur di mi?* [tr: 'example' is acceptable is not it, ma'am?]
 T: *ant mi yaptınız ne yaptınız* [tr: did you do 'ant' what did you do]
 L: aunty
 →T: aunty *tamam kabul çabuk çabuk* [tr: okay agree quick quick]
 ((LL talk in groups))
 T: hush hush
 ((LL talk in groups))
 T: what shall I do your paper is here?

- L18: *hocam* [tr: ma'am] *aman ya* [tr: (a Turkish exclamation that expresses unsatisfactory condition)]
- T: all right I'm so sorry yes no time
- L15: *hocam iki dakika* [tr: (let us) two minutes, ma'am]
- T: okay I'm sorry hush hush ((T uses body language)) I'm sorry this is yours isn't it?
- L23: yes
- T: ant you know ant?
- L23: *karınca* [tr: ant]
- T: *karınca* [tr: ant] you know ant?
- L23: yes
- T: plant sun captain (unintelligible talk 1.0) don't go anywhere north pole *kutup* [tr: pole] cool tap pine nations let's lend pile step stop can your knee tail type anti- (unintelligible talk 1.0) contain set see pair ear nose train station sand lion net what's net?
- L3: net *ağ* [tr: net]
- T: is it written with e?
((laughter))
- L19: *nut hocam o* [tr: that is 'nut', ma'am]
- L3: *hayır nut değil net* [tr: no it is not 'nut' it is 'net']
- T: no it's not a nut it's net tell what's it?
- L20: *hocam siz bilmiyorsanız kimse bilmez* [tr: if you do not know (it), ma'am, nobody knows]
- T: no I don't count it I don't count it
((LL talk))

Classroom 6

- L1: *hocam mikrofon mu o?* [tr: is it a microphone, ma'am?]
T: yes something like that
L2: *televizyona da çıkacak mıyız?* [tr: are we going to be also on television?]
T: yes most probably
L1: *hocam hata yapmaktan korkuyor musunuz?* [tr: are you afraid of making a mistake, ma'am?]
T: huh?
L1: *hocam korkuyor musunuz?* [tr: are you scared, ma'am?]
T: no I'm not afraid (0.5) okay today we have scenarios (0.5) to do you're going to prepare short dialogues and you're going to role play this uhm dialogue in front of your friends okay? for example I'm going to give you some situations ((T writes on the board)) for example uhm (1.0) two friends are speaking about something what's it like? uhm (1.0) for example he wants to go to the cinema and the other one she (0.5) she wants to go to the restaurant
L: (unintelligible talk 2.0)
T: huh? they have different choices one wants to go to cinema one wants to go to the restaurant what is the conversation between two? you're going to prepare a dialogue (0.5) and then you're going to role play here is it clear?
L3: yes
T: yes or no?
L2: no
T: just prepare dialogues
L3: yes
T: about this situation huh? (0.5) you can say I'm too hungry I need to eat something okay then let's go to the restaurant or uhm no I'm not hungry I want to go to the cinema uhm what does the film start you can talk like that and then you can come to a decision and you're going to role play here hmm? you're going to work in pairs together with your partner uhm this is your scenario you're the teacher you're the student uhm you gave an important homework last week and you want to check it but he didn't do his homework what is his excuse prepare a short dialogue okay? thanks and you are the policeman you are the driver uhm he was driving too fast you stopped the car what is his excuse okay? prepare a dialogue and you are the rich man and he is poor you have lots of money but you don't want to give it to anyone (0.5) but he needs to borrow some money
L: (unintelligible talk 2.0)
T: huh?
L: (unintelligible talk 2.0)
T: is it clear?
L4: *anladım* [tr: I understand]
T: yes (0.5) and mother child no you're the customer you're the waiter (0.5) okay now let me change it okay then you're the old person in the bus you're the young person you're sitting he's standing but he wants to sit down what is the conversation
L: (unintelligible talk 2.0)

- T: it can be and you are the- you're in the restaurant you're smoking and eating something and you hate smoking
- L5: *hocam hep bize aynı şey geliyor* [tr: we always have the same roles, ma'am]
- T: huh?
- L5: *hep bize aynı şey geliyor* [tr: we always have the same roles]
- T: no
- L5: ye::s (unintelligible talk 2.0)
((laughter))
- T: okay then you're the child you're the father
((LL talk aloud))
- T: okay could you please be silent?
- L1: hush hush ((T uses body language))
- T: huh you're the son you're the father
- L: (unintelligible talk 2.0)
- T: no no you want dog for your birthday and you hate dogs
- L5: huh
- T: father hates dogs son loves dogs (0.5) okay?
- L5: okay
- T: for your birthday you want a dog (0.5) and now you're the mother you're the child =and
- L6: =/ /oh
- T: your daughter came home at twelve o'clock at night what is her excuse? talk about (1.0) maybe you went to a party with your boyfriend huh?
((laughter))
- T: and you're the customer you're the waiter
- L7: *ben customer mıyım?* [tr: am I a 'customer'?]
- T: huh uh
- L8: *hocam ya* [tr: ma'am]
- T: but what about your hair?
- L7: yes
- T: yes you're the customer you're the waiter you ate (0.5) meal but you haven't got any money to pay the bill and =you you want the money for the bill
- L2: =/ /Serkan sen nesin? [tr: Serkan what is your role?]
- L7: *müşteri* [tr: customer]
- T: and now (0.5) you're again at the restaurant you're smoking but you hate smoking and you eating something okay? (1.0) a::nd this is (0.5) you want to go to the cinema you want to go to the theatre prepare a dialogue and next one (0.5) again you're the mother you're son ((L enters the classroom)) oh welcome (1.0) please Lütfiye sit down here huh uh and your son came home late at twelve o'clock
- L: (unintelligible talk 2.0)
- T: huh uh so what's your excuse explain and prepare a dialogue and now Lütfiye and Ersin together (0.5) Ersin you're the policeman and you are the driver
- L9: *hocam* (unintelligible talk 1.0) [tr: ma'am]
- T: yes I know and you're drunk okay?
- L9: okay
- T: and he stops you
- L10: *hızlı mı gidiyor yoksa sarhoş mu?* [tr: is he driving fast or drunk?]

T: okay both of them
L10: (unintelligible talk 2.0)
T: huh?
L10: (unintelligible talk 2.0)
T: he was dr- driving too fast and he was drunk =huh?
L10: =/ /okay
T: both of them prepare a dialogue okay? (0.5) you have you have ten or fifteen minutes to complete the dialogues okay?
L9: yes
L2: *hocam* (unintelligible talk 1.0) [tr: ma'am]
T: it doesn't matter it can be short long but it must be meaningful (0.5) and (0.5) yes it's a role play huh uh
L7: *hocam farkında olmak* [tr: ma'am, (what does) to be aware of (mean)?]
T: huh?
L7: *farkında olmak neydi?* [tr: what does to be aware of mean?]
T: do you know
L7: do you know?
T: huh uh
L8: teacher *neden kameraya alıyor?* [tr: why is she recording (us)?]
T: uhm she's just doing some research (0.5) she's doing some research ((LL work in pairs))
T: I've told her that you are very hardworking student in conversation class (1.0) nobody understands me ((laughter)) yes I have the tape recorder and I'm speaking ((laughter))
L11: *şimdi hocam biz aynı masada mıyız?* [tr: so are we on the same table, ma'am?]
T: yes (1.0) =uhm
L11: =/ /peki* *nasıl dicem ben onu* [tr: but how am I going to say this?]
L12: *mesela* [tr: for example] you're very smoky
T: you're smoking very much
L12: huh uh
L11: *peki şey desem mesela-* [tr: so if I say for example-]
T: or you can be in separate tables
L11: *sigaranı söndürür müsün nasıl söyleyecem?* [tr: how can I say will you put off your cigarette?]
T: huh uh put put off
L11: put off?
T: huh uh put off your cigarettes
L11: put off
T: huh uh put off
L13: *nasıl dicem uzun zaman otobüsü bekledim falan* [tr: how can I say for example I waited for the bus for a long time]
T: I've waited the bus for a long time
L5: *hocam iyi götürüyorsunuz* [tr: you are doing fine, ma'am]
T: I'm speaking ((laughter))
L14: *hocam* [tr: ma'am]
T: yes?
L14: *kilometre?* [tr: kilometre]
T: kilometre

((LL work in pairs))
T: finished?
L15: yes
T: just how many sentences? ((T reads the dialogue in low murmurs))
hmm

L15: *anlamamış mıyız?* [tr: have not we understood?]

1	T:	no but it's (.) too simple er (0.5) you can give him some
2		punishments
3		(0.5)
4	L15:	huh?
5	→T:	<i>ceza verebilirsin</i> [tr: you can give punishment]
6	L15:	<i>ceza mı verelim?</i> [tr: shall we give punishment?]
7	→T:	<i>tabi</i> [tr: of course]
8		(0.5)
9		<i>uzat yani</i> [tr: make it longer]
10		=make it longer
11	L15:	=/ /huh uh

T: to- together you're studying together Lütfiye =huh?

L16: =/ *le*vet hocam* [tr: yes, ma'am]

T: help him

L16: *o söylüyor ben yazıyorum* [tr: he tells me then I write]

T: huh okay then

L17: *aa ne diyor annesine bu ya* (unintelligible talk 1.0) [tr: look what she says to her mother]

→T: ((laughter)) *ee kötü birşey mi?* [tr: is it a bad thing?] no it isn't

1	L18:	<i>biz konuyu değiştirsek olur mu?</i> [tr: can we change the topic?]
2	T:	I don't remember it (.) what was it?
3	L19:	young person old person
4	L18:	<i>otobüste hani</i> [tr: in the bus]
5	L19:	<i>ben sitting oturuyorum</i> [tr: I am 'sitting']
6	T:	okay

L19: *hocam =şey yazalım* [tr: let's write about, ma'am]

T: =/ /use your* imagination and find something interesting

L18: *rolleri değiştirelim mi hocam?* [tr: shall we change the roles, ma'am?]

T: rich man poor man can be

L11: *yeterli mi hocam?* [tr: is it enough, ma'am?]

((T reads the dialogue))

L18: *imaginationla olmuyor hocam o gelecek oturacak bitecek yani* [tr: it is not got to do with imagination ma'am he will come and sit down so (the role) will finish]

→T: *belki vermeyecek yer* (0.5) [tr: maybe he will not give you a seat] don't give it your seat

- L19: *devam edelim hayal gücümüzü kullanalım işte* [tr: let's continue to use our imagination]
- T: huh uh yes (0.5) but you don't chew gum please and you're very rich person
- L: huh
- T: yes
- L20: *yani diyor ben çok zengin bir adamım* [tr: so he says he is a rich man]
- T: okay and he's very poor
- L20: *tamam o da çok zen- fakir* [tr: okay he is also very rich poor]
- T: and you don't want to give your money to anyone
- L21: huh
- T: you don't want to give
- L19: *hocam biz değiştirdik rolleri* [tr: we have changed the roles, ma'am]
- T: okay then (unintelligible talk 1.0) and you need money
- L21: *=tamam* [tr: alright]
- T: *=/ /if you* are poor you need money (0.5) change change it a bit*
- L21: huh
- T: yes
- L8: *başka bir yolu yok mu nasıl deriz?* [tr: how do we say is there another way (to do it)?] another uhm?
- T: try to uhm *başka bir yolu yok mu* [tr: is there another way]
- L8: way
- L4: (unintelligible talk 2.0)
- T: huh uh you can write using dictionary
- L15: teacher *endişelenmek ne demek?* [tr: how do you say to worry (in English)?]
- T: I- I'm worried about you
- L15: I'm worried about you
- T: huh uh
- L6: teacher I want *olur mu?* [tr: is it acceptable?] I want have a dog
- T: I want to have a dog or I want a dog (0.5) the same
- L10: *hocam* [tr: ma'am]
- T: huh?
- L10: *alcohol drunk mı dicesiz?* [tr: can we say 'alcohol drunk'?]
- T: drink drunk huh uh
- L10: teacher *şey desek olmaz mı (0.5) o şunun falancası filan desek* [tr: can't we say for example he is a relative of him)]
- T: ye::s
- L15: *sarhoş ne demek hocam?* [tr: how do you say drunk (in English) ma'am?]
- T: drunk
- L15: drunk?
- T: huh uh with U it's written with U
- L: teacher
- T: yes please
- L: (unintelligible talk 1.0) next year
- T: huh uh maybe next year
- L9: *şunu üfle nasıl deriz?* [tr: how do you say puff this (in English)?]
- T: üfle puff mı? [tr: does 'puff' mean 'üfle'?] I I don't know *üflemek* puff
- L10: *onun yerine ne yazabiliriz* [tr: what can we write instead of puff]
- L9: *hani birşey üfletiyorlar ya* [tr: you know the police force you to puff something]

T: yes I know
 L16: *hocam şunu üfle ne demek?* [tr: how do you say puff this (in English), ma'am?]
 →T: puff is *üfle*mek? do you do you know Eda? puff you can do you puff this pipe or pipe *kullandığı alet* [tr: the thing that the police use]
 L16: *puff nasıl yazılıyor?* [tr: how is 'puff' written?]
 T: P-U-double F ((T reads each letter out)) (0.5) I'm not so sure but can be =do you puff the pipe
 L16: =/ /do you puff
 T: huh uh
 L4: teacher *bunu verdiniz ama bu-* [tr: you give it to us ma'am but-?]
 T: =English English yes
 ((LL work in pairs))
 T: which one?
 L8: I will done I will do
 T: I will do
 L8: *yapacam diyorum done mı olacak?* [tr: I (want to) say I will do shall I use 'done'?]
 T: I will do
 L8: I will do?
 T: huh uh
 L: *hocam* [tr: ma'am]
 T: I'm very sorry for today yes (0.5) oh instead of okay teacher you can use his name (0.5) mister? surname?
 L9: Küçükyavuz
 T: huh mister Küçükyavuz or mister Yavuz you can make short ((laughter)) (2.0) ready?
 L1: yes
 L2: no
 T: not yet
 L15: *hocam emir vermek neydi?* [tr: how do you say to order (in English), ma'am?]
 T: order
 L16: *hocam maaş neydi?* [tr: how do you say salary (in English), ma'am?]
 L18: *maaş neydi?* [tr: how do you say salary (in English)?]
 L: salary
 L16: *zam arttırmak için* [tr: to increase (salary)]
 T: just sit down okay then sit down you can use your mimics and gestures to make it meaningful stronger
 T: take
 L: teacher?
 T: yes
 L5: *bizimkini kontrol edebilir misiniz?* [tr: would you check ours?]
 T: okay then make it longer if you want (0.5) a long dialogue yes
 L22: teacher?
 T: coming
 L5: *story oldu* [tr: it becomes a 'story']
 T: father father ((T reads the dialogue in low murmurs)) (2.0) do you do you promise or just promise you can say just promise
 L5: promise

T: do you promise huh? yes I promise (0.5) yes a short one thank you
 L22: teacher?
 T: yes
 L22: *ben maaşımı senden almıyorum nasıl deriz?* [tr: how do we say I do not take my salary from you (in English)?]
 T: *aaa* ((T gives an exclamation of surprise)) you can you can make this sentence
 L22: *=ya denedik olmadı* [tr: we tried but not succeeded]
 L20: *=/ /I don't*
 T: huh uh
 L20: I don't take *=my salary*
 L22: *=/ /my salary*
 L20: *for you mu?* [tr: is it 'for you'?]
 T: from you
 L20: from you
 T: yes (1.0) from you yes (2.0) ready? (2.0) uhm which pair is ready now? ev- which pair is ready? everybody is ready I think
 LL: no
 T: huh? not yet?
 LL: no
 L6: *niye haber vermediniz nasıl diyebiliriz?* [tr: how can we say why didn't you inform us (in English)?]
 →T: *neyi haber veremediniz? anlayamadım* [tr: what did not you inform? I cannot understand]
 L6: *hani ben dışardan gec kaldım ya* [tr: you know I am coming home late]
 T: huh uh why why didn't you call me?
 L11: *şurası olmuş mu? neden why don't you sigara-* [tr: is it correct here? 'why don't you' cigarette-)]
 →T: *neden söndüremeyeyim olmuş* but why should I- [tr: it is 'why should I-]
 L11: *neden söndüreyim diyecektim* [tr: I (wanted to) say why do I put off]
 T: huh uh
 L11: *ay evet neden söndüremeyeyim olmuş bu* [tr: oh yes it is 'why should I-] (0.5) *why I why put off mu?* [tr: is it 'why I put off']
 →T: *ıh ıh* ((T gives an exclamation of disapproval)) *o kalıbı bilmiyorsunuz aslında* [tr: actually you don't know that grammatical pattern] why shall I put off my cigarette
 L11: *peki burası-* [tr: how about here-]
 T: ((T reads the dialogue)) I want to eat I don't want to-
 L11: *=ama sigara kokusunu duymak istemiyorum* [tr: but I don't want to smell the cigarette]
 T: huh smoke this is not smell smoke
 L11: cigarette smoke
 T: but I I don't want cigarette smoke
 L11: I want to-
 T: I don't want
 L11: huh I don't want
 T: huh uh cigarette smoke
 L11: *tamam* [tr: alright]
 L10: shall I why shall I?

T: huh uh
 L3: *şu cümle ne olacak?* [tr: how is this sentence going to be?]
 T: ((T reads the dialogue)) no I hate going to the theatre I want to go to the restaurant and?
 L3: let's eat something
 T: huh uh let's eat something yes okay let's go don't read newspaper ((laughter))
 L13: *bir daha olmayacak nasıl denir? it won't do it again mi?* [tr: how is it said it won't happen again (in English)? Is it 'it won't do it'?]
 T: I I won't do it again
 L13: I won't do it again
 L7: (unintelligible talk 1.0)
 T: I love this lesson you mean
 L7: yes ((laughter))
 T: ready?
 L2: no
 T: your time is up
 L2: not yet ((LL talk in pairs))
 T: event (0.5) event
 L19: event ((laughter))
 T: yes I think she saw ((LL talk in pairs))
 T: I wonder the message (0.5) Seçil I wonder it very much
 L1: *başlayalım mı hocam?* [tr: shall we start, ma'am?]
 T: yes let's begin then
 L19: teacher?
 T: no first pair coming and role play (0.5) huh uh your dialogue no first you and then
 L19: teacher (unintelligible talk 2.0)
 T: yes you can
 LL: no
 T: if you can yes
 LL: no
 L5: *hayır* [tr: no]
 T: no?
 L5: yes
 T: yes Filiz come here (0.5) you are the teacher sit down here and then you are the student yes (0.5) come here ((LL arrange the seating for the role play))
 T: Engin it's not your bag (2.0) uhm from the list you can find his name and tell (2.0) listen your friend carefully
 L10: *hocam Ali'yi kapatıyorsunuz* [tr: you stand in front of Ali, ma'am] ((laughter))
 L3: where is your homework?
 L10: *mutlu bir hava ver* [tr: act as if you are happy]

L4: mister Yavuz I tried but I couldn't do my homework
 L3: okay this is very good well done but now-
 L4: yes
 L3: I punish you tomorrow you will write homework and find (unintelligible talk 1.0)
 L4: (unintelligible talk 2.0)
 T: thank you fine dialogue have you listened?
 LL: yes
 T: oh yes yes I know (1.0) now second pair comes here (0.5) you are the driver you are the policeman
 L21: *şöfor taklidi yap* [tr: act as if you are a driver]
 T: yes Fatih Fatih drive fast sit down sit down you are in the car
 L10: *hocam arka arakaya koysun sandalyeleri* [tr: let him place the chairs one after another, ma'am]
 T: yes this is this is role play yes sit down you are driving car (0.5) you see there is a camera
 ((laughter))
 L13: may I er see your driving license?
 L14: (unintelligible talk 1.0) here it is
 T: here it is where is it? here it is show
 L14: here it is
 T: huh uh
 L13: do you know speed limit here is er nineteen er ninty kilometres per hour
 L14: oh no sir I didn't see the signature
 T: the sign
 L14: the sign
 T: yes
 L13: have you drive (unintelligible talk 1.0)
 L14: yes (unintelligible talk 1.0)
 L13: you (unintelligible talk 1.0) drive your car
 L14: how much money do you want?
 L13: five thousand dollars
 L14: okay here you are (0.5) goodbye
 L13: follow the rule please
 T: huh follow the rule please yes thank you fine hmm hmm (0.5) and next pair Mehmet a::nd Sezai is coming
 L10: Sezai Sezai
 ((laughter))
 T: don't do that yes
 L18: *I can pay your salary fifty percent olur mu?* [tr: is 'I can pay your salary fifty percent' correct?]
 →T: *hangisi?* [tr: which one?] I can pay your salary (0.5) fifty percent of your salary (0.5) of your salary (1.0) okay then next pair? old and young person (1.0) you are the rich rich man Sezai?
 L15: *yok hocam Sezai değil Zekai* [tr: no, ma'am, it is not Sezai it is Zekai]
 T: yes Zekai you are the poor man yes I know I can't remember your name
 L15: *olmadı* [tr: that is not fine]

T: a::nd uhm he's the poor man but he needs some money and he is rich he has got a lot of money but he doesn't want to give it to anybody this is the (0.5) situation

L18: can you borrow some money to me?

L19: no I don't think so

L18: (unintelligible talk 1.0) you must give me some money

L19: but but I can't

L18: please I will give it back later

L19: no I can't

L18: thank you thank you
((LL talk aloud))

T: yes Serkan (0.5) yes please Muzaffer
((laughter))

L: *tam da sizi arıyordu* [tr: he was just looking for you]

T: yes I know (2.0) huh you are in the bus

L7: I can't you my seat

T: please you can play like an old man

L8: *nasıl old man taklidi yapıcam* [tr: how can I act an 'old man'?]

T: yes you can
((laughter))

L8: please (unintelligible talk 1.0) your seat

L7: no I don't think so I'm very tired

L8: oh shit (1.0) but you must (unintelligible talk 1.0)

L7: I'm very tired I don't want to (unintelligible talk 1.0)

T: thank you (0.5) father and son coming

L1: *hocam baba niye ayakta duruyor?* [tr: why does the father stand up, ma'am?]

T: okay then sit down here (1.0) comfortable

L21: father father
((laughter))

L21: you know my birthday

L22: yes I know

L21: I hope you bought a dog

L22: no you know I hate dogs

L21: but I like dog

L22: next year

L21: okay father do you promise?

L22: I promise

T: thank you yes (2.0) mother and daughter now

L: huh uh

T: huh uh

L11: I'm sorry mum I'm late

L12: yes I know what time is it? don't you know?

L11: I know mum but I waited bus for a long time

L12: you are a big liar you always wait the bus

L11: ((unintelligible 1)) I'll never be late I promise you okay?

L12: okay I accept your (0.5) excuse I trust you

T: thank you and next pair (2.0) customer and waiter (2.0) stand up if you are a waiter

L1: can I-

L: yes?
 L10: *hocam bakıyorlar ordan* [tr: they are looking from there, ma'am]
 ((laughter))
 L1: could I steak and chips?
 L2: of course (unintelligible talk 1.0)
 L1: no thanks
 L2: after one hour
 ((laughter))
 L1: it's your bill sir
 L2: oh thanks but I don't have er money
 L1: sorry I don't understand
 L2: as you hear I don't have any money
 L1: sorry you have to wash the dishes
 L2: okay where is the kitchen
 T: hmm let me show the way to the kitchen and they go
 L1: yes
 T: okay thank you (2.0) yes they are in a restaurant again
 L15: you are smoking very much could you put off the cigarette please?
 L16: why shall I put off my cigarette?
 L15: because I want to eat (0.5) but I don't want cigarettes
 L16: oh no why don't you go out go to other table
 L15: okay I'm going to uhm to other table you are sitting (unintelligible talk 1.0)
 T: uhm yes (2.0)
 L5: mother how are you today?
 L6: I'm not fine because I'm a bit bored
 L: would you like to go to the cinema?
 ((laughter))
 T: please again you begin again
 L5: mother how are you today?
 L6: I'm not fine because I'm a bit bored
 L5: would you like to go to the cinema?
 L6: which film are we going to go?
 L5: uhm we are going to go (unintelligible talk 1.0)
 L6: oh I think it's very bad because I don't like it I thought we are going to the theatre
 L5: no I hate going to the theatre I (unintelligible talk 1.0)
 L6: yes let's go
 T: okay then let's go (2.0)
 L20: okay what's the problem?
 L17: you know that you are so late where were you?
 L20: I was (unintelligible talk 1.0)
 L17: why didn't you call me?
 L20: I don't
 L17: okay I forgive (unintelligible talk 1.0) but don't please (unintelligible talk 1.0)
 L20: okay I'm sorry I won't do it again
 T: thank you fine yes and the last pair now (2.0) who is the driver? huh uh this is your car okay
 L9: good afternoon sir may I see your driving *lisans*? [tr: license]

T: licence yes
 L10: (unintelligible talk 2.0)
 L9: thank you do you know the speed limit here is fifty kilometre per hour
 L10: oh no sir I didn't see the sign
 L9: well did you drink?
 L10: of course no
 L9: but (unintelligible talk 1.0) puff the pipe
 L10: oh no sir please don't do it (unintelligible talk 1.0)
 L9: are you take uhm (unintelligible talk 1.0)
 L10: yes you are right but I can't fifty percent of your salary
 L9: just I think do you know my salary?
 L10: oh not important take this money
 ((laughter))
 L9: okay I won't see you again here (unintelligible talk 1.0)
 T: thank you fine okay now uhm thank you for your dialogues (0.5) by day by day I think they are going to be more uhm imaginative I think more interesting dialogues and next lesson we are going to some practice for the oral exam in June uhm I'm going to give you a paragraph about yourself you are going to complete that dialogue that paragraph and then you are going to write er a single dialogue like that and you are going to memorise it and use it in your oral exam okay? (0.5) it's just a practice for oral exam and? For this term I'm going to give you two marks for conversation lesson uhm for your performance in the conversation class okay? and then later you can learn it from uhm mis- misses Sulaz okay?
 L: yes
 T: yes (0.5) we finished

APPENDIX III

CLASSROOM HANDOUTS

PART 3 : Travel Agents role play.

Aim : the students will describe a good place for a holiday using simple structures such as 'can' 'There is' and adjectives.

A) Pre teach some vocab if necessary. such as. to go sightseeing

A castle

An ancient city

To water sports

A natural place

Delicious food

Etc

B) Put students in groups of 3 (or 2 if necessary) and give them a location to write about.

Suggested locations are Bodrum, Fethiye, Istanbul, Ankara, Uludağ, Camping in Manisa forest, The black sea region, America etc.

The students have to write a brief paragraph as to why their destination is the most suitable for a holiday.
(5 or 6 sentences)

C) from each group, one student will stand up and become a tourist. These students will visit another group and find out about the holiday. After a short time, the 'tourists' will go to another 'travel agent's' and the activity will be repeated.

D) When this has been done 2 or 3 times, the 'tourist' can return to his/her original group and one of their partners can become the 'Tourist' and visit another group.

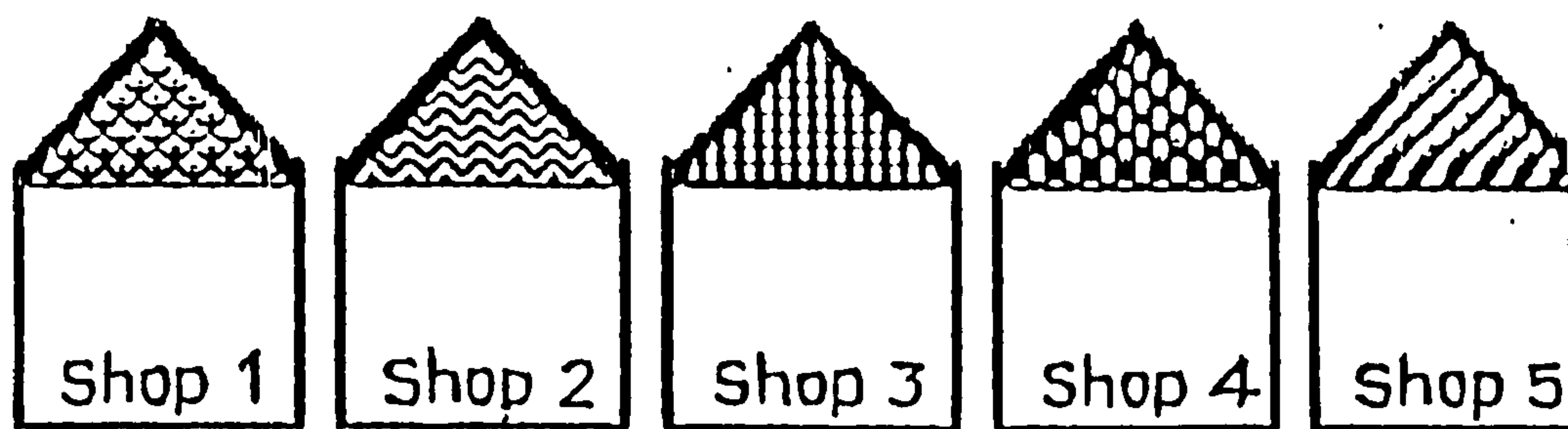
E) When the activity has finished, get feed back as to which place is the best.

Or

Let the students try to persuade you which is the best place in an open class situation.

Tip. you can drill the 'tourist' to say ' I NEED A HOLIDAY ' as opening sentence when they go to 'the travel agents.'

Five people of different occupations are working in five adjoining shops. They go to work by five different means of transportation, they have five different hobbies and outdoor activities, they have five favorite foods for lunch and they were born in five different places.



Occupation					
Means of transportation					
Hobby					
Favorite food					
Birth place					

Occupation: Baker, Greengrocer, Hairdresser, Optician, Florist.

Means of transportation: Car, Bus, Train, Motorcycle, Subway.

Hobby: Ice skating, Horse racing, Camping, Mountain climbing, Fishing.

Food: Steak, Pizza, Hot dogs, Beef stew, Tacos.

Birth place: Austin, Fredericksburg, Johnson City, Corpus Christi, Houston.

Mr. Hayri Albayrak

PERFORMANCE EVALUATION - LISTENING COMPREHENSION STEP 1

Look at the vocabulary at the bottom of the page and repeat after me.
Now, look at the diagram. Notice that on the left side, you find occupation, means of transportation, hobby, favorite food, and birthplace. Notice that across the top ^{cell} you find Shop 1, Shop 2, Shop 3, Shop 4, and Shop 5.

~~This is a very difficult lesson.~~ Listen very carefully, think and write the answers. Listen to each statement. Find the correct square, write the correct word from the list below. Ready ? Go !

1. The person who is a hairdresser works in the middle shop.
2. The person who works on the far right goes to work by motorcycle.
3. The person who works to the left of Shop 2 likes horse racing as a hobby.
4. The person who was born in Houston works next to Shop 1.
5. The person in the second shop from the right likes tacos for lunch.
6. The baker works next to the person who was born in Houston.
7. The person that works next to the person who likes tacos goes to work by bus.
8. The person who goes to work by bus likes mountain climbing.
9. The person in the second shop from the left is an optician.
10. The person who likes tacos is a florist.

11. The hairdresser was born in Johnson City.
12. The optician works next to the person who goes to work by train.
13. The person on the far right likes hot dogs.
14. The person who was born in Austin works next to the hairdresser.
15. The person who works next to the baker goes to work by car.
16. The person who goes to work by motorcycle was born in Corpus Christi.
17. The person who goes to work by train likes pizza.
18. The person who works next to the hairdresser likes beef stew.
19. The person who was born in Corpus Christi likes fishing.
20. The person who works to the right of Shop 3 likes ice skating.

Follow up questions:

1. Who was born in Corpus Christi ? (The greengrocer.)
2. Who likes steak as a food for lunch ? (The hairdresser.)
3. Who was born in Fredericksburg ? (The baker.)
4. What does the optician like as an outdoor activity ? (Camping.)
5. How does the florist go to work ? (By subway.)

13 Comparative Jokes

All the following jokes contain examples of comparatives. When you have agreed on the answers, go back and underline all examples of comparatives and superlatives.

- 1 Which burns longer – a black candle or a white candle?
>
- 2 What are you going to do when you are as big as your mother?
>
- 3 Who is the strongest criminal?
>
- 4 Have you heard that the most intelligent person in the world is going deaf?
>
- 5 Why are wolves like playing cards?
.....
- 6 What is worse than finding a worm in your apple?
>
- 7 Indecisive Customer: I've changed my mind again.
Irritated Shop Assistant:
- 8 How do you know when you are middle-aged?
>
- 9 What is even harder than a diamond?
>



- A Finding half a worm.
- B And is the new one working better than the old one?
- C When the cake costs less than the candles.
- D A shoplifter.
- E Neither, they both burn shorter.
- F Paying for it!
- G Go on a diet.
- H Pardon?
- I They both come in packs.

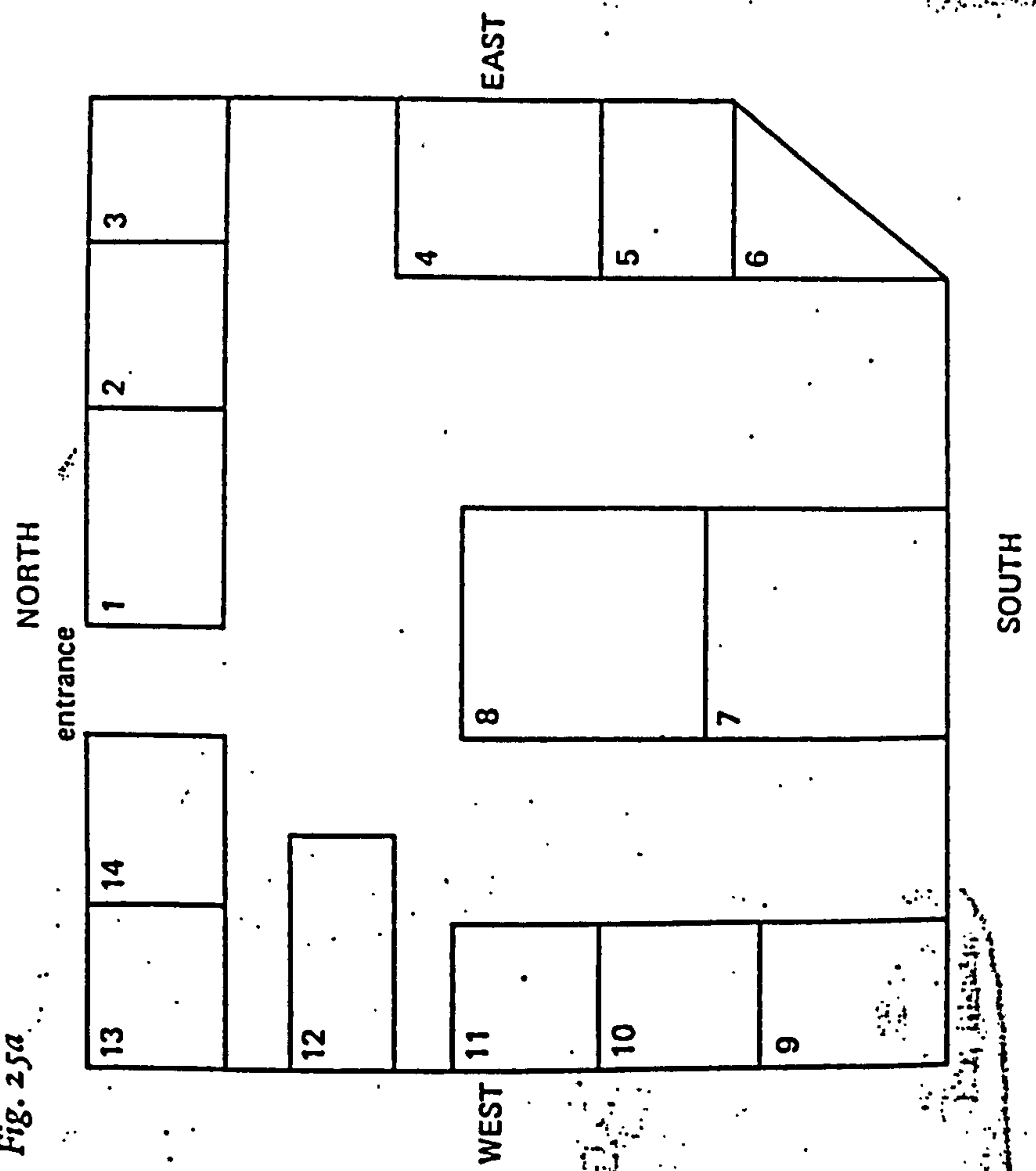
TEXT BOUND INTO THE SPINE

Classroom
B

Ground-plans are also a kind of map, but a single sketch (Fig. 25a) can be interpreted in many different ways, and correspondingly varied listening tasks can be based on it. Its chief advantage lies in its simplicity: it is very easy to trace and reproduce without necessitating expensive photocopying. Here is a very easy exercise for younger learners. The students are given copies of the plan (with the pools marked in as in Fig. 25b) and told it is a zoo. They are also given a written list of the animals in the zoo — the teacher should of course make sure they know what they all are, and what a 'cage' is — and told to write them in the appropriate spaces according to information given in the following dialogue. The correct solution is marked in Fig. 25c:

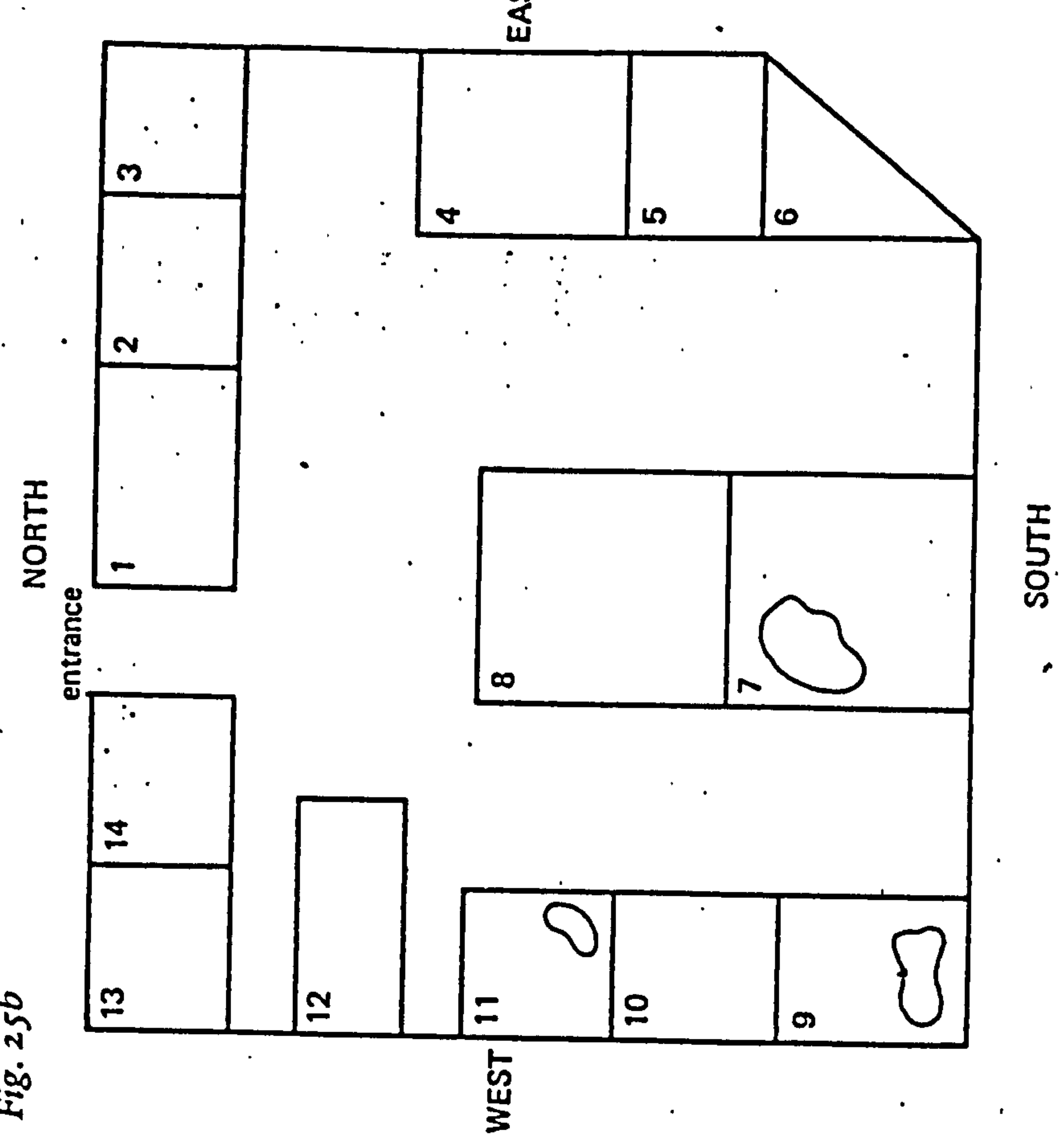
- A: Please tell me where the animals are in your zoo.
B: Well, tell me what animals you want to see.
A: I love lions.
B: That's easy. The lions are in the biggest cage, the first one you

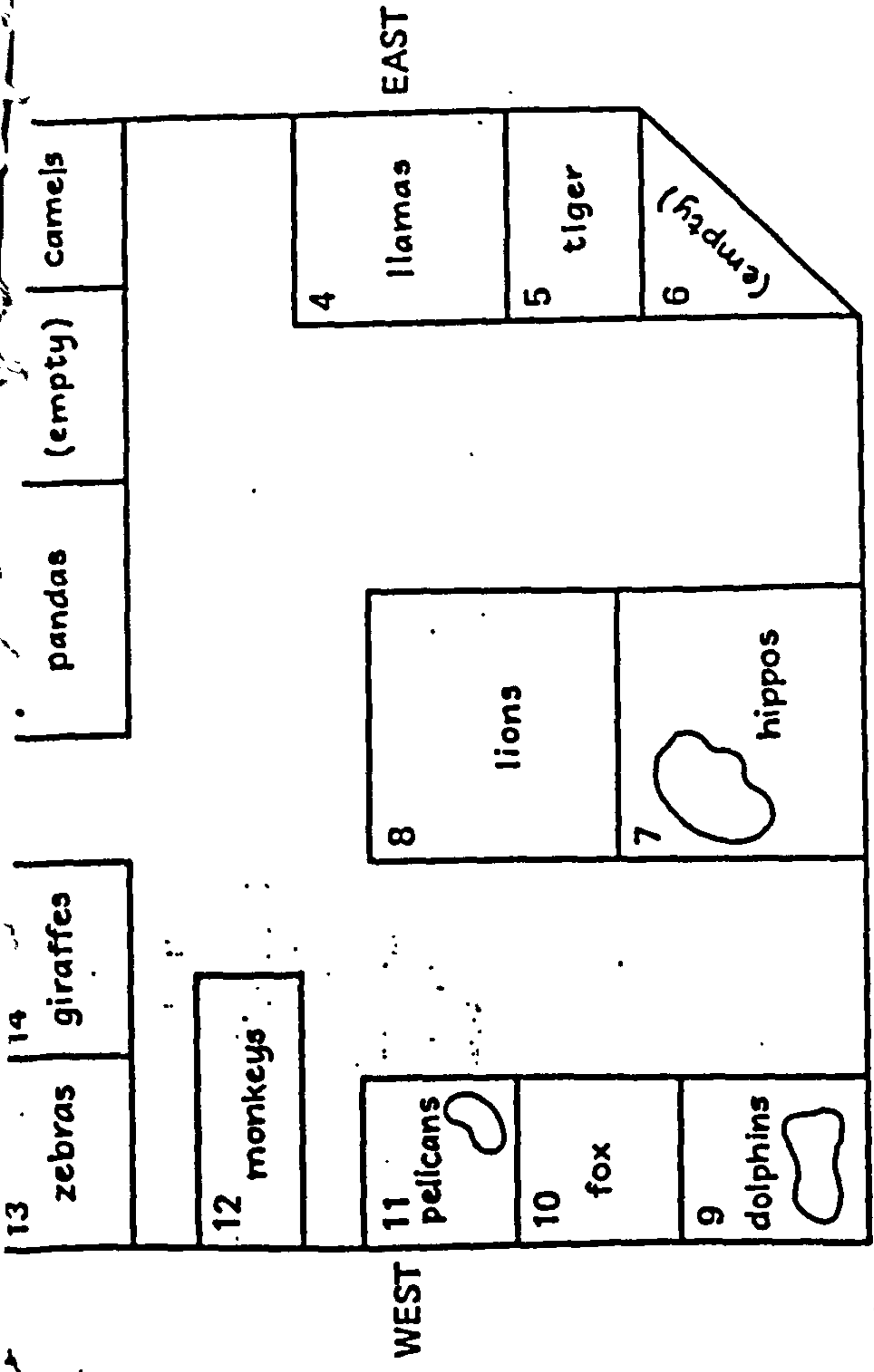
Fig. 25a



- A: What animals are in the smaller cages?
B: Well, near the hippos in the corner is a small cage with a pool in it. Can you see it?
A: Yes.
B: The dolphins live in that. And next to them is the fox.
A: Only one fox?
B: Yes. Then there are the pelicans; they live between the monkeys and the fox. The monkeys have a bigger cage, they need room to climb.
A: I see. The pelicans have the fox on one side and the monkeys on the other. What about the cages near the entrance?
B: Well, on one side of the entrance are three cages and on the other side — two. Right?
A: Right.
B: Well, in the two cages are giraffes and zebras.
A: Which is which?
B: The giraffes are nearer to the entrance. On the other side of the entrance are the pandas. Then there's an empty cage, then the camels.

Fig. 25b





zebras, pelicans, dolphins, hippos, lions, tiger, camels, pandas, giraffes, monkeys, fox, llamas

Fig. 25c

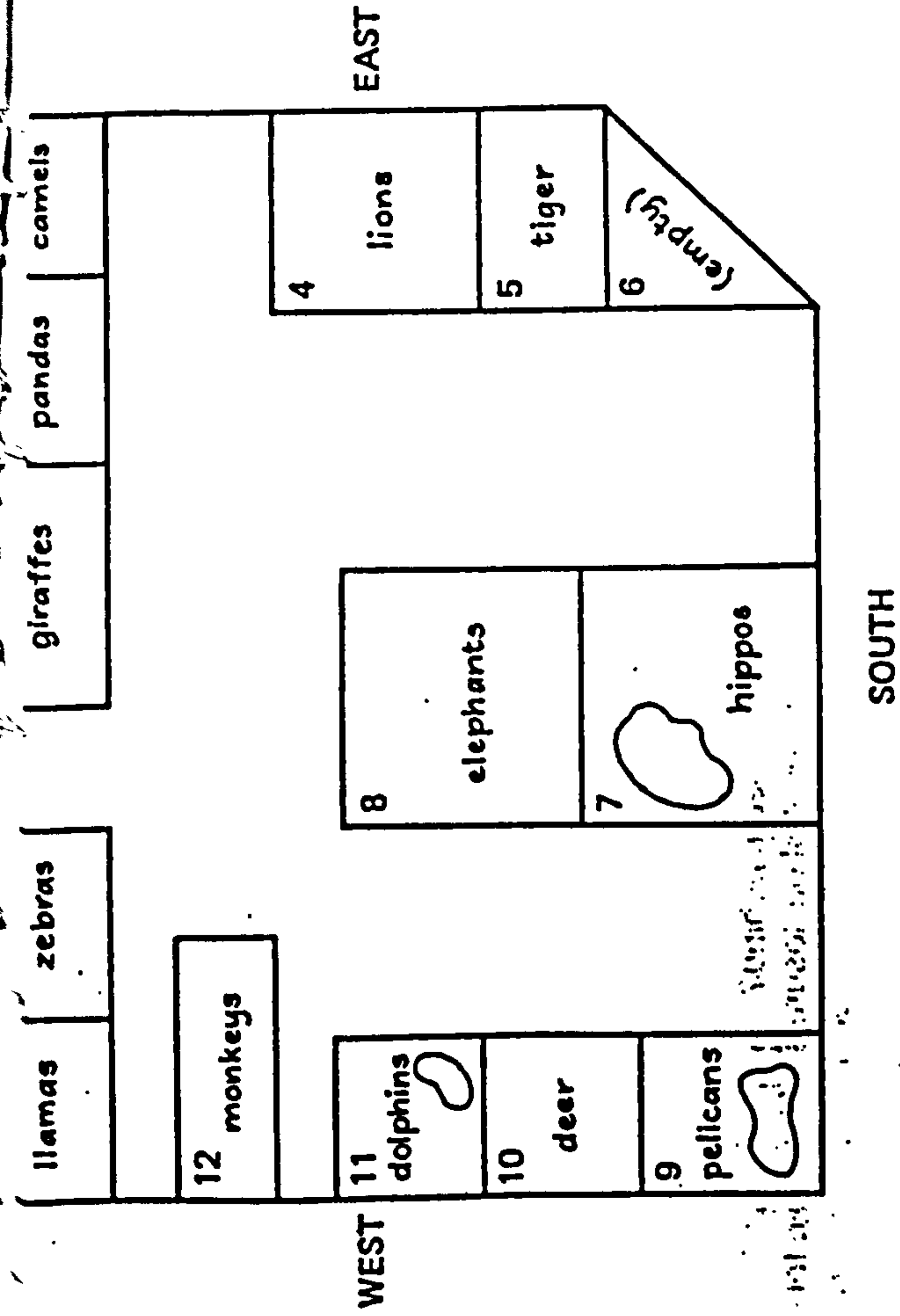
- A: The empty cage is between the pandas and the camels.
- B: That's right.
- A: There are three more cages you haven't told me about.
- B: Oh yes, well, the big cage near the camels has llamas in it. And behind them is a smaller cage with a tiger. The very smallest cage in the corner is empty at the moment.

A variation of this zoo exercise, for more advanced learners, is to give a recorded passage describing changes in the zoo layout. The students might use the filled-in sketch shown in Fig. 25c as a basis for corrections; or, if you want to make it really challenging, and if the class has not already done the exercise described above, they can be given one or two blank sketches like Fig. 25b, and told to fill in either the final arrangement, or both the final and the original using only the following information; they may or may not be given a list of the animals. The passage below is at intermediate to advanced level, and is based on an idea suggested by Alan Maley:

- A: Right, now today we have to decide on some changes in the

- giraffes, and the giraffes' old place next to the entrance isn't big enough any more. I suggest we move them to the other side of the entrance.
- C: So what'll happen to the pandas who are there now?
- B: They'll move next door to the empty enclosure.
- A: And next to them?
- B: We'll leave the camels there where they are, they seem to be quite happy.
- A: Well, that seems quite reasonable; do you all agree?
- C,D: Yes, fine, O.K....
- A: Please go on, Mr Jones.
- B: There have been some complaints that the lions shouldn't be in the enclosure opposite the entrance -- some of the children are frightened as they come in. As we've bought two new elephants, I suggest we put them into there, the children will like them.
- D: And move the lions to the enclosure behind?
- B: No, lions don't need a pool, and that enclosure's a bit too big for them -- as you remember, our third lion died recently, so the two remaining ones can move into a smaller cage. We'll leave the hippos in the big enclosure with the pool, and the lions will go into the cage opposite their old one to the east, next to the tiger.
- C: What will we put into the giraffes' old enclosure?
- B: The zebras. They're pleasant animals to see near the entrance, and it only means moving them next door. Then we can put the llamas, which are next to the tiger at the moment, by the zebras. They don't really like being next to the tiger, I think they're afraid of him. The triangular cage next to the tiger can stay empty.
- A: What about the last four enclosures you haven't mentioned: the dolphins, the pelicans, the fox and the monkeys -- leave them as they are?
- B: No, well you see there's a problem here too. The pelicans have the fox on one side and the monkeys on the other, and they find both animals very disturbing: the monkeys are noisy and the fox frightens them. They are unhappy, not eating properly -- we'll have to do something.
- D: Perhaps we could move them to the end, change places with the dolphins; there are pools in both enclosures.
- B: Yes, all right. But that still leaves them next to the fox. However, London Zoo want to buy the fox and have offered us a lot of money for him; I suggest we sell him and put our new deer in there instead. Deer don't disturb anyone.
- A: Well, thank you Mr Jones. Are we all agreed? Fine. The meeting is closed.

The solution to this is given in Fig. 25d.



zebras, pelicans, dolphins, hippos, lions, tiger, camels, pandas, giraffes,
monkeys, llamas, deer, elephants

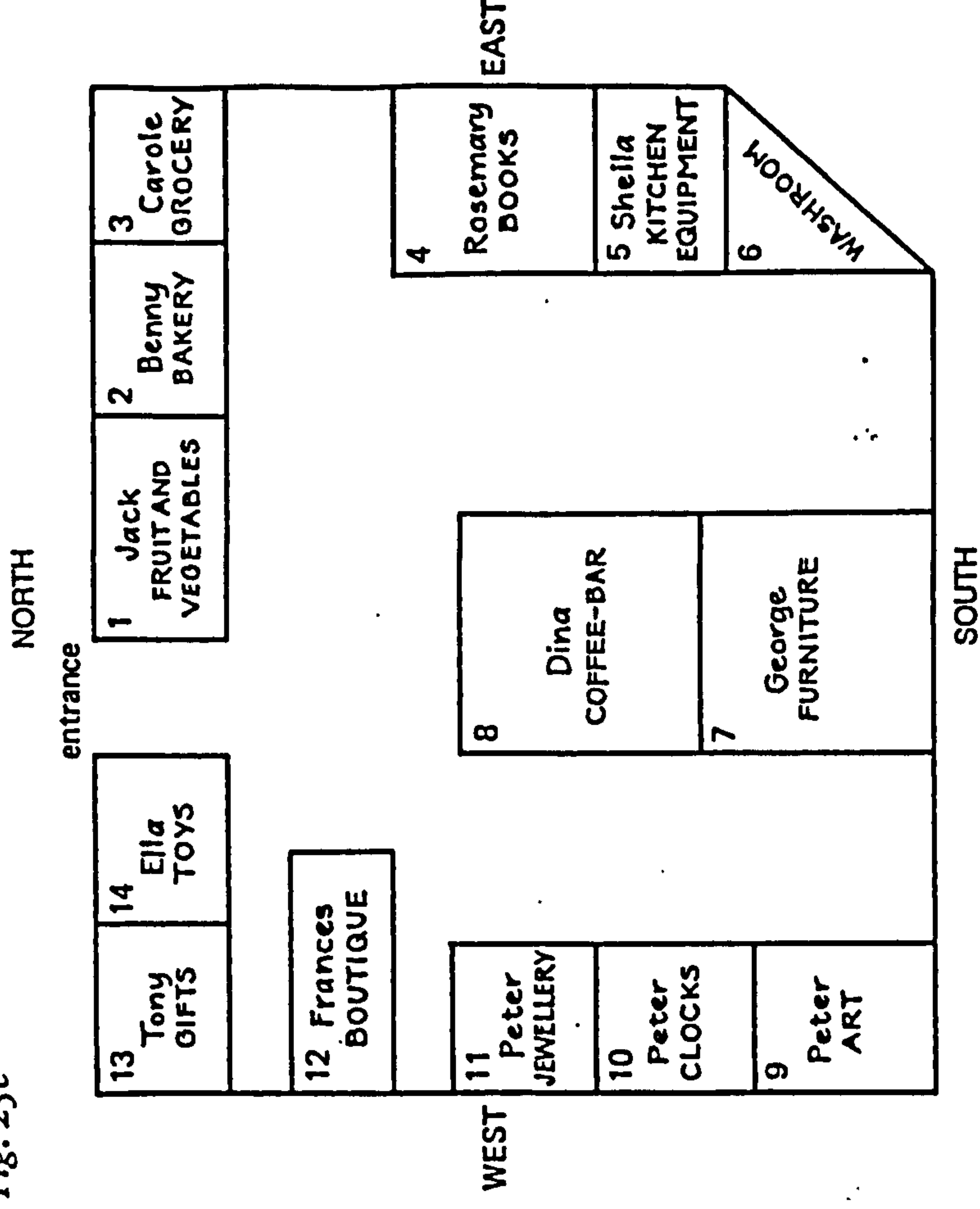
Fig. 25d A further variation is based on the plan as a shopping centre. Students are asked to mark in the kind of shop or the name of the shopkeeper, or both (Fig. 25e). Again there is some writing to be done, so the spoken passage will need to have frequent pauses and reiterations. Names of shops can be shortened or represented by symbols where appropriate; names of people can be jotted in using only the initial letter (intermediate level):

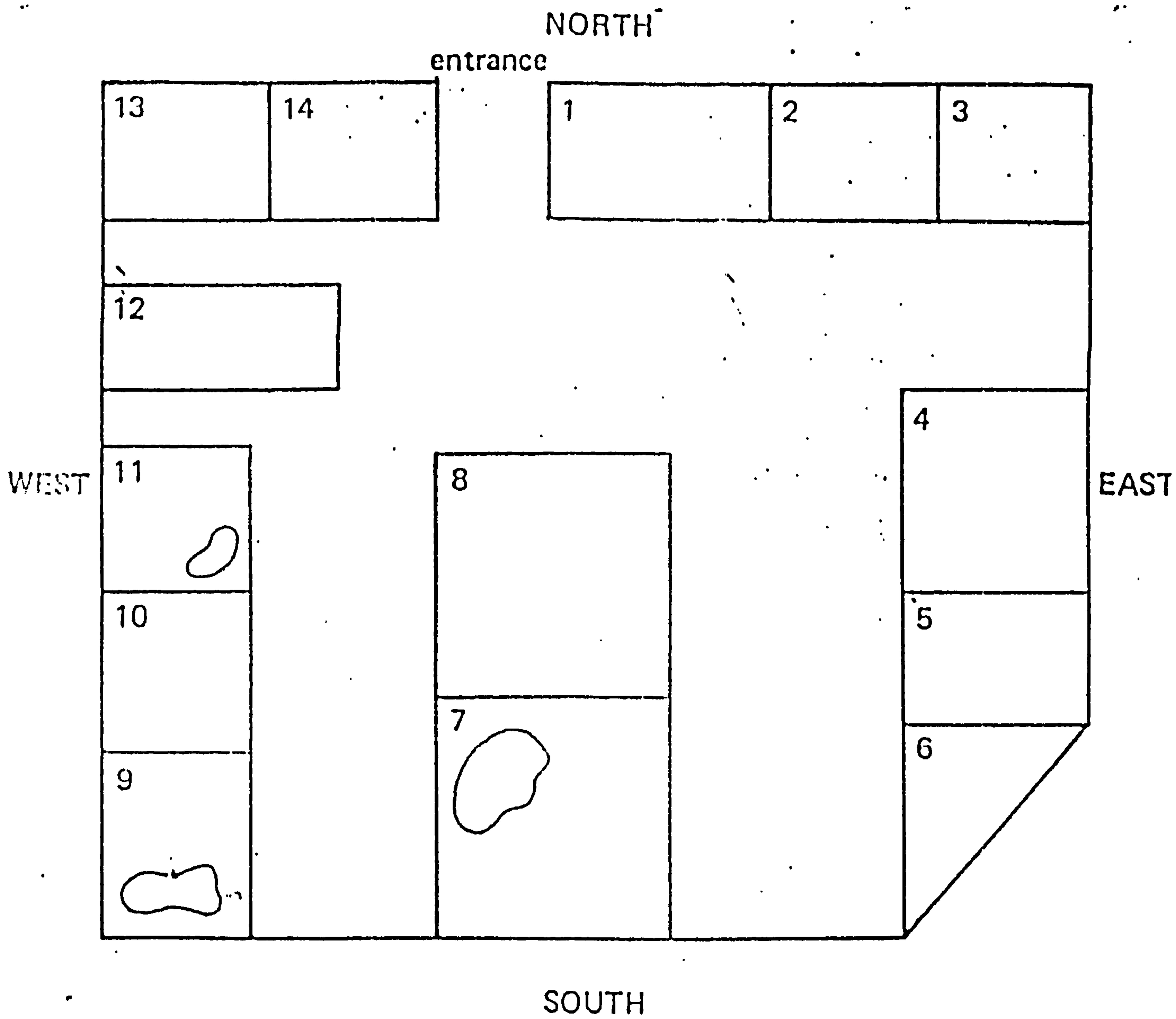
Well, our new shopping centre is finished at last, and I know you are all waiting to hear who's to be where. Get your pencils ready to mark down your locations. Dina, I'm giving you the big site opposite the entrance for your coffee-bar – it's nice and central, so that shoppers will find it convenient to drop in for a cup of coffee or other refreshments. Now the food stores I'm putting in those three sites next to the entrance along the north-eastern wall. Jack, you can sell your fruit and vegetables beside the entrance; and Benny, your bakery is next door. Carole, I'm giving you the corner site for your grocery store. On the other side of the entrance are Tony's gift shop and Ella's toys. Now I know both of you want to be next to the entrance; in the end I decided to give the entrance site to Ella, because her shop will catch the eye of the children as they come in,

businesses: jewellery (better have that near the dress shop, Peter), watches and clocks, and then in the corner the art shop – a nice quiet place for people to look at your pictures and things. Along the eastern wall – we'll give the biggest site to Rosemary, you use that for your book store: I know you'll be selling magazines and stationery as well as books, so you can use the space. Next to Rosemary there's a smaller space – Sheila, you can have that for your kitchen-equipment store. Behind that is a very much smaller triangular room – that'll be the washroom and toilets. Now the big site behind Dina's coffee-bar – we'll give to George for his furniture store – you'll need all that space for your tables and chairs, George.

The same sketch can be used to show the layout of many other kinds of complexes: a school, a museum, a nursing home, offices, an army barracks, stores, botanical gardens. Suggestions for the content of listening passages to go with one or two of these are given below in note form. The teacher can work from these notes as they stand, or insert the information into a copy of

Fig. 25e





109

J W W O N T S A W O R E D R E W A
 X R A N G A K V L G I C A U G H T
 H K S U N K N O W N D A S N W I E
 F S A N K E E S O L D M W G R T B
 O L N D A N W A K E E E U H O R I
 U S G E A T E N E F N B M I T E T
 N W A R W W O R N T H R E W E A T
 D A V S U N G A F B R O K E N D E
 R M E T W R I T T E N K B E G U N
 A S T O O K V E B A S E E N G D A
 N A C O M E E K I B O U G H T U M
 K T U D A D N F L O W N A P A I D
 B I T C D R I V E N Y F N P U T R
 S P O K E O Z T H R O W N E G N U
 S F L E W V S P O K E N T C H E N
 B J D B E E N D T H O U G H T S K
 R O D E F Y W D R A W N W E R E L

Find the Verb 2 and verb 3 (if it is different) for the following verbs.

WAKE BE SEE BEGIN BITE BREAK BUY CATCH
 COME CUT DRIVE DRAW DRINK EAT FIND FLY
 GIVE HIT KNOW LEAVE MEET PAY PUT RING SELL
 SEND SING SINK SIT TAKE TEACH TELL THINK
 UNDERSTAND WEAR WIN WRITE RIDE THROW MAKE
 SPEAK READ SWIM

C2 D level Present Perfect lying Game.

Aim : for the students to practise Present Perfect and Simple Past questions and answers.

Method:

A) Pre-teach ' I'm lying ' and ' I'm telling the truth '

B) Put the following list of verbs on to the board.

Have you ever.....

Ride a horse	go to Cyprus
Break a bone	play tennis
Go to Trabzon	fire a real gun
Go to Ephesus	save someone's life
Catch a fish	drink champagne
Steal something from a shop	go hunting
Kill an animal	
Fly in a plane	
Meet a famous person	
Climb a mountain	
Work in a shop	
Watch a match in the stadium	
Break a window	
Sleep outside	
Ride a motorbike	
Be on TV	
Cry in the cinema	
Send an E-mail	
Make a snow man	
Make a cake	

C) ask a good student to the front of the class.

Ask one of the questions to him eg HAVE YOU EVER FLOWN IN A PLANE ?

The student must answer YES, I HAVE.

Whether they have or not. Ask follow up questions to see if the student is telling the truth or lying such as WHEN DID YOU FLY? Or WHICH AIRLINE DID YOU USE ?

When completed, change the student at the front of the class and repeat the activity again until the students have a good idea of the exercise.

D) Put the students into groups of 3 or 4 and let them play the game by themselves.

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Variable print quality

Policeman: You stop a car and check the driver's driving license
Driver: You are just 17, you don't have a driving licence!

Mom: You have found a photo album full of it which there are photos
of your daughter with a boy. You think he is her ^{secret} boyfriend

Daughter: He is your boyfriend but you still want to keep it as a secret
and you say he is just a friend. How do you explain the
intimate photos?

Daughter: You want to stay home and have a romantic meal with your
wife.

Wife: You want to go out and celebrate new year in a fancy
restaurant

Daughter: You want to break up with him, because you are
in love with another woman, man.
You can't accept this and ask why.

Daughter: You want to go on a holiday alone, with your
father and mother is going on a holiday with you.

constantinople

SCENARIOS FOR MINI ROLE PLAYS

Teacher : You gave an important homework to your student last week and today you want to check it.

Student : You didn't do your homework. What is your excuse ?

Policeman : You stopped a car because it was driving too fast. You will give a ticket to the driver.

Driver : You were driving too fast. What is your excuse ?

Rich man : You have got a lot of money but you don't want to lend it to your friend.

Poor man . You need to borrow some money.

Mother : Your child came home at 12 o'clock.

Child: you came home late. What is your excuse?

Customer : you ate a meal in the restaurant but you haven't got any money to pay the bill.

Waiter : You want the money for the meal.

Child : You want a dog for your birthday.

Mother : you hate dogs.

Old person on the bus : You want to sit down.

Young person : You don't want to stand up.

Person in a restaurant : You are smoking.

Person in a restaurant : you are eating and you hate cigarettes.

Friend : You want to go to the cinema.

Friend : You want to go to a restaurant.

Classroom 76

Mini Role Plays.

Aim : Students will prepare and 'act' out short dialogues.

Method :

- A) choose one of the scenarios given and elicit a dialogue from the class onto the board (5 mins)
- B) Choose a good student and act out the dialogue in front of the class.
- C) Give out the scenarios to the students ,who will be in pairs or groups of three. and give them a few minutes to prepare a short dialogue.
- D) There are two ways to get the students to act out their dialogues.
 - Either
 - Group by group, they will come to the front of the class and act out their scenarios for all to see.
 - Or
 - Half of the groups will stand up and (simultaneously) act out their dialogues in front of other groups who are sitting down. When finished, they will go to the next group and act out their dialogues again.

Warmer :

Aim : Practice for big numbers.

Method :

Write on the board 9 and the students say ' nine '

Then 98 and they say ' ninety eight '

Then 987 and they say ' nine hundred and eighty seven '

Etc

Finally 9 876 543 210 and they say ' 9 billion 8 hundred and 76 million 5 hundred 43 thousand 2 hundred and 10 '

They should be able to say this number without looking at the board.

8.921034507
47.356802
6.735.459081

SCENARIOS FOR MINI ROLE PLAYS

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APPENDIX IV

BRITISH ASSOCIATION OF APPLIED LINGUISTICS (BAAL) LIST OF ETHICS

Responsibilities to Informants

Responsibilities and relations with informants will sometimes vary according to the type of inquiry carried out, and occasionally the dilemmas and tensions between, for example, confidentiality and the public's right to know, or between anonymity and the safety of other people, will need to be negotiated case by case. The points below generally apply to all Informants, whatever their social position, but particular care needs to be taken with those who have less power to negotiate their rights.

General Responsibility to Informants

Applied linguists should respect the rights, interests, sensitivities, and privacy of their informants. It is important to try to anticipate any harmful effects or disruptions to informants' lives and environment, and to avoid any stress, undue intrusion, and real or perceived exploitation. Researchers have a responsibility to be sensitive to cultural, religious, gender, age and other differences: when trying to assess the potential impact of their work, they may need to seek guidance from members of the informants' own communities. In certain types of contract research, respect for informants cannot be guaranteed, and in these cases, researchers should consider carefully whether they should continue with the project.

Obtaining Informed Consent

Relationships with informants should be founded on trust and openness. They should be informed about all aspects of research that might reasonably be expected to affect their willingness to participate. The information given to efforts at the outset of a project should cover the objectives of the research, its possible consequences, and issues of confidentiality and data security. When informants differ from the researcher in the social groups they belong to, it is worth seeking guidance on social, cultural, religious and other practices which might affect relationships and the willingness to participate. In cases where the research continues over a long period, the informed consent obtained at the start of the project may no longer be adequate, and consent may need to be renegotiated. Researchers should try to obtain the real consent of children and of adults with impairments in understanding. When children under sixteen are acting as main

informants, it is also necessary to obtain the consent of parents or other adults acting *in loco parentis*.

Respecting a Person's Decision Not to Participate

Informants have a right to refuse to participate in research. But applied linguists need to be aware that the power relations between themselves and their potential informants can sometimes be inadvertently misused to pressurise people to participate. It is also important to respect an informant's wish to withdraw from the study, particularly if it is not conducted in the way explicitly agreed in advance.

Confidentiality and Anonymity

Informants have the right to remain anonymous. Their confidentiality should be respected, and an attempt made to anticipate potential threats to both anonymity and confidentiality (e.g. by anonymising the data, making it secure, and sometimes even destroying it). But it is important to let informants know that it is not always possible to conceal identities completely, and that anonymity can sometimes be compromised unintentionally. Recognition of this should inform their consent.

Deception and Covert Research

This is an area of particular concern in applied linguistics. Covert research and deliberate deception are unacceptable to the extent that they violate the principle of informed consent and the right to privacy. However, in some research - concerned for example with phonological variation and pragmatic variation in naturally occurring speech - there are compelling methodological reasons for informants not being fully informed about the precise objectives of the research.

In such cases, defensible options would be to

- withhold the specific objectives of the research without deliberately misleading or giving false information (for example, informing doctors and patients that the research

concerned the structure or progress of doctor-patients interviews without specifying that the aim was to study pause phenomena as an index of power);

- ask informants to consent to being deceived at some unspecified time in the future, on the grounds that the research could not be done otherwise. After the event, informants should then give their permission for the data, to be used;.
- (if there are no methodological alternatives) present the objectives of the research to informants immediately after the data has been collected, guaranteeing anonymity if consent is given and destroying the data if it is withheld.

A distinction is sometimes made between deception and distraction. In contrast to the former, distraction is generally accepted as ethical, and it can be illustrated either in, for example, the introduction of multiple activities in a psycholinguistic experiment to prevent informants monitoring themselves, or alternatively, in situations of participation observation, in which informants come to accept the researcher as one of the community.

Observation in public places is a particularly problematic issue. If observations or recordings are made of the public at large, it is not possible to gain informed consent from everyone. However, post-hoc consent should be negotiated if the researcher is challenged by a member of the public.

A useful criterion by which to judge the acceptability of research is to anticipate or elicit, post hoc, the reaction of informants when they are told about the precise objectives of the study. If anger or other strong reactions are likely or expressed, then such data collection is inappropriate.

Consulting Informants on Completion of the Research

Wherever possible, final project reports should be made available in an accessible form to informants, and informants should have the right to comment on them.

As the discussion in section 5.1 suggested, some types of research, evaluation and consultancy make a good deal of space for informants' own priorities and perspectives. In such contexts, informants are more appositely described as 'participants'. All of the 'responsibilities to informants' described above apply to people who are more actively

involved as participants in research. But some additional considerations also need to be borne in mind:

Balanced Participation

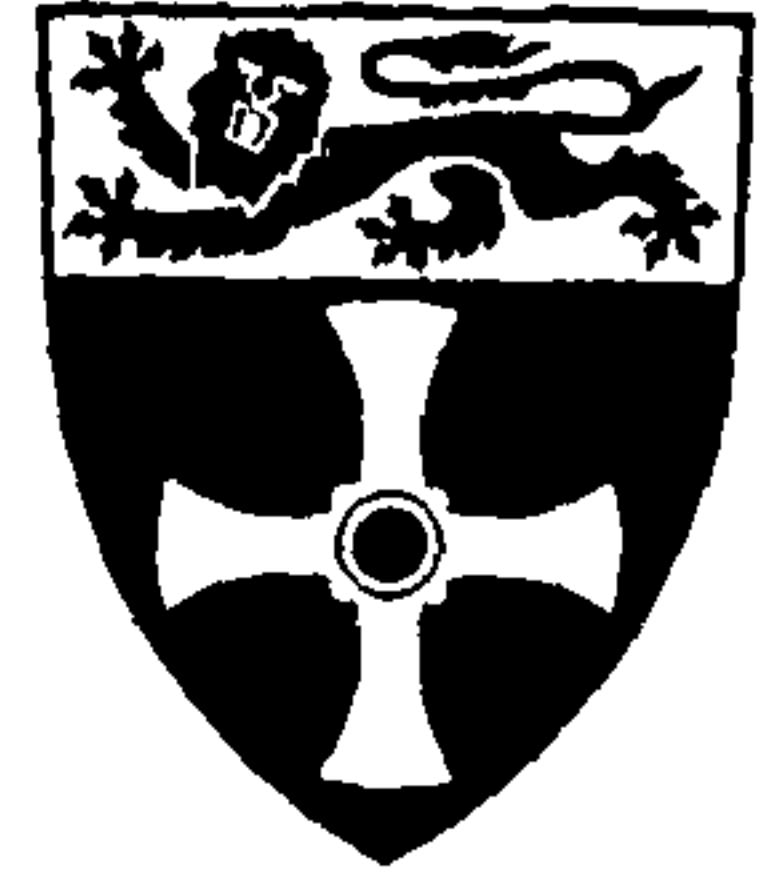
The practical consequences of the kinds of inquiry often designated action research, evaluation and consultancy, are usually much more immediate than they are in traditional research, affecting the distribution of power and resources in more obvious ways. In situations like this, where (a) participants have a significant degree of control over the research process, and (b) the political stakes are quite high, the notion of academic independence needs to be reformulated. In setting the agenda, in accessing and analysing the data, and in writing up the findings, the applied linguist may be happy to relinquish the autonomy entailed in traditional research, but she/he should take steps to avoid uncritically partisan alignment with any one interest group. In addition to the responsibilities outlined in 6.1 to 6.6, a number of checks and balances should be built into the research process to prevent it turning into advertising or propaganda:

- investigators should attend to a wide variety of perspectives on the issue, to the diverse claims made about it, to its context and history;
- no party should have privileged access to the data; the right to wholly determine the focus of the inquiry; sole access to project reports; or a unilateral veto over their contents;
- all participants should have the right to comment on the fairness, relevance and accuracy of project reports;
- all major interest groups should be represented on steering groups or management committees.

These recommendations are taken from the web site: www.baal.org.uk (21.05.2004)

APPENDIX V

CONFIRMATION LETTERS FOR SUBMISSION OF CLASSROOM TRANSCRIPTS



School of Education, Communication
and Language Sciences

University of Newcastle
Joseph Cowen House
Newcastle upon Tyne NE1 7RU

Head of School
Professor Li Wei BA DipEd MA PhD

28.04.2003

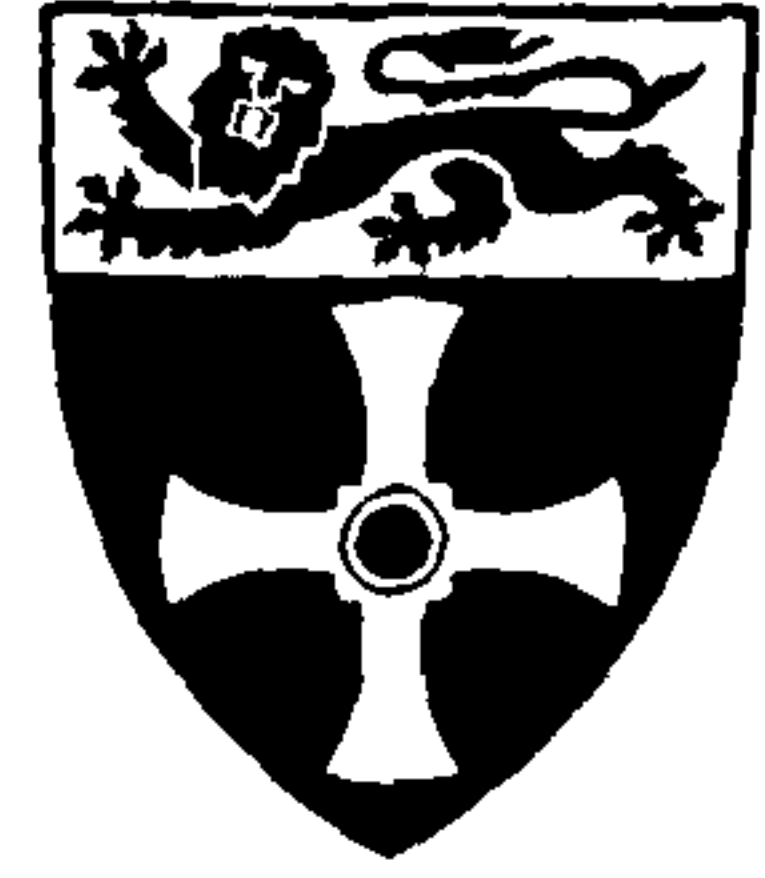
TO WHOM IT MAY CONCERN:

I confirm that I have received a paper-back version of the data transcriptions. I have been informed that this publication will be used as a part of Eda Üstünel's PhD Thesis.

Yours sincerely,

Associate Prof. Mehmet Ali Yavuz
Dokuz Eylül University
Department of Modern Foreign Languages

UNIVERSITY OF
NEWCASTLE



School of Education, Communication
and Language Sciences

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Head of School
Professor Li Wei BA DipEd MA PhD

28.04.2003

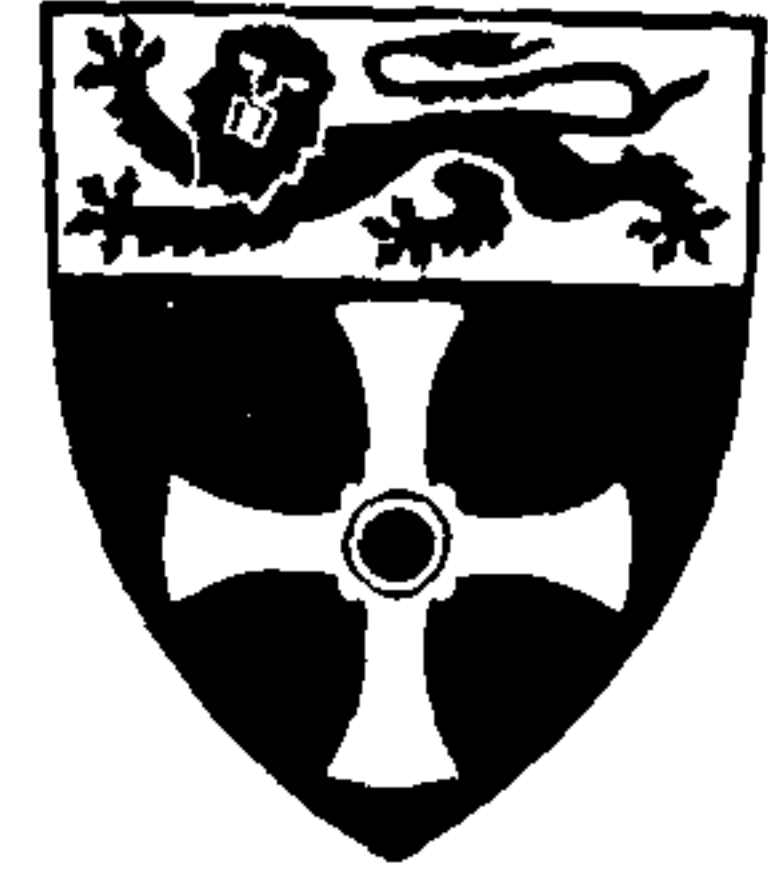
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Yours sincerely,

Dr. Uğur Altunay
Dokuz Eylül University
Department of Modern Foreign Languages

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NEWCASTLE



Centre for International Studies in Education


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Yours sincerely,


Prof. Dr. Semiramis Yağcıoğlu
Dokuz Eylül University
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