A CONVERSATION ANALYTIC STUDY OF REFERENCE TO A PAST LEARNING
EVENT IN L2 CLASSROOM INTERACTION: IMPLICATIONS FOR INFORMAL
FORMATIVE ASSESSMENT

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Approval of the Graduate School of Social Sciences

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ABSTRACT

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This study sets out to investigate an unexplored phenomenon named "Reference to a Past Learning Event" (RPLE) in different L2 classroom contexts from the perspective of Conversation Analysis (CA) and CA-SLA. In doing so, it involves the analysis of a data-set that comes from a corpus of video-recordings of an EFL class (55 classroom hours) in a preparatory school at a state university in Turkey. Using CA, it investigated how teachers and students make RPLE by contingently diverging from the main activity to what was presented in past learning events in and through interaction. The micro-analysis generated models for the different sequential positioning of RPLE in teacher follow-up, response and initiation turns and in student turns. Regardless of the sequential position, RPLE confirms what is shared and establishes common ground, continuity and temporality in an instructional setting. However, it is also found that the motivation for employing RPLE varies with different sequential positions and L2 classroom contexts. Besides, the analysis demonstrated that RPLE creates learning opportunities and results in socially displayed and situated recollection of what was studied earlier not only within single learning events but also across subsequent learning events. As supplementary to the analysis of the interactional data, introspective data was gathered from stimulated recall sessions with the teachers and its analysis confirmed the conversation analytic findings but also generated additional findings. Lastly, the findings have

implications for informal Formative Assessment, the description of L2 Classroom Interactional Competence and L2 teacher education.

ÖZ

YABANCI DİL SINIF-İÇİ ETKİLEŞİMDE GEÇMİŞ ÖĞRENME OLAYINA GÖNDERME ÜZERİNE KONUŞMA ÇÖZÜMLEMESİ ÇALIŞMASI: ENFORMEL BİÇİMLENDİRİCİ DEĞERLENDİRME AÇISINDAN UYGULAMALAR

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Bu çalışma daha önce araştırılmamış olan "Geçmiş Öğrenme Olayına Gönderme" (GÖOG) adlı bir fenomeni farklı yabancı dil sınıf bağlamlarında Konuşma Çözümlemesi (KÇ) ve KÇ-İDE (İkinci Dil Ediniminde KÇ) açısından incelemiştir. Bu doğrultuda Türkiye'de bir devlet üniversitesinin hazırlık okulunda İngilizcenin yabancı dil olarak öğretildiği bir sınıfın (55 ders saati) video kayıtlarının analizi yapılmıştır. KÇ yöntemi kullanılarak, öğretmenlerin ve öğrencilerin olası bir durumda etkileşim içinde ve aracılığıyla ana konudan geçmiş öğrenme olaylarına kayarak nasıl geçmiş öğrenme olayına gönderme yaptıklarını araştırmıştır. Mikro-analizler GÖOG'un gerçekleştiği öğretmen art-genişletme dizilerinde, öğretmen cevap ve giriş söz sıralarıyla birlikte öğrenci söz sıralarında farklı dizisel pozisyonlarını gösteren modeller ortaya çıkarmıştır. Dizisel pozisyonlarına bakılmaksızın, GÖOG sınıf içinde neyin paylaşılıp paylaşılmadığını doğrulamakta ve bir eğitim ortamında ortak temel, devamlılık ve geçiciliği oluşturmaktadır. Ancak, GÖOG'un farklı dizisel pozisyonlarda ve yabancı dil sınıf bağlamlarında kullanımını doğuran nedenler farklılık göstermektedir. Ayrıca, analizler GÖOG'un öğrenme fırsatı oluşturduğunu ve daha önce üzerinde durulan konuların hatırlanmasını sosyal etkileşim içinde sergilenmiş ve yerleşmiş olarak ortaya koymuştur. Bunu sadece tek bir öğrenme olayında değil, birbirini takip eden öğrenme olaylarında da göstermiştir. Etkileşimsel verinin incelenmesine ek olarak, öğretmenlerle gerçekleştirilen uyarılmış görüşmelerden elde edilen introspektif veri de incelenmiş ve analizler KÇ

bulgularını doğrulamakla birlikte ek bulgular da ortaya çıkarmıştır. Sonuç olarak, bulguların enformel biçimlendirici değerlendirme, yabancı dil sınıf-içi etkileşimsel yeti ve öğretmen yetiştirme alanlarına sağladığı katkılar ve uygulamalar tartışılmıştır.

Anahtar Kelimeler: Konuşma çözümlemesi, Geçmiş öğrenme olayına gönderme, Enformel biçimlendirici değerlendirme, Sınıf-içi etkileşimsel yeti

To My Husband *Turgut*

and

To Our Daughter *Beyza*,

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two teachers who voluntarily allowed me to record their courses. They constitute the keystone of this study.

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LIST OF ABBREVIATIONS

CIC	Classroom Interactional Competence
CA	Conversation Analysis
CA-SLA	Conversation Analysis for Second Language Acquisition
DIU	Designedly Incomplete Utterance
EFL	English as a Foreign Language
FA	Formative Assessment
FPP	First Pair Part
L2	English as foreign/second/additional language
NMP	Non-minimal Post-expansion
MP	Minimal Post-expansion
RPLE	Reference to a Past Learning Event
SLA	Second Language Acquisition
SPP	Second Pair Part
TCU	Turn Constructional Unit
TRP	Transition Relevance Place

CHAPTER 1

INTRODUCTION

1.0. Introduction

In this chapter, background to the study is discussed by summarising the history of classroom research, highlighting the importance of Classroom Interactional Competence (CIC) and conversation analytic classroom research and introducing the phenomenon (i.e. Reference to a Past Learning Event) investigated. Following this section, the aim and significance of the study is discussed followed by the research questions and the description of the research context as well as the definition of terminology used.

1.1. Background to the Study

Research on language classroom discourse originated as a field which focuses on teacher behaviour and on what constitutes effective teaching. It was thought that the choice of the methods, which had no empirical basis, determined the effectiveness of the teaching and learning process. Therefore, in early classroom research, it was common to see studies on the comparison of various methods (Scherer & Wertheimer, 1964; Smith, 1970). However, seeing that there was no one method that was superior to others and that could be prescribed for every language classroom, there was a move from methods to techniques. Research on the comparison of techniques (e.g. GUME project) was still inconclusive since the results showed that the complexity of language teaching did not allow the prescription of one technique over the other and hence, it was not easy to talk about good and bad teaching techniques with any certainty (Allwright & Bailey, 1991). As a result, the focus on teacher training shifted to a focus on fundamental research, which required fully-developed and reliable observation tools. So, there was a move from prescription to description and from techniques to processes (Allwright & Bailey, 1991). All these shifts brought about developments and modifications of various observation tools or coding schemes (e.g., FIAC, FLint, FOCUS, ECS, COLT) used to describe classroom processes and thus, to find out what actually happens in the language class. These tools included list of categories to classify teacher behaviour. It was then acknowledged that all that happens in a language class was not about a method or a set of techniques but something "more interactive and less obviously more pedagogic" and hence, the use of the category systems to code features of classroom interaction came to be named as

"interaction analysis" (Allwright & Bailey, 1991, p.9; Ellis & Barkhuizen, 2005). The starting point of interaction analysis was to investigate what constituted effective teaching and to incorporate the findings into teacher training. However, interaction analysis was not adequate to reveal the complexity of real classroom interaction. For example, many of the observation tools included categories that were not mutually exclusive, were not fully operationalized and hence, were open to interpretation (i.e. etic perspective over emic perspective), and did not account for all the interactional data (e.g. silences and embodied resources are not noticed) (Ellis & Barkhuizen, 2005; Sert, 2015). Most importantly, the use of the observation tools did not allow the interaction analysts to consider the contextual needs in different contexts since an interactional event at one time can create a learning opportunity but fail to do so at other times (Sert, 2015).

The changes in classroom research were followed by the developments in Discourse Analysis (DA) (Sinclair & Coulthard, 1975) and Conversation Analysis (CA) (Markee, 2000), the latter of which is much more commonly used nowadays to investigate real classroom interaction and to trace learning behaviours in the classroom. To start with the use of DA in language classroom research, it involved the analysis of the transcription of recorded classroom events in structural-functional linguistic terms. It should be noted that DA was the basis for the coding schemes mentioned above as those schemes also described the functional aspects of classroom interaction though not its structural properties (e.g. COLT, FIAC) (Ellis and Barkhuizen, 2005; Seedhouse, 2004). As Seedhouse asserts (2004), "the majority of previous approaches to L2 classroom interaction have implicitly or explicitly adopted what is fundamentally a discourse analysis approach" (p.56). Sinclair and Coulthard's (1975) analysis of classroom transcripts yielded the hierarchy of units of interaction (i.e. the lesson as the largest unit was made up of "transactions" which were made up of "exchanges" which were in turn constituted by "moves" that were constituted by "acts" as the smallest unit of interaction). Sinclair and Coulthard's (1975) discourse analytical approach has also shown that a typical classroom interaction involves a three-part exchange of teacher Initiation, learner Response and teacher Feedback or Evaluation (IRF/E). This pattern of IRF has been commonly used and referred to even in recent research although it has been challenged in CA-informed studies. IRF still explains the pattern of interaction in many of the traditional language classrooms and forms the basis of many studies of classroom interaction (Seedhouse, 2004; Walsh, 2011).

In spite of its merits, DA which focuses on the ways words and phrases function in context disregard the fact that a single utterance can perform a variety of functions or speech acts and that there is no direct relation between form and function (Levinson, 1983). Therefore, it cannot account for the complexity of classroom interaction, which is socially constructed by the participants (Seedhouse, 2004; Walsh, 2011). The limitation of DA is illustrated clearly by Seedhouse (2004) who analysed the same classroom extracts using both CA and DA. His analysis showed that while DA treated the two extracts in a very similar way by fitting each interaction into IRF cycles failing to portray the different contexts and the different interactional features, CA could go beyond the IRF cycle and reveal the locally managed and dynamic interactional patterns pertaining to each extract. Therefore, Seedhouse (2004) demonstrated that DA treatment resulted in monolithic, static and contextual overgeneralisations and thus, missed the point that "the IRF/IRE cycles perform different interactional and pedagogical work according to the context in which they are operating" (p.63). In contrast, CA was better able to reveal the complexity, fluidity and dynamism of the interaction on a turn-by-turn basis. With its social interactional dimension, Conversation Analysis (CA) deals with naturally occurring talk-in-interaction and presents a micro-analytic and emic perspective by allowing access to participants' own orientations to each other's understanding. Therefore, it does not impose pre-determined categories on the data and map a single function on a single utterance in isolation from its sequential organisation in context. It helps to analyse every classroom in its specific and sequential context and acknowledges that every classroom has its own interactional features.

Meeting the needs of the "social turn" in SLA (Block, 2003) by focusing on contextual and interactional dimensions of language use, adopting emic perspective and working with naturally-occurring data, the methods of CA were adopted to develop a socially informed perspective on SLA. As a result, "CA-SLA" has emerged as an approach to studying L2 language learning (Kasper & Wagner, 2011; Markee & Kasper, 2004) (See Section 2.2). CA-SLA aims to show "how learning is constructed by the use of interactional resources and to explicate the progress of their learning and their socially distributed cognition or intersubjectivity" (Seedhouse, 2005, p.177). Thereby, it views language as a resource for social interaction, cognition as socially distributed and L2 learning as "a change in a socially-displayed cognitive state" (Seedhouse & Walsh, 2010, p.127). With its perspective on language learning, CA is used not only as a methodology but also as a theory of interaction in

this thesis. Of the approaches to CA-SLA, this study is within the scope of those studies that investigate L2 learning processes across short-time spans by analysing single as well as subsequent moments of interaction. These studies show that L2 learning involves a process of adapting language patterns in response to locally emerging interactional needs. This study particularly adopts Markee's (2008) Learning Behaviour Tracking methodology (LBT) as a method of CA-SLA.

With the use of CA, there is now much more attention being paid to naturally occurring talk-in-interaction between the participants in the language classroom (Huth, 2011). As a result of such research, Hymes's "communicative competence" (1967, 1972), which has long been considered to be effective in language teaching has now been challenged and shown to be inadequate. Therefore, as opposed to communicative competence, "interactional competence" has been proposed (Kramsch, 1986; Walsh, 2011). In relation to this, interactional competence special for natural classroom discourse is described by Walsh (2006) as "Classroom Interactional Competence" (CIC) defined as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p.158). CIC proves that understanding real L2 classroom is through understanding the interactional processes that make up that classroom context since these processes carry an utmost importance in terms of creating learning opportunities. However, although interaction is known to be at the centre of L2 teaching/learning process, the interactive processes that make up classroom discourse is not adequately understood by either teachers or learners (Walsh, 2011). For years, language teachers and researchers have desired to create real life communication in L2 classrooms but they have overlooked the fact that a L2 classroom is a social context in itself. As Walsh (2003) states, "instead of trying to make that context more like the 'real, outside world', teachers' time might be better spent trying to understand the interactional processes which create the 'real, inside world' of the L2 classroom" (p.125). Therefore, with more research in various language classroom contexts, CIC needs to be extended and presented to teachers since "so much of what 'good' teaching is about…depends on developing L2 classroom interactional competence and making the most of the interactional choices available" (Walsh, 2001, p.337). Therefore, it is important that L2 classroom interaction is observed, analysed and understood systematically in order to describe what actually happens in the classroom and thus, to determine to what extent the learning outcomes are realized (Huth, 2011).

Building on conversation analytic research in L2 classroom interaction, this study uses CA as a sequential approach to uncover unexplored patterns in L2 classroom interaction. Namely, as a result of the conversation analytic procedures followed, "Reference to a Past Learning Event" (RPLE) emerged as the commonly occurring phenomenon in the L2 classroom interaction recorded for this study. This study is the first to investigate how teachers as well as students make RPLE by contingently diverging from the main activity to language items, structures, events, topics or instructional materials etc. presented in a past learning event. RPLE encompasses learning behaviour (Markee, 2008), learning state (Seedhouse & Walsh, 2010) and learning talk (Markee & Seo, 2009) that took place in the past. RPLE has emerged in different sequential positions, namely in teacher follow-up, response and initiation turns as well as in student turns. Regardless of the sequential position, RPLE establishes common ground and continuity in an instructional setting by allowing orientations to participants' epistemic responsibilities and obligations. Besides, the motivation for its use varies with different sequential positions. A part of extract 3 from chapter 4 is given below to illustrate RPLE. In this extract, although the student HT provides a correct response to an item in their coursebook (line 2) and the teacher confirms it in line 3, the teacher in line 4 extends the sequence by diverting from the main activity and checking students' recognition and knowledge of the previously studied expression "to lose weight". She does not move on with the next item in the activity and instead, takes the opportunity to check students' epistemic access to the meaning of "to lose weight". She indexes a past learning event with the expression "remember" and orients to students' epistemic responsibility and obligation.

Extract 3. Lose Weight

```
1    T1:  HT?
            + points at HT who raises her hand
2    HT:  you should /los/ a bit of (.) /wait/.
3    T1:  uh-huh you should lose a bit of weight
4→        remember lose ↑weight
            + points at "lose weight" on the board
5    BZ:  [kilo kaybetmek
            to lose weight
6    OG:  [kilo kaybetmek
            to lose weight
```

Moreover, given that L2 classroom context constantly shifts with the changing pedagogical purpose and is not a static, fixed and singular entity, this study adopts a "variable approach"

(Seedhouse, 2004; Walsh, 2011) by analysing RPLE patterns in different L2 classroom contexts (i.e. form-and-accuracy, meaning-and-fluency) as proposed by Seedhouse (2004). Using CA, the patterns of RPLE are revealed and discussed with respect to the interactional actions they perform, learning opportunities they generate and the similarities and differences in their use as emerging in different L2 classroom contexts. As well as the interactional data, stimulated recall sessions were held with the teachers (T1 & T2) to obtain their thoughts about the moments of RPLE as supplementary to what is displayed in the interactional data. The analysis is then followed by post-analytic connections of the CA findings to (1) informal Formative Assessment (FA), (2) CIC and CA-SLA, and (3) EFL teacher education.

1.2. The Aim and the Significance of the Study

The aim of this study is to reveal patterns for an unexplored phenomenon named "Reference to a Past Learning Event" (RPLE) in different L2 classroom contexts from the perspective of Conversation Analysis (CA) and CA-SLA. It sets out to explicate the actions that RPLE performs in different sequential positions (i.e. in teacher follow-up, response and initiation turns and in student turns) and how they create learning opportunities and construct learning behaviours.

This conversation-analytic study is significant because its findings feed into several research areas in the field of foreign language education. Firstly, it contributes to classroom research by introducing a new phenomenon (RPLE) emerging in L2 classroom interaction and systematically showing how it is sequentially accomplished and what its interactional consequences are. In this way, this study reveals the micro details of some interactional structures and patterns emerging in real classroom discourse. With the use of CA, it involves the analysis of naturally occurring classroom data rather than the analyses of hypothetical or laboratory contexts and displays the complexity of interaction in a real instructional setting.

Secondly, the findings contribute to the description of Formative Assessment (FA) in general and informal FA in particular by bridging the gap between classroom interaction research and classroom-based language assessment research through the post-analytic connections of the CA findings to informal FA practices (Kasper &Wagner, 2014). While classroom interaction research does not discuss the relevance of its findings to FA practices, classroom-based assessment research is heavily based on formal FA practices and tend to neglect the role of

classroom interaction in assessment practices. Despite the recent emphasis on the informal dimension of FA in theory, the question of how FA actually emerges in practice in naturally-occurring classroom interaction has not received the attention it deserves. Indeed, considering informal FA in L2 classrooms in particular, very little work has been done on this topic, especially when compared to the amount of work that has been done on formal FA practices. This may be due to the fact that the assessment literature has traditionally concentrated on standardized formal testing and progress or achievement tests (Antón, 2015; Black & Wiliam, 1998b; Fulcher, 2012; Leung & Mohan, 2004; Rea-Dickins & Gardner, 2000). As for those studies that investigate L2 classroom interaction, many do not reframe their findings in relation to FA. Like many studies of L2 classroom interaction, irrespective of whether they adopt an interactionist, sociolinguistic or sociocultural perspective, conversation analytic studies of classroom interaction have also not been concerned with classroom-based assessment processes. Note, however, that there is every reason to believe CA-based analyses of FA would be relevant, since "assessment is an integral part of every aspect of teaching and learning and this is particularly evident in the analysis of classroom interaction" (Antón, 2015, p.76). Following up on Antón's position, this conversation-analytic study illustrates how FA informally emerges as an interactional practice in an L2 classroom through the phenomenon "Reference to a Past Learning Event" (RPLE). Because FA is essentially concerned with learning, this study has shown that the analysis of interactional data can explicate learner understanding and language learning behaviour as a result of an assessment practice. Furthermore, it functions not only within single learning events but also across different events and hence, can reveal the extent to which such assessment practices are formative. It, therefore, presents a CA-SLA approach to learning as a way of uncovering the complexity of interaction behind classroom-based assessment practices by revealing RPLE as an interactional resource for informal FA.

Thirdly, this study proposes some extensions to CIC by showing that a teacher who is competent in classroom interaction uses such interactional resources as RPLE to informally assess students' learning state for formative purposes, to do "referencing" that evokes remembering, establishes continuity and signifies temporality, to elicit and shape learner contributions and to manage shifts from one L2 classroom context to another. As well as the teachers' CIC, this study contributes to the description of students' CIC which is relatively less studied. It proposes that students who are competent in classroom interaction employs

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such interactional resources as RPLE to take an initiative, to do "referencing" that establishes continuity and signifies temporality, to informally self-assess for formative purposes and to extend and build on teacher turns/contributions. Therefore, informally assessing for formative purposes, and doing "referencing" emerge as new components of CIC. Besides, following up on Enfield's (2013) call, this study investigates RPLE as one of the less studied domains of reference in a relatively unexplored context in the field of reference, namely, a classroom context. While the issue of reference has been widely studied in everyday interaction, it has not been the scope of classroom research. Moreover, this study offers a methodological solution to Mercer's (2008) proposal for temporal analysis of classroom talk at least in L2 classrooms by showing how the conversation analytic investigation of RPLE patterns can reveal temporal dimension of classroom talk and language learning.

This study is significant in that it adopts a variable approach (Seedhouse, 2004; Walsh, 2011), by analysing RPLE patterns in different L2 classroom contexts (i.e. form-and-accuracy, meaning-and-fluency). In this way, it shows that teachers make RPLE in line with the pedagogical focus of each L2 classroom context and proves one component of CIC- that is to use language that is appropriate to the pedagogical goal. Therefore, such an approach reveals the context-specific and goal-oriented nature of RPLE in such an instructional setting. In addition, comparing the findings with those relevant actions in ordinary talk reveals aspects that are peculiar to an instructional talk particularly in terms of epistemics and sequential position of RPLE. In this way, this study shows how the issue of "referencing" is an institution-specific phenomenon and how it constitutes a part of CIC.

Fourthly, this study is significant because it shows how RPLE creates learning opportunities not only within single learning events but also across subsequent learning events from the perspective of CA-SLA. It is expected that the findings contribute to SLA literature by showing how learning is also a socially and publicly displayed, interactionally and sequentially observable, emergent and co-constructed matter through the phenomenon RPLE. Besides, the findings have the potential to contribute to SLA by reconsidering such cognitive notions as "remembering" and "recognition" from a conversation analytic perspective and illustrating that these notions are also social and situated acts.

Lastly, this study has implications for L2 teacher education as it presents an analysis of L2 classroom interaction through the phenomenon RPLE that can be used to help teachers and student-teachers to understand (1) the relationship between interaction and FA, (2) some components of CIC and (3) eventually the relation between interaction and learning.

1.3. Research Context and Research Questions

This study analyses the phenomenon RPLE and presents the findings and the discussions based on a data set that comes from a corpus of video-recordings of an EFL class (55 classroom hours) in a preparatory school at a state university in Turkey. The class was at an intermediate level of English and was taught by two female teachers (T1 & T2). The students were taking English courses to develop their English language skills and knowledge so that they could gain the necessary competence in English to be able to follow most of their studies in their own departments. They had integrated-English lessons (i.e. fundamental courses) as well as separate language skill classes such as speaking and writing. The class had a traditional structure with a teacher-fronted style; in addition, the curriculum was intensive and there was a great pressure on the instructors and students to cover a large number of prescribed grammar topics before the exams. In such an EFL context, language is both the object and the means of instruction and it is mainly in the classroom that students get exposed to English.

In line with the data-driven nature of conversation analytic research, the following research questions were formulated after the transcription process, the unmotivated examination and the initial analysis of the data. The questions were constantly revised with the continuing analysis and the emerging patterns.

The main research questions of the study are:
1. What are the interactional patterns of RPLE emerging in teacher turns in L2 classroom interaction?
   1.1. What is the sequential positioning of RPLE patterns in teacher turns?
   1.2. What kind of actions do these patterns perform in different sequential positions?
2. What are the interactional patterns of RPLE emerging in student turns in L2 classroom interaction?
3. How do the interactional patterns of RPLE create learning opportunities?

4. How do the interactional patterns of RPLE change depending on the L2 classroom contexts (i.e. meaning-and-fluency context and form-and-accuracy context)?

5. What do the teachers think about the practice of RPLE employed in classroom interaction?

1.4. Terminology Used

Language: "language is a shared resource for action, distributed among speakers, whose structures and functioning are inextricably embedded in its natural habitat, that is, the moment-to-moment deployment of talk-in-progress" (Pekarek Doehler, 2010, p.116).

Cognition: it is socially distributed and thus, the cognitive state of a learner in L2 classroom interaction in CA-SLA "is inextricably entwined and engaged with the unique sequential, social and contextual environment in which he/she is engaged" (Seedhouse, 2005, p.178).

Language Learning: "a sociocognitive process that is embedded in the context of locally accomplished social practices" and involves not only the internalisation of linguistic knowledge but also "the continuous adaptation of linguistic and other semiotic resources in response to locally emergent communicative needs" (Pekarek Doehler, 2010, p.106).

Display of Understanding: This study relies on Sacks' (1992) distinction between claim and exhibit/demonstration of understanding, knowing or recognition. Examining the interaction below, Sacks (1992) argues that the recipient (A) in line 3 does more than claiming understanding as he/she not only claims but also demonstrates understanding by producing "just a week". In this way, the recipient actually does "some sort of analysis" of B's talk and uses "that analysis in producing a next utterance" (Sacks, 1992, Vol. II, p.253).

1 A: How long are you going to be here?

2 B: Til Monday.

3 A: Oh. Just a week.

By analysing B's utterance and producing "just a week", A is actually achieving and proving understanding; thereby, showing and demonstrating understanding rather than solely claiming it (Sacks, 1992). On the other hand, if A simply produced "oh" in line 3, he would claim understanding (Koole, 2010). Similarly, a recipient would also claim understanding by saying things like "I know just what you mean" or "I understand" (Sacks, 1992, Vol. II, p.252). Besides, repeating alone can claim understanding and cannot exhibit it because "it's known

that one can repeat without understanding" (Sacks, 1992, Vol. II, p.253). Therefore, with claim of understanding, the recipient may not mean what he/she is actually saying. Based on this distinction, Koole (2010) has also shown that in classroom interaction, claim of understanding is sufficient and preferred for displays of understanding whereas demonstrations of knowing rather than the claim alone is preferred for displays of knowing. The same distinction between claim and demonstration of understanding/knowing applies to doing recognition (Sacks, 1992), which is relevant for this study. For instance, in response to teacher's RPLE, a student may claim recognition simply by saying "I remember" or saying "yes" whereas the same student may demonstrate/exhibit recognition if he produces what he remembers or uses what he remembers in a new context, which involves some sort of analysis of the practice of RPLE.

Preferred/Dispreferred Learner Contributions: Instead of using the terms correct or incorrect for learner contributions, the terms preferred or dispreferred are used because in some of the instances, although the learner response is correct, the teacher may orient to it as dispreferred. Similarly, the teacher may orient to incorrect responses as preferred.

Interactional Competence: "a relationship between participants' employment of linguistic and interactional resources and the contexts in which they are employed" (Young, 2008, p.100).

Classroom Interactional Competence: "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p.158).

Formative Assessment: "Assessment for Learning is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning" (Klenowski, 2009, p.264).

Informal Formative Assessment: any of those FA practices that are embedded into everyday learning activities and that emerge in and through classroom interaction contingently, continuously and flexibly (Ruiz-Primo, 2011).

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

In this chapter, a review of literature is presented and discussed regarding cognitive versus social SLA. The focus is then drawn to CA-SLA and how it defines language, cognition and language learning and what approaches it has used in investigating language learning. This section is followed by a discussion on L2 CIC and L2 classroom contexts. The chapter ends with a review on informal formative assessment and the issue of referencing and remembering.

2.1. Cognitive vs. Social SLA

The different conceptions of second language learning have led to the emergence of many theories of second language acquisition. In spite of the "theoretical pluralism" in SLA, the field of SLA has been divided into two general paradigms: cognitive (mainstream) and social (sociocultural/ sociointeractional) SLA and the debate has mostly centred around these two paradigms (Ellis, 2010). Following Ellis's (2010) comparison of the two paradigms, it can be stated that in cognitive SLA, (1) language is viewed as a set of discrete items and linguistic system which is represented as a set of rules that constitute learners' linguistic competence, (2) social context is considered to be influential in the rate of acquisition but not affecting the internal acquisition processes, (3) learner identity is fixed with the consideration of the learner as a non-native speaker, (4) interaction is thought as a source of input which triggers acquisition and cognitive processes, (5) learning/acquisition is regarded as a change in the individuals' cognitive state occurring inside the minds as an individual process drawing a clear distinction between use and acquisition, and (6) the research methodology used to test learning involves quantification and experiments aiming to reveal generalisations from an etic perspective (Sert, 2015; Ellis, 2010). Some of the topics that cognitive SLA is interested in are errors, L1 interference, fossilisation, and input modification (Ellis, 2010).

On the other hand, in social SLA (1) language is viewed not only as a linguistic system but as a various set of cultural practices, (2) social context is regarded as jointly constructed by the participants and not only creating the means by which learning takes place but also constituting the learning itself, (3) learner identity is viewed as dynamic and co-constructed

in the social context, (4) input and interaction are considered to be socially constructed and negotiated and learning is considered to take place in and through interaction (5) L2 acquisition is not a mental process but a collaborative and social action and hence, learning is regarded as taking place in action displaying socially-distributed cognition, which emphasizes the impossibility to distinguish use from acquisition and (6) learning is analysed using qualitative and interpretative methods with a focus on individual learners and specific interactional contexts (Ellis, 2010). For example, sociocultural theory evaluates learning by analysing what a learner can do in scaffolded interaction that he/she cannot do without the help of the expert. Likewise, language socialisation theory evaluates learning by showing whether there is a change in patterns of participation. The whole distinction between cognitive and social SLA can be summarised with reference to Larsen-Freeman's (2010, p.52) "acquisition metaphor" and "participation metaphor" respectively. The former stands for cognitive SLA which views language as "having something" with linguistic knowledge processed and represented in the individual's mind independent of the context whereas the latter stands for social SLA which views language learning process not as a mental one but as something one does; in other words, as a social activity one participates in. While discussing SLA in terms of the two paradigms, it should be acknowledged that the "broad-brush characterisations" in cognitive and social SLA may at times be misleading since in each tradition there are diverse perspectives regarding L2 acquisition (Ellis, 2010, p.26; Markee & Seo, 2009). As Ellis (2010) points out cognitive SLA does not always view L1 as a source of interference but also as a resource for learning; similarly, one type of sociolinguistic enquiry aims to study the impact of macro social factors such as social class on L2 learning and it does so in a way compatible with cognitive SLA. Nevertheless, the

> within-paradigm differences are real and substantial but the between-paradigm differences are arguably greater as they lead to fundamental discrepancies in how language, context, the learner's identity and background, interaction and learning itself are conceptualised and consequently in the methodology used to investigate language use/learning. (Ellis, 2010, p.48)

Interaction in language learning has had its place both in the cognitive and social paradigm. In cognitive SLA, the main function of interaction is considered to be input provider (Ellis, 2008) and interaction is discussed with reference to the computational model of L2 acquisition in which interaction provides input which is internally processed and produced as output. The view of learning as a cognitive activity brought about three main hypotheses all of which underscore the importance of interaction for learning (Walsh, 2011). These are Krashen's

Input Hypothesis (1985), Long's Interaction Hypothesis (1983, 1996), Swain's Output Hypothesis (1985, 2005). While Krashen (1985) emphasizes the role of comprehensible input, Long (1983) emphasizes the role of negotiated interaction or negotiation of meaning and Swain (1985) highlights the opportunities to speak and pushed output for language acquisition. However, these hypotheses are not sufficient to account for the role of interaction in language learning. For instance, in contrast to the claims of Krashen (1985), learners can gain input not only from modified input but also from unmodified input and hence, incomprehensible input can also lead to learning by drawing students' attention to what is not comprehensible (Ellis, 2008). Moreover, Long's negotiated interaction is just one type of interaction and hence, it is only a small part of the total interaction a learner experiences (Ellis & Barkhuizen, 2005). Most importantly, most of these works were conducted under laboratory conditions out of actual classrooms and hence, does not reflect the reality (Mackey, 2012). To illustrate, it is found that very little or no negotiation of meaning takes place in the classrooms (Musumeci, 1996). In brief, these theories both highlight the importance of interaction for language learning but at the same time show a lack of agreement about its function (Walsh, 2011).

Moreover, "not all studies on how social interaction promotes learning are social-interactional in nature" as the ones discussed above (Pekarek Doehler, 2013, p.136-137). For instance, Long's interaction hypothesis argues that interaction provides input for cognitive processing. The abovementioned theories contrast with socially oriented SLA in terms of their understanding of the relation between interaction and learning as they have an individualist and cognitive orientation (Hellermann, 2008). Regarding this, Lee (2013) illustrated the insufficiency of the interactionist paradigm in performing descriptive adequacy by comparing descriptive analyses of L2 conversational interactions in the interactionist paradigm and in conversation analysis- a socially grounded approach (See Sections 2.2 and 3.3.1). She concluded by stating that in the interactionist paradigm "systems of categories and their analytic descriptions are not . . . designed to take into account the interpretive actions of parties involved in L2 use" (p.863) whereas conversation analysis "would offer interpretive resources for understanding when and how particular acts become understood and acted upon by the parties in conversational sequences" (p.864). Therefore, in order to understand the place of interaction in L2 learning, language learning needs to be reconceptualised as is being done in social SLA.

The social SLA has been increasingly popular in recent years particularly since Firth and Wagner's (1997) seminal paper that challenged the assumptions of the cognitive SLA and resulted in the reconceptualization of L2 learning. Firth and Wagner's papers (1997, 2007) are significant contributions for challenging the existing conceptualisation of learning. Their papers consider learning as a social process in which language is viewed as a complex and dynamic system. Their criticisms towards cognitive SLA reside along the following arguments: (1) language acquisition and language use as a dichotomy in cognitive SLA is inappropriate since we acquire language by using it; (2) cognitivists adopt a deficit model of acquisition in which there is focus on learners' problems rather than their successes and hence, consider L2 learners as defective communicators. This is attributed to the etic approach used for data analysis rather than an emic approach; (3) although students have multiple identities, cognitivists consider language learner and native speaker as the only identities. Therefore, Firth and Wagner (1997) called for "(a) a significantly enhanced awareness of the contextual and interactional dimensions of language use, (b) an increased emic (i.e., participant-relevant) sensitivity towards fundamental concepts, and (c) the broadening of the traditional SLA data base" (p. 286)

Firth and Wagner's paper (1997) has had a great impact on understanding SLA as a social phenomenon shifting from the cognitivist perspective and the number of publications on social approaches to SLA. For instance, Atkinson's (2011) book on "alternative approaches to SLA" presents these approaches under six headings and hence, draws a good picture of the recent developments after the "social turn" in SLA (Block, 2003): socio-cultural theory (Lantolf, 2011), complexity theory (Larsen-Freeman, 2011), an identity approach (Norton & McKinney, 2011), language socialisation (Duff & Talmy, 2011), conversation analysis (Kasper & Wagner, 2011), and socio-cognitive approach (Atkinson, 2011). Of the socially grounded approaches to SLA, this study focuses on conversation analytic research in SLA (CA-SLA) which has, to a great extent, responded to Firth and Wagner's call for contextual and interactional dimensions of language use by adopting emic perspective and working with natural data going beyond the traditional SLA data base. Barraja-Rohan (2011) attributes the value of CA to its social dimension. From this dimension, L2 learning is viewed as "socially distributed knowledge", language is no longer considered as a set of linguistic items and learners are no longer regarded as deficient L2 speakers and as a machine which operate through input, output and uptake (Barraja-Rohan, 2011, p.480). By using CA, "learning can

be traced in the moment-by-moment co-construction of meanings" in the classroom (Walsh, 2011, p.62). As mentioned in the introductory chapter, CA has been used in classroom research overcoming the challenges faced by other approaches to classroom research and its use is being extended to studying language learning both inside and outside the classroom.

2.2. CA-SLA and L2 Learning

CA has its origins in Ethnomethodology (EM) which is a sociological approach that challenged the standard epistemology of sociology (i.e. as a reaction to the etic perspective of sociology) and is founded by Garfinkel in 1950s and 60s (Markee & Kunitz, 2015). Ethnomethodology studies "the common-sense resources, practices and procedures through which members of a society produce and recognise mutually intelligible objects, events and courses of action" (Liddicoat, 2007, p.2). EM also refers to these resources/practices/procedures as the common sense "methods" ordinary people use to participate in and understand social actions and of these methods, language is at the centre but is not the only one (Kasper & Wagner, 2011). Inspired by Garfinkel's Studies in Ethnomethodology and Goffman's lectures on sociology, Harvey Sacks (the student of Goffman) together with Emanuel Schegloff and Gail Jefferson initiated the field known as Conversation Analysis (CA). Their seminal publications form the basis of CA as they empirically show members' orientation to turn-taking (Sacks, Schegloff, & Jefferson, 1974), repair (Schegloff, Jefferson, & Sacks, 1977) and sequence organisation (Schegloff & Sacks, 1973). Both EM and CA are "concerned with the methods and practices whereby participants in talk, action, and social interaction—who are "communicating" with one another by the use of symbols and language—manage their joint affairs" (Maynard & Clayman, 2003, p.174) and because of the strong connection between the two, "ethnomethodological conversation analysis" has been used to distinguish it from other types of analysis of talk-in-interaction such as linguistic CA (ten Have, 2007).

The ways EM has influenced CA are as follows: (1) by adopting a "bottom-up" and emic approach, analysing the social order in naturally occurring interaction without imposing any exogenous theory and codes on the data, (2) revealing "seen-but-unnoticed" details of the social interaction and at the same time analysing naturally occurring deviant cases since understanding cases where normality is disrupted can better help to understand the normality, (3) focusing on the use of natural language in everyday life, and (4) emphasizing that there is

order in interaction and in how participants understand social action and make this available to others to achieve intersubjectivity; thus, making the social practices accountable (e.g. when a social norm is violated, this needs to be accounted for) (Kasper & Wagner, 2011; Liddicoat, 2007; Maynard & Clayman, 2003). The difference between EM and CA lies in the way they analyse social action. While EM uses ethnography and quasi-experimental methods, CA uses video and audio recordings of naturally occurring talk-in-interaction and their transcriptions (Maynard & Clayman, 2003). CA mainly developed with Sack's access to telephone calls made to Suicide Prevention Centre and his analysis of these calls (ten Have, 2007). Since then, CA has been used not only in the analysis of ordinary talk but also institutional talk such as the classroom discourse (e.g. McHoul, 1978).

Conversation Analysis (CA) has, therefore, established itself as a separate discipline as distinct from sociology and has come to be defined as "the study of recorded, naturally occurring talk-in-interaction" (Hutchby & Wooffitt, 2008, p.12) and draws on the following principles (Seedhouse, 2004): (1) interaction is structurally and systematically organized, (2) contributions to interactions are "context-shaped and context-renewing", that is "any one contribution is both shaped by and shapes the context in which it occurs, which means that any understanding of turns-at-talk can only take place by reference to the sequential environment in which they occur" (Walsh & Li, 2013, p.5), (3) analysis is bottom-up and data driven, i.e. the data "speak for themselves" (Walsh, 2002, p.7) with no theoretical assumptions and preconceived categories in mind (i.e. emic perspective), (4) the details in talk are important to capture a full view of the interaction requiring a detailed micro-analysis of naturally occurring data from an emic perspective.

CA is preferred over other methodologies since, as a methodology that requires a detailed micro-analysis of naturally occurring data from an emic perspective, it can potentially better reveal the complexities of interaction than other methodologies that do not use the kinds of fine-grained transcripts that are common place in CA. The strength of CA lies in its tenet that it views social contexts as being dynamically created by the participants through their use of language and by the sequential organization of interaction (Walsh, 2011). Based on this principle, CA does not reduce classroom interaction into pre-determined categories and it does not analyse single utterances but sequences of talk with a data-driven and an emic perspective. The way CA develops an emic perspective in analysis is that the analyst has access to the same

resources or interactional organisations (i.e. turn-taking, sequence organisation, repair and preference organisation) that the participants use to display their understanding and orient to each other's utterances. That is, the next turn displays an analysis of the previous turn not only to the participants but also to the analyst (Seedhouse & Walsh, 2010). At this point, it should be noted that CA is not the only method that provides an emic perspective as there are other methods such as ethnography that has an emic orientation (Chapelle & Duff, 2003). However, CA's emic orientation, which originates from ethnomethodology, lies in the underlying structural and sequential organisation of talk-in-interaction and it has proven itself successful in recent classroom research. The CA findings can always be supplemented by other emically oriented approaches such as ethnographic approaches (Chapelle & Duff, 2003). In this study as well, stimulated recall is used as supplementary to conversation analysis.

In accordance with its principles and procedures, CA meets the needs of a "social turn" in SLA as marked by Firth and Wagner's papers. First of all, the first two principles show that CA deals with the interactional and contextual dimensions of language use and hence, opposes the distinction between language acquisition and language use. Secondly, the third principle directly complies with Firth and Wagner's call for an emic perspective by means of which CA does not attribute certain categories to the members but rather does so only when it is relevant in the data or oriented to by the participants. Therefore, unlike in cognitive SLA, CA perspective does not consider L2 learners as defective communicators or as non-native speakers unless these roles/identities are sequentially oriented to in the data. Rather, it views identity as a fluid and dynamic construct and hence, it is expected that there could be many identities co-constructed at different points in time (Kasper & Wagner, 2011; Mori & Markee, 2009). As a result of this conceptualisation, CA has acknowledged learner agency and hence, learners' active role in constructing learning opportunities (Larsen-Freeman, 2004). Lastly, the last principle responds to Firth and Wagner's call for the broadening of SLA database by analysing the micro details in naturally occurring data of L2 learning both inside and outside the classroom. Different from other data-driven qualitative research methods, CA does not use researcher-elicited data (e.g. interviews) to analyse participants' understanding of the social actions but instead, it records, transcribes and analyses naturally occurring interaction in minute details on a turn-by-turn basis revealing participants' own orientations (Hellermann, 2008).

As a result of the social turn, CA has had an important place in SLA literature in the late 1990s and hence, has come to be known as CA-SLA or CA-for-SLA (henceforth CA-SLA) (Kasper & Wagner, 2011; Markee & Kasper, 2004) which aims to show "how learning is constructed by the use of interactional resources and to explicate the progress of their learning and their socially distributed cognition or intersubjectivity" (Seedhouse, 2005). The main argument against CA-SLA was that CA is not a learning theory and hence, does not have much to say about language learning and acquisition (Seedhouse, 2005). It was also argued that the study of language use was insufficient to contribute to our understanding of language acquisition. However, a number of publications have shown the contributions of CA to language learning. One of the leading contributions was the special issue on classroom talks published in Modern Language Journal (2004). Even before CA-SLA, CA emerged as a significant method for analysing the interactional practices in classroom discourse as one type of institutional talk and had important implications for SLA (e.g. Mehan, 1979a, 1979b; McHoul, 1978). Although there are various approaches within CA-SLA, there is agreement on how CA defines and reconceptualises language, language learning and cognition. The definitions of these constructs from a CA perspective are discussed below.

2.2.1. Language

Because CA is primarily concerned with social practice rather than language forms alone, CA-SLA views language as a resource for social interaction employed to co-construct meaning and hence, views the development of L2 grammar as part of the development of L2 interactional competence (Jenks, 2010; Pekarek Doehler, 2010). As a resource for interaction, the grammar is for example employed to manage turn-taking since the syntactic structures of the utterance allow participants to anticipate possible transition relevance places- a possible point for change of speakership (Sacks, Schegloff & Jefferson, 1974). In addition, language is a tool used for the organisation of sequential unfolding of actions and is adapted in response to local contingencies and needs (Schegloff, 1996). Therefore, "language is a shared resource for action, distributed among speakers, whose structures and functioning are inextricably embedded in its natural habitat, that is, the moment-to-moment deployment of talk-in-progress" (Pekarek Doehler, 2010, p.116). CA-SLA's perspective on language suggests that language and social context constitute and shape each other challenging the cognitive view that language is stable and independent of context and language use. In line with this view of language, CA-SLA aims to document learners' developing L2 grammar and how it is

embedded in the micro-details of social interaction. Pekarek Doehler (2010) discusses the implications of this research in SLA. She asserts that as a resource for interaction, "language form is analysable in the first place as a contextualised solution to an interactional problem" and that "language is not simply applied in action, but is emergent from action: it is (re)shaped (that is, sedimented or changed) through each use as a response to locally configured communicative needs" (p.119).

2.2.2. Cognition

Because CA analysis aims to demonstrate how interactants display understanding to each other by reference to such interactional organisations as turn-taking, sequence and repair, the analyst has access to the same interactional evidence of the students' learning state as the teachers have. In other words, teachers and students have access to their displays of understanding in the same way an analyst has by reference to interactional organisations (Seedhouse, 2005). In this way, CA allows access to how participants display their cognitive state and understanding to each other and how they analyse and make sense of each other's display of cognitive states. Thus, it shows how cognition is socially distributed. Therefore, CA aims to "identify ways in which participants themselves orient to, display, and make sense of one another's cognitive states" (Drew, 1995, p.79). In this sense, cognition is "at least partially observable for the researcher" (Pekarek Doehler, 2010, p.108). It should be noted that CA does not claim to investigate the cognitive state of individuals in isolation but the "progress of intersubjectivity or socially distributed cognition" and that this presents not the whole picture but a part of it (Seedhouse, 2005, p.178; Seedhouse & Walsh, 2010). Seedhouse and Walsh (2010) makes a distinction between actual cognitive state and socially-displayed cognitive state by giving the example of lying in which somebody may deny knowledge of something when in fact he/she does know and they conclude that CA does not aim to "gain a direct window into what interactants really mean" (p.128). As a result, unlike the focus of cognitive SLA on individual cognition, the cognitive state of a learner in L2 classroom interaction in CA-SLA "is inextricably entwined and engaged with the unique sequential, social and contextual environment in which he/she is engaged" (Seedhouse, 2005, p.178).

2.2.3. Language Learning

Foreign/second language (L2) learning from a CA perspective builds on the view of language as a resource for interaction and cognition as socially distributed and situated. From a CA-

SLA perspective, language learning is not viewed as a cognitive, individual phenomenon but is defined as "a change in a socially-displayed cognitive state" (Seedhouse & Walsh, 2010, p.127). It is embedded, situated and co-constructed in the turn-by-turn unfolding of social interaction and at least part of it is embodied in interaction suggesting that part of this learning as a social process is analysable and observable through such elements as repair, hesitation, repetition, turn-taking and sequential organisation as well as non-verbal behaviour (e.g. gaze, gesture, body orientation and the manipulation of objects) (Pekarek Doehler, 2010; Seedhouse & Walsh, 2010). The researcher in CA-SLA tries to bring evidence for learners' understanding with reference to such interactional organisation and in this way, aims to reveal the common interactional practices through which these understandings are co-constructed and thus, to demonstrate the "micro-moments of language learning" (Sert, 2015, p.33). Therefore, L2 learning is "a sociocognitive process that is embedded in the context of locally accomplished social practices" and involves not only the internalisation of linguistic knowledge but also "the continuous adaptation of linguistic and other semiotic resources in response to locally emergent communicative needs" (Pekarek Doehler, 2010, p.106). Through repeated participation in social activities, this adaptation of "patterns of language use-for-action" becomes routinized (Pakerek Doehler, 2010, p.106). Language learning involves the acquisition of new grammatical items or interactional skills over time as well as the use of existing knowledge or social-interactional skills in new and different ways by making communicative adjustments according to the context (i.e. adaptation) (Jenks, 2010).

As is the case with CA-SLA's perspective on cognitive state, CA-SLA does not deny that learning takes place in the mind of individuals and that it is biologically determined but it argues that learning cannot be independent of social interactional dimensions and is co-constructed and emergent in the micro-details of social interaction (Pekarek Doehler, 2010). For this reason, a display of a learning state in L2 interaction may not necessarily reflect "real" learning state (Seedhouse & Walsh, 2010). To illustrate, repetition of words by an L2 learner may display a learning state but not a real learning state. Similarly, a learner may use a linguistic item correctly in one L2 classroom context but not in another as Seedhouse and Walsh (2010) show in their analyses of L2 classroom interaction that a learner cannot demonstrate uptake of a linguistic item only by repeating it in a form-and-accuracy context but can demonstrate it when he or she can also produce the item independently in a meaning-and-fluency context. Besides, language learning can also be achieved through self-study,

private speech and other forms of "non-talk" (Markee & Seo, 2009). Therefore, a part of an individual's learning state "can be portrayed emically, in situ, that is in the unique sequential environment" (Seedhouse & Walsh, 2010, p.138). As Sert (2015) points out "it is this micro-level detail and sequential, context-driven understanding of participant orientations that has enabled CA-for-SLA researchers to bring evidence for language learning-related phenomena in L2 talk-in-interaction" (p.35).

It should, therefore, be noted that CA-SLA's perspective on language learning does not present the whole picture and devalue other methods employed by mainstream SLA and psychology to investigate language learning. Instead, CA-SLA highlights the importance of L2 interaction to show the embodied and social aspects of learning behaviour as "conversation analysts do not claim to know better than the participants they study what they 'actually' do, think, know, but aim at describing their embodied doing, thinking and knowing" (Sahlström, 2011, p.47). With regard to this, Markee and Kasper (2004) also state that "learning behaviours may usefully be understood as a conversational process that observably occurs in the intersubjective space between participants" (p.496). Because CA-SLA does not aim to bring evidence for what is happening in the brain regarding language learning, many studies in this field refrain from using the word "learning" alone and rather use the terms "learning behaviour" (Markee, 2008) and "learning state" (Seedhouse & Walsh, 2010) to refer to the behavioural and social dimensions of learning. For example, Seedhouse and Walsh (2010) discuss that teachers consider a learner utterance in L2 as a display of learning state and analyse this utterance for evidence of the learner's learning state so that they can pedagogically and interactionally do something to change their learning state. As for "learning behaviours", Markee (2008) points out that they are achieved as repair sequences, changes of epistemic state (e.g. use of the token such as "oh"), independently volunteering new information, and translation from one language to another. In this study as well, rather than using the word "learning", "learning behaviours" which refer to the interactional process and procedure of learning and "learning state" which refers to the learning of language items or patterns as a product are preferred. Moreover, CA-SLA has both a process and a product orientation to language learning (Pekarek Doehler, 2010; Seedhouse, 2010; Seedhouse & Walsh, 2010). For instance, the process orientation may involve portraying the process of developing interactional competence in which a change may be observed in how turn-taking and sequential organization are performed over time whereas the product orientation may track

changes in the use of linguistic items or patterns. The same study may focus on the learning processes as well as the learning of specific items as outcomes in this process. As a result, Seedhouse (2010) offers an operational definition of change, which occurs at three levels. In level 1, the learner could not do x before but can perform it at this level jointly in a social activity. In level 2, the learner can independently use the newly acquired feature in a similar context as in level 1. Lastly, in level 3, he/she can perform x in a totally new context.

To sum up, acquisition/learning occurs in and through interaction and not only in the learners' head (Firth & Wagner, 2007) and hence, we should consider learning as 'doing' rather than as 'having' as Walsh (2011) states that

> we cannot look inside the heads of our students and see what they are learning. We *can* look at what they say, how they interact, how they use the L2 and so on; this is where we can really begin to uncover some of the finer nuances of learning as a process. Under this view of learning, studying interaction, quite simply, is the same thing as studying learning. (p.49)

2.2.4. Approaches to CA-SLA

Although there is an agreement on the conceptualisation of language and learning from the perspective of CA-SLA, when it comes to investigating the language learning processes, there are several approaches. These approaches are subsumed under two groups of studies: (1) language learning as a social practice and (2) the development of L2 learning. For the purposes of this study, the studies reviewed in this section are limited to L2 learning and teaching settings particularly learning in L2 classroom interaction or L2 tutoring sessions.

2.2.4.1. Language Learning as a Social Practice

One group of studies can be considered classical CA studies which investigate language learning as a social practice emerging in L2 classroom interaction. These studies emphasize the relation between interaction and learning (i.e. how interaction facilitates learning) and view classroom interaction as a local accomplishment. In doing so, they describe "the local interactional process by which learning as a process is negotiated" and learning opportunities are generated (Waring, 2016, p.6). As Waring (2008) puts forward, CA can "detail the instructional practices that either create or inhibit the opportunities for participation… and, by extension, the opportunities for learning" (p.577). The studies mentioned in Section 2.3 with regard to CIC can be considered as part of this group of studies. The studies have revealed important interactional practices that facilitate learning. The early studies are conducted by

Heap (1992), Macbeth (1990, 1994), Markee (1994, 2000), McHoul (1978), Mehan (1979a, 1979b).

Some of the studies in this group deal with teacher talk, particularly, teacher questions (e.g. Koshik 2002a, 2002b, 2003, 2005, 2010). For example, Koshik (2002a) investigated how teachers use "Designedly Incomplete Utterance" (DIU) which is syntactically not a complete turn as it is designed to be complete in order to "elicit a knowledge display from the student" (Koshik, 2002a, p.277). Apart from DIUs, Koshik has also identified reversed polarity questions, alternative questions, and questions that animate the voice of an abstract audience. As part of teacher talk, other studies investigated teacher self-talk as an interactional resource for managing instruction and eliciting empathy (Hall & Smotrova, 2013), teachers' positive feedback turns (Waring, 2008; Fagan, 2014), teachers' use of understanding checks in the language classroom (Waring, 2012), teachers' managing competing voices and turn-management (Waring, 2013a, 2013b), teachers' vocabulary explanations (Waring, Creider, & Box, 2013), and shaping learner contributions (Can Daşkın, 2015a).

As well as the studies of teacher talk, there are studies that investigate learner talk. Some of them analyse peer interaction in small group tasks and show how classroom tasks are established and transformed in interaction, the process of which continually shape learning opportunities (e.g. Hellermann & Pekarek Doehler, 2010; Steinbach-Kohler & Thorne, 2011; Markee, 2005; Mondada & Pekarek-Doehler, 2004; Mori, 2002, 2004; Pekarek-Doehler & Pochon-Berger, 2011) For instance, Mori (2002) analysed how a task-as-workplan is changed into a task-in-process in small group activities in a Japanese language classroom. Similarly, Hellermann and Pekarek-Doehler (2010) showed how learners' orientations in teacher-designed tasks led to different task performances and hence, to unique learning potentials. Markee (2005) showed how learners working in pairs manage to switch between on-task and off-task talk. Lastly, Steinbach-Kohler and Thorne (2011) revealed self-directed talk as an interactional resource that learners use to establish and maintain intersubjectivity during pedagogical tasks by analysing peer-group interactions in a French foreign language classroom.

Other studies uncover the multilingual resources used in the L2 classrooms (e.g. Amir, 2013; Cheng, 2013; Duran, forthcoming; Lethi-Eklund, 2013; Mori, 2004; Musk, 2014; Sert, 2015;

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Üstünel & Seedhouse, 2005; Ziegler, Durus, & Sert, 2013; Ziegler, Sert, & Durus, 2012; Ziegler, Durus, Sert, & Family, 2015). For example, Mori (2004) revealed the role of code-switching as a resource in managing sequential boundaries. Üstünel and Seedhouse (2005) uncovered the relation between language choice and pedagogical focus by presenting interactional practices of teacher-initiated and teacher-induced code-switching in EFL classrooms at a Turkish university. In other studies, language choice in L2 classrooms has been investigated in relation to micro-level language policies (Amir, 2013), and to student-initiated use of multilingual resources and their management by the teacher in the next turn through modified repetition, monolingual reformulation and meta-talk about language (Ziegler, Sert, & Durus, 2012).

As well as multilingual resources, multimodal resources have been investigated (e.g. Belhiah, 2009; Kääntä, 2010; 2012; Markee & Kunitz, 2013; Mori & Hasegawa, 2009; Mortensen, 2008; Seo & Koshik, 2010; Sert, 2015). For example, some of the studies investigated the role of embodied resources in turn-taking practices (Kääntä, 2010; Mortensen, 2008), in repair practices (Seo & Koshik, 2010) and in embodied word and grammar searches (Markee & Kunitz, 2013).

The issue of epistemics also constitutes an important part of L2 classroom interaction and language learning. Epistemics refers to "how participants display, manage, and orient to their own and others' states of knowledge" (Jakonen & Morton, 2015, p.73). Studies on epistemics have revealed interactional practices that are conducive to learning and teaching (e.g. Jakonen & Morton, 2015; Kääntä, 2014; Koole, 2010, 2012; Sahlström, 2011; Sert, 2011, 2013, 2015; Sert & Walsh, 2013). For example, Kääntä (2014) focused on students' correction initiations preceded by embodied noticings and hence, showed students' epistemic displays in instructional interaction. In another study, Jakonen and Morton (2015) investigated the ways students use epistemic search sequences in peer interactions to resolve knowledge gaps that emerge in the pedagogical tasks they are working on. Koole (2010) uncovered different displays of epistemic access by the students namely displays of knowing and displays of understanding in students' responses to teacher explanations. He found that while claim of understanding is sufficient and preferred for displays of understanding, demonstrations of knowing rather than the claim alone is preferred for displays of knowing. He also revealed a display of "having known prior to the question" and a display of "having acquired access to

the answer there-and-then" as the kinds of displays of knowing students produce in response to the teacher's questions. Sert (2013) introduced the concept "Epistemic Status Checks (ESC)" and defined it as "a speaker's interpretation of another interactant's state of knowledge, which (in the case of classrooms) can be initiated in order to pursue certain pedagogical goals when a second-pair part of an adjacency pair is delayed" (p.13). He also showed that ESC has implications for the analysis of claims of insufficient knowledge (Sert, 2011; Sert & Walsh, 2013).

Seedhouse (2004) investigated the overall interactional organisation of the L2 classroom based on the argument that there is a reflexive relationship between pedagogy and interaction. He was able to portray the organisation of turn-taking, sequence and repair in different L2 classroom contexts each of which has a distinct pedagogical goal. Besides, Markee (2004) described the properties of Zones of Interactional Transition (ZIT) which is a talk occurring at the boundaries of different classroom speech exchange systems (e.g. transition from a task-based work to form focused work) with reference to counter question sequences and tactical fronting talk. In this way, he demonstrated how L2 classrooms are not just learning places but also social places.

With conversation-analytic studies of L2 classroom interaction, the traditional structure of the L2 classroom has been questioned. The classroom discourse has been traditionally described with reference to the triadic dialogue defined by Sinclair and Coulthard (1975) as teacher Initiation, learner Response and teacher Feedback/Follow-up (IRF), by Mehan (1979a) as Initiation-Response-Evaluation (IRE) and by McHoul (1978) as Question-Answer-Comment sequence. This triadic dialogue is still commonly referred to in many studies but with CA-informed studies in classroom interaction, it has been challenged. Some of the studies challenged the feedback move by uncovering the interactional practices in third-turn position in teacher talk and showing how departure from the IRF exchange brings about learning opportunities (Can Daşkın, 2015a; Hellermann, 2005; Lee, 2007; Park, 2013; Waring, 2008; Zemel & Koschmann, 2011). More specifically, Park (2013) and Waring (2008) illustrated that there was more to the feedback move than simply giving feedback. Park (2013) investigated the role of third-turn repeats in L2 classrooms and showed that repeats in third-turn position were found to encourage learners to elaborate on their responses resulting in further student talk in meaning-and-fluency contexts while they were found to confirm learner

responses for the rest of the class in form-and-accuracy contexts. Besides, Waring (2008) revealed that although using Explicit Positive Assessment (EPA) in third-turn positions is affectively preferred, it hinders learning opportunities. Her study implies the importance of not accepting learner contributions automatically but shaping it to create opportunities for participation and learning. She emphasized the avoidance of EPA to give learners more interactional space. On the other hand, Fagan (2014) illustrated the complexity of positive feedback turns by uncovering cases in which positive assessment does not only confirm the correctness of learner response and close the sequence. In doing so, he analysed three distinct teacher practices: giving positive assessment, inviting peer assessment and implying positive assessment by means of which the teacher maintained interactional flow and ensured information clarity with all learners. Different from these studies, Zemel and Koschmann (2011) presented an analysis of a strategy, which is used to deal with problems evident in the recipients' responses to the instructor's questions. Using this strategy, the instructor withholds the evaluation move in the IRE sequence and reinitiates IRE sequence by producing a revised version of the question in order to pursue a correct response. These studies, in short, argue that teachers should go beyond the feedback move and improve their CIC to facilitate learning.

Other studies have challenged the triadic dialogue by investigating the interactional practices in the Initiation move. These studies dealt with learner initiatives and showed that it is not always the teacher but also the learners who initiate a sequence even in teacher fronted classrooms moving out of the IRF sequence (Can Daşkın & Hatipoğlu, 2015; Garton, 2012; Jacknick, 2009, 2011; Li, 2013; Sert, 2014; Waring, 2009, 2011). For example, Waring (2011) displayed three types of learner initiatives in her analysis: Type A- when a learner self-selects to initiate, type B- when a learner self-selects to volunteer a response and type C- when a learner exploits an assigned turn to begin a sequence. Garton (2012) also found out that learner initiatives can be in the form of confirmation checks, clarification requests, information requests and hypothesis testing. Similarly, Can Daşkın and Hatipoğlu (2015) investigated the ways learners take initiative in building on teacher contributions in a traditional teacher-fronted classroom and showed that just like the teacher shaping learner contributions, learners also take an initiative to build on teacher turns by for example extending, paraphrasing, challenging and completing teacher contributions. Some of these instances were found to result in further teacher or peer contribution or epistemic change. Besides, Jacknick (2011) analysed the post-expansion sequences in the inverted IRF exchanges in which a student

initiates a sequence, the teacher responds and the student follows up in the third turn illustrating how students can control sequences of talk and become agents in their own learning. As a result, these studies have shown "the ways that modifications or moving out of IRF can create new participation frameworks and may lead to opportunities for learning" (Sert, 2015, p.23) and that unlike discourse analytic treatment of data, which fits the interaction into IRF cycles, CA is better able to reveal the complexity, fluidity and dynamism of the interaction on a turn-by-turn basis (Seedhouse, 2004).

2.2.4.2. The Development of L2 Learning

While the first group of studies investigate language learning as a social practice in L2 classroom interaction and the methods emerging in this social practice, they do not focus on the development of these methods and hence, on the process of L2 development (Kasper & Wagner, 2011; Pekarek Doehler, 2010). For this reason, the second group of studies focus on the development of learning. Among these studies, there are those that study the L2 development across larger-time spans and those that investigate it across short-time spans (also called micro-genesis in Vygotskyan developmental psychology) (Kasper & Wagner, 2011; Pekarek Doehler, 2010). Studies of L2 development in the long-term involve longitudinal or cross-sectional studies. While they usually focus on the development of L2 interactional competence, studies of L2 development in the short-term focus on the learning of specific linguistic items. In this group of studies, two methodological approaches can be seen: one is developmental CA (also called sociocultural theory approach to CA by Seedhouse (2005)), which is theory-driven and CA-informed, the other is ethnomethodological CA (also purist CA) which is data-driven and CA-inspired (Markee & Kasper, 2004; Mori & Markee, 2009).

Ethnomethodological CA approach is agnostic to learning theories and has an emic perspective to data analysis (Seedhouse, 2005). It approaches data from language learning and teaching in the same way as other kinds of data since adopting an exogenous theory destroys CA's most distinctive contribution to SLA that is CA's data-driven and emic perspective (Markee & Kunitz, 2015). As Seedhouse (2005) states,

> unless it is evident that interactants are themselves orienting to a concept, it is not legitimate to invoke it in an a priori fashion. Therefore, linking CA to any theory of learning in abstraction from a specific interactional environment is an inherently etic undertaking. (p.175)

Because ethnomethodological CA does not accept any exogenous theory, it is also called purist CA and a data-driven approach (Markee & Kasper, 2004; Markee & Kunitz, 2015). Mori and Markee (2009) also call studies of ethnomethodological CA a CA-inspired studies rather than CA-informed. This approach does not feel the need for exogenous theories to conceptualise language learning since it has its own theoretical and methodological principles and resources sufficient to account for L2 learning as a social practice (Kasper, 2009) as Jenks (2010) puts forward that "any study that claims to use CA must adhere to its theoretical and methodological principles. Again, this means seeing language as a social-interactional resource, and examining social-interactional issues, such as language learning, from an emic, participant perspective" (p.151). There are studies who have successfully shown this (Hauser, 2011, 2013; Jenks, 2010; Kasper, 2004, 2006, 2009; Markee 1994, 2000, 2008; 2011; Markee & Kunitz, 2013; Markee & Seo, 2009; Mori, 2002, 2004; Mori & Hasegawa, 2009; Seedhouse, 2004)

On the other hand, developmental CA approach combines the CA analysis with a learning theory usually sociocultural, language socialization and situated learning theories (e.g. Brouwer & Wagner, 2004; Cekaite, 2007; Eskildsen, 2012; He, 2004; Hellermann, 2007, 2008, 2009a, 2009b, 2011; Hellermann & Cole, 2009; Mondada & Pekarek Doehler, 2004; Young & Miller, 2004). This approach uses "CA techniques as methodological tools that are in the service of different sociocultural theories of learning' (Markee & Kasper, 2004, p.495). Studies adopting developmental CA views CA as a research methodology and not as a learning theory (He, 2004) and thus, feel the need to link CA with a learning theory that they believe is convergent with CA. So, they use an exogenous theory to inform their analysis of learning. For example, Mondada and Pekarek Doehler (2004) point out the convergence between CA and sociocultural theory: "both of these frameworks converge in insisting on the central role of contextually embedded communicative processes in the accomplishment of human actions and identities as well as of social facts" (p.504). Mori and Markee (2009) also call studies of development CA "CA-informed studies" unlike the CA-inspired studies which adopt ethnomethodological CA approach.

However, the use of exogenous theories has been criticised by researchers who take a purist perspective for the reason that it may violate the data-driven nature of CA analysis in SLA.

For example, Markee and Seo (2009) introduced "Learning Talk Analysis" as a "behavioural, process-oriented accounts of mind, cognition, affect, language and language learning that are agnostic about a priori theoretical claims that such traditionally psychological constructs underlie SLA" (p.37). They argued that learning talk analysis does not require priori theories of learning as the aim is to describe language learning behaviour in its own terms. Although they acknowledged the collaboration between sociocultural theory and CA, they suggested that discursive psychology is a better partner for CA because of the same ethnomethodological epistemology it shares with CA. Similarly, in response to Hellermann and Cole's (2009) use of an exogenous theory together with CA analysis (i.e. situated learning theory), Hauser (2011) criticised the study for using an exogenous theory as he showed that the concepts 'community of practice' and 'legitimate peripheral participation' do not fit the data Hellermann and Cole analyse and that importing an exogenous theory into CA-SLA will distort the data-driven nature of CA-SLA analyses. He further indicated that they would have made a better contribution to CA-SLA if they had not used situated learning theory. In another study, Hauser (2013) is also critical of the use of exogenous theories and he himself uses CA in his analysis of interactions of a Japanese learner of English in terms of the development of L2 negation. At the same time, he supports the incorporation of usage-based linguistics into CA approach. Besides, he sees no danger in making pre- and/or post-analytic connections with other theories or concepts so that the relevance of CA-SLA to other areas of SLA can better be understood and some concepts can be respecified from CA-SLA perspective. Since pre/post analytic connections do not interfere with the CA analyses and impose anything from the outside onto the analysis, such connections do not violate the data-driven nature of CA-SLA studies. They involve relating the pure CA analysis to other theoretical concepts. For instance, Hauser (2013) makes post-analytic connections of his findings with Eskildsen's findings based on usage-based linguistics.

To start with the studies that investigate development of L2 learning over a long time, longitudinal studies have been growing considerably in recent years. Most of these studies are concerned with the development of L2 interactional competence rather than the learning of specific linguistic items or patterns and usually adopt a developmental CA approach placing participation at the centre of learning (Brouwer & Wagner, 2004; Cekaite, 2007; Hauser, 2013; Hellermann, 2007, 2008, 2011; Hellermann & Cole, 2009; Lee & Hellermann, 2014; Young & Miller, 2004). Longitudinal studies work on data that involves the same students recorded

periodically over several days, weeks, months or years (Pekarek Doehler & Fasel Lauzon, 2015). Using CA and the theory of situated learning, Young & Miller (2004) conducted a longitudinal study of revision talk in writing conferences and presented the change in participation framework over time by demonstrating that the student moved from peripheral to fuller participation. The student in this study came to take a more active role in identifying problems, providing explanations for revision and writing the revisions without being asked to do so by the instructor. Hellermann (2008) who recorded the interactions of the same adult EFL learners in class across several years documented their development in the practices of opening tasks, storytellings and disengaging from the task. He conceptualized classrooms as communities of practice and hence used CA together with situated learning theory. For example, students at more advanced levels started using prefatory talk before opening a task whereas they opened the tasks more directly with no prefatory talk at beginner levels. While the students at beginner levels relied more on the nonverbal resources, advanced-level students used variety of resources and complicated linguistic patterns. Similarly, Hellermann (2011) also investigated practices of other-initiated repair (i.e. what participants orient to as repairable over time) in an L2 classroom dyad during 50 weeks and showed that learners increasingly employed wider range of repair initiation practices. For example, the learners who were orienting to lexical items, language forms and pronunciation as repairable at beginner levels came to orient to action projection as an object of repair at more advanced levels and they came to employ open-class repair initiations. The changes in the learners' development of interactional competence over time were considered together with the changes in contexts.

In another study, Hellermann and Cole (2009) analysed the peer dyadic interactions of one adult learner of English in terms of disengagements from the task by using CA and situated learning theory. They first analysed one set of excerpts as evidence of micro-genesis and then the second set of excerpts which occur 16 months later and compared the practices across each time giving a longitudinal account. As a result, they demonstrated that the adult learner moved from peripheral participation to fuller participation by developing a wider repertoire of talk-in-interaction. For instance, over time, the adult learner disengaged from the tasks by offering appreciation to his peers, asking task expansion question and showing orientations to disengagements through more verbal and non-verbal moves. Cekaite (2007) investigated a Kurdish immigrant child's development of interactional competence in a Swedish L2 classroom by combining CA with the framework of language socialization. Cekaite (2007)

could observe the child's progress toward fuller participation through her turn-taking behaviour across three stages- (1) a silent child, (2) a noisy and loud child who could not manage turn-taking and (3) a skilful student who could successfully manage turn-taking.

Different from these studies which use developmental CA and investigate the development of L2 interactional competence, Hauser (2013) used ethnomethodological CA to uncover the development of linguistic resources namely the development of L2 negation. He documented how a Japanese adult learner of English made use of a negative formula "I don't know" and analysed it into its parts in and through interaction over a seven-month period. For instance, the learner came to use "don't" with the verb "like" and with "you" as a result of repetition and self-repair. Lastly, in a recent study, Lee and Hellermann (2014) traced how an L2 speaker of English managed topic shifts in storytelling in weekly speech practice sessions in South Korea and went beyond simply identifying the presence of topic shift to analysing how topic shift is accomplished with the help of CA's sequential analysis. They were able to illustrate that the L2 speaker developed the skill to mark topic shift by using various markers such as time references. The longitudinal studies of L2 learning and development have shown that such interactional skills as turn-taking are re-learned and hence, are not directly transferred from L1. Besides, they have shown that L2 development does not only involve the learning of linguistic patterns but also the interactional competence (Pekarek Doehler, 2010).

However, longitudinal studies of language learning face some challenges. Firstly, although a change is documented over a time, it is difficult to attribute this change to a development over time as recorded since the change could be a result of changes in local context or moments not recorded (Hall & Pekarek-Doehler, 2011; Pekarek-Doehler & Fasel Lauzon, 2015). Secondly, investigating language learning across time requires the tracking of development in same type of practice at least at two different times. In other words, such a tracking of learning requires consistency in the practices studied across time. However, since CA deals with naturally-occurring data, the variables cannot be controlled and hence, the consistency and the comparability of the practices becomes a challenge in deciding what provides evidence for change over time (Kasper & Wagner, 2011; Pekarek Doehler, 2010). Nevertheless, the above-mentioned studies have demonstrated that investigation into micro-moments of social interaction has the advantage of "zooming in on practices that show a certain consistency and comparability across time, and which allow identification of observables for analysis (for

example, turn-taking, sequential organization) which can be used as indicators of interactional development) (Pekarek Doehler, 2010, p.123).

Apart from the longitudinal studies, there are cross-sectional studies investigating L2 development over time usually by comparing participants at different levels of proficiency. Unlike in longitudinal studies, in cross-sectional studies, the participants observed in each group are different but comparable. For example, Kim (2009) examined how L2 speakers of Korean use certain discourse markers at different proficiency levels. Fasel Lauzon, Pekarek-Doehler and Pochon-Berger (2009) uncovered the way disagreements are organized at two different levels of schooling in L1 classrooms of French. While disagreements are more direct and non-mitigated at the lower level of schooling, they are organized in more varied ways at the upper levels. Similarly, Pekarek Doehler and Pochon-Berger (2011) also focused on disagreements in the French second language classroom and displayed similar patterns. Less proficient students produce direct disagreements marked by polarity markers (no), turn-initial positioning and the absence of hedges and sequential elaborations (e.g. accounting for the preceding disagreements) whereas advanced students continued to use similar methods but developed more diverse strategies such as using hesitation markers, agreement tokens, prefatory talk, hedges (e.g. yes-but types of disagreements), sequential elaborations and format-tying and thus, produce more mitigated disagreements. In order to ensure that their findings are a result of the development of L2 interactional competence rather than the changes in the local context (since the two groups compared have different cultures), they compared their analysis with French L1 classroom data and confirmed that the changes they observed reflected interactional development. Lastly, Lee and Hellermann (2014) examined how L2 speakers of different proficiency levels manage storytelling and showed that although lower level learners used less story-prefacing devices due to their lack of language proficiency, they were able to accomplish the task of storytelling by dealing with contingent constraints and contextual resources. They further stated that "without addressing the contingent processes of L2 use, theories concerning the developmental changes— no matter how well informed— would necessarily entail speculation inferred from various circumstantial, demographic, and linguistic variables" (Lee & Hellermann, 2014, p.780). Together with longitudinal studies, cross-sectional studies

> shed light onto some aspects of development trajectories or stages, in particular with regard to students' evolving competences for interaction; they trace development/learning in terms of the increased deployment and diversification of

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'methods' (i.e. systematic procedures) for dealing with the organization and the contingencies of social interaction. (Pekarek Doehler & Fasel Lauzon, 2015, p.421).

As for the studies of L2 learning processes across short-time spans (i.e. "micro-genetic" CA studies of L2 classroom interaction), they involve documenting how participants orient to learning and more specifically, how they jointly elaborate and configure specific linguistic patterns within the moment-by-moment sequential unfolding of talk-in-interaction (Ishida, 2009; Markee, 2008; Markee & Kunitz, 2013; Markee & Seo, 2009; Melander & Sahlström, 2009; Mondada & Pekarek Doehler, 2004; Mori, 2004; Pekarek Doehler, 2010; Pekarek-Doehler & Fasel Lauzon, 2015; Seedhouse & Walsh, 2010). These studies usually adopt ethomethodological CA as their methods of analysis. Unlike the longitudinal or cross-sectional studies, they analyse subsequent moments of interaction within a "single interactional episode" (Pekarek Doehler & Fasel Lauzon, 2015, p.410) rather than moments at different times. Because micro-genetic analysis focuses on a continuous period of time, it does not face the challenge of missing important moments for learning that may occur apart from the recorded data as in longitudinal studies but at the same time it cannot track the development of interactional competence across a short time within a single classroom episode and thus, it focuses on the learning processes of linguistic patterns (Pekarek Doehler & Fasel Lauzon, 2015). For example, Seedhouse and Walsh (2010) illustrated that a learner came to independently use a linguistic item correctly (particularly in terms of pronunciation) in meaning-and-fluency context but could not demonstrate an uptake of the same item previously simply by repeating it in a form-and-accuracy context, which has a tightly controlled interaction. Ishida (2009) traced how a student of Japanese as a foreign language developed an understanding and use of modal markers in decision-making activities during a 10-minute interaction. Pekarek Doehler and Fasel Lauzon (2015) demonstrated the way an L2 learner of French re-uses a linguistic form previously corrected in a new sequential environment, which indicates a part of learning.

Markee (2008) came up with two types of learning behaviour tracking methodology (LBT)-learning object tracking (LOT) and learning process tracking (LPT). While the former involves tracking when participants use learning objects within a single conversation or subsequent speech events, the latter involves tracking how participants orient to emerging learning objects as resources for doing language learning behaviours in different speech events. Markee (2008) demonstrated how a student and a teacher construct socially distributed

cognition and how the student achieves to incorporate a word (prerequisites) in his repertoire after constructing its meaning together with the teacher and thus, undergoes an epistemic change of state in relation to this specific word at least in the short term. In another study, Markee and Seo (2009) illustrated a "learning talk analysis" which showed how a tutee and tutor collaboratively engaged in a language learning behaviour about how a grammar rule works and then how the tutee developed this grammar rule by extending it to a new learning object in the subsequent speech events. They noted that the behavioural accounts they provided are independent of cognitive accounts of SLA as they were careful not to make any claims about how grammatical rules are represented in the individual mind and about long-term learning. These studies show that L2 learning involves a process of adapting language patterns in response to locally emerging interactional needs. Such studies can reveal "how participants themselves locally orient to grammar, how they treat grammar online, and how they use linguistic constructions both as stepping-stones for new constructions and as instruments for the mutual coordination of talk" (Pekarek Doehler, 2010, p.124). On the other hand, analysis of L2 development in short-term can provide evidence for short-term learning and thus, cannot claim that a linguistic item "becomes a durable resource" for the L2 speaker (Kasper & Wagner, 2011, p.134). With regard to this, Pekarek Doehler and Fasel Lauzon (2015) also put forward that micro-genetic analysis can

> provide a comprehensive picture of the observable, social side of the process of learning/development as it is deployed moment-by-moment within jointly managed and mutually coordinated courses of action- while the products of this process in terms of sedimented learning outcomes may remain out of the picture. (p.410)

2.3. L2 (Classroom) Interactional Competence (CIC)

The conceptualisation of language, cognition and learning from a CA-SLA perspective and the approaches to CA-SLA has shown that CA is concerned primarily with interactional competence and language use is an important part of this competence. Linguistic knowledge is not only acquired and internalised but it is adapted according to interactional needs. For this reason, language learning involves not only the learning of linguistic items but also the development of interactional competence in which language is a central interactional resource.

For far too long, Hymes' (1967, 1972) communicative competence has had a great impact on language teaching and the way the language is viewed. It still constitutes the prominent goal in many of the curricula around the world- that is to help learners to achieve communicative

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competence. Communicative competence was developed by Hymes (1967, 1972) who found Chomsky's idealized notion of linguistic competence inadequate and limited and then it was later extended for teaching and testing purposes by Canale and Swain (1980) who divided communicative competence into four components: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. This model by Canale and Swain (1980) was further modified by Bachman (1990) who included organizational competence (grammatical and textual competence) and pragmatic competence (illocutionary and sociolinguistic competence) in his model of communicative competence.

However, "communicative competence" has been challenged by the proponents of "interactional competence" for couple of reasons (Hall & Pekarek Doehler, 2011; Walsh, 2011). Firstly, in language classrooms where the goal is to develop learners' communicative competence, there has been focus on individual performance rather than collective or joint competence since learners are evaluated and assessed in terms of their ability to produce accurate, fluent and appropriate linguistic forms rather than their ability to negotiate or co-construct meaning with others (Walsh, 2011). The underlying reason for this situation is argued to be the easiness of testing and producing materials based on individual performance. For this reason, components of communicative competence were viewed as static cognitive properties of individuals with focus on speaking rather than on interaction (Hall & Pekarek Doehler, 2011; Young, 2000). Secondly, in such classrooms, native speaker performance is taken as a criterion against which performance of language learners is measured and language learners as well as NNSs are considered to be deficient communicators. However, conversation analytic research on NS-NNS talk has shown that one cannot assume the relevance of the native speaker and non-native speaker identities to the talk but that regardless of the identities, participants are able to manage the interaction (Seedhouse, 1998; 2005). For example, Carroll's (2005) microanalysis revealed that novice NNSs use their limited language resources in a sophisticated way and hence, are able to deal with the contingencies of interaction suggesting that NNSs as well as language learners are not deficient interactants. Similarly, even less proficient language users or novice L2 speakers are found to successfully recycle turn-beginnings to solicit the gaze of the other interlocutors (Carroll, 2004), start their turn on time (Carroll, 2000) and use "embodied completions" to complete a turn (Mori & Hayashi, 2006). Thirdly, fluency is managed not only by the speaker but also with other speakers who attend to each other's contributions and hence, being confluent is much more

important than being fluent for effective communication (McCarthy, 2005). Therefore, the emphasis on the way interactants co-construct meaning and collectively reach understanding, on both the linguistic resources and the interactional resources and on listening as well as speaking has drawn attention to the construct "interactional competence" rather than communicative competence. With respect to this, Walsh (2011) underlines the insufficiency of being accurate or fluent and the importance of attending to the local context, listening and displaying understanding, clarifying meanings and repairing breakdowns. The distinctions between the interactional and the communicative competence are provided in Table 1 taken from Walsh (2011, p.165).

Table 1. Interactional Competence versus Communicative Competence (Taken from Walsh, 2011, p.165)

Interactional Competence	Communicative competence
Emphasises the ways in which interactants co-construct meanings and jointly establish understanding.	The focus is on individual differences in competence and the fact that one of the aims of learning a language is to move to the next level of competence.
Includes both interactional and linguistic resources, but places more emphasis on the w the interaction is guided and managed throug turns-at-talk, overlaps, acknowledgement tokens, pauses, repair and so on.	Emphasises the knowledge and skills needed to use language in specific contexts as opposed to knowledge of language as an idealised system.
Is highly context specific; the interactional competence required in one context will not always transfer to another. Different interactional resources will be needed in different contexts.	Context is everything: What we say is dependent on who we are talking to, where we are, why we are talking, what we have to say and when this takes place (c.f. Hymes, 1972).
Largely rejects individual performance in favour of collaborative enterprise.	Emphasises individual performance and recognises that this can and will change.
Less concerned with accuracy and fluency and more concerned with communication; this means that speakers must pay close attention to each other's contributions and help and support where necessary.	Accuracy, fluency and appropriacy lie at the heart of communicative competence and are also the measures used to evaluate it.
Places equal emphasis on attending to the speaker as producing one's own contribution; listening plays as much a part in interactional competence as speaking.	Focuses more on individual speech production than on the listener and acknowledgement of what has been said.

Interactional competence was first coined by Kramsch (1986) and since then, there have been some attempts to define it. The definitions proposed for interactional competence are provided in Table 2. IC constitutes the primary concern of CA, which has made important contributions to its conceptualisation. The basic aim of CA is to investigate the "methods" (e.g. turn-taking, repair, sequence organisation) that are employed by the participants to establish and maintain social order and intersubjectivity. These methods, therefore, constitute an important part of IC suggesting that the development of the ways speakers use these methods would mean the development of L2 interactional competence (Pekarek Doehler & Pochon-Berger, 2011).

Table 2. Definitions of Interactional Competence

Oksaar, 1990, p.530	The ability of a person, in interactional situations to carry out and interpret verbal, paralinguistic, non-verbal and extra-verbal communicative actions in two roles, that of the speaker and that of the hearer, according to the sociocultural and psychological rules of the group.
Kasper, 2006, p. 86	- to understand and produce social actions in their sequential contexts; - to take turns at talk in an organized fashion; - to format actions and turns, and construct epistemic and affective stance (Ochs, 1996), by drawing on different types of semiotic resources (linguistic, nonverbal, nonvocal), including register-specific resources; - to repair problems in speaking, hearing, and understanding; - to co-construct social and discursive identities through sequence organization, actions-in-interaction and semiotic resources (Goffman, 1981; Zimmerman, 1998); - to recognize and produce boundaries between activities, including transitions from states of contact to absence of contact (interactional openings, Schegloff, 1968; closings, Schegloff & Sacks, 1973) and transitions between activities during continued contact (Markee, 2004).
Young, 2008, p.100	Interactional competence is a relationship between participants' employment of linguistic and interactional resources and the contexts in which they are employed.

Table 2 (continued)

Markee, 2008, p. 406	Developing interactional competence in a second language includes but goes beyond learning language as a formal system… It involves learners orienting to different semiotic systems—the turn taking, repair, and sequence organizations that underlie all talk-in-interaction, combined with the co-occurrent organization of eye gaze and embodied actions—and deploying these intersubjective resources to co-construct with their interlocutors locally enacted, progressively more accurate, fluent, and complex interactional repertoires in the L2.
Barraja-Rohan, 2011, p. 482	The ability to 1. engage in various interactional events to co-construct talk with various participants and display pragmatic knowledge through the use of conversational syntax, including paralinguistics, kinesics, facial expressions, gaze, and proxemics for social/institutional purposes; and 2. jointly manage the turn-taking system with co-participants adopting appropriate interactional roles. This entails an understanding and demonstration of how turns are designed and responding to turns in a coherent and sequential manner, displaying common understanding and repairing any threat to or breakdown in communication, showing engagement and empathy when relevant or intended, as well as accomplishing social actions befitting the interactional context and social/institutional goals.

All these definitions confirm that interactional competence does not only involve the mastery of linguistic forms but also the mastery of interactional resources which have an effect on the language used and which are exploited collaboratively.

These definitions also highlight the context-specific nature of interaction. The interactional features used in one context may not be appropriate in another. Therefore, "there are diverse situations with various participants, for instance in institutional talk, which would require a set of competencies that are somewhat different from those needed to conduct mundane conversation" (Barraja-Rohan, 2011, p.485). Classroom context is one of these contexts, which involve an institutional talk with its specialized interactional features. An institutional talk such as the classroom talk is characterized by institution-specific goal orientations, institution relevant identities, special constraints and inferences and by the restrictions on the nature of interactional features (Heritage, 2005). The lexical choice, organisation of turn-

taking, sequence, repair, overall structural organisation and social relations are the mechanics of interaction which display the institutionality of interaction (Drew & Heritage, 1992). Besides, each institutional context has its own "fingerprint" (i.e. a set of interactional practices) that distinguishes it from the ordinary talk and other forms of institutional talk (Drew & Heritage, 1992). As a result, it is necessary that the interactional organization of an institutional talk is understood so that appropriate interactional decisions are made and the goals are achieved as Heritage (2005) states that "the specifics of institutional talk matter and matter a lot for the outcomes of that talk- the decisions made by organizationally mandated decision makers" (p.141).

Classroom talk is one type of institutional talk that deserves special attention for the purposes of this study. L2 classroom interaction is a social interaction in itself as it involves socio-interactional practices through which teachers and students co-construct understanding and knowledge and thus, lead to the emergence of teaching and learning of a new language (Sert, 2015). With the use of conversation analysis research on classroom interaction, there is now much more attention being paid to naturally occurring talk-in-interaction between the participants in the language classroom. It is acknowledged that "meanings and actions are co-constructed through the interaction of the participants" (Walsh, 2006, p.63). As Sert (2015) asserts "if one wants to understand the social, pedagogical, and institutional processes in language classrooms in relation to, for example, learning and teaching, then s/he needs to capture what is happening interactionally in these contexts" (p.10). It should be noted that it is not the place of the interaction (e.g. classroom) nor the identities of the participants (e.g. teachers and students) that determine the institutionality of an interaction but it is the way participants in their turns at talk orient to the goal, task or identity associated with an institution that makes a talk institutional (Kasper, 2009; Sert, 2015). For instance, a social interpersonal chat, which has nothing to do with any pedagogical focus, may take place in the L2 classroom and such a case would no longer be considered L2 classroom interaction (Seedhouse, 2004). Therefore, with an emic perspective, the analysis should focus on whether "participants are talking the institution in or out of being at any moment by making it procedurally relevant or not in the details of their interaction" (Seedhouse, 2004, p.201).

The core institutional goal in a L2 classroom interaction is for the teacher to teach learners the L2 indicating that there is a reflexive relationship between interaction and pedagogy

(Seedhouse, 2004; Seedhouse & Walsh, 2010). The core goal is context-free as it applies to all L2 classroom contexts. With this core goal in mind, Seedhouse (Seedhouse, 2004; Seedhouse & Walsh, 2010) discusses the three properties that constitute the fingerprint of L2 classroom interaction and that derive from the core goal. The first property is that language is both the medium and object of instruction. The second property is the reflexive relationship between pedagogy and interaction with the participants displaying to each other their analysis and understanding of this relationship. The organisation of the interaction varies with the changing pedagogical focus. The last property indicates that any learner utterance is potentially subject to evaluation by the teacher regardless of whether the evaluation is directly expressed. These properties present the context-free architecture of the L2 classroom and the context-bound interactional practices derive from these properties (Seedhouse & Walsh, 2010). As a result, the operational definition of L2 classroom interaction as proposed by Seedhouse (2004) is also adopted in this study: "L2 classroom interaction is interaction which is produced in the L2 by teachers and/or learners in normative orientation to a pedagogical focus" (p.204).

The simultaneous heterogeneity and homogeneity of L2 classroom interaction is conceptualised by Seedhouse (2004) through a three-way view of context. The micro-context is one level that reflects the heterogeneity of the interaction with its unique interactional features revealed as a result of the turn-by-turn analysis of the sequential environment. On another level that is broader, there are the L2 classroom contexts (See Section 2.4) each of which manifests a certain pedagogical focus in relation to the interaction. An instance in one L2 classroom context may be similar to another instance in a similar context. The level that covers the micro-context and the L2 classroom contexts is the institutional context that is the L2 classroom which has features in common with all other L2 classroom interaction. The institutional context reflects the homogeneity of L2 classroom interactions, which share the three properties mentioned above. Therefore, a particular instance of L2 classroom interaction has unique features in its micro-context, presents features of a particular L2 classroom context as similar to the instances in other similar L2 classroom contexts and displays properties that are common to all instances of L2 classroom interactions as the institutional context. This three-way view of context suggests that "all instances of L2 classroom interaction have the same properties and use the same basic sequence organization, while at the same time portraying the extreme diversity, fluidity and complexity of the interaction" and that it shows

the relationship between institutional varieties (i.e. L2 classroom interaction) and the subvarieties (L2 classroom contexts) (Seedhouse, 2004, p.214).

In addition to these three levels of context, Hosoda and Aline (2013) propose two additional broader levels of context: inter-institutional level and talk-in-interaction. While the former involves comparison of interaction from a particular institutional context with interaction in other kinds of institutional contexts (e.g. comparing an instance of L2 classroom interaction with an instance of courtroom interaction), the latter involves the comparison of interaction in institutional contexts with mundane conversation as the default form of interaction. Through such comparisons, the institutionality of a context can better be revealed by showing to what extent the interactional features being examined are generalizable to other contexts or specific to a certain context.

The CA micro-analytic approach to classroom interaction can therefore help to uncover both the complexity and the social order of L2 classroom interaction by for example identifying the specific resources used by both teachers and students to facilitate learning revealing the patterns for Classroom Interactional Competence (CIC). CIC is defined as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p.158). It suggests that interaction is at the centre of teaching and learning and argues that teachers and learners will immediately enhance learning and learning opportunities by developing their CIC and hence, by making appropriate interactional decisions (Walsh, 2011). Through their use of language, teachers can create or hinder learning opportunities (Walsh, 2002). Even in the most student-centred classrooms, the teacher plays a central role in managing the interaction (Johnson, 1995).

The ways in which CIC manifests itself are illustrated by Walsh (2006, 2011, 2012) with reference to natural classroom data and reflective feedback corpora. A teacher who is competent in classroom interaction;
(1) uses language that is appropriate to both the pedagogical goal and the learners (Seedhouse, 2008),
(2) maximizes interactional space by allowing increased wait time and planning time, trying not to fill silence (i.e. reducing teacher echo) and encouraging extended learner turns,

(3) shapes learner contributions by seeking clarification, scaffolding, modelling, paraphrasing, reiterating, repairing learner input, summarizing and checking confirmation,

(4) makes use of effective eliciting strategies by asking and exploiting questions and by encouraging learners to ask questions.

These interactional features, if used appropriately in response to learners' needs, can easily create learning opportunities. In brief, Walsh (2011) summarizes the importance of CIC as follows:

> Given that interlocutors display varying degrees of competence in their joint construction of meanings, I am suggesting here that teachers and learners also need to acquire a fine-grained understanding of what constitutes classroom interactional competence and how it might be achieved. Not only will such an understanding result in more engaged and dynamic interactions in classrooms, it will also enhance learning. (p.166)

As the pioneer of CIC, Walsh (2006, 2011, 2012), using real classroom data and reflective teacher feedback, has illustrated the ways CIC manifests itself as mentioned earlier. In his analysis, he found evidence that supports the relationship between interaction and language learning and showed the ways CIC can enhance learning and create learning opportunities. In an early study, Walsh (2002) investigated the relation between teacher talk and learner involvement in an EFL classroom by using and analysing recordings from EFL lessons. With specific reference to teacher talk, he was able to show the ways teachers' use of language could construct or obstruct learner participation. In a recent study, Walsh and Li (2013) examined the ways teachers create space for learning using data from two EFL classes recorded in China. Moreover, Can Daşkın (2015a) investigated the interactional patterns for Shaping Learner Contributions (SLC) as a component of CIC in an EFL classroom at an English Preparatory School in a Turkish state university. In addition to Walsh's earlier findings, she uncovered that the teacher shapes learner contributions by translating them into L1/L2 and by using the board. Most importantly, based on her analysis, she acknowledged that not all instances of SLC are beneficial regardless of the L2 classroom context in which they occur. Besides, her study showed that SLC behaviours which are useful in one context may not be beneficial in another suggesting that teachers need training in context-appropriate SLCs.

Lastly, Sert (2015) made a great contribution to extending CIC by proposing four more components to be added to L2 CIC as a result of his conversation analytic analysis: successful

management of claims/displays of insufficient knowledge, increased awareness of UTP (unwillingness to participate), effective use of gestures and successful management of code-switching. At the same time, he warned teachers that they cannot simply develop their CIC by reading the implications provided in his study since the development of CIC is a dynamic, interactive and reflective process which involves a path from awareness to competence. Some of his findings are based on his earlier studies. For example, Sert (2011) and Sert and Walsh (2013) investigated Claims of Insufficient Knowledge (CIK) and their management by a language teacher. He demonstrated the teacher's successful management of CIK by using resources such as Designedly Incomplete Utterances (Koshik, 2002a) and embodied vocabulary explanations, and argued that this management is an important part of CIC. In another study, Sert (2013) explored interactional unfolding of "epistemic status check" (e.g. 'no idea?' or 'you don't know?') as part of teacher talk in language classrooms. He showed that use of epistemic status check has important implications for CIC and suggested that language teachers should raise their awareness on non-verbal student cues to understand interactional troubles and eventually to contribute to efficient time management and student engagement.

Other studies have implications for understanding and expanding CIC, though not directly dealing with it. To illustrate, Walsh and O'Keeffe (2010) used a combination of Corpus Linguistics and Conversation Analysis to describe the relationship between pedagogic actions and the language used to achieve them in small group teaching settings in higher education. In this way, they aimed to understand the relation between student engagement and tutor interactional skills. Their study revealed some interactional features (e.g. use of high frequency items such as *okay, tell me*) that tutors need to know to co-construct meaning and engage learners and highlighted the importance of developing CIC to enhance learning. Besides; Coyle, Yanez and Verdu (2010) investigated the impact of the interactive whiteboards on teacher and children's language use in an ESL immersion classroom and showed that the use of interactive white boards had an impact on the quality of classroom interaction as it supported comprehension and promoted output. However, they also concluded that creating learning opportunities depends on teachers' level of CIC and hence, teacher education programs should focus on developing not only technological competence but also CIC. As part of CIC, Hosoda and Aline (2013) examined two preferences in question-answer sequences in language classroom context- "the preference for progressivity and the preference

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for a selected recipient to speak" (p.63). They found that in classroom discourse, participants prioritised the latter preference over the former unlike in the other contexts of institutional interaction. Waer (2012) studied the use of L1 in classroom interaction and revealed that it could enhance L2 classroom interaction. Therefore, she recommended that management of language alternation be included as a component of CIC. Furthermore, Yaqubi and Rokni (2012) investigated teachers' limited wait-time and learners' participation in EFL classroom interaction and showed that limited wait-time negatively influenced teachers' shaping learner contributions in follow-up moves as it made teachers fill in the gaps. Their study implied the need to extent wait-time so that learner contributions could be shaped and fine-tuned. Lastly, Appel (2010) exemplified one aspect of CIC by showing how a teacher developed sensitivity towards different participation frameworks conducive to learning.

As a result, it is apparent that more research in various language classroom contexts is needed to contribute to the description of CIC and hence, to the understanding of classroom interaction. As Walsh (2012) states, "it is obvious that more research in different settings with different participants is required to fully understand still uncovered features of CIC, which will then lead to a more in-depth understanding of teaching and learning practices in language classrooms" (p.12). Considering the aim of this study, it can be said that this study contributes to CIC by revealing patterns for Reference to a Past Learning Event (RPLE) and the social actions they perform. Based on the findings, this study also suggests RPLE as a resource for informal formative assessment (See Section 2.5 and Chapter 5) and proposes such classroom-based assessment practices as an integral part of CIC. The following section presents L2 classrooms contexts which are closely related to CIC because as mentioned above, using language that is appropriate to the pedagogical goal is one component of CIC and with different pedagogical goals, a different L2 classroom context is created by using a language that fits the goal as well as the context.

2.4. L2 Classroom Contexts

One of the properties of classroom interaction that differentiates it from ordinary conversation and other forms of institutional talk is that there is a reflexive relationship between the pedagogy and interaction. The participants in an L2 classroom interaction display to each other and orient to their analysis of the relationship between the pedagogical focus and interaction in their turns at talk (Seedhouse, 2004). The linguistic forms and patterns that the learners

produce are evaluated in terms of the match and mismatch with the pedagogical focus that is introduced. This reflexive relationship between pedagogy and interaction manifests itself in various L2 classroom contexts emerging in the overall structure of L2 classrooms. L2 classroom interaction therefore can be divided into subvarieties or L2 classroom contexts, which are "different actualizations of the reflexive relationship between pedagogical focus and interactional organisation" (Seedhouse, 2004, p.205). L2 classroom contexts are therefore modes of interactional organisation of the L2 classroom that the participants orient to. The language used and the interactional decisions made by the teacher can change depending on the L2 classroom context (Seedhouse, 2004, 2008) and the relevant instructional goals. Each L2 classroom context has clear pedagogical goals and distinct interactional features apparent in the teacher's use of language. As Walsh (2003) states, "as the focus of a lesson changes, interaction patterns and pedagogical goals change too" (p.125).

While Walsh (2006, 2011) categorized the classroom context as managerial mode, classroom context mode, skills and systems mode, and materials mode, Seedhouse (2004) came up with four L2 classroom contexts: form-and-accuracy, meaning-and-fluency, task-oriented and procedural contexts. During the initial analysis, Seedhouse's (2004) classification was found to be clearer, more relevant and applicable to the classroom context recorded. Therefore, his classification is used for the classroom context that is recorded for this study. On the other hand, Walsh's modes of context could not be easily applied to the classroom context recorded. For instance, when the students were working on a grammar practice drill in their coursebook with the teacher providing corrective feedback, they were involved in both the materials mode and the skills and system mode. However, this instance could easily be categorized as a form-and-accuracy context. With reference to his data, Walsh (2011) himself acknowledges that "while there are certainly examples of clearly delineated modes in the data, there are also many instances where identifying modes is more problematic and where features cannot be clearly shown" (p.129). Seedhouse (2004) also does not suggest that he has "characterized all of the L2 classroom contexts which occur" as he asserts that "there is in principle no limit to the potential number of L2 classroom contexts which could occur around the world. In practice, though, the L2 classroom has an interactional organisation which tends to limit what actually happens" (p.206). This reflects the complexity and heterogeneity of L2 classroom interaction since there is even variety in the interaction emerging in each L2 classroom context. Besides, this complexity can be seen in the rapid shifts of contexts from turn to turn,

in identifying the context with any certainty due to the participants' struggle for controlling the pedagogical focus and in failing to establish a pedagogical focus and an L2 classroom context particularly by the inexperienced teacher (Seedhouse, 2004). Besides, it is shown that teachers do not construct a single classroom context but shift from one context to another not only at the boundaries of activities but also on a turn-by-turn basis (Çimenli & Sert, 2017). Therefore, managing this shift of classroom context emerges as a teacher skill and thus, as an important component of CIC as Seedhouse (2008) states, "without careful management, there can be confusion as to what the focus is at any given time" (p.55).

To illustrate the L2 classroom contexts proposed by Seedhouse (2004), in form-and-accuracy context, there is focus on the presentation and practice of linguistic forms and not on the expression of personal meanings. Moreover, turn-taking and sequence are tightly controlled by the teacher. In meaning-and-fluency context on the other hand, the aim is to create opportunities for interaction by encouraging students to express their personal feelings and meanings with less tightly controlled turn-taking and topic management. As for task-oriented contexts, they involve learners interacting with each other and managing the interaction themselves to accomplish a task with no focus on neither the personal meanings nor the linguistic forms. Lastly, in procedural contexts, teachers give instructions regarding the classroom activities and thus, hold the floor with no turn-taking.

Regarding the studies of classroom interaction in different L2 classroom contexts, Seedhouse (2004) investigated repair in various contexts, which have different pedagogical focus. To illustrate, his analysis revealed that while a repair of linguistically correct and appropriate utterances was commonly seen in form-and-accuracy context, incorrect linguistic forms were frequently ignored in meaning-and-fluency context unless they led to communication breakdown. Besides, the common form of repair in meaning-and-fluency context was found to be embedded correction, which does not prevent the interaction from continuing. The type of repair seen in form-and-accuracy context is similar to didactic repair whereas the repair seen in meaning-and-fluency context is related to conversational repair (Van Lier, 1988). Besides, Kasper (1986) also showed that the organization of repair is different in language-centred and content-centred phases of L2 lessons. Furthermore, in a study which investigates patterns for shaping learner contributions in an EFL classroom, Can Daşkın (2015a) revealed that the teacher in form-and-accuracy context shapes a learner contribution to make sure that

other learners understand the contribution and get exposed to more meaningful and comprehensive input whereas the same teacher in meaning-and-fluency contexts shapes the contributions not only to create opportunities for the other learners to understand the contribution but also to encourage the learner who contributes to give a more complete answer and to interact more. In another study, Can Daşkın and Hatipoğlu (2015) who investigated the role of learner initiatives in building on teacher contributions concluded that while learner initiatives orient to language items in the form-and-accuracy context usually in the form of asking the meaning of a word or asking the word for a certain meaning or challenging the accuracy, they orient to the content or topic of a text in the meaning and fluency context in the form of giving an example from real life, commenting or reformulating.

As a result, this study also analyses the emerging phenomenon "Reference to a Past Learning Event" (RPLE) in teacher turns in terms of different language classroom contexts as proposed by Seedhouse (2004). However, for the purposes of this study, the analysis is limited to the meaning-and-fluency and form-and-accuracy contexts particularly for those instances of RPLE in teacher turns. Since the purpose of this study is to analyse teacher-student interactions rather than student-student interactions, the task-oriented contexts, which involve learners interacting with each other as they work on an activity in a group or pair work, are disregarded. Similarly, because those instances of RPLE in which there is some kind of uptake are selected for the analysis, procedural contexts which are confined to teacher turns with no uptake and interaction with the students are also left out.

2.5. Informal Formative Assessment (FA) and Classroom Interaction

Like many aspects of foreign language teaching and learning, formative language assessment has also been reconsidered at least in theory after the "social turn" in second language acquisition (Block, 2003; Firth & Wagner, 1997). It is now acknowledged that unlike standardised formal assessment, formative language assessment (1) is locally situated, dynamic and co-constructed in classroom interaction, (2) is concerned with not only individual learning outcome or performance but also collective performance placing equal emphasis both on teachers and students as agents and decision-makers, (3) is informally and spontaneously achieved as integrated with teaching and hence, is not only about language tests and pencil-and-paper procedures and finally, (4) is not solely about giving feedback in feedback/evaluation moves of the IRF/E exchanges (Initiation-Response-

Feedback/Evaluation) (Mehan, 1979a; Sinclair & Coulthard, 1975) since not all evaluation moves can truly function as formative practices (Larsen-Freeman & Cameron, 2009; Leung & Mohan, 2004; McNamara, 2001; Rea-Dickins, 2001; Sherris, 2011; Whitehead, 2007). One of the important aspects of FA that is highlighted in this reconceptualization is the informal dimension of FA; specifically, as Rea-Dickins and Gardner (2000) suggest:

> The teacher's knowledge as a result of class-based assessment is not documented in any written (e.g., curriculum) document or formal way (e.g., minutes of meetings) but appears, nonetheless, to be highly significant in the teacher's decision-making process about language development, attainment and ability of individual pupils … (p. 231)

Informal assessment is an important part of classroom-based teacher assessment particularly in the case of second language development (Leung, 2005) because "much routine classroom teaching activity allows teachers to make decisions about their learners" by providing information about students' learning state and their progress and thus, shapes the way the teacher proceeds with her teaching (Rea-Dickins, 2001, p.434).

However, of the definitions of FA proposed (e.g. ARG, 2002; Black & Wiliam, 1998b, 2009), many fall short of explicating the dynamic and informal nature of FA. For example, Black and Wiliam (1998b) have presented a definition that is most commonly referred to: "All those activities undertaken by teachers - and by their students in assessing themselves - that provide information to be used as feedback to modify teaching and learning activities" (p.140). They later restated their definition as

> Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited. (Black & Wiliam, 2009, p.9)

Another common definition is provided by the Assessment Reform Group as "Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (ARG, 2002).

On the other hand, one of the definitions that was proposed at an international conference on assessment for learning in Dunedin in 2009 critically examines the prevailing definitions and better reflects the informal dimension of FA: "Assessment for Learning is part of everyday

practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning" (Klenowski, 2009, p.264). In common with all previous definitions of FA, this revised definition also describes the most basic procedure of FA as involving the generation of information about students' learning states in relation to a desired goal and then using this information to make changes in instruction in order to treat the gap and enhance ongoing learning. If the information about students' present learning states is not used to close the gap or to affect future performance by making instructional adjustments in "moments of contingency", it cannot function as real feedback and the assessment would not be formative (Black & Wiliam, 1998a; Black & Wiliam, 2009; Wiliam, 2011). These moments of contingency may require further intervention which should involve "an incursion into the representation and thought processes of the pupil to accelerate a breakthrough in understanding a new point of view or the shaping of a notion which can immediately become operative" (Perrenoud, 1998, p.97). However, beyond this procedural aspect of FA, this definition more clearly states the dynamic and informal aspect of FA. For instance, it uses the term "everyday practice" to emphasize the interactive and dialogic nature of assessment. Besides, it clearly marks various sources of evidence (i.e. information from dialogue, demonstration and observation) and thereby, shows that the practice of FA can take place during both planned and unplanned events throughout the ongoing instructional activity (Klenowski, 2009).

A number of terms have been used to make a distinction between formal FA and informal FA practices. Ellis (2003) comes up with incidental FA in relation to planned FA which involves direct testing of language knowledge and describes it as being "implemented through the instructional conversations that arise between teachers and students during normal classroom pedagogical activity" (Ellis, 2003, p. 314). Sherris (2011, p.59) uses the term "spontaneous formative language assessment" to explain those practices of FA that take place spontaneously through interaction in language classrooms. Finally, Rea-Dickins (2001) and Ruiz-Primo (2011) uses the term "informal" to refer to those assessment practices that are embedded within ordinary teaching and learning acitivities. However, Ruiz-Primo (2011) employs it particularly with reference to formative assessment and comes up with "informal formative assessment" to reframe much of classroom interaction as "assessment conversations, or dialogic interactions or exchanges, which continuously happen in the classroom" and

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describes it as an "unceremonious type of formative assessment" (p.15). For the purposes of this study, Ruiz-Primo's "informal formative assessment" is adopted to refer to any of those FA practices that are embedded into everyday learning activities and that emerge in and through classroom interaction spontaneously, continuously and flexibly. This term is preferred over incidental and spontaneous FA since it more clearly emphasizes FA practices occurring in and through interaction while spontaneous or incidental FA is ambiguous in that it can also be carried out in formal ways. For example, a teacher can spontaneously decide to ask students to answer some questions in the form of a quiz or test. Therefore, informal FA better encompasses those practices that are carried out not only spontaneously but also through everyday classroom interaction.

While formal FA is carried out at pre-specified times through specially designed assessment instruments, informal FA involves the teacher interpreting evidence about students' understanding and acting in response to this evidence quickly, spontaneously and flexibly through everyday classroom interaction. It is rather more frequent as it is an important part of classroom interaction and does not require the use of formally designed assessment instrument or task. For this reason, informal FA practices are usually not recorded formally (Rea-Dickins, 2001). In formal FA, the practice of assessing itself is always planned although the decision to assess can be spontaneous while in informal FA, the teacher may have had the thought of doing the assessment before the lesson but the practice itself is spontaneous because it is the flow of the interaction that determines and shapes the nature of the assessment conversation. The pre-specification of the time in formal FA can be done within minutes or for days but in any case, some sort of planning in terms of timing and the assessment tasks is done. The planning can be as early as the beginning of the semester or right before the practise of assessing. On the other hand, in informal FA, any learning activity can provide evidence about students' understanding and the teacher on the spot can use this evidence to enhance ongoing learning in and through interaction. For this reason, "teachers and their learners are likely to spend more time on informal instruction-embedded assessment activities than on formal oracy or pencil-and-paper tests" (Rea-Dickins, 2001, p.434). Ruiz-Primo (2011) reframes such informal FA practices as "assessment conversations" and describes these conversations as "dialogues that embed assessment into an activity already occurring in the classroom" (p.17). Assessment conversations display students' understanding or learning state so that teachers can recognize and act on it by shaping the instructional activities in order to enhance learning.

It is, therefore, clear that there is a dynamic and revolving relation between informal FA and classroom interaction as the former is highly dependent on the latter. With respect to this, Antón (2015) also makes the remark that "classroom assessment is socially constructed through interaction and as such the quality of the assessment is dependent on the interaction per se" (p.74). That is, FA is as much an informal process as a formal one and it is the study of those informal processes that are neglected. Consequently, "much of what teachers and students do in the classroom can be described as potential assessments that can provide evidence about the students' level of understanding" (Ruiz-Primo, 2011, p.15). As well as assessments and tests formally applied for formative purposes, everyday instructional activities enacted in and through classroom interaction can also serve the purpose of FA.

Despite the recent emphasis on the informal dimension of FA in theory, the question of how FA actually emerges in practice in naturally-occurring classroom interaction has not received the attention it deserves. Indeed, if we look at informal FA in L2 classrooms in particular, very little work has been done on this topic, especially when compared to the amount of work that has been done on formal FA practices. This may be due to the fact that the assessment literature has traditionally concentrated on standardized formal testing and progress or achievement tests (Antón, 2015; Black & Wiliam, 1998b; Fulcher, 2012; Leung & Mohan, 2004; Rea-Dickins & Gardner, 2000). Many language testing courses and textbooks do not go beyond the such commonly emphasized topics as test construction, analysis of tests, measuring the four skills, validity, item analysis etc. (Brown & Bailey, 2008). Fulcher (2012) also points out the inadequacy of many testing textbooks for presenting the techniques in large-scale standardized testing as the needs of classroom teachers. In addition, the issue of assessment has been widely presented and discussed in Common European Framework (CEFR). There is a whole chapter devoted to assessment describing content specifications of tests, descriptors of communicative activities, the levels of proficiency in tests and different types of assessment; however, the role of interaction in classroom-based assessment practices (i.e. informal assessment practices) is not discussed (Council of Europe, 2001). Formal and informal FA are equally valuable but constitute two distinct aspects of classroom-based assessment practices and hence, "there is a need to examine in depth the formative teacher for-learning assessment issues in their own right if we are to understand how the formative aspects are actually accomplished in classroom interaction"; otherwise, "special features of the

formative and for-learning perspective are likely to be lost if it is assimilated into a standardized assessment paradigm" (Leung & Mohan, 2004, p.337).

As for those studies that investigate naturally occurring L2 classroom interaction, many do not reframe their findings in relation to FA. Like many studies of L2 classroom interaction, irrespective of whether they adopt an interactionist, sociolinguistic or sociocultural perspective, conversation analytic studies of classroom interaction have also not been concerned with classroom-based assessment processes. Exception to this is the conversation analytic study of dynamic assessment as one form of classroom-based assessment (e.g. Van Compernolle, 2013). Note, however, that there is every reason to believe CA-based analyses of FA would be relevant, since "assessment is an integral part of every aspect of teaching and learning and this is particularly evident in the analysis of classroom interaction" (Antón, 2015, p.76). Many of these conversation analytic studies have been interested in using conversation analysis for the micro analytic investigation of interactional patterns in L2 classrooms (e.g. Koshik, 2002a; Markee, 2004; Sert, 2011, 2013; Waring, 2008). Some of these studies display patterns for Classroom Interactional Competence (CIC) (Can Daşkın, 2015a; Sert, 2015; Walsh, 2002, 2006, 2011, 2012; Walsh & Li, 2013) defined as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p.158). CIC studies have uncovered some interactional features that can create learning opportunities but they have not addressed the interactional features emerging as part of classroom-interaction based assessment practices or have not reframed their findings in relation to such practices. Therefore, the ways teachers informally assess learners in and through interaction for formative purposes have not been analysed and discussed as part of CIC.

As for those studies that track language learning behaviour and the development of interactional competence from the perspective of Conversation Analysis for Second Language Acquisition (CA-SLA) (e.g., Hellermann & Cole, 2009; Markee & Seo, 2009; Pekarek Doehler, 2010; Seedhouse & Walsh, 2010; Young & Miller, 2004), they have also not discussed the role of informal FA practices in constructing language learning behaviour. Moreover, the term "assessment" has a distinct meaning in conversation analysis. CA uses the term "assessment" to refer to a kind of interactional activity in which speakers evaluate persons, events or objects being described within turns-at-talk (Goodwin & Goodwin, 1987). According to Pomerantz (1984), "assessments are produced as products of participation; with

an assessment, a speaker claims knowledge of that which he/she is assessing" (p.57). In few of the studies on classroom interaction, "assessment" has been studied in CA sense (Fagan, 2014; Koole, 2012; Margutti & Drew, 2014; Mehan, 1979a; Waring, 2008). For instance, Mehan (1979a) shows that it is in the third-turn (i.e. evaluation move) of the "Initiation-Reply-Evaluation" (IRE) triadic dialogue that assessment is produced. While positive third-turn evaluations are produced immediately without delay, negative evaluations are delayed by the teacher (Macbeth, 2003). Besides, the use of positive assessment or evaluation in the language classroom and its consequences is also analysed from the perspective of CA (Fagan, 2014; Margutti & Drew, 2014; Waring, 2008). However, in such instructional settings, "assessment" has other dimensions in the field of "testing and assessment" because it involves not only evaluation of information elicited about students' learning state but also the process of seeking, reflecting upon, and acting on this information.

While the study of those assessment practices embedded in ordinary classroom activities and interaction has not received the attention it deserves, there are conversation analytic studies that have been interested in the context of testing and assessment itself. For instance, some of these studies have examined oral assessment practices (e.g., Galaczi, 2008; 2014; Gan, 2010; Gan, Davison, & Hamp-Lyons, 2008; Lazaraton, 1997; Seedhouse 2012). There is also a recent interest in the use of CA in investigating the role of interaction in the co-construction of test items (Can, forthcoming). To the best of the researcher's knowledge, there is only one conversation-analytic study (Heritage & Heritage, 2013) that shows how a teacher undertakes a FA practice in and through language classroom interaction. It presents how a teacher's practice of question construction elicits evidence of students' learning status and shapes the decision-making process about the next pedagogical steps in classroom interaction and how it acts as an interactional practice that constitutes FA. There are a few other studies that use methods other than CA to analyse naturally occurring classroom interaction in order to reveal how FA emerges in interaction. For instance, from the perspective of the interaction hypothesis (Long, 1996), Sherris (2011) shows how such communicative strategies as recasts and clarification requests reflect and form spontaneous formative assessment. Leung & Mohan (2004), from the perspective of systemic functional linguistics, show how formative teacher for learning assessment encompasses students' decision-making, student processes and interaction.

On the other hand, the field of assessment in education discusses the skills and knowledge that teachers need regarding assessment practices and thus, what assessment literacy constitutes (Fulcher, 2012; Stiggins, 1991). However, it does not consider the interactional competence required for successful classroom-based assessment. As well as the skills and knowledge required of teachers to prepare and administer tests, teachers also need to develop the interactional competence necessary for classroom-based FA practices. In fact, teachers are found to have more problems with classroom-based assessment than with formal evaluation (Hatipoğlu, 2015). Therefore, the kind of interactional competence needed for effective classroom-based assessment practices actually constitutes an important part of assessment literacy. However, studies of assessment literacy have not gone beyond using surveys (Fulcher, 2012; Hasselgreen, Carlsen & Helness, 2004; Plake & Impara, 1993; Stiggins, 1991) and have not analysed the actual classroom interaction to investigate the interactional competence for assessment practices that emerge in and through classroom interaction. In addition to asking teachers about their perceptions or practices regarding classroom-based assessment, there is a need to analyse what they exactly do in the actual classroom interaction for assessment practices about which they may or may not be aware of.

As a result, considering the gap between classroom interaction and classroom-based assessment research, this conversation-analytic study will illustrate how FA informally emerges as an interactional practice in an L2 classroom through the phenomenon called "Reference to a Past Learning Event" (RPLE) and show how such assessment practices constitute an important component of Classroom Interactional Competence (Walsh, 2011). It will do so through post-analytic connection of the CA findings to informal FA practices (Kasper &Wagner, 2014).

2.6. Referencing and Remembering

The phenomenon explored in the study, namely Reference to a Past Learning Event (RPLE) is related to two notions in the literature- referencing and remembering both of which are also closely intertwined. RPLE is relevant to the issue of referencing because it includes reference to past time and past instructional events and the learning objects targeted in those events. Besides, this kind of referencing makes RPLE relevant to the issue of "remembering" as it performs a social action of reminding and recognition check on the part of the teacher and an action of recognizing, remembering, forgetting or "displaying uncertainty" (Goodwin, 1987,

p.115) on the part of the students. For this reason, this section includes a review of literature on "referencing" and then on "remembering".

To start with referencing, speakers make reference to a person, place, time, event, object or other ontological domains in order to draw attention to them for a particular interactional goal. As Enfield (2013) asserts "when we say that a speaker makes reference to something in interaction, we mean that the speaker establishes or maintains a communicative focus on some entity, usually in order to say something about it" (p.433). Making reference is a social action in itself as it is shaped by such contextual factors as the participants, their relationship and the interactional goal and involves a selection from linguistic resources as well as multi-modal resources (Enfield, 2013). Besides, the sequential context and the participation framework all shape the way a referential expression is selected (Svennevig, 2010). That is, a speaker selects a form of reference that he/she thinks is identifiable by the recipients by considering participants' background and shared knowledge. This shows speakers' preference for "recipient-design"- that is, they design their turn by selecting reference forms based on what they assume the recipients to know and recognize (Sacks & Schegloff, 1979). Therefore, referring is a "joint action performed collaboratively by speaker and addressee" (Svennevig, 2010, p.175). Based on the principle "mutual responsibility", Clark and Wilkes-Gibbs (1986) further illustrate "referring as a collaborative process" (p.1) in which both the speaker and the recipient need to believe and establish that the reference has been understood correctly before moving on with the conversation. Svennevig (2010) further clarifies that

> the speaker initiates a joint act of reference by choosing a reference form that is fitted in various ways to the addressee and to the sequential environment, and the addressee displays the degree of success of establishing intersubjectivity by explicitly or implicitly accepting or rejecting the reference made. (p.175)

However, speakers are not always successful in selecting referential expressions that are recognizable by the recipients. This may be evident in the next action produced by recipients who initiate repair to establish intersubjectivity (Enfield, 2013). In other cases, recipients do not rush into initiating repair and instead wait for the speaker to complete his/her turn to see if the speaker's following turns can establish recognition of the reference (Auer, 1984). In those cases, it is not until the speaker fails to self-repair the reference form that the recipient initiates repair. Reference problems usually arise because the speaker has wrong expectations or assumptions of recipients' background knowledge and thus, fails to "recipient-design" his/her turn (Auer, 1984; Sacks & Schegloff, 1979). Whether the repair of the reference form

is self or other initiated, speakers are held responsible for resolving reference problems. Several ways of dealing with such problems have been revealed in the literature. There are those practices that the speaker employs before a repair sequence is initiated by the recipient and when he/she is not certain about the recipient's background knowledge. For instance, the speaker may use "try-marking" by usually producing a reference form with a rising intonation followed by a brief pause to check recognition (Schegloff, 2007). In addition, Svennevig (2010) has illustrated how speakers can pre-empt reference problems and deal with them. He examined the ways speakers expand a turn or Turn Constructional unit in progress after or before producing the potentially problematic referential expression. The types of pre-emptive practices he revealed include "marking the expression as unfamiliar", "inserting background information that will make it identifiable" and "checking what the interlocutor knows about the expression or the referent" (Svennevig, 2010, p.179) within the turn in progress. Besides, checking recipients' recognition of the reference is found to be another practice initiated by the speaker to resolve potential reference problems or problems of remembering (Shaw & Kitzinger, 2007; You, 2014, 2015). Examining the interaction between callers and call takers in phone conversation openings, Shaw and Kitzinger (2007) showed that callers ask questions to check the call taker's recognition or recall of a previous call and in this way, they ''solicit recollections, index information as previously conveyed, and treat the call taker as accountable for remembering'' (p.140). As well as those self-initiated repair practices of dealing with reference problems, recipients can also initiate repair sequences (Egbert, Golata & Robinson, 2009; Golato & Golato, 2015; Hayashi & Kim, 2015; Hepburn, Wilkinson, & Shaw, 2012; Lerner, Bolden, Hepburn, & Mandelbaum, 2012; Sidnell, 2007).

The field of reference is dominated by studies of reference to person in ordinary conversation (Enfield & Stivers, 2007; Kitzinger, Shaw, & Toerien, 2012; Sacks & Schegloff, 1979; Schegloff, 1996; Sidnell, 2007; Stivers, 2007; Stivers, Enfield & Levinson, 2007). However, there is a growing interest in reference to other ontological domains such as time (Enfield, 2013), place (Heritage, 2007; Schegloff, 1972), knowledge (Betz, 2015; Taleghani-Nikazm, 2015) and events (You, 2014, 2015).

The issue of reference is also related to the issues of remembering/recognition and memory in the literature because the action of reminding and recognizing involves some kind of reference to certain entities that need to be recognized. Unlike the traditional view of cognitive

psychology which focuses on the storage and retrieval of memory in the brain, discursive psychology and conversation analysis view memory and remembering as a social and an interactional practice and as an "oriented-to interactional device (rather than a cognitive process)'' (Shaw & Kitzinger, 2007,118). Studies in discursive psychology and conversation analysis (Drew, 1989; Edwards & Middleton, 1986; Edwards & Potter, 1992; Goodwin, 1987; Middleton, 1997; Middleton & Brown, 2005; Middleton & Edwards, 1990; Schegloff, 1991) are concerned with how participants claim and display forgetting and remembering in and through talk-in-interaction. These studies show that "remembering in real-life settings needs to be thought of more as a situated activity or resource in order to achieve specific goals, rather than as instantiations of a storage device or archive located in people's brains" (Bietti & Galiana Castello, 2013, p.670). In this sense, memory which involves remembering and forgetting is not simply possessed in the mind but performed as a social accomplishment in interaction (Middleton & Brown, 2005). Therefore, remembering and forgetting are viewed as "situated and contingent communicative" acts and "as social acts, as ways of accomplishing some activity in the present by invoking the past in an appropriate and resourceful manner" (Middleton & Brown, 2005, p.85-86). Based on this view, Middleton and Brown (2005) demonstrate the interactional organisation of remembering and forgetting in terms of "sequential organisation, co-option, membership, and pragmatics" (p.86). Furthermore, Goodwin (1987) proposes that forgetfulness and displays of uncertainty "provide participants with resources for shaping their emerging interaction" (p.116). He demonstrates patterns of social organization that displays of uncertainty construct: in the process of displaying uncertainty, (1) a speaker problematizes a material and brings it into focus engaging the participants in the search for the material with a change in participation framework, (2) the speaker's display of uncertainty invokes social identities by involving a particular recipient in the search for the material and thus, signalling that the recipient shares access to the material, which in turn marks the kind of relationship they have and (3) the proposals made in response to the display of uncertainty provide the speaker with resources to shape the interaction. In this way, he shows that displays of uncertainty and forgetfulness act as interactive resources that structure the unfolding interaction.

Among the studies in the field of reference and remembering, there are a few of them that are relevant to this study in terms of reference to particular ontological domains such as time and

past events. For instance, Enfield (2013, p.452) proposes options for formulation of time reference regardless of the language used:

(i) names for 'times' (Christmas, Easter, X's birthday)
(ii) words for time periods (an hour, a day, a month, a while)
(iii) descriptions (when they were still married, that time we lost our way)
(iv) relative temporal specifications
a. relative (two weeks ago, next year)
b. absolute (12th of December, third day of the waning moon)
c. intrinsic (after that, before you were born)
(v) demonstratives (then, now)
(vi) gestures (metaphorical pointing; e.g. back for 'past')

Besides, You (2014, 2015) investigated how speakers make reference to shared past events and memories and how they elicit "remembering" by analysing recognition checks with "(do you) remember X" constructions in English and German ordinary conversation. She revealed the sequential positioning of such constructions with "(do you) remember" and the kinds of actions they perform. For instance, she found that recognition checks, which make reference to shared past events, take place in pre-sequences as well as in incidental sequences. In pre-sequences, these recognition checks occur immediately before a larger action to make sure that a referent is recognized by the participants so that this recognition acts as a "go-ahead" for the speaker to move on with his/her actual agenda while in incidental sequences, these checks appear as part of a larger action. Furthermore, these recognition checks are found to appear in instances which include "counter-challenges, claim-backing situations, and direction-giving environments" (You, 2015, p.238). In all of these environments, "(do you) remember recognition checks" are used "to establish common ground among participants and to mark epistemic territories and knowledge domains" (You, 2015, p.238). In this way, these checks achieve alignment and manage interaction with the negotiation of knowledge domains. You (2014) as part of her thesis also includes an analysis of "remember recognition checks" in teacher talk and hence, to the best of the researcher's knowledge, her study is the only conversation analytic study that investigates reference to past events in classroom interaction making it closely relevant to this study. In her analysis of teacher talk which is largely based on data from a geometry class, she found that "remember recognition checks" are employed by the teacher to "remind students, provide step-by-step information, connect new with old information or give hints that guide students in finding the correct answer" (You, 2014, p.194). By checking students' recognition of shared past events, the teacher establishes common ground and intersubjectivity. In addition, she avoids dispreferred negative evaluations offering

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recognition checks as clues to guide students to the correct answer. However, compared to this study, You's study (2014) is limited to "(do you) remember X" constructions that check recognition of shared past events and memories and her analysis of these constructions in classroom context is based on L1 classroom talk (i.e. geometry class in English) and is restricted to teacher talk only. On the other hand, expanding on You's (2014) research, this study examines a wide range of ways of referring to past learning events and analyses not only teacher talk but also student talk. Besides, it is based on data from an L2 classroom interaction (i.e. English as a foreign language classroom).

Among the non-conversation analytic studies on classroom interaction, Mercer (2008) highlights points that are compatible with what RPLE is found to perform in this study. He proposes a temporal analysis of classroom talk, that is, analysing "how the passage of time is embodied in classroom talk and how this embodiment contributes to the process of teaching and learning" (p.34) because he argues that teaching and learning do not happen in a moment or a single instance but happen over time and this long-term process is mediated by classroom talk. He asserts that educational events are not isolated from one another and classroom talk plays an important role in building a meaningful and coherent connection among those events as it represents the historical, dynamic, cohesive, coherent, cumulative and the interactional nature of learning experience and events. It is the historical and dynamic aspects of classroom talk that help students to develop new understandings based on past experience. Working on data from primary schools, he examines how classroom talk is employed "to represent past shared experience, carry ideas forward from one occasion to another, approach future activities, and achieve learning outcomes" (Mercer, 2008, p.33).

As a result, following up on Enfield's (2013) call, this study investigates Reference to a Past Learning Event (RPLE) as one of the less studied domains of reference in a relatively unexplored context in the field of reference, namely, a classroom context. While the issue of reference has been widely studied in everyday interaction, it has not been the scope of classroom research to the best of the researcher's knowledge. Besides, this study offers a methodological solution to Mercer's (2008) proposal for temporal analysis of classroom talk at least in L2 classrooms by showing how the conversation analytic investigation of RPLE patterns reveal temporal dimension of classroom talk and language learning.

CHAPTER 3

METHOD OF RESEARCH

3.0. Introduction

In this chapter, the participants who involved in the study and the research context is introduced. Then, how the data was collected and analysed using Conversation Analysis (CA) is described. In explaining the data analysis, CA is discussed in detail and the process of transcribing the data and making the collections is presented. This section is then followed by the description of the process of collecting and analysing the introspective data gathered from stimulated recall sessions with the teachers. The chapter ends with a summary of the procedure of data collection and analysis.

3.1. Participants

The data for this study come from a corpus of video-recordings of an EFL class (55 classroom hours) in a preparatory school at a state university in Turkey. The students were taking English courses to develop their English language skills and knowledge so that they could gain the necessary competence in English to be able to follow most of their studies in their own departments. The departments that they were going to study in after English preparatory school included medicine, nursing, food engineering etc. They had integrated-English lessons as the fundamental courses and two language skill classes consisting of listening-speaking and reading-writing. They had 16 hours of fundamental courses and 8 hours of language skill courses every week. In their fundamental courses, they were using "New English File" as their coursebook which also determined the majority of the syllabus they were following. The objectives were designed according to Common European Framework (CERF) and the coursebook was also based on this framework. As for their language skills courses, they were using the book "Contemporary Topics" for listening-speaking and supplementary reading-writing files prepared by the curriculum office. The class had a traditional structure with a teacher-fronted style; in addition, the curriculum was intensive and there was a great pressure on the instructors and students to cover a large number of prescribed grammar topics before the exams. For this reason, particulary in form-and-accuracy contexts, there were many instances where the interaction unfolded in Turkish because the main aim was to teach and learn about the language itself. Therefore, the teachers oriented to the use of L1 as preferred

in these contexts as long as it created an opportunity for the students to learn about the target language structures that were vital for passing the exam. On the other hand, interaction in meaning-and-fluency contexts unfolded mainly in L2, that is, in English because the aim was to express personal meanings in L2 and to interact as much as possible.

The academic year was divided into four quarters each consisting of seven weeks and it was the second quarter that was recorded for the data of this study. By the end of the first quarter, the students had achieved A2 level based on CEFR and were in the process of pursuing B1 level that was to be completed by the end of the second quarter. Therefore, considering their spoken interaction skills at the time of recording based on CEFR levels, the students were expected to "communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities" and "to handle very short social exchanges" (Council of Europe, 2001, p.26). In the second quarter that was recorded, the students were progressing from being a basic user to becoming an independent user (B1) and hence, were expected to develop their interaction skills in a way that they could "enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life" (Council of Europe, 2001, p.26).

Regarding testing and assessment of students' language competence and performance, during each quarter, students were subject to ten quizzes with majority of them testing students' knowledge of grammar and vocabulary as well as their reading-listening skills. Apart from the quizzes, they were also supposed to take level achievement tests at the end of each quarter covering all language skills and components. Those students who successfully completed the two quarters in the first semester were qualified to take the proficiency exam held at the end of the first semester. If they failed in the first semester, they had to continue with the next two quarters in the second semester and follow the same procedure. Although the learner performance was evaluated based on both written and spoken assessment procedures, the written exams which were grammar and vocabulary oriented shaped the way the lessons were conducted.

The class consisted of 32 students (7 boys, 25 girls) and was taught by two female teachers. One of the teachers (T1) taught the fundamental courses structured around grammar topics while the other (T2) taught the language skills courses. However, since the number of the

fundamental courses constituted the majority of their program (i.e. 66% of the courses), T1 was their main teacher. T1 had more than six years of teaching experience, held an MA degree in the field of English Language Teaching, and was pursuing her PhD studies in the same field. She also worked in the testing office for five years and had an experience in writing syllabus-based language test items. Her field of interests included language testing and assessment, second language teacher education, classroom research and cross-cultural studies. She was pursuing her studies by attending various conferences in the field with an oral presentation and making academic publications. T2, on the other hand, was a novice teacher who had just graduated from an English Language and Literature department and was in the process of completing an English teaching certificate program. It was her first time of teaching.

The nature of the Conversation Analysis (CA) approach used in data analysis does not pose any validity problem with having few classes and teachers as Sert and Walsh (2013) assert that "CA enables researchers to draw detailed and focused conclusions on a given interaction, and the number of participants is not a concern since the main aim is to describe the actions achieved by any limited number of participants in a multi-party talk" (p.547). In fact, Mehan (1979a) whose study is one of the leading studies in classroom interaction also had one teacher for investigation. As Dörnyei (2007) mentions, a well-developed qualitative research requires a few number of participants who yield a rich data to help to understand the micro-details of the phenomenon under investigation.

3.2. Data Collection Procedure

Before the data collection process, as is required of any study that involves human participants, this study is granted an ethical clearance from a local ethics committee at a state university (Appendix B). Soon after the ethical clearance, the researcher submitted an application to TÜBİTAK (The Scientific and Technological Research Council of Turkey) to receive a grant for the data collection and analysis of this study under the 1002 Short Term R&D Funding Program. The mission of TÜBİTAK is to advance science and technology by supporting Turkish researchers. As a result of the application, TÜBİTAK decided to support this thesis as a 1002 short term R&D project numbered 114K616. It was a one-year project and contributed enormously to the completion of this thesis.

With the grant received, the necessary equipment such as three cameras and tripods, four audio-recorders, headphones and the software (Transana) for the analysis were purchased. Before starting the recordings, the class was informed about the purpose of the study and they were asked to read and sign the consent forms (Appendix C). The students as well as the teachers were assured that (1) the recordings would be used only on voluntary basis, (2) any information obtained would only be used for scientific purposes, and (3) their identities would not be revealed at all by for example using pseudonyms and digitally editing the visuals to mask their faces. Once the willingness of the students and the teachers to participate in the study was authorized, the data collection procedure began. Then, the EFL class selected was videotaped and audiotaped for seven weeks and 55 classroom hours (See Table 3) without interfering in the learning and teaching environment. One of the cameras was set up at the back of the classroom to record the teacher under the control of the researcher. The other two cameras were set up at the front of the classroom with one of them recording the students from the right side and the other from the left side. The audio recorders were placed among the students to capture anything that the cameras missed. The data collection procedure was accompanied by non-participant observations as the researcher only observed the class by taking field notes as well as controlling the camera at the back. Before the actual recording of the class, the researcher visited the classroom twice and set up the cameras to get students accustomed to the presence of the cameras and the researcher and hence, to overcome observer's paradox (Allwright & Bailey, 1991). Therefore, the recordings of the first week were not used for the analysis.

Table 3. The Dates and Durations of the Recordings

Experienced Teacher (T1)		Novice Teacher (T2)	
Date	Duration (minutes)	Date	Duration (minutes)
21.11.2014	103	21.11.2014	61
24.11.2014	163	26.11.2014	65
26.11.2014	67	28.11.2014	66
28.11.2014	61	03.12.2014	68
01.12.2014	170	05.12.2014	62
03.12.2014	68	10.12.2014	61
05.12.2014	66	12.12.2014	60
08.12.2014	165	17.12.2014	61
12.12.2014	90	18.12.2014	57
15.12.2014	171	19.12.2014	57
17.12.2014	98	23.12.2014	59
19.12.2014	82		
22.12.2014	164		
24.12.2014	68		
Total	1536 minutes		677 minutes
	26 hours		11 hours
	38 classroom hours		17 classroom hours

3.3. Data Analysis

This section provides as detailed description of Conversation Analysis (CA) as the method used for the analysis of the data in this study. Drawing on the procedures followed in conversation analytic research, the process of transcribing the data and making collections is presented.

3.3.1. Conversation Analysis

Conversation Analysis (CA) is used as the data analysis method (See Section 2.2 for the history and principles of CA). It is defined as "the study of recorded, naturally occurring talk-in-interaction" (Hutchby & Wooffitt, 2008, p.12) and draws on the principles Walsh (2002) summarizes below:

> The emphasis is on data which are naturally occurring and on an analysis which is fine-grained; the approach is strictly empirical, relying entirely on naturally occurring data, with no attempt to 'fit' the data to preconceived categories; evidence that such categories exist and are utilized by the participants must be demonstrated by reference to and examples from the data. (p.7)

CA is one of the methodologies that Rampton, Roberts, Leung and Harris (2002) discuss for the analysis of classroom discourse. Unlike systemic-functional linguistics, CA does not rely

on predetermined coding system and is interested not on the language independent of its use but in the performance of social acts in which language is used as a resource. Apart from this, regarding the difference between CA and ethnography, Rampton et al. (2002) state that

> whereas historically, ethnography has most often sought to turn what at first seems exotic, strange or stupid into something familiar, intelligible and/or intelligent, tending to stress the accessibility of ethnographic methods and their continuity with everyday ways of thinking, CA originally set out in the opposite direction, making the taken-for-granted seem strange and emphasizing the discontinuity between CA methodology and ordinary modes of thought. (p. 379)

It is the problematizing of the common-sense knowledge that helps us gain insight into classroom interaction. When we approach our everyday practices from a taken-for-granted perspective, we lose sight of our actions. If there is no awareness and reflection, there is no improvement and training. Furthermore, CA approaches can be said to be superior to other approaches that have been used in classroom discourse studies. For instance, interaction analysis approaches which involve the analysis of interaction through the use of coding systems/observation instruments impose pre-determined categories on the data and involve observer's interpretation of events rather than that of participants (Walsh, 2011). Therefore, interaction analysis has an etic viewpoint. Similarly, discourse analysis approaches which focus on the ways words and phrases function in context disregard the fact that an utterance can perform a variety of functions and that there is no direct relation between form and meaning. For this reason, it is problematic to decide on a linguistic function especially in such settings as classrooms where interaction patterns are complex and multifaceted. As a result, both interaction and discourse analysis approaches involve "simplification" and "reduction" failing to "account for the dynamic nature of classroom interaction and the fact that it is socially constructed by its participants" (Walsh, 2011, p.84). On the other hand, CA does not impose any predetermined categories and by its nature, it is based on the principle that social contexts are not static but are dynamically created by the participants through their use of language and by the sequential organization of interaction.

Drawing on the principles of CA indicated earlier, interaction is structurally and systematically organized. As part of this structural and systematic organisation of interaction, interactants employ such "methods" as turn-taking, sequence organisation, repair, and preference organisation to display mutual understanding (i.e. intersubjectivity) (Seedhouse & Walsh, 2010). That is, through such methods, participants display to each other their

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understanding of each other's utterances. Both the participants and the analysts have access to the same resources. In other words, the analysts gain access to the participants' display of understanding to each other by reference to the interactional organisations just like the participants display their understanding and orient to each other's utterances also by reference to such organisations. This brings us to one of the most important principles of CA that is developing an emic perspective in analysis (Seedhouse, 2005). As Sert (2015) points out

> emic perspective in analysing social interaction requires that only participants' orientations to each other's utterances should be used to make claims on social phenomena, rather than their given identities (e.g. teacher, French, Muslim etc.), the researcher's assumptions, or a priori etic (i.e. exogenous, external) theories. (p.10)

In his analysis of a short extract, Sert (2015) clearly shows what is meant by emic perspective. He illustrates that a researcher may violate an emic perspective by for example attributing the identity of a teacher to a person who is actually the student because this seeming teacher is giving metalinguistic feedback and similarly, by using an external hypothesis, the same researcher claims that the seeming teacher is an effective teacher because he/she is giving a metalinguistic feedback without analysing what comes before and after this feedback. Similarly, an overlap can only be considered an interruption only if it is oriented to as such by the participants (Sert, 2015). For this reason, the question that needs to be asked in CA analysis is "why that, in that way, right now?" (Seedhouse, 2005, p.167).

Therefore, sequence organisation, turn-taking, repair and preference organisation are some of the action templates used in action production and referred to in action interpretation and thus, enables the analysis of an interaction from an emic perspective with no theoretical assumptions and preconceived categories in mind. Before each of these action templates are explained in detail, the distinction between sequence organisation and sequential organisation needs to be clarified here. The latter is a general term that encompasses turn-taking, sequence organisation, overall structural organisation and hence, refers to any kind of organisation (Schegloff, 2007). Therefore, sequence organisation is a type of sequential organisation. Another point that requires clarification is that such sequential organisation as turn-taking and sequence should not be considered as "units of analysis" in the linguistic sense as they are action templates used in the production of social actions and hence, are context-free but used in context-sensitive ways (Seedhouse, 2005).

Starting with the organization of turn-taking (Sacks et al., 1974), actions are accomplished through interaction and in "turns-at-talk" (Schegloff, 2007, p.3). The "building blocks" of these turns-at-talk are Turn Constructional Units (TCUs) which are constructed through grammar (i.e. sentences, clauses, phrases & lexical items), "phonetic realization of the talk" including intonational features as well as action completion (i.e. pragmatic) (Ford & Thompson, 1996; Schegloff, 2007, p.3). TCUs can also be done nonverbally (Seedhouse, 2004). They are recognizable actions and a single turn consists of at least one TCU. The notions that construct a TCU (i.e. grammar, phonetic/intonation, pragmatic) provide cues for the speaker to project the possible end of a turn. It is the possible completion of a TCU that makes the transition to the next speaker possible. If a recipient wants to take a turn, upon the speaker's possible completion of a TCU, the recipient can project the possible end of a turn and take the floor. Likewise, if a speaker wants to allocate a turn, he/she can do so again upon the possible completion of a TCU. Those points where speaker change becomes possible, in other words, "the projectable end of a TCU" is called the "Transition Relevance Place" (TRP) (Seedhouse, 2004, p.30). Speaker change is not always a smooth and a linear process as it is possible that overlaps occur. An overlap itself performs certain actions. For example, when a speaker produces an affiliative action (e.g. accepting an invitation), it is common that he/she does so in an overlap before the TRP (Seedhouse, 2004). In other cases, it may occur as an interruption and disrupt the progressivity of the interaction as well as having consequences for social relations. As Seedhouse (2005) asserts, an overlap "may be designedly used to intensify the affiliative or disaffiliative nature of particular social actions" (p.168). Lastly, an institutional context such as an L2 classroom has a peculiar organization of turn-taking which is related to the institutional goal (Markee, 2000; Seedhouse, 2004). For instance, in form-and-accuracy L2 classroom contexts, it is usually the teacher who controls the turn-taking system while in meaning-and-fluency L2 classroom context, there is more room for learners managing the turn taking although the teacher may still have control of it (Seedhouse, 2004).

The turn-taking system build sequences which "are not haphazard but have a shape or structure, and can be tracked for where they came from, what is being done through them, and where they might be going" (Schegloff, 2007, p.3). Therefore, sequence organisation makes CA different from other approaches to language and interaction in which the focus is on single utterances while it is the position of the utterance in a conversation rather than the utterance itself that contributes to its analysis as an action in CA (Schegloff, 1984). For instance, the

meaning of an utterance can be revealed by analysing how a participant responds to this utterance in the next turn underlining the importance of "next turn proof procedure" for CA analysis (Schegloff, 1968). The next turn proof procedure shows that a turn at talk makes the next talk conditionally-relevant and hence, each turn shapes the unfolding talk in interaction (Hellermann, 2008). The next turn displays an analysis of the previous turn not only to the participants but also to the analyst (Seedhouse & Walsh, 2010). The social actions in social interaction are performed sequentially resulting in the formation of adjacency pairs (Sacks, 1967; Schegloff, 1968) defined as the "basic unit of sequence construction" that organizes a great many actions in conversation (Schegloff, 2007, p.9). They are "paired utterances such that on production of the first part of the pair (e.g. question) the second part of the pair (answer) becomes conditionally relevant" (Seedhouse, 2005, p.167). They have the following features (Schegloff, 2007), they are:

(1) comprised of two turns

(2) produced by different speakers

(3) placed adjacently, i.e. placed one after the other

(4) relatively ordered in that first-pair parts (FPPs) (utterance types such as question, request, offer, invitation etc., which initiate an exchange) precede second-pair parts (SPPs) (utterance types in response to first-pair parts involving answer, reject, accept, decline etc.)

(5) pair-type related such that particular second-pair parts follow particular first-pair parts composing exchanges such as greeting-greeting, question-answer, offer-accept etc.

The adjacency pair is the base sequence that may or may not be expanded. While some action types need not be expanded (e.g. greetings, farewells, how are you), others are expanded (Stivers, 2013). The first type of expansion is pre-expansion which takes place before the FPP and lays the groundwork for a base FPP (Stivers, 2013). Some of the pre-expansions are type-specific in that the base sequence they are preliminary to is quite specific. For example, pre-invitations, pre-offers, pre-requests, pre-announcements lay the ground for specific base sequences such as invitations, offers, requests etc. The types of responses (go-ahead, blocking, hedging) to pre-sequences indicate whether the speaker should go on with the actual action in the base sequence (Schegloff, 2007). In contrast, other pre-expansions can be generic used to secure the attention of the recipient (e.g. summons-answer sequences). The second type of expansion is insert expansion which takes place between the FPP and SPP. When the insert expansion is used to address some issues with the FPP, it is post-first ("backward looking"),

when it is used as preliminary to SPP, it is pre-second ("forward looking") (Stivers, 2013, p.196). While post-first insert sequences are repair sequences (i.e. addressing problems of hearing and understanding the preceding talk), pre-second insert sequences lay the ground for implementing SPP just like pre-expansions (Schegloff, 2007).

The last type of expansion is post-expansion which takes place after the base SPP. If the expansion involves a reaction to second-pair part but a reaction that does not initiate a new sequence, it is called minimal post-expansion (e.g. oh, okay, assessments) but if it involves a reaction that projects a further turn, it is called non-minimal expansion (Schegloff, 2007). Minimal post-expansion turns are called sequence-closing thirds by Schegloff (2007). Schegloff (2007) identified five types of non-minimal expansions: (1) other-initiated repair which is related to problems in hearing or understanding the second-pair part, (2) topicalization which involves the speaker marking something interesting in the second-pair part (e.g. Oh really?), (3) first-pair part reworkings which occur when a speaker reformulates his/her turn after a second-pair part to elicit a preferred response from the listener, (4) disagreement-implicated other-initiated repair that express disagreement with the second-pair part indirectly (e.g. Are you sure?), and (5) rejection/challenge/disagreement which is used to express disagreement with the second-pair part directly and openly. Keeping these in mind, it should be noted that not all types of interaction have a canonical sequence organization. For example, storytellings are not always organised around adjacency pairs (Stivers, 2013). Regarding the relation of post expansion sequences with classroom interaction, teachers' behaviours in the third turn has been discussed with reference to such traditional interactional structures as "Initiation-Response-Feedback" (Sinclair and Coulthard, 1975) and "Initiation-Response-Evaluation" (Mehan, 1979a) in which the teacher initiates the sequence, the student responds and the teacher follows up in the third turn. This third turn in these structures can be related to post-expansion by the teacher (Jacknick, 2011). On the other hand, Jacknick (2011) showed an inversion of the typical exchanges in the classroom by examining student-initiated sequences involving post-expansion and revealing that students not only initiate sequences but also direct their expansion. As a result, from the perspective of CA, "understanding how turns are organized into sequences, as well as how and when they are expanded, provides us with substantial analytic leverage on what it is that the participants are doing in and through interaction" (Stivers, 2013, p.200).

The organisation of adjacency pairs brings up the issue of preference and dispreference in interaction (Pomerantz & Heritage, 2013). The progressivity of interaction is contingent on the kind of SPPs provided in response to FPPs. When the SPP is dispreferred, it disrupts the continuity of the interaction and makes other actions relevant. To illustrate, in the case of an invitation, acceptance is the preferred SPP and "sequence-closure relevant"; on the other hand, rejection is the dispreferred action and "sequence-expansion relevant" because it is treated as accountable (Schegloff, 2007, p.152). Such preferred actions as acceptances and agreements constitute "the default way of behaving" because they are the established norms (Seedhouse, 2004, p.24). It should be noted that preference/dispreference is not a psychological construct (i.e. not about desires and likings) but "involves issues of affiliation and disaffiliation, of seeing, noticeability, accountability and sanctionability in relation to social actions" (Seedhouse, 2004, p.23). Therefore, it is a matter of how participants orient to each other's turns as preferred/dispreferred in social interaction (Schegloff, 2007). For instance, while agreement is oriented to as preferred in many instances, after a self-deprecation, such an orientation fails because disagreement is the preferred action following self-deprecation (Pomerantz, 1984; Schegloff, 2007). While preferred responses are affiliative, dispreferred responses are disaffiliative and have consequences for social relations. For this reason, preferred actions are undertaken without delay or hesitation but dispreferred actions are delayed through inter-turn gap, turn-initial delay, anticipatory accounts, hesitation markers and positive comments (Schegloff, 2007; Seedhouse, 2004, 2005). Besides, dispreferred responses may be mitigated by means of accounts and excuses and through mitigation, the degree of disaffiliation can be minimised not lending itself to being sanctionable (Seedhouse, 2004). In addition, pre-expansion is one practice employed by the speakers of the base FPP to project whether the forthcoming base SPP will be preferred or not and then to decide whether to progress and how to avoid dispreferred actions (Schegloff, 2007). As for the organisation of preference in classroom interaction, in response to teachers' FPP, display of learner knowledge is a preferred action while display of insufficient knowledge is a dispreferred action (Seedhouse, 2004; Sert & Walsh, 2013). Likewise, in reaction to students' responses in third-turn position, teachers' production of positive evaluation is preferred and immediately produced whereas their production of overt and direct negative evaluation is dispreferred and delayed (Macbeth, 2003). For this reason, direct negative evaluation is usually avoided by, for example, initiating repair or mitigated by, for instance, prefacing it with a positive comment (Seedhouse, 2004).

Talk-in-interaction does not always progress in a linear fashion without any trouble of speaking, hearing or understanding and some turns-at-talk make the treatment of these troubles relevant next. This "treatment of trouble occurring in interactive language use" (Seedhouse, 2004, p.34) is called repair in conversation analytic sense. So, "trouble is anything which the participants judge is impeding their communication and repairable item is one which constitutes trouble for the participants" (Seedhouse, 2005, p.168). By means of the repair action, interactional troubles are resolved and intersubjectivity is achieved. The speaker who produces the trouble source (self-initiated) or the recipient(s) (other-initiated) can initiate repair. Similarly, the speaker or the recipients can perform the repair action initiated by the self or the others generating the following types of repair trajectories: (1) self-initiated self-repair, (2) self-initiated other-repair, (3) other-initiated self-repair, (4) other-initiated other-repair (Seedhouse, 2004, p.34-35). While the first one is the most preferred, the last one is the least preferred (Schegloff, Jefferson, & Sacks, 1977).

As for repair in classroom talk (McHoul, 1990) particularly in L2 classrooms, Seedhouse (2005) asserts that "repair in the L2 classroom tends to carry a heavier load than in other settings" (p.168). Besides, the organization of repair has features peculiar to different L2 classroom contexts occasioned by the pedagogical focus of each context. For instance, in form-and-accuracy contexts, it is possible that the teacher initiates repair on student responses that are "linguistically correct and sequentially appropriate" because what the students have produced does not align with the teacher's pedagogical focus (Seedhouse, 2004, p.144). In those instances, because it is usually the teacher who has the authority to evaluate the accuracy of learners' productions, it is the teacher who initiates repair. Thereby, in form-and-accuracy contexts, self-initiated self-repair rarely occurs with more instances of other-initiated (i.e. teacher-initiated) self-repair. Self-initiated other-repair also appears when the learner requests verification or information in trying to formulate his/her talk. Furthermore, it is also common for the teacher to invite peers to do the repair generating other-initiated other-repair (i.e. teacher-initiated peer-repair) (Seedhouse, 2004). On the other hand, correct and appropriate language forms are never repaired in meaning-and-fluency contexts and the incorrect language forms are ignored unless they disrupt the flow of the interaction by causing a breakdown in communication. "Embedded correction" appears to be a common practice of repair in meaning-and-fluency contexts as it involves a "correction done in the context of a conversational action" (Seedhouse, 2004, p.152) without interrupting the continuity of

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interaction. "Exposed and overt correction" is used only when the trouble leads to a breakdown in communication (Seedhouse, 2004, p.149).

Regarding the issues of reliability and validity, CA studies are considered to be reliable in the sense that they present the analysis along with the data enabling the reader to also analyse the data and to test the validity of the author's claims. In this way, CA studies "make transparent the process of analysis for the reader" (Seedhouse, 2005, p.179). As for validity, because CA has an emic perspective to data analysis, CA studies are considered to have internal validity as Seedhouse (2005) states that "CA practitioners make no claims beyond what is demonstrated by the interactional detail without destroying the emic perspective and hence the whole internal validity of the enterprise" (p.180). In addition, in order to enhance the reliability of the analysis, some of the extracts were presented for analysis in the data sessions organised by HUMAN (Hacettepe University Micro-Analysis Network Research Centre) and invaluable analytic comments and suggestions were obtained from distinguished CA researchers. In addition, regular meetings with the supervisor and the members of the thesis committee to report the analytic procedure of this thesis have also contributed to the validity and reliability of the analysis.

This study can also be regarded as adopting a "variable approach" (Seedhouse, 2004; Walsh, 2011) because it analyses the interactional patterns in terms of the L2 classroom contexts proposed by Seedhouse (2004). In other words, this study does not consider the L2 classroom context as a static, fixed and singular entity. Instead, it views the L2 classroom as constantly shifting with the changing pedagogical purpose. As the pedagogical focus changes, the interactional patterns change as well. In an attempt to offer a more realistic interpretation of classroom discourse, the study acknowledges that L2 classroom is composed of a series of contexts and that there is a relation between the pedagogic purpose, language use and learning opportunities as Walsh (2011) points out that "micro-contexts are co-constructed in the interaction as participants work towards clearly defined, and constantly shifting goals" (p.109).

In this thesis, CA is used not only as a methodology but also as a theory of interaction. Meeting the needs of the "social turn" in SLA (Block, 2003) by focusing on contextual and interactional dimensions of language use, adopting emic perspective and working with naturally-occurring data, the methods of CA were adopted to develop a socially informed perspective on SLA. As

a result, "CA-SLA" has emerged as an approach to studying L2 language learning (Kasper & Wagner, 2011; Markee & Kasper, 2004) (See Section 2.2). CA-SLA aims to show "how learning is constructed by the use of interactional resources and to explicate the progress of their learning and their socially distributed cognition or intersubjectivity" (Seedhouse, 2005, p.177). It does not aim to bring evidence for what is happening in the brain regarding language learning but explicates "learning behaviour" (Markee, 2008) and "learning state" (Seedhouse & Walsh, 2010), which reflect the behavioural and social dimensions of learning. The term "learning behaviour" is used to refer to the interactional process and procedure of language learning and "learning state" is employed to refer to the use of language items or patterns as a product evident in any learner utterance. In other words, "learning state" is a result of the "learning behaviour".

Of the approaches to CA-SLA, this study is within the scope of those studies that investigate L2 learning processes across short-time spans by analysing subsequent moments of interaction. These studies show that L2 learning involves a process of adapting language patterns in response to locally emerging interactional needs. Such studies can reveal "how participants themselves locally orient to grammar, how they treat grammar online, and how they use linguistic constructions both as stepping-stones for new constructions and as instruments for the mutual coordination of talk" (Pekarek Doehler, 2010, p.124). On the other hand, the analysis of L2 development in the short-term can provide evidence for short-term learning and thus, cannot claim that a linguistic item "becomes a durable resource" for the L2 speaker (Kasper & Wagner, 2011, p.134). This study particularly adopts Markee's (2008) Learning Behaviour Tracking methodology (LBT) as a method of CA-SLA. LBT has two components: - Learning Object Tracking (LOT) and Learning Process Tracking (LPT). While LOT involves tracking when participants use learning objects within a single conversation or subsequent speech events, LPT involves tracking how participants orient to emerging learning objects as resources for doing language learning behaviours in different speech events. As a result, some of the extracts analysed in this study occur subsequent to each other and present language learning behaviour that can be tracked.

3.3.2. Transcribing the Data and Making the Collections

In line with the procedure of CA, the data collection process was followed by the transcription of the data. The transcriptions were done using the transcription system adopted from Gail

Jefferson (2004) (Hutchby & Wooffitt, 2008) (See Appendix A). Jefferson's transcription conventions allow the reflection of participants' orientations by representing interaction in minute details on a turn-by-turn basis through pauses, gaps, stress, intonation, stretches, gestures, overlaps and researcher notes etc. As Jenks (2011) asserts "transcripts are particularly helpful in conducting research in that they provide a level of detail that is nearly impossible to account for whilst listening and/or watching a recording of communication in real time" (p.5).

In addition to the Jefferson conventions, "LL" is used to represent many students talking at the same time, "T1" stands for the main teacher while "T2" stands for the other teacher. Besides, peculiar to the structure of the classroom interaction recorded, a need emerged with regard to marking the continuity of multimodal behaviours in the transcripts. Although the Jefferson convention allows the marking of the onset of a nonverbal action with a plus (+) sign, it does not show when it ends and the interval in which it occurs. The need for a convention to represent this detail particularly emerged in cases when the teacher was writing on the board accompanied by other actions. In this case, it was not sufficient to mark the onset of writing on the board which continued into other actions and influenced the analysis of these actions. For instance, there were cases when the silence was occasioned by the teacher's action of writing on the board but without marking the continuity of this non-verbal action, the silence simply represented absence of any verbal or non-verbal action. For this reason, a convention developed by Balaman (2016) and Balaman and Sert (2017) is adopted to mark the onset and offset of a multimodal behaviour and hence, to show its continuity surrounding other actions. This convention involves the use of hashtag signs for marking the onset (1#) and offset (#1) of the non-verbal action surrounding turns-at-talk (Balaman, 2016). Each action is subsequently numbered within the same extract. Where sufficient, Jefferson convention of marking the onset of a non-verbal action is used but where it falls short of representing the continuity of such actions, Balaman's (2016) convention is utilized. Furthermore, the multi-modal actions that have emerged as important for the analysis of the classroom data include writing on the board, pointing at some language items on the board, embodied repair and turn-allocation practices, nodding and shaking of the head and embodied demonstrations of the meaning of certain expressions. In addition to these conventions, participants' identities are masked by replacing their names with pseudonyms and using letters to represent them in the lines in the extracts.

In the transcription process, the grant received from TÜBİTAK allowed the involvement of three scholarship students in the project to help with the transcription. The students were interested in Conversation Analysis and were getting trained in the field. They were all master students in the field of English Language Teaching and wanted to pursue their studies in conversation analytic classroom research studies. They all took a course on conversation analysis and took part in various research by transcribing natural data. Besides, they were regular participants in the data sessions organised by HUMAN Research Centre. Moreover, as part of this study, meetings with these students were regularly organised to train them regarding the transcriptions and the software (i.e. Transana). Once they transcribed each episode, they sent them to the researcher who collected them in a database on Transana. This process was accompanied by the unmotivated examination of the data to identify the commonly emerging phenomenon to be studied. The unmotivated examination was done by going over the transcripts as well as watching the relevant episodes. As a result of this process, "Reference to a Past Learning Event" (RPLE) emerged as the commonly occurring resource in the L2 classroom interaction. Then, the instances of RPLE were selected from the whole database to make a collection and some of the extracts were analysed to make initial decisions. During the process of the initial analysis, some of the extracts were presented at data sessions organized by HUMAN Research Centre to be analysed by other researchers. Besides, the findings of the initial analysis were also presented at an international conference to get feedback and suggestions.

The initial analysis has shown that the teacher employs RPLE by contingently diverging from the main activity to language items, structures, topics or instructional materials etc. presented in a past learning event. RPLE encompasses learning behaviour (Markee, 2008), learning state (Seedhouse & Walsh, 2010) and learning talk (Markee & Seo, 2009) that took place in the past. Table 4 presents the description of the cases that are identified to be an instance of RPLE.

Table 4. Cases of RPLE

1	are contingent and spontaneous (e.g. revision units and activities which already aim to revise previously learned items and which are planned are not included)
2	include RPLE as a resource within the activity at hand when the focus diverges from the main activity to the items/forms/topics learnt in past learning events
3	include explicit markers of RPLE (e.g. language, non-verbal means, intonation, earlier recordings etc.)

For example, in extract 3.1. (extract 2 from chapter 4 is reproduced here), the teacher in the first line asks the meaning of "experiment", which the class worked on previously. However, this question does not constitute an instance of RPLE since the main aim of the activity is to revise this word and it is the main activity itself. On the other hand, in line 4, after eliciting the right response for the meaning of "experiment", the teacher shifts her focus to a different aspect of the target word "experiment". In other words, she employs RPLE and asks the verb they were using with "experiment", which is not part of the target activity. Therefore, the teacher's question in line 4 is a case of RPLE in her follow-up turn. She takes the opportunity to check on learners' knowledge of the verb used with "experiment" and get learners to recall it. Moreover, RPLE is explicitly marked by the past tense particle and first person plural marker –duk attached to the verb "kullanıyor", which indicates that the verb targeted in this question was studied in a past learning event in the classroom.

Extract 3.1. Revision Words

```
1    T1: şu kutuya bakalım isterseniz experiment?=
         let's look at this box if you like?
         + T1 shows the book page to LL
2    EM: =deney.
          experiment
3    BZ: deney
         experiment
4 → T1: >deney< deney yapmak hangi fiili kullanıyoduk.
         experiment to do experiment which verb did we use
                         + T1 snaps her finger
5    EM: do experiment
6    T1: do experiment huh-huh. to do experiment. fee:?
         + T1 nods her head
```

In extract 3.2., the students answer the questions that the teacher asks about the video that they have just watched. The first question is asked in line 4 and EM's response to this question is oriented by the teacher as a dispreferred answer since the teacher states that she expects something else in lines 9 and 10. After eliciting the right response (never better) from some of the students in lines 11-14, the teacher draws learners' attention to the expression "never better" delivered by the learners as a response and asks what it means (line 15). Although this question is not the main part of the activity and the teacher spontaneously shifts the focus to this item and thus, shifts the context from meaning-and-fluency to a form-and-accuracy context, it is not an instance of RPLE because whether the expression was studied in the past is not explicitly marked. It could be a question that prompts learners to guess its meaning from the context. Therefore, a case in which there is no explicit indication of or orientation to reference to a past learning event is not an instance of RPLE even though it emerges spontaneously as divergent from the main goal of the activity.

Extract 3.2. Never Better
```
1    T1:  (it) seems like a nice place doesn't it? the place is
2         green, quiet.
3         (0.7)
4         ↑so how (.) does (.)rob (.) say he feels? when she
5         asks are you okay? what does he say?
6         ((EM and BS raise their hands and the teacher
7         allocates the turn to EM by pointing at her))
8    EM:  of course i'm happy (0.4) he said.
9    T1:  but that's later. at the beginning [he says
                  +T1 demonstrates the sequence of what rob said using her fingers
                       +BS raises her hand
                                                +T1 allocates the turn to BS by
                                                 pointing at her
10        something.
11   BZ:                                    [°never better.°
12   BS:  never better.
13   AN:  °never better.°
14   BZ:  [never better
15→  T1:  [never better. what does it mean? [never better
16   Hİ:                                     [°daha iyi
17        olmamıştım.°
                                             I have never felt
          better
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18  BS:  daha iyi olmamıştım.
          I have never felt better
19  T1:  daha iyi olamazdım. huh-huh this one.
20        I cannot have felt better
          + T1 writes "never better" on the board
21        kalıp bu        never better.
          this is fixed
```

Based on the initial analysis, it was seen that RPLE emerges in different sequential positions: in (1) teacher follow-up turns, (2) teacher response turns, (3) in teacher initiation turns and (4) in student turns. Regardless of the sequential position, it is seen that RPLE establishes common ground and continuity in an instructional setting by allowing orientations to participants' epistemic responsibilities and obligations. Besides, the motivation for its use varies with different sequential positions. Therefore, sub-collections were created with respect to RPLE in different sequential positions. Then, from each sub-collection, representative extracts were selected and were transcribed for more details. They were then analysed in terms of turn-taking, sequence and preference organization and repair and the RPLE patterns were revealed and discussed with respect to the interactional actions they perform, learning opportunities they generated and the similarities and differences in their use as emerging in different L2 classroom contexts. The analysis is then followed by post-analytic discussion of the findings in terms of informal formative assessment, L2 classroom interactional competence and L2 teacher education (See Chapter 5). The post-analytic connections of the CA findings to relevant constructs enable the researcher to ground such practices in the "participants' visible realities" (Kasper & Wagner, 2014, p.190) and thereby, to respecify such constructs from a CA-SLA perspective. In this way, CA provides a methodological means to investigating how FA is interactionally achieved in particular with no priori theory or constructs being imposed on the data.

As for the name of the phenomenon investigated in this study, RPLE is not adapted or adopted but is coined although it shares some features with the available expressions in the literature (i.e. "reference to shared past events" (You, 2015), "shared past experience/past shared experience/ joint past experience" (Mercer, 2008)). The term "shared" is not used because students or teachers may refer to events in other teachers' courses. Although the event is shared by some parties, it might not be shared by some others present in the target context. Besides, "event" is preferred to "experience" because it is thought that "experience" may be

limited to students' individual learning experiences while "event" has a more collective and joint sense of learning and thus, encompasses those events that jointly take place and that are shared by some parties. Therefore, "learning experience" may address only the students who are learning but "learning event" may address not only the students but all those (e.g. teachers and peers) involved in the process of teaching and learning and thus, may refer to anything that contributes to the co-construction of a learning event. In fact, it is usually the teacher who leads the event and creates student learning experiences with the support of instructional materials.

Moreover, the term "learning" is added and is preferred to "teaching" to draw the focus on students' learning behaviour and state rather than on how something was taught. It is the outcome of teaching that is important for the phenomenon investigated in this study. In addition, "teaching" is not used because the target learning objects may have not necessarily emerged in an instructional setting but may have emerged outside of such settings. Particularly in student turns, RPLE is not necessarily confined to those events that occurred in the classroom but may also address those events that took place outside the classroom. In teacher turns, it involves those events taking place in the classroom since the teacher when referring to past learning events can address anything that has been presented to learners in the classroom. Students cannot be held responsible for anything that was not presented to them in the classroom. Furthermore, the teacher cannot have access to their experience outside the classroom. On the other hand, RPLE in student turns is not confined to events that emerged in the classroom since the students can assess their own knowledge gained from an event taking place anywhere and they can ask the teacher about any language item as the teacher is ascribed an epistemic authority. Because RPLE in student turns is directed to the teacher, it can refer to anything experienced by the learner anywhere whether in or outside the classroom. From the interactional data, it is clear that the teacher orients to those learning objects of past learning events that took place in the classroom while it is not clear whether students do refer to those events that took place in the classroom. For this reason, it is safer to keep the name of the phenomenon broad so that it encompasses not only those learning events occurring in the classroom but also outside the classroom.

3.4. Stimulated Recalls with the Teachers

As well as the recordings of the interactional data, the researcher also conducted stimulated recall sessions with the teachers (T1 & T2) to gain insights into the RPLE patterns from a different perspective by generating introspective data (Nunan & Bailey, 2009). In stimulated recall sessions, "the researcher uses data that were collected during the event (e.g., a videotape, audiotape, field notes, etc.) to stimulate the recollection of the people who participated in the event" (Nunan & Bailey, 2009, p.289). The aim was to obtain the thoughts and feelings they experienced during a particular classroom event as supplementary to what is displayed in the interactional data. Therefore, in line with Pomerantz's (2005) discussion of the purposes of collecting video stimulated comments, the aim was to infer interpretations, aims and concerns that teachers oriented to during their interaction in the classroom. Besides, Pomerantz (2005) also draws attention to the distinction between participants' *display of understanding* and their *understanding* as well as between *display of an orientation* and *orientation* itself. For instance, while CA allows access to display of understanding, video stimulated comments allow access to understanding itself, which suggests that the two types of data are complementary to each other. In other words, a person may understand a remark differently than an understanding he/she displays or may not display an understanding at all and hence, there is a possibility of non-displayed understandings and interpretations. As a result, Pomerantz (2005) lists some of the advantages of using participants' comments as supplementary to interactional data: Participants' comments (1) allow access to those aspects of practices that are overlooked in the analyses of interactional data and, thus can be used as suggestions for closely investigating these practices, (2) can clarify those practices that are not clear in the interactional data or are displayed differently than what is actually understood of them, (3) can confirm the analyses of interactional practices, and (4) allow investigation of understandings not displayed in the interactional data. Regarding the use of stimulated comments as complementary to CA, Fagan (2012) also asserts that "when coupling CA findings with those from stimulated recall procedures, the overarching picture of *what* a teacher does in the classroom and *why* that is so becomes more apparent" (p.37). However, it should be noted that "if using participants' comments leads an investigator to attend to the comments over the interaction, far more is lost than can possibly be gained" (Pomerantz, 2005, p.113).

Although it is best to conduct these sessions soon after the recordings to ensure participants' recollection of events (Mackey & Gass, 2005), due to the nature of this study, these sessions

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could be carried out only after deciding on the phenomena to be investigated, making the collection and selection of the extracts as well as the initial analysis so that a decision could be made on the focus of those sessions and questions/prompts could be designed accordingly. However, in order to overcome this limitation, the prompts were made as strong as possible (Mackey & Gass, 2005) by providing the videos together with their transcriptions and playing them any time the participants wished to watch them. This yielded positive outcome as the participants did not display any trouble of recall during the sessions and claimed their recollection. So, the stimulated recalls were in the form of "delayed retrospection" (i.e. collecting data sometime after the event has taken place) (Nunan & Bailey, 2009). Moreover, the sessions were semi-structured because some general pre-set questions were designed (Appendix D) to guide the participants during the course of the sessions and at the same time, a certain degree of flexibility was allowed with divergences from the general questions and emergence of more specific ones depending on the flow of the interaction.

Eleven extracts were selected as prompts for the teachers and with each stimulated recall session focusing on a single extract, eleven sessions were held in total (7 sessions with T1, 4 sessions with T2). The participants attended the sessions individually and watched the relevant extract as many times as they wished accompanied with the transcriptions available to them and then answered the researcher's questions about the practice of RPLE employed in the extract (Appendix D). While answering the questions, the participants could also play the videos any time they wished. Each session was also audio-recorded to be transcribed for analysis. An extract was selected from each section of the analytic chapters. Extracts 2, 7 and 17 were selected as representative of the findings on T1's use of RPLE in her follow-up turns; extract 20 on her use of RPLE in response turn and extracts 22, 25 and 27 on her use of RPLE in initiation turns. In a similar vein, extract 4 was selected as representative of the findings on T2's use of RPLE in her follow-up turn; extract 24, 26 and 28 on her use of RPLE in initiation turns.

The recordings of the stimulated recalls with the teachers were selectively transcribed and coded for recurring themes. An inductive approach was employed in analysing the data because there was no set of pre-determined categories being imposed on the data but the analytical categories emerged from the data itself (Mackey & Gass, 2005; Nunan & Bailey, 2009). In this process, open coding was utilized by reading the transcriptions several times,

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determining the fragments, judging the relevancy of the fragments, grouping them into categories that deal with the same theme and coding them (Boeije, 2010). This process was repeated until the fragments were confirmed by the whole data. Following is the emerging categories and the codes given: (1) the motivation for using RPLE (MOT-RPLE), (2) its contributions to teaching and students' learning state (CONT-RPLE), and (3) its possible drawbacks to teaching and learning (DRAWBACK-RPLE). To ensure confidentiality, teachers' names in the transcriptions were masked and pseudonyms were used to identify each participant.

The procedure followed both for data collection and data analysis can be summarised as follows in figure 1:

1. Video and audio recordings of the L2 classroom interaction

↓

2. The start of the transcription process

↓

3. Unmotivated examination of the data and identifying RPLE

↓

4. Making a collection of RPLE

↓

5. Initial analysis of RPLE

↓

6. Making sub-collections of RPLE based on the initial analysis

↓

7. Selecting the representative extracts from each sub-collection

↓

8. More detailed transcription of the selected extracts

↓

9. The detailed analysis of the extracts using CA

↓

10. Conducting stimulated recall sessions with the teachers and analysing them

Figure 1. The Procedure Followed in the Data Collection and Analysis

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.0. Introduction

This chapter presents the micro-analysis of RPLE patterns and discusses the findings drawn from the analysis. It begins with the analysis of RPLE in teacher turns with subsections that present the analysis in terms of different sequential positions of RPLE (i.e. in teacher follow-up, response and initiation turns) and in terms of the two L2 classroom contexts (i.e. form-and-accuracy & meaning-and-fluency contexts). Each subsection on the different sequential position of RPLE ends with a summary of the findings. The section on RPLE in teacher turns ends with the analysis of the data obtained from stimulated recall sessions with the teachers. The analysis of RPLE patterns in student turns constitutes the second section of this analytic chapter.

4.1. RPLE in Teacher Turns

The collection created from the data transcriptions yielded 145 extracts in total. Of the 145 extracts, the majority (N=127) occur in form-and-accuracy contexts (See Table 5). This may be occasioned by the fact that the curriculum is heavily based on language forms including grammar and vocabulary in the EFL class recorded. That is, the content of the courses is structured around certain grammar topics and vocabulary items, which results in a larger number of instances of form-and-accuracy context.

Table 5. Frequency of RPLE in Different L2 Classroom Contexts

L2 Classroom Contexts	Number of Extracts
Form-and-Accuracy Context	127 (88%)
Meaning-and-Fluency Context	18 (12%)
Total	145

The analysis has also shown that most of the instances in the extracts take place in the teacher's follow-up turns followed by the initiation and then response turns (See Table 6). The low number of cases of Reference to a Past Learning Event (RPLE) in teacher response turns can

be because of the traditional teacher-fronted structure of the recorded classroom interaction. That is, where RPLE occurs in teacher response turns, it emerges in learner initiated sequences which are not as common as teacher initiated sequences.

Table 6. Frequency of RPLE in Sequentially Different Teacher Turns

	Number of instances of RPLE
Follow-up Turn	212 (70%)
Response Turn	17 (6%)
Initiation Turn	74 (24%)

4.1.1. RPLE in Teacher Follow-up Turns

This section presents the analysis of RPLE patterns emerging in teacher follow-up turns, which constitutes the most extensive part of the analytic chapter because it is those turns that display relatively a larger number of RPLE instances. The analysis is presented in terms of the occurrence of RPLE in different L2 classroom contexts. Drawing on the findings of the analysis, the summary section introduces a model for RPLE in teacher follow-up turns and wraps up the overall findings in relation to this model.

4.1.1.1 RPLE in Teacher Follow-up Turns in Form-and-Accuracy Contexts

The first extract illustrates the use of RPLE in a teacher follow-up turn in a minimal post-expansion sequence after a preferred learner contribution and its use in the form of a statement. In extract 1, the teacher is getting students' answers to an activity they have just completed. The activity is a fill-in-the-blanks activity on conditionals. The teacher allocates the turn to the students for each statement in the activity.

Extract 1. Tell a Secret

```
1    T1:  ML?
2    ML:  er if you tell me your secret, i won't tell anybody
3         else.
4→   T1:  i won't tell anybody else. tell a lie, tell the
                                    + makes a listing gesture
                                    using her hand
```

```
5→  T1:  truth, tell a secret. tell'li böyle kalıplarımız da
6→       vardı.
                                  we also had such fixed
         expressions used with tell
```

In line 1, the teacher allocates the turn to ML by uttering her name with an interrogative intonation and constructs the base First-Pair Part (FPP) of an adjacency pair. In the next line, ML provides the Second-Pair Part (SPP) by reading out the sentence that she completed. In line 4, T1 confirms the learner response by repeating the second half of the sentence (`i won't tell anybody else`). In her next Turn Constructional Unit (TCU), the teacher proffers the previously learnt fixed expressions used with "tell" and remarks that they also had such expressions that collocate with "tell". Making a listing gesture using her hand, she starts listing the previously studied collocations of "tell" by making RPLE in Turkish with the use of past tense and "we statement" (Mercer, 2008, p.37). Since the teacher does not initiate a new sequence in her follow-up turn, her use of RPLE constructs a minimal post-expansion sequence by closing the sequence.

Extract 1 displays an instance of RPLE in the teacher's follow-up turn right after the student's correct response. Although ML in line 2 and 3 provide the right response, T1 in lines 4-6 ratifies this response by producing a "confirmatory repeat" (Park, 2013, p.15) and diverges from the main activity to focus on the expression "tell a secret" as used in the sentence ML read out. T1 takes the opportunity to list and remind learners of other expressions that collocate with "tell" by referring to a past learning event in which the class worked on these expressions. After listing the expressions, the teacher notes that they also had these expressions. Here, RPLE is explicitly marked by the past tense used (-dı suffix attached to the verb "var") and the first person plural marker (-mız suffix attached to "kalıplar" meaning "our fixed expressions"), which all indicate that the class studied the expressions T1 lists and thus, these expressions are assumed to be part of the shared knowledge of the whole class. Besides, T1 uses RPLE to extend ML's response and then to close the sequence creating a minimal post-expansion sequence. However, there is no evidence in the extract as to whether the RPLE really contributed to the students' learning state or whether they really benefitted from such a practice.

As well as using RPLE in a minimal post-expansion sequence, T1 also employs it in non-minimal post-expansion sequences in which RPLE takes place in the form of a question. It again follows preferred learner contributions. Unlike extract 1, extract 2 illustrates instances of RPLE which ask learners to provide previously learnt language items. In Extract 2, the class is working on a revision unit in which they revise some of the vocabulary items they have learnt previously. The teacher asks the meaning of each vocabulary item one by one but sometimes she diverges from this activity and asks about other relevant items that she taught previously by using RPLE.

Extract 2. Revision Words

```
1    T1:  şu kutuya bakalım isterseniz experiment?=
          let's look at this box if you like?
          + T1 shows the book page to LL
2    EM:  =deney.
           experiment
3    BZ:  deney
          experiment
4  → T1:  >deney< deney yapmak hangi fiili kullanıyoduk.
          experiment to do experiment which verb did we use
                        + T1 snaps her finger
5    EM:  do experiment
6    T1:  do experiment huh-huh. to do experiment. fee:?
          + T1 nods her head
7    HM:  harç
          fee
8    BZ:  harç
          fee
9    T1:  harç özellikle üniversite: er: harçları için (.) fee
10 →      kullanıyoruz. er: başka ücretlerde biz ne kullandık?
          fee we use fee particularly with university fees what
          did we use for other fees?
11   LL:  price
12   İB:  price
13   BR:  price
14   T1:  er price er: payment ama priceı biliyoduk zaten
                                but we knew price already
15        (3.0)
16        but university <u>fee</u>.
17   İB:  °huh. university fee°
18   T1:  ↑<u>voicemail</u>?
```

```
19  LL:  sesli mesaj.
           voicemail
20        ((T1 nods her head))
21  T1:  permitted?=
22  EM:  =izin.
            permission
23  HM:  izin verilmiş
           permission is given
24  T1:  izin vermek permiss- işte it is permitted.
           to give permission-  like
25        izin veriliyo ona.
           permission is given to that
26        mobile phones are permitted in class are not
27        permitted in class for example.
28 →      permission dan geliyor demiştik. to give a permission
           we said that it comes from permission
29        to get a permission izin vermek izin almak.
                              to give permission to get
           permission
```

In line 1, the teacher directs the students to look at a box in their book and utters the word "experiment" with an FPP of an adjacency pair by addressing the whole class (Schwab, 2011). Right after the FPP, SPP comes from EM and BZ who utter the Turkish word for experiment (`deney`). This instance of code-switching in the students' response is similar to "teacher-induced code-switching to get learners to translate into the L1" (Üstünel & Seedhouse, 2005, p.315). These student turns display that the learners have analysed the teacher's pedagogical focus to be for them to code-switch to L1. The subsequent teacher's turn shows that the learners complied with the pedagogical focus since the teacher in line 4 repeats the Turkish word at a faster pace and confirms learner contributions. Thus, the teacher recognizes these learners' turns as affiliative responses. As well as confirming, the teacher in the same turn asks an elaboration question in Turkish and constructs non-minimal post-expansion in the third-turn position (`deney yapmak hangi fiili kullanıyoduk`). This question refers to a verb that the class worked on in the past since T1 uses past tense and a "we statement" (Mercer, 2008, p.37) which involves the first person plural marker embedded in the tense in asking the question. In other words, the teacher is referring to a past learning event (RPLE) in which the verb "do" as used with "experiment" was focused on in a past classroom event by the whole class. –duk is a suffix attached to the verb in Turkish as the marker of past

tense and a marker of first-person plural (kullanıyorduk). Her use of RPLE is also embodied with the snapping of her finger. The response to this question comes from EM in line 5 and her response is confirmed by the teacher who repeats the response and uses the confirmation token "huh-huh" followed by another repetition of the response in line 6 (Park, 2013).

Following the confirmation, the teacher in her turn-final position moves on with the next word and utters the word "fee" with an interrogative intonation and asks its meaning. Similar to the first case of "experiment", the students HM and BZ in lines 7 and 8 utter the Turkish word for "fee". In lines 9 and 10, the teacher again confirms their responses by repeating the Turkish word and extends learners responses by providing the explanation that fee is particularly used with university fees. Right after this extension, the teacher again asks an elaboration question in Turkish by making RPLE in a non-minimal post expansion sequence (`başka ücretlerde biz ne kullandık?`). RPLE is explicitly marked by the past tense and the "we statement" (Mercer, 2008, p.37) with the use of Turkish first person plural pronoun "biz" (we) which indicates that the items asked through the elaboration question are assumed to be the shared knowledge and the time when these items were taught is assumed to be the shared moment of the classroom as a community. Some of the students are able to respond to this elaboration question and the teacher in line 14 confirms their response by repeating it. The teacher in line 14 tries to present students the other words for fee by uttering "payment" but confirms that they already knew "price" displaying that she does not expect them to know other words. After 3 seconds of silence in the same turn, T1 utters "university fee" with the conjunction "but" to display the use of "fee" as different from the use of "price". In line 17, IB uses a change of state token "huh" (Heritage, 1984) and repeats "university fee" with a soft tone of voice, which displays a change in his epistemic state. The comparison of "fee" with "price" and hence, the emergence of a previously learnt item by means of RPLE resulted in an epistemic change in İB's learning state. RPLE does not only have reference to İB but all other students and may have caused such a change in other learners' learning state as indicated by the nature of "multilogue" in the classroom (Schwab, 2011).

In line 18, the teacher continues with the word "voicemail" and again asks its meaning with an interrogative intonation. Congruent with the pedagogical goal of the teacher, couple of students utter the Turkish word for voicemail (`sesli mesaj`)- a case of "teacher-induced code-switching to get learners to translate into the L1" (Üstünel & Seedhouse, 2005, p.315).

The teacher accepts the response by nodding her head and moves on with the word "permitted" in line 20. In the next two lines, EM and HM offer the Turkish words again. In the follow-up move from lines 24 to 29, the teacher repeats the students' response and extends it by giving examples in English and using RPLE by means of which T1 reminds learners that "permitted" is derived from "permission" as they talked about it earlier. Here again, the use of past tense, first person plural marker ("we statement") and reference to "learning talk" (Markee & Seo, 2009) with the Turkish expression "demiştik" (we said) are explicit markers of RPLE. She further provides the expression "to get permission" together with its translation in Turkish.

Extract 2 displays that the teacher employs RPLE three times. She uses it in the form of an elaboration question in lines 4 and 10 and extends learner contribution. In these cases, T1 creates an opportunity to check learners' recognition of previously learnt language items. Although the main activity is to elicit learners' knowledge of the words "experiment" and "fee", T1 spontaneously takes the opportunity to check knowledge of other words used with these target words and thus, creates an opportunity for revision. Sequentialy, the use of RPLE constructs non-minimal post expansion sequences in lines 4 and 10. Rather than the teacher offering the previously taught items as in extract 1, in this extract, the teacher elicits these items from the learners and thus, gets feedback regarding whether the learners are able to remember the items. Her questions with RPLE can be regarded as "exam questions" as proposed by Searle (1969) as she asks for demonstration of knowledge. As the correct responses are elicited to the elaboration questions, the teacher moves on with the main activity. If the students' responses revealed gap in their knowledge and hence, required treatment, then the teacher would most probably initiate repair but in extract 2, students' responses (lines 5, 11, 12, 13) demonstrate their knowledge and show positive evidence of their learning state as the teacher also confirms them in the subsequent turns. Besides, the use of RPLE resulted in an epistemic change in İB's learning state in line 17 as marked by the change of state token "huh". In addition, the instance of RPLE in line 28 is a similar instance to RPLE used in extract 1 because it constructs a minimal post-expansion sequence by not initiating a new sequence. This time, rather than eliciting a previously taught item from the students, the teacher herself provides the connection between the target item (permitted) and the previously taught item (permission) by explicitly mentioning that they already discussed this connection in a past learning event. Therefore, it can be said that the use of RPLE acts as a precautionary measure and may prevent the occurrence of trouble with the previously taught items in future learning

events. For this reason, RPLE may prevent possible repair actions in subsequent events. Besides, the teacher's reliance on RPLE and the students' orientations to RPLE have reference to more than one addressee in the classroom and thus, are important for the purpose of multilogue (Schwab, 2011). The learners who could remember their past learning experience may remind other learners, who could not remember, about the language items learnt previously.

A similar instance of RPLE to the one in extract 2 is also displayed in extract 3 but the RPLE enacted here is marked differently. Here, it occurs in the form of a "remember recognition check" (You, 2014, 2015). In extract 3, the students worked on an activity about the modal verb "should" and the teacher is eliciting their responses. The activity involves completion of sentences with "should" or "shouldn't".

Extract 3. Lose Weight

```
1    T1:  HT?
            + points at HT who raises her hand
2    HT:  you should /los/ a bit of (.) /wait/.
3    T1:  uh-huh you should lose a bit of weight
4→        remember lose ↑weight
            + points at "lose weight" on the board
5    BZ:  [kilo kaybetmek
            to lose weight
6    OG:  [kilo kaybetmek
            to lose weight
7    EM:  [kilo vermek
            to lose weight
8    SM:  [°kilo kaybetmek°
             to lose weight
9    GM:     [°kilo vermek°
               to lose weight
10   ZL:     [°kilo kaybetmek°
               to lose weight
11→  T1:  kilo almak?
           to gain weight
12   EM:  1#[get get
13   BZ:  [over
14   OG:  gain weight
15   EM:  °şey gain weight°#1
           thing
```

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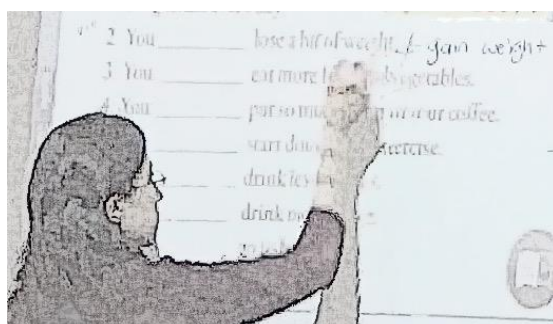
#1 (lines 12-15) T1 writes "gain weight" on the board

```
16  T1:  gain weight.
17       ((T1 puts a star sign in front of "gain weight" on
18       the board))
```

Extract 3 starts with the teacher allocating the turn to HT who raises her hand as a display of willingness to take a turn at talk (Sahlström, 2002). In doing so, she points at HT simultaneously with her utterance of an address term (Kääntä, 2010). HT utters the whole sentence that she completed but with a wrong pronunciation of "lose" and "weight". Although this extract takes place in a form-and-accuracy context, the teacher does not explicitly orient to the wrong pronunciation and she confirms HT's response with a confirmation token "uh-huh" in her turn-initial position followed by the repetition of the whole sentence with the right pronunciation. Shifting her focus from the main activity, in her last TCU in the same turn, T1 spontaneously focuses on the expression "lose weight" and asks for its meaning with a rising intonation constructing a non-minimal post-expansion sequence. Here, she uses RPLE as marked with the expression "remember" (line 4) and launches an "understanding-display sequence" (Waring, Creider, & Box, 2013, p.251). Simultaneously with her question, she points at "lose weight" on the board (the coursebook is projected on the board). From line 5 to 10, different students provide the Turkish meaning of the expression in an overlapping fashion displaying an instance of "teacher-induced code-switching to get learners to translate into the L1" (Üstünel & Seedhouse, 2005, p.315). In line 11, right after students' responses, the teacher moves on with another relevant expression, that is, she asks the English meaning of "kilo almak" (to gain weight) in Turkish. Initiating another move and not producing an evaluation or a repair work for the student responses in the third turn may mean that the teacher accepts these responses and orient to them as preferred (Seedhouse, 2004). Before eliciting students' responses to her new question, she starts writing the English translation on the board. As she does so, EM and BZ give different responses. As T1 writes "gain" on the board, OG offers the right answer. EM in line 15 self-repairs her response by repeating "gain weight"

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with a soft tone of voice. After T1 writes the expression on the board, she repeats it and puts a star sign in front of the expression on the board to highlight its importance (Morton, 2015). She then gets back to the main activity and continues with the next question.

Similar to extract 2, extract 3 demonstrates a pattern of RPLE in a non-minimal post-expansion sequence in which the teacher diverges from the main activity and asks the meaning of "lose weight" (line 4). It is clear that "lose weight" is an expression that was studied in a past learning event as the teacher indexes it with the expression "remember". By bringing up "lose weight" in a new learning context, T1 checks on students' knowledge of "lose weight" and constructs "their current epistemic access as a product of previous learning" (Morton, 2015, p.262). Therefore, different from the first two extracts in which RPLE is marked by past tense and "we statement", here it is marked by the expression "remember" in the form of a "remember recognition check" (You, 2014, 2015). The teacher obtains positive feedback regarding students' knowledge of "lose weight" and then brings up another relevant item (to gain weight). However, it is not clear whether "gain weight" was explicitly taught in the past since there is no explicit marker and the students have difficulty remembering the expression. For example, EM and BZ come up with some other expressions and OG offers the right response only after the teacher starts writing it on the board. Besides, T1 starts writing the expression on the board before eliciting the expression from the learners. Nevertheless, EM's self-repair of her incorrect response by repeating the right expression shows that T1 seems to achieve her goal of reminding learners of "gain weight" to a certain extent. By repeating the right expression and writing it on the board, T1 makes the expression available for all the learners regardless of whether they remember it or not serving the purpose of "multilogue" (Schwab, 2011).

The following extract illustrates that the same phenomenon is also employed by the other teacher (T2) who teaches the same class. It shows that T2 also employs RPLE in a similar vein by producing it in her follow-up turn after a correct learner response. In extract 4, students have just watched an episode and they are to complete the dialogue given with the phrases they have heard in the episode. The phrases are related to giving directions.

Extract 4. Get off

```
1      T2:    yes ↑EM
              + EM has been raising her hand
2      EM:    from west 4th street take the a train and get off
3             (.) at 14th street.
4→     T2:    get off at 14th street get off ↑means
5      EM:    inmek
              to get off
6      T2:    inmek right.
              to get off
```

Extract 4 begins with the teacher's allocation of the turn to EM who has been raising her hand (Sahlström, 2002). In line 2, EM takes the turn and reads out the sentence she has completed with the phrase she has heard in the episode. The phrase she completed is "get off". In line 4, the teacher emphasizes the phrase "get off" and asks about its meaning in her follow-up turn. Although her turn does not explicitly display an instance of RPLE, it is a case of RPLE since "get off" is an expression that they worked on earlier in the same lesson when they were doing another activity on the same episode. Therefore, its meaning has already been mentioned. EM in line 5 offers the right Turkish word for "get off" (`inmek`) and the teacher in the last line repeats the Turkish word and ratifies it with the expression "right". As a result, T2 like T1 employs RPLE in her follow-up turn to make sure that the learners know the meaning of an expression that is important for the target context and that they worked on earlier. In her follow-up turn after correct learner response, she is taking the opportunity to check on learners' knowledge of an expression. In this way, she also ensures that the response in line 2 is not delivered haphazardly but that not only EM who provides the response but all the other students understand what is meant by that response. In doing so, T2 initiates a new sequence and thus, creates a non-minimal post-expansion sequence in line 4 following a preferred learner contribution by diverging from the main focus of the activity (i.e. completing the phrases in the dialogue) to the meaning of the phrase completed; that is, from the form of the phrase to its meaning via RPLE.

So far, RPLE is employed following preferred learner contributions in a minimal or non-minimal post-expansion sequence to create an opportunity to check on students' knowledge of language items that were previously studied and an opportunity for the students to revise their knowledge of these items. In these cases, although the correct learner response does not

project an extension and require a repair action, the teacher uses the third-turn position to expand learner contributions through RPLE. In this way, the teacher may be making RPLE to prevent possible repair actions in subsequent learning events. Extracts 1-3 have also illustrated that unlike in ordinary conversation, preferred responses are not necessarily "sequence-closure relevant" with the use of RPLE to expand the sequence following preferred student responses (Schegloff, 2007, p.152).

RPLE is not only evident in sequences which follow a preferred learner response, but it is also evident in repair actions following a dispreferred response. Extract 5 displays an RPLE pattern that is used to repair an incorrect response. In extract 5, after the class listened to six past perfect sentences and wrote them down, the teacher elicits the last sentence they have listened to.

Extract 5. Come out of the Cinema

```
1    T1: numbe::r six
2        ((T1 looks around the classroom for the students who
3        raise their hands))
4        Hİ.
5    Hİ: when we came after the cinema it had stopped raining.
6    T1: when we came ↑a:fter ¹#sinemadan çıkmak nası diyce:z
7        onu:?#1
                        how are we going to say
     coming out of the cinema
8        after sonra: sinemadan sonra gibi oluyo:.
              after it becomes like after cinema
```


#1 (lines 6-7) T1 points her fingers out to the windows

```
9    EM:  °comes out°
10   T1:  2#°sinemadan dışarıya çıkmak?#2
          coming out of the cinema
```
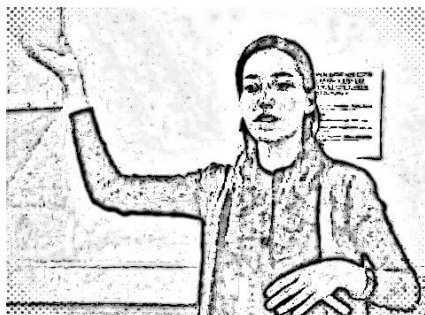

#2 (line 10) T1 points her right hand out to the window

```
11   LL:  o:ut
12   T1:  [↑ou:t.
13   EM:  [came out
14   Hİ:  go ou:t.
15   MD:  go out
16   T1:  sinemada:n?
          from cinema
          + points her finger outwards again
17   MD:  come up şey
18   İK:  from
19   BU:  from
20   OG:  came out
21   İK:  from işte
22   MD:  [came out mu diyoduk
                    do we say
23   BU:  [from
24   T1:  °out°
25   BU:  to
26   HU:  °out of mu [hocam°
          is it "out of" ms
27→  T1:          3#[into'ydu out of the cinema#3
                    it was "into"
                              + points at HU and nods her head
```

96

#3 (line 27) T1 moves her finger down first and then up

```
28  F:   huh
29  MD:  hu::h.
30→ T1:  hareket ifadeleri vardı ya:.
         remember there were movement expressions
31       when we came out of the cinema it had stopped (.)
32       raining. çıktığımızda sinemadan er: yağmur durmuştu
33       (.) diyo.
                  when we came out of the cinema it had
         stopped raining it says
```

In extract 5, the teacher moves on with the sixth sentence the students listened to in the activity and looks around the classroom for the students who raise their hands to select the one who is going to read the sentence. In line 4, she allocates the turn to Hİ. Hİ reads out the sentence she has written down but her response is oriented to by the teacher as a dispreferred response since in line 6, the teacher initiates a repair sequence by marking "after" as the trouble source with a rising intonation and asking in Turkish how to say "to come out of the cinema". This is similar to "teacher-initiated code switching providing a prompt for L2 use" (Üstünel & Seedhouse, 2005, p.318). As she asks this question, she points her fingers out to the window (#1). In the same turn, T1 clarifies why "after" in the sentence Hİ read out would be a wrong word by explaining the meaning it would give to the sentence in Turkish. Following this, EM proffers a candidate response (comes out) with a soft tone of voice. Not eliciting the accurate form of the expression, T1 in line 10 continues her repair initiation by reformulating her question in Turkish accompanied by her pointing her right hand out to the window (#2). This reformulation elicits the preposition "out" from several students at the same time. In the next turn, T1 repeats "out" with a rising intonation to point out the insufficiency of "out" on

its own and thus, initiates repair once again. From lines 13-15, different students provide candidate answers, which are not the preferred ones as T1 in line 16 utters the word "sinemadan" (from cinema) with an emphasis on the suffix –dan that has the meaning "from" in Turkish. This initiation of repair is also embodied with the accompaniment of the pointing of her finger outwards.

In lines 17-23, more candidate responses are offered by different students with MD trying out various answers and İK insisting on "from", which is a one-to-one/direct translation from the Turkish suffix –dan attached to "sinema". In line 24, the teacher repeats "out" softly to show that "out" elicited earlier was the right but an incomplete response and thus, provides a hint. In line 26, HU asks whether "out of" is the right response with a soft tone of voice but in an overlapping fashion with HU's turn and before hearing and orienting to HU's response, T1 employs RPLE to provide a hint (into) and then in comparison with "into", she offers the right response "out of". Here, RPLE is marked by the past tense suffix -du attached to "into". Accompanying her turn in line 27, T1 also illustrates her response by moving her finger down first and then up to illustrate "into" and "out of" (#3). In the middle of her turn after uttering "out", she realizes that HU provided the right response and hence, completes telling the right response with an emphasis on "of" by pointing at HU and nodding her head. In other words, simultaneously with her action of "teacher repair", she orients to HU's repair and confirms it. This repair action is illustrative of an RPLE pattern as a means for an "exposed and overt correction" (Seedhouse, 2004, p.149) which is congruent with such a form-and-accuracy context. Unlike in meaning-and-fluency context, in form-and-accuracy contexts ungrammaticality is not ignored. Such an action of teacher-initiation teacher-repair with regard to the language item learnt previously creates a change in the epistemic state of some students in lines 28 and 29, who produce the change of state token "huh" (Heritage, 1984). In the last turn, T1 accounts for the repaired response by referring to a past learning event (RPLE) in which they learnt about movement expressions. The use of "ya" in Turkish has the meaning of "remember" and again the past tense particle –dı is attached to "var" (there were). In other words, after the repair action, T1 provides further explanation by referring to the past to help learners remember the topic related with the incorrect response given. In the same turn, T1 repeats the target English sentence and translates it into Turkish.

Extract 5 displays a pattern of RPLE which is used to initiate and enact a repair action. Hİ's incorrect response in line 5 is related to the movement expressions the class worked on a week before this extract took place. Therefore, the incorrect response urges the teacher to take an action and repair the response. She initiates repair four times (lines 6, 10, 16, 24) usually accompanied by embodied resources in a non-minimal post expansion sequence. However, in all her trials, she does not manage to elicit the correction. In line 26, HU repairs the incorrect response with a soft tone of voice but overlapping with her turn, T1 before orienting to HU's repair, performs another initiation of repair by providing a hint in the form of RPLE (into'ydu) in line 27 followed by the actual repair action. It is only in line 27 that T1 explicitly refers to a past learning event to help students remember the response sought and to enact the repair action in a minimal post-expansion sequence. RPLE here is also embodied with the teacher moving her finger down first and then up. Before she completes her turn, she realizes that HU offered the right response and orients to it. Some of the students' use of the change of state token "huh" (Heritage, 1984) indicates that the repair action helped learners to understand the trouble source. In her last turn, T1 continues with the action of RPLE and reminds learners of the movement expressions. It should also be noted that all her repair initiations and repair action are embodied. As a result, RPLE is employed explicitly in lines 27 and 30-33 as a means of initiating and enacting the repair action in a minimal post-expansion sequence and thus, resolving the trouble.

The following extract demonstrates an RPLE pattern that again engenders a repair action but this time it initiates a new sequence in the follow-up turn and thus, constructs a non-minimal post-expansion sequence. That is, it acts as a repair initiator. In extract 6, the students have completed an activity in their coursebook in which they circled the word that is different in each group of words given and here the teacher elicits students' responses and asks why the word circled is different.

Extract 6. Subjects

```
1    T1:   SM=
              + points at SM
2    SM:   =marks
3    T1:   MArks is different. why?
              + circles "marks" on the board
4    SM:   because just (inaudible)
5          ((makes a revolving gesture with her hand))
```

```
6    İB:  lesson
7→   T1: 1#neydi ders   [okul derslerine ne diyorduk biz#1
          what was a subject what were we saying for school
          subjects
```


#1 (line 7) T1 points her finger backward in the direction of the board

```
8    ZL:               [lecture (.) değil miydi
                         wasn't it lecture
9                  [lecture değil miydi
                    wasn't it lecture
10   BU:  [lecture
11   GM:  lecture
12→  T1:  not lecture
          + writes "subjects" on the board
13   LL:  [subject
14   SM:  [subject
15   GM:  subject ah:
16   T1:  lecture üniversitede verilen derselere lecture
17        diyoruz ama aldığımız dersler işte lisedeki
18        ilkokuldaki onlar subject.
          we say lecture for the courses given in university
          but the courses that we take at high school at
          primary school they ara subjects
19       2#maths history and biology are subjects but this is
20        something this is a score#2 that we get. the results of
21        the exams.
          #2 (lines 18-19) T1 points at the relevant words projected on the board
```

Extract 6 begins with the teacher's allocation of the turn to SM by pointing at her as well as producing her name as the address term (Kääntä, 2010). Latching onto the teacher's turn allocation, SM immediately utters the word "mark" as her response. The teacher in the follow-up turn (line 3) confirms the learner response by repeating the word with an increased volume in the initial syllable of "mark" and notes that it is different. Her confirmation is also accompanied by the circling of the word on the board. In her last TCU in the same turn, she asks a "negotiatory question" (Nassaji & Wells, 2000) about why "mark" is different from the

other words given and initiates a non-minimal post-expansion sequence. It is negotiatory because although SM provides the right response for the target item in line 2, the teacher does not simply accept the response but invites the student to account for her response. By asking about the reason behind the student's response, she ensures that the response is not delivered haphazardly and thus, she checks student's understanding to shape the ongoing instruction. Leung and Mohan (2004) also assert that getting students to justify a correct answer is important to promote deciding rather than guessing. However, the subsequent learner responses in lines 4 and 6 show that there is some kind of trouble in formulating their reasoning at least in English, which trigger the teacher's repair initiation. That is, SM in line 4 attempts to give an explanation for why she said "mark" but she cannot say anything clear followed by her revolving gesture. Although SM claims knowledge that "mark" is different from the other words, she cannot demonstrate this knowledge at least in English. IB in the next line offers a candidate response "lesson"; however, the response is oriented to by the teacher as dispreferred since the teacher employs RPLE and asks in Turkish for the actual word that they were using for school subjects (line 7).

The dispreferred responses lead the teacher to diverge from the main activity to the previously learnt word "subject" which could not be remembered by the learners. Her asking the question in Turkish provides a prompt for L2 use (Üstünel & Seedhouse, 2005) as it elicits responses in English in the following lines. Similar to other instances of RPLE in the previous extracts, the pattern of RPLE here is also explicitly marked by the past tense marker –di attached to "ney" and –duk attached to "diyor". Besides, "biz" (we) is used in the question to indicate that the sought-for-word was worked on in the past and is assumed to be part of the shared knowledge of the classroom as the community. Therefore, seeing that SM in line 4 cannot provide an adequate explanation and that IB comes up with a dispreferred response in line 6, T1 evaluates this case as a learner need for reference to the previously learnt item "subject" and thus, asks a "recall question" (Lee, 2006, p.706) in the form of RPLE as a clue to elicit the right word that would explain why "mark" is different from the other words given by reminding learners of a past learning event. In other words, RPLE here acts as a repair initiator in a non-minimal post-expansion sequence. RPLE is at the same time embodied as the teacher points her finger backward in the direction of the board (#1). This pointing gesture acts as a "metaphorical pointing" (Enfield, 2013, p.452) that refers to the past and proves finger pointing as a common gesture for reference (Kita, 2003).

In line 8, ZL responds by asking another question with RPLE (wasn't it lecture), however, because this is not oriented to by the teacher, ZL repeats the same question in the next line. Her response of "lecture" is taken up and repeated by BU and GM. Not being able to elicit the preferred response "subject", T1 explicitly repairs the dispreferred responses by saying that it is not lecture and simultaneously writes the right word "subject" on the board (Morton, 2015) enacting a form of "exposed correction" (Seedhouse, 2004). Therefore, not only ungrammatical structures but also inappropriate selection of words are subject to exposed correction in such a form-and-accuracy context. The teacher at the same time uses the board as a multimodal trouble resolution device to make the repair action available to all the students in the class. The word "subject" written on the board is taken up by several students who produce choral repetition of the word (Lerner, 1993). GM in line 15 not only repeats the word but also utters "ah:" as a change of state token (Heritage, 1984) signalling that she has remembered the word. In her last turn, T1 clarifies in Turkish why the word "lecture" is not the right one by stating that it is used for university courses and that the courses given at high school and primary school are called subjects. Switching back to English, T1 points at the words "maths", "history" and "biology" on the board and says that they are subjects and pointing at "mark" on the board, she explains why "marks" is different from these subjects by explaining that it is the score obtained from exams.

Extract 6 demonstrates the use of RPLE in a non-minimal post-expansion sequence in the teacher's follow-up turn to initiate repair (line 7). It is used in the form of a question to offer a hint for learners about a past learning event (You, 2014), which is relevant for the occurring trouble in SM's response in line 4 and for the dispreferred response given by İB in line 6. Using past-tense, "we statement" (Mercer, 2008) and a pointing gesture, the teacher explicitly refers to a past learning event in which they studied the word "subject" which becomes relevant to explain why the word "mark" is different from "maths", "history" and "biology" which are school subjects. However, students cannot remember the word "subject" which the teacher expects to elicit from the students. For this reason, T1 initiates repair by asking a question with RPLE and hence, creating a new sequence. Although some students come up with the candidate response "lecture", this is oriented to by the teacher as dispreferred because she openly repairs this response by not accepting with a negative polarity marker "not" and writing the right word on the board (other-initiated other-repair- Schegloff et al., 1977; Seedhouse, 2004). Even though her question of RPLE in line 7 could not elicit the sought-for-

word, her asking the question and delivering the answer herself allowed at least some of the learners to remember the word "subject" as evident in some of the students repeating the word "subject" (lines 13-14) and GM using the change of state token "ah:". Such an action of repair in the form of RPLE may have reference to not only those students who show uptake but also for others who could now remember the word but remain silent. RPLE as a repair initiator helped learners both to remember the word "subject" and to understand its relevance to the target activity (i.e. to explain why mark is different from other words given). On the part of the teacher, it allowed her to check on learners' knowledge and to treat gaps in their knowledge. Similar to extract 3, RPLE is also used to initiate and enact repair action here but different from extract 3, it creates a non-minimal post-expansion sequence here. That is, in this extract, the teacher first tries to get learners to repair by initiating it in the form of RPLE, thus, to check on their knowledge whereas in extract 3, the teacher directly employs RPLE both to initiate and perform the repair action after several attempts to initiate repair by other means.

Extracts 5 and 6 have shown that RPLE is employed by the teacher as an interactional resource to initiate and/or to directly perform the repair action. In these cases, it gives a hint to guide students to the correct answer and makes connections between the past and current learning contexts or helps students understand their trouble source turns with RPLE. By employing RPLE as a recognition check or a recall question to initiate repair as in extract 6, the teacher may avoid "dispreferred negative evaluations" and misalignment (You, 2014, p.6). In other words, she indirectly indicates to the student that the response is wrong and invites him/her to reconsider the response in relation to a past learning event.

The following two extracts illustrate a pattern of RPLE employed after a repair sequence rather than within a repair sequence. It is enacted to reinforce or extend a repair action already performed. Different from extracts 5 and 6 in which RPLE is performed to initiate and perform a repair action, the following extracts display that it is used after a repair sequence to extend the sequence for the students to better understand the repair in relation to a past learning event. In extract 7, the class is working on an activity about the use of "might" and they are up to item 10 in the activity. In the activity, the learners have filled in the blanks with "might" or "might not" and the teacher is eliciting their responses.

Extract 7. Anything

```
1     T1: ten BZ
                 + points at BZ who raises her hand
2     BZ:  i don't know i might say anything
3     T1:  er: i don't [know i might [say anything o:r=
4     İB:                [°i might not°
5     BZ:                            [might not
6     T1:  =[↑negative
7     İB:   [i might not
8     BZ:  £negative£
9     T1:  ne diyor bize are you going tell anna about
            what does it say to us
10           seeing ↑mike in the pub onu gördüğünü söyleyecek
11           misin diyor pub ta (.)
                                    it says are you going to
            tell about seeing mike in the pub
12    ¹#i don't know (.) bilmiyorum (.) hiç bir şey
13           söylemeyebilirim.#1
                              i don't know i might not say
            anything
```
#1 (lines 12-13) T1 turns to the board, cleans it and points at "I don't know". She then points at the blank in the sentence projected on the board by turning and looking at the class

```
14→   ²#anythingi biz any'i nerde gör- hatırlıyor musunuz
15           anything than ile ilgili bir şey bu#2
            do you remember where we studied anything any this is
            about anything than
```


#2 (line 7) T1 points both her fingers towards "anything" on the board

```
16    Hi:  olum[suz
            negative
17    LL:       [olum[suz
                  negative
18→   T1:          [olumsuz ve soru cümlelerinde kullanıyorduk
19           o yüzden burda da olumsuz hiç bir şey demeye (.)
```

```
20      bilirim diyor i might not say (.) anything.
                     we were using it with negative and
        interrogative sentences that's why here it is
        negative it says i might not say anything
```

In extract 7, the teacher initiates the sequence by directing students to item ten in the activity and allocating the turn to BZ who raises her hand and bids for a turn (Sahlström, 2002) to get her response for the item. Her allocation of the turn is again embodied through the pointing gesture (Kääntä, 2010). BZ delivers the sentence she has completed in the next line. The teacher in the follow-up turn begins with the hesitation marker "er:" followed by her repair initiation with an alternative question (Koshik, 2005) (lines 3 & 6), which is "targeting a trouble source in a prior utterance with the first alternative and providing a candidate correction with the second" (Koshik, 2005, p.194). She repeats the student trouble source turn with an emphasis on the verb "say" as the first alternative and asks whether the verb emphasized in the first alternative should be in a negative form as the second alternative. Before the teacher completes the alternative question, İB repairs the incorrect part of BZ's sentence by providing the accurate response with an emphasis on the negative particle "not" (i might not). In line 5, overlapping the teacher's turn in line 3, BZ shows uptake of İB's correction and repeats the correction. Overlapping the teacher's turn-final repair initiation, İB repeats his correction once again. BZ in line 8 orients to the teacher's repair initiation by saying "negative" with a smile voice. Student smile in such a case of trouble resolution may serve to maintain affiliation (Sert & Jacknick, 2015). In the subsequent turn, the teacher reads out the dialogue in item ten and translates it into Turkish part by part by pointing at the relevant parts of the sentence on the board (#1) (lines 9-13). In the same turn, T1 takes the opportunity to ask about whether the students can remember the use of the previously learnt item "anything" that takes place in the target sentence and then points out the relevance of anything for the grammatical structure of the sentence. She openly uses RPLE here (line 14) as marked by the word "remember" in Turkish and constructs a "remember recognition check" (You, 2014, 2015). That is, she explicitly asks whether learners can remember "anything" and initiates a new sequence in a non-minimal post-expansion sequence. RPLE here is again embodied as the teacher points both of her fingers towards "anything" in the sentence on the board (#2). Although the inaccurate response delivered by BZ in line 2 is repaired through the teacher's initiation and her peer's correction, this inaccurate response made it relevant for the teacher to refer to the use of "anything" which was previously studied. By employing RPLE,

T1 checks on students' learning state with regard to their knowledge of "anything". In lines 16 and 17, she elicits the preferred response from some of the learners in Turkish (`olumsuz`). In the follow-up turn, the teacher shapes the learner contributions by repeating the learners' response and adding that they were also using "anything" with interrogative sentences. Here again the teacher uses RPLE by referring to a past learning event in which they learnt to use "any" with negative and interrogative sentences. The past tense marker –duk attached to "kullanıyor" is an explicit marker of RPLE. The pattern or RPLE in line 18 ratifies and extends learner contributions in a minimal post-expansion sequence similar to the pattern of RPLE in extract 1. In the same turn, T1 then explains the relevance of "anything" for the negative structure of the target sentence.

Extract 7 displays a relevantly different pattern of RPLE. Even though the repair action is initiated and enacted regarding BZ's inaccurate response in line 2 and thus, the trouble is resolved (lines 3-8), T1 resorts to RPLE in line 14, first, to check on learners' knowledge of the use of "anything" and then to establish a connection between the trouble and the use of the previously studied item "anything". In this way, the teacher gets feedback regarding learners' knowledge of "anything" (lines 16-17) and then uses RPLE to account for the trouble source so that learners can better understand the reason for the trouble and at the same time revise the use of "anything" (lines 18-19). Therefore, T1 uses RPLE in a non-minimal post-expansion sequence following the repair sequence as a resource for extending the repair action already enacted and as a bridge between the new and the old knowledge. This extension addresses not only BZ who has delivered the incorrect response but also the other students (Schwab, 2011). As a result, different from extract 5 and 6, extract 6 demonstrates the use of a RPLE pattern not to initiate or enact a repair action but to extent or reinforce the repair action already performed as a resource for clarifying the trouble source in relation to a past learning event. No matter how well the inaccurate response is repaired, there is an indication of lack of understanding and RPLE may act as a precautionary measure so that the same mistake is not repeated.

Similar to extract 7, extract 8 demonstrates the use of a RPLE pattern again for the purpose of extending a repair sequence already enacted but here it does not initiate a new sequence but closes the sequence and thus, takes place in a minimal post-expansion sequence. In extract 8,

the teacher has identified inaccurate sentences in students' papers and writes one of them on the board and asks learners about the mistake in the sentence.

Extract 8. Funnier

```
1          ((T1 writes "i think be more funny" on the board))
2    T1:  ↑what's wrong with this one.
3          (2.9)
4    OG:  [°i think be°
5    T1:  [what's wrong with this sentence. i ↑think
                              + gazes at OG
6          (1.4)
7      1#i think'ten sonra bir cümle [gelcek.#1
           a sentence will come after I think
           #1 (line 7) T1 points at "think" on the board
8    OG:                              [i must be
9    Hİ:  °öznesi yok°
           it has no subject
10   T1:  öznesi yok ve fiil dolayısıyla özneye göre
11         çekimlenmemiş.
           it has no subject and thus, the verb has not been
           formed based on the subject
12         ((T1underlines the word "be"))
13         neyin daha eğlenceli olmasını bekliyoruz biz
           what do we expect to be funnier
                 + points at "funny" on the board
14         maillerde. kurslardan bahsediyoruz ↑dimi
           in the mails. we talk about courses in the mails
           right
15   Hİ:  huh-huh course
16   T1:2#i think the course
17         (2.6)#2
           #2 (lines 16-17) T1 writes "the course" on the board
18         ((T1 turns towards the class))
19   MD:  is
20   T1:  er bence eğlenceli olacak [diyelim=
              let's say I think it will be funnier
21   OG:                            [must be
22   T1:  =[daha gitmedi kursa çünkü
             because he/she has not gone to the course
23   Hİ:   [will be
24          [will be
25   MD:    [huh will
26         ((T1 turns back to the board and writes "will be"))
```

```
27   T1:  will ↑be
28        ((T1 turns back to the class))
29   OG:  will be more funny
30   T1:  more funny o:r >[something< else.
31   OG:                3#[will=#3
```


#3 (line 31) OG opens his right hand and moves it up with a quick closing of his eyes

```
32        =[will be [funnier
33   MU:   [funny
34   Hİ:          [funnier
35→  T1:  remember adjectives ending with -y we do it with -er.
                                          + points at –y sound in the word
          "funny" and circles it on the board
36        <will be> (1.2) funnier.
                        +writes "funnier" and underlines -er
37        and -y drops.
```

Extract 8 starts with the teacher writing one of the inaccurate sentences "I think be more funny" that she has identified in students' papers on the board. She then asks learners to figure out the accuracy problem in the sentence and hence, constructs FPP. After 2.9 seconds of silence, overlapping the teacher's repetition of the question in line 5, OG utters the part of the sentence that is problematic with a soft tone of voice (i think be) in line 4. As T1 is repeating the question she asked in FPP, she orients to OG's overlapping response by gazing at him. In her turn-final position, she reads out the first part of the sentence (I think) with a rising intonation on the first syllable of "think" and by doing so provides learners a hint about the location of the trouble source in the sentence and expects them to come up with the right completion. The teacher's turn-final TCU in line 5 can be said to be a "Designedly Incomplete Utterance" (DIU) which is syntactically not a complete turn as it is designed to be incomplete in order to "elicit a knowledge display from the student" (Koshik, 2002a, p.277) and to "elicit missing information in the shape of utterance completion" (Margutti, 2010, p.316). By

providing the part of the sentence up to the trouble source, the teacher expects students to complete it with the accurate structure. However, the DIU she employs is followed by 1.4 seconds of silence. Then, the teacher in line 7 more overtly provides a hint by indicating that "I think" is to be followed by a sentence and at the same time points at the word "think" on the board (#1). Overlapping the teacher's turn-final utterance, OG proffers the candidate response "I must be" in line 8 but his response is not oriented to by the teacher. Hİ softly delivers the reason for the trouble in the sentence by stating that it has no subject. Her response is taken up by the teacher who repeats Hİ's response and then adds that the verb has not been formulated according to the subject. The teacher's extension of Hİ's contribution is followed by her underlining "be" on the board. In the same turn, the teacher targets what the subject could be and states what they expect to be funnier and offers the subject by saying that they talk about courses in the mails. In her turn-final position, she produces a confirmation check in Turkish "dimi" (right) with a rising intonation. In line 15, Hİ confirms the teacher's offer of the subject for the sentence by using the confirmation token "huh-huh" and then repeating the subject "course".

The teacher in line 16 now reads out the first part of the sentence with the subject included and simultaneously writes the subject on the board. Here, she again resorts to DIU by turning towards the class to signal that she expects learners to come up with the right verb after the subject. MD proffers the candidate response "is"; however, this is oriented to by the teacher as dispreferred as she suggests the situation in the sentence to be a future event (that the course will be funnier in the future) in line 20. Before T1 completes her turn, OG offers another candidate answer by telling the same response he delivered in line 8 earlier (must be). The teacher in line 22 continues with her turn without orienting to OG's response and adds that the subject in the sentence has not attended the course yet; in other words, she explains why the situation should be a future event. Overlapping the teacher's last TCU in line 22, Hİ provides the right verb with the right tense. She repeats her response in line 24 as overlapping MD's response (will). MD in the following line uses the change of state token "huh" (Heritage, 1984) to display his understanding of what the expected verb is and this token prefaces his response of "will". Having elicited the preferred response, T1 turns back to the board and continues completing the sentence by writing the verb "will be". In line 27, T1 employs DIU again, which is marked by her repetition of "will be" with a rising intonation on the first syllable of "be" followed by her turning back to the class. OG attempts to complete the

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sentence but offers an inaccurate response (`will be more funny`). The teacher in line 30 directs an alternative question (Koshik, 2005) to initiate repair by repeating the trouble source in OG's response as the first alternative (`more funny`) and then by asking if it is something else as the second alternative (`something< else`). Before the teacher completes her repair initiation, OG realizes the mistake and promptly says "will" accompanied by his opening his right hand and moving it up with a quick closing of his eyes and then he self-repairs by saying "will be funnier" (teacher-initiated, student-repair, Seedhouse (2004)) (#3). OG's response overlaps MU's response of "funny" and then Hİ's response of "funnier".

Following the repair sequence, T1 in her follow-up turn (line 35) employs RPLE by reminding students of the form of comparative adjectives ending with –y and explaining that such adjectives get –er. RPLE is again marked by the word "remember" and the "we statement" (Mercer, 2008) by means of which the teacher explicitly signals that they have worked on comparative adjective in a past learning event. Besides, RPLE here is accompanied by multimodal resources as the teacher points at –y sound in the word "funny" and circles it on the board. Besides, she writes "funnier" on the board and underlines –er. So, the board emerges as a multimodal resource used to support RPLE. Although OG's response is repaired by both himself and his peers after the teacher's repair initiation, the teacher takes the opportunity to use RPLE to clarify the trouble source in relation to learners' knowledge of comparative adjectives ending with –y in a minimal-post expansion sequence.

Extract 8 displays a pattern of RPLE used after a repair sequence to extend the repair action enacted in relation to OG's inaccurate response in line 29. As in extract 7, RPLE here is employed to clarify the trouble source already repaired by establishing a connection between the assumed knowledge and the target context. Although OG's inaccurate response is repaired, a lack of understanding with regard to the use of comparative adjectives which was previously studied has already been displayed, and a need emerges for dealing with it by resorting to RPLE. In this way, she not only accounts for the trouble source in relation to a previously learnt grammar topic but also gives learners the opportunity to revise this topic. Different from RPLE in extract 7, RPLE in extract 8 does not initiate a new sequence but closes it; thus, creating a minimal post-expansion sequence. Therefore, the teacher does not use RPLE to check on students' knowledge first but uses it directly to account for the trouble source with respect to a past learning event because the trouble source has already provided her with

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sufficient feedback. However, it is not evident to what extent RPLE has contributed to students' learning state regarding comparative adjectives though the repair sequence extended by RPLE may have created an opportunity for learning and recalling.

Extracts 7 and 8 have illustrated the use of RPLE following a repair sequence to help students understand the trouble source with regard to what is assumed to be in their knowledge domain. In doing so, RPLE establishes continuity and connection between the past and new learning events. As a result, in instances of RPLE following dispreferred learner contributions, "by pointing to the shared history, the teacher indicates that the students already possess resources to find the answer" (Lee, 2006, p.706).

The following extracts display most of the patterns of RPLE as analysed above and in addition, the learning behaviour emerging in each extract as a result of RPLE can also be tracked in the subsequent extract. Therefore, their analyses display Learning Behaviour Tracking (LBT) (Markee, 2008) and provide evidence for some dimensions of L2 grammatical development (Pekarek Doehler, 2010). They demonstrate how socially situated cognition and learning-in-action can be tracked and documented through the micro-details of talk-in-interaction.

In extract 9, the teacher revises some of the words given in a box in their workbook. The box includes words related to the topic of phobia (afraid, frightened, terrified, scared) which the class studied a week ago and the teacher asks about each word one by one. She starts with the word "afraid" and then asks its synonyms which are also provided in the box.

Extract 9. Revision of Words on Phobia
```
1    T1:  1#afraidin  eş anlamlıları [vardı]. #1
          there were the synonyms of afraid.
2         neydi?=
          what were they?
          + points to "frightened" on the board
```

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#1 (line 1) T1 scans the list of the words on the board with her finger to address "frightened", "terrified", "scared" in the list

```
3    İB:                                   [fear]
4    BZ:                                   [inaudible]
5    T:    =↑frightened.
               + points to "frightened" on the board
6    BZ:   [terrified]
7    T1:   [terrified]
               + points to "terrified" on the board
8    IB:   [terrified], [horrified
9    BZ:                 [scared
10   İB:   [scared
11   T1:   [scared
               + points to "scared" on the board
12   BZ:   °horrified°=
13→  T1:²#=hangi er ekle kullanıyoduk bun[ları=
             with which preposition did we use these
                 + snaps her finger
14   SM:                                 [of
15   T1:   =bişeyden korkmak of'la²#>kullanıyoduk<.
            to be afraid of something we were using them with
            "of"
```

#2 (lines 13-15) T1 holds her pointing gesture at the word "scared" on the board

In extract 9, after the teacher elicits learners' responses about the meaning of "afraid", T1 moves on with the other words given in the box in relation to "afraid". She states that there were the synonyms of "afraid" and simultaneously scans the list of words in the box with her finger for the ones she is targeting (frightened, terrified, scared) (#1). Before she completes her sentence, İB provides a candidate answer (fear). However, without orienting to his response, the teacher continues her turn and asks what these synonyms were (line 2). Not waiting for student responses, T1 utters the word "frightened" by pointing at it on the board. Although her question in line 2 asks about words studied previously, it is not an instance of RPLE since it constitutes the main goal of the activity. In other words, the activity is a revision

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activity itself and thus, the words that the teacher is targeting are already among the words given in the box and the teacher aims to ask about their meaning one by one. Overlapping the teacher's turn in which the teacher provides another synonym "terrified" by pointing at it on the board, BZ and İB utter the same word in line 6 and 8. İB's response is followed by another candidate word "horrified" which this time overlaps BZ's response of "scared". In lines 10 and 11, İB and the teacher also say the word "scared" in overlapping turns with the teacher pointing at "scared" in the box. In the next line, BZ softly repeats the word İB already came up with (`horrified`). Although İB and BZ come up with the word "horrified" which does not take place in the box, the teacher does not orient to it as her focus is on these words provided in the box. In the follow-up turn in line 13, the teacher's attention diverges to something not asked in the activity by employing RPLE in Turkish as an extension to learner contributions and constructing non-minimal post-expansion sequence. She asks the preposition that they were using with the words they have just revised (`hangi er ekle kullanıyoduk bunları`). RPLE here is marked by the past tense particle and the first person plural marker –duk attacked to "kullanıyor". Her question is embodied with the snapping of her finger. Before T1 completes her turn, SM comes up with the right response and the teacher continues her turn by explaining her question in Turkish. Having elicited the right response from SM, in the same turn in line 15, T1 confirms the response by repeating it and saying that they were using them with "of". From her question in line 13 till her confirmation of learner response in line 15, the teacher holds her pointing gesture at the word "scared" on the board (#2) (Chazal, 2015).

Extract 9. Revision of Words on Phobia (continued)

```
16→ T1:  ↑isim hali neydi bunların.
         what was the noun form of these
17   IB:  scary
18   EM:  ing geliyo[du    °ama bi tanesi hariç°
         ing was attached °but except one of them°
19   T1:           [scary (.) isim hali
                              its noun form
20   İB:           [terrify horrify=
21   T1:  =yok (.) scary (.) isim [değil. ]
         no      scary is not a noun
22   IB:                          [sadece] scary işte hocam.
                                  just scary miss.
```

```
23→ T1:  scared korkmak,                ↑scary ne oluyodu.
         scared is to be afraid of       what was scary
24   IB: scary oluyodu sadece.
         it was just scary
25   KV: [korku
26   BZ: [korku
27   CN: [korku
28   NU: [korku
          fear
29→ T1:  korkunç oluyodu. işte     i am scared of spider.
         "korkunç" was scary. like
         + raises her eyebrows
30       the spider is scary=
31   İB: =tamam işte ben de onu diyorum.
          ok that's what i am saying
32→ T1:  ³#frightened'ın korkunç hali nasıl?
         what is the form of frightened that mean scary?
33   LL: frightening
34→ T1:  terrified'ın korkunç hali nasıl?=#3
         what is the form of terrified that mean scary?
```
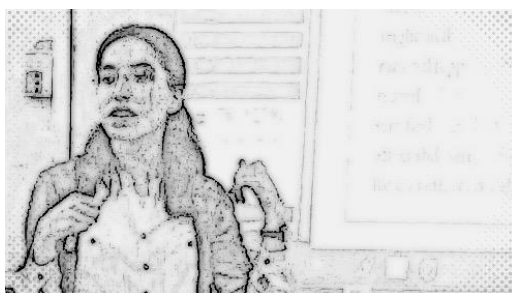

#3 (lines 32-34) T1 points her finger towards the target words on the board

```
35   LL: =[terrifying
36   EM:  [/terıfıŋ/
37   T1: terrifying uh-huh.
38   HU: £/terıfıŋ/£
39   BS: hepsine ing geliyor.
         ing is attached to all of them
         +talking to HU
```

In the same turn, T1 does not close her turn but initiates a new sequence by asking another question with RPLE in Turkish, which again targets something not included in the activity. She asks about what the noun form of the target words was by referring to a past learning event (RPLE) in which they learnt these words related to the topic of "phobia" and how they are used in different forms (isim hali neydi bunların). Here again, T1 uses the past

tense marker –di attached to "ne" (line 16). IB proffers the candidate response "scary", which is followed by EM's referring to the past learning event about words related to phobia and explaining that –ing was attached to these words except one of them with a soft tone of voice. Overlapping EM's turn, T1 orients to İB's response and repeats it (`scary`). İB also in an overlapping turn with EM and T1, continues proffering candidate words (`terrify, horrify`). However, T1 realizes that İB's response "scary" is not the right response and overtly states that it is not a noun (line 21). İB in the next line insists on "scary". Seeing that there is a lack of understanding regarding the forms of words related to "phobia", in line 23, the teacher resorts to RPLE to initiate repair on İB's response of "scary" by stating that "scared" means "to be afraid of" as a preface to the actual question about what "scary" was (`scary ne oluyodu`). RPLE is again marked by the past tense particle –du attached to "oluyor". IB's incorrect response shifted teacher's attention from the noun forms of the target words to the word "scary". However, RPLE as a question is followed by the wrong translation of the word "scary" (`korku`), which is the Turkish translation of the word "fear" as the noun form of "scary". T1 in line 29 orients to learners' response as dispreferred by directly repairing it with the right Turkish translation (`korkunç`) and at the same time by raising her eyebrows. In doing so, she also employs RPLE as marked by the past tense used. Following the repair action in the same turn, she provides example sentences in English to demonstrate the use of "scared" and "scary". In line 31, IB asserts that the teacher's turn in lines 29 and 30 explains what he has been saying in an ironic manner.

The lack of understanding that the delivery of "scary" displayed in response to the teacher's elaboration question of RPLE in line 16 leads the teacher to ask the forms of "frightened" and "terrified" that mean "scary" in lines 32 and 34. Although RPLE is not explicitly marked in these questions, it is clear that they are an instance of RPLE since the revision activity they are working on suggests that they already studied the different forms of these words and that the recording of the class a week before this extract shows the learning event in which these words and their various forms were studied. Her use of RPLE is embodied with the teacher's pointing gesture towards the target words on the board (#3), which shows the use of pointing gesture as a deictical reference (Mondada, 2007). Learners come up with the right answers to these questions by producing a "choral response" in lines 33 and 35 (Lerner, 1993). EM's incorrect pronunciation of the word "terrifying" is followed by the teacher's right pronunciation of the word and then ratification of the response through the confirmation token

"uh-huh" in her turn-final position. HU in line 38 repeats EM's wrong pronunciation with a smile voice. In the subsequent turn, BS has a short dialogue with HU at the back of the classroom and makes the explanation that –ing is attached to the word the teacher has asked about. This displays that RPLE helped some of the learners recall the previously learnt items.

Extract 9. Revision of Words on Phobia (continued)

```
40→ T1: 5#isim hali neydi bunların?
           what was their noun form?
41      (0.4)
42  F:  [frightened
43  BZ: [frightened
44  EM: [frightened
45  T1: 4#onlar   [hep sıfat#4
           they are  all adjectives
```


#4 (line 45) T1 raises her eyebrows and head accompanied by the rapid movement of her hand to the left and right

```
46  HU:          [fear      [fear var.]
                             there is fear
                  + raises her hand
47→ T1:                     [feardı   ] isim. phobia
48      isimdi.
                             fear was the noun. phobia was
        the noun.
                  + points at HU
49→     I have a >have le yapıyoduk o yüzden to be fiili
50      değil< (.) işte şunun korkusu var bende derken
              >that's why we use it with "have" not a "to
        be" verb<    like when we say i have a fear of this
51      I have a fear of (.) spider for example.#5
        #5 (lines 40-51) T1 holds her pointing gesture at the word "frightened" on the board
```

Having ensured that the previously learnt items "scary" and its synonyms "frightening" and "terrifying" are now recalled, the teacher shifts her focus back on the question she asked with

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RPLE in line 16 by repeating the exact question in line 40 (`isim hali neydi bunların?`). As she is repeating the question, she holds her pointing gesture at the word "frightened" on the board (#5), which misleads students into producing the incorrect response "frightened" (lines 42-44) after 0.4 seconds of silence. Even though the question is brought up the second time after dealing with the incorrect response to the same question in the preceding repair sequence, the same question once again elicits an incorrect response. The teacher in line 45 again initiates repair by stating that the learners' responses are all adjectives accompanied by the raising of her eyebrows and head and the rapid movement of her hand to the left and right (#4). Therefore, her repair initiation is embodied (Seo & Koshik, 2010). This initiation finally engenders learner repair action as HU in line 46 comes up with the right response "fear" accompanied by the raising of her hand. In order to get herself heard, she repeats "fear" in her turn-final position and overlapping her repetition, the teacher orients to her through the pointing gesture as a deictical reference (Mondada, 2007) and confirms her response. Her confirmation in lines 47 and 48 is enacted in the form of RPLE by means of which she says that there was the word "fear" and adds that there was also the word "phobia". Here, she again uses past tense and as well as confirming learner contribution, she extends it in the same turn by adding the word "phobia". From lines 49 to 51, T1 continues extending the learner contribution by accounting for the noun form of "fear" and giving an example of its use. In doing so, she again refers to the past learning event in which they studied "fear" as the noun form used with the structure "to have" rather than with the "to be" verb.

Extract 9 collects many instances of RPLE in one single extract. In lines 13, 16 and 40, RPLE is employed in the form of an elaboration question following correct learner responses and constructs non-minimal post-expansion sequence. Similar to RPLE in extract 2 and 3, in those lines, the teacher takes the opportunity to check on learners' knowledge of previously learnt language items by diverging from the main focus of the activity. As the class is revising the words related to phobia and display positive learning state by providing correct responses, the teacher shifts her focus to the past learning event in which they learnt the way these words are used and create an opportunity for recall. In these cases, RPLE acts as a precautionary measure and may prevent the occurrence of trouble with the previously taught items in future learning events as it is used not to target any trouble source but to extend preferred learner contributions.

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In other instances in extract 9, RPLE is used to initiate repair in a non-minimal post-expansion sequence following an incorrect learner response (İB's response of "scary") (line 23) like the pattern of RPLE displayed in extract 6. As well as initiating repair, RPLE is also employed to directly enact the repair action in a minimal post-expansion sequence (line 29) like the pattern of RPLE demonstrated in extract 5. The teacher's initiation of repair in the form of RPLE on IB's incorrect response of "scary" in line 23 does not produce the learner repair action, as a result of which the teacher herself provides the correction in line 29. As for the cases of RPLE in lines 32 and 34, their occurrence is motivated by the repair sequence on the use of "scary". That is, the lack of understanding displayed by the students regarding the meaning of "scary" drives the teacher to resort to RPLE to check on students' knowledge of the other adjective forms of "frightened" and "terrified". IB's delivery of the word "scary" as the noun form of the target words (afraid, frightened, terrified, scared) in line 17 may have provided the teacher with the feedback that the students may be confused with the different forms of the target words leading the teacher to bring up other adjective forms that are similar to the use of "scary". Therefore, RPLE in lines 32 and 34 extends the repair sequence in a non-minimal post-expansion sequence as it is related to the trouble source. Lastly, from lines 47 to 51, RPLE is also used to extend a repair sequence already performed but does not initiate a new sequence. When the teacher gets an incorrect learner response to her question of RPLE in line 40, she initiates repair in line 45 and manages to get the right response. Although the repair action is achieved, T1 in her follow-up turn extends learner contribution and makes an explanation about the use of the word "fear" in the form of RPLE. Therefore, she employs RPLE in a minimal post-expansion sequence to close the preceding repair sequence by elaborating on learner contributions similar to the instance of RPLE in extract 8. Overall, using RPLE, the teacher shifts her attention away from the main goal of the activity; that is asking the meaning of the words given in the box as a revision, to the other related aspects of the words which they previously dealt with. Most of the instances of RPLE in the extract are occasioned by IB's incorrect response in line 17 as it leads the teacher to initiate repair and ask more elaboration questions by referring to the past learning event. Besides, it is employed in Turkish as a "teacher-initiated code switching providing a prompt for L2 use" (Üstünel & Seedhouse, 2005, p.318) and is addressed to the whole class because the whole class is held accountable for remembering those language forms previously studied.

The following extract takes place one week after extract 9 has occurred. This extract is analysed here to demonstrate that the learners who could not remember "fear" as the noun form of the words related to "phobia" can now show evidence for their learning state. As a result of the patterns of RPLE employed by the teacher in extract 8, the learners' incorrect response regarding the noun form of the phobia-related words is repaired and clarified and the right response "fear" is finally elicited after attempts of repair initiation. Although they learnt about "fear" in a past learning event, in extract 9, a lack of understanding regarding its use is displayed as a result RPLE leading the teacher to resort to other patterns of RPLE for trouble resolution. However, in the subsequent learning event in extract 10, learners this time demonstrate their knowledge of "fear" without any difficulty. In extract 10, the students have completed an activity in their coursebook in which they circle the word that is different in each group of words given and here, the teacher elicits students' responses and asks why the word circled is different. They are up to item 4 in the activity.

Extract 10. Fear

```
1      T1:    ↑four
2      HM:    fe- fear °noun°=
3      T1:    =fear is different why
               + T1 circles "fear" on the board
4→     HM:    °noun° [(inaudible)
5→     ZL:           [hepsi korkmak o (korku)
                       they are all "to be afraid of" that is
                       fear
6→     BZ:           [°korku o (isim)°
                       that is fear noun
7→     HU:    hepsi sıfat [o isim
               they are all adjectives that one is noun
               + T1 writes "noun" next to "fear"
8→     MU:                [it is a noun
9      T1:    exactly these are all adjectives they mean exactly
                       + points at "frightened", "afraid", "scared", respectively on the board
10            the same but it is different its a nou- noun
                       + points towards "fear" on the board
```

In extract 10, the teacher asks which word is different in the group of words given in item 4 by uttering the number of the item with a rising intonation. Since the learners answer each item in the order they sit, it is already known that it is HM's turn. Therefore, without the teacher allocating the turn, HM delivers her response (fear). In the same turn without waiting

for the teacher to ask why it is different, HM softly says the word "noun" that explains why "fear" is the different one. It is a common practice for the teacher to ask why the word selected is the different one in such kind of activities. Immediately after HM's turn, the teacher confirms her response of "fear" and not hearing HM's response of "noun", asks why it is the different one in the group of the words given and simultaneously circles "fear" on the board. As a response to her question, HM softly repeats "noun" and overlapping her turn, ZL and BZ offer an explanation in Turkish by providing the corresponding Turkish words for "fear" and the other group of words in item 4. In line 7, HU in Turkish more explicitly states that "fear" is a noun while others are adjectives. In conjunction with her turn, the teacher writes "noun" next to "fear" on the board and displays the correct response (Chazal, 2015). Overlapping HU's turn, MU in English indicate that it is a noun. In her follow-up turn, T1 in lines 9 and 10 initiate her turn with a strong confirmation token "exactly" and then in English she reformulates all the responses elicited accompanied by her pointing gesture as a deictical reference (Kita, 2003; Mondada, 2007).

Extract 10 clearly shows that learners this time are able to demonstrate their knowledge of "fear" whereas in extract 8, they could not remember "fear" as the noun form of the words related to phobia. In extract 8, HU could come up with "fear" as the right response only after the teacher's repair initiation but in extract 9, not only HU but other students can explain what makes "fear" different from the other words by referring to its form as a noun. What the teacher wanted to elicit in extract 9 is now demonstrated without any repair initiation. In extract 9, the students could not come up with the word "fear" as the noun form in response to the RPLE as an elaboration question (lines 16 and 40) and in turn, resulting in repair initiation but in extract 10, students could select the word "fear" based on their knowledge that it is a noun which makes it different from the other words in the group. Therefore, it can be argued that the RPLE used in extract 9 to help learners to recall "fear" has contributed to their learning state as demonstrated in the subsequent learning event at least in the short term. In other words, extract 10 is evidence for the extent of the contribution RPLE has made to students' learning state in extract 9.

Extract 11 demonstrates a similar instance of RPLE to extend a repair sequence on the use of a preposition and the tracking of students' learning behaviour regarding this preposition by means of RPLE in the subsequent extract (extract 12), which reveals both positive and

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negative evidence of students' learning state. In extract 11, the class is working on an activity to learn about the prepositions used with certain words. The activity is in the form of fill-in-the-blanks and students are to fill in each gap with an appropriate preposition. The teacher reads the first part of the sentence up to the blank and gets students to complete it with the right preposition.

Extract 11. Preposition "on"

```
1    T1: psychologists gather data?
2    MD: in [bence hocam.
         I think it is "in" miss
         + T1 turns towards the board
3    Hİ:    [in
4        ((T1 turns back to the class and at the same time
5         raises her eyebrows))
6    İB: [on olmaz mı?
          can't we say "on"
7    SM: [on
8    BZ: bence on [değil mi?
         I think it is "on" isn't it
9→   T1:          [on'u biz ne diye biliyoruz on'u?
                   what is the meaning of "on" that we know
10   MD: hu:h on üzerinde demek=
                 it means "on top"
         +MD raises his eyebrows
                +T1 opens her right hand and turns it downwards
11   MD: =[(inaudible)
12   T1:  [on'un [anlamı üzerinde demek dimi?
           the meaning of "on" is "on top" right
           + directs her gaze towards MD and then opens her right hand and turns it downwards
13   BZ:  [üzeri
            on
14   UM:         [üzeri
                  on
15   SM: hasta üzerinde
         on a patient
16   T1: on'u bi de biçok yerde özellikle akademik şeylerde
                                    + writes "on" and "about" with an
                                       equal sign in between on the board
17       about anlamında da kullandığını görürsünüz-
18       kullanıldığını görürsünüz. burda mesela veri neyle
19       ilgiliymiş?
                            +T1 looks at the worksheet.
```

```
           in many places especially in academic things, you see
           "on" being used in the sense of "about". here for
           example what is the data about
20         (0.1)
21         [hastalarla ilgili  ]
            about patients
22  MD:    [hastaların üzerinde]
            on patients
23  T1:    hastaları- evet üzerinde anlamı işte hakkında e::r
                                +points at MD
24         veri topluyolar. mesela (.) işte
           patients- yes in the sense of "on" like "about" e::r
           they are gathering data for example like
25         e::r ↑some of you (.) last quarter (.) gave a
                                   + points her finger backwards
26         presentation on an embarrassing experience.
27         on yani about an embarrassing experience.
              in other words
28         >işte< utanç verici bi tecrübeyle ilgili sunum ver-
29         yaptınız mesela. genelde onlarda about di:lde on'u
30         görürsünüz.
            that is you gave a presentation about an
            embarrassing experience for example. you usually see
            "on" rather than "about" in those cases.
31  UM:    [ama aboutta olur]
            but "about" is also ok
32  T1:    [ama aboutta olur]      tabiki huh huh.
            but "about" is also ok  of course
```

Extract 11 begins with the teacher's First Pair Part (FPP) which invites learners to complete the rest of the sentence that she reads out with an appropriate preposition. MD and Hİ provide the Second Pair Part (SPP) by offering the preposition "in" in lines 2 and 3. As MD starts delivering his response, the teacher turns towards the board; however, right after the response "in", she turns back to the class and raises her eyebrows to mark that the response "in" is incorrect (lines 4 & 5). It can be said that the teacher's raising of her eyebrows produces embodied repair initiation (Seo & Koshik, 2010). In response to this repair initiation, three students (IB, SM & BZ) offer a correction. IB and BZ do so in the form of a confirmation request (lines 6 & 8) and hence, display their knowledge as less certain than SM, who does not use epistemic downgrades (line 7). Before BZ completes her turn, the teacher employs Reference to a Past Learning Event (RPLE) also in Turkish by asking what they know about

"on" as in line 9 (`on'u biz ne diye biliyoruz on'u?`). In deploying RPLE, she uses the Turkish verb for "to know" (`biliyoruz`) and thereby, positions learners as already knowing (K+) recipients (Heritage, 2012a) and overtly ascribes knowing epistemic status to the students. In this way, the teacher marks RPLE and displays that they have already worked on the preposition "on" and thus, the learners are supposed to know one of its meanings that was presented earlier. She does not question whether they know the meaning of "on" but solicits a display of expected knowledge. RPLE is further marked by the Turkish first person plural pronoun (biz), which indicates that the knowledge addressed in the question is assumed to be the shared knowledge of the class as a community. Therefore, the teacher refers to the students' knowledge of "on" as gained in a past learning event in which they studied the first meaning of this preposition (i.e. its use as a preposition of place to show the position of something in relation to another thing).

Although the students have already repaired their peers' incorrect responses (lines 6-8), the teacher prefers to use RPLE to extend the repair sequence in a non-minimal post-expansion sequence. In line 10, MD, who provided an incorrect response earlier (line 2), prefaces his response with a change of state token (hu:h) (Heritage, 1984), which is accompanied by the raising of his eyebrows. He then comes up with the Turkish meaning of "on" (`üzerinde`). The change of state token together with the raising of his eyebrows may indicate his realization and understanding of the relation between the meaning of "on" they studied previously and its new emerging meaning in the target context. Simultaneously with MD's response turn, T1 demonstrates the meaning of "on" with an iconic gesture (Lazaraton, 2004; Markee, 1994; Waring, Creider, & Box, 2013) by opening her right hand and turning it downwards. Overlapping MD's turn at a turn-final position, T1 orients to MD by directing her gaze towards him and poses a confirmation question regarding the meaning of "on" in Turkish. Although MD provides the preferred response, T1 asks the other students about whether they agree with his response. As she says the Turkish word for "on", she displays the same gesture that she did in line 10. BZ and UM in the subsequent lines confirm the Turkish word for "on" by repeating it (`üzeri`). In line 15, SM reformulates her peers' responses by using the corresponding Turkish preposition in the target context (i.e. the sentence with the blank exhibited in line 1) in the form of a prepositional phrase (`hasta üzerinde`), which means "on a patient". SM's answer demonstrates her understanding of the new use of "on" in the target context. Therefore, the student responses to the teacher's RPLE as a question confirm

their K+ status as ascribed by the teacher. In the follow-up turn (lines 16-19), the teacher links learners' knowledge of "on" as a preposition of place with the meaning of "on" as emerging in the new context by adding that it also means "about" and writing both "on" and "about" on the board with an equal sign in between (Morton, 2015). Referring to the target context, she then asks what the data is about. After a second of silence, in overlapping turns, both MD and the teacher provide the response in Turkish that the data is about patients. While T1 uses the Turkish translation for "about" (`hastalarla ilgili`), MD uses the corresponding Turkish word for "on" (`hastaların üzerinde`) in their responses. Here, it should be noted that similar to the use of "on" in English, the Turkish translation "üzerinde" is also used both as a preposition of place and as meaning "about". The teacher's asking the question in Turkish in lines 18-19 also elicits a response in Turkish, which is congruent with the teacher's pedagogical goal as she also delivers the response in Turkish in line 21.

In line 23, in her intra-turn position, the teacher realizes MD's use of the Turkish word for "on" and orients to it by pointing at MD and repeating the word "üzerinde" followed by further reformulation of the meaning of the preposition "on" in the target sentence in Turkish. Both MD's answer (line 22) and the teacher's orientation to it demonstrate his understanding of the new use of "on" in the sense of "about" in the emerging context. From lines 25 to 30, the teacher further extends learner contributions by using "on" in an example sentence about students' past experience. She gives the example that some of the students gave a presentation on an embarrassing experience last quarter. In her turn-final position, her statement that "about" is also acceptable in place of "on" overlaps with exactly the same statement UM produces in line 31. The teacher orients to UM's statement by confirming it.

Extract 11 displays an instance of RPLE which emerges as a result of a trouble source in learners' responses. Although the incorrect learner response is repaired by the peers after the teacher's embodied repair initiation, the teacher employs RPLE in a non-minimal post-expansion sequence to extend the repair sequence. The teacher realizes that a new use of the preposition "on" is emerging in the new context and uses RPLE as a means for better meaning-making. She first checks on learners' knowledge of "on" which they know as meaning "on top of something" (line 9). In doing so, she marks RPLE by positioning learners in a knowing status and thus, displays that they have already worked on a different aspect of "on" in a past learning event, which makes students' knowing epistemic status relevant. Learners' correct

responses to the teacher's question of RPLE confirm their knowing epistemic status. The teacher then uses learners' knowledge of "on" to link it with the new use of "on" as meaning "about" emerging in the new target context. Therefore, RPLE here acts as a bridge between the old and new knowledge and reinforces the repair action enacted. This is evident in the display of change in some of the students' learning behaviour (lines 10, 15, 22 & 31).

The following extract takes place five days later than extract 11. In extract 12, after teaching the passive structure, the teacher using the topic of a listening task they worked on previously constructs two "multiple-choice" items on the board. She asks which of the options provided is the right one for the blanks in the sentence. The students have contradictory ideas about the right option and the teacher tries to guide them through the correct option. The item looks like this:
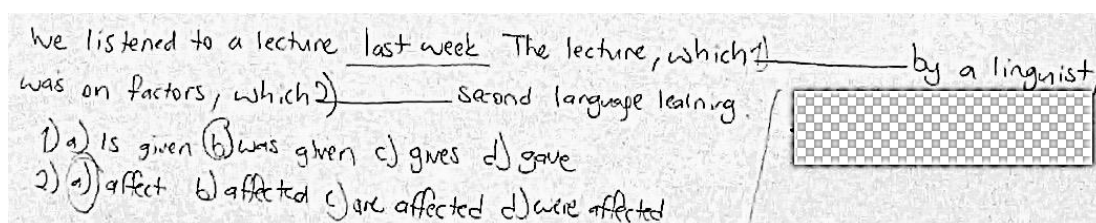
Extract 12. Preposition "on" 2

```
19   T1:  >ikinci dil edinimi< tarafından mı etkilendi
20        faktörler yoksa >ikinci dil edinimini< etkiler mi
21        faktörler?
          were the factors affected by second language
          learning or do the factors affect second language
          learning
22   SM:  etkiler. [affect
          affect
          + nods her head
23   İB:           [etkiler hocam affect sadece affect.
                    affect miss affect just affect
24   LL:           [etkiler
                    affect
                    + T1 points towards İB
25   KV:  evet
          yes
26   BZ:  yaa
```

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```
27  F:    °anladım°
           I got it
28        ((T1 circles option a))
29  T1:   böyle de tek passive çıkcak diye bişi yok. böyle de
30        test gelebilir.=
           as in here, it does not mean that only passive
           structure will be asked in the exam. it is also
           possible that an item like this one may be asked.
31  İB    =evet hocam ben de anlatıyorum ama
           yes miss I am also explaining but
32        ((laughter))
33→ T1:   bu arada on'un anlamı ne burdaki on'un?
           by the way what's the meaning of "on" here
           + points at "on" in the sentence on the board
34        (1.1)
35→       neydi biz ikinci bi anlamını gördük on'un.
           what was it we studied the second meaning of "on"
36  BU:   hakkında
           about
37  BZ:   sahip °mi°
           is it "to possess"
38  T1:   about anlamı vardı ↑dimi
                              + BZ nods her head
           it had the meaning "about" right
39        ne hangi- o ders neylerle ilgiliymiş
           what which- what is that lecture about
           + points at the relevant expressions in the sentence on the board
40        [ikinci dil edinimini etkileyen faktörlerle=
            factors affecting second language learning
41  BZ:   [doğru
            right
42  T1:   =[ilgiliymiş
            it is about
43  BZ:   [°hakkında°
            about
           + nods her head
```

Extract 12 begins with the teacher's initiation of repair through her alternative question (Koshik, 2005) in Turkish about whether the factors were affected by second language learning or whether the factors affect second language learning with the second alternative providing a candidate correction (lines 19-21). SM in line 22 utters the Turkish word "etkiler" (affect), as a response to the teacher's question, which suggests that factors affect second

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language learning. Following this word, she delivers the corresponding English word for "etkiler" (`affect`), which is given in option "a" and suggests this option as the correct response. SM's recognition of the right option is also marked by her nodding of her head as a simultaneous embodied action. Overlapping her turn at her turn-final position, İB produces the same response as SM's both in Turkish and English and in his last TCU, he marks that it is "affect" alone to display his insistence on option "a" (line 23). IB's turn is overlapped by several other learners who produce a choral response (Lerner, 1993) by uttering the Turkish word for "affect" as a response to the teacher's question (line 24). In the next lines, KV, BZ and F explicitly claim understanding by saying "yes" and "I got it" in Turkish and using the change of state token "yaa" which is used in Turkish when somebody realizes something (lines 25-27). Then, the teacher circles option "a" in the item on the board and informs students that a test item may consist of both a passive and an active structure as in the target item on the board (lines 29-30). IB orients to the teacher's explanation by saying that that is what he has been telling in an amusing manner, which generates laughter in the classroom.

The teacher extends the sequence in line 33 and now diverts the focus to the preposition "on" in the target sentence by using an RPLE. First, she asks the meaning of "on" in the sentence in Turkish and then after 1.1 seconds of silence, she reformulates her question in the form of an RPLE by explicitly referring to a past learning event in which they talked about the second meaning of "on" (line 35) (`neydi biz ikinci bi anlamını gördük on'un`). The second meaning of on" is an emic reference to the metaphorical meanings of "on". Here, she actually refers to the event taking place in extract 10. While the first question in line 33 requests whether students know the meaning of "on" in the target sentence, the reformulated question with RPLE in line 35 requests whether students have epistemic access to what they are assumed or expected to know placing more pressure on students to display a K+ epistemic status. In this way, the reformulated question through an RPLE places epistemic responsibility and obligation on the students and constructs "their current epistemic access as a product of previous learning" (Morton, 2015, p.262). The teacher marks the RPLE by using past tense (i.e. the Turkish past tense markers –di attached to "ne" (neydi) and –dük attached to "gör" (gördük)) and the first-person plural pronoun "biz" (we). She also openly states that they worked on the second meaning of "on" previously. In line 36, BU displays her knowledge of the second meaning of "on" by saying "about" in Turkish but BZ delivers an incorrect response (`sahip`) in the form of a confirmation check in line 36. This suggests that there is a

lack of understanding of the second meaning of "on" on the part of some learners. In the next turn, the teacher provides the correct response "about" followed by the token "dimi" (right) with a rising intonation, which solicits students' profession of knowing what they are supposed to know; thereby, fulfilling an epistemic obligation. Simultaneous with her use of this token, BZ nods her head, which displays her recall of the meaning of "on". The teacher continues her turn by explaining the meaning of "on" in relation to the target sentence on the board. Overlapping the teacher's turn, BZ once again confirms the teacher's explanation by uttering "doğru" (right) in Turkish and repeating the meaning of "on" in Turkish (hakkında) accompanied by the nodding of her head (lines 41 and 43). Therefore, the teacher's use of an RPLE in line 33 created an epistemic change in BZ's learning state regarding the second meaning of "on", which was presented to learners a week before. Although RPLE follows a repair sequence, unlike in extracts 7 and 8 in which it also follows a repair sequence, RPLE does not target the trouble source and shifts the focus to something else in the activity and thus, extends the sequence not in relation to the repairable item but to something else learnt previously. Therefore, RPLE acts like the instances in extracts 2 and 3.

Extract 12 displays how the use of RPLE can bring up an item previously taught and help learners to recall it. Although the activity is targeted at the use of passive structure, the teacher draws learners' attention to the meaning of "on" in the sentence in a non-minimal post-expansion sequence by employing an RPLE. In extract 11, the teacher presented the second meaning of "on" through an RPLE; that is, in relation to the first meaning they had learnt previously and in extract 12, she now brings up the second meaning in relation to the learning event in extract 11 this time. She takes the opportunity to check on learner's knowledge of "on" with respect to a past learning event and initiates a new sequence in her follow-up turn. Even though there is one learner, BU, who displays her knowledge of the second meaning of "on" (about) in line 36, there is another learner, BZ, who displays her lack of knowledge (line 37) as a response to the teacher's RPLE. However, the teacher's explanation in lines 38-42 creates an epistemic change in BZ's learning state, which is marked by her use of the confirmation token "doğru" (right), nodding of her head and repetition of the Turkish meaning of "on" (hakkında).

The RPLE sequence has revealed that BZ could not gain the knowing epistemic status in relation to the second meaning of "on" a week before and now she has recalled it and displayed

her understanding and thus, undergone an epistemic change of state at least in the short term. Although it is BZ who has displayed her learning state in this extract, there could be other learners in her position as well and thus, they may also have undergone an epistemic change of state as a result of RPLE as the nature of "multilogue" in such classrooms suggests (Schwab, 2011). As a result, it can be claimed that the RPLE as employed in extract 11 helped some of the learners to gain knowledge of the second meaning of "on" as displayed by BU in extract 12 as the subsequent learning event and could not help others as displayed by BZ in extract 12; however, RPLE used in extract 12 in turn, created an epistemic change of state in BZ who progressed from an unknowing epistemic status to a knowing status at least in the short term. Therefore, RPLE is not something used in one instance but a continuous process and thus, one instance of RPLE in a learning event may not be conducive to learning while other instances of RPLE with respect to the same learning event can be conducive to learning at least for some of the learners.

The following two extracts display a different aspect of RPLE. Extract 13 shows teacher's orientation to an incorrect learner response as a preferred response by referring to an absence of past learning event and extract 14 demonstrates her orientation to a similar kind of incorrect learner response on the same structure as dispreferred by referring to a past learning event this time. In extract 13, the class is working on an activity in their coursebook, in which they complete the given sentences with the right preposition. The teacher gets the answers from the students.

Extract 13. Passive Structure

```
1    T1: these exercises were developed?
2    SE: to:: mu?
         is it "to"
3    UM: [to
4    SM: [to
5    AN: [to
6    Hİ: [°b- by°
7→   T1: >aslında< bu yapıyı görmedik. edilgen yapı bu
8→       passive. yakında görücez 10a'da.
         we actually did not learn this structure. this is
         a passive structure. we will see them in 10a (number
         of unit).
```

```
9    T1:  e::r tarafından anlamı var.
              it has the meaning by
10   Hİ:  by demi?
11   EM:  o zaman by=
              then it is "by"
12   T1:  =işte öğretmenim tarafından [geliştirildi yapıldı bu
13         e::r alıştırmalar=
              that is these exercises were developed done by the
              my teacher
                                                    1#
14   SE:                                 [huh şee:y şu by=
                                              thing that is "by"
                                           + T1 shifts her gaze towards SE

15   T1:  =by olucak
            this will be "by"
                       2#              #1
16   SE:  =şu kitapta da by: [jane
            in that book as well
           #1 (lines 14-16) SE points at the sentence written in an announcement on the wall
17   T1:                      [işte huh burda da mesela by jane
                               thing    here for example
18         austen onun tarafından yazılmış bu kitap. written by
                this book was written by her
19→        jane austen.#2ama bunu ayrı görücez zaten.
                         but we will see that separately anyway.
           #2 (lines 16-19) T1 walks towards the page on the wall and points at "by" in the sentence and
           then walks back to her desk
```

In line 1, the teacher starts with one of the statements in the exercise in the coursebook. She reads out the first part of the sentence with an interrogative intonation and prompts students to complete it using the right preposition. The response comes from SE who proffers the preposition "to" in the form of a confirmation question (is it "to"?), which signals her hesitation regarding the accuracy of her answer. Following SE's response, several students in overlapping turns also deliver "to" as the response. However, different from these students, Hİ provides the response "by" with a soft tone of voice. In lines 7-9, not orienting to any of the responses, the teacher refers to an absence of a past learning event unlike the patterns of RPLE which involves reference to a presence of a past learning event. In doing so, she states that the passive structure in the target item is a topic they have not learnt yet and that they will learn it soon. In this way, she also refers to the possible occurrence of a learning event, in which they are going to learn about passive structure in the future when they study unit 10a in their coursebook. In the same turn, she gives a brief explanation of the meaning of the structure in Turkish (line 9). Her delivery of the Turkish meaning of "by" prompts Hİ in line 10 to

repeat her previous response "by" in the form of a confirmation question and EM in line 11 to provide the response "by" by initiating her turn with the expression "then", which displays her understanding of the teacher's explanation in the preceding turn.

The teacher continues her explanation in lines 12-13 by translating the target sentence into Turkish. The teacher's turn in lines 7-8 indicates that the students' incorrect response is not dispreferred, as they are not expected to give a correct answer on something they have not studied yet. Overlapping the teacher's turn, SE utters the change of state token "huh" (Heritage, 1984) and then directs attention to the page on the wall with the Turkish indexical "şu" (that) and the pointing gesture to the page. That is, accompanying her talk in lines 14 and 16, SE points to the page stuck on the wall and shows an example of a passive structure written on that page and thus, makes a deictical reference (Mondada, 2007). This page has an announcement written for the students. In other words, she realizes that the preposition "by" is used in a similar structure in the sentence she is orienting to. Simultaneously with her pointing gesture, the teacher shifts her gaze towards SE but she focuses on completing her turn by overtly stating that the response is "by" in line 15. In line 16, SE maintains her pointing gesture and refers to the book mentioned in the sentence and to the preposition "by". SE's initiative prompts the teacher to walk towards the announcement on the wall and pointing at "by" in the sentence, she explains the Turkish meaning of the sentence (lines 17-19). In her final TCU, the teacher once again reminds students that they will specifically work on passive structure later on, which again displays her low expectation for the students to understand the use of "by" in the target sentence.

Different from the previous extracts, extract 13 displays a case of reference to an absence of a past learning event (or reference to a possible occurrence of a future learning event) which is used by the teacher to show that the learners' incorrect responses are expected, thus not dispreferred (lines 7-8). Because the teacher does not expect learners to provide the right answer, she does not even orient to the correct responses delivered by Hİ and EM in lines 6, 10 and 11. This shows that the target sentence which includes a structure not learnt yet does not make any kind of learner response whether correct or not relevant for the next action. Although the teacher briefly gives an explanation of the target structure, her aim is not to repair incorrect responses but to show that the emerging topic is new for the students and hence, they are not expected to display understanding. Besides, by repeatedly stating that they

will work on it in a future learning event (lines 8 and 19), she postpones a detailed instruction on the use of the target structure since it is not on her pedagogical agenda. However, SE's initiative in lines 14 and 16 forced the teacher to provide a brief account followed by her closing of the turn by ensuring students that they will work on the target structure in a future learning event.

One week after extract 13 takes place, the teacher as she promised in extract 13 presents an instruction on passive structure and gets students to practice it through various activities. A week after this instruction, extract 14 occurs. In extract 14, the teacher elicits responses to a revision activity that the students completed as a homework. The activity is a fill-in-the-blank activity in which students are to choose one of the options appropriate for the blank. They are up to item 11 which is about the use of passive structure and the preposition "by".

Extract 14. Passive Structure and "by"

```
1    T1:  ↑eleven EL
                   + points at EL
2    EL:  the monalisa was painted (.) to (.) da vinci
3    T1:  huh-huh to mu?
                   is it "to"
                   + raises her eyebrows
4    LL:  by
5→   T1:  tarafından passive yapılarda tarafından anlamı vermek
6         için by ile yapıyorduk by da vinci dedik
          by in passive structures in order to give the meaning
          "by" we were doing it with "by" we said by da vinci
```

As a subsequent event to extract 13, extract 14 begins with the teacher's allocation of the turn to EL by means of the address term in concert with a pointing gesture (Kääntä, 2010), which is preceded by her utterance of the number of the item in the activity with a rising intonation. Although EL does not bid for a turn, the teacher allocates the turn to her since students answer each item in the activity in the order they sit and it is now EL's turn whether she wants it or not. In line 2, EL reads out the complete sentence in which she filled in the blank with "to". Her silence of less than a second before and after saying "to" marks her hesitation about the response. In the following line, the teacher at first does not realize the incorrect response, which could be due to her high expectation for a right response and thus, confirms the response by using the token "huh-huh". However, right after the confirmation token, she realizes the

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trouble source and directs a confirmation question about whether it is "to" or not to the whole class and hence, initiates repair. Her verbal repair initiation is also accompanied by the embodied action of raising her eyebrows (Seo & Koshik, 2010). In line 4, several students produce choral repair by delivering "by" as the right response. As in the case of RPLE in extract 8, in lines 5 and 6, the teacher employs RPLE by stating that they were using "by" in passive structures to indicate the doer of the action. Here again, RPLE is marked by the past tense particle and the first person plural marker –duk in "yapıyorduk". In her final TCU, she repeats the repaired part of the target sentence (`by da vinci`). Although students could repair the trouble source, the teacher offers an explanation and closes the repair sequence in a minimal post-expansion sequence by means of RPLE.

Extract 14, which takes place a week after the teacher provided instruction on passive structure, demonstrates how the teacher this time expects students to display understanding of the use of "by" in passive structures unlike the case in extract 13. Since extract 13 occurs a week before the teacher's passive instruction, the teacher orients to learners' incorrect response as not dispreferred and states that she does not expect them to know the right answer by referring to an absence of a past learning event (or the possible occurrence of a future learning event). However, now that the learning event on passive structures and the use of "by" in these structures has taken place, the teacher's orientation to the same kind of incorrect response (to) delivered by EL in extract 14 (line 2) has changed. The teacher this time orients to it as dispreferred and initiates repair in line 3. Nevertheless, some of the students are able to repair the trouble source (i.e. teacher-initiated, student-repair), which demonstrates at least other students' understanding of the use of "by" in the target passive sentence. Since a lack of understanding is displayed regarding the use of "by" in a passive sentence by one of the students, the teacher targeting the trouble source employs RPLE in lines 5 and 6 in a minimal post-expansion sequence and reminds students about the meaning that "by" gives to such passive sentences. Different from the case in extract 13, now there is the presence of a past learning event regarding the trouble source, which increases the teacher's expectation for a correct response. Because of this expectation, the teacher initiates repair in line 3 rather than enacting the repair action herself and therefore, orients to student repair as the preferred action. (Seedhouse, 2004). Lastly, because this expectation is not met by one of the students (EL), the teacher feels the need to employ RPLE in her follow-up turn to remind both EL and other students of the use of "by" in passive sentences. RPLE here closes the repair sequence.

As a result, the learning opportunities that RPLE as an interactional resource generates are evident not only within single learning events but also across subsequent learning events. The tracking of language learning behaviour with the analysis of subsequent learning events from the perspective of CA-SLA reveals that RPLE elicits students' recognition of knowledge that they could not recall in an earlier event (e.g. extracts 9-10) or treats gaps in their recognition in a subsequent event (extracts 11-12). Therefore, RPLE is not something used in one instance but a continuous process and thus, one instance of RPLE in a learning event may not be conducive to learning while other instances of RPLE with respect to the same learning event can be conducive to learning at least in the short term for some of the learners. The use of RPLE in another instance (extracts 13-14) further proves that teachers have expectations as to what and how much students know and holds students responsible only for those items that have been studied earlier. While RPLE patterns display teacher's expectation of students' remembering, reference to an absence of a past learning event (or reference to a possible occurrence of a future learning event) as in extract 13 displays no such expectation. Therefore, the analysis shows that it is the presence of a learning event that creates an epistemic responsibility (You, 2014) on the part of the students to have access to what is presented in this event.

4.1.1.2. RPLE in Teacher Follow-up Turns in Meaning-and-Fluency Contexts

A few of the RPLE patterns in teacher follow-up turns emerge in meaning-and-fluency contexts (Table 5) and in most of those cases in which they take place in meaning-and-fluency contexts, they create a side sequence by shifting the learning context to a form-and-accuracy context. This instance of RPLE is illustrated in extracts 15-18.

In extract 15, the class listens to an expert who gives advice to a boy having problems with his best friend who flirts with his girlfriend. After they listen to the expert, the teacher asks some comprehension questions to the class. This is a meaning-and-fluency context since it is expected that students convey the meaning they grasp from the listening text; that is, the focus is on the meaning rather than on linguistic forms. However, the teacher has some control over the turn-taking system by allocating turns to learners but still maintains the meaning-and-fluency focus until the focus shifts to a form-and-accuracy. As Seedhouse (2004) asserts, meaning-and-fluency context can be maintained with the teacher being present and in control

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of the turn-taking. What is important is to provide enough interactional space for learners to express feelings and meaning concerning the activities they are engaging in.

Extract 15. Behaviour

```
1         ((they listen to the expert who gives suggestions to
2         a boy having problems with his best friend who flirts
3         with his girlfirend))
4         ((the teacher writes "behaviour (n)" and "behave (v)"
5         on the board))
6    T1:  so what does he suggest?
            + İB raises his hand
7         (1.0)
8         İB
9    İB:  firstly you should er talk to her
10   T1:  talk to (.) your girl[friend that's  ] the first=
                                                      + raises her
                                                        thumb
11   İB:                       [your girlfriend]

12   T1:  =suggestion right uh-huh. and then?
13        (3.4)
14→ T1:  and learn that if- if (.) his behaviour behaviour?
                                  + points at "behaviour" on the board
15   EM:  [cesaret
            courage
16   İB:  [davranmak
            to behave
17→ T1:      [davranış behave davranmaktı
                      + points at "behave" on the board
             behaviour        to behave
18   EM:      [°davranmaktı ya°
             it was "to behave"
19   İB:  evet
          yes
20        ((T1 gets students to listen to the expert the second
21        time to help them grasp the other part of the
22        suggestion))
```

Extract 15 starts with the whole class listening to an expert who gives suggestions to a boy having problems with his best friend Alan who flirts with his girlfriend. As they are listening, the teacher writes "behaviour (n)" and "behave (v)" used in the listening text on the board. After they listen to the text, the teacher directs a question as the FPP of an adjacency pair in

line 5 (so what does he suggest?). Simultaneously with the teacher question, İB raises his hand to bid for a turn and display his willingness to participate (Sahlström, 2002). Following a second of silence, the teacher allocates the turn to İB in line 8. İB in line 9 provides the response as the SPP of the adjacency pair. The teacher in the follow-up turn partially repeats İB's response and adds a clarification of who "her" refers to in his response (talk to your girlfriend). Overlapping her clarification, İB repeats "your girlfriend" and confirms that it is what he meant. The teacher in the same turn indicates that İB's response is the first suggestion and thus, projects that there is more to this suggestion. This indication is embodied with the teacher raising her thumb and it is followed by her ratification of the response by means of the acknowledgement tokens "right" and "uh-huh". In her turn-final position, she extends the sequence by asking about the rest of the suggestion in line 12 (and then?). In doing so, she employs Designedly Incomplete Utterance (DIU) to "elicit an extension of prior talk" (Koshik, 2002a, p.291) by adding the increment "and then?" with an interrogative intonation.

The teacher waits for 3.4 seconds of silence, which provides interactional space for the students (Walsh & Li, 2013) but this wait time does not elicit learner responses. So, the teacher in line 14 starts providing the response but then realizes that students could not catch the keyword "behaviour" in the listening text. Therefore, before completing her turn in line 14, she shifts her focus to the expression "behaviour" and draws students' attention to it by pointing at it on the board and asking what it means. The teacher has already marked the importance of "behaviour" and "behave" by having written them on the board as the students were listening to the text. The earlier recordings demonstrate that these expressions were studied in a past learning event and thus, her question about the meaning of "behaviour" is a question of RPLE which extends the sequence in a non-minimal post-expansion sequence. As she could not elicit responses to her question in line 12, she diverges from this question and reformulates it to ask about the meaning of the keyword "behaviour" which was studied in a past learning event. In lines 15 and 16, EM and İB in overlapping turns proffer different Turkish words for "behaviour". While EM provides the Turkish word for "courage", İB provides the verb form of "behaviour" in Turkish. In line 17, the teacher employs RPLE to directly repair incorrect learner responses and provides the right Turkish word for "behaviour" (davranış) and clarifies that İB's response "davranmak" means "to behave" in English by pointing at "behave" on the board. In doing so, she further marks that "behaviour" was

presented in a past learning event (RPLE) by using the past tense marker –tı attached to "davranmak". RPLE here performs the repair action and closes the non-minimal post-expansion sequence initiated in lines 12 and 14.

Overlapping the teacher's repair action, EM in line 18 realizes the meaning of "behaviour" and repeats İB's response of "davranmak" as the verb form of "behaviour". She also refers to a past learning event by using past tense and utters the change of state token "ya", which is a Turkish token used to mark noticing of something. EM's self-repair in the form of RPLE and her use of the change of state token indicate her partial recall of "behaviour" as she offers its verb form in Turkish. Her recall may be occasioned by İB's response in line 16. As a result, the learners' responses in lines 15 and 16 provided the teacher with the negative feedback that the expressions "behaviour" and "behave" which were previously studied in a past learning event cannot be recalled. Besides, they could not catch the expression "behaviour" from the listening text and could not offer it in their response to the teacher's question in line 6, which led the teacher to shift the focus of the context from meaning-and-fluency to a form-and-accuracy context by drawing students' attention to the meaning of this word in the form of RPLE (line 14). As she cannot elicit the right response for the meaning of "behaviour", she explicitly employs RPLE in line 17 to directly repair learners' incorrect responses. In line 19, İB confirms teacher's repair action by saying "yes" in Turkish. Then, the teacher before providing the rest of the suggestion delivered by IB in line 9 gets students to listen to the expert the second time to help them grasp the whole suggestion the teacher was trying to elicit. Now that they have recalled the meaning of the keyword "behaviour" as marked at least by IB's claim of understanding (line 19), the teacher switches back to meaning-and-fluency context and moves on with the comprehension of the listening text.

Extract 15 demonstrates the use of RPLE which shifts a meaning-and-fluency context to a form-and-accuracy context as the side sequence. İB's partial response to the teacher's question in line 6 and the silence following her question in line 12 display that students could not grasp the keyword "behaviour" from the listening text. Although in such a meaning-and-fluency context, meaning rather than linguistic forms is prominent, "behaviour" as a linguistic item is important for the meaning conveyed in the listening text. Therefore, it is important not as a linguistic item but for the meaning it expresses. So, the teacher employs RPLE in line 14 to draw students' attention to the word "behaviour" and asks about its meaning and creates a

shift in the classroom context. In terms of sequence organisation, RPLE as a question extends the earlier sequence between lines 1 and 9 in a non-minimal post-expansion and is directed to the class when the teacher could not elicit a response to her preceding question in line 12. As a result of students' incorrect responses in lines 15 and 16, the teacher this time resorts to RPLE to repair the responses by uttering the Turkish words for "behaviour" and "behave" with reference to a past learning event. This is followed by İB's claim of understanding and recall of the word "behaviour". The teacher then shifts back to the meaning-and-fluency context by getting students to listen to the text once again to help them grasp the actual meaning. In brief, extract 15 demonstrates the use of RPLE in an elaboration question and in a repair action that creates a change in the L2 classroom context in the form of a side sequence. The side sequence generated by RPLE is necessitated by the lack of understanding students displayed concerning the meaning of the text and the keyword "behaviour" important for this meaning. This extract confirms that teachers overtly deal with linguistic forms in meaning-and-fluency contexts only when a lack of understanding of these forms impede communication or understanding and hence, when they are necessary for the meaning to be conveyed (Seedhouse, 2004).

Extract 15 presents micro-moments of "potential learning as observable through a sequentially contingent cognition in action" in relation to the emergence of "behaviour" by means of RPLE but it does not provide evidence for learning or recalling this language item although IB claims understanding (Pekarek Doehler, 2010, p.111). However, one month later in extract 16, students provide evidence at least for some dimensions of learning by showing their understanding of the word "behaviour" in response to a locally emergent action. In extract 16, the class is going to listen to a story and put the descriptions of the events given in their coursebook in the correct order. Before listening to the story, the teacher reads out the descriptions and wants students to guess the topic of the story by looking at these descriptions. As in extract 15, personal meanings are also more important than the linguistic forms in extract 16 since the students are encouraged to provide their personal opinions about the topic of the story and hence, extract 16 starts as a meaning-and-fluency context.

Extract 16. Behaviour 2
```
1   T1: what do you think is the story about?
2       (1.2)
3       and we have two people in the story. katie and joey.
```

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```
4        what do you think is the relationship between these
5        two people?
6        (2.1)
7        who are the:y do you think.
8        (2.6)
9   EM:  hu:h
10  OG:  [housemates.
11  EM:  [maybe they are
12  T1:  hu::h?
13  OG:  housemates.
14  T1:  maybe they are housemates.
15       ((T1 points at EM.))
16       EM?
17  EM:  bence kardeşle:rdir çocuklardır. they are children.
         i think they are siblings children
18  T1:  maybe children. wh::y? why do you think they are
19       children?
20  EM:      [because e::r joey attacked he:r.
21  UM:  ama [from work diyor
         but it says "from work"
            + T1 shifts her gaze towards UM
22       ((T1 nods her head))
23       (0.1)

24  EM:  ya:ni (bunu çocuk [yapar bence)
         that is a child would do that i think
25  T1:                    [sat on her plate.
26       [it is ] strange behaviour. isn't it?
         +T1 points to the description on the board.
27  EM:  [aynen.]
          exactly
28  T1:  something stra:nge.
29  EM:  y↑e:s.
30  T1:  huh-huh.
31       (0.6)
32       ((T1 writes "strange" and "behaviour" on the board.))
33→      behaviour?
34  İB:  °davranış°
35  Hİ:  [davranış
36  EM:  [davranış
37  SM:  [davranış
38  OG:  davranış
         behaviour
39       ((T1 writes the letter "n" in brackets near
```

```
40          "behaviour"))
41→ T1:  ↑verb
42          ((writes the letter "v" in brackets))
43  BU:  [°behave°
44  İB:  [behave
45  T1:  behave so: this joe::y behaves strangely. it looks
            + writes "behave" on the board and then points at the relevant description projected on the
               board
46          like he or she is behaving strangely.↑bu:t e::r EM
47          then here we have it says katie came home from work.
48          is that a child thing?
```

Extract 16 starts with the teacher's question about the possible topic of the story the class is going to listen to. The descriptions of the events happening in the story are given in mixed order in an activity in their coursebook and the teacher provides these descriptions as prompts for predicting the topic of the story. The teacher's question in the first line is followed by 1.2 seconds of silence and in the following line, she makes her question more specific by asking about the relationship between the two characters in the story (lines 3-5). However, this question also cannot elicit learner responses as marked by the 2.1 seconds of silence in line 6. In an attempt to elicit responses, she again reformulates her question in line 7 (`who are the:y do you think`). Although her question is again followed by 2.6 seconds of silence, EM finally utters the change of state token "hu:h" to indicate that she now has something to say. In overlapping turns in lines 10 and 11, EM and OG start delivering their responses. OG provides the candidate answer "housemates" and EM starts providing her response but does not complete her turn.

In line 12, the teacher orients to OG and marks her problem of hearing OG's response by using the token "huh" with an interrogative intonation to get OG to repeat his response. OG repeats his response in line 13 (`housemates`). In the subsequent line, the teacher accepts his response by repeating it and indicating its possibility with the word "maybe" and then allocates the turn to EM who has been trying to deliver her response (lines 15 & 16). In doing so, she points at EM and tells her name with an interrogative intonation. EM starts offering her response in Turkish first and then translates her response into English in line 17 (`they are children`). The teacher also accepts her response again by repeating it and marking its possibility with the word "maybe". Possibility of various answers is an important feature of meaning-and-fluency contexts since there is no right or wrong answer and these possible

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answers are contingent on learners' personal opinions. In the same turn in line 18, the teacher after accepting EM's response directs an "negotiatory question (Nassaji & Wells, 2000) about the reason of her response. EM in the next line refers to one of the descriptions of the events in the activity by reading it out (`Joey attacked her`). UM in overlapping turns with EM challenges EM's response by referring to another description (Katie came home from work) that indicates that the characters the teacher is asking about cannot be children. As UM expresses her opinion, the teacher shifts her gaze towards her. The teacher then nods her head to encourage EM to continue with her explanation. In line 24, EM starts providing more explanation in Turkish by mentioning that the event of attacking somebody is something that a child would do and simultaneously with her turn-final position, the teacher extends EM's contribution by referring to another supporting description (`sat on her plate`) in line 25. In her next TCU, the teacher accounts for EM's response by saying that the action of sitting on a plate is a strange behaviour by pointing at the relevant description projected on the board (Kita, 2003). EM confirms the teacher's explanation with strong agreement tokens "exactly" and "yes" in lines 27 and 29. The teacher expresses her confirmation of EM's response once again in line 30 with the token "huh-huh".

Having used the word "behaviour" and "strange" in line 26, the teacher diverges from the main activity of guessing the topic of the story to the language item "behaviour". She writes "strange" and "behaviour" on the board (Morton, 2015) and then utters the word "behaviour" with an interrogative intonation and asks about its meaning (line 33). This is an instance of RPLE although it is not explicitly marked because "behaviour" is a word that students had worked on previously and that was even brought up by means of RPLE in extract 15. So, the previous recording as analysed in extract 15 suggests that "behaviour" had been studied in past learning events before and in extract 15. Here in extract 16, the teacher employs RPLE by shifting from the main focus of the activity to the word "behaviour" and hence, from the meaning-and-fluency context to a form-and-accuracy context similar to the case of RPLE in extract 15. This instance of RPLE extends learner contribution and creates a non-minimal post-expansion sequence by initiating a side-sequence of form-and-accuracy context. However, unlike in extract 15 in which students could not display their knowledge of "behaviour" that they had studied in a past learning event, in extract 16, the teacher's question with RPLE in line 33 elicits the correct response not only from one or two students but from several students who could provide the right Turkish word for "behaviour" (`davranış`)

(lines 34-38). The teacher further dwells on the form of "behaviour" by indicating its form as a noun with the letter "n" on the board and asking its verb form in line 41. While some students mixed up the noun and verb forms of "behaviour" in extract 15 by providing the wrong Turkish word, in extract 16, the teacher's question in line 41 now checks on whether learners still mix up the different forms and thus, refers to a past learning event. Different from extract 15, the instance of RPLE in extract 16 is not occasioned by a repair sequence but rather it emerges to check on learners' knowledge of "behaviour" which they had difficulty recalling in extract 15. However, this time some of the students are able to deliver the right verb form of "behaviour" (`behave`) and hence, demonstrate their understanding of the word "behaviour" and its verb form without any repair action. The teacher ratifies the correct response by repeating it in line 45 and at the onset of her turn, she writes the verb "behave" on the board and immediately displays the correct answer (Chazal, 2015). From lines 45 to 48, she switches back to the meaning-and-fluency context and uses the word "behave" to clarify the target context accompanied by her pointing gesture as a deictical reference to the relevant descriptions projected on the board (Mondada, 2007) (`this joe::y behaves strangely`...). She then addresses EM to challenge her earlier response by directing her attention to one of the event descriptions (`katie came home from work`) and posing the question about whether such an action is something that a child can do.

As a subsequent learning event to extract 15, extract 16 tracks how an understanding of a language item (behaviour) is publicly displayed in and through interaction. The emergence of this item is again enacted by means of RPLE which shifts the context to a form-and-accuracy context as the side sequence similar to the case of RPLE in extract 15. In line 33, the teacher takes the opportunity to check on learners' knowledge of "behaviour" by asking about its meaning. While in extract 15, students could not come up with the right response to exactly the same question, in extract 16, they can now provide the correct Turkish word for "behaviour". Besides, students' responses in extract 15 displayed their confusion regarding the different forms of the word, which could be the reason why the teacher asks about the verb form of "behaviour" in line 41 in extract 16. As a result of this question, students demonstrate their knowledge of "behaviour" and its verb form "behave". In brief, students are now able to display their knowledge of "behaviour" and its verb form without any repair action in response to the teacher's questions of RPLE in lines 33 and 41 in a non-minimal post-expansion sequence following preferred learner contributions. In other words, the RPLE patterns in

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extract 16 makes the emergence of the language items "behaviour" and "behave" relevant by shifting the context to a form-and-accuracy side sequence and allow the tracking of learner behaviour regarding their knowledge of these items. Although the teacher uses both "strange" and "behaviour" in line 26 to clarify the preceding learner contribution, it is the word "behaviour" that she brings up in the side sequence of form-and-accuracy context. The driving force could be the lack of knowledge students displayed with respect to "behaviour" in extract 15 and she now takes the opportunity to once again check on their knowledge.

Unlike in extract 15, the emergence of "behaviour" by means of RPLE does not take place in a repair sequence but rather follow preferred learner contributions; however, it may target the repair sequence in extract 15. As a result, by bringing up a previously learnt item the second time in a new context by means of RPLE, the teacher invokes a "shared interactional history" (Pekarek Doehler, 2010, p.114) and creates a learning opportunity. While the RPLE pattern used in one context (extract 15) displays lack of learner knowledge of a linguistic item that had been worked on interactionally earlier, another RPLE pattern used in a subsequent context (extract 16) displays learners' knowledge of the same item and thus, allows the teacher to track learning behaviour by providing evidence for this behaviour.

Extract 17 displays another instance of RPLE which shifts the meaning-and-fluency context to a form-and-accuracy context in the form of a side-sequence. In extract 17, having listened to an expert who gives advice to a woman whose husband's ex-wife still keeps in touch with him, the teacher asks the class about the advice. The extract begins in a meaning-and-fluency context since the comprehension of a listening text and thus, the meaning students deduce from the text is more important than the linguistic forms they use. The teacher encourages students to express their understanding and interpretation of the meaning of the text. However, with the emergence of a keyword that the students cannot grasp generates an instance of RPLE which creates the side-sequence of a form-and-accuracy context to clarify the meaning of this keyword important for the meaning of the text.

Extract 17. Male
```
1    T1: so what's the (.) advice? Hİ
                    + points at Hİ who raises her hand
2    Hİ: she should meet er or go to (.) cinema
                       + T1 nods her head
```

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```
3    T1: uh-huh
           + nods her head
4    Hi: er with (0.1) her husband's ex-wife.
         1#                              #1 2#                #2
5    T1: not with her husband's ex-wife but with somebody else
```


#1 (line 5) moves her finger to the right and left repeatedly

#2 (line 5) opens her hands and points them outward

```
6        do you know who that is
           + revolves her finger
7    OG: male
           + pronounces it as /mi:l/
8    T1: huh?
9    OG: /mi:l/
10   T1: with a male. male?
                           + writes "male" on the board
11   OG: friends or
           + T1 writes "friend" next to "male" on the board
12 → T1: male male'ı hatırlıyor [musunuz?
             do you remember male
           + writes "female" underneath male with a crossed equal sign
13   EM:                        [male [female [man (.) man=
14   SM:                              [erkek
                                       male
15   OG:                                        [erkek female
                                                 male
16   EM: =[woman
17   T1:  [man woman
           + points at "male" and then "female" on the board
18       bi erkek arkadaşıyla sen de takıl diyo when- when er
           it says meet with one of your male friends
19       his (.)husband (.) is meeting with his ex-wife (.) do
20       the same and see if he is going to stop. an
21       interesting suggestion. do you think it will work?
                           + makes a disagreement expression on her face
```

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The class has listened to an expert's advice to a woman who complained about her husband's ex-wife for keeping in touch with him and extract 17 starts with the teacher's question about what the advice is. Simultaneously with her question, she allocates the turn to Hİ who raises her hand by pointing at her and then calling out her name (Käänta, 2010). In line 2, Hİ starts delivering her response which is accompanied by the teacher's nodding of her head. In the middle of Hİ's turn, the teacher in line 3 uses the continuer "uh-huh" to encourage Hİ to complete her response and at the same time she again nods her head. The use of "uh-huh" as a continuer is a common teacher practice in meaning-and-fluency contexts different from its use in form-and-accuracy contexts (Can Daşkın, 2015b). In line 4, Hİ completes her turn and hence, her response. The teacher in her follow-up turn initiates repair by using the negative response marker "not" and openly indicating that the person Hİ mentions is not the one the caller should meet but it is somebody else (`not with her husband's ex-wife but with somebody else`). Her repair initiation is also embodied (Seo & Koshik, 2010) with the movement of her finger to the left and right repeatedly to demonstrate that the person mentioned is not the right one and then with the opening of her hands and then pointing them outwards to show that it is somebody else (figures #1 and #2). In her last TCU in line 6, she openly asks about the right person the caller should meet (`do you know who that is`) and initiates repair in a non-minimal post-expansion sequence. This question is also embodied with the teacher revolving her finger. In line 7, OG proffers the word "male" but with a wrong pronunciation. Most probably because of the incorrect pronunciation, the teacher cannot grasp his response and gets him to repeat his answer by uttering "huh" with an interrogative intonation (line 8). In the subsequent line, OG repeats the word "male" again with the same incorrect pronunciation. The teacher this time catches the word and in line 10 repeats the word with the correct pronunciation and thus, both confirms and repairs OG's contribution. As she starts writing the word on the board, she utters it with an interrogative intonation and constructs Designedly Incomplete Utterance (DIU) (Koshik, 2002a) to get students to provide the complete answer "male friend". In line 11, OG offers the word "friends" and simultaneously with his response, the teacher writes "friend" next to "male" on the board. Even though Hİ's incorrect response is repaired by OG following teacher's repair initiation, the teacher in line 12 explicitly resorts to RPLE in Turkish by asking whether students can remember the word "male" (`male male'ı hatırlıyor musunuz?`). RPLE is marked

by the Turkish verb for "remember" and is directed in the form of a "remember recognition check" (You, 2014, 2015).

The action of RPLE displays that "male" is a word that was studied in a past learning event but in spite of this, students could not grasp it from the listening text. It is only OG who could pick it but his incorrect pronunciation of the word also provided the teacher with the negative feedback that students have a problem with the word. Although the repair action on Hİ's response is enacted with OG's offering "male" and "friend", the lack of knowledge displayed by the students who could not grasp a previously studied language item and by OG's incorrect pronunciation of this item leads the teacher to employ RPLE in a non-minimal post-expansion sequence to target the trouble source. As a result of the RPLE employed, the extract which started in a meaning-and-fluency context is shifted to a form-and-accuracy context in the form of a side-sequence. As the teacher is producing the "remember recognition check" (You, 2014, 2015) with RPLE in line 12, she at the same time writes "female" underneath "male" with a crossed equal sign on the board as a prompt for the students. Overlapping the teacher's turn-final position, EM in line 13 repeats "male" and "female" followed by her offering their synonyms "man" and "woman". Overlapping EM's turn, SM and OG provide the Turkish word for "male" (`erkek`) and the teacher simultaneously with EM's turn-final position repeats EM's response of the synonyms of "male" and "female" in line 17 (`man woman`) by pointing at the target words on the board and thus, confirms EM's response. In the same turn, she then explains the advice she asked earlier and comments on it by stating that it is an interesting suggestion. In her last TCU, she switches back to the meaning-and-fluency context by asking about students' personal opinions regarding the usefulness of the advice accompanied by disagreement expression on her face.

Extract 17 displays how the emergence of a language item (male) as a result of RPLE is embedded in the process of jointly accomplishing the action of comprehending a listening text. Hİ who could not catch the word "male" from the listening text as displayed by her partially incorrect response in line 4 and OG who could repair Hİ's response following teacher's repair initiation by providing the sought-for-word but with a wrong pronunciation display their lack of knowledge of the previously studied word "male". Therefore, although the repair action on Hİ's answer was achieved with OG's response in lines 7 and 9, the teacher extends the repair sequence in a non-minimal post-expansion sequence by employing RPLE

in line 12 by diverting students' attention from the listening text to the word "male". In doing so, the RPLE she used temporarily shifts the meaning-and-fluency context to a form-and-accuracy context as the side sequence. In this way, the teacher makes sure that the students recognize the word "male" which is important for the meaning of the listening text by checking on their knowledge. "Male" is not any word appearing in the text but it is a word the lack of understanding of which can impede learners' comprehension of the meaning of the text. Besides, the RPLE targets "male" in relation to another word learnt earlier; that is, "female". By targeting the trouble source, the teacher extends the repair sequence via RPLE and gets students to remember the meaning of the word "male" (lines 13-15). This instance of RPLE is similar to the case of RPLE in extract 7 which already takes place in a form-and-accuracy context. In brief, the lack of knowledge displayed by the students with regard to the word "male" which was studied in a past learning event and which is important for the meaning of the text leads the teacher to use RPLE by switching to a form-and-accuracy context to help learners better understand the meaning of the text in relation to a past learning event.

Students' learning state of "male" can also be tracked in a subsequent learning event that took place three weeks later as demonstrated in extracts 18. In extract 18, the class is working on an activity in which students are to write the words for the definitions provided. The words are the names of the animals they worked on before. The initials are provided for the words and they are up to item 4 in which the word they are to find starts with "b" and the definition given for this word is "a male cow". Extract 18 occurs in a form-and-accuracy context as the pedagogical goal is to elicit students' knowledge of vocabulary items rather than their personal opinions. Therefore, RPLE as emerging in this extract is similar to those instances in section 4.1.1.1.

Extract 18. Male 2

```
1    T1:  ↑BU
              + BU raises her hand
2    BU:  bull
3         (0.2)
4    OG:  bull
5    T1:  huh bull yes
6         ((T1 writes "bull" in the space provided in the
7         activity which is projected on the board))
```

```
8    T1:  what's a bull? [a male cow
                              + opens her arms
9    LL:                 [boğa
                             bull
10→  T:   what's a ↑male
11→  LL:  erkek
          male
12→  T1:  female?
13→  ZL:  °kadın°
            woman
14→  OG:  bayan
          female
15   T1:  is girl male is er: man (.) boy.
```

The teacher allocates the turn to BU who has been raising her hand (Sahlström, 2002) in the first line. BU offers the word "bull" followed by the teacher's silence for 0.2 seconds. OG repeats the word "bull" in line 4 and then teacher realizes that it is the right word as marked by the change of state token "huh" (Heritage, 1984) followed by the teacher's repetition of the word and then her use of the agreement token "yes" (line 5). The teacher then writes "bull" in the space provided in the activity which is projected on the board. In line 8, she asks about the meaning of "bull" (`what's a bull?`) and extends learner contributions. However, without waiting for a response, in the same turn, she immediately reads out the definition provided in the activity (`a male cow`) accompanied by her opening of her arms which indicates that the definition already provides the answer she was asking for and thus, marks the obviousness of the answer to her question. Overlapping her turn, several students offer the Turkish word for "bull" in the form of a choral response (Lerner, 1993; Mehan, 1979b) (`boğa`). Referring to the word "male" in the definition provided, the teacher this time asks the meaning of "male" which was previously worked on and was even brought up via RPLE in extract 17. In line 11, RPLE elicits a choral production of the right Turkish word for "male" (`erkek`). Similarly, the teacher also asks the meaning of another relevant word "female" in line 12 followed by ZL's and OG's delivery of the right Turkish words for "female" in lines 13 and 14. In the last line, the teacher provides the English synonyms of "male" and "female". Although the teacher's questions in lines 10 and 12 are not explicitly marked as an instance of RPLE, they display a pattern of RPLE since the words "male" and "female" were brought up in extract 17 by means of RPLE, which suggests that the teacher is asking about the meaning of words that they worked on in past learning events. Therefore, extract 18 which occurs three weeks later

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than extract 17 demonstrates that students are able to recall the words "male" and "female" without any repair initiation. In extract 17, students displayed trouble regarding their knowledge of the word "male", which led the teacher to "mode-switch" (Walsh, 2011) (from meaning-and-fluency to form-and-accuracy classroom context) through RPLE as a result of which some of the students could display their knowledge. In extract 18, on the other hand, the teacher employs RPLE to check on learners' knowledge of "male" and "female" although no trouble is displayed and the learners can show their knowledge of these words by providing the correct responses.

4.1.1.3. Summary of RPLE Patterns in Teacher Follow-up Turns

As figure 2 illustrates, RPLE emerges either in the form of a statement or in the form of a question. Where the teacher uses RPLE in the form of a statement, she herself establishes a connection with the past learning event by providing an explanation and reminding students of this event. In other words, she directly assumes that the items learnt in a past learning event are known by the students and does not check student recognition. On the other hand, where RPLE is used in the form of a question, it acts as an "elicitation" (Mercer, 2008, p.37) and a "recognition check" (You, 2014, 2015). Thereby, it solicits recognition or demonstration of "assumed knowledge" (i.e. the knowledge that the teacher assumes the students to have access to) (You, 2015, p.238) or "having known" (Koole, 2010, p.198). Unlike the form of RPLE as a statement, its form as a recognition check offers an opportunity for the students to confirm whether they can recognize what they are assumed to know.

Teacher Initiation

↓

Student response

```
              I.                                    II
         + (Preferred)                        - (Dispreferred)
```

IA. RPLE in an elaboration question extending the sequence →Non-Minimal Post-expansion (NMP)

IB. RPLE in an explanation closing the sequence → Minimal Post-expansion (MP)

IIA. (RPLE in) teacher repair initiation → NMP

IIB. RPLE in teacher repair action → MP

↓

III
Student/ Teacher Repair

IIIA. RPLE in an elaboration question extending the repair sequence → NMP

IIIB. RPLE in an explanation closing the repair sequence → MP

Figure 2. A Model of RPLE in Teacher Follow-up Turns

When RPLE is employed following a preferred learner contribution, it extends the sequence in the form of an elaboration question (non-minimal post-expansion) (e.g. extracts 2 & 3) or closes the sequence in the form of a statement by explaining the learner contribution in relation to a past learning event (e.g. extracts 1 & 2) (component I in figure 2). In those cases, the teacher exploits the turn at talk to create an opportunity to check on students' knowledge of language items that were previously studied and an opportunity for the students to revise their knowledge of these items. After preferred learner contributions, although the learner response does not project an extension and require a repair action, the teacher uses the third-turn position to expand learner contributions through RPLE. In this way, she may be making RPLE to prevent possible repair actions in subsequent events.

On the other hand, following dispreferred learner responses, RPLE initiates a repair action in a non-minimal post-expansion sequence (e.g. extract 6) or directly performs the repair action itself in a minimal post-expansion sequence (e.g. extract 5) (component II in figure 2). In these

cases of trouble displays in student responses, RPLE is deployed to deal with trouble sources by making a connection between the past and the new learning contexts to help students understand the reason for their trouble source turns and/or by giving a hint to guide students to the right answer.

Besides, following a repair sequence in which the trouble source is already repaired, RPLE extends the repair sequence in the form of an elaboration question (non-minimal post-expansion) by targeting the trouble source (e.g. extract 7) or closes the repair sequence by explaining it in relation to a past learning event (e.g. extract 8) (component III in figure 2). Therefore, following a repair sequence, RPLE is used to help students understand the reason for the trouble source that is already repaired with regard to what is assumed to be in their knowledge domain by establishing continuity and connection between the past and new learning events. In these instances, the teacher invites students to reconsider the preceding repair action in relation to a past learning event. Different from patterns of RPLE which may act as a precautionary measure after preferred learner responses, RPLE, following dispreferred learner responses, initiates or enacts the repair action and following a repair sequence, it clarifies and/or extends the repair action in relation to a past learning event (i.e. it treats learning problems).

As a result of the analysis, RPLE patterns in teacher follow-up turns have been defined as interactional resources used in the L2 classroom in minimal or non-minimal post-expansion sequences following learner contributions by the teacher who spontaneously diverges from the main focus of the activity and refers to language forms, topics, items, events, instructional materials etc. which were dealt with in past learning events in order to extend preferred learner contributions, repair dispreferred learner contributions or reinforce the repaired learner contributions.

As for the learning opportunities created with the use of RPLE as an elicitation and recognition check, in many of the instances, students in response can demonstrate "having known" (Koole, 2010, p.198) and display recognition confirming assumed knowledge (e.g. extracts 2, 3 & 7). In other cases, it cannot elicit demonstration of knowledge and remembering, which makes a repair action relevant next. However, in those instances, the repair action creates an epistemic change of state from an unknowing status to a knowing status for some of the students (e.g.

extracts 6, 12 & 15). The change of state is usually marked by the use of change of state tokens (Heritage, 1984), repetition of the items and nodding. On the other hand, when RPLE is made in the form of a statement, it is usually not clear whether the RPLE really contributes to the students' learning state or whether the students really benefit from such a practice (e.g. extracts 1 & 8). However, in one of the instances (extract 5), where RPLE is employed as a statement to perform a repair action in response to students' incorrect answers, it creates an epistemic change in some of the students' learning state as marked by the production of change of state tokens. The learning opportunities that RPLE as an interactional resource generates are evident not only within single learning events but also across subsequent learning events. The tracking of language learning behaviour with the analysis of subsequent learning events from the perspective of CA-SLA reveals that RPLE elicits students' recognition of knowledge that they could not recall in an earlier event (e.g. extracts 9-10, 15-16 & 17-18) or treats gaps in their recognition in a subsequent event (e.g. extracts 11-12). These instances of learning behaviour tracking show that while RPLE pattern used in one context displays lack of learner knowledge of a linguistic item that had been worked on interactionally earlier, another RPLE pattern used in a subsequent context displays learners' knowledge of the same item. Therefore, RPLE is not something used in one instance but a continuous process and thus, one instance of RPLE in a learning event may not be conducive to learning while other instances of RPLE with respect to the same learning event can be conducive to learning at least in the short term for some of the learners.

The use of RPLE in another instance (extracts 13-14) further proves that teachers have expectations as to what and how much students know and holds students responsible only for those items that have been studied earlier. While RPLE patterns display teacher's expectation of students' remembering, reference to an absence of a past learning event (or reference to a possible occurrence of a future learning event) as in extract 13 displays no such expectation. In such situations, incorrect learner responses are not dispreferred as they are not held responsible for displaying understanding and knowledge of items or topics not studied previously. However, as soon as the item/topic is presented to the learners, that item is presumed to be in the knowledge domain of the students as evident in the teacher's orientation to the same kind of incorrect learner response as dispreferred in a subsequent learning event following instruction on the item (extract 14). Therefore, the analysis shows that it is the

presence of a learning event that creates an epistemic responsibility (You, 2014) on the part of the students to have access to what is presented in this event.

The analysis of RPLE patterns in teacher follow-up turns reveals salient features in different L2 classroom contexts- namely, form-and-accuracy and meaning-and-fluency context. In those cases, in which RPLE emerges in meaning-and-fluency contexts, it creates a side sequence by shifting the learning context to a form-and-accuracy context (e.g. extracts 15-16, 17-18). It does so when the teacher wants to draw students' attention to those linguistic forms that are important for the meaning of the target text and that were previously studied. It is usually occasioned by a display of trouble with those language items/forms that are key to understanding the new context and that were previously studied or emphasized.

4.1.2. RPLE in Teacher Response Turns

As well as the emerging RPLE patterns in teacher follow-up turns, RPLE also occurs in teacher response turns. The following section presents an analysis of RPLE patterns in teacher response turns in learner-initiated sequences. These patterns are identified in form-and-accuracy contexts only.

4.1.2.1. RPLE in Teacher Response Turns in Form-and-Accuracy Contexts

Before the occurrence of extract 19, the teacher presented and explained the use of reported speech and following her instruction, the students completed the exercises in their book. The teacher in extract 19 now elicits their responses to one of the items in an exercise in which they were to change the sentences given in the form of reported speech into direct speech. They are up to the second item in the exercise.

Extract 19. Reported Speech

```
1    T1: number two: that his car had broken ↑do:wn. iK.
2    İK: er: my (.) car has (.) breaks- break- break down-
        + raises her hand and moves it up and down repeatedly
3        break
      1#
4    LL: [broken down
5    ZL: [broke down desek?
        what if we say broke down
```

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6    T1:  £has'den sonra üçüncü hali aynı kalıyo: had'den
                                                  + İK makes an ok
                          #1                      gesture with her thumb
7         sonra da öyle.£  <has broken do:wn>.
          the third form of the verb after "has" remains the
          same it is also the case after "had"
8         bi de dikkat ettiyseniz [ne değişti burda?
          and also if you have noticed what has changed here
          #1 (lines 4-7) İK laughs
9    ZL:                           [°broke down°
10   UM:  my [car
11   EM:     [my car oldu
              it has become my car
12   Hİ:  my car oldu.
          it has become my car
13   T1:  my oldu demi?=
          it has become my right
          +T1 points to "my" in the sentence projected on the board.
          2#
14   ZL:  =hocam has broken yerine broke desek?
          ms what if we say broke instead of has broken
15   ML:  huh evet ben de öyle (yaptım)
              yes i also did it like that
16   ZL:  broke down=
17   T1:  =bi dakka bakalım that his car [had broken down=
           one minute let us see
18   SM:                              [bence de (ben zaten
19        neden has yazdık bilmiyorum)
                                        i agree (i don't know
          why we wrote "has" anyway)
20   T1:  =[tony] söylüyo şimdi bunu:=
           tony says it now
21   ZL:  [yani]
           i mean
22   ZL:  =present perfecte götürecek [herhangi bir ifade#2
23        yok sonuçta °ama just olsun yet olsun°
           but as a result there is no expression that requires
          the use of present perfect like "just" like "yet"
          + T1 directs her gaze towards ZL
          #2 (lines 14-22) T1 looks at the computer screen
24   AN:                              [aynen broke yapmıştım
25        ben de
                                        exactly i also did
          "broke"
```

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```
26  T1: orjinalleri buluyoruz ya şimdi. hu::h olu:r [anladım
27      anladım olur.
        but we find the originals now. hu::h right i got it i
        got it it is right
28  ZL:                                                 [°geçmiş
29      olsa°.
                                                        what if it
        has past
30      ((T1 writes "broke down" next to the relevant
31      sentence on the board))
32→ T1: çünkü biz geçmiş zamanı da present perfecti de past
              + points to the relevant tenses on the board
                                              + ZL nods her head
33→     perfect'le yapıyodu:k. ikisi de olu:r orjinal
34      cümlede. broke da demiş olabili:r has broken da
35      olabilir. huh huh.
        because we were doing past tense as well as present
        perfect with past perfect. they are both right in the
        original sentence. he could have said both broke and
        has broken.
```

Extract 19 begins with the teacher's allocation of the turn to İK who has been bidding for a turn by raising her hand (Sahlström, 2002). In doing so, she first indicates that they are up to item two in the exercise and reads out the part of the sentence given in reported speech. She then calls out İK to elicit her response. In line 2, İK begins with the hesitation marker "er:" and reads out her response. However, İK's turn displays some kind of confusion in her use of the verb "break" after "has" as she attempts to repair her production of the verb couple of times in the same turn. Besides, İK's delivery of the response is embodied with her raising of her hand and moving it up and down repeatedly. Nonetheless, she still cannot produce the right form of the verb "break" which leads to choral peer repair in the next line. Some of the students utter the right form (`broken down`) at the same time in line 4. ZL in lie 5 focuses on not repairing İK's response but proffering her candidate response with an interrogative intonation and thus, asking if it would also be right to use past tense only rather than present perfect. However, because ZL's turn overlaps her friends' turn of repair in line 4, her question does not get heard and hence, is not oriented to by the teacher. Following the repair action from lines 2 to 4, the teacher in line 6 accounts for the trouble source by indicating that the form of the verb is the same both in past perfect and present perfect. Her turn is also accompanied by her smile most probably occasioned by İK's laughter from lines 4 to 7 (#1).

İK's laughter during the resolution of the trouble may serve to maintain affiliation to mitigate the face-threatening nature of her incorrect knowledge that is assumed to be in her epistemic domain (Sert & Jacknick, 2015). İK also displays her understanding of the teacher's explanation by making an "ok" gesture with her thumb simultaneously with the teacher's turn.

In line 8, the teacher extends the sequence by asking what else has changed in the sentence. Before she completes her turn, ZL does not answer the teacher's question but again offers her candidate response (`broke down`) with a soft tone of voice but her second attempt fails as her utterance cannot get heard once again. In lines 10-12, several students answer the teacher's question. In line 13, the teacher confirms the responses by repeating and emphasizing "my" and at the same time pointing to it in the sentence projected on the board. In the next line, ZL makes another attempt and this time openly produces a "request for verification" (Goodwin, 1987, p.122) about whether it would be possible to use "broke" instead of "has broken" in the direct speech that they transformed from reported speech. Her suggestion is agreed by ML who completed the item in the same way as ZL (`huh evet ben de öyle (yaptım)`). The teacher who has been looking at the computer screen from line 14 examines the target item for its relevance to ZL's suggestion (#2). In doing so, in lines 17 and 20, she thinks aloud by repeating the sentence and saying that it is Tony who says it. Overlapping the teacher's thinking aloud, SM in lines 18 and 19 also displays her agreement with ZL by explicitly saying that she agrees in Turkish (`bence de`) and then indicates her confusion as to why they have used "has" in the direct speech. Latching onto the teacher's turn of thinking aloud, ZL accounts for her suggestion by saying that there is no expression such as "just" and "yet" that requires the use of present perfect in the direct speech. Her justification reveals that she considers "past tense" as the only possible response. Her explanation elicits agreement by another peer in line 24. AN also indicates her use of "broke" in her response to the target item. ZL and her peers ML, SM and AN display confusion regarding the correct tense in the direct speech they transformed from the reported speech. ZL's turn in line 23 draws the teacher's gaze towards her. The teacher who has been thinking about the accuracy of "broke" in the target item as posed by ZL now provides the response to ZL's question in lines 26 and 27. In her response turn, the teacher first implies her disagreement with ZL's suggestion by reminding that they are to write the sentences in their original form (`orjinalleri buluyoruz ya şimdi`) but then makes a quick change in her decision and realizes that the answer proposed by ZL is also right. The transition to the change of her mind is marked by the change of state token

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"hu::h" followed by explicit display of understanding and agreement in lines 26 and 27 (`hu::h olu:r anladım anladım olur`). Simultaneously with the teacher's agreement, ZL insists on her suggestion and challenges the teacher by saying that the event in the original sentence could have taken place in the past (`geçmiş olsa`).

The teacher continues her response turn and writes "broke down" next to the target sentence projected on the board to show that not only the present perfect but also the past tense is the right form. She then resorts to RPLE in lines 32 and 33 to clarify why the use of past tense is also possible in the respective direct speech. She reminds students of the grammatical rule that in constructing reported speech, they were changing both past tense and present perfect into past perfect. She thus remarks that the past perfect tense used in the reported speech could have been transformed from either past tense or present perfect tense in the direct speech. RPLE here is explicitly marked by the past tense and first person plural marker –duk embedded in the Turkish verb (`yapıyodu:k`). As well as the verb, the use of "we statement" (Mercer, 2008) in Turkish (`biz`) is another indicator that the mentioned rule was presented to the students in a past learning event and thus, is assumed to be the shared knowledge of the class as a community. In addition, RPLE is embodied with the teacher pointing to the relevant tenses on the board (Kita, 2003) and it elicits embodied agreement from ZL who nods her head in tandem with RPLE.

ZL's attempt to bring up an alternative response for the target item in lines 5, 9 and 14 by asking the teacher and seeking her confirmation demonstrates an instance of learner initiative or agency (Garton, 2012; Jacknick, 2011; Li, 2013; Sert, 2014; Waring, 2011). This instance is congruent with Waring's (2011) definition of learner initiation- "any learner attempt to make an uninvited contribution to the ongoing classroom talk, where 'uninvited' may refer to not being specifically selected as the next speaker…" (p.204). Unlike the traditional three-part exchange, here ZL self-selects and initiates a sequence in post-expansion and the teacher responds similar to the cases in Jacknick's study (2011). Of the types of learner initiative revealed by Waring (2011), ZL's case of initiation falls into type A which involves a learner self-selecting to initiate rather than self-selecting to volunteer a response (Type B) or exploiting an assigned turn (Type C). If ZL did not take the initiative to ask about another possible answer to the target item, the teacher most probably would not use RPLE and remind all the students of a past learning event. Her initiation also triggered her peers voicing their

thoughts and confusion about the answer to the target item and posing their answer as a challenge. Otherwise, they were going to consider their use of "past tense" in the direct speech as incorrect and remain silent. In other words, ZL's initiation displayed confusion about another possible answer to item two and led the teacher to use RPLE to clear up this confusion. It can be claimed that ZL whose initiation resulted in the production of RPLE has generated an opportunity both for her own learning as well as for her peers' learning.

Consequently, extract 19 displays an instance of RPLE in the teacher's response turn rather than in her follow-up turn. The RPLE pattern in this extract is occasioned by ZL's initiation in line 14 since her challenging the answer to the target item in the exercise prompts some of her peers to display agreement as well as confusion. While most of the students thought that present perfect is the right tense, ZL and few others (ML, SM, AN) considered past tense as the correct form. Besides, those students (lines 15, 18, 24) who actually disagreed with the response of the majority but remained silent are triggered by ZL to voice their thoughts, which illustrates how a learner initiative can make bystanders "ratified participants" (Schwab, 2011, p.13). Both ZL's initiation and her peer's agreement show that there is some kind of misunderstanding regarding the tenses used in reported and direct speech. Although ZL has a reason for why she thinks the past tense is the right form and thus, insists on it (lines 22, 23, 28, 29), she still seeks the teacher's confirmation. In this way, she ascribes an epistemic authority to the teacher. Therefore, the teacher with the epistemic authority first thinks about the accuracy of the past tense posed by ZL and then comes to an agreement with her and accounts for her agreement by producing RPLE. However, unlike ZL's suggestion, RPLE displays that not only past tense but also the present perfect tense is the correct form for the target item. RPLE as a result of ZL's initiation brings up a grammatical rule studied previously and clears up learners' confusion regarding the use of the tense in the direct speech transformed from reported speech. For ZL and her peers agreeing with her (they prefer past tense), RPLE in the teacher's response turn creates an opportunity for learning the accuracy of not only past tense but also present perfect in the target item and for the rest of the class who has not thought of the possibility of past tense, RPLE creates an opportunity for learning that past tense is also possible.

The following extract also demonstrates a pattern of RPLE in teacher response turn but this time it takes the form of a counter question (Markee, 1995, 2004; Shegloff, 2007). In extract

20, the students have just completed an exercise about the use of first conditional and now the teacher gets students responses to the items. The exercise has provided the learners with incomplete Murphy' laws (i.e. the first half of the first conditional sentences) to be completed by the students. In extract 20, students share their responses to item 4 which has the incomplete Murphy's law "if you leave your mobile phone at home,…". They discuss what will happen if they leave their mobile phone at home.

Extract 20. Murphy's Laws

```
1    T1:  if you leave your mobile phone at home what will
             + looks at the relevant sentence on the board and reads it
2         ↑happe:n. İK.
                                        + İK and other students raise their hands
3    İK:  er:[1#]important someone will (0.3) ↑call
4         ((T1 nods her head))
5    T1:  huh-huh <an (.) important (2.5) somebody (2.3) will
6         (1.5) call you>=[#1]
             #1 (lines 3-6) T1 writes the sentence IK produces on the board as she repeats it
7    MD:  =it will be ver- very important.
8         (1.1)
9    T1:  er: ↑what will be very important
10   MD:  işte telefon (.) çok önemli olur.
             i mean the phone will be very important
11   T1:  huh[2#]the call
12   MD:  huh arama dediğimiz durum
                 the situation for which we say "the call"
13   T1:  will be (.) very important.
14        peki önemli bir arama alcaksınız derken.[#2] UM.
             what about when saying "you will get an important
             call                               + UM raises her hand
             #2 (lines 11-14) T1 writes the sentence "the call will be very important" on the board as she
                    simultaneously reads it out
15   UM:  er you will get[3#]an important call.
16   T1:  you will get (1.5) an important (2.2) call.[#3]
                      + SM raises her hand
             #3 (lines 15-16) T1 writes the sentence UM produces on the board as she repeats it and
                    underlines "get"
17   SM:  °hocam?°=
             miss
18   MD:  =hocam lazım olur nasıl dicez.
              miss how do we say "to need/to be necessary"
19   EM:  necessary
```

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20   SM:  [ihtiyaç duyabilirsin.
            you may need
21   UM:  [ihtiyaç (duyarsın)
            you will need
22→ T1:  [ihtiyaç duyar diyebilirsiniz
            you can say "to need"
          + T1 establishes mutual gaze with SM
23→        [ihtiyaç  [gereklilik neydi. hangi [fiili
24       kullanıyoduk.
            what was to need or to be necessary. which verb
          were we using
25   OG:      [°>you will need<°
26   EM:      [°ben şey [dedim mesela° ↑hocam
                miss i said thing for example
                + raises her hand
27   Hİ:                 [you need
28   EM:                            [necessary
29   ZL:                            [need
30   UM:  [need
31   SM:  [need
32   Hİ:  need=
33   EM:  =ben şey dedim hocam you will necessary
            miss i said thing
34       4#[to call somebody and you won't call him or her=
35   OG:  [you will need
36   MD:  =iyi de necessary [fiil değil ki
            fine but necessary is not a verb
37   Hİ:                 [you will need [to (call) her desek
                            what if we say you will need to
                            call her
38   T1:                                [er bi daha de EM.
                                            say it again EM
39       bi daha alıyım.#4
            let me hear it once more
          #4 (lines 31-36) T1 cleans the board
40       you will?
41   EM:  er necessary
42       5#£yok olmadı tamam£
            no that's not right ok
43   MD:  you will be necessary.
44   T1:  dur >tamam< söyle EM sen=
            ok EM you tell it
45   EM:  =£you will be necessary (.) to call (1.2) somebody
46       and you won't call °him or her°£.#5
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       #5 (lines 39-43) T1 writes the sentence EM tells (you will necessary to call somebody) on the
                                           board
47   T1:  necessary sıfat ne istiyoruz burda.
          necessary is an adjective what do we want here
          + points at "necessary" on the board
48   İB:  [be be
49   EM:  [be olcak
           it will be "be"
50→  T1:  ihtiyaç duymak fiili ↑neydi
          what was the verb for "to need"
51   LL:  need
52        ((T1 cleans "necessary", writes "need" and underlines
53        "to call" on the board.))
54   MD:  °allah allah direk o yani°
           gosh it is straight that
55→  T1:  ve need'ten sonra to geliyodu.
          and "need" was followed by "to"
          + points at "need" and circles "to" on the board
```

In extract 20, the teacher looks at the board for the next item in the exercise and reads out the first half of the conditional sentence provided (`if you leave your mobile phone at home`) and asks what will happen in the condition mentioned in their opinion. As she is posing the question, İK and several others raise their hands to display that they know the answer (Sahlström, 2002). Seeing this, the teacher in her turn-final position allocate the turn to İK by calling out her name. İK in line 3 offers her response with a hesitation manifested in her use of the hesitation marker "er:" in her turn-initial position and 0.3 seconds of pause in her intra-turn position. In the next line, the teacher confirms her response through the nodding of her head as an embodied resource. As well as embodied ratification, the teacher in line 5 and 6 also verbally expresses her approval by using the token "huh-huh" in turn-initial position and then repeating a more grammatically complete form of İK's response (an important somebody will call you). The use of "huh-huh" in turn-initial position to confirm learner responses in such a form-and-accuracy context is very similar to the case illustrated in another study by Can Daşkın (2015b). As the teacher repeats the sentence, she writes it on the board as a multimodal resource, which is the reason for intra-turn pauses and a slower pace of her talk (#1). Thus, she makes the sentence available to all the students (Chazal, 2015). As soon as T1 completes her turn, MD in line 7 self-selects to volunteer a response which is an example for Type B learner initiative (Waring, 2011). After 1.1 seconds of silence, the teacher initiates a turn with the hesitation marker "er:" and requests for clarification about what the deictic

subject pronoun "it" refers to in his response (↑what will be very important). MD in line 10 indicates that it is the phone that will be very important in Turkish. Although the teacher requests clarification in English, MD responds in Turkish. In the following line, the teacher displays her understanding of MD's turn by using the change of state token "huh" (Heritage, 1984) followed by her repair of MD's use of the expression "phone" which is replaced with the expression "call" that better explains what MD meant. In response to MD's clarification in Turkish (line 10), the teacher enacts the repair action in English and thus, also repairs MD's use of Turkish and makes her pedagogical goal clear which is to produce grammatically accurate if conditional sentences in English. Accompanying this repair action, the teacher starts writing the sentence "the call will be very important" on the board as she reads it out (#2). Until the repair action, the teacher withholds display of MD's inaccurate response on the board and displays it as she produces the correct form of the response (Chazal, 2015). While she writes it on the board, MD in line 12 confirms the repair action by using the change of state token "huh" and telling the Turkish word for "call" and hence, self-repairs the Turkish word "telefon" (phone) he used earlier in line 10.

Before the teacher completes writing the sentence on the board, she asks students to express the same meaning of the sentence she is writing on the board in another way by telling them the Turkish sentence for which she requests the English translation in line 14, which displays a case of "teacher-induced code-switching providing a prompt for L2 use" (Üstünel & Seedhouse, 2005, p.317). She allocates the turn to UM who has been raising her hand in projection to a Transition Relevance Place (TRP) (Sahlström, 2002). UM who begins her turn with the hesitation marker "er" offers her response (you will get an important call) in line 15. In the middle of UM's turn, the teacher starts writing the sentence UM produces on the board (#3) to immediately display it (Chazal, 2015) and after UM's turn, she continues writing the sentence and at the same time repeats it. The action of writing on the board simultaneously with her repetition of the sentence generates intra-turn pauses (line 16). She draws students' attention to the verb "get" by underlining it on the board.

SM in line 17 bids for a turn by calling out the teacher with a soft tone of voice but latching onto her turn, MD manages to take the turn by self-selecting and initiating a sequence in line 18 and in Turkish requests the English word (to need) for the Turkish word he provides (lazım olur). His turn in line 18 is a typical case of Waring's type A learner initiative (self-selecting

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to initiate), which will change the trajectory of the interaction and divert the attention to the expression MD asks for. Although MD directs his question to the teacher by calling her in his turn-initial position, EM proffers a response to her peer's question (`necessary`). The teacher in her response move in line 22 initiates her turn by offering an alternative Turkish word "ihtiyaç duyar" for which they are expected to know the English translation relative to the Turkish word "lazım olur". In this way, the teacher offers a hint by providing something that the students are familiar with. Overlapping the teacher's response turn in turn-initial position, SM and UM also offer their suggestion of the same Turkish word "ihtiyaç duymak". The peer's as well as the teacher's suggestion of the same Turkish word signals that the class have worked on an English expression (to need) in relation to its translation into this Turkish word. In other words, they indicate to MD that if he considers the Turkish word they offer (ihtiyaç duymak), he is more likely to remember the English word he requests in line 18 rather than the Turkish word (lazım olur) for which he demands the English translation. This is clearer in the next TCU in the teacher's response turn.

In the same turn in line 23 right after offering the alternative Turkish word, the teacher now openly asks for the English word they were using for this particular Turkish word "ihtiyaç duymak" (`ihtiyaç gereklilik neydi. hangi fiili kullanıyoduk`). This is a question of RPLE as it is explicitly marked that the expression was studied in a past learning event evident in the use of past tense and first person plural (past tense marker –di attached to "neydi" and the past tense particle and first person plural marker –duk attached to "kullanıyoduk"). The use of the first-person plural indicates that the expression which was worked on in a past learning event has become the shared knowledge of the class. The teacher in her response turn does not directly answer MD's question but offers another Turkish word and asks about its English translation by referring to a past learning event. In this way, she guides him through the answer he is expected to know already but is not aware of. Sequentially this pattern of RPLE takes the form of a "counter question" which involves the redirection of the same FPP or a close modification of it to the producer of the FPP before or without responding with an SPP (Markee, 1995, 2004; Shegloff, 2007). Markee (2004) defines counter question sequences as interactions in which teachers "insert counter question turns between the question and answer turns of question-answer-comment sequences initiated by learners" (p.583). Here, just like MD who asks in Turkish for an English word, the teacher redirects a similar question in Turkish by referring to an alternative Turkish word rather than generating

an SPP and providing the English word MD asked for. The teacher's action of employing RPLE in the form of a counter question reverses the direction of the sequence by inserting a question-answer exchange inside another. MD who was the initiator in line 18 is now repositioned as the recipient of a similar request he has directed to the teacher in the same sequence. Similarly, the teacher who was the recipient of MD's request is now the initiator of the similar request. It is MD and his peers who are to answer with an SPP rather than the teacher. Unlike the ordinary conversation, the teacher's counter question is not only directed to MD alone but to the whole class just like MD's question which initially seems to be directed to the teacher but is also answered by his peers as well (Schwab, 2011).

In the next turns, rather than MD, it is his peers who proffer their responses to the teacher's counter question. OG provides the right verb that the teacher asks for but with a soft tone of voice (`you will need`). Overlapping OG's turn, EM is bidding for a turn by calling out the teacher and trying to draw her attention to what she actually said accompanied by the raising of her hand (line 26). Hİ in overlapping turns with EM also delivers the right response in line 27 (`you need`). EM who could not get the turn to read out her sentence utters the word "necessary" as a response to the teacher's counter question in overlapping turns with ZL who utter the verb the teacher is seeking (`need`) in line 29. In lines 30 and 31, UM and SM also tell the verb "need" in overlaps. Because the teacher does not show any orientation to all the responses, Hİ once again repeats the verb "need" she already provided. Latching onto Hİ's turn, EM finally manages to take the turn by self-selecting and reads out her sentence in lines 33 and 34. Overlapping her turn, OG again repeats the response he offered earlier (line 35). MD who has remained silent so far now orients to EM's sentence in line 36 and initiates repair by marking "necessary" as the trouble source in her sentence as he displays his knowledge that it is not a verb. Although MD does not respond to the teacher's counter question, he has some idea as to the accuracy of other relevant words. Similarly, the teacher who has not oriented to any of the responses starts to clean the board in the middle of EM's turn (#4).

Overlapping MD's turn in turn-final position, Hİ again utters her response and insists that it is the verb "need" in line 37. However, before Hİ completes her turn, the teacher who does not react to the correct responses orients to EM's response which is grammatically inaccurate. She asks EM to repeat her sentence in lines 38 and 39. In the meantime, she completes her action of cleaning the board and thus, has made her preparation for her next action. In her last

TCU, she employs Designedly Incomplete Utterance (DIU) (Koshik, 2002a) by telling the first part of EM's sentence with an interrogative intonation and stopping before the trouble source to elicit repetition of the incorrect prior talk (`you will?`). EM initiating her turn with the hesitation marker "er" utters the word "necessary" but then realizes that it is not right in line 42. She openly mentions that it is not right accompanied by her smile and stops providing the rest of the sentence. Her smile may be an indicator of insufficient knowledge (Sert, 2013; Sert & Jacknick, 2015). Simultaneously with her turn, the teacher starts writing the sentence on the board (#5) to display an incorrect response this time. MD who earlier displayed his disagreement with EM's response and initiated repair by mentioning that "necessary" is not a verb now repairs EM's incorrect sentence (peer-initiation peer-repair) (`you will be necessary`) by inserting the verb "be" before "necessary" with an emphasis on "be". However, his correction is also not accurate displaying another kind of confusion with the use of "necessary". The teacher insists on EM delivering the rest of her sentence by asking her to continue in line 44. EM latching the teacher's turn starts telling the complete sentence from the very beginning but orienting to MD's repair in line 43, she makes a change in her sentence by inserting "be" before "necessary". In spite of this change, EM is not certain with the accuracy of the sentence she reads out as marked by her smile accompanying her talk (Sert, 2013; Sert & Jacknick, 2015) and the intra-turn pauses (lines 45-46). She also utters the final part of her sentence with a soft tone of voice. As EM completes her turn, the teacher continues to right the sentence "you will necessary to call somebody" on the board. The sentence she writes on the board does not involve the change EM made (i.e. inserting "be") as the teacher orients to EM's earlier sentence.

The teacher in line 47 now explicitly marks the trouble source by indicating that "necessary" is an adjective and at the same time pointing at "necessary" on the board. In her next TCU, she asks what they rather want in that case. Influenced by MD's repair action in line 43, İB and EM in overlaps utter "be" as the correction (lines 48-49). It can be said that the peer repair misguides not only EM but also others. Not managing to elicit the right response, the teacher in line 50 directs a modified version of the counter question of RPLE she asked earlier in line 23 again in Turkish (`ihtiyaç duymak fiili ↑neydi`). RPLE is again marked by the past tense. Similar to the patterns pf RPLE emerging in teacher follow-up turns to initiate repair, RPLE in line 50 is also employed to initiate repair in a non-minimal post-expansion sequence (component II of the model of RPLE in teacher follow-up turns). Several students

at the same time provide the right verb "need" that the teacher is demanding (line 51). In the following line the teacher deletes "necessary" on the board and writes "need" in its place and underlines "to call". In this way, she uses the board as a trouble resolution device and makes the repair action available to all the students. Even though there were some students who actually delivered the right verb initially, there were few others like EM and MD who displayed confusion regarding the use of "necessary" and displayed lack of knowledge of "need". As a reaction to the teacher's repair action on the board, MD shows his astonishment at the use of "need" and thus, shows a change in his epistemic state by uttering an expression of surprise in Turkish (`allah allah`). The teacher in her follow-up turn draws students' attention to the use of "to" after "need" by explicitly stating the rule accompanied by her pointing at "need" and circling "to" on the board. RPLE again emerges in her statement of the rule as marked by the past tense used in line 55, which signals that the rule was presented earlier in a past learning event and that it is assumed to be in the students' epistemic domain (Heritage, 2012a, 2012b). RPLE in line 55 occurs in a minimal post-expansion sequence to close the preceding repair sequence by adding an explanation about the repaired item (component III of the model of RPLE in teacher follow-up turns).

Extract 20 illustrates a pattern of RPLE which emerges as a counter question in teacher response turn in a learner-initiated sequence. MD who self-selects and initiate a sequence to ask for an English word in line 18 actually displays his lack of knowledge about an expression they worked on earlier. Because his question is related to a previously studied expression, the teacher does not immediately provide the response but rather redirects a modified version of MD's question back to him or to the class (line 23). In doing so, she employs RPLE to signal that the target expression was studied in a past learning event and that the students are expected to display a knowing (K+) epistemic status (Heritage, 2012a). In this way, the teacher "conveys her expectation of remembering by the student" (You, 2014, p.154). By resorting to RPLE in the form of a counter question, she acts on MD's display of a gap in his learning state by checking whether the students as well as MD can remember the sought-for-expression. In response to this counter question of RPLE, there are some students who demonstrate their knowledge of the target expression "need", there are few others who cannot do so. That is, EM has selected the relevant expression "necessary" but demonstrates an inaccurate use of this expression thus, displaying her confusion regarding the use of "necessary" and "need". As well as EM, MD also shows his confusion with the use of "necessary" through his incorrect

repair of EM's response although his repair initiation in line 36 by marking the trouble source is quite acceptable. Besides, MD cannot come up with the right response to the teacher's counter question; hence, displaying lack of knowledge. Therefore, in spite of the correct answers provided by some of the learners, MD's and EM's display of confusion regarding the use of an expression studied in a past learning event prompts the teacher to act on it.

Initially dealing with MD's display of lack of knowledge evident in his question in line 18, the teacher employs a counter question of RPLE (line 23) to guide not only MD but other students through the expression previously studied and hence, to check on their knowledge of this expression. In response to this counter question of RPLE, MD and EM this time display confusion on the use of "necessary" let alone their lack of knowledge of "need" making a repair action relevant next. The teacher in the repair sequence uses the board as a trouble resolution device to make the repair action available to all the students and employs RPLE to initiate repair and remind students of a past learning event (lines 50 and 55). It can be seen that the teacher does not repair the incorrect response herself but encourages student repair by resorting to RPLE and to the board. As a result, different from the patterns of RPLE emerging in teacher follow-up turns, RPLE in extract 20 is occasioned by a learner initiative and takes the form of a counter question in teacher response turns. It is this learner initiation that results in divergence from the actual focus of the activity (i.e. to produce first-conditional sentences) to the verb "need to" that was presented in a past learning event. Because the learner initiation targets an expression that was studied earlier and that the students are expected to know, it makes RPLE as a counter relevant in the next turns. However, unlike the case of a counter question sequence in Markee's study (2004), it cannot be claimed that the teacher in extract 20 inserts counter question to regain control of the classroom agenda. Instead, the teacher here uses RPLE as a counter to encourage learners to find the answers themselves by recalling the target language forms and to repair what they remember as incorrect.

Extract 20. Murphy's Laws (continued)
```
56  SM:  °hocam?°
              miss
57  T1:  you will need to call somebody.
58       birisini aramanız gerekicek=
         you will need to call somebody
                           + points at SM to allocate a turn to her
```

```
59   SM:  =şu da olabilir ↑mi calling person is- will be very
            is this also possible
60         important for (.) you.
61→ T1:  calling person değil de arayan kişiye ne dediydik bi
62         yerde [gördük.
            not calling person but what did we say for someone
            calling we saw it somewhere
63   BZ:         [caller
64   UM:         [caller.
65   BZ:  [caller
66   T1:  [caller.  ⁶# <the caller (3.3) will be very
67         (0.5) important (.) for you>.#⁶
            #6 (lines 63-64) T1 writes the sentence she utters on the board
68→        ya da caller demedik de sizi arayan kişi bi relative
69         clause kullanın hem conditional hem relative clause
70         şık bi cümle olur.
            or let's not say caller somebody calling you use
            relative clause both conditional and relative clause
            it would be a nice sentence
71   UM:  a person [who
72   EM:            [somebody (1.0) [who (.) call
73   T1:                            [er ⁷#somebody
74   MD:  who
75   UM:  [who
76   EM:  [who call (1.0) [°you°
77   T1:                  [arayan kişi o huh evet
                          that's a person calling huh yes
78   EM:  who (.) call (.) you.
79         °olmadı mı°
            isn't that right
80         (4.4)
81         (°calling mi°)
            is it calling
82   MD:  °olur (inaudible)°
            that's right
83         (5.0)
84   EM:  °calls°#⁷
            #7 (lines 70-81) T1 writes the sentence "somebody who calls you will be very important" on the
                board
85   T1:  noldu. if you leave your mobile phone at home,
            what has this become
86         somebody who calls you (.) the person-
```

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```
87  T1:  somebody değil de the person >diyelim onu<
          not somebody let's say the person
          + erases "somebody" on the board and writes "the person" in place of it
88        the person (2.4) who calls you >will be< very
89        important.
```

After the repair sequence regarding the use of "necessary" and "need", extract 20 continues with SM's self-selection. The class is still working on item 4 which has the incomplete Murphy's law "if you leave your mobile phone at home,…" as the students continue offering their responses to the item. SM who was bidding for a turn in line 17 but could not get a turn self-selects and calls at the teacher again in line 56 to take the turn. The teacher in line 57 reads out the whole sentence she corrected on the board (`you will need to call somebody`) along with its translation into Turkish in line 58. In her turn-final position, she orients to SM by producing an embodied turn allocation with her pointing at SM (Kääntä, 2012). In latching turns, SM initiates a sequence by directing a "request for verification" (Goodwin, 1987, p.122) and thus, producing FPP (lines 59-60). SM's turn constitutes a type A learner initiative which involves self-selecting to initiate a sequence (Waring, 2011). SM asks the teacher who is ascribed an epistemic authority about the accuracy of her sentence as the completion of item 4. In this way, she gets the teacher to check on whether her response involves any repairable.

In lines 61 and 62, the teacher in her response turn marks the trouble source in SM's sentence by indicating that "calling person" as the subject is not acceptable. In her next TCU, rather than repairing the expression, the teacher employs RPLE in the form of a counter question similar to her action in line 23 to initiate repair. She asks in Turkish for the expression that they learnt for "a person who calls" by explicitly marking the past learning event with the past tense and first person plural particles (-dik attached to "dedi" and –dük attached to "gör") and the statement that they saw the expression somewhere in the past (`bi yerde gördük`). Because the trouble source in SM's sentence targets an expression previously mentioned, the teacher prefers not to provide the right expression herself but to elicit it from the students by redirecting a question not only to SM but also to the whole class and changing the direction of the sequence. SM who was the initiator is now repositioned as the recipient by the teacher who does not produce an SPP in response to SM's question but generates a counter question. BZ and UM come up with the right word "caller" in overlaps (lines 63 & 64). As can be seen,

the counter question is answered not by SM but by her peers. BZ in line 65 repeats the word and in overlapping turns, the teacher confirms it by also uttering the word in the next line. In her next TCU, the teacher tells the repaired version of SM's sentence (i.e. the caller will be very important for you) accompanied by her action of writing the sentence on the board as a multimodal resource (#6). The talk embodied by the action of writing on the board generates intra-turn pauses. As can be seen, displays the complete and correct sentence on the board only after the repair action (Chazal, 2015). The teacher's counter question with RPLE in lines 61 and 62 also functions as a repair initiator which leads to peer-repair different from the counter question in line 23.

The teacher continues her turn from line 68 to 70 and extends the sequence by taking the opportunity to check on learners' knowledge of relative clause previously studied as an alternative to the expression "caller". In this way, she gets students to use a relative clause in an if-conditional sentence prompting them to progress to a more complex use of language through a connection between old and new knowledge. UM and EM in the following lines start providing the relative clause in overlapping turns. UM utters the relative clause "a person who" while EM comes up with "somebody who call". Before EM completes her turn, the teacher orients to EM's response and starts writing "somebody" on the board as she repeats it in line 73. Following teacher's repetition of "somebody", several students interpret the teacher's action as Designedly Incomplete Utterance (DIU) (Koshik, 2002a) and attempt to complete the clause. MD and UM utter the next item in the clause (`who`). Overlapping UM's turn, EM delivers a more complete response (`who call you`) with an intra-pause of a second and a production of the object "you" with a soft tone of voice, which mark hesitation. The teacher in line 77 after writing "who" on the board displays confusion about the accuracy of EM's response (`who call you`) as she produces the Turkish translation of her response (`arayan kişi`) but then in the same turn realizes that the response is actually right, which is marked by her use of the change of state token "huh" (Heritage, 1984) followed by the compliance expression "yes". In the next line, EM repeats her response (`who call you`) for the teacher to write it on the board.

Accompanying the teacher's action of writing on the board, EM and MD have a mini dialogue. Before the teacher writes EM's response on the board which would otherwise indicate confirmation of her response, EM in line 79 questions the accuracy of her answer in Turkish.

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MD orients to her and displays his agreement with her answer by openly stating that it is acceptable. In the meantime, the teacher completes writing the sentence "somebody who calls you will be very important", which involves a repair of the EM's answer "who call you" regarding subject-verb agreement (#7). The board is again used as a trouble resolution device. Having seen the repaired item on the board, EM takes it up and repeats it in line 84 (`calls`). Starting in line 85, the teacher reads out a part of the sentence she has written on the board and then realizes that "person" is a better substitute for "somebody". She suggests using "person" in place of "somebody" in line 87 accompanied by her erasing "somebody" on the board and writing "the person" in its place. In this way, she self-repairs the sentence through talk as well as through a multimodal means (i.e. writing on the board) once again displaying the repair action and making it available to all the students. In the next TCU, she reads out the final version of the whole sentence to close the sequence.

The continuation of extract 20 also demonstrates the use of RPLE in the form of a counter question in teacher response turn. SM's initiation in line 59 displays inaccurate knowledge about the expression "caller" the class studied in a past learning event. In order to act on this evidence, the teacher resorts to RPLE and asks a counter question to encourage SM and/or her peers to repair the incorrect expression SM produced in relation to a past learning event (line 61). Therefore, the counter question which initiates repair engenders peer repair displaying some of the learners' knowledge of "caller" worked on earlier. In brief, this repair action occasioned by learner initiative and enacted through the counter question of RPLE acts as the reminder of "caller" for the whole class. The learner initiative by SM in line 59 not only leads to the repair action on the use of "caller" but also to the demonstration of learners' knowledge on the use of relative clause. In a non-minimal post-expansion sequence, the teacher prompts students to express the meaning of "caller" through a relative clause that was practiced in a past learning event. In this way, students are given the opportunity not only to practice relative clause but also to demonstrate their old knowledge (i.e. relative clause) in a new context (i.e. if conditional) or to make a connection between their knowledge of "caller" and relative clause. Besides, the teacher who does not produce SPP in response to the FPP constructed by SM in line 59 takes the opportunity to check on students' learning state regarding "caller" and relative clause by means of RPLE in the form of a counter question since this action of the teacher is made relevant by the inaccurate knowledge displayed in SM's question. In other words, students' knowing (K+) epistemic status regarding the expression "caller" that was

previously studied is called into question by SM's question. As a result, extract 20 reveals that learner initiative which displays gaps in students' learning states regarding previously studied topics and thus, provide negative evidence can change the trajectory of language instruction by diverting the focus to language items that were brought up in past learning events. The learner initiative is acted upon in teacher response turns through RPLE which is directed to learners in the form of a counter question in order to deal with gaps in students' learning state.

4.1.2.2. Summary of RPLE Patterns in Teacher Response Turns

RPLE in teacher response turns occurs only in T1's courses and in form-and-accuracy contexts. Unlike RPLE in teacher follow-up turns, RPLE in teacher response turns emerges in learner-initiated sequences and thus, in response to students' questions. Learner initiatives lead the teacher to diverge from the main focus of the activity and to refer to language forms studied in past learning events. It again appears both in the form of a statement and in the form of a question. As a statement, it reminds students of a previously studied grammar rule that some of the students and the teacher failed to notice in the first place (extract 19). The emergence of RPLE in this case is occasioned by a learner initiative which involves a "request for verification" (Goodwin, 1987, p.122) and in response to this learner initiative, the teacher employs RPLE to verify and account for the learner's candidate response and clear up confusion about the grammar rule.

In other cases, RPLE in teacher response turn appears in the form of a question but unlike the other forms of RPLE as an elicitation in teacher follow-up turns, it takes the form of a "counter question" in teacher response turns (Markee, 1995, 2004; Shegloff, 2007) (extract 20). The teacher's action of employing RPLE as a counter question reverses the direction of the sequence by inserting a question-answer exchange inside another. Learner initiatives display lack of knowledge or recognition of language forms that were studied in past learning events and the teacher employs RPLE as a counter question to guide not only the student who initiates but all the students to the correct answer and/or to initiate repair. RPLE in those counter questions signals that the language forms students are asking about are actually those items that were previously studied and that the students are expected to display a knowing (K+) epistemic status (Heritage, 2012a). In this way, the teacher "conveys her expectation of remembering by the student" and "may be orienting to the epistemic responsibility on the student's part - i.e., that he should know the answer to the question because it was discussed

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in class" (You, 2014, p.153, 154). Therefore, RPLE in those counter questions functions as a reminder and as a hint and creates learning opportunities because several learners display recognition of the language forms the teacher is seeking in response to the counter question. As a result of a learner's initiative and the action of RPLE in response, students eventually end up using previously studied language items in a new context. Rather than providing an answer to the students' questions, the teacher encourages student/peer repair by resorting to RPLE as an interactional resource.

4.1.3. RPLE in Teacher Initiation Turns

RPLE patterns emerge not only in teacher follow-up and response turns but also in teacher initiation turns with a certain order. In teacher initiation turns, RPLE patterns form the basis for the subsequent turn or sequence and appear before the main activity at hand.

4.1.3.1. RPLE in Teacher Initiation Turns in Form-and-Accuracy Contexts

Extract 21-23 illustrate RPLE patterns in teacher initiation turns in form-and-accuracy contexts. In extract 21, the teacher goes over the highlighted words in a text given in the coursebook by asking students to guess their meaning from the context. They are up to the word "bothering" as highlighted in the text and the teacher presents it in relation to its another meaning they worked on earlier.

Extract 21. Bother

```
1→  T1:  şimdi biz çok hızlı geçtik bothering'i
2         biz daha önce rob ve jenny arasındaki diyaloglardan
3         hatırlarsak
          now, we didn't spend much time on "bothering"
          if you remember from the dialogues between
          rob and jenny earlier
          1#
4→  T1:  [şu kalıbı gördük
           we worked on this fixed expression
5    EM:  [°rahatsız olmak°
           to be bothered
6    MD:  i'm sorry to bother you=
7→  T1:  =sorry to: (.) bother you demişti rob. #1
                                 said rob
          #1 (lines 4-7) T1 writes "sorry to bother you" on the board as she articulates it
```

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```
 8→  T1:  telefon görüşmesinde hangi anlamdaydı o?
          what did it mean in the phone call?
           +makes a phone call hand gesture
 9        (1.1)
10   MS:  rahatsız etmek
          to bother
11→  T1:  rahatsız ettiğim için üzgünüm diyo rahatsız etmek
12        anlamındaydı=
          it says i'm sorry to bother you it had the meaning
          "to bother"
13   T1:  =burada anlamı farklı
           it has a different meaning here
            +points at "bothering" on the board- "bothering" is highlighted in the text in their coursebook
             and the text is projected on the board
```



```
          ((T1 answers HU's question about the number of the
          page in their coursebook that they are working on))
14        (4.0)
15   T1:  burada uğraşmak (.) çabalamak anlamı var
          it has the meaning "to try" "to deal" here
16        trying gibi.
                  like
           +writes "trying" under the word "bothering" on the board
17        ne diyo (.)²#all reasons bunlar neyin nedenleriymiş
          what does it say "all reasons" they are the reasons
          for what
18        for never bothering to learn the local language#2
           #2 (lines 22-23) T1 points at the relevant words in the sentence projected on the board as she
                    reads it out
```

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```
19   T1:  [genelde öğrenmemenin=
           usually for not learning
20   İB:  [genelde öğrenmeme
           usually for not learning
21   T1:  =öğrenmeye uğraşmamanın bütün nedenleri diyor.
22        böyle bir çaba böyle bir zahmete girmiyorlar.
           it says all reasons for never bothering to learn.
           they do not make such an effort.
```

Extract 21 begins with the teacher's remark that "bothering" is an expression they studied earlier as it was used in a dialogue between Rob and Jenny. In Turkish, she explicitly reminds students of this dialogue and mentions that they could not spend much time on the expression "bother" when they were working on the dialogue (lines 1-3). In this way, she implies that it is not an expression about which the students have no idea at all and that it is now time to study it more thoroughly. Here, she openly employs RPLE as marked by the Turkish expressions "hatırlarsak" (if you remember) and "daha önce" (earlier) and the past tense particle (-tik attached to "geç") and the first-person plural pronoun "biz". In line 4, she continues with her action of RPLE as she shows that the students encountered the word "bother" in a past learning event as part of the fixed expression "sorry to bother you" and starts writing the fixed expression on the board (#1). Overlapping the teacher's talk in line 4 and her action of writing on the board, EM with a soft tone of voice provides a partly inaccurate Turkish translation of the expression in line 5 although she is not asked to do so (rahatsız olmak). The translation expresses the meaning of the passive form of the fixed expression (i.e. to be bothered) rather than the meaning of "to bother somebody" and thus, to some degree displays lack of understanding of the target expression. However, her turn is not oriented to by the teacher who most probably could not hear her talk. Before the teacher completes writing the expression on the board, MD in line 6 offers the complete fixed expression (i'm sorry to bother you) and demonstrates his knowledge of the expression. Latching onto MD's turn, the teacher, simultaneous with her action of writing on the board, articulates the whole expression and adds that it is what Rob said in the dialogue. In her same turn in line 8, she, in Turkish, asks students about the meaning of "bother" as used as part of the fixed expression in the phone call in the dialogue. By resorting to RPLE in line 8, she takes the opportunity to check whether the students can recall the meaning of the expression previously encountered. At the onset of her question, she makes a phone call hand gesture to illustrate the meaning of

her question and to emphasize that she is asking about the meaning of the expression that is used in the context of a phone call. After 1.1 seconds of silence, MS delivers the Turkish meaning of "bother" (`rahatsız etmek`). By providing the Turkish meaning, MS aligns with the teacher's turn in line 8 in which the teacher also posed the question in Turkish. The teacher in the follow-up turn accepts MS's response by producing the translation of the whole expression first (`rahatsız ettiğim için üzgünüm`) and then in her next TCU, she repeats the Turkish expression MS provided for the word "bother" (lines 11-12). As well as repeating, she also marks that the Turkish expression "rahatsız etmek" is what "bother" meant in the particular dialogue studied in a past learning event and thus, by using past tense, she once again employs RPLE.

In line 13, the teacher continues with her turn and diverts the attention from the past learning event to the new context through the Turkish indexical "burada" (here) which initiates the transition to the new context in relation to students' past learning experience. She turns to the text projected on the board and as she points at the highlighted word "bothering", she specifies that the word has a different meaning in this particular new context. After HU's question about the page number that the teacher refers to in the coursebook and the teacher's dealing with this procedural trouble followed by 4 seconds of silence, the teacher gets back to the explanation she initiated in line 13 and completes it in lines 15-22. In line 15, she provides the Turkish words which correspond to the meaning of "bothering" used in the new context. In the next line, she offers the English synonym "trying" for "bothering" to make sure that the students understand the use of "bothering" in a new context in relation to what they are familiar with. Simultaneously with her articulation of "trying", she also writes it under the word "bothering" on the board (Morton, 2015). In her next TCU in line 17, the teacher this time progresses to the meaning of "bothering" at sentence level. That is, she now focuses on the sentence in which "bothering" is used and the kind of meaning the word "bothering" gives to the sentence. In doing so, she reads out the first part of the sentence (`all reasons`) and translates it into Turkish (`bunlar neyin nedenleriymiş`) and then reads out the rest of the sentence in line 18 (`for never bothering to learn the local language`) as she points at the relevant words in the sentence projected on the board (#2). In her next TCU, she starts delivering the Turkish translation of the part of the sentence she has just read out and the part that includes the word "bothering" (lines 21-22). In line 20, IB

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in overlapping turns with the teacher also starts providing the translation but then lets the teacher complete it.

Extract 21 presents a rather different pattern of RPLE. Unlike the earlier patterns of RPLE which emerge in teacher follow-up and response turns, the pattern of RPLE in extract 21 emerge in teacher initiation turn. Therefore, while the patterns of RPLE in follow-up and response turns occur as subsequent to a base sequence or a learner turn, the patterns of RPLE in initiation turns in extract 21 occur as preliminary to teacher and/or learner turns. Although the aim of the activity is to guess the meaning of the highlighted words (i.e. in this case the meaning of "bother") given in a text, the teacher does not initiate with the main activity but puts it on hold and instead initiates the sequence through RPLE to set the ground for the main activity. In extract 21, RPLE is employed in a whole sequence starting from line 1 through line 12. After presenting the fixed expression "sorry to bother you" and reminding the students of the context in which the expression was studied and which, thus, constitutes a past learning event, the teacher in line 8 constructs FPP by asking students about the meaning of the expression. In this way, she checks whether the students can remember the meaning of the expression presented in a past learning event. SPP in response to FPP is produced by MS in line 10 and the teacher confirms the response in lines 11 and 12 using RPLE and then proceeds with the main activity which presents a different use of the expression "bother" (i.e. to bother to do something). In this way, the teacher builds on students' knowledge of "bother" by bringing up a past learning event and then presenting a new use of the expression based on or in comparison with this event through the pattern of RPLE. MS's response in line 10 on behalf of the whole class shows positive evidence of their learning state as the teacher also confirms it in the subsequent turn. If the students' responses revealed gap in their knowledge and hence, required treatment, then the teacher would most probably initiate repair by making instructional adjustments but here building on students' knowledge of "bother", she proceeds with the main activity by presenting a new use of the same expression (i.e. to bother to do something). It is only after she elicits a correct response regarding the meaning of "sorry to bother you" studied earlier that she proceeds with the present activity and marks that the word "bother" emerging in the new activity is not the one they encountered before. Therefore, RPLE in the initiation turn allows the teacher to seek evidence of students' knowledge of a previously studied expression in order to decide whether there is any repairable or trouble source in students' learning state since the presence of a repairable may indicate trouble with the

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transition to the main activity. It can be said that the teacher's action in line 8 acts as a precautionary measure and may prevent the occurrence of a trouble both with the previously taught item and with its relevant form in the new learning event and the connection between the two uses of the same expression. By having access to students' understanding of an earlier expression, the teacher tries to enhance the understanding of a different use of the same expression by prompting students to distinguish between the two uses of the expression.

RPLE, therefore, emerges in teacher initiation turn as an interactional resource from line 1 till line 8 and sets the ground for a new learning context in relation to a relevant past learning event. The teacher in her follow-up turn from line 11 till the end extends the sequence to present a different use of "bother" in the main activity based on the preceding turns that address a past learning event. Different from the use of RPLE in follow-up and response turns in which the teacher uses the activity at hand as an opportunity to check on students' knowledge and to remind them of this knowledge and/or to deal with troubles in their learning state, the pattern of RPLE in teacher initiation turn as in extract 21 occurs when the teacher uses the past learning event to prepare students for the present activity. Put it differently, RPLE in teacher follow-up and response turns is determined by and connected with the preceding sequence or turns having a retrospective function whereas RPLE in teacher initiation turn determines the flow of the following turns having a prospective function.

Extract 22 displays a pattern of RPLE that not only takes place in teacher initiation turn but also initiates a pre-expansion sequence peculiar to an instructional setting. In extract 22, the teacher is presenting the "passive structure" as the new grammatical topic through examples. Drawing on a listening text the class has worked on earlier, the teacher writes one of the passive sentences that took place in the text on the board. The sentence is "The Gratitude Visit exercise was developed/produced by psychologists" and the teacher asks learners about the tense and the verbs used in the sentence. She then draws learners' attention to the use of the auxiliary verb "to be" in the sentence by referring to their past learning experience on the use of "to be" in other structures.

Extract 22. Passive Instruction

```
1→  T1:  biz "to be"yi ↑başka: nerelerde yardımcı fiil olarak
2        kullanmıştık.
         where else did we use "to be" as an auxiliary verb
3        (1.4)
4   İB:  past [continuous
5   MU:       [>present perfect<
6   T1:  present (.) ↑perfect=
                        + furrows her eyebrows
7   SM:  =past continuous
8   İB:  past continuous
9→  T1:  [present continuous, past continuous başka?
                                          what else
10  İB:  [°present continuous°
11  MD:  (°huh onda kullanmıyoduk°) (inaudible)
              we were not using it there
12→ T1:  başka nerde vardı yardımcı fiil olarak kullanıldığı.
         where else was it used as an auxiliary verb
13  EM:  sıfatlardan önce
         before adjectives
14  T1:  onlarda fiilimiz, yardımcı fiil değil onlarda
         it is a verb in those it is not an auxiliary verb in
         those
                         + shakes her head
15       direk fiil olarak kullanıyoruz.
         we use it directly as a verb
16       (0.7)
17→ CN:  "going to" vardı=
         there was "going to"
18  T1   ="going to" da demi? [am- er am is are going to=
          in "going to" right?
19  MD:                       [hu::h
20→ T1:  =orda da yine hep oynamayı onda yapıyoduk.
          in there as well we were always playing with it
21       bi de burda işte görmüş olduk er: "am is are"i (.)
         here also we have seen it er: am is are
                        + points at the sentence she has written on the board
22→      passive cümlelerde. dolayısıyla biz olumsuzu ↑nasıl
23       yapıcaz bu cümlelerin.
         in passive sentences. so how are we going to
         make the negative form of these sentences
24       (0.8)
```

```
25  İB:  [wasn't
26  SM:  [°wasn't°
27  T1:  direk yardımcı fiilimiz "am is are" ya da "was were"
          + circles "was" in the sentence she has written on the board
28       olduğu için  not'ı onlara getiricez.
         because our auxiliary verb is "am is are" or "was
         were" we will attach "not" to these directly
29       soru cümlesini nasıl yapıcaz?
         how are we going to make the question form
30  SM:  "was" başa °gelcek°
         "was" will come to the beginning
31  BS:  °was were°
32  T1:  bunları başa getiricez yine aynı mantık.
         we will bring these to the beginning again the same
         logic
33       direk yardımcı fiil işlevi neyse burda da (.) onu am
34       is are görüyo.
         whatever the function of an auxiliary verb is
         here also it is "am is are" that serves the same
         function directly
```

Extract 22 directly begins with a question of RPLE that constructs FPP in the initiation move. Addressing the use of the auxiliary verb "to be" used in the passive sentence she has written on the board, she prompts students to think of other structures that contain "to be" as the auxiliary verb by posing a question with RPLE in Turkish in lines 1 and 2. Here RPLE is explicitly marked by the first person Turkish pronoun "biz" (we) and the past tense particle and first person plural marker –mıştık attached to the verb "kullanmak". In this way, she encourages the students to consider their past learning experiences in which they studied those structures that require the use of "to be" as an auxiliary verb. Following 1.4 seconds of silence, İB self-selects and volunteer a response by proffering "past continuous" as the response (line 4) and thus, constructs SPP. Overlapping İB's turn-final position, MU offers the response "present perfect" in line 5 at a faster pace. The teacher in line 6 orients to MU's response and questions its accuracy by repeating it with a micro-pause and a rising intonation before the word "perfect" which indicates that it is this part of MU's response that involves a repairable and thus, makes a repair action relevant next. Besides, it is at the onset of the teacher's repetition of "perfect" that the teacher furrows her eyebrows as an embodied projection of a trouble (Kääntä, 2010; Seo & Koshik, 2010). Latching onto the teacher's turn, SM provides the response "past continuous" in line 7 followed by İB's repetition of the same response

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(past continuous) which he also offered earlier in line 4. The teacher in line 9 first repairs MU's response by uttering "present continuous" marking that it is this tense as one of the present tenses that includes "to be" as an auxiliary verb and then accepts SM's and İB's response (past continuous) by repeating it in her next TCU. As the teacher produces "present continuous" in line 9, İB in overlaps also deliver the same tense with a soft tone of voice in line 10. The teacher's repair action creates a change in MU's epistemic state as marked by MU's articulation of the token "huh" in line 11 and his thinking aloud that they were not using "to be" as an auxiliary verb in present perfect.

The teacher in her last TCU in line 9 moves on by asking other grammatical structures that contain "to be" as an auxiliary verb (başka?). Not being able to elicit a response, she more openly repeats her question of RPLE in Turkish in line 12 (başka nerde vardı yardımcı fiil olarak kullanıldığı). Her question gets a response from EM in line 13 (sıfatlardan önce) but her response is directly repaired in the following line by the teacher who explicitly states that "to be" is used as a verb not as an auxiliary verb before adjectives accompanied by the shaking of her head at the onset of her second TCU and her emphasis on the word "verb". In line 15, she once again formulates that "to be" is used directly as a verb before adjectives. After 0.7 seconds of silence, CN offers the structure "going to" as the response to the teacher's question by using past tense and hence, referring to this structure as the one studied earlier in a past learning event. Latching onto CN's turn, the teacher repeats the structure "going to" with an emphasis followed by the Turkish confirmation check with the tag question "right?. In her next TCU, she repeats "going to" with the inflection of the auxiliary verb "to be" to display how "to be" is used in the structure "going to" (am is are going to). In overlaps, MD produces an elongated change of state token (hu::h) (Heritage, 1984) which marks a change in his epistemic state in that the future tense "going to" which includes "to be" as an auxiliary verb is a structure he could not remember in response to the teacher's question but now he remembers and realizes that "going to" is one of the right responses. Continuing her turn in line 20, the teacher, in Turkish, reminds students of the use of "to be" in the structure of "going to" by employing RPLE. By referring to the students' past learning experience, she remarks that they were playing with the auxiliary verb "to be" when they wanted to make a change in the future tense "going to".

She then makes the transition to the new context in which "to be" is also used as an auxiliary verb in passive structures and at the same time makes a deictical reference (Mondada, 2007) to the sentence she has written on the board through a pointing gesture (The Gratitude Visit exercise was developed/produced by psychologists). Using the Turkish indexical "burda" (here) to mark the new grammatical topic in comparison with the previously studied grammatical structures, she explicitly states that in the new structure (i.e. passive sentences), the use of the auxiliary verb "to be" is also evident (lines 21-22). Building on students' knowledge of "to be" as an auxiliary verb used in other structures they studied earlier, the teacher in the next TCU asks about how they are going to construct a negative form of the sentence she is targeting on the board (lines 22-23). In this way, she gets back to the main task of presenting the passive structure. Her transition to this task is made through the Turkish conjunction "dolayısıyla" (so) and hence, encourages students to transfer their knowledge of the use of "to be" as an auxiliary verb to its use in the new structure that is the passive structure. After 0.8 seconds of silence, İB and SM in overlaps can demonstrate their knowledge as they are able to make a change in the necessary part of the target sentence to make it a negative sentence (`wasn't`) in lines 25 and 26 based on their knowledge. The teacher in line 27 and 28 confirms their response by making the explanation that because the auxiliary verb is "am is are" or "was were", "not" is attached to this verb. At the onset of her explanation, she circles "was" in the sentence written on the board. In a similar fashion, the teacher this time requests students to construct the question form of the target sentence in line 29. SM and BS demonstrate their knowledge that "was" will come to the beginning of the sentence (lines 30 and 31). The teacher in her follow-up turn again confirms the responses by stating that the auxiliary verb will come to the beginning just like the function of any auxiliary verb (lines 32-34).

Extract 22 again displays a pattern of RPLE that emerges in teacher initiation turns and that sets the ground for the main activity. The teacher's aim is to present passive structure to the students by working on sample sentences but before she explains the use of the auxiliary verb "to be" in the target passive sentence, she diverts students' attention away from the passive structure to the use of "to be" as an auxiliary verb in other structures that they studied in past learning events. For this reason, she initiates a sequence through the question of RPLE in lines 1-2 and reformulation of the same question in lines 9 and 12 to elicit as much response as possible and thus, to check on learners' knowledge. While some of the learners can display

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their knowledge of other structures that contain the use of "to be" as the auxiliary verb, others such as MD and EM display confusion and misunderstanding (lines 5 and 13). The teacher's question of RPLE creates an opportunity for some of the students to revise their knowledge and to undergo epistemic change of state which is explicitly displayed by MD in lines 11 and 19. In addition, the pattern of RPLE in teacher initiation turn prompts students to transfer their knowledge of the use of "to be" as an auxiliary in structures they are familiar with to a new context.

Sequentially, it can be claimed that RPLE initiated sequence in extract 22, as different from that in extract 21, forms a pre-expansion sequence that is peculiar to such an instructional setting. The extract displays two dependent sequences- one is RPLE-initiated sequence from line 1 to 21 and this sequence is followed by transition to the base sequence that targets the main activity from line 22 till the end. RPLE-initiated sequence is meaningfully linked to the subsequent sequence through the Turkish conjunction "bir de" (also) and the indexical "burda" (here) followed by the so-prefaced query in Turkish in lines 21 and 22. The so-prefaced question constructs the base FPP and makes the transition to the base sequence and thus, to the main activity that is the use of "to be" in passive structures and proves that the sequence to follow is based on and the outcome of the preceding sequence. By checking on students' knowledge of other structures that contain the auxiliary verb "to be" and dealing with trouble sources in their learning state in the pre-expansion sequence, the teacher makes sure that students are ready to display understanding by delivering preferred responses to the teacher's questions in the base sequence which addresses the use of the same auxiliary verb "to be" in a new grammatical structure (i.e. passive structure). In this way, some of the students' display of knowledge in their production of SPP and the teacher dealing with trouble sources in the other students' answers in the pre-expansion sequence function as a go-ahead for the base sequence which presents the main activity.

Similar to what Schegloff (2007) shows in his analysis of the pre-expansion sequences in ordinary speech, the projected occurrence of the base FPP is contingent on the learner responses in the pre-expansion sequence. It is not until the teacher elicits all the possible responses regarding the other structures containing "to be" as the auxiliary verb that she initiates the base sequence and progresses to the main activity. For instance, MU's and EM's incorrect responses (lines 5 and 13) initially blocked the transition to the base sequence as

they made a repair action relevant next but the repaired responses and the elicitation of all the possible responses including the future tense "going to" encouraged the teacher to go ahead with the base FPP in line 22. Unlike in ordinary conversation in which the blocking responses usually do not lead to the production of the base FPP (Schegloff, 2007), the teacher in an instructional setting has the authority to deal with blocking responses in the pre-expansion sequence as the flow of the interaction in such settings is usually controlled by the teacher and increase the possibility to get preferred answers in the base sequence. As in ordinary conversation on the other hand, here as well the pre-expansion sequence is designed to avoid dispreferred responses to the base FPP. In the case of the classroom context in extract 22, it is designed to prevent learners displaying misunderstanding or confusion on the use of the auxiliary verb "to be" in passive structures as the new grammatical topic and thus, to help learners to provide correct responses to the base FPP by encouraging them to transfer their knowledge to the new context. At the same time, the teacher creates an opportunity for the students to revise their knowledge of other structures containing the auxiliary verb "to be".

Extract 23 presents a pattern of RPLE that is similar to the one in extract 22 and thus, illustrates the use of RPLE in a pre-expansion sequence as well as in teacher initiation turn. In extract 23, the class is working on a pronunciation activity which involves identifying the sounds /u/ and /u:/ in a group of words given in their coursebook. As part of this activity, they are also to answer the question "which consonant isn't pronounced in *should*, *would*, and *could*?" and it is this part of the activity that extract 23 covers. This pronunciation activity is carried out as subsequent to the teacher's instruction on the use of the modal verb "should".

Extract 23. Would/Must

```
1→   T1:  biz mustn't da ↑hangi ses okunmuyor¹#demiştik
          we said which sound is not pronounced in "mustn't"
2    EM:  /te/
3    İB:  /tə/
4         (0.9)#1
          #1 (lines 1-4) T1 writes "mustn't" on the board
5    T1:  this one. we just say /mʌsnt/ /mʌstnt/ demiyoruz.
                                        we don't say /mʌstnt/
          + circles the letter "t" in "mustn't" on the board
          + some students practice articulating "mustn't" quietly
```

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```
6    T1:  peki şu üçünde ne okunmuyor?
          well then which sound is not pronounced in these
          three modal verbs
          + points at should, could, would which are projected on the board as part of the activity
```



```
7    T1:²# should, could, would
8    EM:  /le/- /le/ harfi
                 the letter /le/
                 +T1 cleans the board
9    UM:  /le/
10   Hİ:          [/le/
11   T1:  should, [could, would
12   EM:  /el/ mi
          is it /el/
13   T1:  this one ↑right
          + circles the letter "l" in should, could and would on the board
14   F:   huh-huh
15        (1.5)
16   T1:  we don't say /el/ in this one we just say /ʃud/ /kud/
17        /wud/. /ʃuld/ /wuld/ diye vurgulamıyoruz onu.#2
                  we do not emphasize it as /ʃuld/ /wuld/
          #2 (lines 7-17) some students practice articulating "should", "could", "would" quietly
```

Like extracts 21 and 22, extract 23 also begins with a pattern of RPLE in teacher initiation turn. Before the teacher commences with the main activity which involves identifying the sound that is not pronounced in *should*, *would*, and *could*, she brings up a past learning event in which a similar rule was applied in the pronunciation of *mustn't*. By employing "we statement" (Mercer, 2008) and the past tense particle and the first person plural marker –mıştık attached to the verb "demek" in line 1, the teacher openly marks RPLE in the form of a recall question that asks students about the sound that is not pronounced in *mustn't*. The RPLE-initiated sequence signals to the students that a pronunciation rule that was presented earlier when practicing the pronunciation of *mustn't* also applies to the new context which will present a similar rule in the pronunciation of *should*, *would*, and *could*. As the teacher asks the

question with RPLE in line 1, in her turn-final position, she starts writing the modal verb *mustn't* on the board and before she completes writing it on the board, EM and İB deliver the right response. While EM produces the Turkish pronunciation of the letter –t (/te/) (line 2), İB produces a rather different pronunciation (/tə/) (line 3). During the following 0.9 seconds of silence, the teacher completes writing *mustn't* on the board and then in line 5 she orients to the responses by circling the letter –t in *mustn't* on the board and articulating both the right (/mʌsnt/) and the incorrect pronunciation (/mʌstnt/). She at the same time indicates which one they are to produce and which one they are not to by code-mixing Turkish and English. By again employing a "we statement" (Mercer, 2008) in line 5, the teacher marks that the pronunciation of *mustn't* as practiced in a past learning event is assumed to be the shared knowledge of this class as the community. At the onset of the teacher's turn in line 5, some students also practice articulating *mustn't* quietly.

In her next TCU, the teacher who could elicit the right responses to her question of RPLE progresses to the question in the main activity by linking it to the preceding sequence through the conjunction "well then" in Turkish (peki). Prefacing her question with "well then", the teacher in line 6 asks which sound is not pronounced in the modal verbs *should*, *would*, and *could* as the new learning event. Accompanying her question, the teacher also makes a deictical reference (Kita, 2003; Mondada, 2007) by pointing at *should*, *could*, and *would* respectively which are projected on the board as part of the activity in their coursebook. The "well then" prefaced question prompts students to transfer their knowledge of the pronunciation of *mustn't* in which a sound is also not articulated to this new context by making a comparison. In line 7, the teacher also articulates the target modal verbs and thus, model their pronunciation. EM again provides a response by offering the letter –l with its Turkish pronunciation (/le/) in line 8. At the onset of her turn-final position, the teacher starts cleaning the board and hence, does not orient to EM's response. In the following lines, UM and Hİ also proffer the letter –l again with its Turkish pronunciation (lines 9-10). Before Hİ's response, the teacher has started to repeat the target modal verbs with an emphasis (line 11) and Hİ produces her response in overlaps with the teacher turn. Because the teacher has not oriented to any of the responses provided so far, EM makes another attempt of providing the same response but this time with the English pronunciation of the letter –l (/el/) in the form of a confirmation check as marked by the Turkish question particle –mi (line 12). EM's turn indicates her interpretation of the teacher's pedagogical goal as being an orientation to English

pronunciation in students' responses and thus, her turn can be considered a self-repair with an interpretation of a lack of teacher reaction to students' responses as repair initiation. In line 13, the teacher finally orients to the students' responses by circling the letter –l in the target modal verbs on the board and at the same time directing a confirmation check with a tag question using "right" (this one ↑right). Her question elicits a confirmation from F who utters the agreement marker "huh-huh" in line 14. After 1.5 seconds of silence, the teacher openly states that they do not say /el/ in these modal verbs again by using the first person plural pronoun and then in her next TCU, she again provides the right pronunciation of the modal verbs without the articulation of the sound /el/ followed by the incorrect pronunciation of *should* and *would* with the articulation of the sound /el/ (lines 16-17). Besides, from line 7 till the end, some of the students practice articulating the target modal verbs quietly (#2).

Extract 23 presents another example of an RPLE pattern in teacher initiation turn like the one in extract 21 and 22. Although the main focus of the activity is to ask students about the sound that is not pronounced in "should", "could", "would", the teacher, preceding the main activity, prefers to initiate the sequence by referring to a past learning event in which a modal verb (i.e. mustn't) with a similar pattern of pronunciation was practiced. Thus, the initiation of the sequence through RPLE as the interactional resource in line 1 leads up to the practice of pronouncing the modal verbs *should*, *would*, and *could* as the main focus of the activity. In this way, the teacher reminds students of a learning context that is comparable to the new context and provides them with a hint that students can use in making decisions in the upcoming instructional activity. That is, RPLE in teacher initiation turn allows students to make connections between a past learning event and a new one by displaying understanding of the new context, as evident in students' correct responses (lines 8, 9, 10, 12), in relation to the past learning event. The teacher at the same time checks on students' knowledge of the pronunciation of "mustn't" and then builds on this knowledge by progressing to the actual activity. Therefore, extract 23 once again reveals that unlike RPLE in teacher follow-up and response turns, which is based on the preceding sequence or turns that address the main focus of the activity, RPLE in teacher initiation turn forms the basis for the subsequent sequence or turns concerned with the main focus of the activity. Besides, similar to extract 22, RPLE initiated sequence here also forms a pre-expansion sequence peculiar to such an instructional setting. It can be argued that the RPLE-initiated sequence from line 1 to line 5 functions as a pre-expansion sequence which is meaningfully linked to the subsequent base sequence from

line 6 till the end through the "well then" prefaced question in line 6. "Well then" as the transition marker signals that the projected occurrence of the base FPP is contingent on the learner responses in the pre-expansion sequence. Hence, the correct learner response (lines 2 & 3) and the teacher confirming the responses (line 5) regarding the pronunciation of "mustn't" as a past learning event function as a go-ahead for the base sequence which presents the main activity about the pronunciation of *should*, *would*, and *could.* Through the RPLE-initiated pre-expansion sequence, the teacher sets the ground for the main activity and thus, increases the possibility of eliciting a preferred response or ensures learner understanding or knowledge in the main activity. As a result, RPLE-initiated sequence allows the teacher to check on students' knowledge and to set the ground for the main activity and the students to reflect on their knowledge and to understand the new context in relation to this knowledge.

The following extract illustrates how the other teacher (T2) employs RPLE in teacher initiation turns in a form-and-accuracy context in a way similar to T1 in extract 21. In extract 24, the teacher presents the grammatical structure "second conditional" after studying a reading text that contains many examples of second conditional. They are now up to the grammar section in the target unit of their coursebook and they are to complete the practice activities on second conditional in the relevant grammar bank.

Extract 24. First Conditional
```
1→  T2:  do you remember the first conditional?
2    MD:  yes
3    LL:  yes
4    IB:  YES
5    T2:  if i study ↑hard, i will be successful in the exam.
6         this is the first conditional, the first conditional
7         (.) talks about future possibilities (.) yes what may
8         happen in the future it is possible to happen. if i
9         study hard, i will be successful. it is possible er:
10        of me to be successful ↑right
11        but the second conditional talks about imaginary
12        things imaginary?
                   + T2 writes "imaginary" on the board
13   EM:  hayali
          imaginary
14   T2:  hayali and <hypothetical> hypothetical?
          imaginary
                      + T2 writes "hypothetical" on the board as she articulates it
```

```
15        (0.2)
16   T2:  varsayım (.) second conditional ta- talks about
           hypothetical
                                              + T2 looks at the words she has
                                  just written (i.e. imaginary and hypothetical) on the board
17        imaginary and hypothetical.
```

In extract 24, T2 initiates the sequence through RPLE and puts the main activity on hold. Before she explains the topic "second conditional" and gets students to complete the practice activities, she diverts their attention to a past learning event in which they studied a different form of the grammatical structure "conditionals". In doing so, the teacher directs a question of RPLE in her initiation turn to check on students' knowledge of "first conditional" studied earlier as preliminary to "second conditional" emerging as the new topic in the present context. The RPLE is in the form of a "remember recognition check" (You, 2014, 2015) as marked by the verb "remember" and thus, it aims to check whether students do recall first conditional (line 1). Several students from line 2 to 4 claim remembering by uttering a type-confirming particle "yes" as the response (Raymond, 2003). Their response aligns with the type of the question which is a "yes-no" question. This is one of the few cases where RPLE solely elicits a claim of recall rather than a demonstration. This could be occasioned by the topic addressed through the remember recognition check since the knowledge of the topic "first conditional" cannot be straightforwardly demonstrated unlike the knowledge of words which is easily exhibited through their translation to the mother tongue. The teacher in line 5 does not orient to students' claim of recall as dispreferred or insufficient as she herself starts providing a sample sentence for the first conditional (if i study ↑hard, i will be successful in the exam) and extends the sequence rather than seeking student demonstration of knowledge. Following this sample sentence, from line 6 to 10, she explains the meaning of first conditionals with emphasis on "if" and "future" and then repeats and paraphrases the sample sentence she has just provided.

In line 11, she progresses to the second conditional as the new topic by prefacing her turn with "but". The "but" prefaced transition to the new topic marks that the past and the new learning events are comparable to each other and thus, they are related and projects the display of a difference between the two topics. This time, the teacher emphasizes the word "imaginary" (line 11) in her explanation of "second conditional" as compared to the emphasis of "future" in line 7 and then repeats "imaginary" with an interrogative intonation to ask students about

its meaning (line 12). As she asks for the meaning of "imaginary", she writes it on the board. EM in line 13 provides the Turkish word for imaginary (`hayali`) and her response is confirmed by the teacher who repeats it in line 14. The teacher in her next TCU also brings up the word "hypothetical" which also explains the meaning of second conditional. As she articulates this word at a slower pace, she writes it on the board followed by her repetition of the word with an interrogative intonation again to ask for its meaning. The teacher waits for 0.2 seconds of silence but cannot elicit a response, which leads her to provide the Turkish translation herself in line 16 (`varsayım`). Finally, the teacher looking at the words she has just written on the board, wraps up the meaning of second conditional by emphasizing two of the key words "imaginary" and "hypothetical".

Like the pattern of RPLE in T1's initiation turns, the RPLE-initiated sequence in extract 24 also checks on students' knowledge of "first conditional" which is a related form of the new topic "second conditional" and sets the ground for this new topic. By initiating the sequence through RPLE before the main activity of practicing the second conditional, the teacher makes sure that students do remember the first conditional and although some students claim recall, the teacher in her follow-up turn (lines 5-10) still provide an explanation for the first conditional with a sample sentence not only for those students who participate but for the whole class (i.e. multilogue (Schwab, 2011)). The RPLE-initiated sequence and the "but" prefaced transition to the new activity display that students' learning state as a result of a past learning event forms the basis for their current learning behaviour, which emerges in comparison with or in relation to this event. Therefore, a trouble in students' understanding of a previously studied topic (i.e. first conditional) would mean a trouble in their current learning behaviour. In this way, the RPLE-initiated sequence may act as a precautionary measure and thus, may prevent the occurrence of a trouble both with the previously studied grammatical structure and with its relevant form in the new learning event and the relation between the two. By building on what students already know and presenting the difference between the two related grammatical structures, the teacher aims to enhance students' understanding in the new learning event. However, to what extent RPLE enhances understanding of the new topic cannot be tracked based on the interactional data available.

4.1.3.2. RPLE in Teacher Initiation Turns in Meaning-and-Fluency Contexts

Some of the RPLE patterns in teacher initiation turns occur in meaning-and-fluency contexts in a way similar to those patterns in form-and-accuracy contexts. They also form pre-sequences to set the ground for the main activity. However, the following extracts reveal aspects of RPLE that are peculiar to meaning-and-fluency contexts.

In Extract 25, which is a meaning-and-fluency context, the teacher is checking on students' knowledge of the last episode (episode 3) they watched earlier before watching the new one (episode 4). The episode is about the relationship between two people named Jenny and Rob.

Extract 25. Jenny and Rob
```
1→  T1: what ↑HAppened in episode three?
2          (2.4)
        1#                              #1
3→         do you remember what happened in episode three?
```



```
                #1 (line 3) T1 turns her hand and points her fingers backward in the direction of the board
                    repeatedly
4          ((EM raises her hand))
5    EM: (inaudible) °they are doing sports°
6    SM: ↑yes.((nods her head))
7    T1: ye:s EM?
8    EM: they are running. they are doing sports.
9    T1: huh-huh.
10   EM: be↑cause er ↑job er he job ((rolls her eyes up))
11   T1: rob
12   EM: rob er: need er do sports.
                                      2#
13   T1: °right° rob needed to do- do sports in episode three
14       ↑right in the last section.#2
15       (0.7)
16→      ↑and they decided to do something. what did they
17→      decide to do?
            #2 (lines 13-14) T1 points her thumb backwards in the direction of the board twice
```

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```
18        (1.0)
19  BZ:  °running.°
20  İB:  °eğlenmeye gidiyolar°.
          they are going to have fun
21        ((T1 points at BZ and establishes mutual gaze with
22        her))
23→ T1:  to go running. with who?
          + both T1 and BZ nod their head
24  BZ:  jenny
25  CN:  [jenny]
26  HM:  [jenny]
27  EM:  [jenny]
28  SM:  [jenny]
29→ T1:  with jenny. huh-huh. but holly (.) wanted him to do
30        something else.
31→       what was it?
32        (0.8)
33→       what did she want (.) to do (.) with rob?
34  BZ:  <basketball>
35  İB:  play basketball (.) [with (.) her friend.
36  BZ:                       [°playing basketball°
37  UM:                       [°playing basketball°
38  T1:                       [↑basketball i think playing
39        basketball but he er: decided to do (.) running=
40  BZ:  =°running°
41→ T1:  ↑and he went to the shopping center what happened
42→       then, why did he go there?
43  BZ:  [er: °he bou:ght°]
44  HM:  [sports trainers ]
45  İB:  [er:               [the trainers
46  EM:                      [she yes
47  T1:                      [to buy [trainers right?
48  UM:                              [trainers
49  EM:  yes.
50→ T1:  bu:t something (.) happened and he couldn't (1.0) buy
51        them at first.
52        (1.2)
53→       what happened? remember?
54  EM:  er: she- er: ↑because (.) er: they are (.) uhm
          + EM raises her hand
                      + T1 points at EM
55        ((two students enter the classroom and EM and many
56        others including T1 direct their gaze towards them))
57  EM:  er they are smaller
```

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```
58   T1:  huh-huh
          + nods her head
59   EM:  er: after then ↑he: er:
60        ((EM waves her hand and smiles))
          + T1 nods her head as she smiles
61   T1:  [he went back.
62   İB:  [↑he changed it=
63   T1:  =he changed them right [he took them back to the=
64   EM:                         [ye:s
65   T1:  =shop and he changed them. exactly.
66        (6.0)
67   T1:  okay then ↑so what happens in the photos?
          + T1 shows the photos on the board
68        what do you see in the photos? ↑who is running
69        £faster?£
70   UM:  [jenny
71   EM:  [er: jenny
72   İB:  [jenny
73   BZ:  [jenny
```

In extract 25, the teacher initiates a sequence by directing a question with RPLE about what happened in episode three which they last watched. Following 2.4 seconds of silence, the teacher reformulates the same question of RPLE in line 3 by transforming the form of the question into a "remember recognition check" (You, 2014, 2015). In both of the questions, RPLE is marked by the past tense used and in the reformulated question in line 3, it is also marked by the verb "remember", which openly checks whether the students can recall the events taking place in episode three as a past learning event. Besides, RPLE in line 3 is not only enacted through talk but also embodied with the teacher's turning her hand and pointing her fingers backward in the direction of the board repeatedly (#1), which proves finger-pointing as a gesture of deictical reference (Kita, 2003; Mondada, 2007). The teacher's action of RPLE leads EM to raise her hand in line 4. Although the teacher does not allocate a turn to her yet, she starts proffering a response with a soft tone of voice in line 5 through self-talk. SM who sits close to EM orients to her self-talk and shows alignment by producing a confirmation token (yes) with a rising intonation and then by nodding her head. In the next line, the teacher allocates the turn to EM by calling out her name. EM in line 8 offers her response more clearly. In Transition Relevance Place (TRP) of EM's turn, the teacher uses "huh-huh" as a "continuer" (Schegloff, 1982) to encourage EM to move on with her explanation. The use of "huh-huh" as a continuer by the language teacher is found to be

peculiar to such meaning-and-fluency contexts in a study by Can Daşkın (2015b) and the teacher here as well uses it to encourage more student talk in a meaning-and-fluency context. EM in line 10 continues her turn and starts providing an account for her response but she displays trouble with recalling the name of the man in the episode as marked by the hesitation marker "er" and the incorrect production of the name (`job`). Besides in her turn final position, she rolls her eyes up to problematize her search for the name and to solicit help (Goodwin & Goodwin, 1986). Her rolling her eyes also marks the initiation of a word search sequence as the teacher orients to it as a word search and offers the correct name in line 11 (`rob`). EM in the next line, takes it up and completes her turn. In line 13, the teacher ratifies EM's response by uttering "right" with a soft tone of voice and then modelling her response by using embedded correction which involves a change in the tense of the EM's utterance. Embedded correction, which is a conversational repair employed in the flow of the conversation is appropriate for such a meaning-and-fluency context as it does not block the interaction and diverge from the pedagogical goal of this context (Seedhouse, 2004). As the teacher indicates that the event EM mentioned in her response took place in episode three in the last section, she indexes RPLE again by pointing her thumb backwards in the direction of the board twice (#2).

After 0.7 seconds of silence, the teacher asks a more specific question with RPLE preceded by an and-prefaced background information about the context (`and they decided to do something`) and then directing the question to prompt students to remember more about episode three. Following a second of silence, BZ and İB produce a response but with a soft tone of voice, which may mark uncertainty. The teacher in lines 21 and 22 orients to BZ's response by pointing at her and establishing mutual gaze with her. She then confirms her response by repeating it (`running`) and nodding her head at the same time accompanied by BZ's nodding as well. In her next TCU in line 23, she again asks a relevant question with RPLE (`with who?`) to encourage students to remember as much as possible. From line 24 to 28, several students utter "jenny" as the response. The teacher again displays confirmation by repeating "jenny" with emphasis. In her intra-turn position, she employs "huh-huh" both as a confirmation token and also as a transition to her next TCU (Can Daşkın, 2015b).

Similar to her action of RPLE in lines 16-17, she again sets the ground for her next question of RPLE by providing "but-prefaced" background information as a hint to trigger recall (`but`

`holly (.) wanted him to do something else`) and then asking the question
with RPLE (`what was it?`) in line 31. The "but-preface" signals the presence of something
contrary to the earlier event just mentioned. Not being able to elicit a response for 0.8 seconds
of silence, the teacher reformulates her question of RPLE in line 33. In response to her
question, BZ utters the word "basketball" at a slower pace followed by İB's production of the
same response but in a structurally more complete form (line 35). In IB's turn-final position,
BZ and UM also deliver the same response in overlaps but with a soft tone of voice (`playing
basketball`) accompanied by the teacher's repetition of students' responses and then
adding that Rob decided to do running instead of playing basketball (lines 36-37). In line 40,
latching onto the teacher's turn, BZ repeats the last word of the teacher with a soft tone of
voice (`running`).

Like her action of RPLE in line 16, the teacher in line 38 again poses a question of RPLE
prefaced with background information about the context that the question addresses (`and he
went to the shopping center`). The teacher's use of "and" in initiating her turn
indicates that the question of RPLE to follow addresses the events in the order they occur.
That is, the outcome of the prior sequence which refers to an event in episode three makes the
subsequent sequence about the next event relevant. After setting the ground, the teacher in
lines 41 and 42 directs a question with RPLE as marked by the past tense and asks about the
reason why Rob went to the shopping centre. From line 43 to 45, several students in overlap
provide a partial response. While BZ mentions Rob's action in the shopping centre (i.e. the
action of buying) with a soft tone of voice after her utterance of the hesitation marker "er",
HM and İB mention the object he bought at the shopping centre (i.e. trainers). Overlapping
İB's turn-final position, EM starts delivering a response but before she completes it, she utters
the confirmation token "yes" to show agreement with other responses. The teacher overlaps
both İB's and EM's turn and produces a more complete answer followed by her request for
confirmation through the use of "right" with an interrogative intonation (line 47). In teacher's
intra-turn position, UM provides the word "trainers" together with the teacher with a soft tone
of voice (line 48) and EM shows agreement with the response by articulating the confirmation
token "yes" (line 49).

Similar to the questions of RPLE displayed earlier, the teacher again presents background
information followed by a question of RPLE in lines 50 and 51. The background information

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is again prefaced with "but" which indicates that a subsequent event which is contrary to the preceding one just discussed is going to be addressed. The modal verb (`couldn't`) that highlights the main event in the background information is emphasized by the teacher. Following 1.2 seconds of silence, the teacher directs the question of RPLE by using past tense and "remember recognition check" (You, 2014, 2015) in line 53 (`what happened? remember?`). In response, EM raises her hand and before the teacher allocates a turn, she stars delivering an answer through hesitation markers accompanying the raising of her hand (line 54). Right after the beginning of her turn, the teacher produces an embodied turn allocation (Kääntä, 2012) by pointing at her and allocating the turn to her to signal permission for her to move on. EM's turn displays trouble in generating a response as marked by the hesitation markers, micro pauses and an abrupt stop. However, her turn is interrupted by two students entering the classroom which leads EM and many others to direct their gaze towards them. EM in line 57 then continues her turn followed by the teacher's use of "huh-huh" as a continuer (Can Daşkın, 2015b; Schegloff, 1982) along with the nodding of her head to encourage EM to proceed with her turn. In line 59, EM tries to express herself but she displays difficulty as marked by the hesitation markers (er) and then she displays trouble in finding a word through the gesture of waving her hand and smiling (Goodwin & Goodwin, 1986). The action of smiling here may appear as an indicator of insufficient knowledge and as a way of maintaining affiliation by mitigating the potential face-threatening nature of lack of knowledge (Sert, 2013; Sert & Jacknick, 2015). Accompanying her embodied action, the teacher nods her head and smiles to encourage her to express herself. However, seeing that EM cannot complete her turn, the teacher in line 61 completes the turn for her by explaining the event that EM tried to formulate (`he went back`). IB in line 62 overlaps the teacher's turn and also proffers a candidate completion for EM's turn, thus, offering peer help. Latching onto İB's turn, the teacher confirms İB's response by repeating it and using the token "right" and then reformulating it in more detail followed by another confirmation token "exactly". In her intra-turn position, EM shows agreement with the teacher's explanation through the confirmation token "yes". Waiting for 6 seconds of silence, the teacher then progresses to the main activity which involves watching and understanding episode 4. Before she gets students to watch it, she shows photos from episode 4 and asks students about what happens in the photos. The transition to the main task is made through the expression "ok then" which signals that checking and ensuring the comprehension of episode 3 makes the transition relevant next. Lastly, several students are able to provide the right answer.

In extract 25, RPLE appears six times in a series of sequences (lines 1-3, 16-17, 23, 29-33, 41-42, 50-53). In each of the sequence, RPLE occurs in teacher initiation turn. Even though the main activity is to watch and comprehend episode 4, the teacher withholds it till line 67 and checks on students' understanding of episode 3. Similar to the pattern of RPLE in teacher initiation turns in form-and-accuracy context, the teacher in extract 25 also resorts to RPLE to initiate sequences as preliminary to the main activity in order to set the ground. By referring to a past learning event which involves comprehension of episode 3, the teacher makes sure that the students can remember the context and the earlier events that are relevant to the next episode the comprehension of which is the pedagogical goal.

Like extracts 22 and 23, RPLE-initiated sequences also construct a series of pre-expansion sequences. Since there is a series of events happening in episode 3, the teacher addresses each one of them in the order they occur by means of RPLE and thus, forms sequence series. Those series are an example for what Schegloff (2007) calls "sequences of sequences" (p.195) since the subsequent sequence follows closure of the preceding one and is not an expansion of it but is closely related. The kind of "sequences of sequences" evident in RPLE-initiated sequence series is "successive parts of a course of action" because every next sequence addresses an event in episode 3 that follows the event just addressed in the preceding sequence (Schegloff, 2007, p.213). For instance, the outcome of the first RPLE-initiated sequence (lines 1-15) is the response "Rob needed to do sports", which triggers the initiation of a relevant but a separate sequence that implements a next stage in a course of action. Therefore, the teacher progresses to the more specific next stage in a new sequence by asking another question with RPLE (what did they decide to do?) (lines 16-23). The outcome of this sequence (i.e. to go running) leads to the initiation of the subsequent sequence regarding with whom Rob went running (lines 23-29). "Jenny" as the response brings up a contrary event about Holly who wanted Rob to do something else other than running through the initiation of a subsequent sequence (lines 29-41). Rob's decision to go running as the outcome of the earlier sequences triggers the subsequent sequence about the reason why Rob went to the shopping centre (lines 41-50), which in turn makes relevant the next sequence about what Rob experienced at the shopping centre (lines 50-67).

Therefore, each sequence which is initiated by RPLE, forms successive parts of a course of action in that "the subsequent sequence is made relevant as a next step in the course of action

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triggered by the outcome of the prior" (Schegloff, 2007, p.215). It can be claimed that sequences of sequences from line 1 till 67 act as a series of pre-expansion sequence since this series as a whole is meaningfully linked to the base sequence through the transition marker "ok then" which projects the occurrence of the base sequence and signals that the base FPP (line 67) is contingent on the learner responses in the sequences of sequences. Not until the teacher directs all the relevant questions about episode 3 and elicits correct answers that she progresses to episode 4. That is, the learners' recall of episode 3 in terms of the events addressed through the questions of RPLE function as a go-ahead for the base FPP. Hence, RPLE-initiated successive parts of a course of action indicate that the comprehension of episode 3 is preliminary to understanding episode 4 which is the continuation. In fact, students react to the base FPP which asks about what happens in the photos from episode 4 based on their knowledge of earlier episodes. In other words, they use their knowledge to identify the characters in the photos and without watching the new episode and by only looking at the photos, several students can provide the SPP (lines 70-73).

Different from those extracts of form-and-accuracy context, in extract 25 as a meaning-and-fluency context, the relationship between the past learning event and the new one as established by RPLE is event-based rather than linguistic-based. That is, it is the comprehension of events in episode 3 as the past learning event that sets the ground for the current activity rather than the comprehension or knowledge of language items or structures. It is for this reason that incorrect production is tolerated or repaired through embedded correction (line 13) and more student talk is encouraged through such resources as continuers (i.e. huh-huh). Besides, many of the questions of RPLE (lines 16, 29, 41, and 50) are preceded by brief background information to establish common ground. It is again because of this event-based relation that the questions of RPLE do not involve reference to previously studied language items or structures but involve reference to formerly discussed events that happen subsequent and/or contrary to each other as marked by the "and" and "but" prefaced background information preceding the questions of RPLE. One of the questions of RPLE also involve reference to person (line 23). Such a pattern resembles the way past events are referred to in ordinary conversation (You, 2015), which displays compliance with the pedagogical goal of a meaning-and-fluency context. Furthermore, it could be again the event-based relation that could be the reason for the emergence of RPLE in sequences of sequences particularly successive parts of a course of action as different from those patterns of RPLE in teacher

initiation turn in form-and-accuracy contexts. Lastly, RPLE here leads to more L2 production in such a meaningful context by addressing what students are assumed to know with regard to the events in the earlier episode and thereby, works in accordance with the pedagogical goal of a meaning-and-fluency context.

The following extract comes from the other teacher's (T2) course and shows that T2 also employs RPLE in her initiation turn in a meaning-and-fluency context in a very similar vein. Extract 26 also takes place in a meaning-and-fluency context as it deals with students' comprehension of a listening text. The class is going to watch the next episode (i.e. episode 5) about a story that they have been watching as part of the "practical English" section in their coursebook after every two units. However, before they watch episode 5, the teacher in extract 26 checks on students' knowledge of the preceding episode (episode 4).

Extract 26. Holly and Rob
```
1→   T2:  do you remember holly, rob, jenny?
2    LL:  yes
3→   T2:  yes what happened- what happened at ↑last
4    GZ:  en son yemek yediler jenny'le
          they last had dinner with jenny
5    T2:  ye:s and ro:b rob was ill i think
          + looks up
6    LL:  yes
7→   T2:  yes what- what kind of an illness had he?
8    EM:  have a cold?
9    T2:  yes he had a cold ↑and
10        (0.9)
11        he had flu
12        ((A student knocks on the door and enters the
13        classroom and T2 directs her gaze towards the
14        door))
15→       flu?
16   GZ:  [grip]
           flu
17   HM:  [grip]
           flu
18   EM:  [flu grip
              flu
19   OG:  nezle
          cold
```

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```
20  T2:  °grip° yes he had a cold and he had flu
            flu
          + nods her head
21        he went to the pharmacy
22  LL:  ye[s
23→ T2:     [right or £drugstore? [pharmacy or drugstore?£
24  HM:                         [pharmacy pharmacy (it is
25        pharmacy)
26  OG:                        [pharmacy pharmacy
27        pharmacy in [(british english) drugstore is
28        °american°
29  EM:             [(british english)
30  T2:  in? [american okay
31  EM:      [in american drugstore in british
32  T2:  yes you remember. look at the picture (.) holly and
33        rob are on the picture what do you see in the
34        picture?
```

Extract 26 begins with the teacher's initiation of a sequence with RPLE in order to check whether students can remember what happened in the preceding sequence to set the ground for the main activity which involves listening and understanding the next episode. RPLE in the teacher's initiation turn and thus, in the FPP of the adjacency pair is in the form of a "remember recognition check" (You, 2014, 2015) (do you remember holly, rob, jenny?). The SPP to this remember recognition check comes from several students who produce a choral response (Lerner, 1993; Mehan, 1979b) by claiming recall through the type-conforming particle "yes" (Raymond, 2003) (line 2). Similar to T2's reaction to students' claim of recall in extract 24, here as well she repeats their response (yes) in line 3 and shows alignment not seeking demonstration of what they remember about the characters she asked through RPLE in line 1. However, in her next TCU, she initiates a new sequence by directing an open-ended question with RPLE about what happened in the preceding episode (line 3). GZ in Turkish explains the last event in the earlier episode (line 4). The teacher in the next line confirms GZ's explanation through the acknowledgement token "yes" but her confirmation is not enacted directly and strongly because her articulation of "yes" is elongated at word-final position and accompanied by her nonverbal action of looking up. Both the suprasegmental modification on the acknowledgement token and the nonverbal action mark the teacher's attempt to remember whether what GZ offered actually happened in the earlier episode.

In her next TCU in line 5, she remembers and provides another piece of information about the episode (`rob was ill i think`) followed by some students' agreement through the token "yes" (line 6). Based on this background information, the teacher in line 7 asks about the kind of illness Rob had and initiates another sequence through RPLE as marked by the past tense. EM proffers a response but with an interrogative intonation to request teacher's verification, which displays her uncertainty (`have a cold?`) (Goodwin, 1987). The teacher in line 9 first confirms her response and then repeats a more complete and grammatically accurate form of her response (`he had a cold`). In this way, she carries out the action of embedded correction which does not block the flow of the interaction as congruent with the pedagogical goal of a meaning-and-fluency context (Seedhouse, 2004). In the next TCU, the teacher produces DIU by uttering "and" with a rising intonation to "elicit an extension of prior talk" (i.e. to elicit more details about Rob's illness) (Koshik, 2002a, p.290) but waiting for 0.9 seconds, she herself delivers this detail (line 11). Her talk is interrupted by a student who knocks on the door and enters the classroom (lines 12-14). After this interruption, she continues her turn in line 15 and utters "flu" with an interrogative intonation to check on students' understanding of this word. Since this word was studied as part of the episode they watched earlier and thus, it was a word that was key to understanding the episode, the teacher, through RPLE, shifts from the meaning-and-fluency context to a form-and-accuracy context as the side sequence in her follow-up turn as an extension of the preceding sequence. Therefore, before she moves on with another event in the earlier episode, she makes sure that students can remember the meaning of a word as one of the keywords in the episode by means of RPLE in her follow-up turn. Her construction of such a side sequence could also be occasioned by students' inability to remember the name of the illness "flu" in response to her question in line 7 and 9. Several students in lines 16-19 offer the Turkish word for "flu". The teacher confirms the responses by repeating the Turkish word with a soft tone of voice accompanied by the nodding of her head and then uttering the acknowledgement token "yes". In her next TCU, she provides a complete form of the response to her question of RPLE in line 7. In her same turn, she shifts back to the meaning-and-fluency context and describes the next event in the episode (`he went to the pharmacy`) again followed by students' confirmation (line 22).

In line 23, the teacher initiates a new sequence by bringing up the expression "drugstore" and asking whether it was pharmacy or drugstore that Rob went to. With a smiling face, she

employs RPLE to test students' knowledge of the distinction between "pharmacy" and "drugstore". Here again, RPLE shifts the context to a form-and-accuracy context for words that were dealt with earlier as part of the episode. HM and OG insist that it was pharmacy but OG in his next TCU starts providing the distinction between the two expressions (lines 27-28). EM also attempts to do so by partly providing an explanation in an overlap with OG. The teacher in line 30 requests repetition for OG's explanation by producing "in" with an interrogative intonation but then realizes what OG said and confirms his response. Overlapping the teacher's turn, EM repeats the distinction between the two expressions (`in american drugstore in british`) in line 31. In the following line, the teacher openly indicates that the students do remember and then progresses to the main activity which involves comprehending the next episode. Before she gets them to watch it, she draws their attention to the pictures from the new episode given in their coursebook and then asks what they see in those pictures.

Extract 26 displays patterns of RPLE in T2's initiation turns in a meaning-and-fluency context. Similar to T1's use of RPLE in her initiation turn, T2 also resorts to it to set the ground for the main activity, which involves watching and understanding the new episode of a story they have been watching. Before she begins with this new episode, she, by means of RPLE, prompts students to remember what happened in the last episode they watched. As in extract 25, RPLE-initiated sequences in extract 26 also form series of pre-expansion sequences which emerge in a pattern of "sequences of sequences" in general and "successive parts of a course of action" in particular (Schegloff, 2007, p.195, 213) because each of the sequence addresses a part of the story in the last episode the class watched earlier and the outcome of the prior RPLE-initiated sequence makes relevant the subsequent sequence as the next step in the course of action in the story. For example, the first RPLE-initiated sequence from line 1 to 3 deals with a more general question that aims to elicit whether students remember the characters in the story. The claim of recall by the students triggers a more specific question of RPLE that asks about the latest event in the last episode they watched (lines 3-5). The outcome of this sequence prompts the teacher to bring up another event by first providing background information in line 5 (`rob was ill i think`) and then directing a question of RPLE about this event in line 7 (`what kind of an illness had he?`). It can again be claimed that sequences of sequences from line 1 to 32 function as a series of pre-expansion sequences as they lead up to the base sequence that deals with the main activity of

understanding the new episode (lines 32-34). The correct responses to each of the RPLE-initiated pre-expansion sequences act as a go-ahead for the base sequence. By directing relevant questions about the last episode they watched as preliminary to dealing with the new one, the teacher projects the occurrence of the base sequence which is contingent on the correct learner responses in the sequences of sequences. In this way, the teacher makes sure that students display a preferred learning state about a past learning event and a knowing (K+) epistemic status (Heritage, 2012a) so that they are ready to progress to a new learning event. She begins the new activity safe in the knowledge that students do remember the events in the earlier episode.

As well as RPLE in the teacher's initiation turns, it also emerges in her follow-up turn in extract 26. In the third pre-expansion sequence initiated in line 7, the teacher extends this sequence by employing RPLE which shifts the context to a form-and-accuracy context. The teacher's question of RPLE about the kind of illness Rob had, brings up the word "flu" and the teacher takes the opportunity to check on students' knowledge of this word in line 15 constructing a non-minimal post-expansion sequence. The extension of the same sequence in line 21 (`he went to the pharmacy`) also leads to the initiation of a new sequence in a non-minimal post-expansion sequence about dialectally distinct two terms (i.e. pharmacy and drugstore). The teacher again employs RPLE to check on students' knowledge of the difference between the two terms and creates a side sequence of form-and-accuracy context. This side sequence is made relevant by the teacher's mentioning the word "pharmacy" in line 21 since the distinction between the expressions "pharmacy" and "drugstore" was already raised as part of the last episode they watched earlier. Therefore, the RPLE-initiated sequence (lines 7-11) makes its expansion relevant next in the form of a side sequence about expressions that were key to understanding the earlier episode. By expanding the sequence through RPLE, the teacher creates an opportunity to have access to students' knowledge of the relevant expressions (i.e. flu, pharmacy and drugstore) raised by the talk about the kind of illness Rob had although those expressions might not be directly relevant to the next episode they are going to watch unlike the discussion of events which take place subsequent to each other. The teacher gets back to the meaning-and-fluency context in the base sequence as she begins the actual activity in line 32.

Similar to extract 25 from T1's course, in extract 26, there is also an event-based relation between the past learning event and the current one. It is the pattern of RPLE that initiates the series of pre-expansion sequences which establish this event-based relation. It is for this reason that inaccurate production is tolerated and indirectly repaired through embedded correction (lines 8-9) and that questions of RPLE involve reference to formerly discussed events and people. For example, the first RPLE-initiated pre-expansion sequence involves a "remember recognition check" (You, 2014, 2015) that asks students about whether they remember the characters Holly, Rob and Jenny (line 1). This question resembles the use of a remember recognition check in an ordinary talk as it refers to people in a story just like a person asking his/her friend about whether they remember a commonly known somebody. Such reference to people as well as events is one aspect that makes this meaning-and-fluency context close to an ordinary conversation and shows evidence for the teacher's use of language that is convergent to the pedagogical goal of the context (You, 2014, 2015). Besides, in the same extract, the pattern of RPLE also involves reference to linguistic items but it does so for those expressions that were emphasized in the past learning event and temporarily shifts the context to a form-and-accuracy context just like those patterns of RPLE employed in teacher follow-up turns in meaning-and-fluency contexts.

The following extract also illustrates an RPLE pattern in teacher initiation turn in a meaning-and-fluency context, however, like the earlier patterns of RPLE in teacher follow-up turns in meaning-and-fluency contexts, it creates a side sequence of form-and-accuracy context. In extract 27, the class is discussing the issue of being indecisive. In doing so, they are, together with the teacher, express their ideas about the items given in a short questionnaire, as a result of which they test to what extent they are indecisive. Extract 27 begins with the teacher's dealing with the second part of the questionnaire, which contains the questions "do you often change your mind about things? What kind of things? Do you think you are indecisive?". Since the activity involves sharing personal opinions in a way to foster more interaction, the emphasis is on meaning rather than on linguistic forms creating a meaning-and-fluency context. However, the extract at the same time illustrates a shift to a form-and-accuracy context to deal with linguistic forms that are important for the meaning of the context.

Extract 27. Being Indecisive

```
1→  T1:|#do you remember this changing your mind?
2    BZ: ↑karar değiştirmek.#1
          to change one's mind
```


#1 (lines 1-2) T1 points at the expression "change your mind" in the questionnaire which is projected on the board and then makes the gesture of underlining the expression using her finger repeatedly

```
3          ((T1 nods her head))
4    T1:  do you often change your ↑mind (.) about things after
5          you decide on ↓something.
                                        + points at "about things" on the
                                          board
6    SE:  °yes°
7    OG:  yes.
8    T1:  ↑yes
           + T1 nods her head and establishes mutual gaze with OG
9    SE:  (°kararsızım°). ((smiles))
          i'm not sure
10   T1:  °so° ↑that means you are an indecisive person if you
11         think so.
```

Extract 27 involves the initiation of a sequence through RPLE. The instructional activity is to elicit students' personal opinions about the items given in a short questionnaire; however, when they are up to the second part of the questionnaire which begins with the question "do you often change your mind about things?", the teacher withholds the main activity and instead employs RPLE to direct students' attention to the expression "to change your mind" which was studied in a past learning event. In the first line, RPLE is constructed in the form of a "remember recognition check" (You, 2014, 2015) and thus, is explicitly marked by the expression "remember" in the question (`do you remember this changing your mind?`). The question of RPLE is also embodied by the teacher who makes an embodied deictical reference by pointing at the target expression in the questionnaire which is projected on the board and makes the gesture of underlining the expression using her finger repeatedly (#1) (Kita, 2003; Mondada, 2007). In this way, she draws students' attention to the expression

"to change your mind" as appearing in the new context. Although the question is structurally a "yes-no" type of question and may seem like a claim of remembering as a response would be sufficient, it elicits a response from BZ who actually provides the meaning of the expression and thus, "demonstrates" or "exhibits" remembering and knowing (Koole, 2010; Sacks, 1992). BZ's orientation to RPLE as a remember recognition check that would prefer a "demonstration" rather than a "claim" is similar to displays of knowing which are found to emerge in positions where a demonstration of knowing is the preferred response unlike questions of understanding for which claim of understanding is sufficient as a response (Koole, 2010). Therefore, in Sacks' (1992) terms, BZ in line 2 "exhibits" remembering and knowing by providing the meaning of the target expression in Turkish (`karar değiştirmek`) rather than claiming that she remembers. BZ interprets the teacher's pedagogical goal as asking the meaning of the expression and as a case of "teacher-induced code-switching to get learners to translate into the L1" (Üstünel & Seedhouse, 2005, p.315). The teacher in line 3 confirms BZ's response by nodding her head. She then proceeds with the main activity by asking the actual question (`do you often change your ↑mind (.) about things`) in lines 4 and 5. As she articulates "about things", she also points at it on the board. SE and OG offer the response "yes" in lines 6 and 7. In her follow-up turn, the teacher repeats their response with a rising intonation and at the same time nods her head as she establishes mutual gaze with OG. SE in line 9 offers another response in Turkish (`kararsızım`) with a soft tone of voice and then smiles. Then the teacher sums up the case by making the interpretation that students' responses show that they are indecisive.

Extract 27 displays a rather different pattern of RPLE in teacher initiation turns in a meaning-and-fluency context. Before the teacher resumes the meaning-and-fluency context by focusing on the second part of the questionnaire, she employs RPLE to check on students' knowledge of the expression "to change your mind" as part of the question which takes place in this part of the questionnaire. This expression is key to understanding the question and thus, a lack of understanding of this linguistic form would impede communication. Different from extracts 25 and 26, the teacher here withholds the initiation of the meaning-and-fluency context and through RPLE, creates a side sequence by shifting the learning context to a form-and-accuracy in her initiation turn. In doing so, just like the earlier patterns of RPLE in teacher initiation turn, here as well, the question with RPLE checks on students' knowledge of a language item and sets the ground for the main activity. It is only after eliciting the right answer that the

teacher proceeds with the main activity and shifts back to the meaning-and-fluency context in line 4. It is for this reason that the RPLE-initiated sequence again functions as a pre-expansion sequence from line 1 till line 4. Because knowledge and understanding of the expression "to change your mind" in the target question would ensure the comprehension of the whole question and continuity of interaction in the meaning-and-fluency context, the base FPP (line 4) is contingent on learner responses in the pre-expansion sequence. Besides, through embodied means, the teacher makes explicit that the expression she addresses (i.e. to change your mind) is part of the target question that is to come up in the base sequence. She points at the expression in the question on the board and makes the gesture of underlining it using her fingers (#1) (Kita, 2003; Mondada, 2007) and thus, projects the occurrence of this question in the base FPP and the occurrence of RPLE-initiated sequence as preliminary to the base sequence. In addition, the RPLE in extract 25 displays a pattern similar to those in teacher follow-up move in terms of creating a side sequence by temporarily shifting the meaning-and-fluency context to a form-and-accuracy context move. However, while those RPLE-initiated side sequences in teacher follow-up move have a retrospective function by expanding an already emergent base sequence or dealing with trouble sources in the preceding sequence, the RPLE-initiated side sequence in extract 27 has a prospective and precautionary function by setting the ground for the base sequence and preparing students for the main activity. In other words, those RPLE-initiated side sequences in teacher follow-up turns are usually occasioned by a display of trouble in students' understanding with regard to previously studied language items whereas those in teacher initiation turns emerge to prevent possible understanding troubles with those items that are key to the new context and/or that were emphasized earlier.

The ensuing extract takes place in T2's course and reveals a similar pattern of RPLE that creates a side sequence of form-and-accuracy context in teacher initiation turn in a meaning-and-fluency context. In extract 28, the class is studying a reading text about the history of popcorn. The students have read the text quietly and now the teacher goes over it. In doing so, she gets volunteers to read each paragraph aloud and then she herself reads the paragraph once again to translate it into Turkish sentence by sentence. As she translates the sentences, she sometimes asks students about the meaning of certain expressions. In extract 27, they are up to the last paragraph and the teacher reads out and translates the sentence "In 1914, in Sioux City, Iowa, Cloid H. Smith created America's first *branded* popcorn (Jolly Time), and for the

first time, popcorn was available in grocery stores". The context is a meaning-and-fluency context since the pedagogical goal is to help students understand the meaning of the text and create an opportunity for them to express their comprehension.

Extract 28. Brand

```
1    T2:  in nineteen fourteen
2         (1.5)
3         er: hhhh cloid smith created a↑merica's first branded
          +T2 smiles as she frowns
4→        popcorn branded popcorn what was brand
5    LL:  marka
          brand
6    T2:  ye:s ilk markalı popcornunu
              its first branded popcorn
7         (0.6)
8         er:: yaratıyor.
              creates
9         what was the name?
10   LL:  jolly [time
11   T2:        [jolly time and for the first time popcorn was
12        available in grocery stores.
```

Extract 28 is initiated by the teacher who starts reading aloud the target sentence "In 1914, in Sioux City, Iowa, Cloid H. Smith created America's first *branded* popcorn (Jolly Time), and for the first time, popcorn was available in grocery stores". However, when she is up to the name of the city, she stops reading for 1.5 seconds followed by the hesitation marker "er:" and the audible aspiration "hhhh" accompanied by her smiling and frowning simultaneously (lines 2-3), which all mark her difficulty to pronounce the name of the city in the sentence. She deals with this trouble source by preferring not to read the name of the city as she skips articulating it and moves on with the name of the person (cloid smith) in the sentence. So, she reads out the rest of the sentence (lines 3-4) with emphasis on the name of the person and the expression "first branded". "Branded" is also a word printed in bold in the sentence and the teacher who also places emphasis on this word marks that it is a key word. In her last TCU in line 4, she constructs a FPP by directing a question with RPLE about the meaning of "brand" (what was brand) which is the base form of the key word "branded" in the sentence. Although she initiates the extract with the pedagogical goal of reading aloud and translating the target sentence, she temporarily diverges from this goal and from the meaning-and-fluency

context by referring to a past learning event about a language item studied earlier and creating a side-sequence of form-and-accuracy context. By using past tense in her question, she signals that the word "brand" was studied in a past learning event. Several students provide the Turkish translation of this word as a choral response (Mehan, 1979b) in line 5 (`marka`) and show their orientation to the teacher's question as an instance of "teacher-induced code-switching to get learners to translate into the L1" (Üstünel & Seedhouse, 2005, p.315). The teacher's confirming students' response through the agreement token "yes" in line 6 shows that the learners complied with the pedagogical focus of the teacher. The teacher in her next TCU in line 6 starts providing the Turkish translation of the target sentence and in translating the word "branded", she takes up the translation students have provided and modifies it to make it an adjective (`markalı`) so that it corresponds with the form of its English equivalent (`branded`) in the sentence. So, she shifts back to her main task and to the meaning-and-fluency context by producing the Turkish translation of the first part of the sentence in lines 6-8. Before she completes translating the whole sentence, she encourages student participation by asking a question about the name of the brand, which is provided in brackets in the sentence (jolly time). Several students deliver the right response in line 10 and the teacher repeats their response and continues to read aloud the second part of the sentence.

Extract 28 displays a pattern of RPLE that occurs in T2's initiation turn in a meaning-and-fluency context. The teacher, who diverges from her main pedagogical focus of reading out and translating the target sentence, initiates a sequence through RPLE (line 4) about the meaning of the word "brand" which is the noun form of the keyword "branded" (adj) in the sentence. "Branded" is a keyword as marked by teacher's emphasis and the bold print in the text. In her initiation turn, the teacher employs RPLE and signals that the word "brand" was studied earlier in a past learning event. Although the word "brand" is in its adjective form (branded) in the sentence, she asks about the meaning of its noun form and hence, marks that the noun form of the keyword was actually studied in a past learning event. The students demonstrate their knowledge by providing the Turkish translation of "brand" and confirm their knowing (K+) epistemic status (Heritage, 1984). Therefore, RPLE in the teacher's initiation turn shifts the context to a form-and-accuracy context to check on students' knowledge of a keyword and constructs a side sequence preceding the main activity. Such a shift is usual in meaning-and-fluency contexts for those language items that are important for the meaning of the text. In brief, from the perspective of the teacher, this instance of RPLE creates an

opportunity for her to check on students' knowledge of a previously studied word and to build on students' knowledge of the word in providing the translation of the whole sentence by modifying the Turkish translation students have provided into its adjective form that corresponds to the form of the English word given. In this way, she also presents a new form of the word in relation to its another form that was studied earlier and marks that the new form is derived from the word that they are expected to be familiar with. Her bringing up a known form of the keyword sets the ground for the main task of translating the whole sentence. From the perspective of the students, the instance of RPLE creates an opportunity for them to contribute to the teacher's translation of the sentence and to remember a word that is morphologically connected to a word that appears in a new context and thus, to understand the new form in relation to its known form. As a result, RPLE-initiated side sequence forms the basis for students' comprehension of the target sentence.

4.1.3.3. Summary of RPLE Patterns in Teacher Initiation Turns

In instances of RPLE in teacher initiation turns, the teacher does not initiate with the main activity but puts it on hold and instead initiates the sequence through RPLE to set the ground for the main activity. In those instances, RPLE takes the form of an elicitation and initiates a sequence (e.g. extracts 21 & 24). While the patterns of RPLE in follow-up and response turns occur as subsequent to a sequence or a learner turn, the patterns of RPLE in initiation turns occur as preliminary to teacher and/or learner turns. Therefore, RPLE in teacher follow-up and response turns has a retrospective function because it is determined by and connected with the preceding base sequence or turns whereas RPLE in teacher initiation turns has a prospective function because it forms the basis for the subsequent base sequence or turns and thus, determines the flow of the following turns. The pattern of RPLE in teacher initiation turns occurs when the teacher uses the past learning event to prepare students for the present activity.

Sequentially, in most of the cases, RPLE initiates a pre-expansion sequence that is peculiar to an instructional setting (e.g. extracts 22 & 23). It is only after an RPLE initiation elicits correct responses regarding previously studied language forms or items that the teacher initiates the base sequence and progresses to the main activity. The transition to the base sequence is usually marked by the Turkish indexical "burada" (here), Turkish conjunctions "dolayısıyla" (so), peki (well then) and "bir de" (also), the English transition marker "ok then" and the

conjunction "but", which all preface the initiation of the base sequence. Students' display of knowledge or recognition in response to an RPLE and/or the repair action on the trouble sources in their response, if there any, function as a go-ahead for the base sequence.

The RPLE-initiated pre-sequence allows the teacher to check students' recognition of past learning events in order to decide whether there is any trouble source in their learning state since the presence of a repairable may indicate trouble with the transition to the main activity. She then builds on their display of knowledge by presenting new items or topics in relation to a past learning event and by encouraging learners to transfer their knowledge to a new context. In this way, she sets the ground for the main activity and thus, increases the possibility of eliciting a preferred response or ensuring learner understanding or knowledge in the main activity. It can be said that RPLE in teacher initiation turns acts as a precautionary measure and may prevent the occurrence of a trouble with the previously taught topics, with relevant topics in new learning events and with the connection between the two learning events. Thereby, RPLE emerges as one way of ensuring progressivity of the interaction in the main activity.

On the part of the learners, such an RPLE-initiated sequence allows learners to revise and reflect on their knowledge in a relevant new context and to display understanding of the new topic in relation to a past learning event. Therefore, it can be claimed that RPLE-initiated pre-expansion sequences create learning opportunities because it is evident that the teacher manages to elicit preferred responses in a new context in the base sequence where students are presented with relatively new language forms or items. This shows that students are able to transfer what they recognize from a past learning event to new contexts. Besides, by bringing up previously studied topics and items, RPLE in teacher initiation turns reminds students of these topics, which is evident in students' display of recognition and in the change of epistemic state some of them undergo regarding those topics that they could not remember initially.

The findings reported so far come from data occurring in form-and-accuracy contexts. Nevertheless, those instances of RPLE in teacher initiation turns in meaning-and-fluency contexts also appear in a similar fashion. In those contexts as well, the teacher is employing RPLE to initiate a sequence as preliminary to the main activity to set the ground. However,

the categories indexed (i.e. events, people, place) with reference to past learning events vary with meaning-and-fluency contexts. In other words, such contexts, which emphasize meaning more than linguistic forms, usually involve comprehension and interpretation of stories studied in the form of series of episodes students listen to. Every time a new episode is studied, a reference is made to an earlier episode. By referring to a past learning event which involves comprehension of an earlier episode, the teacher makes sure that the students can remember the context and the earlier events that are relevant to the next episode, the comprehension of which is the pedagogical goal (e.g. extracts 25 & 26). Therefore, different from form-and-accuracy context, the relationship between the past learning event and the new one as established by RPLE is event-based rather than linguistic-based. That is, it is the comprehension of events in the earlier episode as the past learning event that sets the ground for the current activity rather than the comprehension or knowledge of language items or structures. It is for this reason that incorrect production is tolerated or repaired through embedded correction and more student talk is encouraged through such resources as continuers (i.e. huh-huh). Besides, many of the RPLE patterns are preceded by brief background information to establish common ground. It is again because of this event-based relation that RPLE in question formats do not involve reference to previously studied language items or structures but involve reference to formerly discussed events and/or people. Such a pattern resembles the way past events are referred to in ordinary conversation (You, 2014, 2015), which displays compliance with the pedagogical goal of a meaning-and-fluency context. In those instances, RPLE-initiated sequences also form pre-sequences but in the form of "sequences of sequences" (Schegloff, 2007, p.195) since the subsequent sequence follows closure of the preceding one and is not an expansion of it but is closely related (e.g. extracts 25 & 26). The kind of "sequences of sequences" evident in RPLE-initiated sequence series is "successive parts of a course of action" because every next sequence addresses an event in an earlier episode by following the event just addressed in the preceding sequence. In other words, "the subsequent sequence is made relevant as a next step in the course of action triggered by the outcome of the prior" (Schegloff, 2007, p.215). The series of pre-expansion sequence is then meaningfully linked to the base sequence in which the teacher begins the new activity safe in the knowledge that students do remember the events in the earlier episode.

On the other hand, there are instances of RPLE in teacher initiation turns from meaning-and-fluency contexts that create a side sequence of form-and-accuracy context similar to patterns

of RPLE in teacher follow-up turns (e.g. extracts 27 & 28). The teacher withholds the initiation of the meaning-and-fluency context and through RPLE, temporarily creates a side sequence by shifting the learning context to a form-and-accuracy in her initiation turn. In doing so, she checks students' recognition of those linguistic items that are key to understanding the upcoming activity and/or which were also emphasized in a past learning event. It is only after eliciting the right answer that the teacher proceeds with the main activity and shifts back to the meaning-and-fluency context.

Lastly, the analyses have shown that RPLE is employed in initiation turns by both of the teachers (T1 & T2) in both of the L2 classroom contexts (form-and-accuracy, meaning-and-fluency) in quite similar fashions. There is no evidence for the use of RPLE in different ways by the two teachers. Both of them make RPLE as preliminary to the main activity to make sure that the students display recognition of language forms or events that would allow them to progress well in the new context. Both of them use RPLE to initiate series of pre-sequences in the form of "sequences of sequences" (Schegloff, 2007) and to create a side sequence of form-and-accuracy context. As a result, it can be claimed that RPLE is not an idiosyncratic phenomenon and thus, does not reflect "teacher's instructional idiolect" (Walsh, 2006, p.138).

4.1.4. Findings of Stimulated Recall Sessions about RPLE in Teacher Turns

As well as the analysis of the interactional data from the perspective of conversation analysis with regard to the patterns of RPLE, stimulated recall sessions were carried out with the teachers who directly took part in the analysed extracts for RPLE in teacher turns. The aim was to uncover their thoughts about the action of RPLE as supplementary to conversation analytic findings. The teachers' thoughts about their use of RPLE in different sequential positions are discussed with respect to the emerging themes- (1) the motivation for using RPLE, (2) its contributions to students' learning state, (3) its contributions to teaching and (4) its possible drawbacks to teaching and learning.

Starting with the teachers' motivation for using RPLE, when T1 was asked why she had used RPLE following preferred learner contributions with reference to extract 2, T1 expressed her concern regarding the study of many words only in one lesson due to the heavy curriculum and thus, she stated that by using RPLE in follow-up turns, she creates an opportunity for the students to recall vocabulary items or some aspects of these items that they worked on in past

learning events. In other words, the motivation for her use of RPLE particularly after preferred learner responses derived from the heavy curriculum which limited the revision of language items. Therefore, the teacher felt disturbed that the students could get exposed to certain language items only once and thus, to overcome this limitation, she resorted to RPLE as an interactional resource. Regarding this, she said that

> ... because our program is so intense, most of the time we see the words only in one lesson and do not get a chance to go over them again. I actually feel so disturbed by that and when an opportunity arises, I want to remind students of these things through that [reference to a past learning event]. That's why when a situation arises, I find this as a means of remembering these words and give them an opportunity to remember and use them in the class.

Likewise, T2 with reference to extract 4 also thinks that RPLE is a good way of checking and ensuring whether students can remember previously studied items in a relevant context following correct student responses. Furthermore, she thought that through RPLE, she could make sure that those students who did not pay attention in the past learning event do recollect those items.

In other cases, the incorrect learner responses motivated T1 to employ RPLE to establish a connection between old and new learning behaviour. The incorrect responses which display learners' lack of understanding with respect to a past learning event drive the teacher to treat it by means of RPLE in her follow-up turn. For instance, when she was asked about her use of RPLE in extract 7 in which the incorrect response displays learners' lack of knowledge about the use of "anything" that they studied in a past learning event, she mentioned the necessity of RPLE as an interactional resource to show how to use an old and a new grammar structure together accurately and stated that an incorrect response regarding students' knowledge in the new context is something that cannot be ignored. In fact, T1 put forward that if the students had not come up with an incorrect response on the use of "anything" in the new context, she wouldn't have employed RPLE. Similarly, the learners' display of uncertainty and trouble about previously studied language items in their initiative also occasioned the teacher to make RPLE in her response turn in order to deal with the gap in learners' learning state. With reference to extract 20, T1 put forward two reasons for her use of RPLE in her response turn as follows:

> Because I held her accountable and responsible for remembering this expression [caller] because we had learnt it previously and to treat a gap there actually. Secondly,

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this gave me the opportunity to make the whole class remember something that we had learnt and to revise it the second time.

Particulary with cases where RPLE appears in teacher initiation turns, its use was occasioned by the teacher's attempt to facilitate the teaching of a new topic. With reference to extract 22, T1 stated that she employed RPLE to make her teaching of a new grammar topic easier and simpler for the students by building a connection between previously studied grammar topics and the new one so that students could easily conceptualise and internalize the new structure. Likewise, with reference to extract 24, T2 also thought that with the correct response elicited to her question of RPLE, she had progressed to the new topic with more certainty and asserted that if a previously studied topic is learnt well, then the new topic that is relevant to this past topic can better be learnt. Regarding this, she stated "instead of presenting information based on incomplete knowledge, I would rather present information based on complete knowledge". In this way, she thought that students could establish a meaningful connection rather than memorizing.

As for those cases of RPLE in meaning-and-fluency contexts (extract 25), T1 as similar to her practice of RPLE in form-and-accuracy contexts mentioned that she used RPLE in extract 25 to build a connection between the previous episode and the new one so that students could easily understand the new episode. In this way, she claimed that RPLE had emerged as a warm-up activity. Different from RPLE in form-and-accuracy contexts, T1 also added that her second motivation for using RPLE in extract 25 was to create an opportunity for a speaking practice in such a meaningful context by asking students questions about what they are already familiar with and encouraging them to interact. This second motivation shows compliance with the pedagogical goal of a meaning-and-fluency context. Based on this, T1 further claimed that unlike those instances of RPLE in form-and-accuracy contexts, in such a meaning-and-fluency context as in extract 25, she is not really checking on students' knowledge of English but on their knowledge of events. With reference to extract 26 in which T2 also employed RPLEs in a very similar fashion, T2 also stated that she used RPLE to build a connection between the previous and the new episode. Besides, she added that her use of RPLE mainly addressed those students who were absent in the past learning event so that they could make sense of the new learning context.

Regarding the cases of RPLE that shifts the meaning-and-fluency context to form-and-accuracy in teacher initiation turn with reference to extracts 27 and 28, both T1 and T2 employed RPLE not as a means to a speaking practice but as a means of checking students' knowledge of an expression that was studied or emphasized in a past learning event to make sure that students remember the expression and carry out or understand the forthcoming activity successfully. In this way, they make sure that students do not display trouble with understanding the new activity or the text and set the ground. T1 also sees it as an opportunity to diagnostically test their knowledge of a previously studied expression. Another reason why T1 employed RPLE to shift the focus to form in her initiation turn before the main activity is because she did not want to interfere in the speaking activity and disrupt the progressivity of the activity. In another case where RPLE is employed in teacher follow-up turn this time to shift the focus to form, it is the display of trouble with regard to a past learning event that prompted the teacher to resort to RPLE. Based on this, extract 17 as a meaning-and-fluency context reveals that the lack of learner knowledge displayed with regard to the word "male" which had been worked on earlier forced the teacher to bring the word "male" to the fore by using RPLE and creating a form-and-accuracy context as a side sequence in her follow-up turn.

As for the contributions of the practice of RPLE to teaching and learning, T1 thought that it creates an opportunity for the students to recall previously studied language forms or items, allows learners to see the use of these items in a new context, facilitates the learning of new topics by establishing a connection between the past and new knowledge, helps students to better understand the mistake they make regarding a past learning event, and elicits feedback by testing the learning of previous topics. She explained this situation as follows:

> ... we might have worked on it [a language item] only once in a lesson and I see it [reference to a past learning event] as an opportunity to remind students of this. Also, they [students] get a chance to see it in a different context, I want to remind them about how they can use it in different contexts. In this way, to actually create a learning opportunity. Apart from this, I think that when students usually make a connection among those items studied and make a thematic connection, it facilitates their learning. When we directly say something and just move on without making a connection with the previously learnt items, I feel like what I am teaching is in the air. Our program is so intense… we study more words than necessary and I find this a bit harsh- when will they learn them all? when will they internalize them? That's why I make an effort to remedy this shortcoming.

In addition, T1 also highlighted that she uses RPLE to bring up language topics that were particularly emphasized in past learning events and that are important for students to know. She also perceives RPLE as a form of diagnostic test to get feedback about whether the learners can display knowledge of previously taught language items. In this way, she uses the feedback to take necessary measures. She emphasized that she employs RPLE to help learners overcome their language learning confusion and expressed learners' contentment with this practice. Both T1 and T2 indicated that RPLE is particularly useful for those students who did not attend past learning events.

Regarding the use of RPLE in teacher initiation turns in particular, by initiating with what students are assumed to know through RPLE and encouraging them to make a connection between the past learning events and the new one (e.g. extract 22), T1 thought that it might have reduced students' anxiety and raised their confidence in discovering the new grammar topic. She discussed this case as follows:

> I didn't like introducing it [the new grammar topic] as something totally new. I just allowed the students to see that it's very much related to something that they learnt previously… it probably reduced their anxiety and as they could build this connection, they also felt more confident.

Besides, in the same instance, RPLE is thought to emerge as an interactional resource for teaching grammar inductively as T1 asserted: "I use reference to a past learning event as a way to utilize inductive approach in grammar teaching". In a similar vein, in teacher response turns, RPLE is also thought to create a positive learning behaviour by encouraging students to use their knowledge in new contexts. With reference to extract 20, T1 discussed the case in point as follows:

> It also gave learners the opportunity to make complex sentences, to integrate what they have learnt previously into a new context… when students saw that they could demonstrate their knowledge, it also affected them positively, I remember that I felt that they enjoyed it because they saw that they could use what they learnt previously in a meaningful context.

The practice of RPLE is thought to contribute to the students' learning state in meaning-and-fluency contexts (e.g. extract 25) as well because students did practice speaking by recalling the events in the earlier episode from the past learning event and begin the new activity with the necessary background knowledge. T1 also thought that RPLE had contributed to her teaching as she stated that "it made the transition to the new activity more meaningful". With

regard to a similar instance in extract 26, T2 also stated "I saw that those students who had watched the earlier episode could remember the events and at the same time saw that I reminded those students who had not watched about those events". As for those instances where RPLE shifts the focus on meaning to form (extracts 17 & 27), it allowed students to revise and recall those items that were important for the target context and that were emphasized earlier and in teacher follow-up turns, it also helped learners to understand their trouble source turn in relation to previously learnt language items. Like T1, T2 also believed that RPLE eases students' learning behaviour and creates an effective learning style.

As well as the strengths of RPLE, both T1 and T2 also mentioned some of its drawbacks (though quite rare) if not employed carefully. T1 indicated that when she uses RPLE too often, she increases teacher talk, may confuse some learners in an attempt to establish too many connections and limit learners' discovery skills by creating or encouraging the connections herself. In a similar vein, T2 also thought that RPLE at times made her more at the centre by increasing teacher talk and suggested that it would have been better if students were encouraged to come up with such questions of RPLE at points of need. Moreover, T1 made the remark that RPLE may confuse particularly those slow learners who did not really internalize previously studied topics as "they might have felt cut off from the main focus of the activity". In addition, particularly in the case of RPLE in teacher initiation turn (e.g. extract 27), T1 pointed out that some of the students may consider it as an interruption at the start of a new activity and may feel distracted. From some of the students' facial expression, she could make the inference that they were not content with the shift of the focus to previously studied items just as they were getting ready to start a production activity and did not want to spend time on these items. She indicated that this may be particularly the case with those students who already recognize those items that the teacher focuses on through RPLE. Based on this, with reference to RPLE in teacher response turn in extract 20, T1 stated "sometimes some students don't like such divergences… you know when you just jump from one topic to another, they really want to focus on the exercise and do what's required of them". T2 is also of the same opinion in that some students who already recognize what the teacher refers to do not like revision and display boredom and impatience. She stated "fast learners show reaction to slow progress" that could be occasioned by RPLE with divergence from the main activity. Lastly, T1 also mentions time constraints as the most important handicap to her use of RPLE because of the intensive curriculum. While in some instances this is not a big problem (e.g.

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extract 22) because T1 employs RPLE within the time already allocated for a particular activity or instruction, in other instances (e.g. extracts 20, 25), it does take time and extend the time allocated for a particular activity. That is, when she uses RPLE by diverging from the main focus of the activity, it takes a longer time for her to complete some of the activities. She explains this case as follows:

> Because we have such an intensive program and time constraints we face that a lot, I just have that pressure on me when I am teaching. Therefore, when I diverge a lot from the main focus of the lesson, I get stressed. I should stop here and continue with the exercise.

However, in the end, T1 asserts that the time RPLE takes is worth student progress. This finding suggests that in using RPLE, teachers need to manage their time well in a way that they do not allow a great divergence from the main goal and do not lose their focus of interest. As a result, the teachers' opinions show that the use of RPLE and its consequences are highly contingent on the context. For example, while in one case it may be conducive to learning for fast learners by facilitating their learning of new topics, in another case, it may cause boredom for the same students by repeating already learnt items. Similarly, in one case it may be conducive to learning for slow learners by reminding them of those items they could not internalize whereas in another case, it may confuse them more by building on their insufficient knowledge. T2 sums up this case in point by proposing that the use of RPLE needs to be well managed as she asserted

> I believe making reference to past learning is essential for language teaching but we need to adjust its dose well. The level of the students and the class may either increase or reduce its use.

4.2. RPLE in Student Turns

RPLE patterns emerge not only in teacher turns but also in student turns and initiatives which usually index English expressions previously studied. The analysis of the interactional data from the courses of two of the teachers has yielded a total of 63 instances where RPLE is employed in student turns. Similar to RPLE in teacher turns, RPLE patterns in student turns also display divergence from the main focus of the activity to language items from past learning events. In most of the instances, they appear as either "request for verification" or "request for information" (Goodwin, 1987, p.122).

The first situation where RPLE occurs in student turns is when a student remembers a word and its meaning but displays uncertainty (Goodwin, 1987) about either its form or its meaning and thus, requests verification through RPLE. Of the 63 instances, 21 are illustrative of this situation. Extract 29 which comes from T2's instruction illustrates one such situation in which a student employs RPLE to request verification about the meaning of an expression he is not sure with. In extract 29, the teacher is giving instructions for the activity they are going to work on. The activity involves completing a quiz about what they would do if they met some dangerous animals and then the discussing their answers with their partners.

Extract 29. Common

```
1    T2:  read about some common and some less common
2         situations. some common situations (.) which er is
3         here the dog (.) okay its- it is more common to er:
4         face a dog (.) and some less common situations which
5         might be: the sharp here. okay its- it's less common
6         to face a shark.
7→   MD:  less hocam anlamadım ben
               ms i didn't understand
8→   MD:  [less ↑common] içermek değil miydi?
                    didn't it mean to include
                         + produces a thinking face
9    T2:  [common?      ]
10   LL:  ortak
          common
11   T2:  common?
12   LL:  ortak
          common
13   T2:  common ortak, genel (0.2) daha sık (.) common
               common, general    more frequent
14        sık genel ortak
          frequent general common
15    MD: hu:h
          + makes a note in his book
16    T2: less ↑common daha az sık. sık olmayan ↑ok
                    less frequent not frequent
```

Extract 29 begins with the teacher's instruction to an activity students are to carry out. From lines 1 to 6, she explains the situation in the activity with examples. However, MD in line 7 self-selects and initiates a sequence by indicating his lack of understanding of the situation (a

typical case of Waring's (2011) type A learner initiative: self-selecting to initiate). He, in his first TCU, repeats the word "less" which signals a trouble of understanding with this word and then openly expresses that he did not understand. In the following TCU in line 8, MD displays uncertainty about the meaning of the expression "less common" by uttering it as he produces a "thinking face" (Goodwin & Goodwin, 1986, p.57) and then by directing a question with RPLE to check whether his current knowledge of "less common" is right (`içermek değil miydi?`). Using past tense, he requests verification (Goodwin, 1987) as to whether the expression "less common" did not have the meaning "to include". By using RPLE, he displays that he remembers something about the expression signalling that he met the expression earlier but asks a question with RPLE to check whether what he remembers is right. Besides, by using his initiative, MD actually requests help from the teacher.

The teacher in overlapping turns with MD in turn-initial position repeats the word "common" with an interrogative intonation to check if the trouble lies in his understanding of this word (line 9). MD's question of RPLE also reveals the trouble source in his comprehension of the teacher's instruction since what he remembers is actually not right as marked by the subsequent peer and teacher turns which repair MD's understanding of "common". For example, in line 10, several of his peers produce a choral repair by providing a Turkish word for "common" (`ortak`) and show that "common" does not have the meaning that MD thinks it has (i.e. to include). However, the peers' response also displays a trouble in their understanding of the teacher's instruction to the activity as they provide a meaning of "common" that is different from the meaning it expresses in the activity. In the activity, "common" is used in the sense of "frequent" while the Turkish word they provide "ortak" has the meaning "shared by people". The teacher in line 11 repeats "common" once again with an interrogative intonation followed by some of the students' choral repetition of the same Turkish word "ortak". The teacher in line 13 repeats the Turkish word "ortak" to confirm that the word "common" has one such meaning but then delivers the Turkish words that describes the right meaning of "common" as used in the activity (`genel, daha sık`) (lines 13-14). MD in line 15 utters the change of state token "hu:h" (Heritage, 1984) accompanied by his making a note in his book, which marks a change in his epistemic status with regard to the meaning of "common". Lastly, the teacher in the subsequent turn explains the meaning of "less common" in Turkish in relation to her explanation of "common" in lines 13 and 14 (`daha az sık. sık olmayan`).

Different from the patterns of RPLE in teacher turns, extract 29 displays an instance of RPLE in a student turn that initiates a sequence. This time, it is the student (MD) who uses RPLE to assess his current knowledge (line 8). As a reaction to the teacher's instruction to the activity, MD self-selects and initiates a sequence by employing RPLE to display a trouble in his understanding of the instruction, which is due to his incorrect knowledge of "common" encountered earlier. MD marks RPLE by using past tense and hence, signals that "common" was presented in a past learning event and that whether what he remembers as a result of this event is right. However, MD's turn in lines 7 and 8 actually initiates repair as the subsequent peer and teacher turns provide a correction of his knowledge of "common" enacting a repair action. Besides, his initiation leads to the repair of not only his understanding but also his peers' understanding because the peers' turns display that they could not grasp the meaning of "common" as used in the activity but isolated from its use in the activity, they presented a different meaning of "common". Although the teacher accepts and confirms the peers' response "ortak", she adds an explanation of the meaning of "common" in the target context (lines 13, 14 & 16) and thus, her turn addresses not only MD but also others. In this way, such a learner-initiated sequence through RPLE serves the purpose of multilogue by changing the initial dyadic structure between the teacher and the student who initiates into a "multi-party" activity and involving those peers as "ratified participants" (Schwab, 2011, p.12-13). Most importantly, it can be claimed that MD's initiation creates a change in his learning state as marked by his use of the change of state token "hu:h" along with his making a note in his book.

The second situation where RPLE occurs in student turns is when a student remembers a word but not its meaning and thus, produces a "request for information" (Goodwin, 1987, p.122) about the meaning through RPLE (among the 63 instances, 22 appear in this situation). This situation is illustrated in extract 30, in which the teacher (T1), after studying a story, gets the students to carry out an activity in the coursebook regarding the adverbs used in the story. The activity involves students listening to some lines from the story and then adding an adverb from the group of adverbs they have just studied in the previous section after "said" to show how the person is speaking. That is, they are to complete the sentences with an adverb in accordance with the way the person is saying the line. In extract 30, they are up to item 4, which looks like: "Don't make a noise. Everyone is asleep", she said _____. Since the

pedagogical goal is to produce adverbs accurately in such a guided activity, the context is a form-and-accuracy context.

Extract 30. Awake

```
           ((the students have just listened to the line:
           "don't make a noise. everyone is asleep".))
1    AN:    °quietly°
                + imitates the way the speaker says the line in the audio
2    MS:    quietly
3    OG:    quietly
4    MD:    [°quietly° ]
                 + imitates the way the speaker says the line in the audio
5    T1:    [quietly   ] ↑asleep
6    BZ:        [uyuyakalmak
                  to fall asleep
7    OG:        [uyumak
                  to sleep
8    ZL:    uyu- uykuya [dalmak
                  to fall asleep
9    UM:              [(°uykuda°)
                        asleep
10   EM:            [uykuya dalmak
                     to fall asleep
11   T1:            [everybody is sleeping [uykuda it is an
                                            asleep
12          adjective that one
13   MD:                              [°uykuda°
                                        asleep
14→  MD:    a- awake- awake ↑neydi hocam
                    what was awake miss
                + produces a thinking face
15   T1:    ayık o da
            that one is awake
16   MD:    ayık mıydı     tam tersiymiş.
            was it "ayık"  it is just the opposite
                + T1 nods her head
17   T1:    it is also adjective.
```

After the class has just listened to the line "Don't make a noise. Everyone is asleep", the teacher elicits students' responses about how the speaker has said the line. The pedagogical aim is for the students to come up with the right adverb that describes the way the speaker produces the target line. Therefore, extract 30 begins with the students who have self-selected

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to offer a response for the target line (lines 1-4). AN and MD articulate the adverb "quietly" with a soft and quite tone of voice by imitating the way the speaker says the line in the audio. In this way, they not only offer a response but also demonstrate their understanding of the adverb "quietly". In an overlap with MD's response, the teacher in line 5 ratifies the responses by repeating it and then utters "asleep" with an interrogative intonation to ask students about its meaning and hence, to request further demonstration of student understanding of the target line. From line 6 to 11, several students in overlaps provide the corresponding Turkish expressions for the word "asleep", thus demonstrating their knowledge of the word. The action of code-switching in students' responses can be said to be a "teacher-induced code-switching to get learners to translate into the L1" (Üstünel & Seedhouse, 2005, p.315) as the learners have analysed the teacher's pedagogical focus to be for them to code-switch to L1 and the teacher in the subsequent turn orients to the learners' responses as affiliative by repeating the Turkish expression "uykuda" preceded by her paraphrase of "asleep" in English (`everybody is sleeping`) (line 11). In her next TCU in the same turn, the teacher also adds that "asleep" is an adjective.

In an overlap with the teacher's repetition of the Turkish word "uykuda", MD also produces the same Turkish word with a soft tone of voice (line 13). The focus on the word "asleep" reminds MD of the relevant term "awake" as he, in line 14, self-selects to ask the teacher about its meaning by using RPLE (Waring's (2011) type A learner initiative: self-selecting to initiate). He initiates a sequence through RPLE which is marked by the past tense in his question. He produces the question of RPLE (`awake ↑neydi hocam`) after several stops in his articulation of the word "awake" accompanied by a "thinking face" (Goodwin & Goodwin, 1986, p.57), which all display that MD manages to remember the word "awake" from a past learning event but he has no access to his knowledge of its meaning. MD's bringing up the word "awake" is made relevant by the preceding sequence which deals with the relevant expression "asleep" and thus, the sequential positioning of MD's initiation shows that he has some idea about the term "awake" as he brings it up in a relevant context but he has trouble distinguishing it from "asleep". In line 15, the teacher provides the Turkish translation of "awake" (`ayık`) and MD in the next line repeats the Turkish word in the form of a "yes-no" question, which is accompanied by the teacher's nodding of her head. In his next TCU, he clarifies his understanding of "awake" by indicating in Turkish that "awake" is actually just the opposite of "asleep" (line 16), hence, he demonstrates his understanding of the semantic

relation between the two words. The teacher in the last line adds that "awake" is also an adjective.

Extract 30 illustrates a pattern of RPLE which is used by a student (MD) to initiate a sequence in order to request help from the teacher about the meaning of "awake" that was encountered in a past learning event. By using past tense and recollecting the word "awake" after several stops in his articulation accompanied by a thinking face, MD marks RPLE and shows that "awake" was presented or encountered in a past learning event as a result of which he is trying to recall. Besides, the RPLE-initiated sequence by MD from line 14 to 17 is made relevant by the preceding sequence which deals with the meaning of the relevant expression "asleep". That is, the teacher's focus on the word "asleep" evokes MD's memory of the word "awake" and calls into question his knowledge of "awake" in relation to "asleep". Although he has access to the word itself, by asking a question of RPLE, he displays trouble with its meaning. His question of RPLE is not one of those ordinary "information-seeking" question (Mehan, 1979b) because by using RPLE, he does not position himself as occupying K- epistemic status but as not having access to his K+ epistemic status (Heritage, 2012a, 2012b). RPLE marks that he cannot remember the meaning of a word (awake) previously presented though his bringing up this word in a relevant context (i.e. in relation to "asleep") shows that he has some idea about it. Therefore, through RPLE, MD actually initiates repair on his own knowledge by requesting help from the teacher. The trouble in his recall of the meaning of "awake" is repaired as a result of the teacher's response (line 15), which creates an epistemic change in his learning state as evident in his statement that "awake" is just the opposite of "asleep" (line 16) (i.e. self-initiated, other-repair). In addition, similar to RPLE in teacher turns, RPLE in a student turn also displays divergence from the main focus of the activity to a language item from a past learning event. It leads to the emergence of an item (i.e. awake) that does not take place in the target activity but that is relevant to the activity. Furthermore, different from RPLE in extract 29 in which the student employed RPLE to request verification about his knowledge of an expression (i.e. the student having access to a word and questioning his knowledge of its meaning), in extract 30, RPLE is used by the student to request information about the meaning of a previously presented word (i.e. the student having access to the word but not to its meaning).

The third situation where RPLE occurs in student turns is when a student cannot remember a word at all and produces a "request for information" (Goodwin, 1987, p.122) about the word by using RPLE to initiate a word-search sequence, which displays that the word he/she is searching for was actually studied previously but cannot be recalled (Out of the 63 instances, 12 illustrate this case). In this situation, RPLE emerges as a resource for mitigating potential face issues as it claims inability to recall rather than lack of knowledge. Extract 31 is a case in point. In extract 31, the teacher (T1) gets students to practice the use of "should" for giving advice after she has instructed students in the use of "should". In doing so, she presents students with a set of situations which require students to give advice using "should". In extract 31, the class is working on the situation which states "my neighbours are really noisy at night. What should I do?". Since the activity involves sharing personal meanings, the teacher provides students with an interactional space to encourage them to provide their personal opinions but at the same time, she also orients to the accurate use of language that is important for the clarity of the meaning to be expressed. Therefore, the extract starts as a meaning-and-fluency context.

Extract 31. Can't Stand

```
1     T1:    what about this one this is the last one.
             + points at the target sentence projected on the board
2            my neighbours neighbour?
3     EM:    komşu
             neighbour
4     LL:    komşu
             neighbour
5            ((T1 nods her head))
6     T1:    are really noisy at night what should i do?
7            (1.5)
8            do you have neighbours by the way?
9            neighbour mı kaldı ↑demi=
             as if a neighbour ever exits right
10    EM:    =yes my next room
             + raises her hand and simultaneously T1 points at her
11    T1:    huh
                                 1#
12    EM:    er some (.) nights (.) er are really noisy.
13    T1:    hnm
14    EM:    and er i and my er <roommate>#1
             + moves to a more upright position by leaning forward first and then backward
             #1 (lines 12-14) T1 occasionally nods her head
```

```
15   T1:   hnm-hnm
16   EM:   roommates er are er
17         ((rolls her eyes to the left and right and then
18         smiles))
19→        £dayanamamak katlanamamak neydi£
             what was "dayanamamak" "katlanamamak"
                        + moves her hand towards her mouth and holds it on her mouth
20→  T1:   ↑neydi      can't stand
             what was it
21   EM:   can't- i- er i can't yok i olmaz can't stand we
22         can't stand.
                              no it is not "i"
                              + rolls her eyes upward
23   T1:   we can't stand the noise.
24   EM:   °yes°.
25   T1:   what do you do?
```

The teacher initiates extract 31 by directing students' attention to the last situation in the activity. Pointing at the target description projected on the board to make a deictical reference (Mondada, 2007), she asks for students' opinions about the target situation (line 1). In the next line, she starts reading the description. When she is up to the word "neighbour" as one of the keywords in the description, she shifts the context to a form-and-accuracy and checks on students' knowledge of "neighbour" by repeating it with an interrogative intonation. Orienting to the teacher's question as a case of "teacher-induced code-switching to get learners to translate into the L1" (Üstünel & Seedhouse, 2005, p.315), several students in lines 3 and 4 provide the Turkish word for "neighbour" (komşu) as a choral response (Mehan, 1979b) and display their knowledge. The teacher in line 5 nods her head and display an embodied confirmation of students' knowledge of "neighbour". In line 6, she continues reading the description which ends with the question "what should I do?". After 1.5 seconds of wait time, the teacher makes a comment on the situation by asking whether students actually have any neighbours followed by a remark in Turkish, which implies that we no longer have neighbours as in the old days (lines 8-9). In this way, she also implies the possible inapplicability of the situation to the current time and to students' experiences and hence, accounts for no student response to her question in line 6. Her comment on the content of the situation aligns with the goal of a meaning-and-fluency context. However, latching onto the teacher's turn in line 10, EM self-selects and utters "yes" to the teacher's question about whether they have any neighbours and then starts explaining the problem she is experiencing with her neighbour. As

she begins her explanation, she raises her hand to indicate her willingness to maintain her turn (Sahlström, 2002) and simultaneously with her action of raising her hand, the teacher points at her to show her approval for the maintenance of EM's turn. In the middle of EM's turn, the teacher in line 11 utters "huh" as a "continuer" (Can Daşkın, 2015b; Schegloff, 1982) to encourage EM to proceed with her explanation. In line with Can Daşkın's findings (2015b), the teacher uses such continuers in a meaning-and-fluency context to encourage more student talk and thus, shows alignment with the pedagogical focus of a meaning-and-fluency context.

In line 12, EM continues her turn, which involves several micro-pauses and hesitation markers (er). The teacher in TRP of EM's turn again uses "hnm" as a continuer. EM in the next line moves on with her explanation as prefaced with "and". Accompanying her turn, she leans forward first and then backwards to move to a more upright position. Her embodied action as well as her frequent use of the hesitation marker "er" all mark her trouble with expressing herself in English and finding the right word. The teacher in line 15 again uses a continuer (hnm-hnm). As well as using continuers, she also nods her head occasionally from line 12 to 14 (#1) to encourage EM to continue with her talk by confirming what she has said so far. In this way, the teacher aligns with the pedagogical goal of a meaning-and-fluency context. EM in line 16 continues with her turn but in her intra-turn position, she produces the hesitation marker "er" followed by her nonverbal action of rolling her eyes to the left and right and then smiling, which all display her trouble of remembering or finding a word to express herself (lines 16-18). The action of smiling here may appear as an indicator of insufficient knowledge and as a way of maintaining affiliation by mitigating the potential face-threatening nature of lack of knowledge (Sert, 2013; Sert & Jacknick, 2015). Problematizing her access to the word, EM in line 19 explicitly asks for the word she is searching by employing RPLE in Turkish. Using past-tense (i.e. past tense marker –di attached to the verb "ne") and a smile voice (Sert, 2013; Sert & Jacknick, 2015), she asks for the English word they learnt to express the meaning "dayanamamak" and "katlanamamak" in Turkish, both of which are used when somebody cannot bear or stand an unpleasant situation. In the middle of her question of RPLE, she moves her hand towards her mouth and holds is on her mouth. Therefore, RPLE is marked by the past tense, smile voice and the embodied action which all display EM's acknowledgement that she has learnt about an expression that has the meaning "dayanamamak" and "katlanamamak" in Turkish but she cannot recall the expression. Her question with RPLE in line 19 preceded

by her use of hesitation markers and nonverbal behaviour actually initiate a word-search sequence.

The teacher in response to EM's question of RPLE asks the same question back to EM by repeating the verb (↑neydi) in her question with a rising intonation and thus, produces a counter question (Markee, 1995, 2004; Shegloff, 2007). The teacher further marks RPLE with this counter question as she displays an expectation for her to remember the expression and shows that the expression EM is searching was indeed studied earlier in the classroom and is assumed to be the shared item in this classroom context. By asking a counter question with RPLE, the teacher also provides an interactional space for EM to recall the expression but not long after the question, she offers the expression EM has been searching for in line 20 (can't stand). In lines 21 and 22, EM shows uptake of the expression by managing to use it in a larger syntactic unit with the right subject after several repeats and stops, use of the hesitation marker "er" and self-repair action (yok i olmaz), which is also embodied with her rolling her eyes upward. The teacher in line 23 repeats EM's production of "we can't stand" and completes it, which is confirmed by EM who utters the compliance token "yes" with a soft tone of voice. In the last line, the teacher asks a further question to EM about her experience to prompt her to interact as much as possible as congruent with the goal of a meaning-and-fluency context.

Extract 31 presents a rather different pattern of RPLE in a student turn. Unlike the cases of RPLE in extract 29 and 30 in which the student has access to a language item but either questions or has trouble recollecting its meaning, here in extract 31, the student does not have access to a word at all and by using RPLE, asks for the word itself for the meaning she wants to express. Prefacing her question of RPLE with the hesitation marker "er" and her nonverbal behaviour of rolling her eyes to the left and right and then smiling, EM in line 19 problematizes her language production and openly solicits help in the assigned turn by employing RPLE to initiate a word-search sequence. She marks RPLE by using past tense, smiling and by her embodied action of moving her hand towards her mouth and holding it on her mouth, which all display her inability to recollect an expression she learnt in a past learning event. By resorting to RPLE, EM also displays that she knows or has learnt about the expression but cannot remember it and hence, it can be claimed that EM uses RPLE as a secure way of seeking help by not directly displaying lack of knowledge, as a result of which she mitigates

potential face issues. So, RPLE in the student turn displays trouble not in her knowledge of an expression but in her recollection of the expression. It is because of this trouble of recollection that RPLE in line 19 initiates a word-search sequence to solicit help from the teacher as occasioned by the need to express oneself in a meaningful context and generates a case of self-initiated, other-repair (Seedhouse, 2004).

In response to RPLE-initiated word-search sequence, the teacher in line 20 further signals that EM searches for a word that was studied in a past learning event by asking the same question back to her in the form of a counter question. The teacher makes it explicit that EM is seeking for an item shared by the classroom as a community and thus, assumes that it is in EM's epistemic domain. However, the teacher provides the expression herself without waiting for any student response and the expression is taken up by EM who continues with the explanation she initiated earlier. Besides, similar to the instances of RPLE in teacher turns, RPLE in the student turn in extract 31 also creates a side sequence by shifting the focus to form-and-accuracy since a need for a language item emerges in such a meaning-and-fluency context. Such a shift further proves that word-search sequences may trigger a dual focus on form and meaning (Çimenli & Sert, 2017). This shift to form, in turn, leads "to incorporation of repaired items into larger syntactic and meaningful units when joint attention is achieved, thus smoothly leading to dual foci" (Çimenli & Sert, 2017, p.28). As a result, RPLE in a student turn in extract 31, initiates a word-search sequence as well as a repair sequence by creating a side sequence of form-and-accuracy context and mitigating potential face issues as it claims inability to recall rather than lack of knowledge and eventually, it creates an opportunity for EM to recall the expression and use it in a meaningful context.

Extract 32 exhibits a rather different pattern of RPLE in a student turn and illustrates the last case where RPLE is employed by a student who self-selects to extend or build on teacher turns (Can Daşkın & Hatipoğlu, 2015). This case is evident in 8 of the 63 instances. In many of these instances, RPLE is employed by a student as an epistemic source for "disagreement implicated other-initiated repair" (Schegloff, 2007, p.151) and thus, manifests itself as a resource for learner initiative. Extract 32 takes place in T2's course after the class has just listened to the first part of a short story. T2 is now going over the text by reading and explaining important parts of it. At times, she asks questions to the students about either the content or the language items.

Extract 32. Look About

```
1    T2:   vivienne was about twenty-one.
2          [<was ↑about>
3    OG:   [yirmi bir <yaşında>
           she is twenty-one years old
           + T3 moves her gaze towards OG and then raises her eyebrows
4          yirmi bir yaşlarında
           she is about twenty-one years old
           + T2 and OG twist their hands to the left and right repeatedly to make a gesture of "about"
5    T2:   [yes yaşlarında
                about years old
           + points at OG
6    UM:   [°yaşlarında°
             about years old
7          (1.0)
8    T2:   she is not twenty-one she is about [twenty-one
9→   IB:                                      [hocam look
10         about kullanabilir miyiz burda
                                          ms can we use
           look about here
11   T2:   what
12   IB:   look about.
13   T2:   na no
           + shakes her head
14   IB:   hocam görünüyo dicez
           ms we will say she seems
15         (1.6)
16   T2:   she looks (0.8) er: like
17   IB:   hayır [hocam she looks about=
           no     ms
18   HL:        [hayır
                 no
19   IB:   =bilmem ney diye(.) yaşını
           something about the age
20         (0.6)
21→        [geçen ders gördük hocam
           we saw it in the last class
22→  HL:   [(hocam daha yeni gördük)
             ms we have recently seen it
23   T2:   she is about
24→  HL:   £hocam [geçen ders işledik£
            ms we worked on it in the last class
25   IB:          [hocam (.) look about
26         (2.0)
```

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```
27   T2:   she looks about twenty-one?
28   IB:   evet (diye söyledik)
           yes we said
29         (1.5)
30   SM:   look like
31   LL:   look like
32   T2:   [look like
33→  HL:   [look about [hocam geçen ders işledik look about
34         dedik
                        ms we worked on it in the last class
           and said look about
                                       + stretches out her hand in the direction of the teacher
35   IB:   [look like  [değildi hocam ya^l#dur ya
            it's not look like  ms      just a minute
36   SM:               [benzeme
                        resemblance
37         look like yirmi bir yaşında gibi benziyo
                     like twenty-one years old looks like
38   T2:   huh-huh look like benzeme=
                             resemblance
           + nods her head
39→  HL:   =hayır look about about kullanıyoduk^#1
            no we were using look about
           #1 (lines 35-39) IB thumbs through the pages of the coursebook to find the relevant page
```


```
40→ IB:   hocam buyrun hocam (.)look about
          here it is ms.
          + points at the page in his coursebook
41  T2:   give me an example
42→ IB:   al buyrun hocam (.) [kitapta örneği var hocam
          here it is ms        there is an example in the
                               book ms
43  HL:                       [she looks about twenty one
44        years old
45  T2:   where
46  IB:   aha burda.
          right here
47  ZL:   sayfa yüz altmış=
          page one hundred and sixty
48  IB:   =sayfa yüz altmış
           page one hundred and sixty
49  T2:   which page.
```

```
50  IB:    [yüz altmış]
            one hundred and sixty
51  ZL:    [yüz altmış]
            one hundred and sixty
52  MD:    go to page one hundred and sixty.
53  T2:    £okay i go£ to page one hundred sixty. sixty?
54  MD:    yes.
55         ((T2 finds the page and scans it for the example))
56  MD:    the seventh sentence
57         ((T2 cannot find the example and shows the page to
58           MD to solicit his help with finding the example))
59         ((MD pointing at the example in the book reads out
60           the sample sentence "look about 25 years old")
61  T2:    £oh£
62         ((smiles))
63         £oh thank you£. i didn't know that (1.0) i- i
64         thought we- we use look like
65         (1.8)
66         look about
67         (2.4)
68         look about twenty-five years old.
69         (1.2)
70         okay. thank you İB.
```

At the start of extract 32, the teacher reads out one of the sentences in the short story the class has just listened to (vivienne was about twenty-one). In her next TCU, she repeats "was about" from the sentence at a slower pace and with rising intonation to ask students about its meaning (line 2). In an overlap with the teacher's repetition, OG starts providing the Turkish translation for the sentence the teacher has just read out (line 3). He produces the last word in his translation "yaşında" at a slower pace, which may mark his hesitation with the accuracy of the translation. At the onset of his turn, the teacher moves her gaze towards OG and then raises her eyebrows to initiate repair on his translation through embodied means (Kääntä, 2010; Seo & Koshik, 2010). OG orients to her repair initiation and produces the correct version of the translation (line 4). His initial translation (yirmi bir <yaşında>) lacked the meaning of "about" and thus, had the meaning that Vivienne is twenty-one years old while his teacher-initiated self-repaired translation (yirmi bir yaşlarında) included the meaning of "about" having the meaning "Vivienne is about twenty-one years old" with a change in the word "yaşında" to "yaşlarında". Simultaneously with OG's repair

action on his translation in line 4, both he and the teacher twist their hands to the left and right repeatedly to make an iconic gesture of "about" and hence, to demonstrate its meaning. The teacher in line 5 confirms OG's repaired translation by producing an emphasized strong compliance token "yes" as she points at OG followed by her repetition of "yaşlarında" again with emphasis. Overlapping the teacher's turn, UM also repeats the word "yaşlarında" with a soft tone of voice (line 6). After one second of silence, the teacher explains the meaning of the target sentence in English by stating that Vivienne is not twenty-one but she is about twenty-one with emphasis on "not" and "about" (line 8).

In an overlap at the teacher's turn-final position, IB self-selects and initiates a sequence (Waring's (2011) type A learner initiative) by requesting verification (Goodwin, 1987) about whether we can use "look about" in the target sentence to express the same meaning (lines 9-10). The teacher cannot hear IB's question and asks him to repeat in line 11. IB in the next line repeats the expression "look about" with emphasis followed by the teacher's use of the negative response markers "na" and "no" accompanied by the shaking of her head (line 13). However, IB's initiative ensues in the next line as he provides an explanation in Turkish about what he means with "look about" (`hocam görünüyo dicez`) to get the teacher to reconsider his question. Following 1.6 seconds of silence, the teacher offers "look like" as the correct substitute in the target sentence with a 0.8 second of intra-pause and the hesitation marker "er:" (line 16). IB and HL in an overlap show strong disagreement with the marker "hayır" in Turkish, which means "no" (lines 17-18). IB in his next TCU in the same turn repeats the sentence "she looks about" followed by his explanation of the sentence in Turkish in line 19. After 0.6 second of silence, IB insists on the accuracy of "look about" for the target sentence by employing RPLE in Turkish in line 21 (`geçen ders gördük hocam`). He openly states that they worked on the expression in the last course they just had. The interactional data recorded also shows that they studied "look about" when they were discussing the distinction between "look" and "look like" in T1's course and it is this event that IB refers to. Overlapping IB's turn, HL also resorts to RPLE by stating in Turkish that they have recently learned about the use of "look about" (line 22) (`hocam daha yeni gördük`). The teacher in line 23 utters "she is about". HL in the next line continues her action of RPLE by once again indicating in Turkish that they worked on "look about" in the last class with a smile voice (`hocam geçen ders işledik`). Her smile here may pursue affiliation by mitigating the face-threatening nature of her challenge to the teacher's epistemic authority

(Jacknick, 2013). Both IB and HL not only use past tense and first person plural pronoun but also explicitly refer to the past time (geçen ders) when they studied "look about" to mark RPLE. Overlapping HL's turn, IB further insists on the use of "look about" in the target sentence by articulating "look about" once again in line 25. After 2 seconds of silence, the teacher repeats the target sentence with "look about" (she looks about twenty-one?) with an interrogative intonation to question its accuracy (line 27). In this way, she actually downgrades her epistemic claim (Jacknick, 2013; Jakonen & Morton, 2013). Then, IB confirms the teacher's sentence with the strong compliance token "yes" in Turkish.

Following 1.5 seconds of silence, SM self-selects to bring up the expression "look like" which the teacher has suggested earlier as the correct substitute (line 30). Several other students also show agreement with SM by repeating "look like" in line 31 followed by the teacher's confirmation in line 32. Overlapping the teacher's turn, HL insists on "look about" by repeating it and then by resorting to RPLE again. In her RPLE, she again states in Turkish that they worked on it in the last class and said "look about"; thereby indexing the "learning talk" (Markee & Seo, 2009) produced in the past learning event (lines 33-34). Her use of RPLE is also embodied with her stretching out her hand in the direction of the teacher. Simultaneously with HL's turn, IB also shows disagreement with "look like" and then starts thumbing through the pages of the coursebook to find the relevant page in line 35 until line 39 (#1). At Hİ's and IB's turn-final position, SM explains why "look like" would be the right choice by translating it into Turkish (lines 36-37). The teacher orients to SM's explanation and displays agreement by using the confirmation token "huh-huh" accompanied by the nodding of her head and followed by her repetition of "look like" and its Turkish translation "benzeme" in line 38. Latching onto the teacher's turn, HL again shows disagreement and resistance with the negative response token "no" in Turkish and then insists on "look about" through RPLE in line 39. She once again states in Turkish that they were using "look about". In the meantime, from line 35 till 39, IB completes his action of searching for the relevant page and directs the teacher's attention to the page by pointing at it (line 40). In this way, he marks the activity on the page as the source of the past learning event he refers to. It is this page that they worked on when they were discussing the distinction between "look" and "look like" and when they were presented with the use of "look about" for expressing somebody's age with the sample sentence "look about 25 years old". So, RPLE is further evident with reference to the relevant page in the coursebook. The teacher then requests example in English. IB again directs the

teacher's attention to the coursebook and states that there is an example in the book and thereby, grounds his claim to epistemic authority with reference to the coursebook as an "external source of authority" (Jacknick, 2013, p.199). In an overlap at IB's intra-turn position, HL repeats the target sentence with "look about" in lines 43 and 44 to show her insistence on the use of "look about" as the substitute. The teacher asks where the example is in line 45 followed by ZL's and IB's articulating the page number. The teacher in line 49 this time asks for the exact page number and then IB, ZL and MD repeat the page number (lines 50-52). T2 in line 55 manages to find the target page and scans it for the example. MD in line 56 helps the teacher by guiding her to the seventh sentence. However, she cannot find the target example and shows the page to MD to solicit his help and then MD points at the sample sentence and reads it out (`look about 25 years old`) (lines 57-60).

Finally, the teacher uses the change of state token "oh" twice (Heritage, 1984) and then thanks IB with a smile voice and thus, undergoes a change in her epistemic status (lines 61-63). The teacher's smile in lines 61-63 may also pursue affiliation by mitigating the face-threatening nature of students' challenges to her epistemic authority and "taking on a lighthearted, playful tone" (Jacknick, 2013, p.198). In her next TCU, she openly claims lack of knowledge of "look about" for expressing somebody's age and states her confusion regarding the use of "look like" in its place. In this way, she downgrades her claim to epistemic authority. After 1.8 seconds of silence, she repeats "look about" followed by 2.4 seconds of silence and then her repetition of the sample sentence in the coursebook (`look about twenty-five years old`) to confirm IB's offer of this expression as a substitute (65-68). In the last line, T2 shows agreement by uttering "okay" and then thanks IB once again.

Extract 32 displays a pattern of RPLE that emerges in a learner-initiated sequence when the student extends the teacher's second turn response in a non-minimal post expansion sequence. When IB's question in lines 9 and 10 is not confirmed by the teacher who produces negative response tokens, IB as well as his peer HL orients to the teacher's response as dispreferred by showing disagreement (lines 17-18). However, when the teacher does not agree and insist on another expression (i.e. look like) as the correct substitute for the target sentence, IB and HL resort to RPLE several times to initiate repair on the teacher's response in a non-minimal post-expansion (lines 21, 22, 24, 33 & 39). In doing so, they explicitly indicate in Turkish that they have just worked on the use of "look about" for expressing somebody's age in their last class.

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By using past-tense and the Turkish first-person plural pronoun "biz", they signal that the past learning event is shared by the class as a community and constructs an interactional history. Therefore, RPLE emerges as an epistemic resource for "disagreement-implicated other-initiated repair" in a non-minimal post-expansion sequence (Schegloff, 2007, p.151). However, simply claiming the occurrence of this past learning event does not lead up to the preferred action of the teacher confirming the use of "look about" and hence, repairing her knowledge as the teacher as well as some of the students insist on "look like".

Unlike the earlier extracts, the fact that the past learning event took place in the other teacher's (T1) course may require further evidence for the occurrence of this past event. Therefore, RPLE here invokes an interactional history not shared by the teacher. As a result, IB extends his action of RPLE by not only claiming the emergence of the past learning event in which they studied "look about" but also proves this claim by showing the part of the coursebook they worked on in this event (lines 35-53). By referring to the coursebook, IB makes the source of the past learning event explicit and "highlights the teacher's lack of access to the information he holds, directing her attention to his textbook" (Jacknick, 2013, p.193). It is only after IB directs the teacher's attention to the relevant page which includes the activity they studied earlier and thus, the use of "look about", does the teacher undergo a change in her epistemic status as marked by her use of the change of state token "oh", explicitly claiming lack of knowledge, thanking IB and confirming his suggestion of the use of "look about" in the target sentence (lines 61-70). Reference to such a pedagogical artefact (Chazal, 2015) as the "external source of authority" (Jacknick, 2013, p.199) makes RPLE evidence-based. Therefore, RPLE emerges through both talk and reference to a pedagogical artefact and is used as a means for providing account and evidence for why "look about" is the correct substitute and hence, for persuading the teacher and initiating repair that is disagreement-implicated.

In addition, referring to a past learning event that has recently taken place in their last class also makes IB's and HL's recollection of and insistence on "look about" stronger. Furthermore, although IB has a sound reason for why he thinks "look about" is a correct substitute, he still seeks the teacher's confirmation as he ascribes epistemic authority to her but not being able to get a confirmation, he resorts to RPLE as an epistemic resource to convince her resulting in reversed epistemic authority and asymmetry (Li, 2013) temporarily

for that specific context. Besides, IB addresses a past learning event not shared by T2 but through his initiative, he places an epistemic responsibility on the teacher and positions her as occupying a K+ epistemic status (Heritage, 2012a, 2012b) and orients to her uncertainty and lack of epistemic access as dispreferred. It is the learner initiative that creates a change in the teacher's epistemic status unlike the usual case in which it is the teacher who is held responsible for such a change. Unlike the case of learner initiative in Li's study (2013), learner initiative in extract 32, thanks to RPLE as an interactional and epistemic resource, does not result in missed learning opportunities but rather it creates a learning opportunity both for the teacher and for those students who also display trouble in their knowledge. So, the pattern of RPLE shapes the way the teacher reacts to the learner initiative. Moreover, the extract displays some of the students' confusion with regard to "look like" (lines 30-31) although the distinction between "look" and "look like" was discussed in the past learning event when they were working on the activity IB showed in the coursebook. However, IB's initiative with the support of his peer (HL) and use of RPLE may have also created a change in their learning state (i.e. Schwab's multilogue (2011)) but this cannot be claimed based on the interactional data available.

The following two extracts take place subsequent to each other and hence, a student's language learning behaviour will be tracked (Markee, 2008) with reference to RPLE as the interactional resource. In other words, how the use of RPLE by a student constructs a language learning behaviour with respect to a language item. Different from the cases of RPLE employed by the teachers, which allow the tracking of language learning behaviour within their very own instructional context, here in the following extracts, the instances of RPLE in a student turn may take place across the instructional contexts of the two teachers. That is, while extract 33 occurs in T1's course, extract 34 occurs in T2's course and RPLE is used by the same student in both cases. Therefore, a student who uses RPLE to recollect a language item in extract 33 transfers his knowledge about the same item to an instructional context conducted by T2 through RPLE again. Since the students have learning experiences in both of the contexts, it is expected that they establish connections between the instructions of both teachers as well as within the instruction of each teacher while teachers know and experience what is happening in their own contexts only and thus, make connections between the past and present learning events across their own instructional context.

In extract 33, the class, in T1's course, is working on a vocabulary activity which involves many pairs of confusing words. Aiming to help learners make a distinction between confusing verbs, the activity instructs learners to match each pair of verbs with the given pictures. In extract 33, they are up to the confusing verbs "bring" and "take" and the extract takes place after the teacher elicited the response for the item and provided an explanation about the distinction between the two verbs with examples from students' real experiences. As they were about to move on to the next pair of confusing verbs, a student (IB) initiates a sequence about a relevant verb.

Extract 33. Drop off

```
1     IB:   hocam bişey sorabilir miyim?
            ms can i ask something
2→          birini bi yere götürmekte take you kullanıyoduk ya
            you know we were using "take you" for going with
            somebody to a place
            + T1 directs her gaze at IB
3           ((T1 nods her head))
4→    IB:   er: başka(reckle) miydi, drop off muydu?
               another one was it "reckle" or "drop off"
5     T1:   [<drop [off> huh-huh
             + nods her head
6     Hİ:   [°drop off (bırakmak)°
                        to drop off
7     BZ:        [drop off
8     IB:        [drop off kullanıyorduk demi
                  we were using "drop off" right
9     T1:   [drop off birini bi yere bırakmak [pick ↑up=
             "drop off" is taking somebody to a place
            + makes a gesture of dropping something by turning her hand downwards and then opening it
                                        + makes a gesture of taking
                          something by moving her hand upwards and then closing it
10→   ZL:   [°pick up neydi?°
             what was "pick up"?
            + turning towards BZ
11    MS:                                        [°pick up almak°
                                                      to pick
12    T1:   =almak=
             to pick
```

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```
13   IB:    =pick up [almak
                      to pick
14   ZL:            [hu:h
15   T1:            [hnm-hnm
                     + nods her head
16→  MD:            [bi de go- go at lif miydi?
                     also was it go- go at lif
17   T1:    huh to give a lift. [give a lift
18   MD:                        [give a lift give a lift=
19   T1:    =huh-huh onu da birisini bi yere bırakmak için
20         kullanmıştık. ama götürmek anlamında direk take'i
21         kullanıyoruz.
                      we also used it for taking somebody to a
           place. but we directly use "take" for the meaning
           "to go with somebody to a place".
```

Extract 33 begins with IB's initiation of a new sequence. After the class has provided the response (i.e. the number of the picture) for the confusing verbs "bring" and "take" and the teacher has offered an explanation about the distinction between the two verbs, IB diverges from the main focus of the activity by self-selecting and asking about an expression that is relevant to the pair of verbs "bring" and "take" (Waring's (2011) type A learner initiative: self-selecting to initiate). In doing so, in his first TCU, he requests permission for the question he wants to ask (line 1) and then directs his question to the teacher. At the onset of his talk in line 2, the teacher directs her gaze at IB and then nods her head (line 3) to display her approval of IB's holding the floor to ask his question. In line 2, IB prefaces his question with an RPLE in Turkish, which involves the explanation that they were using "take you" when they wanted to express "to go with somebody to a place". As well as the past tense in his explanation, the Turkish marker –ya which has the meaning "you know" in English displays that "take you" was studied in a past learning event and is part of the assumed knowledge of the class. Following this explanation, IB in line 4 now poses his question of RPLE (er: başka(reckle)miydi, drop off muydu?) about whether another expression for "take you" was "reckle" or "drop off". His question displays trouble with his recall of the expression which is relevant to the current context. Through the question of RPLE, IB acknowledges that they learnt another expression in a past learning event for the meaning "to take somebody to a place" but he questions the accuracy of the expression he remembers by offering two expressions one of which is non-existent in English. So, using past tense to mark

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RPLE, he requests verification (Goodwin, 1987) for the expression he recalls (i.e. whether it was reckle or drop off).

The teacher in a response turn repeats "drop off" at a slower pace followed by the confirmation token "huh-huh" (line 5) to show that IB's recall of "drop off" is the right one for the meaning "to take somebody to a place". Her confirmation is also embodied with the nodding of her head. Overlapping the teacher's turn, Hİ in line 6 also repeats the expression "drop off" and then offers its Turkish translation in her next TCU (bırakmak) with a soft tone of voice, thus providing peer help. Besides, in an overlap at the teacher's intra-turn position, BZ also utters the expression "drop off" (line 7). So, the peers display their recollection of "drop off" as a previously studied expression. Simultaneously with BZ's turn, IB in line 8 shows uptake by stating in Turkish that they were using "drop off" and hence, by referring to a past learning event and confirming its use once again. The teacher in line 9 further provides an explanation in Turkish about the distinction between "drop off" and "pick up" accompanied by her embodied action of making an iconic gesture of dropping something by turning her hand downwards and then opening it at the onset of her turn and then making a gesture of taking something by moving her hand upwards and then closing it as she utters "pick up". In an overlap at the teacher's turn initial position before she has brought up the expression "pick up", ZL turns towards BZ and refers to a past learning event by asking in Turkish what "pick up" was with a soft tone of voice (line 10). Moreover, overlapping the teacher's talk at her turn final position as she utters "pick up", MS in line 11 also delivers the meaning of "pick up" in Turkish together with the teacher. Both ZL's and MS's turns display that the class worked on "drop off" in relation to "pick up" in a past learning event and IB's initiation about the expression "drop off" has triggered their recall of "pick up" and led the teacher to remind students of the meaning of "pick up" in relation to "drop off". IB in line 13 shows uptake of "pick up" this time by repeating it together with its Turkish translation (almak). In an overlap at IB's turn-final position, ZL produces the change of state token "hu:h" (Heritage, 1984) which displays her recollection of the meaning of "pick up" (line 14) and simultaneously, the teacher also utters the confirmation token "hnm-hnm" accompanied by the nodding of her head (line 15). Their turns are also overlapped by MD who this time brings up another relevant expression by employing RPLE.

The sequence initiated by IB evokes MD's memory of the expression "to give a lift" as MD in line 16 asks about the accuracy of the expression he remembers for the relevant context (`go at lif`). By referring to a past learning event using past tense, MD displays that there was another expression for the same meaning "to take somebody to a place" but an expression he partly has access to or is not sure about and thus, requests teacher's verification of the expression he proffers. The expression he brings up (`go at lif`) is non-existent in English and thus, displays trouble with his recall and initiates repair. The teacher in response to MD prefaces her turn with "huh" which displays her understanding of the expression MD tries to mean with reference to a past learning event and then repairs MD's incorrect knowledge of the expression by providing the right form in line 17 (`to give a lift`). In her last TCU, she repeats the correct expression, which is overlapped by MD's uptake in line 18. MD repeats "give a lift" twice to display his recollection of the item which, he knew, existed for the meaning "to take somebody to a place" but which he could not remember correctly. Latching onto MD's turn, the teacher uses the token "huh-huh" to confirm the expression relevant to the target context and then employs RPLE to remind students of the knowledge that they also used "to give a lift" for taking somebody to a place (lines 19-20).

Extract 33 displays patterns of RPLE in students turns in three instances of learner initiation. The focus of the main activity on the confusing verbs "bring" and "take" invokes an interactional history on other relevant expressions. In the first instance, IB in line 4 employs RPLE to enquire about the expression "drop off" (`başka(reckle) miydi, drop off muydu?`). Although he knows that an expression similar to "to take somebody to a place" exists, he questions the accuracy of the expression he recalls with reference to a past learning event. The teacher's orientation to his question of RPLE displays that he remembers the expression correctly but his recall of a non-existent expression (reckle) together with "drop off" exhibits some kind of trouble. In the second instance, the RPLE-initiated sequence by IB triggers the recall of another relevant expression "pick-up". ZL in line 10 uses RPLE to ask her peer about the meaning of "pick-up" (`°pick up neydi?°`), which displays her confusion on the distinction between "pick-up" and "drop-off". Her question which is made relevant by the preceding sequence about "drop-off" is also a proof that "pick-up" was presented in a past learning event together with "drop-off". The teacher, though not in response to her, already brings up "pick-up" in relation to "drop-off" accompanied by MS's offer of "pick-up" and its meaning (lines 9 & 11).

In the last instance, the earlier sequence on "drop-off" and "pick-up" prompts MD to resort to RPLE to bring up another relevant expression (`bi de go- go at lif miydi?`). He displays his acknowledgement of the existence of a similar expression but exhibits trouble and uncertainty with his recall as he comes up with a nonsense expression that bears some kind of resemblance in form to the expression he is asking about (`go at lif`). In those cases, RPLE is marked by the past tense and students' attempt to recall the expressions or their meaning in their questions as well as the teacher's orientation to the student questions as an instance of RPLE by, for instance, using RPLE herself in response (line 19 & 20) and the peers' display of recall in their offer of a response to their friends' question. In all the three instances, RPLE in student turns creates an opportunity for those students who initiate to revise their knowledge of other expressions relevant to the target context as evident in their uptake and a change in their learning state (lines 8, 14 & 18) as well as an opportunity for their peers to recollect these expressions by offering them as a response or repeating them (lines 6, 7, 11 & 13). In brief, by referring to past learning events in their initiation of a sequence, students show that they somehow have access to those events but have trouble recollecting some aspects of the items they studied in those events (i.e. trouble with the meaning or the form of the item) as similar to the first situation in extract 29, which is made relevant by the current relevant learning event. After all, the RPLE-initiated sequences do result in socially displayed and situated recollection of the previously studied expressions.

Extract 34 takes place two weeks later than extract 33 and it occurs in T2's course this time. In extract 34, the class is working on a listening text about somebody who is indecisive and they are to listen to the text and complete the dialogue given. In the extract, they have already listened to the text and the teacher elicits students' responses and at the same time explains the content of the dialogue. In the extract, they focus on the last part of the dialogue, that is the line "Listen. I'll take my car. I'll pick you up at 9.00" and the teacher translates the sentence into Turkish.

Extract 34. Drop off 2

```
1     T2:  1#i'll take my car. >arabamı alıcam<. i'll >pick you
                           i'll take my car
                                          + points at herself by moving her hand towards her chest
2            up< at nine o'clock=
                              #1
```

```
           #1 (lines 1-2) T2 points at the relevant parts of the line projected on the board as she
                        reads it
3     IB:    =>seni dokuzda bırakacam<
              i'll drop you off at nine o'clock
                              + T2 smiles
4     HU:    alıcam
              i'll pick you up
              +T2 raises her eyebrows
5     LL:    [alıcam
              i'll pick you up
6     T2:    [alıcam
              i'll pick you up
               + makes a gesture of taking something by moving her hand upwards and then pointing
                 towards herself
7→    IB:    huh pick up [almak drop off ] bırakmaktı
                          to pick up      to drop off
8     T2:                [pick up hnm-hnm]
                          + points at "pick up" in the sentence projected on the board
9     HU:    aynen
              exactly
```

Extract 34 begins with the teacher's explanation of a line from a dialogue the class has just
listened to and completed. In doing so, she reads parts of the sentence and translates them into
Turkish. In line 1, she reads out a part of the target line (`i'll take my car`) and in her
next TCU, provides the Turkish translation for this part at a faster pace. Accompanying her
translation, she points at herself by moving her hand towards her chest to demonstrate the
meaning through an embodied means. In the next TCU, she progresses to the last sentence of
the line by reading it. She reads out the verb "pick you up" at a faster pace. In lines 1 and 2,
she points at the relevant parts of the line projected on the board as she reads it (#1). Latching
onto the teacher's turn in line 3, IB self-selects and takes the turn to provide the translation for
the last part of the line the teacher has just read out (`i'll pick you up`) at a faster pace.
The latching and his articulation at a fast pace signal that IB aims to provide the translation
before the teacher does by "overriding" her turn. This unexpected student initiation leads the
teacher to smile at IB's turn-final position. However, IB's translation in line 3 is oriented to
by his peers and the teacher as containing a repairable item because HU in line 4 repairs his
translation of the verb "pick up" by providing the correct Turkish verb (`alıcam`).

At the onset of HU's turn, the teacher produces embodied repair initiation by raising her
eyebrows (Seo & Koshik, 2010). Similarly, several other students and the teacher in an overlap

(lines 4 & 5) also offer the same Turkish verb (`alıcam`) for "pick up" to repair IB's incorrect translation of the verb which means exactly the opposite (`bırakacam`). The teacher's repair action in line 5 is also embodied with her gesture of taking something by moving her hand upwards and then pointing towards herself. IB in line 7 prefaces his turn with a change of state token "huh" (Heritage, 1984), which displays his recollection of the meaning of "pick up" followed by his repetition of the expression together with its meaning. Besides, in his next TCU, he employs RPLE by stating in Turkish that it was "drop off" that has the meaning "bırakmak" in Turkish. Using past tense, he refers to a past learning event in which he studied the distinction between "pick-up" and "drop off" and accounts for the trouble source in his translation in line 3, which is his mixing up the two verbs and thus, demonstrates his recall and understanding of the distinction between the two expressions. Although "drop off" does not take place in the text at all, IB brings it up to repair and clarify the trouble source in his translation. Overlapping IB's turn at his intra-turn position, the teacher pointing at "pick-up" in the sentence projected on the board, repeats "pick-up" followed by the confirmation token "hnm-hnm" in line 8. HU who repaired IB's translation earlier in line 4 orients to IB's account in line 7 by showing agreement with the compliance token "exactly" in Turkish (line 9).

Extract 34 displays a learning event in relation to the event in extract 33 as made explicit through a pattern of RPLE in a student turn. In extract 33, it was IB who used RPLE to ask about the previously studied expression "drop off", as a result of which he displayed a change of state by recollecting both "drop off" and "pick up". However, two weeks later in another teacher's course (T2) in extract 34, IB who encounters "pick up" in a new context (i.e. listening text) voluntarily provides a translation for the expression in a sentence by self-selecting (line 3), which displays trouble regarding his recall of the meaning of "pick up". Offering the Turkish translation for "drop-off" in place of "pick up", he displays confusion between the two expressions even though he demonstrated his understanding in extract 33 two weeks before. He makes this explicit in line 7 by using RPLE to show that the Turkish expression he provides (`bırakacam`) was the translation of "drop off". He marks RPLE by using past tense and bringing up an expression (drop off) that does not take place in the target context at all. Though initially he displays trouble in his knowledge of "pick up", after his peers' and the teacher's repair action, he demonstrates his recollection and understanding of "pick up" in relation to "drop off" by using RPLE. Extract 33 is one of the past learning events he refers to. Furthermore, RPLE in extract 34 emerges as a form of self-repair in that IB self-repairs by

referring to a past learning event and acknowledging that his incorrect translation of "pick up" (bırakmak) corresponds to "drop off", which is the opposite of "pick up". While his peers and the teacher provide the correct Turkish verb (`alıcam`) to repair IB's incorrect selection of the Turkish verb (`bırakacam`), IB also self-repairs in line 7 through RPLE by providing the right English verb (`drop off`) that his translation actually corresponds to.

As a result, while RPLE in a student initiation of a sequence in extract 33 allowed him to ensure his knowledge of "drop off" which made his recall of "pick up" relevant next, RPLE in extract 34 emerges in the same student's follow-up turn addressing extract 33 as a means of accounting for the trouble source in his recall of the meaning of the same expressions "pick up" and "drop off". The trouble source in IB's translation leads him not only to repair his knowledge of "pick up" but also to recollect his knowledge of this expression in relation to "drop off" with reference to a past learning event. Therefore, in both of the extracts, it is the student's initiatives that create an opportunity to revise knowledge and RPLE used by the student is one interactional resource that generates this opportunity and constructs language learning behaviour across subsequent learning events. On the other hand, similar to extract 33, extract 34 displays that some of the students other than IB who takes an initiative also demonstrate their knowledge of "pick up" by repairing IB's incorrect translation (lines 4-5) and hence, it shows a positive outcome of past learning events, one of which takes place in extract 33, at least for some of the students in the short term.

Lastly, IB's RPLE is illustrative of the last case where RPLE is used by the self-selecting student to extend the teacher's turn as similar to the instance in extract 32 even though the use of RPLE here is not disagreement implicated.

4.2.1. Summary of RPLE Patterns in Student Turns

RPLE patterns emerge not only in teacher turns but also in student turns and student initiatives which usually index English expressions previously studied. Similar to RPLE in teacher turns, RPLE patterns in student turns also display divergence from the main focus of the activity to language items from past learning events. In most of the instances, they appear as either "request for verification" or "request for information" (Goodwin, 1987, p.122) and thus, emerge in the form of a question. Even though it is in the form of a question, unlike its use in teacher turns, it does not function as a recognition check as the students do not direct it to

check teacher's recognition but rather to ask the teacher to help them recollect. Students have already checked their own recognition and employ RPLE when they cannot recall. What the teacher does for the students by using RPLE, students do it for themselves.

In student turns, RPLE patterns occur in four situations: (1) when a student remembers a word and its meaning but displays uncertainty about either its form or its meaning and thus, requests verification through RPLE (extract 29 & 33), (2) when a student remembers a word but not its meaning and thus, requests information about the meaning through RPLE (extract 30) and (3) when a student cannot remember a word at all and requests information about the word by using RPLE to initiate a word-search sequence, which displays that the word he/she is searching for was actually studied previously but cannot be recalled (extract 31). In the third situation, RPLE emerges as a resource for mitigating potential face issues as it claims inability to recall rather than lack of knowledge. In all of these situations, student turns which make RPLE display some kind of trouble in the knowledge and recognition of previously studied expressions and hence, actually initiate repair leading to student-initiated, teacher/peer repair action. Apart from these situations, the last case where RPLE is employed in student turns is (4) when a student self-selects to extend or build on teacher turns (Can Daşkın & Hatipoğlu, 2015) and in many of the instances in this case, RPLE emerges as an epistemic source for "disagreement implicated other-initiated repair" (Schegloff, 2007, p.151) (extract 32). One of these instances (extract 32) also show that RPLE is made through both talk and reference to a pedagogical artefact (i.e. coursebook) (Chazal, 2015) and is used as a means for convincing the teacher, which results in reversed epistemic authority and asymmetry (Li, 2013). In this particular instance, the student in his use of RPLE not only claims the emergence of a past learning event but also proves this claim by showing the part of the coursebook they worked on in this event. In this way, he grounds his claim to epistemic authority with reference to the coursebook as an "external source of authority" (Jacknick, 2013, p.199).

In student turns, RPLE is marked by past tense, first-person plural pronoun "we", display of an attempt to recall an expression and/or its meaning, the teacher's orientation to student questions as an instance of RPLE by, for instance, using RPLE herself in response and the peers' display of recall in their offer of a response to their friends' question. In addition, similar to the instances of RPLE in teacher turns, RPLE in student turns (e.g. extract 31) also creates

a side sequence by shifting the context to a form-and-accuracy context with the emergence of a need for a particular language item in a meaning-and-fluency context.

It can be claimed that RPLE in student turns creates learning opportunities because in all the instances, students somehow show uptake by, for instance, using change of state token (Heritage, 1984) (extract 29, 33, 34), making a note in their notebook (extract 29), demonstrating understanding with a clarification (extract 30, 34), repeating (extract 30, 33) or using the expression in the target context (extract 31). In this way, those RPLE patterns create an opportunity for those students who initiate to revise their knowledge of other expressions relevant to the target context as well as an opportunity for their peers to recollect these expressions by offering them as a response or repeating them. Besides, in some of the instances (e.g. extract 29, 32 & 33), student initiatives with RPLE lead some of the peers to also display trouble in their knowledge and recognition and RPLE allows the repair of this trouble. On the other hand, in extract 32, as different from others, the students' use of RPLE creates a change in the teacher's epistemic status rather than the students' epistemic status. Therefore, it is clear that RPLE in student turns not only addresses the knowledge of the student who initiates but also the teacher as well as the peers because it indexes those language items that are assumed to be in the knowledge domain of the class.

With the analysis of two of the extracts that take place subsequent to each other (extract 33 & 34), a student's language learning behaviour is tracked from the perspective of CA-SLA (Markee, 2008). Different from the cases of RPLE employed by the teachers, which allow the tracking of language learning behaviour within their very own instructional context, the instances of RPLE in a student turn takes place across the instructional contexts of the two teachers. That is, while one extract occurs in T1's course, the subsequent one occurs in T2's course and RPLE is used by the same student in both cases. Therefore, a student in one of the teacher's course may refer to a past learning event that took place in the other teacher's course. Since the students have learning experiences in both of the contexts, it is expected that they establish connections between the instructions of both teachers as well as within the instruction of each teacher while teachers know and experience what is happening in their own contexts only and thus, make connections between the past and present learning events across their own instructional context. As a result, the tracking of language learning behaviour has shown that RPLE used by a student is one interactional resource that constructs language learning

behaviour across subsequent learning events. It is conducive to learning not only within the context of their use but also across subsequent contexts, which displays a change in students' learning state at least in the short term. Most importantly, it is the learner initiative with RPLE rather than the teacher's agenda that creates such a change not only in the epistemic status of the students who make the initiative but also in that of their peers. After all, the RPLE-initiated sequences by the students do result in socially displayed and situated recollection of the previously studied expressions.

CHAPTER 5

DISCUSSION

5.0. Introduction

This chapter discusses the findings in terms of each research question in the first five sections-the interactional patterns of RPLE in L2 teacher turns and in students turns, the way these patterns create learning opportunities, how their use varies in different L2 classroom contexts and what teachers think about the practice of RPLE. Then, in the following three sections, implications of the findings are discussed with regard to informal FA, L2 CIC and CA-SLA and L2 teacher education.

5.1. Interactional Patterns of RPLE in L2 Teacher Turns

The analysis of RPLE patterns in an L2 classroom interaction has shown that they emerge in teacher turns in various sequential positions. In these turns, RPLE appears either in the form of a statement or in the form of a question. Where the teacher uses RPLE in the form of a statement, she herself establishes a connection with the past learning event by providing an explanation and reminding students of this event. In other words, she directly assumes that the items learnt in a past learning event are known by the students and does not check student recognition. On the other hand, where RPLE is used in the form of a question, it acts as an "elicitation" (Mercer, 2008, p.37) and a "recognition check" (You, 2014, 2015). Thereby, it solicits recognition or demonstration of "assumed knowledge" (i.e. the knowledge that the teacher assumes the students to have access to) (You, 2015, p.238) or "having known" (Koole, 2010, p.198).

RPLE occurs in various sequential positions in teacher turns. Firstly, it most commonly takes place in teacher follow-up turns as can be seen in its most simplistic and generalizable sequential organization below (For a more detailed model of RPLE in teacher follow-up turns, see figure 2).

1   T: Teacher Initiation
2   S(s):   Student Response (preferred/dispreferred)
3→   T: Teacher's RPLE (Minimal/non-minimal post-expansion)

RPLE patterns in teacher follow-up turns emerge as interactional resources used in the L2 classroom in minimal or non-minimal post-expansion sequences following learner contributions by the teacher who contingently diverges from the main focus of the activity and refers to language forms, topics, items, events, instructional materials etc. which were dealt with in past learning events in order to (1) extend preferred learner contributions, (2) repair dispreferred learner contributions or (3) reinforce the repaired learner contributions. In the first instance, although the correct learner response does not project an extension and require a repair action, the teacher uses the third-turn position to expand learner contributions and hence, to shape these contributions through RPLE. In this way, she may be making RPLE to prevent possible repair actions in subsequent events. In the second instance, RPLE is deployed to deal with trouble sources by making a connection between the past and the new learning contexts to help students understand the reason for their trouble source turns and/or by giving a hint to guide students to the right answer. In the third instance, following a repair sequence, RPLE is used to help students understand the reason for the trouble source that is already repaired with regard to what is assumed to be in their knowledge domain by establishing continuity and connection between the past and new learning events (Mercer, 2008). In this way, the teacher invites students to reconsider the preceding repair action in relation to a past learning event. Different from patterns of RPLE which may act as a precautionary measure after preferred learner responses, RPLE, following dispreferred learner responses, initiates or enacts the repair action and following a repair sequence, it clarifies and/or extends the repair action in relation to a past learning event (i.e. it treats learning problems). Consequently, RPLE in teacher follow-up turns displays an interactional practice of "teacher's reflexive undertaking of the second turn response" and reveal "local contingencies that surround the teacher's third turn" (Lee, 2007, p.1205, 1209).

Secondly, RPLE emerges in teacher response turns, which can be generalised as follows:

1	S:	Student Initiation
2→	T:	Teacher's response with RPLE (usually as a counter question)
3	S(s):	Student Response (If the teacher's RPLE is a counter question)

RPLE in teacher response turns occurs only in T1's courses and in form-and-accuracy contexts. Unlike RPLE in teacher follow-up turns, RPLE in teacher response turns emerges in

learner-initiated sequences and thus, in response to students' questions. Learner initiatives lead the teacher to diverge from the main focus of the activity and to refer to language forms studied in past learning events. RPLE in teacher response turn usually appears in the form of a question but unlike the other forms of RPLE as an elicitation in teacher follow-up turns, it takes the form of a "counter question" in teacher response turns (Markee, 1995, 2004; Shegloff, 2007). The teacher's action of employing RPLE as a counter question reverses the direction of the sequence by inserting a question-answer exchange inside another. Learner initiatives display lack of knowledge or recognition of language forms that were studied in past learning events and the teacher employs RPLE as a counter question to guide not only the student who initiates but all the students to the correct answer and/or to initiate repair. RPLE in those counter questions signals that the language forms students are asking about are actually those items that were previously studied and that the students are expected to display a knowing (K+) epistemic status (Heritage, 2012a). In this way, the teacher "conveys her expectation of remembering by the student" and "may be orienting to the epistemic responsibility on the student's part - i.e., that he should know the answer to the question because it was discussed in class" (You, 2014, p.153, 154).

Unlike in the ordinary conversation, the teacher's counter question is not only directed to the student who initiates alone but to the whole class (Lerner, 1993; Schwab, 2011). Thereby, the RPLE leads to peer repair and collaboration on helping the student who initiates find the answer to his/her question in relation to a past learning event. In this way, RPLE as a counter question changes the participation framework by turning the dyadic structure between the teacher and the student who initiates into a "multi-party activity" and involving bystanders as "ratified participants" in such a whole-class setting (Schwab, 2011, p.12-13). Besides, unlike the case of a counter question sequence in Markee's study (2004), it cannot be claimed that the teacher inserts counter questions to regain control of the classroom agenda. Instead, the teacher here uses RPLE as a counter to check learners' recognition of knowledge, to encourage learners to find the answers themselves by recalling the target language forms and to repair what they remember as incorrect.

Lastly, RPLE occurs in teacher initiation turns as shown in a generalizable form below:

1→   T: Teacher's Initiation with RPLE

2   S(s):   Student Response

3   T: Teacher's transition to the main activity (usually initiating base sequence)

In instances of RPLE in teacher initiation turns, the teacher does not initiate with the main activity but puts it on hold and instead initiates the sequence through RPLE to set the ground for the main activity. In those instances, RPLE takes the form of an elicitation and initiates a sequence. While the patterns of RPLE in follow-up and response turns occur as subsequent to a sequence or a learner turn, the patterns of RPLE in initiation turns occur as preliminary to teacher and/or learner turns. Therefore, RPLE in teacher follow-up and response turns has a retrospective function because it is determined by and connected with the preceding base sequence or turns whereas RPLE in teacher initiation turns has a prospective function because it forms the basis for the subsequent base sequence or turns and thus, determines the flow of the following turns. The pattern of RPLE in teacher initiation turns occurs when the teacher uses the past learning event to prepare students for the present activity.

Sequentially, in most of the cases, RPLE initiates a pre-expansion sequence that is peculiar to an instructional setting. It is only after an RPLE initiation elicits correct responses regarding previously studied language forms or items that the teacher initiates the base sequence and progresses to the main activity. Students' display of knowledge or recognition in response to an RPLE and/or the repair action on the trouble sources in their response, if there any, function as a go-ahead for the base sequence. Similar to what Schegloff (2007) shows in his analysis of the pre-expansion sequences in ordinary speech, the projected occurrence of the base First Pair Part (FPP) is contingent on the learner responses in the pre-expansion sequence and the pre-expansion sequence is designed to avoid dispreferred responses to the base FPP. However, unlike in ordinary talk, the blocking responses in the pre-expansion sequence do not necessarily prevent the production of the base FPP because the teacher has the right to deal with such responses in a way that allows her to proceed with the base sequence. Therefore, RPLE-initiated pre-expansion sequences emerge as ways of "preparing or securing the recognisability and understandability of what will be referred to" (Schegloff, 1980, p.115) and as "preliminary to determinate actions, projecting their occurrence, contingent on the response to the pre-sequence initiator" (Schegloff, 1988, p. 58). RPLE appears as one type of question

format to do preliminaries "if the speaker supposes, or ought to suppose, that the recipient knows (about) the referents to be mentioned" (Schegloff, 1980, p.115).

The RPLE-initiated pre-sequence allows the teacher to check students' recognition of past learning events in order to decide whether there is any trouble source in their learning state since the presence of a repairable may indicate trouble with the transition to the main activity. She then builds on their display of knowledge by presenting new items or topics in relation to a past learning event and by encouraging learners to transfer their knowledge to a new context. In this way, she sets the ground for the main activity and thus, increases the possibility of eliciting a preferred response or ensuring learner understanding or knowledge in the main activity. Besides, such a recognition check "helps to organize the teacher's talk so that she can effectively refer to known information to raise something new, which is however still relevant to the entire class discussion" (You, 2014, p.160). As similar to what recognition checks perform in pre-sequences in You's analysis of ordinary talk (2014, 2015), in an instructional setting, they also establish common ground based on which a future action is projected. It can be said that RPLE in teacher initiation turns acts as a precautionary measure and may prevent the occurrence of a trouble with the previously taught topics, with relevant topics in new learning events and with the connection between the two learning events. Thereby, RPLE emerges as one way of ensuring progressivity of the interaction in the main activity.

5.2. Interactional Patterns of RPLE in L2 Student Turns

RPLE patterns emerge not only in teacher turns but also in student turns and student initiatives which usually index English expressions previously studied. This pattern can be generalized as follows:

1→　　S:　　　Student Initiative with RPLE
2　　　T:　　　Teacher Response
3　　　S(s):　　Student Uptake

Similar to RPLE in teacher turns, RPLE patterns in student turns also display divergence from the main focus of the activity to language items from past learning events. In most of the instances, they appear as either "request for verification" or "request for information" (Goodwin, 1987, p.122) and thus, emerge in the form of a question. Even though it is in the

form of a question, unlike its use in teacher turns, it does not function as a recognition check as the students do not direct it to check teacher's recognition but rather to ask the teacher to help them recollect. Students have already checked their own recognition and employ RPLE when they cannot recall. What the teacher does for the students by using RPLE, students do it for themselves. Moreover, different from RPLE in teacher turns, student-initiated RPLE sequences emerge as a kind of "epistemic search sequence" which are "initiated when a speaker displays an 'unknowing' epistemic stance by making an information request about some aspect of language or the content being worked on" (Jakonen & Morton, 2013, p.73). However, with RPLE in these epistemic search sequences, students do not position themselves as occupying K- epistemic status but as not having access to their K+ epistemic status (Heritage, 2012a, 2012b). While RPLEs in student-initiated epistemic search sequences are used for resolving lack of epistemic access, RPLEs in teachers' "known-answer" questions (Mehan, 1979b) are produced as "ways of producing and publicly ratifying knowledge related to teacher-defined learning objects" (Jakonen & Morton, 2013, p.89). Therefore, students deploy RPLE as one interactional resource "at point of need" to "exercise agency by discovering, or recovering, for themselves their own 'learnables'" (Jakonen & Morton, 2013, p.90).

In student turns, RPLE patterns occur in four situations: (1) when a student remembers a word and its meaning but displays uncertainty about either its form or its meaning and thus, requests verification through RPLE, (2) when a student remembers a word but not its meaning and thus, requests information about the meaning through RPLE and (3) when a student cannot remember a word at all and requests information about the word by using RPLE to initiate a word-search sequence, which displays that the word he/she is searching for was actually studied previously but cannot be recalled. In the third situation, RPLE emerges as a resource for mitigating potential face issues as it claims inability to recall rather than lack of knowledge. In all of these situations, student turns which make RPLE display some kind of trouble in the knowledge and recognition of previously studied expressions and hence, actually initiate repair leading to student-initiated, teacher/peer repair action. Apart from these situations, the last case where RPLE is employed in student turns is (4) when the student self-selects to extend or build on teacher turns (Can Daşkın & Hatipoğlu, 2015) and in many of the instances in this case, RPLE emerges as an epistemic source for "disagreement implicated other-initiated repair" (Schegloff, 2007, p.151). One of these instances also show that RPLE is made

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through both talk and reference to a pedagogical artefact (i.e. coursebook) (Chazal, 2015) and is used as a means for convincing the teacher, which results in reversed epistemic authority and asymmetry (Li, 2013). In this particular instance, the student in his use of RPLE not only claims the emergence of a past learning event but also proves this claim by showing the part of the coursebook they worked on in this event. In this way, he grounds his claim to epistemic authority with reference to the coursebook as an "external source of authority" (Jacknick, 2013, p.199).

5.3. Interactional Patterns of RPLE and Learning Opportunities

In many of the instances, RPLE can elicit demonstration of knowledge/recognition or "having known" (Koole, 2010), hence acts as a reminder. Where it cannot elicit recognition, it makes a repair action relevant next, which in turn creates an epistemic change of state. Particularly in the case of RPLE in teacher response turns, students eventually end up using previously studied language items in a new context and in teacher initiation turns, students are able to transfer what they recognize from a past learning event to new contexts.

In student turns, RPLE elicits information or verification from the teacher, in response to which students show uptake (using change of state token, making a note in their notebook, demonstrating understanding with a clarification, repeating or using the expression in the target context). In this way, those RPLE patterns create an opportunity for those students who initiate to revise their knowledge of other expressions relevant to the target context as well as an opportunity for their peers to recollect these expressions by offering them as a response or repeating them. Besides, in some of the instances, student initiatives with RPLE lead some of the peers to also display trouble in their knowledge and recognition and RPLE allows the repair of this trouble. On the other hand, it is seen that the students' use of RPLE may also create a change in the teacher's epistemic status as well as in the students' epistemic status. Regarding this, with specific reference to extract 32, unlike the case of learner initiative in Li's study (2013), the learner initiative in extract 32, thanks to RPLE as an interactional and epistemic resource, does not result in missed learning opportunities but rather it creates a learning opportunity both for the teacher and for those students who also display trouble in their knowledge. Therefore, it is clear that RPLE in student turns not only addresses the knowledge of the student who initiates but also the teacher as well as the peers because it indexes those language items that are assumed to be in the knowledge domain of the class.

What begins as a dyadic activity with a learner initiative turns into a "multi-party activity" serving the purpose of "multilogue" (Schwab, 2011, p.12).

The use of RPLE in another instance further proves that teachers have expectations as to what and how much students know and holds students responsible only for those items that have been studied earlier. While RPLE patterns display teacher's expectation of students' remembering, reference to an absence of a past learning event (or reference to a possible occurrence of a future learning event) displays no such expectation. In such situations, incorrect learner responses are not dispreferred as they are not held responsible for displaying understanding and knowledge of items or topics not studied previously. However, as soon as the item/topic is presented to the learners, that item is presumed to be in the knowledge domain of the students as evident in the teacher's orientation to the same kind of incorrect learner response as dispreferred in a subsequent learning event following instruction on the item. Therefore, the analysis shows that it is the presence of a learning event that creates an epistemic responsibility (You, 2014) on the part of the students to have access to what is presented in this event.

The learning opportunities that RPLE as an interactional resource generates are evident not only within single learning events but also across subsequent learning events. The tracking of language learning behaviour with the analysis of subsequent learning events from the perspective of CA-SLA reveals that RPLE elicits students' recognition of knowledge that they could not recall in an earlier event or treats gaps in their recognition in a subsequent event. These instances of learning behaviour tracking show that while RPLE pattern used in one context displays lack of learner knowledge of a linguistic item that had been worked on interactionally earlier, another RPLE pattern used in a subsequent context displays learners' knowledge of the same item. Therefore, RPLE is not something used in one instance but a continuous process and thus, one instance of RPLE in a learning event may not be conducive to learning while other instances of RPLE with respect to the same learning event can be conducive to learning at least in the short term for some of the learners.

With the analysis of two of the extracts that take place subsequent to each other, a student's language learning behaviour is also tracked from the perspective of CA-SLA (Markee, 2008). Different from the cases of RPLE employed by the teachers, which allow the tracking of

language learning behaviour within their very own instructional context, the instances of RPLE in a student turn takes place across the instructional contexts of the two teachers. That is, while one extract occurs in T1's course, the subsequent one occurs in T2's course and RPLE is used by the same student in both cases. Therefore, a student in one of the teacher's course may refer to a past learning event that took place in the other teacher's course. Since the students have learning experiences in both of the contexts, it is expected that they establish connections between the instructions of both teachers as well as within the instruction of each teacher while teachers know and experience what is happening in their own contexts only and thus, make connections between the past and present learning events across their own instructional context. As a result, the tracking of language learning behaviour has shown that RPLE used by a student is one interactional resource that constructs language learning behaviour across subsequent learning events. It is conducive to learning not only within the context of their use but also across subsequent contexts, which displays a change in students' learning state at least in the short term. Most importantly, it is the learner initiative with RPLE rather than the teacher's agenda that creates such a change not only in the epistemic status of the students who make the initiative but also in that of their peers. After all, the RPLE-initiated sequences by the students do result in socially displayed and situated recollection of the previously studied expressions.

5.4. Interactional Patterns of RPLE in Different L2 Classroom Contexts

Most of the instances of RPLE take place in form-and-accuracy contexts. It also emerges in meaning-and-fluency contexts in teacher follow-up and initiation turns as well as in student turns. In all of these turns, there are cases when RPLE creates a side sequence by shifting the meaning-and-fluency learning context to a form-and-accuracy context. It does so when the teacher wants to draw students' attention to those linguistic forms that are important for the meaning of the target text and/or that were emphasized in past learning events. While those RPLE-initiated side sequences in teacher follow-up and in student turns are usually occasioned by a display of trouble with those language items that are key to understanding the new context and that were previously emphasized, those in teacher initiation turns emerge to prevent possible understanding troubles with those items that are key to the new context and/or that were emphasized earlier. Therefore, those RPLE-initiated side sequences in teacher follow-up turns have a retrospective function by dealing with trouble sources in the preceding sequence, whereas, the RPLE-initiated side sequences in teacher initiation turns have a prospective

function by setting the ground for the base sequence and preparing students for the main activity. Such a practice of RPLE confirms that teachers overtly deal with linguistic forms in meaning-and-fluency contexts only when a lack of understanding of these forms would impede communication or understanding and hence, when they are necessary for the meaning to be conveyed (Seedhouse, 2004).

In other instances, particularly in teacher initiation turns, RPLE appears in meaning-and-fluency contexts without creating a side-sequence of form-and-accuracy context. In these cases, the categories RPLE indexes vary with reference to events, people and place like in ordinary conversation (You, 2015). Besides, different from form-and-accuracy context, the relationship between the past learning event and the new one as established by RPLE is event-based rather than linguistic-based. That is, it is the comprehension of events taking place in reading/listening texts studied earlier that sets the ground for the current activity rather than the comprehension or knowledge of language items or structures. It is for this reason that incorrect production is tolerated or repaired through embedded correction and more student talk is encouraged through such resources as continuers (i.e. huh-huh). Besides, many of the RPLE patterns are preceded by brief background information to establish common ground. It is again because of this event-based relation that RPLE in question formats do not involve reference to previously studied language items or structures but involve reference to formerly discussed events and/or people. Such a pattern resembles the way past events are referred to in ordinary conversation (You, 2014, 2015), which displays compliance with the pedagogical goal of a meaning-and-fluency context. The teachers' orientation to the event-based relation among the learning events is also manifested in their use of L2 (i.e. English) more frequently in meaning-and-fluency contexts as they indicate that the focus of their pedagogical goal is on meaning and interaction in L2 and not only on language. In this way, they encourage students to interact in L2. On the other hand, in form-and-accuracy contexts, RPLE is made in L1 (i.e. Turkish) quite often, which marks the teachers' goal as being to teach and learn about L2 itself whether in L1 or in L2. The teachers resort to L1 as one resource that can potentially help students learn about L2 structures in a short period of time before the exams.

In meaning-and-fluency contexts, RPLE-initiated sequences also form pre-sequences but in the form of "sequences of sequences" (Schegloff, 2007, p.195) since the subsequent sequence follows closure of the preceding one and is not an expansion of it but is closely related. The

kind of "sequences of sequences" evident in RPLE-initiated sequence series is "successive parts of a course of action" because every next sequence addresses an event in an earlier episode by following the event just addressed in the preceding sequence. In other words, "the subsequent sequence is made relevant as a next step in the course of action triggered by the outcome of the prior" (Schegloff, 2007, p.215). The series of pre-expansion sequence is then meaningfully linked to the base sequence in which the teacher begins the new activity safe in the knowledge that students do remember the events in the earlier episode.

5.5. Teachers' Thoughts about the Practice of RPLE

The stimulated recall sessions have revealed findings that are in line with the conversation analytic findings. Similar to the conversation analytic findings, they have also shown that teachers use RPLE to check on students' knowledge of previously studied topics and to create an opportunity for the students to recall and revise these topics. It is again found that a display of an understanding trouble in student responses or in their initiative with regard to what was studied in past learning events triggers the teachers' use of RPLE in order to deal with this trouble by conveying their "expectation of remembering by the student" (You, 2014, p.154). Like the conversation analytic findings, the stimulated recalls have revealed the teachers' claim that they use RPLE in an initiation turn to ensure the progressivity of the main activity and to prevent the possible occurrence of trouble in the course of the activity by establishing a connection between the past and the current learning events. Besides, the teachers' checking on students' knowledge of events rather than their knowledge of language forms or items through RPLE in meaning-and-fluency contexts is another finding that confirms the conversation analytic findings. Another common finding is that while those RPLE-initiated side sequences in teacher follow-up turns are usually occasioned by a display of trouble with those language items that are key to understanding the new context and that were previously emphasized, those in teacher initiation turns emerge to prevent possible understanding troubles with those items that are key to the new context and/or that were emphasized earlier.

As a result of employing RPLE, both the interactional data and the stimulated recalls have shown that students recalled previously studied topics, made connections among the learning events, better understood the new context, used previously learnt items in new contexts, and reconsidered their trouble source turns in relation to past learning events. Furthermore, through RPLE, the teacher elicited feedback about students' learning state, led to a repair

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action, facilitated the learning of new topics and made a more meaningful transition between learning events.

As well as similar findings, the stimulated recalls have presented some additional findings and provided background knowledge about the use of RPLE. Firstly, it is found that T1 employed RPLE to create an opportunity to revise some vocabulary items that were usually mentioned only once due to time constraints occasioned by the intense curriculum. Secondly, it is revealed that T1 made RPLE to shift the focus on meaning to focus on form in an initiation turn so that she did not interfere in the main activity and disrupt its progressivity. Thirdly, T1 also claimed that by initiating with what students were assumed to know through RPLE, she reduced students' anxiety and raised their confidence as well as finding a way to teach grammar inductively. Lastly, the possible drawbacks of RPLE to L2 teaching and learning from the teachers' perspective are the other findings revealed in addition to the conversation analytic findings. Some of these drawbacks include increasing teacher talk, limiting students' discovery skills with the teacher creating the connections herself through RPLE, causing confusion for some of the students particularly those slow learners who did not really internalize previously studied topics, causing interruption at the start of a new activity or causing boredom or impatience for some other students. Besides, the teachers think that the use of RPLE requires teachers' skill of managing time so that they do not diverge too much from the main focus of the activity. As Waring (2011) states, teachers need to know "how to strike a delicate balance between advancing teacher agendas and promoting learner participation" (p.215). As a result, similar to conversation analytic findings, these drawbacks highlight the contingent and context-specific nature of RPLE by showing that the practice of RPLE which is useful for some students may not be beneficial for others.

5.6. Implications for L2 Informal Formative Assessment (FA)

The findings of this study have implications for "informal formative assessment" (Ruiz-Primo, 2011), which refers to any of those FA practices that are embedded into everyday learning activities and that emerge in and through classroom interaction contingently, continuously and flexibly. The interactional analysis of RPLE in an L2 classroom context has revealed social practices that are congruent with what a practice of informal FA would achieve in and through interaction.

It is already indicated that FA "is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning" (Klenowski, 2009, p.264). In line with this definition, the emerging patterns of RPLE in teacher turns act as a practice of informal FA in two ways (See Figure 3): (1) they are used to seek evidence of students' knowledge of those language forms or topics studied in past learning events and/or (2) they are used to act on the negative evidence already obtained about students' knowledge by treating gaps in their knowledge in relation to a past learning event.

The ways RPLE Does Informal FA in Teacher Turns

CHECKING STUDENT KNOWLEDGE
- in teacher follow-up turns after preferred learner contributions
- in teacher initiation turns

TREATING GAPS IN STUDENTS' KNOWLEDGE
- in teacher follow-up turns after dispreferred learner contributions
- in teacher response turns
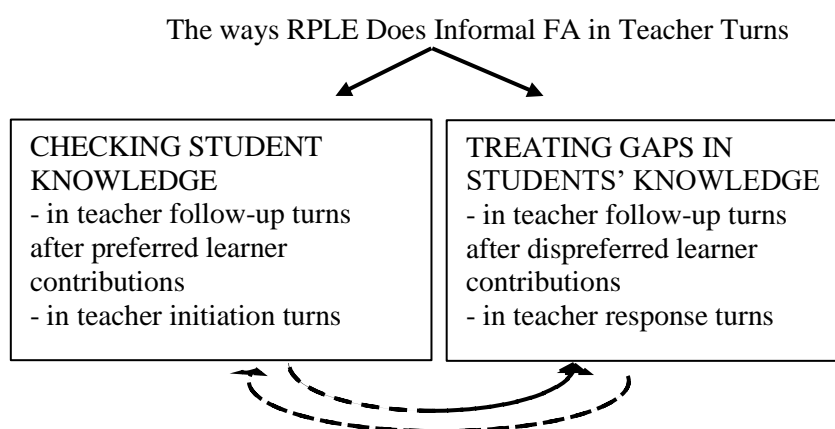
Figure 3. The Ways RPLE Does Informal FA in Teacher Turns

In the first case, RPLE which is employed as a question (i.e. recognition check) initiates an "assessment conversation" (Ruiz-Primo, 2011, p.17). In other words, the teacher uses it as a resource to take an opportunity to check students' knowledge or recognition of previously studied language forms or topics in and through interaction by contingently diverging from the main focus of the activity. In those instances, it elicits evidence for students' knowledge of previously studied language forms or topics so that the necessary measures can be taken in reaction to the evidence. The teacher orients to RPLE as doing FA by placing epistemic responsibility on the students' part and requesting display of epistemic access. The patterns of RPLE in teacher follow-up turns after preferred learner contributions and those in teacher initiation turns are examples for such RPLE-initiated "assessment conversations". By using the current context to check on students' knowledge of relevant items studied in past learning

events through RPLE, the teacher may be taking a precautionary measure to prevent the occurrence of trouble in the immediate or the future learning events. To illustrate how RPLE does informal FA in teacher follow-up turns after preferred learner contributions, extract 2 is reproduced below:

Extract 2. Revision Words

```
1    T1:  şu kutuya bakalım isterseniz experiment?=
          let's look at this box if you like?
          + T1 shows the book page to LL
2    EM:  =deney.
           experiment
3    BZ:  deney
           experiment
4  → T1:  >deney< deney yapmak hangi fiili kullanıyoduk.
          experiment to do experiment which verb did we use
                                  + T1 snaps her finger
5    EM:  do experiment
6    T1:  do experiment huh-huh. to do experiment. fee:?
          + T1 nods her head
```

In extract 2, although the correct learner responses in lines 2 and 3 do not make a sequence expansion relevant next, the teacher in line 4 employs RPLE to take the opportunity to confirm whether students maintain their epistemic access to the verb that collocates with "experiment". In this way, T1 uses RPLE to seek evidence of students' knowledge of an expression (i.e. to do experiment) that was studied in a past learning event. By using past tense and first person plural markers, she indexes a past learning event and orients to students' epistemic responsibility holding them accountable for remembering the expression. It can be argued that by placing an epistemic responsibility on the part of the students and asking about something that is assumed to be in their knowledge domain, the teacher is orienting to RPLE as doing assessment. That is, what makes assessment relevant is what was taught to the students which is evident in the use of RPLE. Moreover, the teacher's use of RPLE can be said to be doing informal FA because it achieves to elicit information about EM's knowledge of the target expression in line 5, which may act as a reminder for the other students who may or may not remember it. Besides, it encourages students to use the word "experiment" which appears in the current context in a syntactically larger unit (i.e. with the verb it collocates with). Should

the students have displayed trouble in their response to the teacher's RPLE, most probably the teacher would have made adjustments in order to treat these troubles.

RPLE in teacher initiation turns is another instance which seeks evidence of students' knowledge of previously studied language topics by requesting display of epistemic access. Extract 22 as reproduced below in a reduced form is a case in point.

Extract 22. Passive Instruction

```
1→  T1:  biz "to be"yi ↑başka: nerelerde yardımcı fiil olarak
2        kullanmıştık.
         where else did we use "to be" as an auxiliary verb
3        (1.4)
4   İB:  past [continuous
5   MU:       [>present perfect<

6   T1:  present (.) ↑perfect=
                          + furrows her eyebrows
7   SM:  =past continuous
8   İB:  past continuous
9→  T1:  [present continuous, past continuous başka?
                                              what else
10  İB:  [°present continuous°
11  MD:  (°huh onda kullanmıyoduk°) (inaudible)
             we were not using it there
12→ T1:  başka nerde vardı yardımcı fiil olarak kullanıldığı.
         where else was it used as an auxiliary verb
13  EM:  sıfatlardan önce
         before adjectives
14  T1:  onlarda fiilimiz, yardımcı fiil değil onlarda
         it is a verb in those it is not an auxiliary verb in
         those
                          + shakes her head
15       direk fiil olarak kullanıyoruz.
         we use it directly as a verb
16       (0.7)
17→ CN:  "going to" vardı=
         there was "going to"
18  T1   ="going to" da demi? [am- er am is are going to=
          in "going to" right?
19  MD:                       [hu::h
```

```
20→  T1:  =orda da yine hep oynamayı onda yapıyoduk.
          in there as well we were always playing with it
21        bi de burda işte görmüş olduk er: "am is are"i (.)
          here also we have seen it er: am is are
                    + points at the sentence she has written on the board
22→       passive cümlelerde. dolayısıyla biz olumsuzu ↑nasıl
23        yapıcaz bu cümlelerin.
          in passive sentences. so how are we going to
          make the negative form of these sentences
24        (0.8)
25  İB:   [wasn't
26  SM:   [°wasn't°
```

In extract 22, the teacher withholds the main activity (i.e. working on sample passive sentences) and initiates the sequence by making RPLE (line 1, 9 & 12). In doing so, she indexes the use of the auxiliary verb "to be" in other structures previously studied. Before explaining the use of "to be" as an auxiliary verb in passive structures, the teacher uses RPLE to check whether students can remember its use in other structures that they studied earlier. In this way, she initiates an assessment conversation as preliminary to the main activity and thus, as embedded in an everyday classroom practice in order to seek evidence of students' recognition of the other structures that contain "to be". As well as eliciting correct student responses, some of the students display trouble with recalling the right structures that include "to be" as the auxiliary verb (lines 5 & 13). However, the teacher initiates repair and creates an opportunity to treat what students remember incorrect and hence, assesses through treatment (Sherris, 2011). Upon eliciting the evidence of their recognition, she makes the transition to the passive structure (line 22) and asks about the use of "to be" in this structure. As a result of RPLE, students are able to transfer what they know to a new context (lines 25 & 26) by transforming the passive structure into a negative form based on their prior knowledge of the use of "to be" as the auxiliary verb. It is this aspect that makes RPLE an assessment practice that is formative. It elicits positive evidence and uses it to shape the following instructional activity and eventually, to enhance ongoing learning. In other words, she relies on the evidence in making transition to the main activity which is presented in connection with a past learning event. These cases prove that FA does not always have a retrospective function as it does not necessarily deal with incorrect learner responses and learning difficulties but uses correct responses to shape the subsequent instructional activity. Unlike the conventional understanding of FA, it is not simply about saying right or wrong for

the students' responses and making corrections. However, in the course of assessing through RPLE, students may display trouble in response to RPLE initiation as in lines 5 & 13 and the teacher would use the information to make instructional adjustments to treat gaps in students' learning state. For example, it is not until the teacher deals with incorrect responses elicited in RPLE-initiated sequences that she progresses to the main activity which would be more meaningful with students' recognition of past learning events.

As a result, RPLE in teacher initiation turns and after preferred learner contributions emerges as a formative assessment practice because it not only seeks evidence of students' knowledge but it also does something with the evidence it obtains. When it elicits negative evidence, it acts on this evidence to treat gaps in students' learning state or when it elicits positive evidence, it uses it to extend learner contributions or shape the following instructional activity in connection with past learning events.

In the second case as shown in figure 3, RPLE is used to act on the negative evidence already elicited by other means. In other words, it emerges as a way of making instructional adjustments in reaction to the negative evidence obtained for students' learning state. That is, gaps in students' knowledge and understanding are treated by means of RPLE and it is these gaps that make RPLE relevant. The patterns of RPLE in teacher follow-up turns after dispreferred learner contributions and in teacher response turns are cases in point. Where RPLE is employed as a recognition check in those instances, it initiates another "assessment conversation" as a way of performing a repair action. Thereby, it treats through assessment (Sherris, 2011). Extract 6 as reproduced below illustrates how the teacher resorts to RPLE to treat gaps in a student's response.

Extract 6. Subjects

```
1    T1:  SM=
              + points at SM
2    SM:  =marks
3    T1:  MArks is different. why?
              + circles "marks" on the board
4    SM:  because just (inaudible)
5         ((makes a revolving gesture with her hand))
```

```
6    İB: lesson
7→   T1:¹#neydi ders   [okul derslerine ne diyorduk biz#¹
          what was a subject what were we saying for school
          subjects
          #1 (line 7) T1 points her finger backward in the direction of the board
8    ZL:                [lecture (.) değil miydi
                          wasn't it lecture
9        [lecture değil miydi
          wasn't it lecture
10   BU: [lecture
11   GM: lecture
12→  T1: not lecture
          + writes "subjects" on the board
13   LL: [subject
14   SM: [subject
15   GM: subject ah:
...
```

In extract 6, the students have completed an activity in their coursebook in which they circled the word that is different in each group of words given and here the teacher elicits students' responses and asks why the word circled is different in line 3. The learner responses in lines 4 and 6 show that there is some kind of trouble in formulating a response at least in English, which triggers the teacher to act on this trouble. In doing so, the teacher resorts to RPLE in line 7 as a means of treating gaps in student responses by also assessing learners' knowledge of a previously studied language item. In other words, RPLE-initiated sequence constitutes another cycle of assessment conversation in the form of an instructional adjustment. RPLE in line 7 proves that it is usually impossible to consider assessment and treatment as separate entities as they are closely intertwined. The teacher is treating gaps in learners' display of understanding/reasoning (lines 4 and 6) through the assessment of their knowledge of "subject" by means of RPLE. In this way, she orients to students' epistemic responsibility and indicates to them that they "already possess resources to find the answer" (Lee, 2006, p.706). However, the treatment cannot be completed since the question of RPLE does not yield the expected response in lines 8-11 and hence, the teacher this time acts on the dispreferred responses by openly repairing them herself in line 12. So, the extract presents an everyday classroom practice in which the teacher in line 3 directs a question to seek evidence of student understanding and reasoning, reflects upon and acts on this evidence by means of RPLE to enhance ongoing learning. This process of informal FA brings up the language item "subject"

that was presented previously and is recalled once again, which is evident in some students repeating the word (lines 13-15). Although this item is not part of the target activity, it informally and contingently emerges as a result of the process of informal FA.

In another instance, the teacher employs RPLE as a practice of informal FA in a similar fashion in her response turn. A relevant part from extract 20 is reproduced below to illustrate the case in point.

Extract 20. Murphy's Laws
```
59   SM: =şu da olabilir ↑mi calling person is- will be very
            is this also possible
60       important for (.) you.
61→ T1: calling person değil de arayan kişiye ne dediydik bi
62       yerde [gördük.
            not calling person but what did we say for someone
            calling we saw it somewhere
63  BZ:        [caller
64  UM:        [caller.
65  BZ: [caller
                    6#
66  T1: [caller.  <the caller (3.3) will be very
67       (0.5) important (.) for you>.#6
            #6 (lines 63-64) T1 writes the sentence she utters on the board
```

In extract 20, a learner initiative in line 59 displays some kind of trouble with the student's use of an expression that was previously studied. In response to the student's question, the teacher acts on the trouble by using RPLE in the form of a counter question. Here again, RPLE is used to treat a gap in a student's knowledge by also initiating an assessment conversation. Because the student's question in line 59 is related to an item that was studied in a past learning event and hence, that the student is expected to know, the teacher with her use of RPLE "may be orienting to the epistemic responsibility on the student's part - i.e., that he should know the answer to the question because it was discussed in class" (You, 2014, p.153, 154). It is this aspect that makes RPLE an assessment practice that is formative because it enables some of the peers to remember the right word (i.e. caller) in lines 63-65 and understand the relevance of this word for the current context.

The formative aspect of RPLE as an assessment practice is clearer in the cases of tracking language learning behaviour from the perspective of CA-SLA, which shows that what students cannot remember in one instance can be recollected in a subsequent learning event. For example, in one instance, RPLE may elicit lack of knowledge of a previously studied item but in the next instance, it may elicit display of knowledge of the same item.

Extract 9. Revision of Words on Phobia

```
40→ T1:  isim hali neydi bunların?
         what was their noun form?
41       (0.4)
42  F:   [frightened
43  BZ:  [frightened
44  EM:  [frightened
45  T1: 4#onlar   [hep sıfat#4
         they are all adjectives
         #4 (line 45) T1 raises her eyebrows and head accompanied by the rapid movement of her hand to
         the left and right
46  HU:          [fear      [fear var.]
                              there is fear
                + raises her hand
47→ T1:                      [feardı   ] isim. phobia
48       isimdi.
                              fear was the noun. phobia was
         the noun.
                              + points at HU
49→      I have a >have le yapıyoduk o yüzden to be fiili
50       değil< (.) işte şunun korkusu var bende derken
                 >that's why we use it with "have" not a "to
         be" verb<    like when we say i have a fear of this
51       I have a fear of (.) spider for example.#5
         #5 (lines 40-51) T1 holds her pointing gesture at the word "frightened" on the board
```

Looking at extract 9, the teacher in line 40 makes RPLE to check whether students remember the noun form of the words "afraid, frightened, terrified, scared" but several students in lines 42-44 display lack of recognition of their noun form (i.e. fear, phobia). Only HU in line 46 comes up with the right response after the teacher's repair initiation. Therefore, through RPLE, the teacher in line 40 initiates an assessment conversation by diverging from the main focus of the activity and elicits negative evidence of students' knowledge of "fear" and "phobia" as the noun forms of the target words. She then acts on this evidence by reminding students of

the use of "fear" and "phobia" with reference to a past learning event (lines 47-51). However, a week later in extract 10, the learners who could not remember "fear" as the noun form of the words related to "phobia" can now show evidence for their learning state. In extract 10, the students have completed an activity in their coursebook in which they circle the word that is different in each group of words given and here, the teacher elicits students' responses and asks why the word circled is different. In response to her question in line 3, several students can account for what makes "fear" different from the other words by referring to its form as a noun. What the teacher wanted to elicit in extract 9 is now demonstrated without any repair initiation. Therefore, it can be argued that by analysing subsequent learning events, the extent to which such assessment practices are formative in terms of learning can be tracked at least in the short term since enhancing learning is what FA is essentially concerned with. If the teacher had not assessed their knowledge of "fear" and dealt with gaps in their knowledge in extract 9, she may have not elicited a right response about the same word in the subsequent extract. The tracking of language learning behaviour also shows that doing informal FA through such practices as RPLE is not something used in one instance but a continuous process.

Extract 10. Fear

```
1     T1:    ↑four
2     HM:    fe- fear °noun°=
3     T1:    =fear is different why
             + T1 circles "fear" on the board
4→    HM:    °noun° [(inaudible)
5→    ZL:           [hepsi korkmak o (korku)
                     they are all "to be afraid of" that is fear
6→    BZ:           [°korku o (isim)°
                      that is fear noun
7→    HU:    hepsi sıfat [o isim
             they are all adjectives that one is noun
             + T1 writes "noun" next to "fear"
8→    MU:                [it is a noun
9     T1:    exactly these are all adjectives they mean exactly
                     + points at "frightened", "afraid", "scared", respectively on the board
10           the same but it is different its a nou- noun
                   + points towards "fear" on the board
```

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Considering the case of RPLE in meaning-and-fluency contexts, it does informal FA in a similar way. However, as different from form-and-accuracy contexts, it checks students' comprehension of reading or listening texts studied earlier. Besides, in such L2 classroom contexts, the teacher may also employ RPLE to check students' knowledge of previously studied language items or forms particularly in initiation turns to ensure that students recall those items that are important for the forthcoming activity and hence, do not have trouble completing the activity. By doing informal FA, RPLE in such contexts creates a side sequence of form-and-accuracy context. Moreover, in meaning-and-fluency contexts where the teacher uses RPLE in follow-up turns, it is also possible that RPLE emerges as a means of treating knowledge gaps particularly with regard to students' knowledge of language items that are important for the meaning of the context and/or that were emphasized earlier by shifting the focus from meaning to form. Therefore, similar to RPLE in form-and-accuracy contexts, in meaning-and-fluency contexts, RPLE is also employed to seek evidence for students' knowledge and comprehension but also to treat knowledge gaps. It is formative in that it either acts as a precautionary measure or repairs knowledge gaps.

In addition, what makes RPLE a potential contribution to informal FA practices is its orientation to only those items that were studied in past learning events. In assessing student knowledge, teachers have expectations as to what and how much students know and holds students responsible only for those items that have been studied earlier. In other words, through RPLE, the teacher is orienting to "test what you teach" principle, which is a commonly known principle of testing and assessment. It is this aspect that makes the practice of RPLE compatible with practices of informal FA. Extracts 13 and 14 clearly illustrate this point. Extract 13 shows teacher's orientation to an incorrect learner response as a preferred response by referring to an absence of past learning event (or reference to a possible occurrence of a future learning event) about passive structures and extract 14 demonstrates her orientation to a similar kind of incorrect learner response on the same structure as dispreferred by referring to a past learning event this time.

Extract 13. Passive Structure
```
1    T1: these exercises were developed?
2    SE: to:: mu?
         is it "to"
```

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```
3    UM:  [to
4    SM:  [to
5    AN:  [to
6    Hİ:  [°b- by°
7→   T1:  >aslında< bu yapıyı görmedik. edilgen yapı bu
8→        passive. yakında görücez 10a'da.
         we actually did not learn this structure. this is
         a passive structure. we will see them in 10a (number
         of unit)....
```

One week after extract 13 takes place, the teacher as she promised in extract 13 presents an instruction on passive structure and gets students to practice it through various activities. A week after this instruction, extract 14 occurs. In extract 14, the teacher elicits responses to a revision activity that the students completed as a homework.

Extract 14. Passive Structure and "by"

```
1    T1:  ↑eleven EL
                    + points at EL
2    EL:  the monalisa was painted (.) to (.) da vinci
3    T1:  huh-huh to mu?
                    is it "to"
                    + raises her eyebrows
4    LL:  by
5→   T1:  tarafından passive yapılarda tarafından anlamı vermek
6         için by ile yapıyorduk by da vinci dedik
         by in passive structures in order to give the meaning
         "by" we were doing it with "by" we said by da vinci
```

Different from the case in extract 13, now there is the presence of a past learning event regarding the trouble source, which increases the teacher's expectation for a correct response. Because of this expectation, the teacher initiates repair in line 3 rather than enacting the repair action herself and therefore, orients to student repair as the preferred action. (Seedhouse, 2004). Lastly, because this expectation is not met by one of the students (EL), the teacher feels the need to employ RPLE in her follow-up turn to remind both EL and other students of the use of "by" in passive sentences. Therefore, she uses RPLE to act on the negative evidence obtained about students' knowledge of passive structure and hence, to treat a gap in their knowledge. So, extracts 13 and 14 show that it is the presence of a learning event that creates an epistemic responsibility on the part of the students to have access to what was presented in

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this event and thereby, makes a practice of formative assessment relevant in the course of subsequent learning events.

The abovementioned definition of FA involves not only the teachers but also the students seeking, reflecting upon and responding to information obtained by any means in and through classroom interaction in a way that is conducive to learning. Therefore, RPLE in student turns emerges as an important means of self-assessment for formative purposes. What the teacher has been doing for students by means of RPLE, the students do it for themselves by using RPLE. The present learning context evokes the memory of relevant language items, as a result of which they check their recognition of these items. When they fail to remember them, they resort to RPLE and seek teacher's help with those items. In this way, they assess their own knowledge and if they see that they have trouble recalling and having access to their K+ epistemic status (Heritage, 2012a, 2012b), they use RPLE to treat gaps in their knowledge. It can be argued that learner initiatives with RPLE emerge as a means of doing formative self-assessment. To illustrate, in extract 33, the focus on the distinction between the verbs "bring" and "take" evokes IB's memory of "drop off". However, seeing that he cannot remember it with any certainty, he requests verification about what the accurate form of the expression was with RPLE (line lines 2-4). Here, IB has already identified his trouble with recognizing the previously studied expression "drop off" and uses RPLE to seek teacher's help in treating this gap in his knowledge. As a result, he shows uptake and claims his recall of the expression (line 8), which makes his self-assessment formative to a certain extent.

Extract 33. Drop off

```
1    IB:   hocam bişey sorabilir miyim?
           ms can i ask something
2→         birini bi yere götürmekte take you kullanıyoduk ya
           you know we were using "take you" for going with
           somebody to a place
           + T1 directs her gaze at IB
3          ((T1 nods her head))
4→   IB:   er: başka(reckle) miydi, drop off muydu?
           another one was it "reckle" or "drop off"
```

```
5    T1:    [<drop [off> huh-huh
                + nods her head
6    Hİ:    [°drop off (bırakmak)°
                         to drop off
7    BZ:         [drop off
8    IB:         [drop off kullanıyorduk demi
                  we were using "drop off" right
```

IB's learning behaviour with regard to "drop off" can be tracked with the analysis of extract 34 that took place two weeks later and it occurs in T2's course this time. IB who encounters "pick up" in a new context (i.e. listening text) voluntarily provides a translation for the expression in a sentence by self-selecting (line 3), which displays trouble regarding his recall of the meaning of "pick up". Offering the Turkish translation for "drop-off" in place of "pick up", he displays confusion between the two expressions even though he demonstrated his understanding in extract 33 two weeks before. Though initially he displays trouble in his knowledge of "pick up", after his peers' and the teacher's repair action, he demonstrates his recollection and understanding of "pick up" in relation to "drop off" by using RPLE. Extract 33 is one of the past learning events he refers to. Therefore, he goes through a process of self-assessment and with reference to extract 33, he treats the gap in his incorrect translation himself. As well as the peers and the teacher who make the correction, IB himself also makes further correction by accounting for the trouble source in his translation with RPLE. In doing so, IB refers to a past learning event and acknowledges that his incorrect translation of "pick up" (bırakmak) corresponds to "drop off", which is the opposite of "pick up". The trouble source in IB's translation leads him not only to correct his knowledge of "pick up" but also to recollect his knowledge of this expression in relation to "drop off" with reference to a past learning event.

Extract 34. Drop off 2

```
1    T2:    1#i'll take my car. >arabamı alıcam<. i'll >pick you
                              i'll take my car
                                     + points at herself by moving her hand towards her chest
2           up< at nine o'clock=
                           #1
             #1 (lines 1-2) T2 points at the relevant parts of the line projected on the board as she
                     reads it
3    IB:    =>seni dokuzda bırakacam<
              i'll drop you off at nine o'clock
                        + T2 smiles
```

```
4     HU:    alıcam
              i'll pick you up
              +T2 raises her eyebrows
5     LL:    [alıcam
              i'll pick you up
6     T2:    [alıcam
              i'll pick you up
                + makes a gesture of taking something by moving her hand upwards and then pointing
                  towards herself
7→    IB:    huh pick up [almak drop off ] bırakmaktı
                          to pick up        to drop off
8     T2:                [pick up hnm-hnm]
                          + points at "pick up" in the sentence projected on the board
9     HU:    aynen
              exactly
```

As a result, IB's initiative of providing a translation in line 3 and the peers' as well as the teacher's correction of the translation provide IB with the evidence that he has trouble distinguishing between "pick up" and "drop off" which were previously studied. IB then acts on this evidence through RPLE and demonstrates his recollection of the expression that his translation actually corresponds to (i.e. drop off). Such a self-assessment process is formative in that it allowed IB to demonstrate his understanding of the distinction between "pick up" and "drop off". Besides, such students' initiative to do formative self-assessment provides the teacher with an evaluation about how well the students are progressing by showing the kind of problems they face.

Consequently, this conversation-analytic study has illustrated how FA informally emerges as an interactional practice in an L2 classroom through the phenomenon "Reference to a Past Learning Event" (RPLE). Being located at the intersection of classroom research and research on language assessment, it is expected that this study bridges the gap between the two research traditions. The emergence of RPLE is congruent with the central idea of FA in that it is employed not only to seek information about students' learning states but also to use this information to make instructional adjustments in ways that are designed to enhance ongoing learning. The analyses have shown that the teacher uses RPLEs to check on students' knowledge as well as to treat gaps in their knowledge. RPLE allows the teacher to create an opportunity for pupils to express their knowledge and understanding which initiates an interaction through which FA aids learning. Besides, it is not only the teacher but also the

students who themselves resort to RPLE to treat the gaps that they realize in their recognition of previously studied language items; thereby, doing self-assessment for formative purposes. Because FA is essentially concerned with learning, this study has shown that the analysis of interactional data can explicate learner understanding and language learning behaviour as a result of an assessment practice. Furthermore, it functions not only within single learning events but also across subsequent events and hence, can reveal the extent to which such assessment practices are formative. This study, therefore, presents a CA-SLA approach to learning as a way of uncovering the complexity of interaction behind classroom-based assessment practices by revealing RPLE as an interactional resource for doing informal FA. RPLE as a practice of informal FA constructs and shapes language learning behaviour that leads up to "observably configured" learning states within a turn-by-turn unfolding of talk-in-interaction (Pekarek Doehler, 2010, p.123). Besides, RPLE is congruent with the informal dimension of FA since it emerges in and through interaction. In addition, it occurs contingently as embedded in everyday learning activities with the teacher diverging from the main focus of the activity to language items and topics presented in a past learning event. In these respects, RPLE also shows that informal FA is a discrete dimension of assessment. That is, it is observably different from formal FA which requires the use of specially designed assessment instruments at pre-specified times. Finally, the findings and the discussion have proved that "assessment is an integral part of every aspect of teaching and learning and this is particularly evident in the analysis of classroom interaction" (Antón, 2015, p.76).

For these reasons, by showing how language assessment is undertaken in and through interaction, this study illustrates an informal dimension of language assessment and suggests its integration into curriculum and in such frameworks as CEFR. Moreover, this study also argues that the interactional competence required for informal classroom-based assessment constitutes an integral part of "assessment literacy" (Fulcher, 2012; Stiggins, 1991). As well as the skills and knowledge required of teachers to prepare and administer tests, teachers also need to develop the interactional competence necessary for informal classroom-based FA practices. With regard to this, Fulcher (2012) states that "language teachers will in future be expected to have a range of strategies at their disposal to implement classroom assessment and evaluate its success" (p.114).

5.7. Implications for L2 Classroom Interactional Competence (CIC) and CA-SLA

Based on the analysis in chapter 4 and the discussion of the implications of the findings in terms of informal FA, this study proposes some extensions to L2 Classroom Interactional Competence (CIC) defined as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p.158).

5.7.1. Implications for Teachers' L2 CIC

To start with teachers' L2 CIC, this study presents RPLE as a way of doing informal FA (See Section 5.6) and shows that a teacher who is competent in classroom interaction also informally assesses students' learning states in and through interaction as part of everyday instructional activities for formative purposes. By means of RPLE, the teacher uses interaction as a tool to assess and eventually, to assist learning. In doing so, the teacher orients to students' epistemic responsibility and obligation by requesting their display of epistemic access to what they are assumed to know. Therefore, while CIC discusses the role of interaction in creating learning opportunities, it should also extend to discussing the place of interaction in assessment practices which, in turn, can generate learning opportunities. Consequently, this study proves that interaction "empowers teachers with assessment tools that are more meaningful to the classroom context and provides a different dimension of learning not easily captured by traditional means of assessment" (Antón, 2015, p.86).

As well as the ability to do informal FA in and through interaction, this study presents teachers' ability to do "referencing" as an additional component of CIC. By making RPLE, teachers evoke "remembering" and create learning opportunities. Following up on Enfield's (2013) call, this study investigates RPLE as one of the less studied domains of reference in a relatively unexplored context in the field of reference, namely, a classroom context. It has shown how reference is made to past learning events in L2 classroom interaction to enhance learning. Such a reference indexes language forms or topics studied at a specific time in the past and is usually marked by past tense, "we statement" (Mercer, 2008), first person plural particles attached to Turkish verbs and nouns, such expressions as "remember", time expressions (e.g. last class) and "metaphorical pointing" (Enfield, 2013). While the issue of reference has been widely studied in everyday interaction, it has not been the scope of classroom research to the best knowledge of the researcher.

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By means of referencing, the teacher is establishing continuity and connection among learning events and demonstrating the temporal dimension of classroom talk. Therefore, RPLE emerges as one aspect of classroom talk that represents "past shared experience" (Mercer, 2008, p.33) and constructs "continuity of shared knowledge" (Edwards & Mercer, 2002, p.217). RPLE appears as one of the resources that teachers use "to invoke common knowledge and highlight the continuities of educational experience, trying to draw students into a shared, cumulative, and progressive understanding of the activities in which they are engaged" (Mercer, 2008, p.37). In this way, this study at the same time offers a methodological solution to Mercer's (2008) proposal for temporal analysis of classroom talk by showing how the conversation analytic investigation of RPLE patterns can reveal temporal development of L2 classroom talk and thereby, the temporal relationship between learning events. By focusing on "how the passage of time is embodied in classroom talk and how this embodiment contributes to the process of teaching and learning", Mercer (2008, p.34) acknowledges the importance of making a temporal analysis of classroom talk. Mercer (2008) criticizes learning theories and the use of coding schemes for not considering the temporal dimension of learning and claims that there is a little treatment of "the temporal development of talk" (p.35) from various methodological approaches including CA within educational research in general; however, it cannot be claimed that CA in particular does not consider historically contextual knowledge shared by the participants because it does so only when it is displayed and oriented to by the participants. Besides, there is a growing body of research in CA-SLA, though confined to L2 classrooms, that actually deal with the temporal dimension of interaction by tracking L2 development across subsequent events (See Section 2.2). In fact, tracking language learning behaviour and L2 interactional development does involve an orientation to continuity of learning events. This study deals with the temporal dimension of talk by not only tracking language learning behaviour across subsequent learning events but by also investigating a phenomenon (RPLE) that explicitly displays a temporal dimension in its own right as it somehow brings something from a past event into the new context. RPLE both in a single learning event and across subsequent events displays participants' orientation to what was studied in the past and what is presented and projected in the current context in relation to the past learning event. However, as Mercer (2008) puts it rightly,

> it is not a comprehensive history of an event or the shared experience of the participants that analysts need, but rather those aspects of shared knowledge that the participants treat as relevant to their current task and so invoke in their dialogue. (p.45)

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To illustrate, in extract 21 as reproduced below, the teacher builds on students' knowledge of "bother" by bringing up a past learning event (lines 1-8) and then presenting a new use of the expression based on or in comparison with this event (line 15) through the pattern of RPLE. It is only after she elicits a correct response regarding the meaning of "sorry to bother you" studied earlier that she proceeds with the present activity and marks that the word "bother" emerging in the new activity is not the one they encountered before.

Extract 21. Bother

```
1→  T1:  şimdi biz çok hızlı geçtik bothering'i
2        biz daha önce rob ve jenny arasındaki diyaloglardan
3        hatırlarsak
         now, we didn't spend much time on "bothering"
         if you remember from the dialogues between
         rob and jenny earlier
                  1#
4→  T1:  [şu kalıbı gördük
          we worked on this fixed expression
5   EM:  [°rahatsız olmak°
          to be bothered
6   MD:  i'm sorry to bother you=
                                      #1
7→  T1:  =sorry to: (.) bother you demişti rob.
                                    said rob
         #1 (lines 4-7) T1 writes "sorry to bother you" on the board as she articulates it
8→       telefon görüşmesinde hangi anlamdaydı o?
         what did it mean in the phone call?
         +makes a phone call hand gesture
9        (1.1)
10  MS:  rahatsız etmek
         to bother
11→ T1:  rahatsız ettiğim için üzgünüm diyo rahatsız etmek
12       anlamındaydı=
         it says i'm sorry to bother you it had the meaning
         "to bother"
13  T1:  =burada anlamı farklı
          it has a different meaning here
          +points at "bothering" on the board- "bothering" is highlighted in the text in their coursebook
           and the text is projected on the board
         ((T1 answers HU's question about the number of the
         page in their coursebook that they are working on))
14       (4.0)
15  T1:  burada uğraşmak (.) çabalamak anlamı var
         it has the meaning "to try" "to deal" here
```

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```
16  T1: trying gibi.
               like
         +writes "trying" under the word "bothering" on the board
```

Therefore, RPLE in the initiation turn allows the teacher to seek evidence of students' knowledge of a previously studied expression in order to decide whether there is any repairable or trouble source in students' learning state since the presence of a repairable may indicate trouble with the transition to the main activity. It can be said that the teacher's action in line 8 acts as a precautionary measure and may prevent the occurrence of a trouble both with the previously taught item and with its relevant form in the new learning event and the connection between the two uses of the same expression. A continuity of a learning event in relation to the use of "bother" is established with the use of RPLE in extract 21. In this way, RPLE offers an opportunity to confirm or disconfirm what is shared, which may prevent repair work (You, 2014). So, investigation of RPLE from the perspective of CA and CA-SLA proves the usefulness of such a methodology for temporal analysis and proposes it in response to Mercer (2008) who attributes lack of focus on the temporal dimension to methodological challenges. In this way, this study suggests "establishing continuity and temporality" by doing "referencing" as an important feature of CIC.

Apart from the proposed additions to CIC with the actions RPLE perform, RPLE also contributes to describing two of the "already established" features of CIC, namely, effective use of eliciting and shaping learner contributions (Walsh, 2011, 2012). To start with the effective use of eliciting, the findings have shown that RPLE emerges in the form of an elicitation that checks student recognition of previously studied language forms and topics. Therefore, this study presents RPLE as an interactional resource that can be employed to do elicitation. For instance, in extract 3 which is reproduced below, the expression "lose weight" emerges in the current context and it is an expression that was previously studied. The teacher in line 4 uses the current context to check students' recognition of "lose weight" by employing RPLE as an elicitation (remember lose ↑weight). In other words, RPLE here elicits students' demonstration of recognition and knowledge of the expression.

Extract 3. Lose Weight

```
1   T1: HT?
         + points at HT who raises her hand
2   HT: you should /los/ a bit of (.) /wait/.
```

```
3    T1:  uh-huh you should lose a bit of weight
4→        remember lose ↑weight
          + points at "lose weight" on the board
5    BZ:  [kilo kaybetmek
           to lose weight
6    OG:  [kilo kaybetmek
           to lose weight
```

Unlike the form of RPLE as a statement, its form as an elicitation does not "enforce information as known, but offer recipients [students] a chance to confirm or disconfirm what the speaker [teacher] thinks is shared by the participants" (You, 2015, p.248). Even in response to a learner initiative, the teacher may employ RPLE as a counter question to elicit what students are assumed to know (See Section 4.1.2.1). In this case, rather than the student eliciting from the teacher, the teacher manages to elicit from the student by orienting to their epistemic responsibility through RPLE. Moreover, the teacher usually elicits not from the student who initiates but from the peers. In addition, in teacher initiation turns, RPLE elicits students' recognition of previously studied topics as a way of "preparing or securing the recognisability and understandability of what will be referred to" (Schegloff, 1980, p.115)

As well as an elicitation resource, RPLE also emerges as a resource for shaping learner contributions. After preferred learner contributions, although the learner response does not project an extension and require a repair action, the teacher uses the third-turn position to expand learner contributions through RPLE. For instance, looking at extract 3 given above, the student in line 2 provides a correct response and the teacher not only confirms it but also shapes it by drawing the focus to the meaning of the expression "lose weight". In this way, the teacher requests students' demonstration of understanding the expression they have used in their response because it is an expression previously studied. Therefore, RPLE emerges as an interactional resource for shaping learner contributions (Can Daşkın, 2015a). In such cases, the use of RPLE has proven that "even for correct answers, teachers often ask students to elaborate, reformulate or defend their answers" (Lee, 2007, p.1205). Furthermore, RPLE shapes not only correct learner contributions but also incorrect ones by offering clues to the students to help them find the correct answer or to help them understand the reason for their trouble source (See Section 4.1.1). In this way, RPLE also emerges as a way of doing correction. In shaping the incorrect student responses, the teacher may employ RPLE to avoid "dispreferred negative evaluations" and misalignment (You, 2014, p.6). In other words, she

indirectly indicates to the student that the response is wrong and invites him/her to reconsider the response in relation to a past learning event as similar to what You (2014) found in her analysis of "remember recognition checks" in teacher talk. As a result, in these instances, "by pointing to the shared history, the teacher indicates that the students already possess resources to find the answer" (Lee, 2006, p.706).

At the level of L2 classroom context, this study has also illustrated that teachers use RPLE in line with the pedagogical focus of each L2 classroom context (i.e. meaning-and-fluency, form-and-accuracy) and hence, it proves another "already established" feature of CIC- that is to use language that is appropriate to the pedagogical goal (See Section 2.3). For instance, while the relationship between the past learning event and the new one as established by RPLE is event-based in meaning-and-fluency context, it is linguistic-based in form-and-accuracy contexts. Besides, RPLE has emerged as one way of managing shift from one L2 classroom context to another (usually from meaning-and-fluency context to form-and-accuracy context). With the use of RPLE, the teacher can successfully mark the shift and manage it. In addition to what Çimenli and Sert (2017) revealed in their study with regard to managing shift in cases of explicit correction, RPLE occurs not only in moments of trouble but also in moments when some previously studied language items are important for the current context (e.g. RPLE in teacher initiation turns in meaning-and-fluency context). While those RPLE-initiated shifts to side sequences of form-and-accuracy context in teacher follow-up are usually occasioned by a display of trouble with those language items that are key to understanding the new context and that were previously emphasized, those in teacher initiation turns emerge to prevent possible understanding troubles with those items that are key to the new context and/or that were emphasized earlier. In line with the finding of Çimenli and Sert (2017), this study has also shown that the shift of context with RPLE does not always occur at the boundaries of activities as evident in the use of RPLE in teacher follow-up turns after dispreferred learner contributions. As a result, RPLE reveals the context-specific and goal-oriented nature of RPLE in such an instructional setting.

Looking at the interactional data, in most of the instances, it is clear that the teachers can create learning opportunities with the use of RPLE (See Section 5.3). RPLE manages to elicit demonstration of student recognition of previously studied language topics or where it cannot, it creates an epistemic change in students' learning state. With the tracking of language

learning behaviour across subsequent learning events from the perspective of CA-SLA, it is even clearer that what students cannot recall in one event can be recollected in a subsequent event, which displays a socially situated learning at least in the short term. On the other hand, from the interactional data, it is not clear what RPLE does for those students not involved in the interaction or it is impossible to analyse the behaviour of every student in such a complicated interaction. Drawing on the findings of stimulated recall sessions, when employing RPLE, it should be kept in mind that it may not work for all the students all the time. As mentioned earlier, for some students, it may cause confusion and for some others, it may cause boredom or impatience. Besides, the stimulated recall sessions with the teachers have shown that the use of RPLE requires teachers' skill of managing time so that they do not diverge too much from the main focus of the activity. Therefore, when and how often RPLE should be used is an important decision teachers need to make based on the context, which highlights the contingent and context-specific nature of RPLE. As Mercer (2008) puts it rightly with regard to temporal dimension of classroom talk,

> for all students, some discontinuity and incoherence will be inevitable, caused by such factors as absences of students from crucial lessons in a sequence; the use of inappropriate pedagogic strategies; students' difficulties in keeping up with the pace of activities; and the effects of lack of concentration, boredom, and distractions of many kinds. (p.34)

5.7.2. Implications for Students' L2 CIC

As well as the teachers' CIC, this study contributes to the description of students' CIC which is relatively less studied. It proposes that students who are competent in classroom interaction employs such interactional resources as RPLE to take an initiative. By taking an initiative through RPLE, students also do "referencing" just like teachers and establish continuity and connection in their learning experience. For instance, in extract 31, EM self-selects to volunteer for a response but in line 19 problematizes her language production and openly solicits help in the assigned turn by employing RPLE and initiating a word-search sequence. By using RPLE to initiate a word-search sequence, EM displays that the word he/she is searching for was actually studied previously but cannot be recalled. The teacher in response (line 20) also makes reference to the past and orients to the sought-for-word as an item that is assumed to be known by the students. In other words, she holds EM responsible for knowing. EM in lines 21 and 22 manages to use the expression that the teacher reminded her. In this way, EM draws on what was studied before in order to formulate her talk in the current context.

Extract 31. Can't Stand

```
16   EM:   roommates er are er
17         ((rolls her eyes to the left and right and then
18         smiles))
19→        £dayanamamak katlanamamak neydi£
            what was "dayanamamak" "katlanamamak"
                        + moves her hand towards her mouth and holds it on her mouth
20→  T1:   ↑neydi      can't stand
            what was it
21   EM:   can't- i- er i can't yok i olmaz can't stand we
22         can't stand.
```

Therefore, it is not only the teachers but also the students whose talk may signify temporal relationship between the learning events. By means of RPLE, students as well as teachers "draw on their shared past experience to build the contextual foundations for their continuing interaction" (Mercer, 2008, p.49).

Besides, by doing referencing and taking an initiative, students also informally self-assess for formative purposes (See Section 5.6). As discussed in section 5.6, a present learning context may evoke the memory of relevant language items, as a result of which students check their recognition of these items. When they fail to remember them, they may resort to RPLE and seek teacher's help with those items. In this way, they assess their own knowledge and if they see that they have trouble recalling and having access to their K+ epistemic status (Heritage, 2012a, 2012b), they use RPLE to treat gaps in their knowledge. To illustrate, in extract 31, EM has realized that she cannot recall a previously studied expression that is important for her to express herself and employs RPLE to treat this gap in her recognition (£dayanamamak katlanamamak neydi£). This instance unfolds through the agency of the student. The students do for themselves what the teacher does through RPLE for formatively assessing students' learning state in and through interaction. So, this study presents self-assessing in and through interaction as an integral part of student CIC.

In addition, by taking an initiative through RPLE, students may also extend or build on teacher turns (Can Daşkın & Hatipoğlu, 2015). This shows that students take an initiative to build on teacher contributions just like teachers build on student contributions even in traditional teacher-fronted classrooms. In this way, they can create opportunities for their own learning

as well as for their peer's learning- i.e. multilogue (Schwab, 2011). For instance, in extract 32 (See Section 4.2), RPLE emerges in a learner-initiated sequence when the student extends the teacher's turn in a non-minimal post expansion sequence by proposing a candidate expression for the target context. However, when the teacher does not agree with the appropriateness of this expression, the student who initiates as well as the peers challenge the teacher's turn by using RPLE as an epistemic source for "disagreement implicated other-initiated repair" (Schegloff, 2007, p.151). In this particular instance, the student who initiates makes RPLE through both talk and reference to a pedagogical artefact (i.e. coursebook) (Chazal, 2015) as a means for convincing the teacher, which results in reversed epistemic authority and asymmetry (Li, 2013). Here, he not only claims the emergence of a past learning event but also proves this claim by showing the part of the coursebook they worked on in this event. In this way, he grounds his claim to epistemic authority with reference to the coursebook as an "external source of authority" (Jacknick, 2013, p.199). As a result, he manages to build on the teacher's follow-up turn with RPLE, which reflects an important feature of student CIC.

When compared to the teachers' use of RPLE, students employ it in peculiar ways and show how their CIC can differ from teacher CIC. Firstly, unlike RPLE in teacher turns, it does not function as a recognition check in student turns because students do not direct it to check teacher's recognition but rather to ask the teacher to help them recollect. Students have already checked their own recognition and employ RPLE when they cannot recall. Secondly, while RPLEs are in the form of a "known-answer" questions in teacher turns, they are in the form of "information-seeking" questions (Mehan, 1979b) in students turns. RPLEs in student turns request information or verification (Goodwin, 1987). In other words, student-initiated RPLE sequences emerge as a kind of "epistemic search sequence" which are "initiated when a speaker displays an 'unknowing' epistemic stance by making an information request about some aspect of language or the content being worked on" (Jakonen & Morton, 2013, p.73). However, with RPLE in these epistemic search sequences, students do not position themselves as occupying K- epistemic status but as not having access to their K+ epistemic status (Heritage, 2012a, 2012b). RPLEs in student-initiated epistemic search sequences are used for resolving lack of epistemic access but RPLEs in teachers' "known-answer" questions (Mehan, 1979b) are produced as "ways of producing and publicly ratifying knowledge related to teacher-defined learning objects" (Jakonen & Morton, 2013, p.89). Therefore, students deploy

RPLE as one interactional resource "at point of need" to "exercise agency by discovering, or recovering, for themselves their own 'learnables'" (Jakonen & Morton, 2013, p.90).

Thirdly, different from the cases of RPLE employed by the teachers, which allow the tracking of language learning behaviour within their very own instructional context, the instances of RPLE in a student turn may take place across the instructional contexts of the two teachers (See Section 4.2). Therefore, a student in one of the teacher's course may refer to a past learning event that took place in the other teacher's course. So, students may refer to an event not necessarily shared by the current teacher but the item referred to is assumed to be in the teacher's knowledge domain because he/she is ascribed an epistemic authority. Since the students have learning experiences in both of the contexts, it is expected that they establish connections between the instructions of both teachers as well as within the instruction of each teacher while teachers know and experience what is happening in their own contexts only and thus, make connections between the past and present learning events across their own instructional context. In doing this, students resort to their CIC and make connections among the learning events in and through interaction via RPLE.

Lastly, in student turns, RPLE is not necessarily confined to those events that occurred in the classroom but may also address those events that took place outside the classroom whereas in teacher turns, it involves those events taking place in the classroom since the teacher when referring to past learning events can address anything that has been presented to learners in the classroom. Students cannot be held responsible for anything that was not presented to them in the classroom. Furthermore, the teacher cannot have access to their experience outside the classroom. On the other hand, RPLE in student turns is not confined to events that emerged in the classroom since the students can assess their own knowledge gained from an event taking place anywhere and they can ask the teacher about any language item as the teacher is ascribed an epistemic authority.

5.7.3. Ordinary Talk and Instructional Talk

Comparing the findings with those relevant actions in ordinary talk reveals aspects that are peculiar to an L2 instructional talk. To start with the similarities, like reference to shared past events and memories in ordinary talk (You, 2014, 2015), RPLE also takes place in pre-sequences to prevent the possible occurrence of trouble in the upcoming interaction and hence,

to maintain intersubjectivity. In addition, similar to what "(do you) remember recognition checks" perform in ordinary talk, RPLEs are also used "to establish common ground among participants and to mark epistemic territories and knowledge domains" (You, 2015, p.238).

The differences in the way past events are referred to in ordinary and instructional talk reveal how such reference is made in peculiar ways in classroom talk. Firstly, in these cases of RPLE-initiated pre-expansion sequences, unlike in ordinary conversation in which the blocking responses usually do not lead to the production of the base FPP (Schegloff, 2007), the teacher in an instructional setting has the authority to deal with blocking responses in the pre-expansion sequence and increase the possibility to get preferred answers in the base sequence.

Secondly, speakers in ordinary talk check recipients' recognition of references either to make sure that what will be referred is meaningful to the recipients or to elicit information that they themselves cannot recall (Svennevig, 2010, You, 2015). They check recipients' recognition of those references that are essential for maintaining intersubjectivity and progressivity and hence, for the successful unfolding of talk-in-interaction. In other words, by checking recognition, they do not hold recipients accountable or responsible for remembering but they want to ensure that the references are recognized so that there is no trouble understanding the ongoing interaction. On the other hand, in an L2 classroom talk, RPLE tests students' recognition of those items that may not be necessary for maintaining intersubjectivity. Through RPLE, the teacher orients to students' epistemic responsibility and holds them accountable for knowing what is assumed to be known even when the context does not require the recognition of these items. For instance, in ordinary talk, it is unlikely that a speaker checks participants' recognition of references after a reference is made and understood by the participants. In such a case, there is no display of trouble with recognizing the reference that would make a recognition check relevant. However, in classroom talk, RPLE checks students' recognition of previously studied items even after preferred learner contributions that do not make an expansion relevant. Such patterns of RPLE after preferred learner contributions show that preferred responses are not necessarily "sequence-closure relevant" (Schegloff, 2007, p.152). In a similar vein, the teacher uses RPLE as a counter question in reaction to a student question because she holds students responsible for knowing or remembering what they ask about. It is for the same reason that the teacher's counter question is not only directed to the student who initiates alone but to the whole class (Lerner, 1993; Schwab, 2011). Responding

to a participant's question with a counter question (in the form of a "known-answer" question) that checks his/her as well as peers' recognition would be awkward in an ordinary talk because of the issues of epistemic asymmetry.

In brief, those instances of RPLE in pre-expansion sequences and in teacher follow-up turns after incorrect student responses act in ways similar to recognition checks in ordinary talk because the goal is to maintain intersubjectivity but the main differences between the ordinary and instructional talk lie in those instances of RPLE in teacher follow-up turns after correct student responses and in teacher response turns because the goal is to test whether what was taught is remembered and known by the students. Such a difference may be occasioned by the institutional roles of language teachers and students- i.e. teachers are ascribed an epistemic authority and have the right to hold students responsible for knowing what was taught or for creating an opportunity for students to recall previously studied topics or items, whereas, in ordinary talk, speakers have no such right even when an event that is referred to is shared. In daily conversations, recognizing references is essential for intersubjectivity and not for testing whether participants remember what was shared. It is because of this institutional role of teachers that they employ RPLE in the form of a "known-answer" question (Mehan, 1979b). Speakers in ordinary talk may also check participants' recognition of references that they themselves recognize but it is also possible that they do so to seek information that would help them recognize what they will refer to (Svennevig, 2010). Students, for example, employ RPLE to request verification or information about those items that they cannot remember as similar to what speakers would do in ordinary talk.

Lastly, the findings reveal peculiar aspects of L2 classroom talk in terms of epistemics. Heritage (2012a) asserts that "equality of epistemic access may be restricted to specifically shared (ordinarily simultaneous) experiences of persons, objects, and events" (p.5); however, the analysis of RPLE has shown that what is shared is not always accessed or what is accessed is not always shared. For instance, in extract 32, the teacher and the student IB do not have equal access to a past learning event because the event is not shared by the teacher. In this case, although the event is not shared by the teacher, the student places epistemic responsibility on her and ascribes an epistemic authority by orienting to her lack of recognition as dispreferred. On the other hand, it is also possible that the teacher who did not share a past learning event has epistemic access to an item studied in this event (e.g. extract 34). This

shows that in such an instructional setting, equality of epistemic access is not necessarily restricted to shared experience because teachers have epistemic authority and have access to knowledge not necessarily shared by her in the class. Teachers even have such access to such knowledge prior to the past learning event itself. They do not gain knowledge in those learning events; they create events, the target of which is already assumed to be known by them. Students may also display lack of epistemic access to those items or topics they studied in past learning events. Where the teacher employs RPLE, she places epistemic responsibility on students because what is referred to is shared and assumed to be known but where students use RPLE, they place epistemic responsibility on the teacher even if the event is not shared because the teacher is ascribed an epistemic authority. Therefore, equality of epistemic access is difficult to achieve in such an instructional setting in which epistemic asymmetry plays an important role. As a result, the following model (Table 7) emerges with regard to the epistemic access to shared events as peculiar to an instructional setting: (1) an equal access to an event shared by both teachers and students (e.g. extract 3), (2) an event that is shared by both teachers and students but the students do not have an access (e.g. extract 6), (3) an event shared by the students but not by the teacher and the teacher who does not share does not have an access (e.g. extract 33) or (4) an event shared by the students but not by the teacher and the teacher who does not share has the access not the student (e.g. extract 34).

Table 7. The Pattern of Epistemic Access to Shared Events in an Instructional Setting

| | | Shared | | Accessed | |
		Teachers	Students	Teachers	Students
Past Learning Events	1	+	+	+	+
	2	+	+	+	-
	3	-	+	-	+
	4	-	+	+	-

Table 7 shows that teachers have epistemic access to the past learning events that they share but students may or may not have access to those shared events. On the other hand, teachers may or may not have access to those events not shared by them. Where they do not have access to the items studied in past learning events that they were not involved in, students orient to their lack of access as dispreferred. As a result, the findings have shown the institution-specific nature of RPLE in terms of epistemics and have revealed that "the information imbalance is

handled in a way that would be different from daily conversations due to the classroom roles of the teachers and students" (Sert, 2013, p.24).

5.8. Implications for L2 Teacher Education

The findings of this study have implications for teacher education as it presents an analysis of L2 classroom interaction that can be used to help teachers and student-teachers understand the relationship between interaction and the process of language teaching and learning. Up until now, classroom research could not go very far in introducing the real classroom interaction to prospective foreign language teachers. Teacher candidates in many of the teacher education programs around the world are still exposed to hypothetical classroom contexts and hence, once they graduate and enter the real classroom, they experience "reality shock" (Farrell, 2009). This requires the need to empirically reveal what is actually taking place in teacher and student interaction and what creates learning opportunities in real classrooms. For this reason, there is a need for classroom research that investigates real language classroom contexts rather than laboratory classroom contexts so that findings that have empirical basis can be presented to teacher trainees.

Firstly, the findings of this study suggest integrating the informal dimension of formative assessment in the relevant courses in teacher education programs by presenting RPLE as one way of doing informal FA. In this way, teacher educators can help student-teachers understand the relation between interaction and assessment and hence, between interaction and learning. It is already discussed that as well as the skills and knowledge required to prepare and administer tests, teacher trainees should be given the opportunity to gain insight into assessment practices that emerge in and through classroom interaction and to develop the interactional competence needed for these practices. More specifically, RPLE can be introduced to language teachers and student-teachers as a practice of informal FA by showing how it is employed to elicit evidence of students' learning states and/or how it is used to make instructional adjustments in order to treat gaps in their learning states. The analysed extracts from a real instructional setting are available resources that can be used to illustrate RPLE both in pre-service and in-service teacher training. This can also be done in a way that creates critical discussion on the relation between interaction and informal FA and that eventually raises awareness of FA practices that are an integral part of everyday instructional activities.

In a similar vein, RPLE can be presented as an interactional resource in its own right and how it constitutes an important part of both teacher and student CIC. Student-teachers can be introduced with RPLE as a way of eliciting and shaping learner contributions as well as of doing informal FA. Besides, it can be introduced as a way of doing "referencing" to establish continuity among learning events and to signify temporal dimension of classroom talk. With regard to the importance of establishing temporal relations through talk, Mercer (2008) asserts that

> good teachers will almost certainly conceptualize a learning trajectory for their students, albeit implicitly, and will know how dialogue can be used to transform this conception into social action. Some other teachers, and many of those training to be teachers, may not fully realize that they are responsible for the temporal cohesion of the educational experience of their students and lack skill in acting out this responsibility. They might be helped by being offered practical insights into this aspect of classroom dialogue. (p.56)

Based on Mercer's (2008) suggestion, this study does offer RPLE as a practical insight into how teachers as well as students establish temporality and continuity in the process of teaching and learning and how they create learning opportunities. Besides, given that RPLE is used in peculiar ways in different L2 classroom contexts and hence, is a context-specific and goal oriented practice, student-teachers need training in context-appropriate RPLEs.

As well as naturally occurring interactional data, this study has also used stimulated recall as a supplementary data collection tool to present the thoughts of practicing teachers with regard to RPLE and revealed that it is a practice that they benefit from in terms of both teaching and learning. In this way, this study has shown teacher knowledge, cognition and experience to be important factors in the process of teaching and learning because teachers are found to practice what they believe in with respect to RPLE (Borg, 2011; Fagan, 2012). For instance, their belief in the importance of making connections in the classroom is manifested in the practice of RPLE.

For developing student-teachers' CIC and raising their awareness of the relation between interaction and teaching/learning, several reflective practice models have been proposed. RPLE can be integrated into these models, which may be used in teacher education programs as well as in-service teacher education. To illustrate, through a process of guided self-discovery, Walsh (2003) aimed to draw teachers' attention to interactional decisions, diverting their attention from materials or methodology-based decisions. Working with experienced

teachers, he conducted a workshop, training teachers about SETT framework (Self-Evaluation of Teacher Talk) using data from the teachers' own classes, got teachers to record and analyse segments of their lessons using the SETT grid and held a reflective feedback interview with the teachers regarding their analyses. The results revealed that teachers were able to identify modes (i.e. managerial, classroom context, skills and systems, and materials modes) in their own data and make conscious interactive decisions and that they increasingly used metalanguage and critical self-evaluation. In a similar vein, Seedhouse (2008) also suggested a model in which teachers are encouraged to video-record their own lessons and carry out the micro-analysis of their own talk.

More recently, following Walsh (2003), Sert (2015) has introduced IMDAT as a CA-integrated model for L2 teacher education based on the notion of reflective practice. It stands for these phases: Introducing CIC, Micro-teaching, Dialogic reflection, Actual teaching and Teacher collaboration and critical reflection. IMDAT has been integrated and practiced in such projects as VEO Europa (Video Enhanced Observation) coordinated by Dr. Olcay Sert in Turkey as a result of which "VEO integrated IMDAT teacher training framework" is introduced. The project is producing outcomes that document its positive consequences for developing L2 CIC (Bozbıyık, 2017).

As a result, the findings of this study can be integrated into such reflective teacher education models which can be used in teacher education programs to develop student-teachers' L2 CIC and to raise their awareness of the relation between interaction and learning. With the integration of "doing informal FA" and "doing referencing" with RPLE into features of CIC and hence, into such reflective teacher education models as SETT and IMDAT, student-teachers can be given the opportunity to analyse how teachers in other settings as well as how they themselves do informal FA and establish reference to past learning events in ways that are conducive to learning and to see what makes occurrence of RPLE relevant.

CHAPTER 6

CONCLUSION

6.0. Introduction

In this chapter, a summary of the findings, conclusions and implications drawn from these findings are presented. This section is then followed by the discussion of the limitations of the study and the suggestions for further research.

6.1. Conclusions and Implications

Based on a dataset that comes from a corpus of video-recordings of an EFL class (55 classroom hours) in a preparatory school at a state university in Turkey, this study has revealed patterns for an unexplored phenomenon named "Reference to a Past Learning Event" (RPLE) in different L2 classroom contexts from the perspective of Conversation Analysis (CA) and CA-SLA. It has investigated how teachers as well as students make RPLE by contingently diverging from the main activity to language items, structures, topics or instructional materials etc. presented in a past learning event. The micro-analysis has generated models for the different sequential positioning of RPLE, which show the positioning of RPLE in teacher follow-up, response and initiation turns as well as in student turns. Regardless of the sequential position, RPLE confirms what is shared or not shared and establishes common ground and continuity in an instructional setting. What motivates its use varies with different sequential positions: (1) it is the preferred/dispreferred learner contribution that leads to its use in teacher follow-up turns, (2) it is the learner initiative that occasions its use in teacher response turns, (3) it is the basis a past learning event forms for instruction on new topics/items that leads to its use in teacher initiation turns and (4) in student turns, RPLE itself displays lack of recognition or uncertainty about previously studied items and initiates repair action. It is also found that RPLE has positive consequences in terms of learning as it creates learning opportunities in many of the instances and results in socially displayed and situated recollection of the previously studied language items and topics. It generates learning opportunities not only within single learning events but also across subsequent learning events. The tracking of language learning behaviour with the analysis of subsequent learning events from the perspective of CA-SLA reveals that RPLE is not something used in one instance but a continuous process and thus, one instance of RPLE in a learning event may not

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be conducive to learning while other instances of RPLE with respect to the same learning event can be conducive to learning at least in the short term for some of the learners.

As well as the notion of "learning", the findings have presented how "remembering" and "recognition" are enacted as social and situated acts and thereby, reconsidered these cognitive notions from a social dimension through conversation analysis. It is seen that the teacher orients to RPLE as an action that does reminding by placing an epistemic responsibility on students' part and students in response, orient to it by displaying remembering or lack of remembering. Put it differently, the teacher constructs students' "current epistemic access as a product of previous learning" (Morton, 2015, p.262). Besides, students who themselves use RPLE display uncertainty or forgetting by claiming lack of epistemic access to previously studied items or topics. Based on an L2 classroom interaction, this study has demonstrated remembering and forgetting as "situated and contingent communicative" acts and "social acts, as ways of accomplishing some activity in the present by invoking the past in an appropriate and resourceful manner" (Middleton & Brown, 2005, p.85-86).

Adopting a variable approach, this study has analysed RPLE patterns in different L2 classroom contexts (i.e. form-and-accuracy, meaning-and-fluency). In this way, it has shown that teachers make RPLE in line with the pedagogical focus of each L2 classroom context and has proven one component of CIC- that is to use language that is appropriate to the pedagogical goal. Besides, RPLE has emerged as an interactional resource that manages shifts from one context to another not only in moments of trouble but also in moments when some previously studied language items are important for the current context. Therefore, this variably approach has revealed the context-specific and goal-oriented nature of RPLE in such an instructional setting.

This study has used not only the analysis of interactional data but also the analysis of introspective data gathered from stimulated recall sessions with the teachers. The stimulated recalls as supplementary to the interactional data have confirmed the conversation analytic findings and at the same time generated additional findings that could not be displayed in the interactional data. Some of the additional findings are that the use of RPLE is usually occasioned by the intense curriculum and time constraints which do not allow time for revision and RPLE is employed to overcome this limitation. In addition, initiating with what students

are assumed to know through RPLE, the teacher may reduce students' anxiety and raise their confidence as well as finding a way to teach grammar inductively. The stimulated recall sessions have also uncovered the possible drawbacks of RPLE to L2 teaching and learning from the teachers' perspective. Some of these drawbacks include increasing teacher talk, and causing confusion, boredom or impatience for some of the students. Besides, the teachers think that the use of RPLE requires teachers' skill of managing time so that they do not diverge too much from the main focus of the activity. As a result, similar to conversation analytic findings, these drawbacks highlight the contingent and context-specific nature of RPLE by showing that the practice of RPLE which is useful for some students may not be beneficial for others and that it should be used with care so that it does not disrupt the flow and the focus of the lesson.

The findings have implications for informal FA and contributes to bridging the gap between classroom interaction research and classroom-based language assessment research through the post-analytic connections of the CA findings to informal FA practices. This study particularly follows up on Antón (2015) who criticizes studies of L2 classroom interaction for not attending to the assessment practices that are embedded in everyday teaching and learning and that would be apparent from the analysis of classroom interaction. The findings have shown that the emerging patterns of RPLE act as a practice of informal FA in several ways: (1) they are used to seek evidence of students' knowledge of those language forms or topics studied in past learning events, (2) they are used to act on the negative evidence already obtained about students' knowledge by treating gaps in their knowledge in relation to a past learning event or (3) they are used by the students to treat the gaps that they realize in their recognition of previously studied language items; thereby, doing self-assessment for formative purposes. Because FA is essentially concerned with learning, this study has shown that the analysis of interactional data can explicate learner understanding and language learning behaviour as a result of an assessment practice. Furthermore, by tracking language learning behaviour across subsequent learning events, this study has also revealed the extent to which such assessment practices are formative. In this way, it presents a CA-SLA approach to learning as a way of uncovering the complexity of interaction behind classroom-based assessment practices. As a result, by showing how language assessment is undertaken in and through interaction through RPLE, this study illustrates an informal dimension of language assessment and suggests its integration into curriculum and into such frameworks as CEFR. Moreover, it also suggests

that the interactional competence required for informal classroom-based assessment constitutes an integral part of "assessment literacy" (Fulcher, 2012; Stiggins, 1991).

The findings also have implications of L2 CIC. They have proposed RPLE as an interactional resource for teacher CIC by showing that a teacher who is competent in classroom interaction uses such interactional resources as RPLE

- to informally assess students' learning state for formative purposes,
- to do "referencing" that evokes remembering, establishes continuity and temporality
- to elicit and shape learner contributions,
- to manage shifts from one L2 classroom context to another.

As well as the teachers' CIC, the findings contribute to the description of students' CIC which is relatively less studied by proposing that a student who is competent in classroom interaction uses such interactional resources as RPLE

- to take an initiative even in traditional teacher-fronted classrooms,
- to do "referencing" that establishes continuity and temporality
- to informally self-assess for formative purposes
- to extend and build on teacher turns/contributions

With regard to doing "referencing" through RPLE, this study, following up on Enfield's (2013) call, has investigated RPLE as one of the less studied domains of reference in a relatively unexplored context in the field of reference, namely, a classroom context. Moreover, this study has offered a methodological solution to Mercer's (2008) proposal for temporal analysis of classroom talk at least in L2 classrooms by showing how the conversation analytic investigation of RPLE patterns can reveal temporal dimension of classroom talk and language learning.

By comparing the way students and teachers employ RPLE, the findings have revealed important features of teachers' and students' institutional roles and their CIC. Firstly, while teachers use RPLE in the form of a "known-answer" question to check students' recognition of previously studied language items and topics, students do so in the form of an "information-seeking" question (Mehan, 1979b) to seek teacher's help with what they cannot recall. Students do not have the concern or the right to check their teacher's recognition. Secondly, when making RPLE, teachers refer to what has taken place in their very own context, whereas

students may refer to what has taken place in the other teachers' courses. So, students may refer to an event not necessarily shared by the current teacher but the item referred to is assumed to be in the teacher's knowledge domain because he/she is ascribed an epistemic authority. For the same reason, when using RPLE, students may refer to those events that took place outside the classroom and that are not shared by the teacher while the teacher can address anything that has been presented to learners only because she cannot hold students responsible for remembering events not shared.

As well as the differences between the way students and teachers deploy RPLE, comparing RPLE with relevant actions in ordinary talk has revealed the peculiar aspects of L2 classroom talk and institutional roles of L2 teachers and students particularly in terms of epistemics. The findings reveal that where the teacher employs RPLE, she places epistemic responsibility on the students because what is referred to is shared and assumed to be known but where students use RPLE, they place epistemic responsibility on the teacher even if the event is not shared because the teacher is ascribed an epistemic authority. However, in ordinary talk, speakers do not have the concern to test recipients' recognition of references and to hold them responsible for remembering them. They check their recognition only when the context makes it relevant for maintaining intersubjectivity. For the same reason, they usually make references to what is shared and hence, do not expect their recipients to know what is not shared (You, 2015). Therefore, in instructional settings, equality of epistemic access is not contingent on shared experiences and events as the findings have uncovered that what is shared is not always accessed or what is accessed is not always shared. For this reason, equality of epistemic access is difficult to achieve in such an instructional setting in which epistemic asymmetry plays an important role.

Lastly, this study has implications for L2 teacher education as it has presented an analysis of L2 classroom interaction through the phenomenon RPLE that can be used to help teachers and student-teachers to understand (1) the relationship between interaction and FA, (2) some components of CIC and (3) eventually the relation between interaction and learning. In doing so, it has suggested integrating RPLE in various reflective teacher education models.

6.2. Limitations

Like any qualitative study, this study also has a number of limitations. Firstly, although the duration of the data recorded is quite sufficient for the purposes of a CA study and representative of the context, the data comes from a single institution, one classroom and two teachers. Even though the specific context explored was interactionally rich in itself, the field would benefit from further research in various contexts. Moreover, recording the class for a whole semester or year would have better allowed the tracking of language learning behaviour; however, this was impossible because the classes were usually reorganized and mingled every quarter and thus, the same class could not be recorded.

Secondly, the study has some technical limitations. Because of the unavailability of individual microphones for the students, some of the student talk could not be captured even though a number of audio recorders were placed at certain points among the students. Besides, since the class was crowded and had a traditional seating arrangement, at times it was difficult to identify who was saying what. For such classrooms, even the use of three cameras placed at three sides of the class may not be adequate.

Thirdly, the transcription process is difficult to achieve without any limitation. Although the transcriptions are made as detailed as possible with the integration of images and multimodal actions, a transcript can never be complete as Jenks (2011) asserts that "transcripts are not products, but rather a constantly evolving interpretive (cultural) process" (p.4).

Lastly, although it is best to conduct stimulated recall sessions soon after the recordings to ensure participants' recollection of events, due to the nature of this study, these sessions could be carried out only after deciding on the phenomena to be investigated, making the collection and selection of the extracts as well as the initial analysis so that a decision could be made on the focus of those sessions and questions/prompts could be designed accordingly. However, in order to overcome this limitation, the prompts were made as strong as possible by providing the videos together with their transcriptions and playing them any time the participants wished to watch them.

6.3. Further Research

This study has investigated the phenomenon RPLE in an EFL context where classrooms are an important source of input for language learners. It is mainly in the classroom that students get exposed to English. Besides, RPLE has emerged in an instructional context that is based on an intensive curriculum. For this reason, there is a pressure on the instructors to cover a large number of prescribed grammar topics in a short period of time, which leaves not much room for revision. However, further research is needed to expand the findings of this study with the investigation of RPLE and other relevant phenomena in diverse contexts. It would be interesting to uncover (1) how other EFL teachers employ RPLE in a similar institution (i.e. preparatory schools in universities) not only in Turkey but also in other countries, (2) how other EFL teachers not in higher education but in primary and secondary education make RPLE, (3) how the use of RPLE varies with students of different age groups and proficiency levels, (4) how teachers of other subject areas such as maths, science establish RPLE, (5) how RPLE emerges in foreign/second language classrooms other than English as well as in L1 classrooms, and (6) what other relevant interactional resources are used in ways similar to RPLE (i.e. those resources that also establish continuity and connection among learning events). Investigating the different ways RPLEs are managed can have further implications for L2 CIC and contribute to classroom research.

This study has discussed the findings in terms of informal FA and has shown the ways RPLE acts as a practice of informal FA. Because assessment is an integral part of everyday teaching and learning and is continuously and contingently enacted in and through interaction, there may be many other interactional resources that do informal FA. Therefore, it is important that further research is carried out to uncover ways of doing FA in and through interaction as embedded in the teaching and learning activities and thereby, to highlight the relation between interaction and assessment. In this way, more studies at the intersection of classroom research and research on language assessment would contribute to bringing the two fields together. Besides, interactional analysis of informal FA is needed not only in L2 classrooms but also in L1 classrooms as well as in other subjects like maths, science or history.

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APPENDICES

APPENDIX A

JEFFERSON TRANSCRIPTION CONVENTIONS

Adapted from Hutchby and Wooffitt (2008)

(1.8)	Numbers enclosed in parentheses indicate a pause. The number represents the number of seconds of duration of the pause, to one decimal place. A pause of less than 0.2 seconds is marked by (.)
[ ]	Brackets around portions of utterances show that those portions overlap with a portion of another speaker's utterance.
=	An equal sign is used to show that there is no time lapse between the portions connected by the equal signs. This is used where a second speaker begins their utterance just at the moment when the first speaker finishes.
::	A colon after a vowel or a word is used to show that the sound is extended. The number of colons shows the length of the extension.
(hm, hh)	These are onomatopoetic representations of the audible exhalation of air)
.hh	This indicates an audible inhalation of air, for example, as a gasp. The more h's, the longer the in-breath.
?	A question mark indicates that there is slightly rising intonation.
.	A period indicates that there is slightly falling intonation.
,	A comma indicates a continuation of tone.
-	A dash indicates an abrupt cut off, where the speaker stopped speaking suddenly.
↑↓	Up or down arrows are used to indicate that there is sharply rising or falling intonation. The arrow is placed just before the syllable in which the change in intonation occurs.
<u>Under</u>	Underlines indicate speaker emphasis on the underlined portion of the word.
CAPS	Capital letters indicate that the speaker spoke the capitalized portion of the utterance at a higher volume than the speaker's normal volume.

°	This indicates an utterance that is much softer than the normal speech of the speaker. This symbol will appear at the beginning and at the end of the utterance in question.
> <, < >	'Greater than' and 'less than' signs indicate that the talk they surround was noticeably faster, or slower than the surrounding talk.
(would)	When a word appears in parentheses, it indicates that the transcriber has guessed as to what was said, because it was indecipherable on the tape. If the transcriber was unable to guess what was said, nothing appears within the parentheses.
£C'mon£	Sterling signs are used to indicate a smiley or jokey voice.
+	marks the onset of a non-verbal action (e.g. shift of gaze, pointing)
italics	English translation

Another Convention by Balaman (2016):

no#…#no	The onset and offset point of the non-verbal activity accompanying the talk

APPENDIX B

ETHICS COMMITTEE APPROVAL

EĞİTİM FAKÜLTESİ DEKANLIĞINA

İlgi: 27.06.2014 tarih ve 2494 sayılı yazınız.

Fakülteniz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı **Arş.Gör. Nilüfer CAN DAŞKIN**'ın yürütücüsü olduğu "**Sınıf İçi Etkileşimsel Yeti Kapsamında İngilizce Sınıfındaki Öğrencilerin Katkılarını Şekillendirme Desenleri**" başlıklı çalışması, Üniversitemiz Senatosu Etik Komisyonunun 17 Temmuz 2014 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgi ve gereği için rica ederim.

Prof. Dr. U. Şebnem HARPUT
Rektör a.
Rektör Yardımcısı

Eki. Tutanak

APPENDIX C

INFORMED CONSENT FORM

The overall aim of this study is to investigate interaction in an English as a Foreign Language (EFL) classroom. The purpose is to present and describe the micro-details of some of the interactional patterns and structures that emerge in a real classroom discourse for teachers and teacher candidates. For this aim, an EFL classroom will be video and audio recorded for seven weeks without any interference in the natural process of teaching and learning. In addition, after the initial analysis of the data, stimulated recall sessions will be held with the teachers with regard to the interactional patterns that have emerged. In these sessions, the participants will be asked to watch the relevant videos and share their interpretations, explanation, aim, thoughts and feelings regarding the events. Participation in the study must be on a voluntary basis. No personal identification information will be asked during the study and any information obtained by chance will be kept confidential. For example, when transcribing the recorded data, pseudonyms will be used instead of the actual names. The recordings will be kept strictly confidential and will be analysed and evaluated only by the researchers; the obtained data will be used for scientific purposes only. Besides, the study is approved by the research ethics committee and will be supported by TUBITAK as a project. Throughout the data collection procedure, if you feel uncomfortable for any reason, you will be provided with any kind of help and support.

If you have questions regarding the study, please do not hesitate to contact the researchers. We would like to thank you in advance for your contribution to this study. For further information about the study, contact information of the researchers are given below:

Researcher	**Supervisor**
Res. Assist. Nilüfer Can Daşkın	Assoc. Prof. Dr. Çiler Hatipoğlu
Hacettepe University	Middle East Technical University
Foreign Language Education	Foreign Language Education
Phone: 0 312 297 85 75	Phone: 0 312 210 40 75
E-mail: can_nilufer@yahoo.com	E-mail: ciler.hatipoglu@gmail.com

I am participating in this study totally on my own will/ I give my consent for the use of the information I provide for scientific purposes. (Please return this form to the data collector after you have filled it in and signed it).

Date:

Participant:

Name Surname:
Address:
Phone:
e-mail:
Signature:

PROTOCOL FOR STIMULATED RECALL SESSIONS

English

1. At this particular moment in the extract, why did you feel the need to make reference to a past learning event? What sort of a situation required you to make reference to a past learning event?

2. In what ways did you benefit from the practice of making reference to a past learning event?

    2.1. To what extent and how did this practice contribute to the learners' learning state?

    2.2. To what extent and how did this practice contribute to your teaching?

3. Do you think that this practice may have had any negative effects on your teaching and your students' learning? Explain.

Türkçe

1. Kesitte gösterilen noktada neden geçmişte öğrettiğiniz bir konuya gönderme yapma ihtiyacı duydunuz? Burada ne gibi bir durum geçmişte öğrettiğiniz bu konuya gönderme yapmayı gerektirdi?

2. Kesitte geçmişte öğrettiğiniz bir konuya gönderme yapmanın ne açılardan yararlı olduğunu düşündünüz?

    2.1. Bu uygulama sizce ne derece ve nasıl öğrencilerin öğrenme durumlarına katkı sağladı?

    2.2. Bu uygulama sizce ne derece ve nasıl sizin öğretiminize katkı sağladı?

3. Bu uygulamanın sizin öğretiminiz ve öğrencilerinizin öğrenimi üzerinde herhangi bir olumsuz etkisi olmuş olabileceğini düşünüyor musunuz? Açıklayınız.

CURRICULUM VITAE

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EDUCATION

Degree	Institution	Year of Graduation
MS	METU English Language Teaching	2011
BS	Hacettepe University, English Language Teaching	2008
High School	Roxburgh College, Melbourne, Australia	2003

WORK EXPERIENCE

Year	Place	Enrollment
2008- Present	Hacettepe University, Department of Foreign Language Education	Research Assistant
2008	Ufuk University	English Instructor

FOREIGN LANGUAGES

Advanced English

PUBLICATIONS

Can Daşkın, N. (2017). A conversation analytic investigation into L2 classroom interaction and informal formative assessment. *ELT Research Journal*, *6*(1), 4-24.

Can, N. (2017). Word formation errors in the compositions of EFL learners in Turkey. In D. Koban Koç (Ed.), Writing: Suggestions for improvement in ESL and EFL Contexts (pp. 154-172). Berlin: Dağyeli Verlag. ISBN: 9783935597265.

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Can, N. (2009). Post-method pedagogy: Teacher growth behind walls. *Proceedings of the 10th Metu ELT Convention,* Middle East Technical University, Ankara.

PROJECTS

Year	Project Type & Title	Position
2014-2015	TUBITAK 1002, 114K616 Patterns for Shaping Learner Contributions in an English Classroom as Part of Classroom Interactional Competence	Project Director
2014-2015	BAB Project 1714- Hacettepe University, 014 D06 704 001 An Analysis and Development of Writing Skills of English Language Learners Enrolled in the English Preparatory School of Foreign Languages	Researcher

CONFERENCE PRESENTATIONS

Can Daşkın, N. (May 2015). Past-Reference as a Form of Spontaneous Formative Assessment in L2 Classroom Interaction: A Conversation Analytic Perspective**.** Paper presented at 3rd ULEAD Congress International Conference on Applied Linguistics, Çanakkale Onsekiz Mart University, Çanakkale, Turkey.

Can Daşkın, N., & Hatipoğlu, Ç. (May 2015). Using Conversation Analysis for Micro-Analytic Investigation of L2 Learners' Classroom Interactional Competence: Students Building on Teacher Contributions. Paper presented at 3rd ULEAD Congress International Conference on Applied Linguistics, Çanakkale Onsekiz Mart University, Çanakkale, Turkey.

Can Daşkın, N. (March 2015). Beyond Acknowledgement: "Uh-huh" as Part of an EFL

Teacher's Instructional Idiolect in Classroom Interaction. Paper presented at AAAL2015 Conference, Toronto, Canada.

Can, N. & Can, H. (June 2013). Exploring pre-service EFL teachers' needs for oral communication skills. Paper presented at the 13th International Bilkent University School of English Language Conference, Ankara.

Can, N. (May 2012). Türkçedeki iltifat etme sözeylemine tarihsel bir bakış (An historical analysis of the speech act of complimenting in Turkish). Round Table presented at 26th National Turkish Linguistics Congress, Süleyman Demirel University, Isparta.

Hatipoğlu, Ç., & Can, N. (May 2012). What goes around comes around: Proverbs in books used to teach English to future EFL teachers in Turkey. Paper presented at 2nd International Conference on Foreign Language Teaching and Applied Linguistics (FLTAL), International Burch University, Sarajevo, Bosnia and Herzegovina.

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Can, N. (May 2010). Ağlarsa anam ağlar, başkası yalan ağlar- Türk atasözlerinde aile anlayışı ve ilişkileri (Your mother alone will be wail on you: Family relations and conceptualization in Turkish proverbs). Poster session presented at 24th National Turkish Linguistics Congress, Middle East Technical University, Ankara.

Hatipoğlu, Ç. & Can, N. (May 2010). A proverb in need is a proverb indeed: Examination of the proverbs in the coursebooks used in Anatolian Teacher Training High Schools in Turkey. Paper presented at 2nd International English Language Teaching Conference on Teacher Education and Development, Maltepe University, İstanbul.

TURKISH SUMMARY/TÜRKÇE ÖZET

YABANCI DİL SINIF-İÇİ ETKİLEŞİMDE GEÇMİŞ ÖĞRENME OLAYINA GÖNDERME ÜZERİNE KONUŞMA ÇÖZÜMLEMESİ ÇALIŞMASI: ENFORMEL BİÇİMLENDİRİCİ DEĞERLENDİRME AÇISINDAN UYGULAMALAR

Bu çalışma daha önce araştırılmamış olan "Geçmiş Öğrenme Olayına Gönderme" (GÖOG) adlı bir fenomeni farklı yabancı dil sınıf bağlamlarında (yapı-ve-doğruluk, anlam-ve-akıcılık) Konuşma Çözümlemesi (KÇ) ve İkinci Dil Ediniminde KÇ (KÇ-İDE) açısından incelemiştir. Böylelikle bu çalışma, öğretmenlerin ve öğrencilerin olası bir durumda ana konudan geçmiş öğrenme olaylarına kayarak nasıl geçmiş öğrenme olayına gönderme yaptıklarını araştırmıştır.

Bu çalışmanın izlediği yöntem kapsamında, İngilizcenin yabancı dil olarak öğretildiği Türkiye'de bir devlet üniversitesinin hazırlık okulundaki bir sınıfın (55 ders saati) video kayıtları alınmış ve oluşturulan veri-tabanın analizleri yapılmıştır. Kaydedilen sınıfın İngilizce seviyesi orta düzey olup, dersler iki kadın öğretmen tarafından yürütülmüştür. Bu İngilizce derslerinin amacı öğrencileri üniversitede kendi bölümlerine geçtiklerinde İngilizce işlenilen dersleri rahatlıkla takip edebilecek düzeye ulaştırmaktır. Ayrıca, kaydedilen sınıf öğretmen merkezli geleneksel bir yapıya sahip olduğundan dersler daha çok öğretmenin kontrolünde ilerlemektedir. Bununla birlikte, dersler yoğun bir müfredat çerçevesinde yürütülmekte ve kısa sürede çok sayıda dil konusunun işlenmesini gerektirmektedir. Konuların vaktinde tamamlanması sınavlara hazırlık açısından büyük önem taşımaktadır.

Video kayıtlarına başlamadan önce gerekli etik kurul izni alınmış ve çalışmanın desteklenmesi için TÜBİTAK'a başvuru yapılmıştır. Bunun sonucunda, çalışma 114K616 no'lu 1002 proje kapsamında kabul edilmiş ve sağlanan destek ile gerekli araç gereç temin edilmiştir. Seçilen sınıftaki öğrencilere gönüllü katılım formları dağıtılarak kendilerinin izni istenmiştir. Öğrencilerin ve öğretmenlerin gönüllü katılma istekleriyle, üç kamera ve dört ses kaydedici kullanılarak gerekli alt yapı oluşturulmuş ve 7 hafta boyunca bu sınıfın video kayıtları yapılmıştır.

Video kayıtlarını takiben elde edilen verinin çeviriyazılarını oluşturma süreci üç bursiyerin de yardımı ve katkılarıyla başlatılmış, veride sıklıkla ortaya çıkan ve tekrar eden fenomeni bulmak için ön inceleme yapılmış, GÖOG fenomeni tespit edilerek bu fenomenin geçtiği durumların koleksiyonu oluşturulmuş, ön bir analiz yapılarak alt koleksiyonlar oluşturulmuş, temsili kesitlerin de belirlenmesiyle bu kesitlerin detaylı çeviriyazısı ve analizleri yapılmıştır. Analizler KÇ yöntemi kullanılarak yapılmıştır. KÇ yöntemi etkileşim içinde doğal konuşmaların incelenmesini kapsamaktadır. KÇ'ye göre, "etkileşimde bulunan kişiler dizi düzeni (sequence organisation), söz sırası alma (turn taking) ve onarım (repair) gibi dizisel düzen çeşitlerini kullanarak, karşılıklı olarak oluşturdukları anlamları ortaya koyar ve böylelikle öznelerarasılığı (intersubjectivity) sağlarlar" (Sert, Balaman, Can Daşkın, Büyükgüzel ve Ergül, 2015, s.6). Aynı şekilde araştırmacı da bu etkileşimsel kaynaklara erişim sağladığından "içeriden bir bakış açısıyla" (emic perspective) konuşmayı çözümler (Sert ve diğerleri, 2015, s.6). Son olarak, etkileşimsel verinin incelenmesine ek olarak, öğretmenlerle uyarılmış görüşme gerçekleştirilmiştir ve elde edilen bu introspektif veri de ayrıca incelenmiştir.

KÇ yöntemiyle yapılan mikro analizler, GÖOG'un farklı dizisel pozisyonlarını gösteren modeller ortaya çıkarmıştır. Bu modeller GÖOG'un öğretmen art-genişletme dizilerinde, öğretmen cevap ve giriş söz sıralarıyla birlikte öğrenci söz sıralarında gerçekleştiğini göstermiştir. Dizisel pozisyonlarına bakılmaksızın, GÖOG sınıf içinde neyin paylaşılıp paylaşılmadığını doğrulamakta ve bir eğitim ortamında ortak temel, devamlılık ve geçiciliği oluşturmaktadır. Bununla birlikte, GÖOG'un farklı dizisel pozisyonlarda kullanımını doğuran nedenler farklılık göstermektedir: GÖOG'un (1) öğretmen art-genişletme dizilerinde kullanımına neden olan faktör öğrencinin doğru ya da yanlış cevap vermesi, (2) öğretmen cevap söz sırasında kullanımını gerektiren neden öğrenci girişiminin olması, (3) öğretmen giriş söz sırasında kullanımını neden olan etken bir geçmiş öğrenme olayının yeni konunun öğretimine zemin hazırlaması ve (4) öğrenci söz sıralarında kullanımının nedeni ise öğrencinin geçmişte öğrenilen dil yapılarını hatırlamada zorlanması ya da hatırlanan şeylerden emin olamama durumunu sergilemesi ve onarım eylemini başlatmasıdır.

GÖOG en sık yukarıda birinci durumda belirtilen öğretmen art-genişletme dizilerinde görülmektedir. Öğrenci katkılarını takiben öğretmen GÖOG'u doğru öğrenci cevaplarını genişletmek, yanlış cevapları onarmak veya onarımın gerçekleştiği diziyi genişletmek için

kullanmaktadır. GÖOG yoluyla öğretmen doğru öğrenci cevaplarını fırsat bilerek geçmişte öğrenilenleri hatırlatmakta ve bu şekilde öğretmen sonraki öğrenme olaylarında doğabilecek muhtemel sorunları önlemeye çalışmaktadır denebilir. GÖOG ile yanlış öğrenci cevaplarını onarırken ise öğretmen geçmiş ve yeni öğrenme olayı arasında bağlantı kurarak öğrencilerin yaptıkları hatanın nedenini anlamalarına ya da bir ipucu vererek onların doğru cevabı bulmalarına yardımcı olmaktadır. Onarım dizisini takiben, GÖOG halihazırda düzeltilen yanlış öğrenci cevabında hatanın nereden kaynaklandığını geçmiş öğrenme olayıyla ilişki kurarak daha iyi anlamalarını sağlamak amacıyla ortaya çıkmaktadır. İkinci durumda ise GÖOG öğretmen cevap söz sırasında görülmektedir. Burada öğrenci girişimde bulunarak öğretmene bir soru yönlendirmekte ve bu soru geçmişte öğretilen dil öğe veya yapılarına yönelik öğrencinin eksik ya da yanlış bilgisini sergilemektedir. Öğrencinin sorusuna cevaben öğretmen GÖOG'e başvurarak öğrenciye epistemik sorumluluk yüklemektedir. Çünkü öğrenci bilmesi gereken bir öğe ya da konuyu hatırlayamamaktadır. Bu durumda, öğretmen genellikle GÖOG aracılığıyla öğrenciye soru ile cevap verdiğinden GÖOG "karşı soru" (counter question) olarak ortaya çıkmaktadır. Böylelikle, öğretmen sadece girişimde bulunan öğrenciye değil tüm sınıfı doğru cevaba yönlendirmek için GÖOG'u kullanmaktadır. Üçüncü durumda, öğretmen ana etkinliği beklemeye almakta ve giriş söz sırasında GÖOG ile başlamaktadır. Bunun nedeni ise, ana etkinliğe zemin hazırlamaktır. Öğretmen art-genişletme dizisinde ve cevap söz sıralarında GÖOG, önceki dizi ve söz sıralarını hedef alırken, giriş söz sıralarında sonraki diziyi ve konuşmayı hedef almaktadır. Dizisel anlamda, çoğu durumda, öğretmen giriş söz sıralarındaki GÖOG öğretim ortamına özgü ön-genişletme dizisi oluşturmaktadır. Geçmiş öğrenme olayına yönelik öğrencilerden gelen doğru cevaplar sonucu öğretmen ana diziyi başlatarak ana konuya geçmektedir. Dolayısıyla ana diziye geçiş öğrencilerin ön-genişletme dizisinde GÖOG'a yönelik verdikleri doğru cevaplarla gerçekleşmektedir. Bu şekilde öğretmen öğrencilerin var olan bilgilerinin üzerine inşa etmekte ve bu bilgilerini yeni bağlama aktarmalarını teşvik ederek yeni konunun öğretiminde akıcılığı sağlamaktadır.

Son durumda ise GÖOG öğrenci söz sıralarında dört farklı şekilde görülmektedir: (1) öğrenci bir kelimeyi ve anlamını hatırlamakta fakat ya yapısı ya da anlamından emin olamadığından GÖOG aracılığıyla öğretmenin onayını istemektedir, (2) öğrenci kelimeyi hatırlamakta fakat anlamını hatırlayamadığından GÖOG aracılığıyla anlamı konusunda bilgi istemektedir, (3) öğrenci bir kelimeyi hiçbir şekilde hatırlayamamakta ve GÖOG yoluyla kelime hakkında

"kelime arama dizisi" başlatarak bilgi istemektedir ve son olarak (4) öğrenci, öğretmen söz sırasını genişletmektedir ve çoğunlukla anlaşmazlığa dayalı onarım başlatmaktadır.

Analizler GÖOG'un öğrenme fırsatı oluşturması açısından olumlu sonuçlar doğurduğunu göstermiştir. Çoğu durumda, GÖOG sonucu öğrenciler hedef gösterilen dil öğe veya yapısını hatırladıklarını ve bildiklerini göstermişlerdir. Hatırlayamadıkları durumlarda ise, GÖOG'un kullanımı onarım eylemini gerekli kılmış ve bunun sonucunda da öğrencilerin epistemik durumlarında olumlu yönde değişiklik olmuştur. Diğer bir ifadeyle, etkileşim içinde hatırladıklarını göstermişlerdir. Örneğin, GÖOG'un öğretmen cevap söz sırasında gerçekleştiği durumlarda, öğrencilerin daha önce öğretilen dil öğelerini yeni bağlamda kullandıkları görülmüştür. Aynı şekilde, öğretmenin giriş söz sırasında kullandığı GÖOG sonucu, öğrencilerin geçmiş öğrenme olaylarından hatırladıklarını yeni bağlama aktardıkları sergilenmiştir. Öğrenci söz sıralarında ise, GÖOG öğretmenden bilgi ve onay elde etmiş ve buna karşılık olarak da öğrenciler anladıklarını ve hatırladıklarını etkileşim içinde göstermiştir. Bu durumlarda, GÖOG sadece girişimde bulunan öğrenciler için değil diğer öğrenciler için de geçmişte öğretilen dil öğe ve yapılarını öğrenme ya da hatırlama fırsatı oluşturmuştur.

Ayrıca, bu çalışma GÖOG'un sadece tek bir öğrenme olayında değil, birbirini takip eden öğrenme olaylarında da nasıl öğrenme fırsatı ve davranışı oluşturduğunu göstermiştir. Birbirini takip eden bu olaylar KÇ-İDE açısından incelenerek, GÖOG'un sadece bir durumda kullanılan bir fenomen olmadığı ve devam eden bir süreç olduğu ortaya konulmuştur. Öğrenciler bir önceki öğrenme olayında geçmiş öğrenmeye yönelik bir öğeyi hatırlayamazken bir sonraki öğrenme olayında yine GÖOG yoluyla aynı öğeyi hatırladıklarını göstermişlerdir. Böylelikle, bu çalışma sadece "öğrenme" eyleminin değil "hatırlama" eyleminin de sadece bilişsel değil sosyal bir olgu olduğunu da ortaya koymuştur.

Bu çalışma, GÖOG yapılarını farklı yabancı dil bağlamlarına göre de inceleyerek öğretmenlerin GÖOG'u her bir bağlamın pedagojik amacına uygun olarak kullandığını göstermiş ve Sınıf-içi Etkileşimsel Yetinin (SEY) önemli bir özelliğini doğrulamıştır. Bu özellik dili pedagojik amaca uygun bir şekilde kullanmayı içermektedir. GÖOG çoğu kez yapı-ve-doğruluk bağlamlarında görülmüştür. Bu da müfredatın dil yapı ve öğeleri çevresinde düzenlenmiş olması ve dolayısıyla, derslerin gramer ağırlıklı olmasından kaynaklanabilir.

Diğer bir ifadeyle, elde edilen verideki çoğu durum bu bağlamda gerçekleşmektedir. Anlam-ve-akıcılık bağlamlarında gerçekleşen GÖOG çoğu durumda anlam-ve-akıcılık bağlamını yapı-ve-doğruluk bağlamına taşıyarak bir yan dizi oluşturmuştur. Bunu yaparak öğretmen, öğrencilerin dikkatini üzerinde çalışılan metnin anlamı için önem taşıyan ve geçmiş öğrenme olaylarında üzerinde durulan dil yapılarına çekmek istemektedir. Öğretmen art-genişletme dizilerinde ve öğrenci söz sıralarında, GÖOG'un başlattığı yan diziye yeni bağlamı anlamada önemli olan ve geçmişte vurgulanan dil öğelerine yönelik sergilenen sorun neden olurken, öğretmen giriş söz sıralarında yeni bağlamı anlamak için önemli olan ve geçmişte vurgulanan dil öğelerine yönelik ortaya çıkabilecek muhtemel anlama sorunlarını önlemek için GÖOG yan dizi oluşturmaktadır. Böylelikle, GÖOG bir bağlamdan diğer bağlama geçişi sağlayan etkileşimsel bir kaynak olarak ortaya çıkmaktadır. Diğer durumlarda GÖOG anlam-ve-akıcılık bağlamlarında bir yan dizi oluşturmadan da ortaya çıkmaktadır. Bu durumlarda, GÖOG geçmiş öğrenme olaylarında üzerinde çalışılan dinleme ya da okuma metinlerinde geçen olaylara, kişilere ve yerlere gönderme yapmaktadır. Bu yapısıyla anlam-ve-akıcılık bağlamının pedagojik amacına uygun olarak günlük konuşmayı anımsatmaktadır. Yapı-ve-doğruluk bağlamlarından farklı olarak burada GÖOG'un öğrenme olayları arasında kurduğu ilişki dilbilimsel değil olay bazlıdır. Özellikle öğretmen giriş söz sıralarında, GÖOG sadece ön-genişletme dizisi değil, Schegloff'un (2007) "dizilerin dizisini" oluşturmaktadır. Çünkü, bu durumlarda, GÖOG geçmişte işlenilen metinlerdeki olaylar silsilesine sırasıyla gönderme yapmaktadır. Bir önceki dizi bir sonraki diziyi uygun kılmaktadır. Sonuç olarak, GÖOG'un farklı yabancı dil bağlamlarında incelenmesi bu fenomenin bir öğretim ortamında bağlam ve amaca özel olarak gerçekleştiğini göstermiştir.

Bu çalışma sadece etkileşimsel verinin incelenmesini değil öğretmenlerle gerçekleşen uyarılmış görüşmeden elde edilen introspektif verinin analizini de içermektedir. Etkileşimsel veriye ek olarak, uyarılmış görüşmeler KÇ bulgularını doğrulamakla birlikte bazı ek bulgular da sunmuştur. Örneğin, öğretmenin GÖOG kullanmadaki bir motivasyonun ise yoğun müfredat ve dolayısıyla yetersiz zaman nedeniyle bazı konuları tekrar edememe endişesiyle GÖOG'a başvurarak bu olumsuzluğu az da olsa gidermek istemesidir. GÖOG'un kullanımıyla öğretmen geçmişte öğretilenleri hatırlatma fırsatı oluşturmakta ve öğrenme olayları arasında bağlantı kurmaktadır. Ayrıca, GÖOG ile öğrencilerin bildikleriyle giriş yaparak, öğretmen öğrencilerin kaygı düzeylerini azalttığını ve öz-güvenlerini geliştirdiğini düşünmektedir. Bununla birlikte, öğretmen grameri tümevarım yöntemiyle sunma fırsatı bulmaktadır.

Uyarılmış görüşme GÖOG'un dikkatli kullanılmadığı durumlarda görülebilecek muhtemel olumsuz yönlerini de ortaya koymuştur. Örneğin, öğretmen konuşmasını arttırması, hızlı öğrenen öğrenciler için dersin sıkıcı bir hal alabilmesi, geçmişte öğretilenleri tam anlamıyla kavrayamamış yavaş öğrenenler için ise kafa karışıklığına neden olabileceği bu olumsuzluklardan bazılarıdır. Ayrıca, öğretmenler GÖOG'u kullanırken öğretmenlerin zamanı iyi yönetmesi gerektiğini vurgulamışlardır. Aksi takdirde, dersin ana amacından sapma ve müfredatın gerisinde kalma gibi riskler oluşturabileceğini belirtmişlerdir. Sonuç olarak, KÇ bulgularına benzer olarak, uyarılmış görüşme sonuçları da GÖOG'un kullanımının bazı öğrenciler için faydalı olabileceği gibi bazıları için faydalı olmayabileceğini göstermiştir. Bu nedenle, GÖOG bağlama uygun bir şekilde, dersin akıcılığını çok fazla etkilemeyerek uygulanmalıdır.

Bulgular enformel biçimlendirici değerlendirme açısından birtakım katkılar ve uygulamalar sunmaktadır. Enformel biçimlendirici değerlendirme günlük öğrenim etkinliklerine entegre edilen ve sınıf-içi etkileşim içinde ve aracılığıyla doğal olarak, plansız, sürekli ve esnek biçimde ortaya çıkan biçimlendirici değerlendirme uygulamalarını kapsamaktadır (Ruiz-Primo, 2011). KÇ bulgularının enformel biçimlendirici değerlendirme alanına bağlanmasıyla sınıf-içi etkileşim çalışmaları ve dil ölçme ve değerlendirme çalışmalarının arasındaki kopukluğun giderilmesine katkı sağlanmıştır. Bu çalışma, özellikle ikinci dil sınıf-içi etkileşim çalışmalarını günlük öğretim ve öğrenmeye entegre edilen ve sınıf-içi etkileşimin analiziyle ortaya çıkabilecek öğrenci bilgisini değerlendirme uygulamalarına yönlenmedikleri için eleştiren Antón'un (2015) düşüncesine dayanmaktadır. Bulgular ortaya çıkan GÖOG yapılarının çeşitli şekillerde enformel biçimlendirici uygulaması olarak işlev gösterdiğini sergilemiştir: GÖOG'un (1) öğrencilerin geçmiş öğrenme olaylarında işlenen dil yapı ve konular ile ilgili bilgilerine yönelik kanıt aramak için kullanılması, (2) öğrencilerin bilgisine yönelik halihazırda elde edilen olumsuz kanıta karşılık bilgilerindeki eksikliği geçmiş öğrenme olayıyla bağlantılı olarak gidermek için kullanılması ya da (3) öğrencilerin kendilerinin geçmişte üzerinde durulan dil öğelerini hatırlamada fark ettikleri sorun ve eksiklikleri gidermek için kendileri tarafından kullanılması ve böylelikle biçimlendirici amaçla öz-değerlendirme yapmaları.

Yukarıda bahsedilen birinci durumda, öğretmen öğrencilere epistemik sorumluluk yükleyerek ve onlardan epistemik erişim sağladıklarını göstermelerini isteyerek GÖOG'a biçimlendirici

değerlendirme eylemi olarak yönelmektedir. Öğrencilerin doğru cevaplarını takip eden öğretmen art-genişletme dizilerindeki ve öğretmen giriş söz sıralarındaki GÖOG yapıları "değerlendirme konuşması" başlatarak biçimlendirici eylem gerçekleştirmektedir. Yeni bağlamdan faydalanarak öğrencilerin geçmiş öğrenme olaylarında öğretilen, yeni bağlamla alakalı dil öğelerini bilip bilmediklerini GÖOG aracılığıyla test ederek, öğretmenin yeni bağlamda ya da gelecekte ortaya çıkabilecek öğrenme ya da hatırlama sorunlarını engellemek amacıyla tedbir aldığı söylenebilir. Dolayısıyla, öğretmen giriş söz sıralarında ve doğru öğrenci cevaplarından sonra GÖOG, biçimlendirici değerlendirme uygulaması olarak ortaya çıkmaktadır. Çünkü öğretmen GÖOG kullanarak öğrenci bilgisine yönelik kanıt elde etmekle birlikte bu kanıtı kullanarak biçimlendirici bir eylem uygulamaktadır. Diğer bir ifadeyle, olumsuz bir kanıt elde ettiğinde, GÖOG öğrencilerin bilgilerindeki sorun ve eksiklikleri gidermeye yönelik bu kanıtı kullanmaktadır; olumlu bir kanıt elde ettiğinde ise, bu kanıtı kullanarak öğrenci katkılarını genişletmekte veya bir sonraki etkinliği geçmiş öğrenme olaylarıyla bağlantılı olarak şekillendirmektedir.

İkinci durumda, GÖOG diğer yollarla edinilen olumsuz kanıta cevaben biçimlendirici değerlendirme uygulaması olarak ortaya çıkmaktadır. Öğrencilerin öğrenme durumlarıyla ilgili olarak edinilen olumsuz kanıta karşılık bir düzenleme şeklinde görülmektedir. Öğrenci bilgilerinde görülen sorun ve eksiklikler GÖOG'u doğurmaktadır. Bu durumlarda, GÖOG bu sorun ve eksiklikleri gidermek için birinci durumdaki gibi bir "değerlendirme konuşması" başlatıp öğrencilerin geçmiş bilgilerini test ederek onarma eylemi gerçekleştirebilir. Yanlış öğrenci cevaplarını takip eden öğretmen art-genişletme dizilerindeki ve öğretmen söz sıralarındaki GÖOG bu ikinci durumdaki biçimlendirici değerlendirme uygulamasına örnek gösterilebilir.

Üçüncü durumda ise, GÖOG, öğrenci söz sıralarında biçimlendirici öz-değerlendirme uygulaması olarak görülmektedir. Burada öğretmenlerin GÖOG ile öğrenciler için yaptığını, öğrenciler yine GÖOG aracılığıyla kendilerine yapmaktadır. Yeni öğrenme ortamı öğrencilerin geçmişte öğrendikleri bazı dil öğelerini anımsatmakta ve bu öğelere yönelik bilgilerini test etmelerine neden olmaktadır. Hatırlayamadıkları durumda ise GÖOG'a başvurarak öğretmenlerinin yardımını istemektedirler. Böylelikle, kendi bilgilerini test etmekte ve hatırlamada sıkıntı yaşadıkları durumda ise bu sıkıntıyı gidermek için GÖOG'u

kullanmaktadırlar. Dolayısıyla, GÖOG ile ortaya çıkan öğrenci girişimlerinin biçimlendirici öz-değerlendirme yaptığı söylenebilir.

GÖOG'un bir değerlendirme uygulaması olarak biçimlendirici yönü KÇ-İDE yöntemiyle öğrencilerin öğrenme davranışlarının izlendiği durumlarda daha da netlik kazanmaktadır. Çünkü bir durumda hatırlanamayan bir öğe bir sonraki durumda hatırlanabilmektedir. Örneğin, bir durumda GÖOG geçmişte öğretilen bir dil öğesine yönelik olumsuz kanıt elde ederken, bir sonraki öğrenme olayında, aynı dil öğesine yönelik olumlu kanıt edinmektedir. Bu şekilde bu çalışma KÇ-İDE yönteminin sınıf bazlı değerlendirme uygulamalarının arkasında yatan etkileşimin karmaşıklığını açığa çıkarmada önemli bir yol gösterdiğini ispatlamıştır. Buna ek olarak, GÖOG'un enformel biçimlendirici uygulaması olarak muhtemel katkısı ise kullanımının sadece geçmiş öğrenme olaylarında sunulan öğelere yönelik olmasıdır. Öğrencilerin bilgilerini değerlendirmede, öğretmenlerin öğrencilerin ne ve ne kadar bildiklerine yönelik beklentileri olup öğrencileri sadece daha önce üzerinde durulan öğeleri bilmekle sorumlu tutmaktadırlar. Ayrıca, GÖOG biçimlendirici değerlendirmenin enformel yönüyle de doğrudan uyumludur. Çünkü günlük öğrenim etkinliklerine entegre olarak spontane bir şekilde öğretmenin ana konudan sapıp geçmişte öğretilen dil öğe ve yapılarına yönelmesiyle etkileşim içinde ve aracılığıyla ortaya çıkmaktadır. Böylelikle, GÖOG enformel biçimlendirici değerlendirmenin ölçme ve değerlendirmenin ayrı ve özel bir boyutunu göstermektedir. Sonuç olarak, bu çalışma, yabancı dil bilgi ve becerilerini değerlendirmenin enformel boyutunu sunarak GÖOG'un müfredata entegre edilmesini önermektedir. Ayrıca, sınıf bazlı enformel değerlendirme için gerekli olan etkileşimsel yeti "ölçme ve değerlendirme bilgisinin" (assessment literacy) önemli bir parçasını oluşturmakta ve bu kapsamda tartışılması gerekmektedir.

Biçimlendirici değerlendirmenin yanı sıra, bulgular yabancı dil Sınıf-içi Etkileşimsel Yeti (SEY) açısından da uygulamalar sunmaktadır. SEY, "öğretmenlerin ve öğrencilerin öğrenmeyi kolaylaştırmak ve öğrenmeye yardımcı olmak için etkileşimi araç olarak kullanma becerisi" (Walsh, 2011, s.158) olarak tanımlanmaktadır ve çeşitli özellikleri ortaya konulmuştur. Öncelikle bu çalışma SEY'in var olan özelliklerine bazı eklemeler önermektedir. Örneğin, SEY'i gelişmiş bir öğretmen, GÖOG gibi etkileşimsel kaynaklar kullanarak öğrencilerin öğrenme durumlarını etkileşim içinde ve aracılığıyla, günlük öğretim etkinliklerinin bir parçası olarak biçimlendirici amaçla değerlendirmektedir. Böylelikle,

öğretmen etkileşimi, öğrencinin dil bilgi ve becerisini değerlendirme ve bunun sonucunda öğrenmeyi geliştirme aracı olarak kullanmaktadır. Dolayısıyla, SEY etkileşimin öğrenme fırsatı oluşturmadaki rolünü tartışırken, etkileşimin ölçme ve değerlendirme uygulamalarındaki yeri ve bunun sonucunda oluşturduğu öğrenme fırsatlarını da tartışmalıdır. Etkileşim içinde ve aracılığıyla enformel biçimlendirici değerlendirme yapmanın yanı sıra, bu çalışma öğretmenlerin "gönderme yapma" (referencing) becerisini de SEY'in ek bir özelliği olarak sunmaktadır. GÖOG yaparak, öğretmenler "hatırlama" eylemini uyandırmakta ve öğrenme fırsatı oluşturmaktadırlar. Enfield'in (2013) çağrısına karşılık bu çalışma GÖOG'u az sayıda çalışılan referans alanı olarak, referans alanında nispeten araştırılmamış bir bağlam olan sınıf bağlamında incelemiştir. Bir yabancı dil etkileşiminde öğrenmeyi geliştirmek amacıyla geçmiş öğrenme olaylarına nasıl gönderme yapıldığı gösterilmiştir. Gönderme yaparak öğretmen, öğrenme olayları arasında devamlılık ve bağlantı kurmakta ve sınıf konuşmasının "zamansal" (temporal) yönünü göstermektedir. Böylelikle, bu çalışma aynı zamanda Mercer'in (2008), sınıf etkileşiminin zamansal analizine yönelik yaptığı öneriye yöntemsel bir çözüm sunmaktadır. Diğer bir ifadeyle, GÖOG'un KÇ yöntemiyle incelenmesinin nasıl yabancı dil sınıf konuşmasının zamansal gelişimini ve dolayısıyla da öğrenme olayları arasındaki zamansal ilişkiyi ortaya koyduğunu göstermiştir. Bu çalışma sınıf konuşmasının zamansal boyutunu sadece art arda gerçekleşen öğrenme olaylarındaki dil öğrenme davranışlarını izleyerek değil ayrıca kendi içinde belirgin bir şekilde zamansal boyutu sergileyen bir fenomeni (GÖOG) araştırarak da göstermektedir. GÖOG hem tek bir öğrenme olayı içerisinde hem de birbirini izleyen öğrenme olaylarında, öğrencilerin ve öğretmenlerin geçmişte üzerinde durulan öğelere ve yeni bağlamda geçmiş öğrenme olaylarıyla ilişkili olarak nelerin sunulduğuna ve nelere işaret edildiğine nasıl yöneldiklerini sergilemektedir.

SEY'e ilave edilen özelliklerle birlikte, GÖOG halihazırda belirlenmiş olan SEY'in özelliklerine de katkı sağlamaktadır- öğrenci katılımı sağlama, öğrenci katkılarını şekillendirme ve dili pedagojik amaca uygun kullanma. Örneğin, bunlardan ilki, etkili bir öğrenci katılımı sağlama aracı olarak GÖOG, öğrencilerin geçmişte öğretilen dil yapı ve konularına yönelik hatırlamalarını kontrol etmek için öğrencilerden cevap almaktadır. Bunula birlikte GÖOG öğrenci katkılarını şekillendirme kaynağı olarak ortaya çıkmaktadır. Doğru öğrenci cevaplarından sonra, öğrenci cevabı genişletme gerektirmese de, öğretmen üçüncü söz sırası pozisyonunu kullanarak GÖOG aracılığıyla öğrenci katkısını

genişletmektedir. GÖOG sadece doğru öğrenci katkılarını değil yanlış öğrenci katkılarını da şekillendirmektedir. Bu durumda, öğrencilere ipucu sunarak onların doğru cevabı bulmalarını veya sorun kaynağının nedenini anlamalarını sağlamaktadır. Böylelikle GÖOG düzeltme yapma yolu olarak ortaya çıkmaktadır. Öğrencilerin yanlış cevaplarını şekillendirirken, öğretmen GÖOG'u "yeğlenmeyen olumsuz değerlendirmeden" kaçınmak için kullanıyor olabilir (You, 2014). Diğer bir ifadeyle, öğretmen GÖOG ile öğrencilere cevaplarının yanlış olduğunu işaret etmekte ve onları cevaplarını geçmiş öğrenme olayına yönelik tekrardan düşünmeye davet etmektedir. Son olarak, GÖOG'un farklı dil sınıf bağlamlarında kullanılması öğretmenlerin nasıl dili pedagojik amaca uygun olarak kullandıklarını göstermiştir.

Bulgular öğretmen SEY'iyle birlikte nispeten daha az çalışılan öğrenci SEY'inin açıklanmasına da katkı sağlamaktadır. Bu çalışma, sınıf-içi etkileşimi gelişmiş öğrencilerin GÖOG gibi etkileşimsel kaynaklar kullanarak böyle öğretmen-merkezli bir yabancı dil sınıfında dahi girişimde bulunduklarını SEY'e ek bir özellik olarak sunmaktadır. GÖOG ile girişimde bulunarak, öğrenciler öğretmenler gibi "gönderme yapma" becerilerini de sergileyerek öğrenme deneyimlerinde devamlılık ve bağlantı kurmaktadırlar. Dolayısıyla, sadece öğretmenlerin konuşması değil öğrencilerin de konuşması öğrenme olayları arasında zamansal ilişkiyi belirtebilmektedir. Ayrıca, gönderme yaparak ve girişimde bulunarak, öğrenciler etkileşim içinde ve aracılığıyla enformel şekilde biçimlendirici amaçla öz-değerlendirme yapmaktadırlar. Dolayısıyla, etkileşim içinde ve aracılığıyla öz-değerlendirme yapmak SEY'in önemli bir parçası olarak önerilmektedir. Buna ek olarak, GÖOG ile girişimde bulunarak, öğrenciler öğretmen söz sıralarını genişletmektedirler. Böylelikle, sadece kendi öğrenmelerine yönelik değil, arkadaşlarının öğrenimine yönelik de fırsatlar oluşturmaktadırlar.

Öğretmenlerin ve öğrencilerin GÖOG'u nasıl kullandıklarının kıyaslanmasıyla, öğretmen ve öğrencilerin kurumsal rollerine ve SEY'lerine ilişkin önemli özellikler ortaya konulmuştur. Öncelikle, öğretmen söz sıralarındaki GÖOG'un aksine, öğrenci söz sıralarında GÖOG öğretmenlerin bazı dil öğe ve yapılarını hatırlayıp hatırlamadıklarını test etmemektedir. Öğrenciler GÖOG ile öğretmenlerinden kendilerinin hatırlamalarına yardımcı olmalarını istemektedirler. Öğrenciler kendi hafızalarını zaten yoklamış ve hatırlayamadıkları durumda GÖOG'a başvurmuşlardır. Bu sebeple, öğretmen söz sıralarında GÖOG "cevabı-bilinen"

sorular şeklinde kullanılırken, öğrenci söz sıralarında "bilgi-arayan" (Mehan, 1979b) sorular şeklinde görülmektedir. Öğrenci söz sıralarında GÖOG bilgi ya da onay istemektedir. Diğer bir ifadeyle, öğrenci girişimli GÖOG dizileri "epistemik arama dizileri" (Jakonen ve Morton, 2013, s.73) şeklinde oluşmaktadır. Bu diziler, konuşmacının üzerinde çalışılan bir dil öğe veya konusuna yönelik bilgi istemesiyle "bilgisiz" epistemik durumunu sergilemektedir. Ancak bu epistemik arama dizilerindeki GÖOG ile öğrenciler, kendilerini "bilgisiz" epistemik duruma sahip oldukları şeklinde değil "bilgili" epistemik durumlarına erişim sağlayamadıkları şeklinde nitelendirmektedirler. Öğrenci girişimli epistemik arama dizilerinde GÖOG epistemik erişim sağlama sorununu çözmek için kullanılırken, öğretmenlerin "cevabı-bilinen" sorularındaki GÖOG, öğretmenler tarafından belirlenen öğrenme hedeflerine yönelik bilgi üretme ve doğrulama şeklinde ortaya çıkmaktadır. Dolayısıyla öğrenciler GÖOG'u ihtiyaç duydukları zaman girişimde bulunarak kendi öğrenme durumlarını keşfetmek ve iyileştirmek için bir etkileşimsel kaynak olarak kullanmaktadırlar.

Öğretmenlerin GÖOG kullandıkları durumlardan farklı bir diğer özellik ise, öğrenci söz sıralarında GÖOG her iki öğretmenin dersinde geçen öğrenme olaylarını hedef alabilir. Öğretmenler sadece kendi derslerinde geçenleri bildikleri için kendilerinin oluşturduğu öğrenme olaylarına gönderme yaparken, öğrenciler öğretmenlere, derslerinde daha önce bir konu geçsin geçmesin, epistemik otorite atfettikleri için bir öğretmenin dersinde diğer öğretmenin öğrettiği bir öğe ya da konuya gönderme yapabilirler. Öğrenciler her iki öğretmenin dersinde öğrenme tecrübelerine sahip olduklarından sadece bir öğretmenin dersinde değil iki öğretmenin dersleri arasında da bağlantı kurabilirler. Çünkü öğrencilerin gözünde bir öğretmenin bir konuyu bilmesi onun bu konuyu öğretmiş olmasını gerektirmez. Bu konu daha önce işlenmiş olsa da olmasa da öğretmen bilmek ile sorumludur. Son olarak, aynı nedenden ötürü, öğrenci söz sıralarında GÖOG daha önce sadece sınıf içinde geçen öğrenme olaylarıyla sınırlı olmayıp sınıf dışında geçen bir öğrenme tecrübesine de gönderme yapabilir. Bunun aksine, öğretmenler sadece sınıf içinde sundukları konulara gönderme yapabilirler. Çünkü öğrenciler öğretilmeyen konulardan sorumlu tutulamazlar. Ayrıca öğretmenler öğrencilerin sınıf dışında edindikleri öğrenme tecrübelerine erişim sağlayamazlar.

Bulguların günlük konuşmadaki ilgili eylemlerle kıyaslanması da yabancı dil sınıf etkileşimine özgü bazı özellikler ortaya koymaktadır. Benzerlikler dikkate alındığında, günlük

konuşmada geçmişte paylaşılan olay ve anılara gönderme yapmada olduğu gibi (You, 2014, 2015), GÖOG da ön-genişletme dizilerinde yer alarak gelecek etkileşimde doğabilecek muhtemel sorunları engellemeyi amaçlamakta ve öznelerarasılığı (intersubjectivity) sağlamaktadır. Aynı şekilde, günlük konuşmadaki gibi, GÖOG katılımcılar arasında ortak temel oluşturmak ve epistemik alanları belirlemek amacıyla kullanılmaktadır. Farklılıklara gelince, GÖOG girişimli ön-genişletme dizilerinde, günlük konuşmanın aksine, yeğlenmeyen ve dolayısıyla normalde dizinin ilerlemesini engelleyebilecek cevaplar sınıf etkileşiminde konuşmanın ilerlemesini ve ana dizinin başlatılmasını engellememektedir. Çünkü öğretmenler bu engel teşkil edebilecek cevapları onarma otoritesine sahip olduklarından gerekli düzeltmeleri yaparak ana diziye geçişi sağlayabilirler.

Bunun yanı sıra, günlük konuşmada konuşmacılar karşıdakinin yapılacak olan göndermeleri tanıyıp tanıyamadıklarını iki nedenle test ederler: birincisi, konuşma akışında gönderme yapılacak olan şeylerin tanınıp tanınmadığından emin olmak, ikincisi ise kendilerinin hatırlayamadıkları olaylara yönelik bilgi istemek (Svennevig, 2010). Dolayısıyla, bu konuşmacılar dinleyicilerin gönderme yapılacak şeyleri hatırlayıp hatırlamadıklarını öznelerarasılığı ve etkileşimin başarılı bir şekilde ilerlemesini sağlamak için test ederler. Diğer bir ifadeyle, bunu yaparken dinleyicileri hatırlamakla sorumlu tutmamakta ya da onların bilgilerini test etmemektedirler. Aksine, ilerleyen etkileşimi anlamada sorun olmaması için yapılan göndermelerin tanındığından emin olmak istemektedirler. Diğer bir taraftan, yabancı dil sınıf etkileşiminde, GÖOG öznelerarasılık için gerekli olmasa da öğrencilerin yeri geldiğinde ilgili bazı öğeleri hatırlayıp hatırlamadıklarını test etmektedir. Böylelikle, öğretmen öğrencilerin epistemik sorumluluğuna yönelmekte ve bağlamın gerekli kılmadığı durumlarda dahi onları bildikleri farz edilen şeyleri bilmekle sorumlu tutmaktadırlar. Örneğin, günlük konuşmada, bir gönderme yapıldıktan sonra ve de bu göndermeyle ilgili herhangi bir sorun çıkmamış ise konuşmacının katılımcıların bu gönderme yapılan olayı hatırlayıp hatırlamadıklarını test etmesi tuhaf karşılanır. Sınıf konuşmasında ise, GÖOG doğru öğrenci cevabından sonra bile öğrencilerin geçmişte öğrenilen dil öğelerine yönelik bilgilerini test eder. Aynı şekilde, öğretmen bir öğrenci sorusuna cevaben GÖOG'u "karşı soru" şeklinde kullanarak öğrencileri bilmek ve hatırlamakla sorumlu tutmaktadır. Bu nedenle, öğretmenin "karşı sorusu" sadece soruyu yönlendiren öğrenciye değil tüm sınıfa sorulmaktadır. Böyle bir durum günlük konuşmada uygun görülmeyebilir. Bu farklılıklar yukarıda da bahsedildiği gibi dil öğretmen ve öğrencilerin kurumsal rollerinden kaynaklanabilir. Çünkü öğretmenler

kendilerine epistemik otorite atfedildiğinden öğrencilere daha önce öğretilenleri bilmek ile sorumlu tutmakta ve daha önce işlenen konuları hatırlatmak için fırsat oluşturmaktadırlar; günlük konuşmada ise gönderme yapılan bir olay paylaşılmış olsa dahi konuşmacılar karşıdakini hatırlamakla sorumlu tutmak hakkına sahip değildirler. Öğrencilerin ise hatırlayamadıkları konulara yönelik bilgi istemek için GÖOG'u kullanmaları, günlük konuşmada konuşmacıların da hatırlayamadıklarıyla ilgili soru sormalarına benzemektedir.

Son olarak, bulgular özellikle epistemiks açısından sınıf-içi yabancı dil etkileşimine özgü bazı özellikler sunmaktadır. Günlük konuşmada epistemik erişim konusundaki eşitlilik daha önce paylaşılmış olaylarla sınırlı olabilir (Heritage, 2012a) ancak GÖOG analizleri paylaşılan şeylere her zaman erişim sağlanılmadığını ya da erişim sağlanan şeylerin her zaman paylaşılmamış olabileceğini göstermiştir. Analizlerde görüldüğü gibi, öğretmen ve öğrenciler bir geçmiş öğrenme olayına eşit düzeyde erişim sağlayamayabilirler. Örneğin, öğretmen kendisi tarafından paylaşılmayan bir öğrenme olayına erişim sağlayamayabilir ancak öğrenci öğretmene epistemik otorite atfettiğinden öğretmenin bilgisizliğine yeğlenmeyen bir eylem olarak yönelir. Diğer bir taraftan, bir öğretmenin kendisi tarafından paylaşılmamış bir öğrenme olayına erişim sağlaması da mümkündür ve de yeğlenen bir durumdur. Aynı şekilde, öğrenciler de daha önce işlenilmiş konulara erişim sağlayamayabilir. Öğretmenin GÖOG kullandığı durumlarda, öğretmen daha önce paylaşılan ve öğrencinin bildiği farz edilen olaylara yönelik öğrencilere epistemik sorumluluk yüklemektedir; öğrencilerim GÖOG kullandıkları durumlarda ise, öğretmene epistemik otorite atfedildiğinden geçmiş bir öğrenme olayı öğretmen tarafından paylaşılmasa da öğrenciler kendisine epistemik sorumluluk yüklemektedirler. Dolayısıyla, epistemik erişim eşitliliğin böylesi bir öğretim ortamında sağlanması oldukça güçtür. Buna yönelik bu çalışma bir model (Tablo 7) ortaya koymuştur: (1) Hem öğretmen hem de öğrenciler tarafından paylaşılan bir öğrenme olayına eşit düzeyde erişim, (2) hem öğretmen hem de öğrenciler tarafından paylaşılan bir öğrenme olayı fakat öğrencilerin erişim sağlayamaması, (3) öğretmen tarafından değil sadece öğrenciler tarafından paylaşılan bir öğrenme olayı ve kendisi tarafından paylaşılmayan bu olaya öğretmenin erişim sağlayamaması, ya da (4) öğretmen tarafından değil sadece öğrenciler tarafından paylaşılan bir öğrenme olayı ve kendisi tarafından paylaşılmayan bu olaya sadece öğretmenin erişim sağlaması. Bu modele göre, öğretmenler paylaştıkları öğrenme olaylarına erişim sağlarken, öğrenciler bu paylaşılmış olaylara erişim sağlayabilir ya da sağlayamayabilirler. Diğer bir taraftan, öğretmenler kendileri tarafından paylaşılmamış olan öğrenme olaylarına erişim

sağlayabilir ya da sağlayamayabilirer. Öğretmenlerin dahil olmadığı bir geçmiş öğrenme olayında öğretilen öğelere erişim sağlayamadıkları durumda, öğrenciler öğretmenlerinin erişim sıkıntısına yeğlenmeyen bir eylem olarak yönelmektedirler. Sonuç olarak, bulgular GÖOG'un epistemik açıdan kuruma-özgü doğasını ortaya koymuştur.

Son olarak, bulgular yabancı dil öğretmen eğitimi açısından bazı uygulamalar sunmaktadır. Bir yabancı dil sınıf etkileşiminin analizlerini sunarak bu çalışma, yabancı dil öğretmenlerin ve öğretmen adaylarının etkileşim ve dil öğretim ve öğrenme arasındaki ilişkiyi anlamalarına yardımcı olmak için kaynak ortaya koymaktadır. Bu zamana kadar, sınıf-içi araştırmaları gelecek yabancı dil öğretmenlerine gerçek sınıf etkileşimini sunmada çok fazla ileriye gidememiştir. Dünyada birçok öğretmen yetiştirme programlarında öğretmen adaylarına varsayımsal sınıf ortamları sunulmakta ve bu adaylar mezun olup gerçek sınıflara adımlarını attıklarında, "gerçeklik şoku" (Farrell, 2009) yaşamaktadırlar. Bu durum da gerçek bir sınıfta bir öğretmen ve öğrenci etkileşiminde gerçekte nelerin yaşandığı ve nelerin öğrenme fırsatı oluşturduğunu bilimsel olarak ortaya koymayı gerektirmektedir. Bu nedenle, sınıf-içi araştırmalarının laboratuvar sınıf ortamlarını değil gerçek dil sınıflarını incelemesi gerekmektedir ki ampirik dayanağı olan bulgular öğretmen adaylarına sunulabilsin.

Yabancı dil öğretmen eğitimine yönelik, ilk olarak, bulgular GÖOG'u enformel biçimlendirici değerlendirme yapma kaynağı olarak sunarak öğretmen eğitimi programlarındaki ilgili derslere biçimlendirici değerlendirmenin enformel boyutunu entegre etmeyi önermektedir. Böylelikle, öğretmen yetiştirenler öğretmen adaylarının etkileşim ve ölçme-değerlendirme arasındaki ve dolayısıyla da etkileşim ve öğrenme arasındaki ilişkiyi anlamalarına yardımcı olabilirler. Formel değerlendirme kapsamında test hazırlama ve uygulama bilgi ve becerisi kadar, öğretmen adaylarına sınıf-içi etkileşim içinde ve aracılığıyla ortaya çıkan ölçme-değerlendirme uygulamalarını anlamalarına ve bu uygulamalar için gerekli olan etkileşimsel yetilerini geliştirmelerine fırsat verilmelidir. Örneğin, GÖOG'un öğrencilerin öğrenmelerine yönelik nasıl kanıt elde etmek ya da öğrenme durumlarındaki sorunları gidermeye yönelik nasıl düzenleme getirmek için kullanıldığı gösterilerek, GÖOG dil öğretmenlerine ve öğretmen adaylarına bir enformel biçimlendirici değerlendirme uygulaması olarak tanıtılabilir. Gerçek bir öğretim ortamından elde edilen kesitlerin analizleri hizmet öncesi ve hizmet içi öğretmen yetiştirmede kullanılmak üzere hazır kaynak sağlamaktadır. Bunu yaparken, etkileşim ve enformel biçimlendirici değerlendirme arasındaki ilişki hakkında

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eleştirel bir tartışma oluşturulabilir ve böylelikle günlük öğretim etkinliklerinin gerekli bir parçası olan biçimlendirici değerlendirme uygulamalarına yönelik farkındalık oluşturulabilir.

Yabancı dil öğretmen yetiştirmede, GÖOG sadece bir enformel biçimlendirici değerlendirme yöntemi olarak değil kendi içinde bir etkileşimsel kaynak ve hem öğretmen hem de öğrenci SEY'inin önemli bir parçası olarak da sunulabilir. Örneğin, öğretmen adaylarına GÖOG ile öğrenci katılımı sağlama ve öğrenci katkısı şekillendirme yolu olarak da tanıtılabilir. Ayrıca, GÖOG öğrenme olayları arasında devamlılığı oluşturmak ve sınıf konuşmasının zamansal boyutunu göstermek için "gönderme yapma" şekli olarak da sunulabilir. GÖOG farklı yabancı dil sınıf bağlamlarına özgü şekillerde ve dolayısıyla bağlama-özel ve amaca yönelik kullanıldığından, GÖOG öğretmen adaylarına bağlamsal olarak sunulmalıdır.

Doğal gelişen etkileşimsel verinin incelenmesinin yanı sıra bu çalışma öğretmenlerle uyarılmış görüşme de gerçekleştirerek öğretmenlerin GÖOG kullanımlarına yönelik düşüncelerini ortaya koymuş ve hem öğretim hem de öğrenme açısından faydalı buldukları bir uygulama olduğunu göstermiştir. Böylelikle, bu çalışma öğretmen bilgi, biliş ve tecrübesinin öğretim ve öğrenme sürecinde önemli etkenler olduğunu doğrulamıştır. Çünkü GÖOG ile öğretmenlerin inandıkları olguları uygulamaya döktükleri görülmüştür. Örneğin, sınıf içinde bağlantı kurmanın önemine olan inançları kendini GÖOG uygulaması ile göstermiştir.

Öğretmen adaylarının SEY'lerini geliştirmek ve etkileşim ve öğretim/öğrenme arasındaki ilişkiye yönelik farkındalıklarını arttırmak için, çeşitli reflektif uygulama modelleri önerilmiştir. GÖOG öğretmen yetiştirme programlarında ve hizmet-içi eğitimde kullanılabilecek bu modellere entegre edilebilir. Örneğin, Walsh (2003) SETT (öğretmen konuşmasının öz-değerlendirmesi) modelini sunmuştur. Bu modeli gerçek veri üzerinden öğretmenlere tanıtmış, bu modele göre kaydettikleri kendi derslerini analiz etmelerini istemiş ve analizlerine yönelik kendileriyle sözlü görüşme gerçekleştirmiştir. Bunun sonucunda, öğretmenlerin etkileşimsel kararlar açısından farkındalıklarının arttığını göstermiştir. Walsh'u takiben, Sert de (2015) IMDAT modelini sunmuş ve VEO Europa gibi projelerle uygulaması yapılmaktadır. Bu model şu aşamaları içermektedir: SEY'i tanıtma, Mikro-öğretimler, Söylesimsel düşünce, Gerçek öğretim, Öğretmen iş birliği ve kritik düşünce. Dolayısıyla, bu çalışmanın bulguları bu tür reflektif öğretmen eğitimi modellerine entegre edilebilir. GÖOG

ile "enformel biçimlendirici değerlendirme" ve "gönderme" yapma, SEY'in özellikleri arasına entegre edilebilir ve dolayısıyla da SEY'le birlikte bu reflektif öğretmen eğitimi modellerine dahil edilebilir. Böylelikle, yabancı dil öğretmen adaylarına hem kendilerinin hem de diğer öğretim ortamlarında öğretmenlerin öğrenmeyi geliştirecek şekilde nasıl enformel biçimlendirici değerlendirme yaptıklarını ve nasıl geçmiş öğrenme olaylarına gönderme yaptıklarını analiz etme fırsatı verilebilir.

Tüm nitel çalışmalarda olduğu gibi, bu çalışma da birtakım kısıtlamalar içermektedir. İlk olarak, kaydedilen verinin süresi bir KÇ çalışmasının amacı için oldukça yeterli ve temsili olsa da, veri tek bir kurumu, bir sınıfı ve iki öğretmenin etkileşimini kapsamaktadır. Araştırılan bağlam etkileşimsel anlamda zengin olsa da, alan çeşitli bağlamların incelenmesinden faydalanabilir. Ayrıca, kaydedilen İngilizce sınıfı tüm dönem ya da yıl boyunca kaydedilmesi dil öğrenme davranışını izlemeyi daha geniş anlamda mümkün kılabilirdi; ancak, sınıflar her çeyrek (yedi haftada bir) dil düzeyinin değişmesiyle tekrardan düzenlendiğinden, aynı sınıfı tüm dönem veya yıl boyunca kaydetmek mümkün olmamıştır. İkinci olarak, bazı teknik sınırlamalar da kaçınılmazdı. Her bir öğrenci için mikrofon sağlanamaması, aralara ses kaydedicilerin yerleştirilmesine rağmen bazı öğrenci konuşmalarının anlaşılmamasına neden olmuştur. Ayrıca, sınıf kalabalık olduğundan ve geleneksel oturma düzenine sahip olduğundan, zaman zaman kimin ne dediğini tespit etmede sıkıntılar yaşanmıştır. Son olarak, çeviriyazı oluşturma sürecinde, çeviriyazılar mümkün olduğu kadar multimodal özelliklerin ve resimlerin entegre edilmesiyle detaylı yapılmaya çalışılmış olsa da bir çeviriyazı hiçbir zaman tam olamamaktadır.

Sonuç olarak, bu çalışma GÖOG fenomenini İngilizcenin yabancı dil olarak öğretildiği bir bağlamda ortaya çıkarmış ve incelemiştir. Böyle bir bağlamda sınıflar dil öğrencileri için önemli bir bilgi kaynağıdır. Çünkü öğrencilerin çoğunlukla İngilizceyi duydukları ortamlar İngilizce sınıflarıdır. Ayrıca, GÖOG yoğun bir müfredat izleyen bir öğretim bağlamında ortaya çıkmıştır. Bu nedenle, öğretmenlerin üzerinde kısa zamanda çok sayıda gramer konusu işleme baskısı vardır ve bu da tekrar için fazla zaman bırakmamaktadır. Dolayısıyla, GÖOG ve alakalı başka fenomenleri çeşitli bağlamlarda araştırarak daha fazla çalışma ile bu çalışmanın bulgularını genişletmek gerekmektedir. Bu anlamda, (1) İngilizceyi yabancı dil olarak öğreten diğer öğretmenlerin benzer bir kurumda (üniversitelerin hazırlık okullarında) GÖOG'u nasıl kullandıklarını, (2) bu öğretmenlerin yükseköğretim de değil ilkokul ve lisede

de GÖOG'u nasıl kullandıklarını, (3) GÖOG'un kullanımının farklı yaş ve dil düzeyine sahip öğrenci gruplarına göre nasıl farklılık gösterdiğini, (4) matematik, fen gibi diğer derslerde öğretmenlerin GÖOG'u nasıl gerçekleştirdiğini, (5) GÖOG'un İngilizce dışında diğer yabancı dil/ikinci dil sınıflarında ve birinci dil sınıflarında ne şekillerde ortaya çıktığını ve (6) GÖOG'a benzer başka ne tür etkileşimsel kaynakların kullanıldığını araştırmak önemli katkılar sağlayabilir. Son olarak, enformel biçimlendirici değerlendirme uygulaması olarak GÖOG'un yanı sıra, biçimlendirici değerlendirmenin etkileşim içinde ve aracılığıyla günlük öğretim etkinlikleri içinde başka ne şekillerde gerçekleştiğini araştırmak gerekmektedir. Böylelikle, sınıf-içi araştırma ve dil ölçme-ve-değerlendirme alanlarının birleşmesine daha fazla katkı sağlanabilir. Bunu yaparken, sadece yabancı dil sınıflarındaki değil, birinci dil sınıfları ve matematik, fen ve tarih gibi derslerde de enformel biçimlendirici değerlendirmenin etkileşimsel analizini yapmak büyük katkı sağlayacaktır.