



**A MICRO-ANALYTIC INVESTIGATION OF WORD EXPLANATION
SEQUENCES IN L2 CLASSROOM INTERACTION**

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ENGLISH LANGUAGE TEACHING DEPARTMENT**

**GAZI UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

AUGUST 2019

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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YAZARIN

Adı : Tuncay
Soyadı : KOÇ
Bölümü : İngiliz Dili Eğitimi
İmza :
Teslim tarihi :

TEZİN

Türkçe Adı : Yabancı Dil Sınıf Etkileşiminde Kelime Açıklama
Dizilimlerinin Mikro Analitik Bir İncelemesi
İngilizce Adı: A Micro-analytic Investigation of Word Explanation
Sequences in L2 Classroom Interaction

ETİK İLKELERE UYGUNLUK BEYANI

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Tuncay KOÇ tarafından hazırlanan “Yabancı Dil Sınıf Etkileşiminde Kelime Açıklama Dizilimlerinin Mikro Analitik Bir İncelemesi” adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı’nda Doktora tezi olarak kabul edilmiştir.

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Tez Savunma Tarihi: 22/08/2019

Bu tezin Yabancı Diller Eğitimi Anabilim Dalı’nda Doktora tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Selma YEL

Eğitim Bilimleri Enstitüsü Müdürü

*This thesis is dedicated to my dear wife, Hanife
and my daughters, Merve and Hafsa
Sizi çok seviyorum ve bu sefer söz veriyorum...*

ACKNOWLEDGMENT

Undertaking this dissertation has been a challenging experience for me and it would not have been possible to do without the support and guidance that I received from many people. I would like to first begin by expressing my deepest gratitude to the teacher and the students who generously accepted sharing their teaching and learning experiences with me.

My deepest appreciation goes to my supervisor Assoc. Prof. Dr., Kadriye Dilek BACANAK for all the support and encouragement she gave me during the times when I had to face the challenging tasks of collecting data, transcribing and writing the dissertation. I will always remember her invaluable support, guidance, and encouragement throughout my thesis writing period.

I am also indebted to Dr. Hatice Ergül for her invaluable feedback, revisions, and suggestions. I would not have been able to complete this dissertation without her support and guidance. I am also grateful to Dr. Zekiye Müge TAVİL for her supportive feedbacks and thought-provoking questions. I would like to thank Prof. Dr., Abdulvahit ÇAKIR, Prof. Dr., Paşa Tevfik CEPHE and Prof. Dr., Cem BALÇIKANLI for their academic support and guidance during the classes I was taking.

Special thanks are also due to Dr. Olcay Sert and the members of the HUMAN micro analysis center. It would have been impossible for me to learn CA without their support, wisdom, and generosity. Thanks for showing and leading me in this true scientific path.

Huge thanks are due to my family, to my father (sadly no longer with us), my mother and brothers. In particular, special thanks are also due to my wife and daughters. *Bebeğim iyi ki hayatıma girmiştiniz..ve renk katmışsınız.. sizleri çok seviyorum ve bu sefer söz veriyorum...* Everything that I have achieved is because of their love, support, and encouragement. And final thanks go to my father in law who prayed for me, encouraged and supported me.

YABANCI DİL KONUŞMA SINIF ETKİLEŞİMİNDE KELİME AÇIKLAMA DİZİMLERİNİN MİKRO ANALİTİK BİR İNCELENMESİ

(Doktora Tezi)

Tuncay KOÇ

**GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

Ağustos 2019

ÖZ

Eğitim öğretim ortamlarındaki öğretmen kelime açıklamaları üzerine yapılan araştırmalar, öğretmenlerin sınıf etkileşimi sırasında sorun olarak ortaya çıkan kelime öğelerinin açıklamalarını nasıl yönettiğini anlamak adına bize sağlam bir temel bilgi sağlamaktadır. Bu çalışma, Konuşma Çözümlemesinin mikro-analitik merceklerini kullanarak İngilizcenin Yabancı Dil olarak Öğretildiği bir sınıfta öğretmenin yaptığı planlanmamış sözcük açıklamalarını incelemektedir. Bu çalışma, on dört ders saatlik öğretim video kayıtlarından oluşan bütüncüye dayanan aşağıdaki konuların detaylı bir izahını sunar: (1) kelime öğeleri sınıf etkileşiminin farklı mikro bağlamlarında nasıl sorunsallaştırıldığı, (2) öğretmenin kelime anlamlarını tanıtmak için kullandığı kaynaklar, (3) kelime açıklama dizilerinin sınıf etkileşiminin farklı mikro bağlamlarında nasıl sona erdirildiği ve (4) kelime açıklama dizilerinde hedeflenen kelime bilgisi yönleri (örneğin: şekil, anlam ve kullanım gibi) (Nation, 1991, 2013). Analizler, eğitim öğretim ortamlarında öğretmen kelime açıklamaları üzerine yapılmış olan az sayıda konuşma çözümlemesi çalışmalarını tamamlayacak bazı önemli bulguları ortaya koymaktadır. Araştırmadan elde edilen bulguların ortaya koyduğu önermeler şunlardır: (a) araştırılan kelime açıklama dizileri her biri kendine özgü sıralı bir organizasyonu olan üç ana kategoriye ayrılmaktadır (öğrenci tarafından başlatılan kelime açıklamaları, öğretmen tarafından başlatılan kelime

açıklamaları ve öğretmenin yol açtığı fakat öğrencinin başlattığı kelime açıklamaları), (b) kelimelerin hangi yollar ile sorunsallaştırıldıkları sınıf etkileşiminin farklı bağlamlarına ve kelime açıklama dizilerinin türlerine göre değişiklik göstermektedir, (c) öğretmen kelime öğelerini çeşitli kaynaklar kullanarak açıklar: sözel, bedensel, çevresel ve bu üç kaynağın bir arada kullanılması gibi (d) kelime açıklaması dizileri, çoğunlukla öğrencilerin bilgi ve anlama gösteriminden sonra, ortaya çıktıkları sınıf etkileşim bağlamlarına göre farklı yollarla kapatılır, (e) öğretmen, kelime açıklamalarında kelime bilgisinin şekil, anlam ve kullanım gibi çeşitli yönlerini ele alır. Analizin ana odağı öğretmenin kelime açıklama pratikleri üzerine olsına rağmen, bu çalışmanın bulguları İkinci Dil Sınıf Etkileşimi Yeterliliği için de önemli etkilere sahiptir (Walsh, 2006). İkinci Dil Sınıf Etkileşimi Yeterliliği özelliklerinden: *anadilin etkili kullanımı, bağlam kaymalarını yönetme, jest ve mimik gibi kaynakların kullanımı ve eksik dizilim söylemlerinin* (Koshik, 2002) *kullanımı* gibi bazıları öğretmen tarafından kelime açıklama dizelerinde sergilendiği bulunmuştur (Walsh, 2006, Sert, 2011). Bu çalışmanın en önemli bulguları muhtemelen, önerilen yeni İkinci Dil Sınıf Etkileşimi Yeterliliği özellikleridir: öğretmenin sahne canlandırması ve planlama zamanı kullanımı. Bunlara ek olarak, bu çalışmanın bulguları kendi spesifik kontekstinde bilgi yönetimi çalışmalarını da etkilemektedir (Koole, 2010).

Anahtar Kelimeler: Konuşma Çözümlemesi, Kelime Anlatımları, Sözel-Somutlaştırılmış-Çevresel Kaynaklar, Kelime Bilgisinin Yönleri, Sınıf Etkileşimsel Yeterliliği, Durumsal ve Bilerek yapılan Kelime Açıklamaları

Sayfa sayısı: 240

Danışman: Doç. Dr. Kadriye Dilek BACANAK

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(Doctoral Dissertation)

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GAZI UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

August 2019

ABSTRACT

Studies on teacher word explanations in instructed learning settings have given us a solid base of knowledge in understanding how teachers manage explanations of vocabulary items that arise as problematic in on-going classroom interaction. This study using micro-analytic lenses of Conversation Analysis (CA) examines unplanned word explanations made by an English teacher in English within a Foreign Language classroom. Based on a corpus of 14 classroom hours of video recordings of instruction, this study provides an account of (1) how vocabulary items are problematized in different micro contexts of classroom interaction (2) the resources deployed by the teacher to introduce word meanings, (3) the ways in which word explanation sequences are brought to a close in different micro contexts of classroom interaction and (4) the aspects of vocabulary knowledge targeted in word explanation sequences (e.g, form, meaning and use, Nation, 1990, 2013). The analyses revealed some significant findings that will complement the small body of conversation analytic studies on teacher word explanations in instructed learning settings. The findings from the investigation suggest that a) word explanation sequences investigated fell into three broad categories each of which has its own specific sequential organisation (student-initiated word explanations, teacher-initiated word explanations, and teacher induced and student-initiated word explanations) b) the ways in which vocabulary items are problematized change according to the context of classroom interaction and type of word explanation sequences, c) the teacher explains vocabulary items through the use of various resources such as: verbal, embodied, environmental and various combinations of these three resources are also possible, d) the word explanation

sequences are brought to a close, mostly after students' knowledge or understanding displays, through distinct ways, depending on the contexts of classroom interaction in which they are initiated and e) the teacher targets various aspects of vocabulary knowledge such as form, meaning, and use in word explanation sequences. While the main focus of analysis has been on word explanation practices of the teacher, the findings of this study also have implications for the Second Language Classroom Interactional Competence (L2 CIC) (Walsh, 2006). The features of L2 CIC such as effective use of code-switching, managing the context shifts, use of embodied resources and use of Designedly Incomplete Utterances (DIUs) (Koshik, 2002) were discovered in the findings and displayed by the teacher in the word explanation sequences (Walsh, 2006, Sert, 2011). The most significant findings of this study may be the two new features of L2 CIC proposed in this study namely use of scene enactment and teacher's use of planning time to do word explanation. In addition to these, the findings of this study also have implications for the management of epistemic in these specific sequences (Koole, 2010).

Key Words: Conversation Analysis, Word Explanations, Verbal-Embodied-Environmental Resources, Incidental and Intentional Word Explanations, Aspects of Vocabulary Knowledge, Classroom Interactional Competence

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Supervisor: Assoc. Prof. Dr. Kadriye Dilek BACANAK

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LIST OF ABBREVIATIONS

CA	Conversation Analysis
CA for SLA	Conversation Analysis for Second Language Acquisition
CIC	Classroom Interactional Competence
CLIL	Content and Language Integrated Learning Classroom
DIU	Designedly Incomplete Utterance
EFL	English as a Foreign Language
EM	Ethnomethodology
ESL	English as a Second Language
F&A	Form and Accuracy
IWB	Interactive White Board
L1	First Language /Mother Tongue
L2	Second Language
L2CI	Second Language Classroom Interaction
M&F	Meaning and Fluency
PC	Procedural Context
SIWES	Student-Initiated Word Explanation Sequence
SLA	Second Language Acquisition
TCU	Turn Construction Unit
TIWES	Teacher Initiated Word Explanation Sequence

TISIWES	Teacher Induced and Student-Initiated Word Explanation Sequence
TO	Task-Oriented
TRP	Turn Relevance Places

CHAPTER 1

INTRODUCTION

1.0 Introduction

This thesis, with a conversation analytic perspective, aims to examine the word explanation sequences constructed in English as Foreign language classroom interaction (L2CI). This study seeks to uncover how these sequences are initiated in different micro contexts of classroom interaction, what resources are deployed in their construction (the role of verbal, embodied and environmental resources) and how these sequences are brought to a close. This introductory chapter, which is devoted to introducing the theoretical, analytical and practical issues contained within this study, first begins with the presentation of the theoretical background of the study. Then (Section 1.2) an overview of the context and methodology of the study will be provided. This will be followed by a section that includes the aim and the significance of the study with references to the gaps in the literature. Section 1.4, will be on the definitions of key terms to ensure basic intelligibility and readability of the study. In the final section of this chapter (Section 1.5), an outline of the following chapters will be presented.

1.1 Background of the study

Research within Second Language Acquisition (SLA) from different traditions has made great contributions to our understanding of interactions in instructed language learning settings (Bellack, Kliebard & Hyman, 1966; Flanders, 1970; Seedhouse, 2004; Sinclair & Coulthard, 1975, Rymes, 2009). However, the call for the reconceptualization of SLA research by Firth and Wagner (1997) marked an important milestone. This appeal,

stressing the need for a paradigm shift in mainstream SLA research and sensitivity towards “the contextual and interactional dimensions of language use” (p.285) with an emic perspective, has led to the recognition of Conversation Analysis (CA) in SLA research and emergence of a new field called Conversation Analysis for Second Language Acquisition (CA for SLA) (Markee & Kasper, 2004).

CA for SLA as a newly founded field of research aims at investigating the complexities of language learning and teaching, using analytical tools of CA methodology. CA, with its emic perspective and sensitivity in the details of the interaction, has offered the perfect antidote to the analysis of interactional practices in L2 classrooms. Its descriptive power and analytical tools bring the details of L2 classroom interaction alive and made us become aware of its seen but overlooked aspects. This microanalytic approach to the complexities of L2 talk has created a surge of interest in CA methodology to investigate the fine details of the exchanges in L2 classroom interaction (Hellermann, 2008; Hellermann and Cole, 2009; Markee, 2000, 2008; Seedhouse, 2004; Sert, 2013, 2015, 2017; Waring, 2008, 2013).

Interaction in L2 classrooms, with its verbal and nonverbal aspects, has its own interactional architecture (Seedhouse, 2004). That means interaction in L2 classrooms, which is organized around the goal of teaching L2 to learners, bears its unique institutional fingerprints (Drew & Herritage, 1992). That is to say, L2 classroom interaction has its own “set of interactional practices differentiating it both from other institutional forms and from the baseline of mundane conversational interaction itself” (Drew & Herritage, 1992, p.26). Furthermore, as Seedhouse (2004) suggests there are three properties which shape the interaction in L2 classrooms:

- 1) language is both the vehicle and the object of instruction.
- 2) There is a reflexive relationship between pedagogy and interaction, and interactants constantly display their analyses of the evolving relationship between pedagogy and interaction.
- 3) The linguistic forms and patterns of interaction which the learners produce in the L2 are potentially subject to evaluation by the teacher in some way (Seedhouse, 2004, p.183-4).

These distinct characteristics of the L2 classroom interaction bring the significance of teachers' roles into focus. Teachers are playing the main tune in L2 classroom interaction and thus their roles in creating interaction which is conducive to language learning should not be underestimated. As Walsh (2006) claimed teachers "play a much more central than that advocated under both Communicative language teaching and Task-Based Language

Learning" (p.3). Due to the centrality of the teacher's role in creating useful learning experiences in L2 classroom interaction, it has been made the subject of research from a microanalytic perspective by researchers focusing on various issues. Walsh (2002), for example, in his groundbreaking study investigates the role of teacher talk in creating learner involvement. Can Daşkin (2015) also examines how a teacher shapes learner contributions in an EFL classroom interaction. Another related conversation analytic study was conducted by Waring (2011) who brings teachers' roles in managing learner initiatives in language classroom interaction. Another similar study was conducted by Waring, Reddington, and Tadic (2016) focusing on the teacher's use of playful language for managing a balance between maintaining control in the classroom and creating learner involvement. Walsh and Li (2013) also examine how teachers create interactional space for learning in an EFL classroom setting. In addition to these studies, Waring (2013a, 2013b) looks at another important role that teachers play "managing competing voices" in classroom interaction. Wong and Waring (2009) also, investigate the use of explicit positive feedback by the teachers after student responses in classroom interaction. Except for these, Waring, Creider, and Box (2013) look into how teachers make word explanations in an ESL classroom.

There are conversation analytic studies on word explanations made by teachers in naturally occurring talk-in-interaction (Lazaraton, 2004, Mortensen, 2011, Waring, Creider, & Box, 2013). However, the number of these studies remains limited compared to the existing body of research dominated by experimental designs. This study, using the micro-analytic lenses of CA, will contribute to this small but growing line of research which focuses on teacher word explanations in instructed language learning settings. To my knowledge, no study thus far has looked into the nature of word explanations in L2CI by taking into consideration the role of micro contexts of classroom interaction (Seedhouse, 2004).

In this study, the analysis of word explanations made in L2CI has opened up important areas of investigation. These include: 1) the word explanation sequences found in the research data and their sequential organizations; 2) the initiations of these word explanation sequences in different micro contexts of L2 classroom interaction (Seedhouse, 2004); 3) how word explanations are conducted through the use of various resources including verbal, multi-lingual, embodied and environmental; 4) how word explanation sequences found in the research data are brought to a close; 5) what aspects of vocabulary knowledge are targeted in word explanation sequences and their roles in the achievement

of word explanations: and 6) the constructs of Classroom Interactional Competence (CIC) (Walsh, 2006) displayed by the teacher.

The reason why word explanation sequences are addressed in this study is due to the commonness of their occurrences in the research corpus (Henceforth research corpus will be referred to as L2CI corpus). This study, with its data-driven nature, initially focuses on the initiation of word explanation sequences in various contexts of L2 classroom interaction. This is to uncover the ways how vocabulary items are problematized and word explanation requests are enacted at micro contexts of L2 classroom interaction.

Secondly, this study investigates the resources deployed by the teacher to make word meanings explicit. In order to make word explanations clear, the teacher resorts to several resources which include verbal resources, multi-lingual resources, embodied resources and environmental resources. It is also possible to see different combinations of all the mentioned resources as well.

Also, a close examination of the vocabulary teaching sequences has revealed intriguing observations about the closures of word explanations in L2 classroom talk, in terms of how explanations are treated as adequate.

1.2 Research Overview

This study seeks to investigate the word explanation sequences found in the L2CI corpus in terms of how vocabulary items are problematized in different contexts of classroom interaction, how word-explanations are made and how these sequences are brought to a close. The methodology adopted in this study is CA, which has proved to be a robust methodology for the investigation of the fine details of L2 classroom interaction (Markee, 2000, Seedhouse, 2004, Hellermann, 2008, Sert, 2013) and has also been adopted in studies on word explanations in instructed language learning settings (Lazaraton, 2004, Mortensen, 2011, Waring et al., 2013). In this section, a description of the research context and the research methodology will be presented.

1.2.1 Research Context

The data for this thesis, which consists of fourteen 50 minutes of video recordings, originates from an English as a foreign language (EFL) classroom in a higher education

institution in Turkey. The participants are the students who are taking compulsory English language courses before starting undergraduate programs offered in English. There are 12 participants in total; 11 students whose ages range between 19 and 21 and a teacher with 10 years of teaching experience and an MA degree in an English Language Teaching Program.

The classroom where the data was collected is an intermediate level L2 speaking skills classroom. As a requirement of the programs offered at the higher education, students have to attend the preparatory program to be eligible to study in English in the undergraduate programs of the faculties. In the language preparatory programs, there are four levels of courses namely: elementary, pre-intermediate, intermediate and upper-intermediate. These four-level English language courses are mainly designed in two basic ways: (1) main course lessons which involve an intense teaching program (18 hours lessons a week) which includes reading, listening skills, grammar and vocabulary use, (2) writing skills courses (3 hours lesson in a week) which are designed to improve writing skills of the students at all levels (elementary to upper-intermediate), and (3) speaking skills courses which are for teaching and improving speaking accuracy and fluency of the learners taking these courses at all levels. The classroom where the data collection procedure was carried out is a speaking skills classroom and the primary task of the teacher was to teach and improve the speaking skills of the learners.

1.2.2 Research Methodology

As has been stated, the research methodology adopted in this study is CA. CA methodology which originated in Garfinkel's ethnomethodology is developed by Harvey Sacks, Emanuel Schegloff and Gail Jefferson (Schegloff & Sacks, 1973, Sacks, Schegloff & Jefferson, 1974, Schegloff, Jefferson & Sacks, 1977). As CA offers a unique way for the analysis of naturally occurring talk-in-interaction, it is widely employed by researchers from a variety of disciplines to uncover the complexities of talk in interaction.

As Hutchby and Wooffitt (2008) put it, the principal objective of CA is “to uncover the tacit reasoning procedures and sociolinguistic competencies underlying the production and interpretation of talk in organized sequences of interaction” (p.12). The reason why CA is chosen as the research methodology of this study can be best understood by gaining insights into what CA has to offer for the analysis of the talk-in-interaction. In other words,

CA's uniqueness for the analysis of language and social interactions lies with its underlying principles (sensitivity in naturally occurring talk in its local context and its emic perspective).

The most fundamental principle of CA is that *there is order at all points in interaction*. In other words, *talk-in-interaction is systematically organized and deeply ordered and methodic*. The second principle is that *no order of detail can be dismissed, a priori as disorderly, accidental or irrelevant* (Heritage, 1984, p.241). CA's obsession with the details of naturally occurring talk in interaction paved the way for the development of a highly detailed transcription system. Another original principle of CA is that contributions to interaction are *context-shaped and context-renewing*. This simply reflects the dynamic and complex nature of context in CA's perspective. The fourth principle of CA is that analysis is *bottom-up and data-driven*. Unlike other approaches in social sciences, CA offers analysts to approach any social phenomena with an unmotivated outlook without any priori theory or assumptions. What a CA analyst has to do to achieve an emic perspective is to develop an insider's perspective in the analysis of the talk in interaction and try to make sense of the participants' actions in a talk by interpreting what is made relevant by them.

These underlying principles of CA, emic perspective, the data-driven nature and its emphasis on fine-details of naturally occurring interaction, made CA the most appropriate methodology to use in this study. In Chapter 3, CA will be revisited in detail in terms of its theoretical underpinnings. In the next section, the purpose and significance of the study will be addressed.

1.3 The Purpose and Significance of the Study

As has been described in the previous sections, this study is concerned with the word explanation sequences found in the L2CI corpus. In particular, the focus of the study will be on the initiations of these sequences in different contexts of L2 classroom interaction, the resources used in word explanations and the ways how these sequences are brought to a close. The initial observations made soon after the data collection procedure suggested that vocabulary explanations are one of the most common actions performed by the participants in this study. This led the vocabulary explanation sequences to be selected as the main focus of the analysis. What followed was the identification, collection, and analysis of

these vocabulary explanation sequences. As has been mentioned earlier, the data-driven nature of the conversation analytic research methodology requires an unmotivated outlook without any priori assumptions. Therefore, the research questions are formulated in alignment with the nature of the CA research mentality.

This study seeks to understand 1) how the word explanation sequences found in the L2CI corpus are initiated; 2) the interactional resources deployed by the teacher in the construction of the word explanations; and 3) how these sequences are brought to a close. Therefore, to achieve the purpose of this study, the following research questions have been addressed:

1. How are word explanations sequentially organized?
 - a) How are word explanation sequences initiated?
 - b) How do the word explanation sequences unfold?
 - c) How are word explanation sequences brought to a close
2. What resources (verbal, embodied and environmental) are used in word explanation sequences?
3. What aspects of vocabulary knowledge are targeted in the word explanation sequences?

This study is considered to be significant for several reasons. First of all, this study will significantly extend the small body of conversation analytic research on word explanations in L2 classroom interaction (Lazaraton, 2004, Mortensen, 2011, Waring et al., 2013). In addition to this, another important point that makes this study significant is its concern with the nature of word explanation initiations in different micro contexts of L2 classroom interaction (Seedhouse, 2004). To my knowledge, it will be the first study that matters how vocabulary items are problematized in different contexts of L2 classroom interaction. This study, also, will contribute to this line of research regarding teacher's word explanations in L2 classroom interaction as it is providing a detailed account of the resources deployed by the teacher to introduce word meanings including verbal, embodied, multi-lingual and environmental resources. The next point that makes this study significant is its focus on the closures of the word explanation sequences. This study (to my knowledge) will be the first study that investigates how word-explanation sequences are brought to a close in various micro contexts of classroom interaction. The last and maybe the most significant aspect of this study is its focus on the aspects of vocabulary knowledge that are addressed by the teacher in word explanation sequences and their effects on the achievement of word

explanation. The next section will present the definitions of some key terms which will hopefully increase the readability of this study.

1.4 Definitions of the Key Terms

To ensure basic intelligibility, I will provide the definitions of some key terms which include *L2*, *resources* and *L2 Classroom Contexts* (form-and-accuracy, meaning-and-fluency, task-oriented, procedural).

First of all, in this study, the term *L2* refers to English as a foreign language and the participants of this study who are referred to as L2 learners are the learners of English as a foreign language. The other point that needs clarification is the term *resources* used throughout the study to refer to the ways of presenting meaning of L2 vocabulary items such as verbal, (L2 synonyms, rephrasing, L1 equivalents) embodied, (gestures e.g. hand gesture), and environmental (available objects in the classroom e.g. blackboard, course book). Another concept that might create confusion is the term *L2 classroom contexts* (Seedhouse, 2004) which include Form-and Accuracy (F&A), Meaning-and-Fluency (M&F), Task-Oriented (TO), and Procedural Context (PC).

The concept of L2 classroom contexts

The pedagogical focus of the lesson is consequential to the nature of interaction in the L2 classroom. In other words "there is a reflexive relationship between the pedagogical focus and the organization of turn-taking and sequence" (Seedhouse, 2004, p. 101). This leads us to accept the fact that a single interactional pattern will not be adequate to define the organization of interaction in the L2 classroom. As proposed by Seedhouse (2004), a variable perspective which formulates L2 classroom interaction with sub-contexts "each with its own basic pedagogical focus and corresponding organization of turn-taking and sequence" is considered to be significant. Seedhouse (2004) introduces four micro contexts of L2 classroom interaction as follows:

Form-and Accuracy Contexts

In F&A contexts, the teacher establishes the pedagogical focus on some specific linguistic forms and expects learners to use these linguistic forms. With this strict focus as Seedhouse (2004) puts "it is normally essential for the teacher to have tight control of the turn-taking system" (p.102).

Meaning-and-Fluency Contexts

In *M&F* contexts, the focus is on meaning and fluency rather than linguistic forms. In these contexts, the participants are expected to communicate their personal feelings without considering the linguistic form. As the pedagogical focus of *F&A* contexts and *M&F* contexts are different, the interactional organizations of these two distinct contexts vary also. The interaction in these contexts tends to be more flexible as communicating meaning requires more interactional space to organize and express your ideas on that specific topic.

Task-Oriented Contexts

In *TO* contexts, the focus of instruction is on the accomplishment of the task at hand rather than on specific language forms or meaning and fluency. In these contexts, in a broad sense, what the teacher is expected to do is to allocate the task to learners and then ask learners to manage the interaction themselves. As proposed by Seedhouse (2004) there are three characteristics of task-oriented contexts which include:

- (a) that there is a reflexive relationship between the nature of the task and the turn-taking system, (b) that there is a tendency to minimalization and indexicality, and (c) that tasks tend to generate many instances of clarification requests, confirmation checks, comprehension checks, and self-repetitions (p.120).

Procedural Contexts

In *PCs*, teachers give the instructions and set the scene before a classroom activity begins. The pattern of interaction in these micro contexts is quite different from the previously mentioned classroom contexts. In these contexts, it is generally the teacher who delivers the information in monologue mode. The next section will provide an outline of the thesis.

1.5 Thesis Outline

In this chapter, an overview of this study has been provided by outlining the background of this study, the research context, the purpose and the significance of this study, and definitions of some key terms. The next chapter will provide a review of the relevant literature.

Chapter 2 will begin with the description of L2 classroom interaction and the significance of teacher talk. The second section presents a review of the conversation analytic studies on teacher talk and practices. This will be followed by a description of the concept

“Classroom Interactional Competence” (CIC) developed by Walsh (2006) and a review of the conversation analytic studies on the constructs of CIC displayed by teachers. Section 2.4 will describe some key issues on teaching and learning vocabulary in the relevant literature (word knowledge, learning a word, incremental nature of word learning, incidental and intentional learning). In Section 2.5, a review of the early studies on word explanations with interactional data will be provided. In addition to this, a description of the conversation analytic studies in content and language classes will also be provided.

Chapter 3 concerns the research methodology adopted in this study: CA. The chapter will initially provide an overview of the CA methodology and its relationship with ethnomethodology (EM) and sociology. Following this, the basic principles of CA and the interactional organization of talk will be discussed from a CA perspective. Chapter 3 will also address the issues concerning the research design of the study, the data collection, the transcription and the analysis of the data in addition to issues related to the reliability and the validity of the study.

Chapters 4, 5, and 6 will provide the analysis of data that is relevant to the aims of this study. In Chapter 4, initiations of word explanation sequences found in research data will be analyzed by taking into consideration the contexts of the L2 classroom interaction. The first sub-section will be examining the initiations of teacher-initiated word explanation sequences (TIWES). The second sub-section will be on the initiations of student-initiated word explanation sequences (SIWES). The last sub-section will be investigating teacher induced and student-initiated word explanation sequences (TISIWES).

Chapter 5 discusses the resources deployed in word explanations. This chapter will provide the analysis of the cases in which the teacher conducts word explanations through the use of verbal resources (5.1), embodied resources (5.2), environmental resources (5.3) and a combination of multiple resources (5.4).

In Chapter 6, the closures of word explanation sequences will be discussed. The first section (6.1) is on closures of verbal word explanation sequences. The second section will be examining the closures of word explanation sequences conducted through embodied resources. Following this, Section 6.3 will consider the closures of word explanation sequences conducted through environmental resources. The last section (6.4) will focus on the closures of the cases in which the teacher mobilizes the use of multiple resources in the same word explanation sequence to explain word meanings.

In Chapter 7, the analytic chapters will be discussed in a more detailed way concerning the research literature presented in Chapter 2. Section 7.1 will be elaborating on the types of word explanation sequences found in research data and their sequential organizations. Section 7.2 will be discussing the initiations of word explanation sequences in various classroom contexts. Section 7.3 will discuss the resources used in word explanations. Section 7.4 considers how the word explanation sequences are brought to a close. Section 7.5 will discuss the aspects of vocabulary knowledge targeted in word explanation sequences. The last section will conclude with a discussion of the moments where the teacher shows her interactional skills while doing word explanations and paves the way for student participation and creates learning opportunities.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

This chapter will review the literature that will establish the significance of conducting a study on teacher word explanation practices in L2 classroom interaction from a conversation analytic perspective. This review chapter will situate this study in the studies on teacher talk in the area of second language interaction. It will also contribute to the growing body of research investigating the CICs of teachers in instructed language learning settings (Walsh, 2006).

To this end, this chapter is organized into three sections. The first section (2.1) of this chapter will describe the role of classroom interaction and teacher talk in language learning and teaching. Section 2.2 presents a review of conversation analytic studies that portray language teachers' interactional practices which are useful in creating learner involvement and emergence of language learning opportunities. The next section (2.3) will provide a review of studies on the CIC of teachers and students. Section 2.4 will describe some key issues regarding vocabulary teaching and learning which include the nature of vocabulary knowledge, what it means to learn a word and incidental and intentional ways of vocabulary learning. Following this, in the first part of Section 2.5, a review of early studies on word explanation with interactional data will be presented. Finally, the second part of the section will provide a review of studies on word explanation in naturally occurring data with a CA perspective.

My main motivation in organizing this literature review chapter in this way is to establish a theoretical background for this thesis study following the dynamic and data-driven nature

of the data and analysis. As the main focus of the research has been on word explanations made by the teacher during on-going classroom interaction, I thought a review of literature on the role of teacher talk and practices in classroom interaction would be significant to support this study theoretically. In addition to this, although the main focus of the research is not on CICs of the teacher, however, how word-explanations are conducted by the teacher has created direct implications for the topic. Thus, I will review the issue in the following section to be able to refer them in the discussion chapter where relevant. This will be followed by the provision of a review on some terminology related to vocabulary learning and teaching which is thought to fill in possible theoretical gaps and will be referred to in the discussion chapter as well. Following this, an extensive review of previous studies on teachers' word explanation practices, using interactional data, will be provided. This is of utmost significance because a clear understanding of their findings will be consequential to the discussion of the research findings and will create the grounds for analytic claims that will be made in the discussion chapter. The last part, which provides a detailed review of conversation analytic studies on teacher word explanations, is also organized in a detailed way to allow this study to be linked with the previous research and see the unique nature and contributions of this study more clearly.

2.1. L2 Classroom Interaction and Teacher Talk

The classroom interaction is deeply significant for the transaction of learning and teaching business in instructed learning settings. This reality has led researchers from different backgrounds to bring interaction in the L2 classroom under close scrutiny by using various approaches which include: system-based approaches (Bellack et al., 1966; Flanders 1970) discourse analysis approach (Sinclair & Coulthard 1975), critical classroom discourse approach (Rymes, 2009) and conversation analytic approach (Seedhouse, 2004). However, the complex relationship between "language, interaction and learning" has still not been as of illuminated yet (Walsh, 2011, p.1).

As described in the relevant literature, L2 classroom interaction is "special" and "different from those found in content-based subjects" (Walsh, 2006, p.3). Interaction in L2 classrooms, with its verbal and nonverbal aspects, has its own interactional architecture (Seedhouse, 2004). For instance, as Seedhouse (2004) states in L2 classroom interaction language may function both as a medium of instruction and the aim of it. Furthermore, the relationship between pedagogy and interaction has a reflexive nature which means that the

pedagogical focus of a classroom task has the potential to shape the interaction in L2 classrooms. Finally, the teachers in L2 classrooms constantly monitor and evaluate the linguistic forms and patterns produced by the students.

Because of the asymmetrical roles of its participants, as in the case of many other institutional contexts, the interaction in L2 classrooms is mostly shaped by teachers. They are the ones who manage the topic change in conversations and decide on turn-taking. In other words, they generally initiate the activities or evaluate and bring them to a close (Walsh, 2006, 2011). So, we can claim that teacher talk dominates the interaction in L2 classrooms.

In addition to this, the teacher talk has the potential to create or hinder opportunities for learning. As pointed out by Sert (2015) the effective use of teacher talk depending on the pedagogical goals at hand can:

firstly, provide input to students. Here, language should be understood in a broad sense to cover interaction and its features, including non-verbal aspects. Secondly, the effective use of language, broadly conceived, shapes the input in a way that will be intelligible and comprehensible to students, for instance through appropriate discourse marking and signposting strategies. Thirdly, the effective use of language and the interactional resources to which a teacher resorts, facilitate student participation and engagement, which is crucial for language learning (p.2).

As teachers are playing the main tune in interaction in L2 classrooms their roles in creating useful learning experiences "are much more central than that advocated under both Communicative language teaching and Task-Based Language Learning" (Walsh, 2006, p.3). In the next section, a description of the key research on the role of teacher talk in constructing effective L2 classroom interaction will be reviewed.

2.2 Conversation Analytic Studies on Teacher Talk

Walsh's (2002) seminal paper on teacher talk and student participation represents a landmark for the studies which focus on various aspects and functions of teacher talk in classroom interaction. In this study, Walsh (2002) looks at the consequences of teachers' language choices on learner participation in L2 classroom interaction. After analyzing eight hours of video-recordings, using CA methodology, he concludes that there are "a number of ways in which language teachers can improve their talk to facilitate and optimize learner contributions" (p.3). These include: (1) direct error correction, (2) content

feedback, (3) checking for confirmation, (4) extended-wait time, (5) scaffolding, (6) not completing students' turns, (7) not echoing student turns and (8) not doing frequent interruptions of the learners' turns. Walsh's (2002) study becomes a leading force for studies on teacher talk and thus the issue has become a matter of research by quite a few researchers.

Waring (2008), using video-recorded data from adult ESL classes, focuses on the teachers' use of explicit positive feedback as a response to learners' display of knowledge. The analysis suggests that the use of explicit positive feedback in some specific cases has the potential to hinder learning opportunities. As she notices the use of explicit positive assessment "tends to suppress the opportunities for voicing understanding problems or exploring alternative correct answers" (p.577), which are considered to be significant for the emergence of learning opportunities. In another microanalytic study (based on 30-hours of videotaped data), Waring (2013a) examines the ways in which the teachers manage competing learner voices which are initiated as a response to teacher elicitation requests in ESL adult classrooms. Her analyses offer a detailed account of the cases in which the teachers successfully respond to the competing demands of the students. As a result, the findings of the study suggest that there are two distinct sequential teacher practices (1) *selective attending* and (2) *sequential attending*. While the former refers to particular teacher practices in which the teachers orient to one student and establish reciprocity with him or her among all other competing voices. In the latter cases, the teachers show acknowledgment of competing student voices as much as it is possible.

In their conversation analytic study, Hall and Smotrova (2013) look at the moments where the teacher has to deal with some unplanned aspects of instruction such as having to deal with technology-related problems. Examining 24 hours of video-recorded interactional data collected from nine university-level ESL courses, they suggest that teacher's self-talk plays a significant role in keeping the learners on track and eliciting empathic student responses when it is coupled with accompanying suprasegmental and semiotic cues.

Waring et al. (2016), using microanalytic tools of CA, examined recordings of 66 hours of adult ESL classroom talk which was collected from 17 different classes. They notice that there are some instances where the teachers have to strike a balance between maintaining control in the classroom and creating space for more learner involvement. The research result identified two subtle ways that the teachers adopt in such *cases* (1) *responding with ironic teasing* and (2) *invoking learning orientation*. The former is the act of saying

something and implying the opposite in a joking fashion. The later one, on the other hand, refers to the teachers' attempts to redirect the flow of conversation to its institutional focus of "teaching L2 to the learners".

In another study, Walsh and Li (2013) examine how language teachers afford space for learning in L2 classroom interaction. Based on interactional data compiled from Chinese EFL classes, they spot certain interactional patterns that are conducive to creating learning space and encouraging student participation. As the research suggests creating space for learning can be achieved via a couple of teacher *practices including* (1) *increased wait-time*, (2) *extended learner turns* and (3) *increased planning time*.

Also, Fagan (2012), drawing on data taken from an ESL classroom, examines how a novice language teacher handles unexpected learner initiations in whole group classroom interaction. The findings show that there are two distinct ways that the teacher resorts to while responding to these unexpected learner departures. These teacher practices are formulated as 1) *glossing over learner contributions* and 2) *assuming the role of the information provider*. In addition to the above-mentioned research study, Fagan (2014) also focuses on another aspect of teacher talk. In his later study, he addresses positive feedback turns constructed by a teacher. A close examination of these feedback-turns showed that when the teacher receives correct responses to her initiations she adopts three interactional practices to respond to them: (1) *giving a positive assessment*, (2) *inviting peer assessment*, and (3) *implying positive assessment*.

Sert and Walsh (2013) also bring the issue of teacher talk into focus in their study on learners' claims of insufficient knowledge in an instructed learning setting. Using 16 hours of video recorded data from a public school in Luxembourg, Sert and Walsh (2013) claim that certain interactional resources deployed by the teacher, following a claim of insufficient knowledge from a student, can result in more learner involvement. These resources are identified as embodied vocabulary explanations and Designedly Incomplete Utterances (DIUs) (Koshik, 2002).

This is followed by another research study from Park (2014). In his study, adopting a CA mentality, Park (2014) brings another teacher-practice into focus: teacher-third turn repeats. Based on video-taped ESL and EFL classroom interactions, he argues that the teacher's repetitions entail various functions depending on the focus of interaction (form-and-accuracy or meaning-and-fluency). According to the research findings, while in

meaning and fluency contexts the teacher resorts to previous learner responses without making it explicit that the response is problematic. In form and accuracy contexts, on the other hand, teachers mobilize the third turn repetitions as a resource to indicate that the response is correct through making a continuation of the pedagogical task at hand. What is more, it is also suggested that third turn repetitions can be used as effective tools for the facilitation of talks in classes whose interactional focus is to support the production of authentic and realtime like exchanges.

Can Daşkın (2015), utilizing CA methodology, investigates six classroom hours of video-recorded data collected from an EFL classroom. Her analysis suggests that certain interactional resources (e.g., repeating, translating, extending, clarifying, summarising, modeling and paraphrasing learner contributions) deployed by the teacher in post-expansion sequences in various contexts of the classroom interaction have the potential to shape learner contributions.

A more recent conversation analytic study, in a similar line, was conducted by Sert (2017) in an EFL context. Based on fourteen classroom hours of data, the study seeks to uncover how a teacher enhances student involvement and enacts learning opportunities in pre-listening and pre-watching activities in meaning and fluency oriented classroom contexts. The research findings suggest that the teacher creates opportunities for language learning through the use of embedded correction, embodied repair, (e.g., hand gestures) and embodied word explanations (e.g., repeated hand gestures).

Waring et al. (2013) bring teachers' word explanation practices into focus. Analyzing two hours of data collected in ESL classes, they suggest that there are two distinct ways of word explanations adopted by the teachers which can be identified as "analytic" and "animated". In the analytic word explanation approach, the teacher invokes verbal and textual resources to introduce the meanings of vocabulary items. In an animated word explanation approach, on the other hand, the teacher mobilizes the use of various multimodal resources such as *talk and gesture*, *talk and environmentally coupled gestures* and *scene enactment*.

The findings of the studies reviewed in this section will be later referred to in the relevant section of the discussion chapter. The following section will provide a review of the studies on the CIC of teachers (Walsh, 2006).

2.3 Interactional Competencies of Language Teachers

The significance of the teacher's role in creating useful learning experiences in L2 classroom interaction brings another key concept into focus: "interactional competencies of language teachers". The idea of CIC which is developed by Walsh (2006) refers to "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (p.132). As pointed out by Sert (2015) this refers to the fact that there are:

certain skills to be learned by a language teacher, or interactional skills to be developed over time to create language classrooms which are more communicative and which become settings that facilitate language learning opportunities through teachers' successful interactional management of pedagogical activities (p.54).

That is to say, classroom interaction depending on the interactional competencies of its participants offers opportunities for learning. The features of CIC conceptualized by Walsh (2006) includes: *maximizing interactional space*, *shaping learner contributions*, *effective use of eliciting* and *using goal-convergent language* (Seedhouse & Walsh, 2010). In addition to the above-mentioned features of CIC, Sert (2015) also proposed some more features such as; successful management of claims/displays of insufficient knowledge, increased awareness of unwillingness to participate, effective use of gestures and successful management of code-switching.

The notion of CIC has been subject of research from different perspectives in a variety of settings. For example, Escobar Urmeneta and Evnitskaya (2013) examine the instructional choices of teachers in terms of how they create more opportunities for the learning of content and language together, offers a description of features of CIC (Walsh, 2006) in Content and Language Integrated Learning (CLIL) classrooms. They argue that certain conversational strategies used by the teachers enhance the possibility of learning both the content and the language in this specific context. In a more recent study, Escobar Urmeneta and Evnitskaya (2014) also investigate the same issue, how features of CIC are deployed by the participants of teacher-led classroom interaction while they are developing teacher-initiated discussions. The research findings suggest that the multimodal resources deployed by the teacher (e.g., head nods) create opportunities for better learner comprehension and participation.

In his conversation analytic study, on learners' claims of insufficient knowledge, Sert (2011) establishes a direct link between CIC of a teacher and learner engagement. After examining the interactional resources that the teacher activates after a student's claim of

insufficient knowledge, he suggests that the resources such as deictic gestures, embodied vocabulary explanations, translation and code-switching, and DIUs are conducive to contributing to the progress of talk, increasing student participation and even in some cases result in understanding displays. Can Daşkin (2015) also examines the interactional resources deployed by a teacher for shaping learner contributions. Shaping learner contributions is proposed to be a construct of CIC of teachers by Walsh (2006). In doing so, she describes interactional resources mobilized by the teacher in post expansions at various L2 classroom contexts such as form-and-accuracy and meaning-and-fluency.

In a more recent study, Escobar Urmeneta and Walsh (2017) problematize CICs of learners and teachers in CLIL classrooms. They claim that the use of multimodal resources have a positive impact on increasing learner comprehension and fostering learner initiations. Furthermore, they suggest that the teachers' questions and feedback turns may play a guiding role and teachers' elicitation endeavors increase the development of academic discourse. It is also suggested that group interactions support the deployment and development of interactional resources that are conducive to learning L2.

The significance of the reviewed studies above for this study is that the interactional competencies of teachers have pedagogical consequences on teaching and learning of language skills. As will be discussed in the relevant discussion section the display of certain features of L2 CIC by the teacher is conducive to the achievement of word explanations. In the following section, the relevant literature on certain issues on vocabulary teaching and learning will be elaborated.

2.4 Issues on Teaching and Learning Vocabulary

This section aims to illustrate some key issues on teaching and learning vocabulary such as various aspects of vocabulary knowledge, the nature of vocabulary learning, and incidental and intentional ways of learning.

2.4.1 Vocabulary Knowledge

Vocabulary learning is a matter of utmost importance for the development of second language competency. It has been shown that vocabulary knowledge has a significant role in achieving mastery of language skills (receptive and productive). Thus, one who wants to

develop a closer understanding of the vocabulary learning first has to start with specifying what exactly the word knowledge entails (Schmitt, 2019). As Nation (1990) states:

words are not isolated units of the language, but fit into many interlocking systems and levels. Because of this, there are many things to know about any particular word and there are many degrees of knowing (p.2).

This means that vocabulary knowledge is a highly complex matter and involves the combination of multiple components (Henriksen, 1999; Read, 2000; Nation, 2013; Schmitt, 2014). To address this complex issue, second language scholars and vocabulary specialists have developed various distinct ways of defining this "complex construct".

One of the best known is the distinction between *breadth* and *depth* of vocabulary knowledge. According to Anderson & Freebody (1981), the breadth of word knowledge refers to the size of vocabulary knowledge. To be more precise, it is the number of words that a person knows. The depth of word knowledge, on the other hand, is the quality of word knowledge. That is the knowledge about various aspects of a word such as form, meaning and use. Henriksen (1999) also defines vocabulary knowledge as *partial* and *precise*. As stated by him, while learners acquire some aspects of word knowledge like form and meaning other aspects (e.g: use) might still be incomplete. Another distinction is the *definitional* and *contextual* knowledge of a word. As Stahl (1983) puts it, the definitional word knowledge refers to "knowledge of relations of a word to other words as in a dictionary definition" (p.35). However, the contextual knowledge of a word is defined as "knowledge of core concept and how this concept is realized in different linguistic contexts" (p.37). Thus, for him knowing a word involves both having definitional knowledge and contextual knowledge about any specific vocabulary item. What is more, as Nation (1990, 2013) points out acquiring full mastery of a vocabulary item involves a variety of vocabulary knowledge aspects that are broadly described as *form*, *meaning* and *use*. Table 1, which was adopted from (Nation, 2013), gives a detailed account of the various aspects of word knowledge. It also includes information about another distinction made by Nation (1990) *receptive* and *productive* distinction of word knowledge which covers all aspects of word knowledge.

Table 1

Aspects of Vocabulary Knowledge

Form	<u>Spoken</u>	Receptive	What does the word sound like?
		Productive	How is the word pronounced?
	<u>Written</u>	Receptive	What does the word look like?
		Productive	How is the word written or spelled?
	<u>Word parts</u>	Receptive	What parts are recognizable in this word?
		Productive	What word parts are needed to express this meaning?
Meaning	<u>Form and meaning</u>	Receptive	What meaning does this word form signal?
		Productive	What word form can be used to express this meaning?
	<u>Concepts and referents</u>	Receptive	What is included in the concept?
		Productive	What items can the concept refer to?
	<u>Associations</u>	Receptive	What other words does this make us think of?
		Productive	What other words could we use instead of this one?
Use	<u>Grammatical functions</u>	Receptive	In what patterns does the word occur?
		Productive	In what patterns must we use this word?
	<u>Collocations</u>	Receptive	What words or types of words occur with this one?
		Productive	What words or types of words must we use with this
	<u>Constraints on use</u>	Receptive	Where, when, and how often would we expect to meet this word?
		Productive	Where, when, and how often can we use this word?

In this sub-section, a review of the literature describing various aspects of vocabulary knowledge is provided to support analytical discussion where relevant. In the following sub-section, a review of literature on the nature of vocabulary learning, incidental and intentional ways of learning will be provided.

2.4.2 Nature of Vocabulary Learning

Vocabulary learning is of absolutely central importance for the improvement of language skills. However, the burden of vocabulary learning lies with its incremental nature which makes vocabulary learning a demanding and gradual process for learners. What is more, as Schmitt (2019) points out, learning a word is incremental in several ways:

First, lexical knowledge consists of different kinds of word knowledge that cannot be learned fully simultaneously. Instead, learners develop knowledge of different aspects at different times. Second, each word knowledge type develops along a cline, which means that not only is word learning in general incremental but learning of the individual word-knowledge aspects is also incremental (p.7-8).

The incremental nature of vocabulary learning simply reflects the fact that for full mastery of a vocabulary item, one needs to be exposed to it and use it repeatedly over some time. The amount of exposure and the usage necessary for word acquisition might change depending on factors such as the significance of a word, how it serves to the present needs of learners and the incidental and intentional ways of its acquisition (Schmitt, 2019).

The context of language learning (ESL or EFL) is highly influential on L2 vocabulary learning. In other words, in ESL contexts, as people predominantly speak the target language, it offers a clear advantage to the learners in terms of being exposed to a large amount of input. However, in EFL contexts the exposure to input and interaction is largely confined to the classrooms and the linguistic and interactional competence of the teachers and thus an intentional vocabulary learning practices are necessary. These significant differences between ESL and EFL contexts call for adopting different approaches when planning vocabulary teaching and learning (Webb & Nation, 2017). The next sub-section will be reviewing the literature on incidental and intentional ways of vocabulary learning.

2.4.3 Incidental and Intentional Ways of Learning

Another distinction that lies at the heart of vocabulary learning and teaching is the deliberate (intentional) and incidental ways of learning. Incidental vocabulary learning is defined as "learning words as a by-product of a task" (Ellis, 1999). That is to say, when we are engaged in some language tasks like reading and listening, our primary focus will be on receiving the message that the text includes. However, while doing so vocabulary learning might occur as a result of repeated encounters of the vocabulary item in its context. In a broad sense, this means that the amount of input will determine the quantity and quality of word knowledge that will be acquired as a result of an incidental process. That is, the amount of input increases one's chances of exposure to a word repeatedly and eventually creates more opportunities for learning (Webb & Chang, 2015). On the other hand, intentional vocabulary learning refers to one's deliberate efforts to learn any vocabulary

item. For example, that is when we particularly focus on some specific aspects of vocabulary knowledge like pronunciation, meaning or spelling.

Each approach has its own distinct character addressing different aspects of vocabulary knowledge. For instance, the best solution to managing some basic aspects of vocabulary knowledge, such as form and meaning relations, appeal to an intentional attitude towards vocabulary learning. However, some in-depth aspects of vocabulary knowledge (e.g. associations, collocation, and register) can be best handled in a more incidental manner. That is to say, these two different approaches of vocabulary learning function well in isolation but are mutually complementary in the acquisition of various aspects of vocabulary knowledge (Schmitt, 2019). Nation & Webb (2017) add this idea to an extra dimension and states that while making a comparison between deliberate and incidental learning, one should concentrate more on appreciating what each approach offers to access the desired outcome namely a precise vocabulary acquisition. For instance, we can claim that one can develop a quick competence of a large variety of vocabulary items with the help of deliberate efforts. However, to gain full mastery of all aspects of a single vocabulary item requires an incidental approach (Webb & Nation, 2017). The review of the key terminologies, above, is necessary for further elaborations in the discussion chapter. In the following section, I will provide a review of the studies conducted on word explanation in instructed learning settings.

2.5 Research on Word Explanations in Instructed Learning Settings

This section, which will describe studies on word explanations, is divided into two main sub-sections. The first sub-section will provide a review of the earlier studies on word explanation based on interactional data. The second sub-section will review a survey of CA studies that portray vocabulary explanations in naturally occurring classroom interaction with a microanalytic perspective.

2.5.1 Word Explanation Studies Based on Interactional Data.

There are only a handful of studies on word explanations in language learning classrooms based on interactional data. One of these few studies is Chaudron's (1982) research study on teachers' word explanation practices. Using the transcriptions of nineteen lessons from

seven different teachers in an EFL context, Chaudron (1982) investigates the nature of teachers' talk used in word explanations with a view of determining what aspects of their talk are conducive to vocabulary learning. The study proposes a description of some features of teachers' talk used for doing word explanations which include: phonological, morphological, syntactic, discourse structure and semantic-cognitive associations. The phonological and prosodic features refer to the teachers' use of clear and slower pronunciation, higher pitch or extra stress and lengthening of syllables. The morphological structures, on the other hand, can be explicated with the teacher's use of parallel structures of similar grammatical morphology to hint that words that have similar meanings as seen in the example below.

“ [8] treat like dirt” ...you are looking down on them, you re showing them” (p.172).

Syntactic structures are described as the teacher's coordination of synonyms or associated expressions. A discourse structure is also described as the teacher's repetition of the vocabulary item as seen in the example below.

“[15] Do you know what a capital city is? Capital city” (p.172).

Finally, a semantic-cognitive relationship defined as the teacher's use of ostensive, non-verbal resources while exemplifying vocabulary items. The cases where non-verbal and ostensive elaborations are used in interaction with previous techniques are broadly described under three categories: subordinate, equivalent and superordinate. The subordinate relationship is described as the combination of non-verbal and ostensive means such as pointing gestures and pictures on the wall. The second one, the equivalency of meaning, is the combination of synonyms, opposites and L1 translation with non-verbal and ostensive resources. The final category of relationship, superordinate, is the use of hyperonymy: "the use of general terms and concepts". The researcher also proposes two basic structures of discourse used in word explanation. These are the structure of *naming*: "That/This is (called) a(n) X. . ." and *definition*: "X/This is... a (kind/type of) Y (which/who)" (p.175).

He also underlines the delicate nature of word explanation and the possible problem that may arise out of teachers' explanations of vocabulary items. As he notices:

Greater care in the selection of vocabulary items and in their implicit or explicit elaborations may enhance the comprehension of the learners, thereby providing them with more opportunities to recognize and employ the vocabulary correctly themselves, as well as to decipher the complexities

of the grammatical structures in which the vocabulary occur. There appear to be pitfalls in an approach to elaboration that would assume the learners will perceive the meanings if enough redundant elaboration is provided. The very opposite may happen, and the learners could tune out what the teacher is saying (p.178).

Later, Yee and Wagner (1984), using six hours of audio recorded data from three different ESL courses by three teachers, seek to describe word and grammar explanation structures in classroom interaction. In their study, they defined word explanation sequences as being either *planned* and *unplanned* ones. While the planned ones are defined as the ones which are intended by the teacher to be covered in a lesson. The unplanned ones, on the other hand, refer to sequences of word explanation in which the teacher introduces the meanings of spontaneously arising vocabulary items. These extracts, below, are the examples of planned and unplanned word explanation practices taken from Yee and Wagner's (1984) study (p.46-7).

Excerpt 1 Planned word explanation sequence

T: the first thing I would like to do is introduce you to some new vocabulary that you will hear in episodes seven and eight...OK?
some of these words I am sure you know, and a few of them I think maybe you don't...and uh...these will be important words for your understanding, of the story.

Excerpt 2 Unplanned word explanation sequence

T: alright, this week, I have to turn in to...the registrar, the names of the people who are getting deficiencies. Deficiency means that currently, you have a D or an F in my class. So, they will be sending certain ones of you notice.

In addition to these, they define sequences of word explanations according to their initiators as being "+ *teacher-initiated*" and "-*teacher-initiated*" ones. The teacher initiated sequences refer to explanation sequences initiated by the teacher either by a question or direct word explanation. The other one (- *teacher-initiated*) refers to a sequence which is initiated by a student with a question or any comment about a vocabulary item. Another important component of the word explanation sequence, which was defined in their study, is term "*frame*" which refers to the indicators at the beginning or at the end of the sequences that show the topic change. This can be exemplified with single word utterances that are strongly stressed or uttered with a falling intonation (e.g, good, well, right, and okay) or short phrases (e.g., by the way, nowhere and next one). Another point that is made

by the researchers is the *focusing moves* made by the teacher to make an explanation look more salient. These refer to moves initiated by the teacher to start or end the interaction between students. As pointed out by the researchers, the explanation is the only obligatory feature in the structure of the explanation sequence. The explanations made by the teachers, to make the meanings of unfamiliar words or patterns clear, are characterized to be either “*explicit definition*” or “*direct usage*”. While the “+ *explicit definition*” refers to the presence of explicit explanation in word explanation sequence as seen from the underlined sentence in Excerpt 1 above. *The direct usage*, on the contrary, indicates the presence of the target word in teacher explanation. The excerpt, below, taken from Yee and Wagner’s (1984) study exemplifies the case (p.50).

Excerpt 3 Direct usage

T: It is very interesting for teachers, at IIPC to think about the motives of students for being at HPC sometimes the motive is to come to Hawaii and go surfing all day and you can get a student visa and go play in Waikiki other students have a different motive.

Restatement, which is defined by the researchers as the optional component of word explanation sequence, refers to the notion of how the teacher ends the word explanation sequence. These are the utterances of the teacher which conclude or summarize the word explanation before moving on to another task. The second teacher turn in Excerpt 4, below, is an example of how the teacher ends the sequence with a summary of the word explanation. The excerpt is taken from Yee and Wagner's (1984) study (p.51).

Excerpt 4 Restatement

T: number eight we all know, right? "shadow" you know "shadow"?
 ah a shadow is a dark place because the light is blocked
 under the chair there's there is a dark area, (that is) a shadow
 and you can see a shadow on the building outside the window so, how
 can we say that, ah an area of darkness caused by this is too
 long. an area of darkness caused by light being blocked seems
 like a silly word, but's it's part of episode eight and you want
 to listen for it (pause)

s: ()

T: you want it again? OK. being blocked shadow an area of darkness

caused by light ...

The research has consequently revealed that 1) vocabulary explanations can occur at any time during on-going classroom interactions, 2) word explanation sequences are mostly teacher-initiated, 3) word explanation structures are variable, and 4) while doing word explanation the teachers employ a variety of framing and focusing moves.

In another study, following the same line of research, Flowerdew (1992) also puts the same issue, teacher's word explanation, into focus using interactional data. In his study, Flowerdew (1992) examines biology and chemistry lecturers' talks during 16 science lectures to non-native students at a university. In this study, he looks into a total of 315 cases of word definitions, given by the lecturers. As a result, the research suggests that word definitions provided by the lecturers can be broadly classified under four basic categories: *formal*, *semiformal*, *substitution* and *ostentation*. According to research findings, *formal definitions* of a word tend to be more precise as they are characterized by the words' semantic structure, class, or distinguishing characteristics. For example:

..." a way of defining a metal is by saying that it is an element that readily forms cations..(term + class + characteristic underlined)" (p.210)

Semi-formal definitions, on the other hand, are defined as the presentation of key characteristics of a word rather than its class and thus providing a less precise description of the term. Another category is *substitution* which is characterized as the replacement of a word or a phrase (phrases) with similar words or phrases. As the research findings suggest, there are three distinct ways of substituting the words and phrases which include: using *synonyms*, *paraphrasing*, and *derivation*. The last category he offered was an *ostensive* definition which can be described in broad terms as conducting a word definition by making use of an available visual object (e.g: photograph or a diagram etc.). As described in this study in some cases of word definitions it is possible to see the combinations of the first three definition cases (formal-semi-formal-substitution) with visual support. The research also suggests that definitions play two significant roles: "either signposting the logical/discourse structure of the subject/lecture or helping to maintain comprehension as the discourse progresses" (p.215).

Dobinson (2001) also looks at the issue of vocabulary teaching and learning in classroom interaction. Using data consisting of four hours of videotaped L2 classroom interaction from three different teachers, he investigates the relationship between acquisition of

vocabulary items and interaction in the classroom. In his study, after four hours of teaching, learners are asked to report the new words that they could remember. This is followed by the testing of vocabulary items at certain intervals (two weeks and six weeks) to test the retention of vocabulary items by the students. The last step is the examination of the transcriptions of the interaction in classrooms to check whether there is any link between the retention of vocabulary items and the interaction in the classroom. As a result, the research suggests that interaction in the classroom plays a significant role in the acquisition of vocabulary items. Especially, the words that are elaborated with higher frequency might have a higher possibility of being retained and recalled. However, if adequate attention, which is necessary for the retention of the new words, was not directed to the newly learned items, it would be harder to recall and retain these items so easily. In addition to this, it is also suggested that interaction in the classroom is crucial to the acquisition of words. However, the nature of interaction in word explanation has its unique characteristics. Another point made by the research is the role of participation in interaction on learning vocabulary. It suggests that while participation in the classroom interaction is necessary for some students. For the others, on the other hand, it may not be needed as much. The last point made by the researcher is that except for teacher's deliberate word explanation practices there may also be some incidental opportunities for vocabulary learning in classroom interaction. The findings from the reviewed studies, above, will be referred to in the discussion part where they are relevant. The following section will provide a review of conversation analytic studies on word explanations made by teachers.

2.5.2 CA Studies on Word Explanation in Content Classrooms

One study that is concerned with doing explanations is Koole's (2010) conversation analytic study conducted in a math classroom. Based on video recordings of lessons in Dutch secondary schools, he identified two types of teacher explanations: 1) discourse unit approach and 2) dialogue approach. While in the former, the teacher delivers word explanation single-handedly. In the later, the teacher engages students into the word explanation process by asking them questions. Another significant point made by Koole (2010) is the role of sequence organization of the explanations on the epistemic display of learners. In other words, in some word explanation sequences, after teacher explanation, students tend to show their understandings verbally and non-verbally such as through the

use of a head nod or saying "I understand". In other cases, they display their knowledge with verbal or non-verbal signals like saying "I know". As the research findings suggest discourse unit type of explanation requires learners to display their understandings. Excerpt 1, below taken from Koole (2010), is an example of discourse unit word explanation where students display their understandings rather than their knowledge (p.183).

Extract 1 Patricia ZO-091199

84 Teacher: now do you understand?

85 Patricia: yes

86 Teacher okay

The dialog type of explanations, on the other hand, induces a display of knowledge from the students. Excerpt 2, which is taken and modified from Koole, (2010) is an example of a dialog word explanation approach in which students display their knowledge (p.184).

Extract 2 Tatjana RB-101299

23 Teacher: draw a coordinate system with a saw tooth

24 do you know what a saw tooth is?

25 Tatjana: yes that's this thing right?

In a more recent study, Morton (2015) bases his study on the data collected from biology, technology, history and geography lessons taught in English in a Spanish secondary school (twelve 50-minute lessons). In this study, he investigates the interactional organization of vocabulary explanations in CLIL. The interactional organization of word explanation sequences, in his study, bears similarities with the ones found in the earlier studies (see: Mortensen, 2011; Waring et al., 2013). However, according to the research findings, in CLIL classrooms to bring word explanation sequences to close, displays of understanding from students are not treated as adequate. There is often a combination of understanding displays and knowledge displays in dialogic word explanation sequences. As the research findings suggest, in CLIL classrooms word explanations tend to be conducted through the use of combinations of both "analytic" and "animated" approaches (Waring et al., 2013). The analytic word explanation approach relies heavily on verbal resources such as synonyms and clausal rephrasing. The animated approach, on the contrary, includes the teacher's use of more colorful explanation resources like hand gestures, body movements, and scene enactments. Another distinct finding that is offered by this study is that CLIL contexts have their unique resources to contextualize the vocabulary items which are

introduced in the word explanation sequences constructed in these specific contexts. What is more, it has been suggested that in CLIL contexts doing word explanations is a secondary goal as the main institutional focus in CLIL lessons is on teaching the content lesson not teaching L2 to learners.

Another study that brings teacher word explanations into focus is Heller's (2016) conversation analytic study. Based on the video recordings of German language and mathematics lessons in fifth grade at five German secondary schools (12 lessons each), Heller (2016) examines the cases in which various semiotic resources are mobilized for the explanation of mathematical terms. The researcher looks into two different segments of interaction in which mathematical terms are explained through the manipulation of semiotic resources. While in the first instance it is the explainer who brings the semiotic resources into use as s/he is performing a word explanation. However, in the second case, the manipulation of an object is done by the person who receives the explanation and then the explainer has to adjust her use of the semiotic resource by taking the manipulation of the object into consideration. As the research findings suggest, "spatial arrangements and the related organizational forms of coordinating semiotic resources" are effective for the achievement of the tasks like explaining (mathematical) terms (p.269). The following section will present a review of CA studies on word explanation in L2 classroom interaction.

2.5.3 CA Studies on Word Explanation in Language Classrooms

In an earlier CA study conducted in a language classroom, Markee (1995) looks at teachers' responses to students' word-explanation requests. Examining the interaction in three ESL classes from three different teachers, he suggests that the teachers display avoidance to respond to students' word explanation requests in a direct manner. Instead, they use a *counter-question strategy* in which they answer the students' referential questions with display questions of their own. See Excerpt 6 taken from Markee's (1995) study which is an example of the case (p.76).

Excerpt 6

1 L10: excuse me what is coral
2 T: can i: (+) open // (h)// <h> (++) get an idea (+) see where's
3 L10: // (h)//
4 T: that <h> ((T rads the source text in L10'S packet of materials))
5 L10: i don't know whethet the-
6 (+)
7 T: corals (+) does anyone know? (+) where you find corals?

In another microanalytic study, Lazaraton (2004) focuses on the use of gestures in word explanation sequences constructed in L2 classroom interaction. Based on McNeill's (1992) classification of gestures (e.g: iconic, metaphoric, deictic and beats), Lazaraton (2004) suggests that the teachers' use of gestures during unplanned word explanation sequences are considered to have a huge positive impact on the comprehensibility of the input that learners receive.

Based on 25 hours of video recordings of the interaction in Danish second language classrooms with adult learners, Mortensen (2011) investigates joint word explanation sequences in which the teachers request word explanations from students for the vocabulary items rising as teachable in on-going classroom interaction. As a result, his analysis suggests that word explanations sequentially unfold as follows: (a) the teacher makes a vocabulary item noticeable (b) students repeat it, (c) then the teacher requests for a word explanation, and (d) finally students provide word explanation.

Another research study that investigates teacher word explanation practices in a language classroom is Waring et al's (2013) microanalytic study. Based on two-hour videotaped data from an adult ESL class co-taught by two teachers, two main types of word explanation practices were identified by Waring et al. (2013) "analytic" and "animated". As the research suggests, in the analytic word explanation approach, the teachers invoke verbal and textual resources such as *synonyms* and *clausal rephrasings* while they are giving word explanations. In an animated word explanation approach, on the other hand, the teachers mobilize the use of various multimodal resources such as *talk and gesture*, *talk and environmentally coupled gestures* and *scene enactment*. As in the case of Mortensen (2011) who gives an overall interactional pattern of word explanations in his study, Waring

et al. (2013) also provide a typical word explanation sequence which includes these following elements:

- (1) set WORD in focus (e.g., repeat, display on the board);
- (2) contextualize WORD (e.g., use in a sentence, scene enactment);
- (3) invite (via an understanding-display sequence) or offer an explanation;
- (4) close the explanation with a repetition (e.g., repeat, summarize) (p.14).

Based on interactional data collected from an ESL classroom at a private university, Lo (2016) examines the issue of how gestures are employed by the teacher while doing vocabulary explanations in a small group context. As research findings suggest, embodied vocabulary explanations are deployed by the teacher to provide repair in cases where the failures of understanding emerge and block the flow of group interaction. As pointed out by the researcher, the teacher resorts to embodied resources in word explanation cases where students fail to understand word explanations after teacher's multiple verbal explanation attempts. Another significant aspect of this study is that embodied word explanations are conducted without verbal explanatory talk which marks a distinction between Waring et al's (2013) study in which word explanation is delivered with concurrent gesture and verbal explanatory talk.

There is also another conversation analytic study from an ESL classroom at a public university in the US. Using video recordings of interactions in a beginning-level ESL reading class, van Compernelle and Smotrova (2017) examine the unplanned word explanation cases in which the teachers mobilize the use of talk and gesture in synchrony to make the meaning of problematized vocabulary items clear. The research findings have shown that the synchronization of talk and gesture in the construction of unplanned word explanations "conveyed aspects of the most relevant, contextualized meaning of the target words" (p.208).

Another recent study on teacher's word explanation is Taşkın's (2017) microanalytic study in which she investigates word explanation sequences in meaning and fluency contexts of (Seedhouse, 2004) L2 classroom interaction. Based on one classroom hour of video-recorded data she claims that understanding displays from students in their L1 are not treated as sufficient by the teacher. Thus, the teacher requests clarification before the

sequence comes to a close. However, if the students show their understanding through the use of L2, the teacher accepts it as appropriate and closes the sequences.

A more recent study that addresses the vocabulary explanations in very young learner classrooms was conducted by Ergül (in press). Analyzing 42 hours of video recorded data, she finds that pre-service teachers show preference to animated word explanation approach as there is no example of analytic case found in her research corpus (Waring et al., 2013). Ergül (in press) also argues that the teachers' use of embodied resources in word explanation and instruction giving sequences creates more opportunities for learner participation and contributions.

Another conversation analytic study conducted by Stoewer and Musk (2018) looks at the word explanations made by a teacher in language classrooms from a different perspective. Based on 30 hours of video-recorded instruction in English mother tongue classes in Sweden, Stoewer and Musk (2018) examines unplanned vocabulary teaching sequences that arise out of students' lack of understanding displays. In doing so, they identify the trajectories of how these problematic items become the object of explicit teaching. These trajectories are defined as *teacher-initiated substitution request of an incorrect word*, *student-initiated meaning requests*, and *teacher-initiated translation request*. Another significant aspect of this study is that it brings aspects of vocabulary knowledge described by Nation (2013) (e.g., form, use, and meaning) into focus and describes the resources deployed by the teacher to target these aspects.

Another microanalytic study in a similar line is conducted by Bacanak and Koç (2019) in an EFL context. The study, based on four hours of data, focuses on the functions of word explanations in instruction giving sequences of L2 classroom interaction. As the findings suggest the functions word of explanations in instruction giving sequences may change depending on the interactional organization of the sequences. For example, in some sequences, word explanation requests made by the teacher acts as a complementary role and increases the comprehensibility of instruction. In other cases, it clears the ground for the upcoming task instruction and increases its chances of being delivered successfully. Finally, in some other sequences, it induces a repair initiation in cases where the task instruction does not receive any understanding display from students. What is more, it is also claimed that the use of L1 is a practical way of doing word explanation in these specific sequences.

In summary, the review of the conversation analytic studies on word explanation will constitute the theoretical underpinning of the analytic claims that will be made in the subsequent analytic chapters. The findings of these studies mentioned above will be referred to in the discussion chapter where it is relevant.

2.6 Summary

In this chapter, a review of research that forms the theoretical underpinning of this study has been provided. The chapter first begins with a description of L2 classroom interaction and the role of teacher talk in this context. This is followed by a review of conversation analytic studies on teacher talk in instructed learning settings. What follows is the description of CIC (Walsh, 2006) and its features as well as a review of CA studies on its roles in creating student participation and opportunities for learning. The next section has provided information on some terminologies related to vocabulary learning which is believed to be significant for the subsequent analysis chapters. The remainder of the chapter has first reviewed studies with interactional data and then provided a review of conversation analytic studies on word explanations made by teachers. The next chapter will introduce the research methodology and context of the study.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter is devoted to presenting working knowledge on the research methodology of this study with its underlying principles and analytic tools. This is considered to be necessary because the analytic chapters require at least an understanding of conversation analytic methodology. This chapter is organized as follows: in the opening section (3.1), an introduction to the CA methodology will be undertaken. This will be followed by a section on the ethnomethodological foundations of CA (Section 3.2). In Section 3.3, information on ethnomethodological principles will be provided. In Section 3.4, the definitions of basic CA principles will be introduced. Following this, in Section 3.5, the organizational features of talk (e.g. adjacency pairs, turn-taking organization, preference, and repair) will be described in detail. Section 3.6 will address issues of validity and reliability. The rest of the sections in this chapter will deal with issues concerning the research design of this study which includes: participants, research context, and data collection procedures, (in Section 3.7) data recording and ethical considerations, (in Section 3.8) data transcription, (in Section 3.9) and data analysis (3.10). The chapter will conclude with a summary of the issues that have been discussed in this chapter. (3.11).

3.1. Conversation Analysis

In the most basic sense Conversation Analysis (CA) is defined as an approach to the study of "recorded, naturally occurring talk-in-interaction" (Hutchby & Wooffitt, 2008, p.14). It is originated in the ethnomethodological tradition (Garfinkel, 1964, 1967) in sociology

with works of Sacks and his collaborators Emanuel Schegloff, and Gail Jefferson in the 1970s (Sacks, Schegloff & Jefferson, 1974; Schegloff & Sacks, 1973 ; Jefferson & Sacks, 1977). As the name implies, the focus of the early CA research was on ordinary conversation (Sacks et al., 1974), however, in subsequent years various social and institutional contexts have been the issue of CA concern (Drew, 1992; Mondada, 2009; Robinson, 1998; Sacks, 1992; Zimmerman, 1992).

The arising concern for investigating the intricacies of talk as a social phenomenon was taken by Harvey Sacks and his colleagues. In the late 1960s, they developed an approach, namely Conversation Analysis to the study of social action by looking into the everyday practice of talk. The emergence of CA as an independent methodology coincided with the convergence of some factors such as; Sack's acquaintance with Garfinkel, his decision to study the order of talk and the emergence of new audio recording technology (Seedhouse, 2004). Sack's original insights into the organizational structure and the orderliness in social interactions marked a radical departure from the dominant linguistic view of that time, Chomskyan, which argued that ordinary conversation is too ordered therefore cannot be an object of study (Hutchby & Wooffitt, 2008). The CA mentality began with the idea that there is "order at all points" of interaction and therefore what an analyst needs to do, in order to unveil the underlying machinery of this organization and order, is to approach the task at hand with an emic perspective (Saks, 1984; p.22). The other aim of CA is to track the trajectory of the construction and maintenance of mutual understanding of the interaction in progress. That is to say;

Principally it is to discover how participants understand and respond to one another in their turns at talk, with a central focus being on how *sequences* of actions are generated. To put it another way, the objective of CA is to uncover the tacit reasoning procedures and sociolinguistic competencies underlying the production and interpretation of talk in organized sequences of interaction (Hutchby & Wooffitt, 2008, p. 14).

3.2. Ethnomethodological Foundations of CA

As CA's mentality was born out of the ethnomethodological (EM) origin in sociology, any attempt to develop an understanding of CA methodology would be incomplete without first revealing the basic relationship between CA and EM. The ethnomethodological approach is concerned with common-sense practices, resources and procedures that people use to make sense of the social world around them (Liddicoat, 2007). However, CA's focus is

primarily on the social conduct of individuals to establish and maintain a shared understanding through language. The originality of Garfinkel's idea lies with its departure from the dominant approach of the time, Parsonian approach, which credited the superiority of expertise knowledge over individual knowledge to explain the social structures such as; age, gender, ethnicity and class which are considered to be the causes of individuals' behaviors (Zimmerman & Boden 1991). However, Garfinkel inspired an alternative way of understanding for the interpretation of the macro-level social order, existing in social situations, from individuals' own perspective relying on their knowledge. Garfinkel rejected the etic perspective on the grounds that participants can make their actions relevant to each other and construct and maintain a shared understanding. This departure paved the way for an emic participant's relevant understanding in explaining the variables on an individual's behaviors. The dichotomy between etic and emic perspective on the analysis of human behavior is made clear by Pike (1967);

The etic viewpoint studies behavior as from outside of a particular system, and as an essential initial approach to an alien system. The emic viewpoint results from studying behavior from inside the system. (p. 37)

3.3 The Principles of Ethnomethodology

Several core assumptions are underlying EM which will assist in gaining a proper understanding of the nature of CA methodology. These include indexicality, documentary method of interpretation, reciprocity of perspectives, normative accountability, and reflexivity. Through these practices, processes, and procedures, individuals can make sense of the social world around themselves.

The first fundamental principle of EM is *indexicality* or *context-boundedness*. This principle suggests that individuals do not make all aspects of their intended meaning predictable as they rely on the fact that the background context would provide mutually shared additional information. As pointed out by Boyle (2000) "indexical knowledge is not something that individuals find in their environment....indexical knowledge is jointly constituted by those involved in the interaction (p.31-32). That is to say, which aspects of context are oriented to, at any given time, by individuals can be displayed through their utterances. This constitutes one of the key elements underlying CA methodology: in data analysis, contextual features are employed when they are explicitly oriented to by the participants.

The second principle is the *documentary method of interpretation* which considers any single action of everyday life as an example of known patterns of past experiences and interactants make sense of any social action they encounter by establishing a relationship with these already existing patterns. When the documentary method of interpretation is invoked in the analysis of sequentially designed interaction, any turn at talk can potentially become a document of states displayed by the participants.

The third principle is the *reciprocity of perspectives*, which is concerned with the willingness of the participants "to adopt reciprocity of perspectives" (Seedhouse, 2004, p.9). In other words interactants of a conversation show affiliation with the other person's perspectives and try to achieve intersubjectivity by following the same norms. This principle is closely related to the preference organization in CA analysis, which can be regarded as a tendency toward affiliation and reciprocity of perspectives. That is to say, the preferred action with its seen but unnoticed nature is designed to foster affiliation and reciprocity of perspectives. The dispreferred one, on the other hand, has an entirely different nature which is against affiliation and reciprocity of perspectives.

The principle of *normative accountability actions*, which is a key to develop a clear understanding of the EMcal basis of CA, is related to the norms taken as a reference point for the design and interpretation of social actions. In EM tradition norms are regarded as constitutive of action rather than regulative. As Seedhouse notice (2004)

CA states norms (or action templates) of conduct concerning organizations of turn-taking, sequence, repair, and preference. This does not mean that interactants have to slavishly follow these norms, but rather that these are points of reference through which we can design and perform our social actions, analyze and evaluate the conduct of another, draw conclusions, and hold the other accountable (p.10).

The last principle is the *reflexivity* principle which refers to the fact that the production and interpretation of utterances are designed by using the same fixed patterns and procedures. This principle underlies the CA mechanism of the adjacency pair.

3.4 Principles of Conversation Analysis

Conversation analysis, firmly grounded in the EM, developed its unique sets of principles. The qualitative nature of CA methodology requires one to consider these principles of CA as "a cast of mind, or a way of seeing" rather than "a static and prescriptive set of

instructions which analysts bring to bear on the data" (Hutchby & Wooffitt, 2008, p. 94). The first underlying principle of CA, *there is order at all points of interaction*, suggests that there is a systematic order that exists inherently in interaction. In other words "talk in interaction is systematically organized, deeply ordered, and methodic" (Seedhouse, 2004, p.14). This is Sack's most original idea (Hutchby & Wooffitt, 2008) as it was a challenge to the dominant Chomskian understanding of the time which regarded natural conversation as quite an arbitrary phenomenon and so bears no analytical value to study.

The second principle of CA is that *contributions to interaction are context-shaped and context-renewing*. This idea simply suggests that every turn in the conversation has a dual function, both context-shaped and context-renewing (Heritage, 1984a). The former refers to the idea that any utterance in a conversation carries its unique characteristics depending on the context in which it is delivered. In other words, the talk takes its shape from the context in which it is produced. The latter points to the idea that the utterances in an interaction have the potential for designing the sequentially unfolding interaction. As Liddicoat (2009) notice

Each turn at the talk is the response to some previous talk and, by its utterance, provides a context in which the next turn at the talk will be heard. Context is, therefore, dynamic and is renewed at each point in the talk (p.7).

The third principle of CA is "*no order of detail can be dismissed a priori as disorderly, accidental or irrelevant*" (Heritage, 1984a, p: 241). This principle calls for paying close attention to the granularities of interaction since even the smallest details of interaction which are considered irrelevant at first can be consequential to the unfolding interaction in the end. This assigns conversation analysts the responsibility to take care of all verbal and non-verbal aspects of a conversation. Using recordings of naturally occurring talk as their primary source, a conversation analyst's task is to make the data available for the study with a detailed transcription of the extracts taken from the interaction. Through the use of resources available at their disposal such as audio/video recordings and a detailed transcript, conversation analysts will seek ways to gain access to all the aspects in interaction.

The fourth principle of CA is that the analysis is to be *bottom-up and data-driven*. This suggests that unless it is made relevant in the course of actions in an interaction, no priori theory and assumptions can be brought in to play in the analysis of the data. Thus, the analyst should let the dynamic nature of the interaction determine contextual dynamics of

talk such as; power, gender, and race. Following the mentioned principles, a conversation analyst should begin his analysis with an "unmotivated look" (Ten Have, 2007) and only the next turn proof procedure of conversation analytic mentality will determine the relevancies of the claims that will be made based on the evidence available in the data.

3.5 Interactional Organization

In their attempts to uncover the systematicity of talk, Sacks et al. (1974) came up with a set of interactional organizations that can be employed in the data analysis phase of CA studies by conversation analysts. There is a point here that is worth noting to clear up any possible misunderstandings. As noticed by Seedhouse (2004);

these organizations are not the same as "units of analysis" in the linguistic sense. Rather, they should be understood as interactional organizations that interactants use normatively and reflexively both as an action template for the production of their social actions and as a point of reference for the interpretation of their actions (Seedhouse, 2004, p.17).

Thus, those who intend to explore the intricacies of social interaction and discover other interactional structures should take this up in the same way. This section will introduce four different types of the interactional organization identified by the previous CA research, which includes: 1) adjacency pairs; 2) turn-taking; 3) preference organization; 4) repair organization.

3.5.1 Adjacency Pairs

Adjacency pairs which are the most basic and common form of linked actions in an action sequence are sine qua non for understanding how CA mentality works. These paired utterances which follow one another as in the case of questions and answers or greetings and greetings, constitute the key element for building larger and more complex action sequences of conversations. Schegloff and Sacks (1973) defined the basic properties of adjacency pairs as being:

- paired utterances and following one another
- designed by different participants of the talk
- paired utterances that occur one after another in order like first pair part and second pair part

- designed in a way that particular first pair parts make the delivery of particular second pair parts relevant.

What is more, the production of the first pair part (e.g., question) of the adjacency pair makes the second pair part (answer) “conditionally relevant” (Sczegloff, 1968). This means that “given the initial condition of the first pair part being uttered, the second part of that pair is then relevant: consequently, the absence of such a second part is a ‘noticeable absence’, and the speaker of the first part may infer a reason for that absence” (Hutchby & Woofitt, 2008, p.45). From this perspective, one can easily recognize the significance of this concept as a tool to understand how participants can make sense of each other's contributions to the interaction and build complex exchange sequences with minimal gap and overlap in tenths of a second.

3.5.2 Turn-Taking Organization

Turn exchanges are the underlying mechanism for the achievement of sequence organization in conversations. They are locally coordinated and managed by participants during the ongoing conversation. The nature of orderly turn-taking in the talk in interaction and the systematic resources used in its accomplishment are at the heart of CA (Hutchby & Woofitt, 2008). Turn Construction Units (TCUs) are the most basic building blocks of turn-taking mechanism which consist of sentences, clauses, words and even a single sound (e.g. huh). Another concept key to understanding turn-taking mechanisms is transition relevance places (TRPs). In exchanges between participants when a participant completes his utterance, which can be any meaningful contribution in its situ, there occurs a space that makes the transition to another speaker possible. Such points are described as TRPs. At these points where possible speaker change takes place there comes the norms (Sacks et al., 1974) into play. The rules that coordinate the speaker change in unfolding interaction can be defined as follows: 1) in cases where the current speaker selects the next speaker, then the next speaker gets the right to speak next, 2) in cases where the turn is not designed to select the next speaker, then self-selection is due at that particular time, 3) in cases where the current speaker doesn't select a next speaker and there is no volunteer to self-select, then the current speaker may continue to speak. These rules apply until the end of the conversation circularly. One significant point that needs clarification is the overlapping talk which might initially seem to be a departure from the above-mentioned norms of turn-

taking. However, these are repaired by the participants by resorting to the above-mentioned turn-taking rules.

3.5.3 Preference Organization

The concept of preference organization is nothing to do with the notion of liking or wanting to do something. However, it directly concerns the position interactants take while producing their turns. This is what we discussed above about the construction of paired utterances namely adjacency utterances. As discussed in the previous part, when a first pair part of an adjacency pair is initiated then the second pair part becomes conditionally relevant. The initiation of the second pair part brings the preference organization into play. That means when the first pair part of the adjacency pair is produced by the first speaker then a second participant can accept or reject the invitation. However, As Heritage (1984a) claims, “there is a ‘bias’ intrinsic to many aspects of the organization of talk which is generally favorable to the maintenance of bonds of solidarity between actors and which promotes the avoidance of conflict” (p.265). In the case of an invitation, for example, the preferred action will be the acceptance though dispreferred action will be the declination. The way actions are performed gives a clear hint on whether the action is a preferred one or dispreferred one. For example, preferred actions are delivered fast, without hesitation, or delay at the onset of the response however the dispreferred actions are usually performed with hesitations, delays, and hedges (e.g. well, uh) as an account for why a preferred answer has not given (Pomerantz, 1984).

3.5.4 Repair Organization

The concept of repair refers to the practices which are commonly employed by participants to deal with various conversational breakdowns in speaking: hearing and understanding in the course of ongoing talk (Schegloff, Jefferson, & Sacks, 1977; Schegloff, 1979, 1987, 1992, 1997). These possible breakdowns in communication can be consequential to ensuring mutual understanding and progressivity of the talk since it is essential for participants to make sense of each other's contributions to be able to provide relevant responses. If there happens to be a breakdown in communication like speaking, hearing or understanding the problem there will no longer be any possibility for a relevant next action

and continuity of talk can be impeded. In their seminal work on repair four different types of repair are defined by Schegloff et al. (1977) concerning who initiates and who repairs:

- self-initiated self-repair
- other-initiated self-repair
- self-initiated-other-repair
- other-initiated other-repair

As they put it, there is an ordering of preference for repair, for example, self-initiation is preferred over other initiation, and also self-repair is more preferable than other-repair. This case is just because of the position of speakers. The one who initiates the sequence and produces a problematic TCU will have the first chance to resolve the problem (Sidnell, 2010). Repair is a crucial mechanism, to which speakers resort for the maintenance of mutual understanding in the case of communication breakdowns.

3.6 Reliability, Validity in CA Research

In this section, issues concerning validity and reliability will be described in detail in an attempt to position CA in relation to other methodologies.

3.6.1 Reliability

The use of audio/video recordings of naturally occurring talk would single out CA from other qualitative approaches (e.g. ethnography) in social sciences regarding reliability (Peräkylä, 2004). As has been pointed out by Peräkylä (2004) the key factors to ensure reliability in CA studies involve “*selection of what is recorded, the technical quality of recordings and the adequacy of transcripts*” (p. 288). The *selection of what is recorded* is a necessary first step which largely depends on the context of the study. As such, what is included in the recordings would have a say on the reliability of CA studies. Once the decision about the selection of setting for data collection is made, the other point to be considered is to determine the length of the recording (Peräkylä, 2004). To have a large database will have its advantages in addition to the potential costs in terms of the storage and transcription of the recorded data. As the analysis of the data begins with an unmotivated outlook (Psathas, 1995), CA researchers should take into consideration how much data can be transcribed and analyzed. That is to say, the database should be large

enough to offer the researcher the possibility and flexibility to build up a collection of the cases when something of interest emerges.

The next step for ensuring reliability is *the technical quality of recordings*, which requires careful arrangements at the planning stage of the data collection. The quality of the recordings will give researchers flexibility in the way that various aspects of interaction are managed (verbal and nonverbal). Using multiple video cameras and voice recorders will assist with the process of transcribing and will be extremely helpful in the data analysis process.

The next step *the adequacy of transcripts* requires CA researchers to produce transcripts in a way that makes the data comprehensible and intelligible for the readers. The transcripts, which are inclusive of all necessary information to make it possible for the readers and researchers to visualize the scene of the transcribed data, will give them the chance to analyze and test the analyses put forward by the researcher. In addition to this, the practices such as discussing the data in data sessions, presenting it in conferences are two other ways of ensuring and improving the reliability of the study before publishing (Seedhouse, 2005).

In this study, the above-mentioned steps are followed to ensure the reliability of research findings. First, the setting for the data collection is determined. Then, the data is collected through three video cameras with high-quality recordings. In addition to this, data collection is supplemented by audio recorders. Finally, the data were transcribed as detailed as possible to provide a clear picture of the issues that the analytic claimed are based on.

3.6.2 Validity

As noted by Seedhouse (2005) validity in CA is centrally concerned with the combination of three elements of validity. These include internal, external, ecological validity. Internal validity refers to "soundness, integrity, and credibility of findings" (Seedhouse, 2005, p. 255). In CA studies developing an analysis or building an argument is a data-driven process therefore to achieve internal validity any analytic claim made should be based on what is made relevant in the data. That is, in CA studies internal validity is provided by proving analytic claims in the data analysis process. As the analysis can only discuss what

is demonstrable in data, the findings of CA research are sound and credible which ensures the internal validity.

External validity is specifically concerned with the generalizability of research findings out of its local context. CA findings are context-dependent and this has been regarded as a deficiency in terms of external validity. As Seedhouse (2005) noticed context-dependent nature of CA research can also produce generalizable findings. As suggested in his study L2 classroom interaction has its own architecture (Seedhouse, 2004) and generalizable interactional practices.

Ecological validity, on the other hand, refers to how research findings can be applied to the everyday life of people. As has been mentioned, CA is interested in naturally occurring talk in interaction in its situ and its emic perspective requires approaching the data without any prior or exogenous theory. This sensitivity of CA towards the real-world interactions of everyday life of people ensures that CA studies have a high level of ecological validity.

In this study, to achieve an internal validity of the research findings the researcher makes analytic claims only based on what is made relevant by the participants in the extracts taken from the L2CI corpus. In addition to this, external validity is also addressed by the researchers in this study. In this study, analyses are developed on a case by case basis and they have offered analytically generalizable findings that are both similar to the previous research findings and also have their unique characteristics. Finally, the findings are also considered to have a high level of ecological validity as the data is collected in a real classroom environment and it has been approached with an unmotivated outlook.

3.7 Research Context, Participants and Data Collection Procedures

This research draws on transcriptions of 14 (50-minute) classroom hours of video and audio recordings, which were collected in 2016 (between the beginning of March and the end of June) in a higher education setting in Turkey. The data were collected over six weeks by three video cameras and two voice recorders in English as a foreign language speaking classroom where the focus of instruction was on teaching and improving speaking skills of learners taking this course. The participants were the students who were taking this speaking skills course. They had completed elementary, pre-intermediate and intermediate levels before taking the last level upper-intermediate. After completing all modules they would be able to take the proficiency exam to be eligible to study in English

in their subject area. The eleven students, enrolling in this speaking course, presumably had the same proficiency level of English. They had been using a series of the same coursebook for the whole semester, *The Language Leader*. The students had three classroom hours (50 minutes each) for English as a foreign language speaking skills lesson. The participants of the study were five male and six female students whose ages varied from 19 to 21. So, it can be claimed that there was a balance in terms of gender. The teacher had a master's degree in TESOL and had gone through pre-service teacher education in Turkey. She had more than ten years of teaching experience. When the data was being collected, she was teaching 24 hours a week. She was teaching the main course for 18 hours at the elementary level and she was also teaching 6 hours of speaking skills courses to two different classrooms; one at the elementary level the other was at an upper-intermediate level which was the subject of this study and where the data for this study was collected.

The data was collected through three video cameras, which were placed at three different dimensions of the classroom to be able to capture all aspects of communication from different angles, (see: Figure 1) and two voice recorders placed randomly among students. While the data was being collected the researcher was not present in the classroom. However, he was there before and after each lesson to deal with the organization of the filming, transferring and storing the data as well as responding to possible problems that might occur during the data collection process.

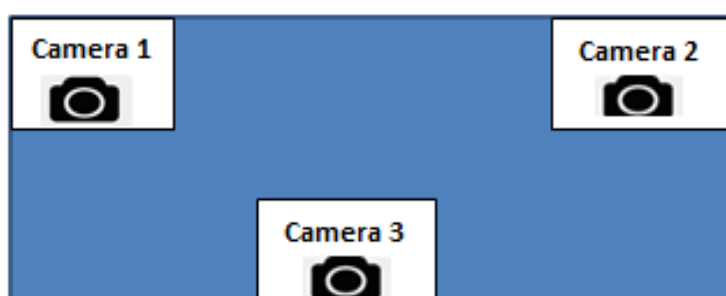


Figure 1

3.8 Data recordings and ethical Considerations

This study is based on a research corpus that includes fourteen 50-minutes of video and audio recordings. It was recorded by the researcher from the beginning of March till the end of June 2016. To gain access to make the recordings of the classroom interaction in English as a foreign language speaking skills classroom administration of foreign language

schools of Gazi University was contacted. Since the research corpus will form a part of a larger database that is collected for another research project, the ethics committee permission was taken by the project coordinator (my supervisor). After receiving permission for the recordings, the candidate teachers were informed. The teacher and the students were given consent forms which included sufficient information about the research project in general. Before signing the content forms and accepting the conditions, all interactants were informed about the purpose of the research concerning the data collection, the procedure, and the duration of data collection. The participants were ensured about the confidentiality of the data and their rights to withdraw whenever they want. Another issue to consider is the anonymity of the participants. The students and the teacher were informed that their names would be anonymous in any publications including this thesis. Throughout the extracts in the analysis chapter, the teacher is referred to as Tea. The extracts in the analysis chapter include only some of the students, and their names have been changed and abbreviated (e.g: Eda was changed to Nur). In addition to this, in this thesis, all images taken from the L2CI corpus to support the analytic claims made have been transformed into blurred or sketched formats to ensure the anonymity of the participants.

3.9 Data Transcription

After the data collection procedures were finalized, the next task a CA researcher has to take on is to start transcribing. As ten Have (2007) puts; the reason why a CA researcher has to make recordings and transcription of naturally occurring talk is "to produce a non-perishable, transportable, and manageable representation" of the real data (p.3). Transcripts are key to conducting CA research as they are the means which make the granularities of recorded talk visible for analysis (Heath & Luff, 1993). The transcription process is also an important part of the analysis during which a close analysis of the fine details becomes possible through repeated listening or watching thereby allowing a more comprehensive analysis. However, as pointed out in relevant literature, the primary data that analytic claims must be based on is the data recordings (Jenks, 2011, 2013, Liddicoat, 2007, ten Have, 2002, 2007) That is, transcripts can only be considered as secondary data which represents real recorded interaction (Liddicoat, 2007). Transcription conventions which were established and developed by Gail Jefferson (see Appendix B) enable the

representation of the data in various features of talk in written form such as vocal, prosodic (pitch, stress, prolongation, pace of talk and cut-offs), temporal (e.g. pauses and overlaps) and non-verbal aspects of interaction (gaze, gestures). As Liddicoat suggests (2007) a transcriber needs to achieve a balance between (1) "the high level of detail found in the talk itself and (2) the accessibility of the transcript to a range potential audiences" (p.14). This issue, level of detail in transcription, is of great concern for CA practitioner as the basic principle of CA puts no detail should be dismissed *a priori* as irrelevant. That is, all details are considered relevant and significant and have a role in the analysis of the data. However, the practical realities of transcribing the data lead researchers first, to begin with, a rough transcription of the whole data then when something of interest surfaces the transcriber brings the issue into focus by detailing the sequences of the regular patterns.

For this study, the researcher started with repeated watching and listening to the recorded data when necessary from different angles. Then full recording, fourteen 50-minutes of L2 classroom interaction, was transcribed by providing as much detail as possible. Following this, recordings were viewed again and again till the emerging regular patterns were identified. Then, these sequences were detailed according to the transcription convention established and developed by Jefferson (2004). In this study, all data was transcribed by using Transana 3 Pro which is a transcription software. This software enables the data transcription, synchronization of the videos and time codes connection of videos with transcribed data. In this study as the classroom interaction was captured from three different angles by using three digital cameras, it is important to synchronize the recordings to be able to picture what is happening in exchanges between the teacher and students and students with students. As Hazel, Mortensen, and Haberland (2012) notice transcription software such as Transana provides the researchers with the manipulation of the recorded data with the transcripts in a convenient and timely manner. Transcriptions of the sequences which include the identified phenomenon were detailed as much as possible including verbal and non-verbal aspects. To bring the phenomena more into focus, images were included for every transcript in the study. The images are screenshots of the moments where multimodal aspects of interaction are displayed. Images were embedded at the onset of the moments where the identified action is displayed.

3.10 Data Analysis

Initial data analysis began as early as the data was first recorded. The subsequent viewings in addition to viewings in the transcription process increased familiarity with the data. At this phase of the analysis, the observations were made with an unmotivated looking, which is a basic principle of CA research, without adopting any specific research focus. After these unmotivated outlooks and taking notes of the interesting phenomena, something of interest emerged from sequences where the teacher was doing word explanation for the problematized vocabulary items. Further observations were made to identify the organization of these sequences in data sessions. The extracts from the data were presented to the members of the micro-analysis research group (Human) at Hacettepe University. As a result of the observations of the researchers which support the idea that the construction of word explanation sequences would be interesting to focus on, this study sets out to investigate the nature of word explanations by taking into account: their initiations, the resources used in word explanation (e.g: verbal, embodied, environmental) and the closures of these sequences.

Once the phenomena, word explanation sequences, were identified, a collection of the similar occurrences were built up in addition to the notes taken on the organization of the sequences and the resources deployed by the participants. A total of 148 word-explanation sequences were identified from the whole data. Extracts of the word explanation sequences were transcribed and analyzed by taking verbal and non-verbal aspects of the interaction. While examining the teacher's word explanations practices the organization of verbal and non-verbal resources was also analyzed. During the analysis, several patterns of vocabulary explanations were discovered which can be classified into three categories: student-initiated word explanation sequences, teacher-initiated word explanation sequences, and teacher induced-student initiated word explanation sequences. Then a thorough analysis of each category was carried out in terms of turn-taking and sequence organization to identify how word-explanation sequences are initiated, which resources are used in their construction and how they are brought to a close.

3.11 Summary

This chapter has provided a detailed account of the issues concerning the research methodology and research design of this study. Section 3.1 has described the methodology

of this study "Conversation Analysis". This is followed by the ethnomethodological foundations of CA in Section 3.2, the principles ethnomethodology in Section 3.3, basic principles of CA in Section 3.4, the organizational features of talk in Section 3.5, and validity and reliability issues in Section 3.6. The remainder of the sections has described the issues related to the research design of this study. In Section 3.7 participants, research context, and data collection procedures are described. In the following section, issues concerning data recording and ethical considerations are described. This is followed by a description of data transcription (Section 3.9) and data analysis (Section 3.10) processes. The last section has provided a summary of the issues that have been described so far in this chapter.

CHAPTER 4

ANALYSIS AND FINDINGS: INITIATION OF WORD EXPLANATION

4.0 Introduction

This study, using the micro-analytic lenses of Conversation Analysis (CA), will provide a detailed description of how word-explanations are managed in on-going L2 classroom interaction. The three analysis chapters (Chapter 4, Chapter 5 and Chapter 6) are organized in distinct ways to bring the spotlight on various aspects of word explanations constructed in L2 classroom interaction. First, the initiation of word explanation will be described by taking into consideration who initiates the sequences and how this initiation is achieved in different classroom contexts (Chapter 4). Then, I will move on to describe how word-explanations are performed through the use of verbal, embodied and environmental resources (Chapter 5). The final analysis chapter (Chapter 6) will focus on the closure of word explanation sequences.

In this chapter, the focus of analysis will be on how word-explanation sequences are initiated in different contexts of L2 classroom interaction, namely F&A context, M&F context, PC, and TO context (Seedhouse, 2004). This analysis chapter is organized into three sections. The first section 4.1 presents instances of teacher-initiated word explanation sequences (TIWES) in which the teacher initiates word explanation sequences and problematizes vocabulary items either by requesting word explanation from students or by doing word explanation single-handedly. Section 4.2 will examine student-initiated word explanation sequences (SIWES) where students request word explanations from the teacher or their peers when they encounter an unfamiliar vocabulary item in unfolding

classroom interaction. Section 4.3 will focus on teacher-induced and student-initiated word explanation sequences (TISIWES) where the teacher establishes the pedagogical focus of the moment as vocabulary teaching and asks students if there are any unknown words. Then, students request word explanations from the teacher for the vocabulary items that are unfamiliar to them.

In this analysis chapter, initiation of word explanation sequences will be addressed by taking into account the person who initiates the sequences and classroom contexts in which they are initiated. Although the data will be presented according to the transcription convention created by Jefferson (see appendix b), there have still been some changes concerning the specific needs of the analysis. For instance, as this study takes the multimodality into account while analyzing word explanations, screenshots have been integrated into the excerpts taken from the data to bring significant aspects of the data to the attention of readers. In addition to this, when necessary “#” sign has been added to show the location of the visual at the exact moment in interaction (Sert, 2011). Below is an example of a transcribed excerpt that illustrates the case. For example, the background information provided in (()) is supported by the screenshot taken from the video recorded data.

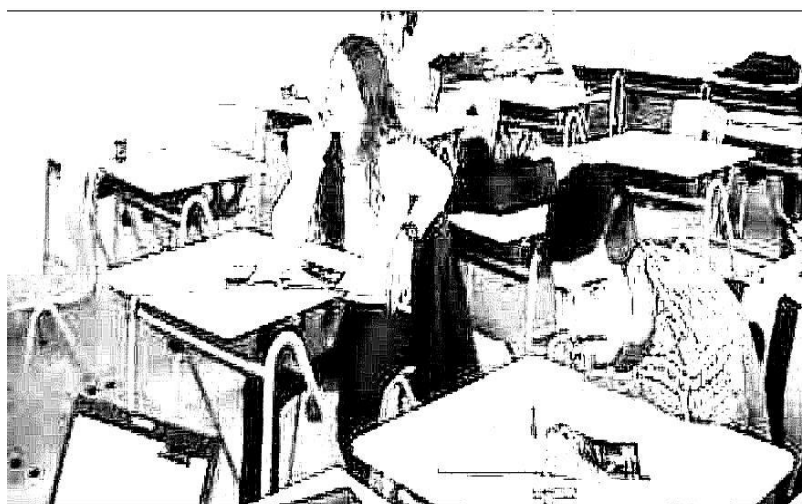


Figure 2

23 → Mar: re↑solved

((# produces a thinking face))

Except for this, another modification concerns the translation of the utterances produced in Turkish. The transcription of these lines involves three lines: the first line presents the

03 (0.6) ((orients towards the WB))

04 Tea: lead↑ singer.

05 (0.3)

06 Tea: lee heart is the lead↑ singer of a band.

07 (0.5)

08 → Tea: lead↑ singer ne demek?

what mean

what does lead singer mean?

((# picks up the board marker orients WB))

After having read the text “Lee Heart to Write His Memoirs” in line 01, the teacher begins her turn reading the first sentence of the text, but before long she suspends reading with elongation (*okay* (.) >*great news*< *fo:r* okay.), and a sequence closer (*okay*.). In the following line (02) she initiates a question at a faster pace but stops abruptly with a cut-off. Then in the same turn she produces a change of state token (Heritage, 1984b), which indicates that there will be a change of focus in the pedagogical agenda of the teacher, and with the following utterance she shifts the focus of the lesson to vocabulary teaching (>what is<- huh let's see some vocabulary there.). In line 03, during a 0.6 second of silence, the teacher first orients towards the classroom board and then turns back to students again without writing anything on the board. In line 04, the teacher sets the target vocabulary item into focus by marking it with stress and rising pitch (lead↑ singer.). After a 0.3 second of silence in line 05, the teacher contextualizes the vocabulary item by using it in a sentence (*lee heart is the lead*↑ *singer of a band*.) with an emphasis on the word (lead↑). Following a 0.5 second of silence, the teacher requests a word explanation from students by first marking the word “lead” with stress and rising pitch, and then by switching to students’ L1 ”lead↑ singer ne demek?”. While doing so, she orients towards the board (see: Figure 3).

The analysis of Excerpt 1 has shown that in F&A classroom context the teacher initiates the word explanation sequence by first repeating the word for public scurrility (lead↑ singer.), then contextualizing it, (*lee heart is the lead*↑ *singer of a band*.) and finally requesting word explanation from students through the use of prosodic resources such as rising pitch and code-switching (lead↑ singer ne demek?). Another significant

point to note is the teacher's orientation towards the board to place the vocabulary item for public scrutiny.

The following excerpt is another typical example of TIWESs which takes place in the M&F context of L2 talk. Before the extract starts the teacher and students had been talking about the advantages and disadvantages of shopping in a big supermarket. They had been exchanging ideas on this specific issue for a while.

Excerpt 2 to make a living



Figure 4

01 Tea: if you go to a sma:ll (0.3) store in a mahalle.
neighborhood

02 (0.3)

03 Tea: >you know<. (0.3) you buy milk and bread.

04 (0.4)

05 Tea: here (.) >you buy milk and bread.<
((orients to classroom artefact))

06 (0.3)

07 Tea: you give the money.

08 (0.4)

09 → Tea: you help the person who has the store (.) to make a living.

10 (1.0) ((scans the class))
((no explicit orientation to from sts))

11 Tea: you help the person an to have (.) an income to have a maaş
salary

12 yeah that that small person there

In the first line, the teacher starts her turn with an “*if clause*” structure and creates an imaginary scene where students go to a small shop in their neighborhood. Following a 0.3 second of silence (in line 02), the teacher takes the floor again, in line 03, and begins her turn with a “*you know*” structure to indicate that buying something in a local shop is a situation which everyone is familiar with. Then, following a 0.3 second intra turn gap, she continues her turn and exemplifies the situation by saying “*you buy a milk and bread*”.

After a 0.4 second silence (in line 04), the teacher begins a scene enactment by orienting to the classroom artifact (here (.) >*you buy milk and bread.*<), and acts as if she was the shop owner. Following a 0.3 second gap (in line 06), she continues her scene enactment and like the customer, she gives the money “*you give the money*” (in line 07). Following a 0.4 second gap (in line 08), she continues her turn with an emphasis on the word help and following a brief intra-turn gap, she utters the word “*to make a living*” (in line 09). During a 1.0 second pause (in line 10) the teacher scans the class but receives no explicit sign of verbal and embodied confirmation. The fixing gaze of students (see: Figure 4) and the long silence are possibly taken by the teacher as an indicator of trouble about word meaning and in lines 11 and 12, she begins a word explanation.

This is considered to be a significant finding as it an example of a case where the teacher initiates an incidental vocabulary explanation sequence. The teacher at first didn't intend to initiate a word explanation. However, the 1.0 second of long silence and the fixed gazes of students without any confirmation (verbal or embodied) pave the way for an incidental vocabulary explanation. In this sequence initiation of word-explanation is enacted naturally without blocking the flow of the conversation.

Excerpt 3, below, is another example of TIWES and showcases how the teacher initiates a word explanation sequence in the PC of L2 classroom interaction. In this specific segment, the teacher is trying to set the scene and give the instructions for the up-coming task.

Excerpt 3 negotiate



Figure 5

- 01 Tea: five b. (.)nego^tiate with each other.
02 [to reach agreement [on the following-
03 Cag: [() ((disengagement from the task))
04 Erh: [()
05 Cag: °giderken ararım.°
i will call while going
06 Sim: °sema°
07 Tea: <points.>
08 Sed: °hmm°
09 Tea: >so ima^tgine that-< ((Sed orients to Sim))
((gaze shift from the book to sts))
10 (0.4)
11 Sim: °seneye al[mıyalım da.°
i hope we won't take it next year
12 Tea: [the literary agent (0.2) has to nego^tiate.
13 → what is [to nego^tiate? ((scans the class))
14 Sed: [°>ya geçecez ya geçecez kanki<.°
either pass or pass dude
15 Mar: °what°?
16 Sim: se[neye almam ben.
i won't take next year

17 → Tea: [nego[↑]tiate[↑] what is to [nego[↑]tiate?
18 Sim: [()
19 Tea: you have a there in the book (.) e:r five b.

18 Sim:

[()]

19 Tea: you have a there in the book (.) e:r five b.

In line 01, the teacher begins her turn placing the exercise into the focus (five b.). In the same turn, following a micro pause she continues reading the instructions, however, at the end of her turn in line 02 she terminates her turn with an abrupt cut-off. In the following line Cag's off-task talk overlaps with the teacher's turn at the turn initial position. In the following turns (in lines 3 and 4) Erh and Cag start to engage in an off-task talk first by orienting towards each other and then making inaudible and quiet exchanges. In line 06, Sim calls for her friend in a soft tone by using an address term (°sema°) which is followed by the teacher's turn completion initiation in the next line delivered in a slow tempo (<points.>). In line 08, Sed orients to Sim's initiation with an acknowledgment token. In the following turn (in line 09), the teacher begins giving the instructions of the up-coming task by shifting her gaze from the book to the students. This is followed by a 0.4 second gap in line 10 and an off-task engagement turn from Sim in line 11. Then, in line 12, which is in overlap with Sim's previous off-task turn, the teacher continues reading the instruction with an emphasis on the word (negotiate) which might be considered as a sign of up-coming word explanation request. In line 13, the teacher requests for word explanation from students by scanning the class. After Sed's off-task turn (in line 14), Mar requests for clarification in a quiet tone (°what°?). In line 17, the teacher orients to this request for clarification by first repeating the word with stress [negotiate↑ and then requests word explanation from students what is to [negotiate?. Then, in line 19, the teacher looks at the task instruction in the coursebook and shows the source of the problem in the book (.) e:r five b (see: Figure 5).

It is noteworthy that this specific segment of the L2 classroom talk represents a procedural classroom context where the teacher is trying to set the scene and give the instruction for the upcoming task. Then, while doing so, she notices that a word in the written instruction might cause a problem for the proper delivery of task instructions so she initiates a word explanation sequence by asking for the meaning of the word "negotiate". The word explanation sequence is initiated by the teacher through the use of L2 and prosodic resources like stress and rising intonation. Another significant point to note is the teacher's

showing of the problematized vocabulary item on students' coursebook and referring to the source of the problem.

Excerpt 4 is an example of TIWES initiated in TO context of L2 classroom interaction. Before the start of the extract, the students had listened to the conversation between a person and an agony aunt and then they started doing the post-listening exercises one by one.

Excerpts 4 think it through

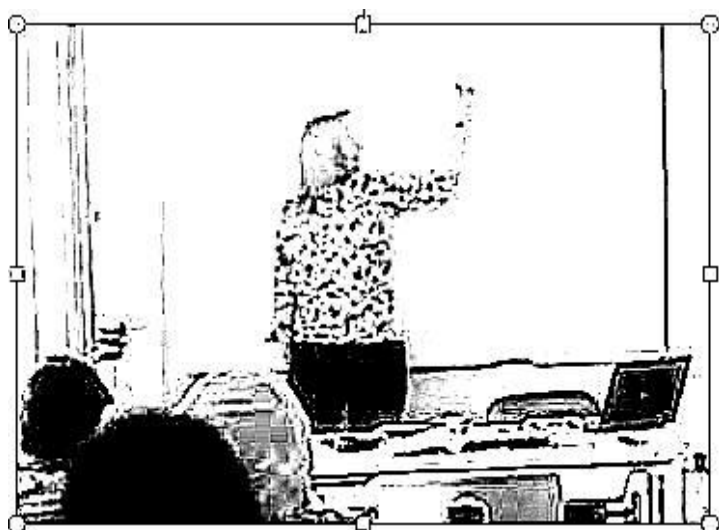


Figure 6

01 Tea: and number ei:gth. ((writes it on the WB))
02 (1.0)((scans for a willing student))
03 Tea: [ei::gth
04 Erh: [think- think (.) [this through mu? hocam.
((looking at the teacher))
05 Mar: [°i don't know which.°
06 (0.5)
07 Sed: [thinks through.
08 Tea: [but we need to think this through.
((head nod))
09 (0.5)
10 Tea: this is an expression.

11 (0.5)

12 Tea: we need (0.3) to:: do you have to? ((looks at the book))

13 Tea: yeah.

14 Erh: °evet.°

15 Tea: think this through.

16 (3.0)((# writes on the board))

17 Sed: () dogru yapmışım liste varmış
 i did m correct there is a list

18 (0.9)

19 Tea: we need to think this is through. (.)

20 → now bu ne demek? (.) it is a very common expression again.
 this what mean
 what does this mean?

In line 01, the teacher repeats the number of the task item “and number ei:gth” and writes it on the board. Following a 1.0 second of silence during which the teacher scans the class for a willing student (in line 02), in line 03, the teacher again repeats the number of the exercise “[ei::gth” by elongating the word. In an overlap with the previous turn, in line 04, Erh provides the second pair part of the adjacency pair but terminates it with a cut-off. Then, in the same turn, he continues his response turn with a restart and provides the candidate answer with a rising pitch and while doing so he gazes at the teacher, which indicates that Erh is not sure about the answer and seeking confirmation from the teacher. In line 05, Mar displays insufficient knowledge in a quiet tone (Sert, 2011) and following a 0.5 second silence (in line 06) Sed also provides the same candidate response in line 07. In an overlap with Sed’s turn, in line 08, the teacher first repeats the candidate answer and then makes an approving head nod. After a 0.5 second silence (in line 09), the teacher takes the turn again and specifies that target vocabulary item as being an idiomatic expression (in line 10). Following a 0.5 second pause (in line 11), the teacher again takes the turn (in line 12) and begins repeating the task item “we need”. Then, she pauses for a 0.3 second of silence, elongates “to::”, and requests confirmation by saying “do you have to?” to make sure about the structure of the expression. While doing so she also checks the task item by looking at the coursebook.

In the following line (line 13), the teacher provides the second pair part of her clarification request by producing a positive response marker “yeah”. In line 14, Erh also confirms the teacher’s request by producing a confirmation token in a quiet tone. In line 15, the teacher repeats the expression by emphasizing the turn initial word with stress. In subsequent turn, during 3.0 seconds long silence the teacher writes the expression on the board (see: Figure 6). After Sed’s off-task engagement in line 17 and a 0.9 seconds long silence in line 18, the teacher first repeats the expression to place into the focus (in line 19), and then she initiates the word explanation sequence by switching to students L1 (in line 20).

This is a typical example of a TIWES in a TO classroom context where the focus of the lesson is to complete the language task at hand. In this example, the teacher doesn’t prioritize the task progressivity and she shifts the focus of lesson to the teaching of expression “to think it through”. She initiates the word explanation sequence by mobilizing the use of code-switching.

The excerpts presented in this section (Excerpt 1, Excerpt 2, Excerpt 3 and Excerpt 4) are all examples of TIWES. However, they are all initiated in different micro-context of L2 classroom interaction. It has been observed that the teacher makes use of various resources while she is initiating word explanation sequences in the different contexts of classroom interaction. It is worth noting that of all the sequences of word explanations found in the L2CI corpus an overwhelming majority constitute TIWESs. There are 120 instances where the teacher initiates word explanation sequences by either requesting word explanation from students or explaining the target vocabulary items single-handedly.

The analysis of Excerpt 1 has shown that in an F&A context, the teacher initiates the explanation sequence by first 1) repeating the word, then 2) contextualizes it in a sentence and then 3) requesting a word explanation through the use of code-switching. The analysis of Excerpt 2 has also shown that in an M&F context, the teacher initiates word explanation sequence without blocking the flow of conversation by making it explicit through suprasegmental cues.

Also, the analysis of Excerpt 3 has demonstrated that in a PC the teacher initiates the word explanation sequence by requesting a word explanation from students through the use of some prosodic resources such as stress and rising pitch. In addition to this, the teacher initiates the word explanation sequence by showing the target vocabulary item in situ on students’ coursebooks.

The last excerpt (Excerpt 4), which is another example of TIWES is initiated in TO context of L2 classroom interaction. In this example, the teacher initiates the word explanation sequence through the use of code-switching and writing the vocabulary item on the board for public scrutiny. The next section shows instances in which the students initiate word explanation sequences.

4.2 Student-Initiated Word Explanation Sequences

In L2CI corpus, there are sixteen sequences of word explanation which are initiated by students. This section will provide a detailed picture of these SIWESs which account for nearly 10 % of the total word explanation sequences compiled from the L2CI corpus. Of all the word explanations initiated by students, only one instance proved to be initiated in the F&A context. In addition to this, six of the word explanation instances, which have been found in the L2CI corpus, are initiated in M&F contexts. What is more, one of these instances is initiated in PC and the rest of them, which constitute the majority of SIWESs, are initiated in TO contexts of L2 classroom interaction.

In Excerpt 5, a student problematizes a vocabulary item and requests a word explanation from the teacher. Before the start of the excerpt, the teacher had just finished explaining "the connectors of contrast" and by pointing at the already written phrases on the whiteboard (WB), she was making her final remarks before bringing the sequence to a close.

Excerpt 5 on the one hand



Figure 7



Figure 8

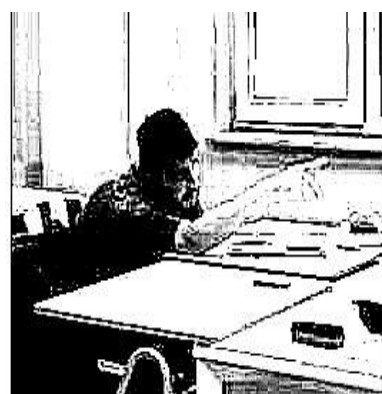


Figure 9

01 Tea: so all these are connect[ors of con↑trast.
 ((orients towards WB draws a line on the board))

02 Sed: [°olacak sanıyodum °
 happen will i think
i think it will happen

03 (1.0)

04 → Mar: teacher↑
 ((# points at the WB))
 ((Tea looks at Mar))

05 Tea: >nice words hnh<
 ((# Mar stretches out his arm))

06 → Mar: [can you again explain? one-
 ((# leans forward))
 ((Tea looks at the WB))

07 Sed: [(olacak sanıyordum)
 happen will think i
 (i think it will happen)

08 → Mar: on the one hand.
 ((# points at the item on WB))
 ((Tea points at the item on the WB))

09 (0.5)

10 Tea: okay

In line 01, the teacher gives an upshot of what she has told so far by starting her turn with “so” and marking the word con↑trast with stress in the first syllable. While doing so she orients towards the board and circles the already written words of contrasts on the board “so all these are connect[ors of con↑trast”. This turn projects the possible completion of an explanation sequence whose pedagogical focus is considered to be F&A (Seedhouse, 2004). Following Sed’s off-task turn (in line 02) and a 1.0 second silence in line 03, Mar selects himself as the next speaker (Waring, 2011) by using an address term

(teacher↑) marked with a slightly rising pitch towards the end of his TCU while pointing at the WB (see: Figure 7).

In line 05, the teacher continues her explanation by producing her words in a faster fashion (>nice words hmh<). However, towards the end of her turn, she orients to Mar's embodied initiation (see: Figure 8) by gazing at him and delivering a confirmation token (hmh). In line 06, Mar requests for word explanation ([can you again explain? one-), which is in an overlap with Sed's off-task turn at the beginning and ends with a cut-off, through bodily orientation and pointing at (see: Figure 9) the vocabulary item written on the WB. Mar this time specifies the particular vocabulary item (on the one hand.) which he problematizes in line 08 where both parties are gazing at the board.

First of all, this extract is the only extract found in the L2CI corpus which shows an occurrence of SIWE in the F&A context. The first line, starting with a sequence closer "so", is designed to provide the upshot of the topic and bring the sequence, whose pedagogical focus is teaching students the topic of connectors of contrast students, to an end. While the teacher is getting ready to close the sequence, a student problematizes a vocabulary item and requests a word explanation from the teacher. The initiation of word explanation sequence is unplanned as the pedagogical focus of the micro classroom context in which the word explanation is requested is not on vocabulary teaching. This is also an instance of learner initiation where the student takes control of his own learning and shows learner agency. One last point to make is the way the initiation of word explanation is designed. In this example, a verbal word explanation request is accompanied by embodied actions such as leaning forward and pointing.

Excerpt 6 is an example of SIWES which is taken from an M&F oriented context of L2 classroom interaction. Before the start of the extract, the teacher and students had just started a whole-class conversation about the topic of "art".

Excerpt 6 commercials



Figure 10



Figure 11

01 Tea: anything else? that is art for you.
 02 (0.4) ((scans the class))
 03 Sed: atmıyor () ((off-task engagement bodily orients to Sim))
 04 Cag: °şey°= ((bodily orients))
 it is
 05 Tea: =what about commercials
 06 Sim: var di mi? ((off-task engagement orients towards Küb))
 there is isn't it
 07 Tea: are [they art?
 08 Ber: [°com°-
 09 → Sua: [commercial↑ ((students produce thinking face))
 10 → Ber: [commercial↑=
 11 → Cag: =commercial↑

In line 01, the teacher requests further contributions from the students about the topic of art by first using a rising intonation (anything else?) then stressing the word “art” “that is art for you”. The teacher, here, marks the classroom context as being M&F because what students are required to do here is not to focus on any specific form but to express their ideas about the topic of “art”. Following this is a 0.4 second pause (line 2) during which the teacher scans the class for a willing speaker. In subsequent turns, Sed shows disengagement from the classroom task by bodily orienting to Sim (in line 03) and in line 04 Cag bids for the turn and produces a hesitation marker by switching to her L1 in a quiet

tone "°sey°". In latching fashion, the teacher takes the turn again and directs the focus of the interaction to a specific direction "commercials" by further asking "what about commercials" marking the word "commercials" with stress. After Sim's off-task engagement turn (in line 06), in line 07 the teacher asks the whole class if "commercials" are art by stressing the turn final word and using a rising pitch. Immediately after the teacher's question, Ber delivers a turn in a soft voice and ends it with a cut off (line 08). In subsequent lines (line 09 to 11) which are designed in overlapping and latching fashion Sua ([commercial↑)Ber ([commercial↑=) and Cag (=commercial↑) request for a word explanation in a choral mode by producing thinking faces and using a rising pitch and stress (see: Figures 10 and 11).

The analysis of Excerpt 6 has shown that this word explanation sequence is an example of SIWES initiated in the M&F context of L2 classroom interaction. It has been observed that students (Sua, Ber and Cag) initiate the word explanation sequence in a choral mode by producing "thinking faces" and making use of prosodic resources (Goodwin & Goodwin, 1986, p.57).

Excerpt 7, below, demonstrates another example of SIWESs which is initiated in the PC of L2 classroom interaction. Before this excerpt starts, students have read the text about Lee Hart and have discussed the first two questions so far. In this example, the teacher is reading the third question and is on her way to start a classroom task whose pedagogical agenda seems to be M&F.

Excerpt 7 resolved

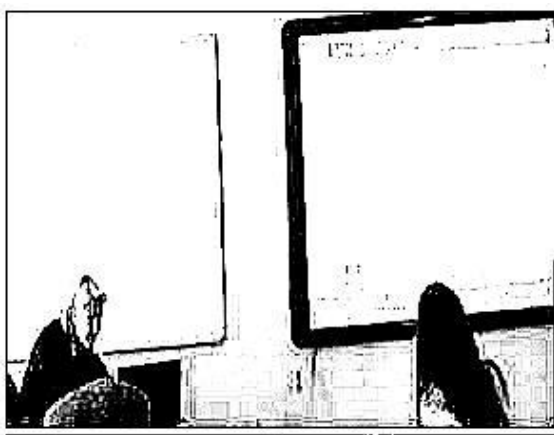
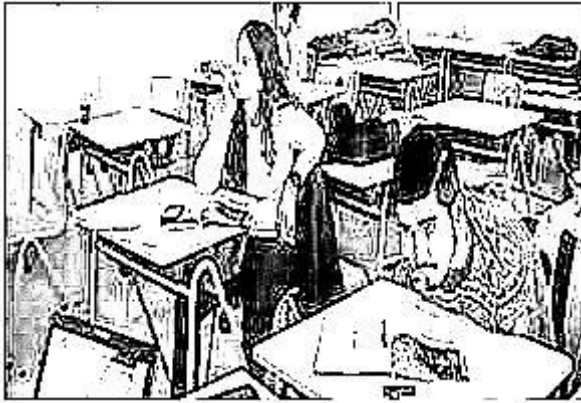


Figure 12



Figure 13



Figures 14

01 Tea: can you think of::
02 (0.4) ((looks at the text on IWB I-tool on her laptop))
03 Ben: °any.°
04 (0.3)
05 Mar: °any problems or issues (that.)°
06 (1.0)
07 Nis: °issue ne demek ti?° ((orients towards Mar))
what mean it
what is issue?
08 (0.3)
09 Mar: °problem.°
10 (0.5)
11 Tea: so can you think of any problems or issues.
((looks at Mar))
12 (0.5)
13 Tea: issu[es problem.
14 Mar: [situation.=
15 Tea: =situation yeah.
16 (0.5)
17 Tea: that might need to be resolved.
18 (0.7)
19 Tea: if lee hard uses a ghost writer.

20 (0.6)

21 Tea: for example.

22 (0.3)

23 → Mar: resolved↑
 ((# produces a thinking face))

In line 01, the excerpt begins with the teacher reading the third post-reading question but soon she terminates her turn by elongating the turn final word. During the following, a 0.4 second of silence the teacher engages in dealing with her laptop in line 03 (see: Figure 12). In the subsequent turn, Ben completes the teacher's turn in a soft voice probably reading the task item on his book. Preceded by a 0.3 second silence (line 04), Mar takes the turn and starts reading the rest of the task instruction also with a soft voice (in line 05). Following a 1.0 second of long silence (in line 06) Nis requests a word explanation from Mar (in line 07) by switching to her L1 (Turkish) in a soft tone. After a 0.3 second silence (in line 08), Mar replies to Nis's request (in line 09) by providing the synonym of the word in a quieter tone. Following a 0.5 second silence (in line 10) the teacher restarts reading the question “so can you think of any problems or issues” and while producing the word “problems” she gazes at Mar (in line 11) (see: Figure 13). After a 0.5 second silence in the subsequent turn (in line 12), the teacher repeats the words “issu[es problem]” (in line 13). Then, in line 14 Mar provides another synonym of the words which is produced in an overlap with the beginning word of the teacher’s turn.

In a latching fashion, in line 15, the teacher confirms Mar’s contribution as appropriate by first repeating the word and then producing a confirmation token “=situation yeah”. Following a 0.5 second of silence (in line 16), the teacher, in multi-turn mode, (between lines 17 to 21) reads the third post-reading question with gaps in turns. However, after a 0.3 second of silence in line 22, Mar requests a word explanation through the use of prosodic resources such as a rising pitch and stress in the second syllable of the word “resolved↑” while doing so he also produces a thinking face (see: Figure 14).

It is worth noting that from beginning till the word explanation request at line 23, the excerpt features the characteristics of PC where the teacher is attempting to give the task instruction before a likely M&F oriented classroom task begins. This is the only word explanation sequence found in the L2CI corpus which is initiated by students in a PC of L2 classroom interaction. What is more, word explanation sequence presented in this excerpt

is initiated by a student through the use of suprasegmental features like stress and word-final rising pitch accompanied by embodied resources like a thinking face and bodily orientations.

Excerpt 8 is taken from a moment where the pedagogical focus of the lesson is a material-oriented classroom task in which students are required to fill in the gaps with suitable connectors of contrast or addition. Before the extract starts the class had already started doing the exercises and were completing the gaps with one of the connectors of contrast or addition which had been the subject of focus in the previous lesson.

Excerpt 8 in addition to



Figure 15

01 Cag: ((look at Tea by raising his hand))
02 Tea: ((raises her head looks at Cag and establishes mutual gaze))
03 (1.0)
04 Mar: °() nasıl [okunuyor°?
how is spelled
how is () spelled?
05 Tea: ((allocates turn with a head nod)) [gökay
06 (1.0) ((looks at the task sheet))
07 Çag: in addition,
((looks at Tea))
08 (0.6)

09 Sua: ticih

10 Cag: <the internet.>

11 (0.5)

12 Erh: hoca-
teacher

13 → Çag: in addition bağlı olarak [demek değil mi ya?
relation be means is't it
does in addition to mean in relation to?
(Cag looks first at Tea then around))

14 Erh: [hocam. ((raising hand))
teacher

15 (0.2)

16 Erh: although?

17 Sim: ek [olarak demek. ek [olarak.
plus be means plus be
it means plus plus
(Cag gaze towards Sim))

18 Erh: [olur mu? [although
is it true?

19 → Çag: what does it [mean? in addition.
(# hand gesture and looks at Tea))

In line 01, Cag is bidding for a turn by raising his hand and gazing at the teacher. At this very moment, the teacher raises her head and scans for a willing student where she establishes mutual gaze with Cag (in line 02). Following a 1.0 second long silence in line 03, Mar self-searches for the pronunciation of an inaudible word. In line 05, the teacher allocates the turn to Cag first with a head nod then using an address term ([gökay]). After a 1.0 second silence, during which the teacher gazes at the task sheet, in line 07 Cag delivers the candidate answer by marking it with a rising pitch. While doing so she also looks at the teacher as if he is soliciting help from her. The 0.6 second silence in line 08 and Sua's

disconfirming token in line 09 indicate that this is not a preferred answer. Then in line 10, Cag reads the rest of the exercise with a slow tempo.

Following a 0.5 second pause in line 12, Erh attempts to take the floor using an address term (*hoca-*) then ends his turn with a cut-off. In the subsequent turn (in line 13), Mar requests for a word explanation “in addition *bağlı* olarak [demek değil mi ya?” in the form of code-switching with stress at the word “*bağlı*” and a rising intonation at the end of his turn. While doing so Cag looks at the teacher and around himself in a search for help. In line 14, Erh bids for the floor by raising his hand and using an address term “[*hocam*”. After a 0.2 second silence (I line 15), Erh gives a candidate response “although?” which is marked suprasegmentally with a rising pitch (in line 16). In line 17, Sim provides a candidate word explanation in the form of code-switching which is oriented to by Cag through establishing mutual gaze. In the subsequent turn (in line 18), Erh requests confirmation “[*olur mu?*” from the teacher by providing a candidate response “[although” which overlaps with Sim's turn in the previous line. In line 19, Cag again requests a word explanation through the use of L2 with an accompanying hand gesture (see: Figure 15).

The analysis of Excerpt 8 has shown that in a TO context of L2 classroom interaction students initiate word explanation sequence through the use of code-switching and L2 with accompanying hand gestures. It is important to note that Cag's request for a word explanation (in line 13), which is initiated in L1, doesn't receive an answer. When he couldn't get an answer from the teacher, he reinitiates his word explanation requests in L2 (in line 19) with an accompanying hand gesture.

The four excerpts presented in this section are all examples of SIWES. However, they are initiated in different micro contexts of L2 classroom interaction. The analysis of Excerpt 5 has demonstrated that in F&A contexts students initiate word explanation sequence by problematizing vocabulary items verbally in L2 with accompanying embodied resources such as pointing and bodily orientations. The analysis of Excerpt 6 has shown that in M&F contexts students initiate the word explanation in a choral mode in an overlapping and latching manner through the use of embodied resources such as facial expressions. Also, as shown in Excerpt 7 initiated in a PC of L2 classroom interaction students make use of prosodic resources such as rising pitch and stress when they problematize a vocabulary item. What's more, the analysis of Excerpt 8 has shown that in a TO context of L2

classroom interaction students initiate the word explanation either by switching to their L1 or through the use of L2 with accompanying hand gestures.

4.3 Teacher Induced and Student-Initiated Word Explanation Sequences

This section will provide a detailed account of the sequences in which the teacher sets the pedagogical focus of the lesson as being vocabulary teaching by asking students if there are any unknown words or not. As a result of her deliberate orientation towards vocabulary teaching, a series of student-initiated vocabulary explanation sequences are constructed. Two examples are analyzed in this section, each showing occasions of TISIWESs. This section will describe the nature of these sequences which make up 10 % of the total word explanation sequences that have been found in the L2CI corpus. There are 12 cases of TISIWESs. In this section, the initiation of these specific word explanation sequences will be portrayed.

Excerpt 9 which is an example of TISIWESs is initiated in the F&A context of L2 classroom interaction. Before the start of this excerpt, the teacher assigned the students to read a text about silently which is about an art gallery for a couple of minutes and then asked Ber to read it aloud for the whole class to set the ground for the upcoming task.

Excerpt 9 affordable



Figure 16



Figure 17



Figures 18



Figure 19

01 Tea: yeni keɭlimeler? any ↑new words that you don't know.
new words?

02 (0.5) ((scans the class))

03 Tea: un[known words?

04 Ber: [ye:s

05 Tea: tell me.= ((gazes at towards Ber))

06 Nur: =ye:s

07 (0.6) ((# Tea takes the board marker and stands up))

08 → Çag: up-[up and coming((# raises his hand))

09 → Nis: [affordable↑((# shifts his gaze to Tea))

10 → Ber: [affording [affordable((# shifts his gaze to Tea))

11 → Çag: [up and coming=

12 Tea: =affordable ((orients towards the WB))

Excerpt 9 begins with the teacher asking for unknown words by switching to learners L1 and then L2. What follows in the next turn (line 02) is a 0.5 silence during which the teacher scans the class for a possible request for a word explanation. In line 03, the teacher repeats her request for unknown words, which is marked at the suprasegmental level with a rising pitch. In an overlap with the previous turn, Ber provides a positive response to the teacher's request for unknown words by saying "[ye:s" in line 04.

In line 05, the teacher orients to Ber through gaze and asks him to tell her the vocabulary item that he does not know. In line 06, Nis also provides the second pair part of the

teacher's request by producing a positive response marker in a latching fashion “=ye:s”. Following a 0.6 second silence (in line 07), during which the teacher stands up and picks up the board marker as if she is getting ready for the upcoming word explanation requests from students (see: Figure 16), Cag problematizes the vocabulary item “up-[up and coming” with some difficulty at first by raising his hand (see: Figure 17) (in line 08).

In the subsequent line, which overlaps the previous turn, Nis requests an explanation for another vocabulary item ([affordable↑) with stress in mid syllable and rising pitch at the end by shifting her gaze to the teacher (in line 09) (see: Figure 18). In an overlap with the previous turn at the first TCU, in line 10, Ber initiates the turn, which overlaps with the previous turn at the beginning, by shifting his gaze to the teacher (see: Figure 19) and repeating the same word "affordable" ([affording [affordable]) which is marked with stress and a slightly rising pitch. In overlap with Ber's turn (in line 10), Cag problematizes the word “[up and coming=” in line 11. In the following line (line 12) the teacher orients to Nis and Ber's requests for word explanation by repeating the word “affordable”.

The analysis of Excerpt 9 has shown that in TISIWESs students initiate word explanations in an overlapping way requesting word explanations for different vocabulary items (e.g: affordable, up and coming).

Excerpt 10, below, is another example of TISIWES. Before the extract starts, the teacher asked students to read the newspaper article and underline the unknown words.

Excerpt 10 funeral



Figure 20

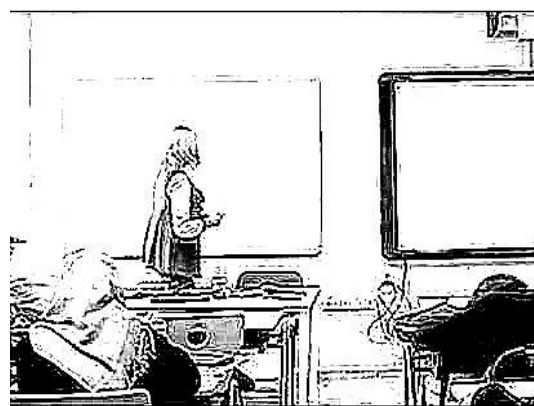


Figure 21

01 Tea: other words? new words? ((scans the class))
 02 (0.5) ((fixes her gaze at the book))

03 Sim: °mmhm:°
04 (1.6)
05 Sim: °one minute°
06 (2.5) ((# Cag raises his hand and Mar looks at Tea))
07 → Çag: teacher.
08 Tea: hmm=
09 → Mar: =°claim?° ((Tea shifts her gaze and looks at Cag))
10 (0.5)
11 → Çag: f^nrəls yazıyo ((# looks at the text))

written

it is spelled as funerals
12 (0.3)
13 Tea: fju:nrəl yeah ((# orients towards the WB))

In line 01, the teacher begins her turn by asking if there are any unknown words (other words? new words?) with a rising pitch at the end of her utterance. While doing so she also scans the classroom for a willing student. In the following turn during a 0.5 second of silence, the teacher fixes her gaze at the coursebook as if she is looking for possible problematic words. In line 03, Sim first initiates a hesitation token (°mmhm: °) in a soft tone, then following 1.6 seconds of long silence she requests time to check for unknown words in a quiet tone “°one minute°”. This request for time possibly indicates that she is still looking for unknown words. In line 06, during a 2.5 long silence, simultaneously, Cag raises his hand and Mar gazes at the teacher (see: Figure 20), which can be considered as the signs for the upcoming word explanation requests. In line 07, Cag takes the floor by using an address term “teacher” which is immediately oriented to by the teacher in line 08. At that exact moment, in a latching fashion, Mar takes the floor and requests word explanation for a different vocabulary item in a quiet tone. While doing so the teacher orients to Cag’s word explanation request through a shifting gaze. This indicates that Mar’s word explanation request is not taken up, at least not this time, by the teacher as she is orienting to Cag’s request.

Following a 0.5 second pause in line 10, Cag produces the vocabulary item that he problematizes in a non-target-like form (f^nrəls yazıyo) by looking at the text.

Following a 0.3 second of silence (in line 13), the teacher sets the vocabulary item into focus first by repeating the target like pronunciation and orienting to the classroom board (see: Figure 21).

The analysis of Excerpt 10 has shown that students initiate the word explanation sequence by requesting a word explanation for different vocabulary items (e.g. =°claim?°, f^nrəls) through the use of gestures such as raising a hand.

There are only twelve excerpts found in the L2CI corpus which can be described as TISIWESs. The analysis in this section has shown that students initiate word explanation sequences in a latching or overlapping fashion through the use of embodied actions (e.g., gaze, hand raising). Both Excerpt 6 in section 4.2 and the Excerpts 9 and 10 in this section are initiated in a choral mode, but the difference is: in the former example students initiate word explanation sequences by requesting word explanation in a choral mode for the same vocabulary item. However, in the later examples, students request word explanation in a choral mode for different vocabulary items.

4.4 Summary

This chapter has examined how word-explanation sequences are initiated in different micro contexts of L2 classroom interaction. There are three broad types of word explanation sequences found in the research corpus namely: TIWES, SIWES, and TISIWES. It has been found that TIWES, which represent the majority of the word explanation sequences found in the L2CI corpus, (Section 4.1) are initiated in several different ways in different micro contexts of L2 classroom interaction. For example, in F&A contexts TIWESs are initiated by the teacher who first repeats the problematic word to put into focus, and then contextualizes it by using it in a sentence and finally requests word explanation through the use of code-switching. In M&F contexts the teacher initiates the word explanation sequences more naturally without any explicit sign of problematization. In PCs, the teacher makes use of L2 as a resource for word explanation requests, some prosodic resources such as stress and rising pitch are also used by the teacher to initiate word explanation sequences. In TO contexts, on the other hand, initiations of word explanation sequences are enacted through the use of code-switching and writing the problematic word on the board.

Section 4.2 has shown four examples of SIWESs. The analysis in this section has shown that the nature of intimations in these sequences, which accounts for 10 percent of all

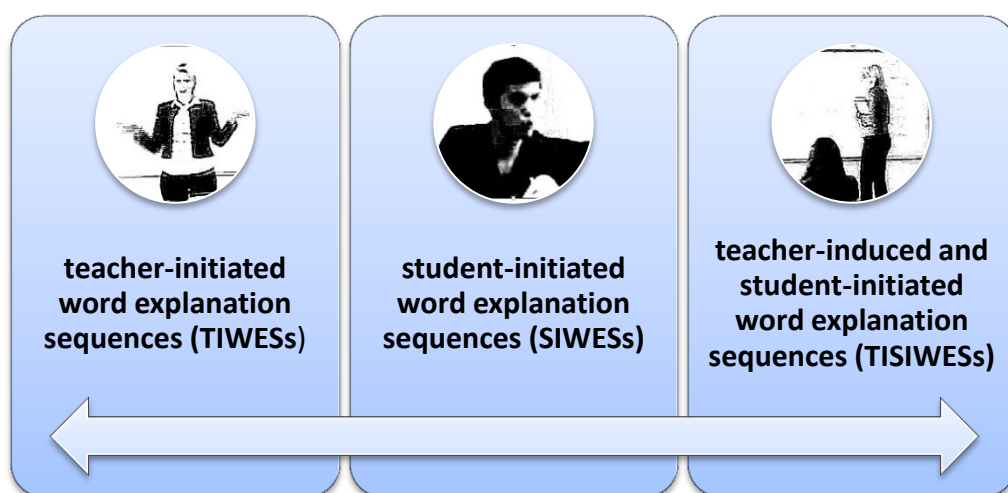
sequences, change depending on the pedagogical focus of the task at hand. For example, in F&A and in PCs students make use of these embodied resources (e.g: pointing), in M&F contexts they initiate word explanation sequences in choral mode or a single-mode through the use of suprasegmental elements (e.g.: pitch, stress) and finally code-switching is employed as a resource in TO contexts to initiate word explanations.

Finally, the analysis of the TISIWESs in Section 4.3 has shown that these sequences tend to be initiated in a latching and overlapping fashion where students request an explanation for different vocabulary items.

In sum, the focus of analysis Chapter 4 has been on the nature of word explanation initiations in different micro contexts of L2 classroom interaction. In particular, this chapter has explored the various resources deployed by the teacher and students while they are problematizing vocabulary items and initiating word explanations. The next chapter focuses on examining how verbal, non-verbal and environmental resources are mobilized in the construction of word explanations.

Table 2

The Types of Word Explanation Sequences



CHAPTER 5

ANALYSIS AND FINDINGS: WORD EXPLANATION

5.0 Introduction

This chapter, which focuses on how word-explanations are performed, is divided into four sections. The first section (5.1) describes the verbal resources that the teacher employs to explain word meanings which include the *use of LI* (5.1.1), *synonyms* (5.1.2) and *clausal rephrasing* (5.1.3). Section 5.2 presents examples of word explanation sequences in which the meanings of vocabulary items are introduced through the use of embodied resources such as *gestures without talk* (5.2.1), *gestures and talk* (5.2.2), and *scene enactments* (5.2.3). Section 5.3 describes word explanation sequences where the teacher resorts to environmental resources like *classroom artifacts* (5.3.1), *available personal objects in the classroom* (5.3.2) and *the behaviors of the available people* (5.3.3) to give the meanings of the problematic vocabulary items. The last section (5.4) concludes with the description of the cases where the teacher makes use of combinations of multiple resources (e.g., verbal and embodied or verbal, embodied and environmental) in the same word explanation sequence to do word explanations.

5.1 Use of Verbal Resources in Word Explanation

In this section, the focus of examination will be on the cases of word explanation where the teacher invokes verbal resources, including the use of code-switching, synonyms, and clausal rephrasing when she is introducing the meanings of problematic vocabulary items.

Thus, the first subsection (5.1.1) is examining the use of L1 in word explanation sequences found in the L2CI corpus.

5.1.1 Use of L1

This sub-section begins with a segment where the teacher explains a vocabulary item using a code-switching technique (Excerpt 6). Then, two more segments (Excerpt 11 and Excerpt 12) will be explicated, which, while sharing similarities in terms of the resources used in word explanation (e.g., use of L1), involve slight nuances in a number of ways like the format of explanation (e.g., discourse unit and dialog word explanation approach, Koole, 2010) and the type contextualisation (e.g., using the word in a sentence or giving an example).

The excerpt, below, is a continuation of the word explanation sequence presented in Excerpt 6 (Section 4.2), in which the teacher is moderating an M&F oriented language task the focus of which is on eliciting learners' ideas on a specific topic "art". The following excerpt begins with the last eight lines from the transcript in Excerpt 6. The line numbers are kept the same for ensuring consistency.

Excerpt 6 commercials

```
05 Tea:      =what about commercial[s?
06 Sim:                                [var de mi?((off task engagement))
                                there is, isn't it?

07 Tea:      are [they art?
08 Ber:      [°com°-
09           (0.3)
10 Sua:      [commercial?
11 Ber:      [commercial?=
12 Cag:      =commercial?
13 → Tea:    reklam
           commercial
```

Following a choral mode word explanation request from the students (lines 10, 11, and 12 from Sua, Ber, and Cag), the teacher offers a word explanation for the vocabulary item “commercials” through the use of students’ L1 (Turkish) “reklam” fitting to the M&F oriented task at hand (in line 13). Thus, by performing a word explanation single-handedly the teacher conducts a “discourse unit” word explanation without engaging students in the vocabulary explanation process (Koole, 2010).

15). This is taken by the teacher in line 16 where she provides a discourse unit word explanation by switching to learners' L1 (*like kimlik flet's sayf*) (Koole, 2010).

Similar to the previous excerpt, Excerpt 11 also specifies a word explanation sequence in which the teacher makes use of learners' L1 to explain the meaning of the word "identity" which is problematized by one of the students in M&F context of L2 classroom interaction. In this excerpt, the teacher makes a quick decision to respond to an unplanned word explanation request for the vocabulary item "identity" which arises unexpectedly in the on-going classroom interaction and manages a word explanation without blocking conversational flow.

The final excerpt in this sub-section will describe another word explanation sequence found in the L2CI corpus where the teacher invokes learners' L1 to introduce the meaning of the word "insurance". Before the following segment, the teacher establishes the focus of the lesson as being vocabulary teaching (e.g., form and accuracy) by asking students if there are any unknown words. Then, a student individually problematizes a vocabulary item and requests a word explanation from the teacher.

Excerpt 12 insurance

- 01 Cag: (raises his hand)
02 Tea: yeah
((head nod))
03 Cag: in- (.) in'suərəns
04 Sim: °işte ondan o yüzden anlamamak°
that's why i don't understand
05 Cag: °in'suərəns mı?°
is it insurance?
06 Tea: in'fʊərəns
((orients towards the WB and writes it on the board))
07 Cag: insurance
08 Tea: insurance just like medical insurance
09 i gave you this word
10 Sim: insurance varmı başka?:
any other?

11 → Tea: e::r sigorta

insurance

The segment begins with Cag requesting an explanation for the vocabulary item "insurance" which is produced in non-target like form "in- (.) in'suərəns" (line 03). Cag's request for word explanation is taken by the teacher in line 06 where she repeats the word and brings it into focus. This is also considered to be a self-initiated (line 05) other-repair turn (Shegloff, 2007) where the teacher corrects a non-target-like pronunciation of explanation the requested vocabulary item "in'ʃuərəns". Then, the teacher places the word on the board for the further spotlight. In line 08, the teacher first contextualizes the vocabulary item by providing an example sentence "just like medical insurance" instead of giving a quick word explanation. Then, the teacher evokes a past word explanation for this specific vocabulary item "i gave you this word". After Sim's clarification request (in line 10), the teacher performs a word explanation by providing an L1 equivalent of the problematized vocabulary item.

The analysis of Excerpt 12 reveals that the teacher conducts a verbal word explanation single-handedly through the use of L1 which suits the nature of TISIWESs where the teacher has to respond to students' requests for word explanation in quick and practical ways. It has also been observed that the format of the explanation in this sequence has some distinct nuances, for instance, the teacher, before giving a word explanation, first sets the vocabulary item into focus, then she contextualizes it, and finally performs a word explanation through the use of students' L1.

5.1.2 Use of Synonym

This sub-section describes the word explanation sequences where the teacher brings the use of synonyms into play to explain the meanings of problematized vocabulary items.

Excerpt 7, below, is the continuation of the word explanation sequence presented in Excerpt 7 (Section 4.2), in which the teacher offers a word explanation through the use of synonyms. The following excerpt begins with the last two lines from the transcript in Excerpt 7. The line numbers are kept the same to avoid a possible conflict. This particular segment occurred while the teacher was trying to set the scene and give the instructions of an up-coming language task.

Excerpt 7 resolved

23 Mar: resolved↑
: ((produces a thinking face))
24 (0.8)
25 → Tea: er::v yo- (0.8) solve (0.2) resolve (0.3) solve
26 the same (0.3) find a solution

The excerpt begins with Mar's word explanation request (in line 23) which is initiated through producing a thinking face and a rising pitch at the end of problematized vocabulary item "resolved↑". After a 0.8 second of pause in line 24, the teacher first has some difficulty in formulating her explanation (er::v yo- (0.8)) (see: hedges, long gap and false start in line 25) but then she proceeds with framing her explanation through the use of synonyms (solve (0.2) resolve (0.3) solve). In line 26, the teacher continues her turn and gives another synonym of the problematized vocabulary item (find a solution).

As the analysis of the Excerpt 7 has shown that the teacher performs a discourse unit word explanation through the use of synonyms (Flowerdew, 1992) without engaging students in the word explanation process (Koole, 2010).

Excerpt 13, below, also showcases a similar case of word explanation where the meaning of the vocabulary item "employ" is introduced through the use of synonyms. However, the format of the word explanation presented in Excerpt 13 is different from the previous excerpt (Excerpt 11). In this excerpt, the teacher performs a "dialog" word explanation through the use of synonyms. The following segment occurred while the teacher was trying to set the task scene and give the task instructions in a procedural context classroom interaction.

Excerpt 13 employ

01 Tea: okay (.) and because he has little formal
02 education (.) this lee hard (.) he has- (0.4) he is
03 not good at writing yeah? he doesn't have a good
04 education (0.5) he will employ (0.5) employ ne demek?
((begins writing the word on the board))

what mean

what does employ mean?

05 (1.0)

06 Nis: °iş-işsiz°
work-unemployed

07 Tea: employ=

08 Mar: =°işsiz demektir°
unemployed mean
it means unemployed

09 Tea: he will employ a

10 Nis: doesn't [(go to work)

11 Tea: [ghost writer

12 (0.4)

13 Nis: don't [go to work

14 → Tea: [to employ verb ((writes on the WB))

15 Mar: do- em: doesn't work değil miydi?
it isn't is it?

16 (0.3)

17 Nis: don't

18 → Tea: to employ [to work

19 Nis: [don't go work

20 (0.3)

21 → Tea: to- to employ is to hire (.) to work

22 (0.5)

23 Mar: to?

24 (0.3)

25 → Tea: hire

In line 04, the teacher sets the word "employ" into focus by marking it with stress at a suprasegmental level and then places it on the board for granting further spotlight. After a 0.5 second of a gap in the same-turn, the teacher requests a word explanation from the students by shifting to learners' L1 (*employ ne demek?*). After a 1.0 second silence in line 05, Nis offers a candidate explanation in a quiet tone by switching to her L1 “°iş-işsiz°”

(in line 06). In line 07, the teacher repeats the target vocabulary item. In the following line (line 08), Mar also provides another candidate word explanation in the format of code-switching. However, these word explanation offers are not treated as appropriate by the teacher who in line 09 continues her turn with the contextualization of the word "employ" by using it in a sentence (lines 09). In line 10, Nis offers another candidate word explanation. In an overlap with the previous turn, in line 11, the teacher completes her previous turn in which she begins contextualizing the target word (in line 09).

Following a 0.4 second of pause in line 12, another candidate response is offered by Nis which is also not treated as appropriate by the teacher. In line 14, the teacher begins a word explanation by first highlighting the grammatical context of the word "[to employ verb]" and then places it on the board for further scrutiny. Then, she performs a word explanation through the use of synonyms of the explanation requested vocabulary item (in lines 18 and 22). Following a 0.5 second of silence in line 22, Mar requests for clarification through the use of a DIU (Koshik, 2002) marked with rising pitch (\uparrow) (in line 23). After a 0.3 second of silence (in line 24), the teacher repeats the synonym of the vocabulary item by marking it with stress "hire" (in line 25).

The analysis of Excerpt 13 has shown that the teacher performs a word explanation through the use of synonyms which is similar to the previous excerpt in this section. However, it is conducted in a dialog word explanation approach (Koole, 2010) which involves the students in the word explanation process. The pattern of word explanation unfolds as follows (1) first the teacher puts the vocabulary item into focus by repeating and placing on the board, then (2) she requests a word explanation from students, (3) then she contextualizes the word by using it in a sentence, and (4) finally she explains the meaning of the target vocabulary item by providing the synonym of it.

5.1.3 Use of Clausal Rephrasing

In some sequences of word explanation, the meanings of problematic vocabulary items are introduced through the use of clausal rephrasing. This subsection provides three examples of such word explanation sequences in which the teacher explain target vocabulary items by employing clausal rephrasing technique.

Excerpt 14, below, demonstrates a sequence of word-explanation where the teacher conducts a "discourse unit" word explanation (Koole, 2010) through the use of clausal

rephrasing. This excerpt occurred just after a listening task where students have to answer the post-listening questions. The excerpt begins with the teacher reading the first task item (in lines 01 and 02):

Excerpt 14 worth watching

01 Tea: okay (2.0) what do the critics (0.5) say about villanue
02 and her paintings
03 (1.3)
04 Erh: artist worth watching=
05 Nis: =worth (.) watching=
(orients to the WB))
06 Tea: =ye:ah
(begins writing the response on the WB))
07 Nis: ama[zing color that explode from the canvas
08 Erh: [art-
09 Tea: wonderful (0.8) worth watching
(continues writing on the WB))
10 (0.5)
11 Sed: °wo:rth (.) wa:tching°=
12 Tea: =yeah it is worth watching
13 → i mean that she is a good artist

Following 1.3 seconds silence (in line 03), in lines 04 Erh delivers the second pair part of the adjacency pair “artist worth watching=". This is followed by another candidate response from Nis delivered in a latched fashion. In line 06, the teacher immediately confirms the candidate response delivered by Erh and Nis with an acknowledgment token "=ye:ah“ uttered in a latched manner with the previous turn. While doing so, the teacher also writes the response on the board. In the following line (07), Nis proceeds to read the notes she has taken to give a more elaborate answer to the question. After an incomplete turn, in line 08, from Erh, the teacher evaluates Nis's response with an explicit positive evaluation marker "wonderful" and following a 0.8 second of silence in the same turn she repeats the expression "worth watching” by marking it with stress at the first syllable while writing it on the board. Following a 0.5 second of silence (in line 10), Sed also

repeats the expression “°wo:rth (.) wa:tching°” in a quiet tone. This is taken as a word explanation request by the teacher who first confirms Sed (by producing a confirmation token) and then repeats the expression by making the first part of it with stress “worth watching”. In line 13, the teacher continues her turn and launches a word explanation by providing a clausal rephrasing of the expression “worth watching”.

The examination of Excerpt 14 has shown that the teacher performs a word explanation through the use of clausal rephrasing technique. In addition to this, it has been observed that the teacher uses a discourse unit word explanation approach (Koole, 2010) and gives a word explanation single-handedly. In this segment, the teacher first sets the vocabulary item into focus by repeating it and then conducts a word explanation by providing the clausal rephrasing of the expression “worth watching”.

Excerpt 15 also provides a similar case of word explanation where the teacher explains the target expression “put it another way” through the use of clausal rephrasing technique. The following segment occurred while the students were completing a fill-in-the-blank type of exercise.

Excerpt 15 put it another way

01 Tea: put it another way
 02 Sed: (incomprehensible talk)
 03 Çag: i- (.) i heard [protect it
 04 Sed: [ɛprotect itɛ
 05 Sim: ha ha ha
 06 → Tea: so: (0.4) when you explain something
 07 or you ask me something and you don't
 08 understand what i am saying
 09 (0.3)
 10 Tea: you know you will [ask me
 11 Erh: [explain that
 12 Tea: >could you put it [another way<
 13 Cag: [°uh huh i think (.)evet°=
 14 → Tea: =could you explain that in a different way

In line 01, the excerpt begins with the teacher repeating the expression “put it another way” and putting it into focus. Following the peer exchanges in lines 02 to 05, the teacher creates an imaginary context (in lines 06 to 08) as a precursor of the up-coming word explanation. Following a 0.3 second of silence in line 09, the teacher begins the contextualization of the target expression by saying “you know you will [ask me” (in line 10). In an overlap with the previous turn at the final turn constructional unit (in line 11), Erh completes the teacher's turn by saying what would students say in this imaginary situation “[explain that”. In line 12, the teacher contextualizes the target by using it in a context where one can easily figure out its meaning “>could you put it [another way<”. Following the Cag’s overlapping turn (in line 13) in which he displays his understanding “[°uh huh i think (.)evet°=”, the teacher provides a clausal rephrasing of the expression “put it another way” which is delivered in a latching fashion.

In this excerpt, the teacher invokes the clausal rephrasing technique to explain the meaning of the target vocabulary item through a discourse unit word explanation approach (Koole, 2010). In this specific case, it has been observed that the teacher begins word explanation first by placing the word into focus through repetition. Then, she creates a context through explanatory talk in which she uses the target expression and finally, she performs a word explanation through the use of clausal rephrasing technique.

Excerpt 16, below, presents the last case of word explanation where the teacher uses the clausal rephrasing of the target expression to introduce the meaning of the expression “no doubt”. Before this extract, the class had just finished doing a listening task and started filling in the gaps with the phrases of “persuading and recommending”.

Excerpt 16 no doubt

- 01 Tea: er no doubt (0.5) no doubt [ne demek?
what means
((scans the class)) what does it mean?
- 02 Sim: [°no daubt°
- 03 Tea: no daubt↑ ((scans the class))
- 04 Sim: no
- 05 Nur: türkçesi=
in turkish
- 06 Mar: =no debate

07 (1.0) ((orient towards Mar))

08 Tea: ((produces disconfirming facial expression))

09 (2.4)

10 Tea: so if i say there is no doubt in my mind

11 (1.5) ((orient to the WB and writes the word))

12 Tea: here write it ((writes the word on WB))

13 Mar: (never mind)

14 → Sim: sure mu?

is it sure?

15 → Tea: the- uh huh exactly (.) i am sure of it (.)

In line 01, the teacher initiates the word explanation sequence by repeating the word and then following a 0.5 second intra-turn gap, she requests a word explanation from students by shifting to the learner's L1 "doubt [ne demek?]. While doing so she simultaneously scans the class for a willing student. In an overlap with the previous turn at turn final position, Sua orients to the teacher's invitation by uttering the word in a quiet tone (in line 02). In line 03, the teacher repeats her word explanation request by repeating the vocabulary item with a rising pitch and while doing so she simultaneously scans the class for a willing speaker. In line 04, Sim gives a no answer response by producing a negative response marker. After Nur's turn in which she switches to her L1 and requests for L1 translation of the word from her peer (in line 05), Mar offers a candidate explanation "=no debate" in latching fashion (in line 06). Following a 1.0 second of long pause (line 07), the teacher produces a disconfirming facial expression in line 08. The long pause in line 07 and the disconfirming facial expression produced by the teacher in line 08 show that this is not a preferred answer. Following 2.4 seconds of long pause (in line 09), the teacher begins the contextualization of the vocabulary item by creating a situational context with an "if structure" (in line 10). In line 11, the teacher pauses for about 1.5 seconds and while doing so she orients towards the WB. In the following line (line 12), the teacher by saying "here write it" begins writing the expression on the board. Following Mar's incomprehensible response (in line 13), Sim completes the teacher's turn by offering a candidate word explanation (in line 14) which is delivered with a rising pitch showing that she is seeking confirmation from the teacher. In the following line (line 15), the teacher accepts Sim's response as being appropriate by first delivering an acknowledgment token (uh huh) and

then producing a positive assessment (*exactly*) marker. Following a brief intra-turn gap, she provides a word explanation by giving a clausal rephrasing of the target vocabulary item “i am sure of it”.

Excerpt 16 exemplifies a word explanation sequence where the teacher explains the target expression by using a clausal rephrasing technique through a dialog approach (Koole, 2010). In this specific case the sequential organization unfolds as follows: (1) the teacher repeats the target word and puts it into focus, (2) then she requests a word explanation from students by switching to learners' L1, (3) students offer candidate word explanations, (4) then these candidate word explanations are accepted or rejected by the teacher (5) the teacher then contextualises target vocabulary item, and finally (6) she performs word explanation through clausal rephrasing of the vocabulary item.

In sum, this section offers an account of word explanation sequences where the teacher explains the meanings of problematic vocabulary items exclusively relying on verbal resources which include the use of L1, synonyms and clausal rephrasing of the target vocabulary item.

The analysis of the word explanation sequences presented in this section (5.1) has also shown that the teacher not only targets the meanings of vocabulary items through the use of verbal resources (e.g., the use of L1, synonyms and clausal rephrasing) but also she addresses other aspects of vocabulary knowledge such as *use* and *form* (Nation, 1990, 2013). For instance, the teacher targets the *form* of vocabulary items in word explanation sequences (e.g., spelling and pronunciation) by repeating the vocabulary items and writing them on the board. The use of vocabulary knowledge is also targeted in word explanation sequences analyzed in this section. The teacher contextualizes the vocabulary items by using them in a sentence and creating imaginary contexts.

5.2 Use of Embodied Resources in Word Explanation

This section looks at the instances of word explanation in which the teacher invokes semiotic resources (e.g. hand gesture, gaze, and body movements, etc.) to perform word explanations.

The word explanation sequences that will be analyzed in this section bear resemblance to Waring et al's. (2013) word explanation cases in which the meaning of vocabulary item is introduced through the use of "animated word explanation approach".

This section is organized in three sub-sections which showcase the sequences of the word explanation where the teacher explains the target vocabulary items through the use of gestures without talk (5.2.1), gestures and talk (5.2.2) and scene enactment (5.2.3).

5.2.1 Use of Gesture without Talk

Excerpt 17, below, presents a case of word explanation where the teacher explains the word "explode" through the use of embodied resources without explanatory talk. This sequence occurs just after the word explanation sequence presented in Excerpt 14.

Excerpt 17 explode



Figure 22



Figure 23

```

01  Tea:  amazing colors that↑
          (( writing on the WB))

02      (1.3)

03  Sim:  °explain°

04 → Tea:  explode=
          ((# provides an embodied explanation with hand gesture))

```

In line 01, the excerpt begins with the teacher producing a designedly incomplete utterance (DIU) (Koshik, 2002) which is marked with stress and rising pitch at the turn final word.

While doing so she writes her utterances on the board. Following 1.3 seconds of long silence (in line 02), Sim completes the teacher's DIU with a candidate response (line 03) delivered in a quiet tone. This is not taken by the teacher maybe because of its quite delivery. In line 04, the teacher completes her incomplete utterance and while doing so she also provides a word explanation through the use of gestures without talk (see: Figures 22 and 23).

The analysis of Excerpt 17 has shown that the teacher conducts a discourse unit word explanation (Koole, 2010) through the use of gestures without talk. It is also important to note that the teacher also displays her CIC while introducing the meaning of vocabulary item “explode” in an effective way through the use of gestures without explanatory talk (Sert, 2011, 2015).

Excerpt 18, below, provides another example of a word-explanation sequence where the teacher provides a gestural word explanation without talk. The segment occurs during a meaning and fluency oriented classroom task where the teacher is expressing her ideas on the topic "whether shopping in big supermarkets is good for the people in our society".

Excerpt 18 handmade



Figure 24



Figure 25



Figure 26

01 Tea: i go to real (.) i go to antares (0.5) i buy
 02 presents (0.8) no problem (0.5) real people and
 03 antares people get very rich (0.5) because
 04 everyone is buying presents
 05 (0.5)
 06 Tea: but if i go to someone (0.3) who makes something
 07 handmade (0.7) yeah↑
 ((# makes a knitting gesture and scanning the class))
 08 Sua: huh yes
 09 Tea: yeah like (.) you know earrings braces something handmade
 ((shows her # earrings # braces))

The excerpt begins with the teacher creating an imaginary context where she goes shopping to a big supermarket instead of buying from a local person (in lines 01 to 04). Then, after a 0.5 second of a gap in line 05, she continues her contextualization and creates an opposite situation where she shops from local people instead of going to big supermarkets (in lines 06 and 07). In line 07, the teacher makes an embodied word explanation by making a knitting hand gesture (see: Figure 24) while she is uttering the word "handmade" which is also marked with stress at the first syllable. Then, after a 0.7 second of intra-turn silence, the teacher produces a compliance token marked with a rising pitch to check students' understanding. This receives a display of understanding from Sua with a change of state token and an acknowledgment token "huh yes" (in line 08). Then, in the following lines (line 09), the teacher provides an embodied exemplification of her

word explanation by showing her earring (see: Figure 25) and brace (see: Figure 26) to contextualize her situational word explanation.

The analysis of the word explanation sequence depicted in Excerpt 18 has shown that the teacher conducts a discourse unit word explanation (Koole, 2010) through the use of embodied resources without talk (Lo, 2016). Unlike the word explanation sequence described in Excerpt 17, the word explanation in this sequence is conducted incidentally rather than being performed intentionally.

Excerpt 19, below, presents the last word-explanation sequence in which the teacher explains the meaning of the vocabulary item "basement" through the use of gestures without talk. Before the start of this excerpt, which is an example of a teacher-initiated word explanation sequence, the teacher asked Cag to read the text "invitation to architect" aloud.

Excerpt 19 basement



Figure 27



Figure 28

01 Çag: basement (0.7) e::r in equipment and storage
 02 (0.4)
 03 Tea: basement↑
 04 (0.7) ((Tea scans the class))
 05 Çag: basement (0.2) e:r
 06 → Tea: ((# stars describing with hand gesture))

The excerpt begins with, Cag reading the text aloud (in line 01). Following a 0.4 second pause (in line 02), the teacher problematizes the vocabulary item “basement” with a rising

pitch and requests a word explanation from students. Following a 0.7 second gap (in line 04), during which the teacher scans the class for a willing speaker, Cag first repeats the problematized vocabulary item, then pauses for a 0.2 second and finally produces a hesitation marker “e:ɪ” in an elongated way. In line 06, the teacher launches an embodied word explanation (see: Figures 27 and 28) without any explanatory talk by bringing her hand below the level of the table several times indicating that it is something below the surface.

Unlike the first two excerpts presented in this sub-section, the teacher conducts a word explanation through a dialog approach (Koole, 2010) by making use of embodied resources without any explanatory talk. Furthermore, in this word explanation sequence, the teacher performs an intentional word explanation which is similar to the case in Excerpt 17 in this sub-section.

5.2.2 Use of Gesture with Talk

This sub-section presents three word-explanation sequences in which the teacher introduces the meanings of vocabulary items through the use of embodied resources with explanatory.

The interaction in this excerpt occurred just after the word explanation sequence presented in Excerpt 18 where the teacher was expressing her ideas on the topic of "whether shopping in big supermarkets is good for the people in our society”

Extract 20 selfish



Figure 29

01 Tea: yeah so you are helping (0.2) you are

02 helping other people

03 Erh: cheap cheap but more (0.9) honorable

04 Tea: yeah yeah it is cheaper but (0.4) think also helping

05 other people not [just buying for yourselves

06 Sim: [°ha ha ha°

07 (0.5)

08 → Tea: selfish (.) >buy buy buy buy buy< (.) yeah↑

((# hand gesture))

The excerpt begins with the teacher elaborating on why shopping from a local store is better than shopping in a big supermarket (lines 01 and 02). In line 03, Erh takes the turn to further comment on the issue by saying that shopping from a local store would be “cheap cheap but more (0.9) honorable”. In the subsequent line (lines 04), the teacher confirms Erh’s contribution by first producing a compliance token and then repeating his contribution. Then, she changes the flow of conversation with a “but” structure and following a 0.4 second of intra-turn gap she reminds another point that makes shopping in a local store better than shopping in a big supermarket (in lines 04 and 05) “think also helping other people not [just buying for yourselves”.

Following Sim's laughter turn in line 06 and a 0.5 second of silence in line 07, the teacher sets the word “selfish” into focus without blocking the flow of the conversation by marking it with stress on the first syllable (in line 08). Then after a brief intra-turn pause, she begins a word explanation by providing an explanatory talk “>buy buy buy buy buy<” in a faster pace with a simultaneous hand gesture (see: Figure 29). After a brief intra-turn gap, the teacher checks students' understanding with a rising pitch.

The analysis of Excerpt 20 has shown that the teacher in this word explanation sequence conducts a discourse unit word explanation (Koole, 2010) through the use of gestures with explanatory talk. It has also been observed that the teacher conducts an unintentional vocabulary explanation as a product of language task whose focus is meaning and fluency oriented.

Excerpt 21, below, shows another example of how gesture and talk are used to offer word explanation in on-going L2 classroom interaction. This is a TIWES that takes place in an

F&A oriented classroom context. Before the start of the extract, the teacher had been describing the connectors of contrast to students.

Excerpt 21 on the one hand

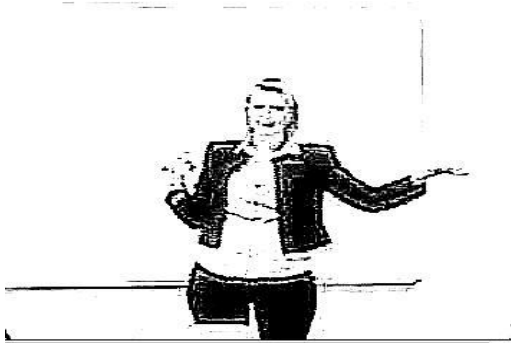


Figure 30



Figure 31



Figure 32

01 Tea: erm: also (1.5) one one hand (1.1) i like (1.0) e:r turkish
 ((# hand gesture bodily orients to her left))

02 (0.4)

03 Tea: on the other hand
 ((# hand gesture bodily orients to her right))

04 Sed: turkish [()]

05 Tea: [i like

06 Sim: hadi ya
 come on

07 Tea: mathematics

08 (0.3)

09 Tea: one one hand (0.3) on the other hand
 ((# hand gesture)) ((# hand gesture))

Excerpt 10 funeral



Figure 33



Figure 34

- 01 Çag: f:anerals yazıyo
written
it is written f:anerals
- 02 (0.3)
- 03 Tea: funerals
- 04 Cag: [funerals funerals
- 05 Tea: [yeah when people die
- 06 (1.2)
- 07 Nur: °when people die↑°
- 08 (0.6)
- 09 Tea: fyeahf ha .hh (.) so when we get married (0.5) we
((hand gesture))
- 10 have a wedding (0.8) yeah when we get married
((hand gesture))
- 11 we have a wedding
((hand gesture))
- 12 (0.3)
- 13 Çag: huh
- 14 Tea: düğün
wedding
- 15 Nur: °hu:h°
- 16 Tea: when we die
((# hand gesture and bodily orientation to her left))

The excerpt starts with Cag initiating the word explanation sequence by problematizing a vocabulary item (f:anerals yazıyo) by articulating it in a non-target-like form. After a 0.3 second of a brief gap in line 02, his request for word explanation is taken by the teacher who sets the word into focus by producing its target-like pronunciation. In line 04, this repair initiation is taken up by Cag who repeats the word twice in its native-like form. In an overlap with the Cag's turn in the previous line, the teacher begins a word explanation through the use of explanatory talk (in line 04). The long silence in line 06 (1.2 seconds) and clarification request delivered in a quiet tone with a rising pitch by Nur (in line 07) show that the word explanation has not been achieved. After a 0.6 second gap, the teacher orients to Nur's clarification request with a compliance token which is delivered in a smiley voice. Then, after a brief intra-turn gap the teacher begins the contextualization of the vocabulary item by creating an imaginary context through line 09 to 11. After a 0.3 second gap (in line 12), her contextualization receives an understanding display from Cag (in line 13) who produces a change of state token. In line 14, the teacher also provides an L1 equivalent of the word wedding which also receives an understanding display from Nur in line 15 through the production of a change of state token in a quiet tone. Then, in line 16, the teacher begins a word explanation through the use of talk in synchrony with gestures “when we die” (see: Figures 33 and 34).

The analysis of Excerpt 10 has shown that the teacher makes effective use of talk in synchrony with gestures to introduce the meaning of the word "funeral". It has also been observed that in this case described above the teacher performs an intentional word explanation which is conducted through a discourse unit word explanation approach (Koole, 2010). In this excerpt sequential organization of word explanation unfolds as follows: (1) a student requests word explanation from the teacher, (2) the teacher repeats the word and puts it into focus, (3) the teacher provides a word explanation, (4) the teacher contextualises the word and finally (5) provides a more elaborate word explanation through the use of talk in synchrony with gestures.

5.2.3 Scene enactment

This subsection describes examples of word explanation sequences where the teacher introduces the meanings of vocabulary items through the use of scene enactment techniques. Excerpt 22, below, shows a word explanation sequence in which the teacher

enacts a scene to explain and contextualize the vocabulary item "to bargain". Before this excerpt, the teacher problematized the word "bargain" (as a noun) and students offer several candidate word explanations.

Excerpt 22 bargain



Figure 35



Figure 36

- 01 Tea: what about the verb
- 02 (0.5)
- 03 Sed: it is excem- it- expensive e:r [you can (.) e::r
- 04 Sim: [please
- 05 Sua: bargain=
- 06 Sed: =decrease (0.3) their (0.3) e::r
- 07 Tea: price
- 08 Sed: price
- 09 Tea: uh huh
- 10 Ber: dealt
- 11 Sim: pazarlık
to bargain
- 12 Tea: a deal yeah making a deal (.) bargaining (.) yeah
- 13 (0.4)
- 14 Tea: is making a deal (0.4) let's say (0.4) that's a good one
- 15 (0.5) ((writes on the WB))
- 16 Tea: making a deal

17 LLL: °huh uh°
 18 (1.0)
 19 → Tea: yeah to bargain
 ((# hand gesture))
 20 (1.2)
 21 Ch1: e:r how much er:: how much is:: (0.3) is this
 ((# picks the eraser up))
 22 (0.5)
 23 Ch2: ten liras
 24 (0.9)
 25 Ch1: five (.) i will give you five liras
 26 Ch2: okay [seven liras

In line 01, the excerpt begins with the teacher requesting a word explanation from students for the verb form of the vocabulary item "bargain" by stressing the last turn constructional unit of her turn. After a 0.5 second of pause (in line 02), Sed begins a word explanation through the use of explanatory talk with some difficulty at first (see: cut-offs, restarts, and hesitations). Following Sim's incomplete turn in line 04 and Sua's repetition of the target vocabulary item in line 05, Sed continues her word explanation (in line 06) in a disfluent manner which shows that she is in a word search (see: the gaps, elongated hesitation marker at the end of her turn).

In line 07, the teacher completes Sed's turn by offering a vocabulary item "price" which is immediately taken by Sed in line 08. In line 09, the teacher confirms the word explanation offered by Sed as appropriate by producing an acknowledgment token. In the following line, Ber also offers another candidate word explanation in the format of the synonym by saying "dealt". In line 11, Sim displays her knowledge by offering the L1 equivalent of the target vocabulary item. In the following line (line 12), the teacher first modifies Ber's candidate word explanation offer and then confirms it by first producing an acknowledgment token, and clausal rephrasing of the candidate word explanation. After a micro gap, in the same turn, she repeats the target vocabulary item by changing its grammatical context and following a micro intra-turn gap she produces another confirmation token.

Following a 0.4 second gap (in line 13), the teacher repeats the rephrasing of the word explanation and produces a positive evaluation marker (in line 14). Following a 0.5 second gap (in line 15), during which the teacher writes the word explanation on the board, she again repeats the clausal rephrasing of the word explanation in line 16. Following a student's compliance token delivered in a quiet tone (in line 17) and a 1.0 second of silence (in line 18), the teacher opts for a demonstration of the word with a directive hand gesture which shows that "bargain" is something between two people (in line 19) (see: Figure 35). Following 1.2 seconds of silence, the teacher performs a lively word explanation through enacting a scene (between lines 21 to 26) in which two imaginary characters engage in a dialog. While doing so she uses classroom artifact "eraser" as a resource to create a dialogue between two characters (see: Figure 36).

The analysis of Excerpt 22 has shown that the teacher explains the meaning of vocabulary item "to bargain" through the use scene enactment technique which is considered to be an effective way of introducing the word meanings. The sequential organization of this word explanation sequence unfolds as follows: the teacher requests word explanation from students, students offer word explanations, the teacher confirms and writes them on the board, the teacher further offers a word explanation for herself through the use of scene enactment.

In Excerpt 23 the teacher introduces the meaning of the word "fluent" through the use of scene enactment technique. Before the following segment, the teacher began describing the task in which an employee of an art gallery is giving a presentation to the director and her colleagues.

Excerpt 23 fluent



Figure 37



Figure 38

01 Tea: yeah she uses some words some specific words
02 important words in a conversation (0.4) yeah
03 if you want to make the conversation fluent
((# hand gesture))
04 (0.5)
05 Tea: yeah not like [e::r (.)
((# begins making a disfluent presentation))
06 Sim: [akɪcɪ
07 → Tea: no:w
08 (0.4)
09 Sim: °ha ha°
10 Tea: e:r about her

In lines 01 to 03, the teacher creates an imaginary context in which she is acting as if she was giving a presentation, which is a precursor to upcoming F&A oriented language task “connectors of contrast and addition”. Towards the end of her turn in line 03, the teacher brings the word “fluent” in focus while doing so she provides embodied explanation (see: Figure 37). Following a 0.5 second gap in line 04, she further continues her explanation of the word “fluent” by providing a negative example (*not like*) in which she acts (see: Figure 38) as if she was giving a disfluent presentation (see: hesitation markers, elongations, and long gaps) in lines 05 through 14.

The analysis of Excerpt 23 has shown that the teacher performs a dialog word explanation approach in which she engages learners in the word-explanation process (Koole, 2010). In this word explanation sequence presented in Excerpt 23, the teacher makes use of embodied resources and scene enactment techniques to introduce the meaning of the word “fluent”. The sequential organization of this word explanation case unfolds as follows: the teacher first problematizes a word and requests a word explanation from students, then students provide candidate word explanations, and finally the teacher confirms and provides a word explanation through the use of scene enactment.

Excerpt 24, below, provides a word explanation sequence in which the teacher introduces the meaning of the expression “take it easy” through the use of scene enactment technique.

Before the following segment, the class was doing a post-listening task that requires students to fill in the gaps with phrases from the listening task.

Excerpt 24 take it easy



Figure 39



Figure 40



Figure 41



Figure 42

01 Tea: bu nedemek? take it easy
 this what means
 what does this mean?

03 ((several sts offer answers including kolay olur, quickly))

04 → Tea: so if someone tells you

05 (0.6)

06 Chr: don't worry take it easy
 ((# hand gesture))

07 ((several sts offer answers including "you can do it"))

08 → Tea: i am so tired (.) i worked so much
 ((acts as if she was very tired))

09 (0.4)

10 Chr: take it easy

11 ((some sts offer answers including not difficult,
no problem, not worry about, and you can do it))

12 Tea: yeah don't worry okay

13 Sed: you can do it

14 Tea: you can do it

((some lines extracted))

15 Tea: e::rm (.) i am busy (0.4) yeah every day i am busy

16 (0.6)

17 Nis: hmh

18 → Tea: o:f and i am so tired (0.5) i have to clean and i have

19 to cook and i have to go to work and i have to take care

20 of the baby i have to do so many things

((# she acts as if she was a busy housewife))

21 (0.4)

22 Tea: and my friend (0.4) yeah my friend says

((# she shows an imaginary character))

23 (0.3)

24 Chr: oh take it easy (0.4) don't do so many things (.)

25 take it easy

((# hand gesture))

The excerpt begins with the teacher requesting a word explanation “bu nedemek take it easy” from the students. After several student word explanation offers, the teacher begins creating an imaginary scene for the upcoming word explanation by using an “if structure” “so if someone tells you” (in line 04). Following a 0.6 second gap in line 05, the teacher engages in a dialog with an imaginary character (see: Figure 39) by saying “don't worry take it easy” and using some embodied resources (in line 06). This is followed by several word explanation offers from the students (in line 07). However, these word-explanation offers are not treated as adequate by the teacher. In line 08, the teacher re-enacts the scene for the upcoming word explanation by saying “i am so tired (.) i

worked so much” and in the following line she lets the imaginary character speak by saying “take it easy”. After several word-explanation offers from students (in line 11), the teacher confirms the candidate word explanations offered by the students (in line 12). In line 13, Sed provides another candidate word explanation which is also confirmed by the teacher through repetition in line 14.

In lines 14 to 25, the teacher performs another word explanation through the use of scene enactment in which she makes exchanges with an imaginary character to provide word meaning. Between lines 15 to 20, the teacher acts as if she was a busy housewife (see: Figure: 40). Following this, in line 22 she makes it explicit (both verbally and bodily) that another character is going to take the turn (see: Figure 41). Following this, the other character takes the floor and makes an embodied word explanation (see: Figure 42).

The analysis of Excerpt 24 has shown that the teacher conducts a dialog word explanation approach to introduce the meaning of the expression "to take it easy" (Koole, 2010). The sequential organization of this word explanation case unfolds as follows: the teacher problematizes an expression and request word explanation from the students, students offer candidate word explanations, and the teacher performs a word explanation by herself through the use of scene enactment.

In sum, the analysis of the word explanation sequences presented in this section has shown that the teacher makes use of multimodal resources effectively to describe meanings of the vocabulary items problematized in various micro contexts of L2 classroom interaction. It has been observed that in some cases of word explanations, the teacher uses multimodal resources without any explanatory talk. In others, word meanings are introduced through the use of gestures in synchrony with the explanatory talk. Finally, there are also cases of word explanation where the teacher makes the meanings of the vocabulary items explicit through the use of scene enactment techniques. The analysis of the cases described in this section has also demonstrated that the teacher targets other aspects of vocabulary knowledge (e.g., form and use) in addition to the meaning of vocabulary items. For example, the teacher addresses the *form* of a vocabulary item similarly as described in the previous section (e.g., writing it on the board, repeating the word). However, the *use* of vocabulary items is targeted by the teacher through the use of scene enactments. As described in detail, the *meanings* of the vocabulary items are targeted through multimodal resources contrary to the ones described in the first section.

5.3 Use of Environmental Resources in Word Explanation

In this section, the focus of analysis will be on word explanation sequences where the teacher explains the meanings of vocabulary items by making use of environmentally available resources such as; *classroom artifacts*, *personal objects*, and *behaviors of people*.

5.3.1 Use of Classroom Artefacts

In this sub-section, the examination will focus on the use of the classroom artifacts in word explanation sequences such as classroom board, course books and other available materials in the classroom to explain the meanings of vocabulary items.

Excerpt 25, below, presents a description of word explanation sequences where the teacher explains the meaning of vocabulary item "branch" through the use of a classroom artifact "classroom board". Before Excerpt 25, the class had just finished doing a listening task and began answering post-listening questions.

Excerpt 25 branch



Figure 43



Figure 44



Figure 45

01 Tea: they want to open (0.3) in smaller cities
 02 and towns (0.3) a branch (0.4) branch ne demek?
 03 (0.4)
 04 Muh: [brunch
 05 Nis: [sabah [e:r mid
 06 Nur: [°ne:°?
 07 (0.5)
 08 Sim: late=
 09 Nis: =lunch
 10 Sim: late breakfast
 11 Nis: yok brea lunch brunch
 12 (0.2)
 13 Mar: [before lunch
 14 Tea: [no no no [not that=
 15 Sua: [(incomprehensible talk) ((orients towards Nis))
 16 Nis: =breakfast and
 17 Tea: no not that [fnot thatf
 18 Mar: [big
 19 Sua: (onun ne [alkası var)
 20 Mar: [big
 21 Sim: [broşür
 22 Nis: [(incomprehensible talk) ((orients towards Sua))
 23 Tea: that is [brunch
 24 Nur: [(incomprehensible talk)
 25 Sim: broşür
 26 Mar: [before [lunch after breakfast değil mi? ya
 27 Cag: [()
 28 Sua: [() şurda şurda
 29 Nis: lelaft mı lelaft broşür

30 Tea: ɛyeahɪɛ ((writes the word brunch on the board))

31 Sim: °broşür mü°?

32 Tea: ɛthis is brunch breakfast and lunch but i ask about branchɛ

33 (1.0) ((writes the word on the WB))

34 Sim: açma

35 Nis: huh sorry

36 (1.0)

37 Mar: °ha ha ha°

38 Sua: hu:h

39 Ber: ha ha ha

40 Tea: ɛyou are killing me because you are so like (0.5) lunch

41 i am like (.) what a- what does it have to do with foodɛ

42 yeah so brunch is breakfast and [lunch together

43 like sunday [pazar brunch

sunday

44 Nis: [ye:s

45 Sim: late breakfast

46 Tea: but branch

((showing the word on the board))

47 Cag: e::

48 Sua: department gibi [birşey

like something

something like department

49 Nis: [°branch°

50 → Tea: deɪpɑrtmənt like (0.6) this is the tree (0.8) and these

((# begins drawing a tree on the WB))

51 → are the branches (1.6) these are the branches

((# while drawing shows the branches))

The excerpt begins with the teacher reading the word “branch” in its context (from the text in student’s book) and requests a word explanation from students by switching to learners’

L1 (Turkish) (in lines 01 and 02). After a 0.4 second of gap (in line 03), students offer some candidate word explanations (lines 04 to 13) which are disconfirmed by the teacher in line 14. Following Sua's incomprehensible turn in line 15, Nis again offers the same candidate explanation for the problematized vocabulary item. This is immediately rejected by the teacher in line 16 and this is followed by another bunch of word explanation offer from students between lines 17 to 22. In line 23, the teacher attempts to clear the misunderstanding by stating that the word she is asking for "is brunch". After Sim's incomprehensible turn in line 24, Sim provides an alternative word explanation by switching to her L1 (in line 25). In line 26, Mar's requests for clarification and following Cag's incomprehensible turn (in line 27) and Sim's off-task engagement turn (in line 28), Nis responds to Mar's request for clarification and gives the candidate meaning of the word "broşür". In line 30, the teacher produces a compliance token with a rising pitch to check students' understanding while doing so she writes the word "brunch" on the board.

Following another candidate answer (in line 31), the teacher makes it explicit that the word she is asking for is not the one "brunch" but "branch". Following a 1.0 second long pause, during which the teacher writes the problematic vocabulary item on the board (line 33), it has been observed that the misunderstanding is cleared (see: the change of state token in line 35, 38 and laughter tokens in line 37, 39). In lines 40 and 41, the teacher responds to the resolution of the misunderstanding with teasing in a smiley voice (Waring et al, 2016). In the subsequent lines (lines 42 and 43), the teacher launches a word explanation by first making the distinction between two words explicit "yeah so brunch is breakfast and [lunch together]" and then providing an example "like Sunday [pazar brunch". This is immediately followed by student confirmations in the following lines (44 and 45). In line 46, the teacher begins her turn with a negative marker "but" and first repeats the word "branch" and then puts it into focus while showing it on the board. After Cag's turn (line 47) "e:." in which he displays hesitation, Sua offers another candidate word explanation by switching to her L1 (line 48) "department gibi [birşey" which is immediately accepted by the teacher as appropriate after Nis's silent repetition of the problematic word in line 49. Then, after a 0.6 second of silence in the same turn, the teacher begins a pictorial explanation of the word "branch" by drawing a tree (see: Figures 43, 44 and 45) and its branches on the board.

The analysis of Excerpt 25 has shown that the teacher makes use of a classroom artifact while she is introducing the meaning of the word "branch". The sequential organization of

this specific case of word explanation unfolds as follows: (1) the teacher requests a word explanation from students, (2) students offer candidate word explanations, (3) the teacher puts the word into focus, and (4) provides a pictorial description of the word meaning through the use of classroom board.

Excerpt 26, below, provides a similar word explanation sequence in which the teacher utilizes a classroom artifact to explain the meaning of a vocabulary item “exclusively” that is problematized by one of the students. Before this segment, the teacher had finished explaining the unknown words and set the scene for the upcoming language task.

Excerpt 26 exclusively

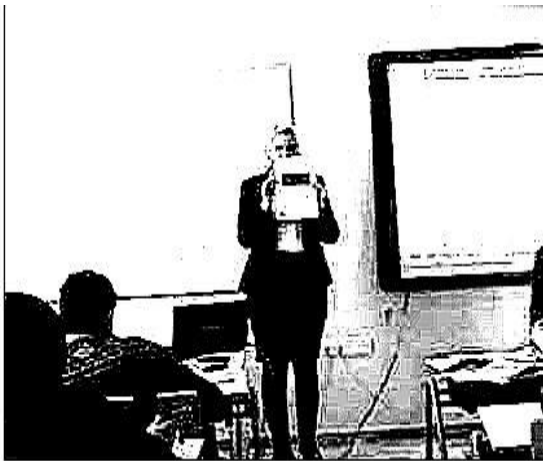


Figure 46



Figure 47

01 Mar: <exclusively>
 ((showing the word by pointing and bodily orientation))

02 Tea: exclusively just for

03 (0.7) ((gazes at Mar))

04 → Tea: exclusively (1.5) e::rh. (1.1) you can buy

05 this book (0.5) exclusively from (0.2) pearson
 ((# uses classroom artefact for explanation))

06 longman (1.0) you can buy this book (0.2) just
 ((# uses classroom artefact for explanation))

07 from (0.5) pearson longman

In line 01, Mar requests a word explanation from the teacher by bodily orienting towards the board and pointing the problematized vocabulary item "exclusively" on the interactive

whiteboard. In the next line (line 02), Mar's request is taken up by the teacher who first repeats the word and then provides a verbal word explanation "exclusively just for". As there is no visible uptake from Mar during a 0.7 second of silence where the teacher gazes at Mar, the teacher launches a word explanation with some difficulty at first (see: long intra-turn pauses, hesitation markers) then provides a word explanation through the use classroom artefact (the students' coursebook) (see: Figures 46 and 47) in lines 04 to 07.

The analysis Excerpt 26 has demonstrated that the teacher conducts a discourse unit word explanation (Koole, 2010) through the use of a classroom artifact to introduce the meaning of the word "exclusively". This word explanation sequentially unfolds as follows: (1) a student problematizes a vocabulary item and requests a word explanation from the teacher, (2) the teacher first gives a verbal word explanation and then makes the meaning of the word clear through the use of a classroom artifact.

5.3.2 Use of Personal Objects

This sub-section describes word explanation sequences in which the teacher introduces the meanings of vocabulary items through the use of environmentally available personal objects in the classroom setting.

Excerpt 5, below, is an example of a word-explanation sequence where the teacher uses her mobile phone to explain the meaning of the expression "on the one hand" which is problematized by one of the students. This segment below is a continuation of the word explanation sequence presented in Excerpt 5 in the previous chapter (section 4.2).

Excerpt 5 on the one hand

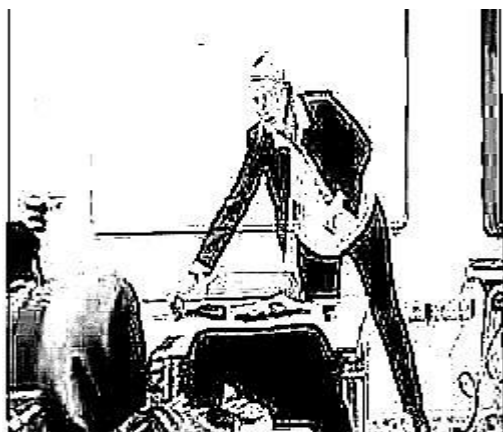


Figure 48



Figure 49



Figure 50

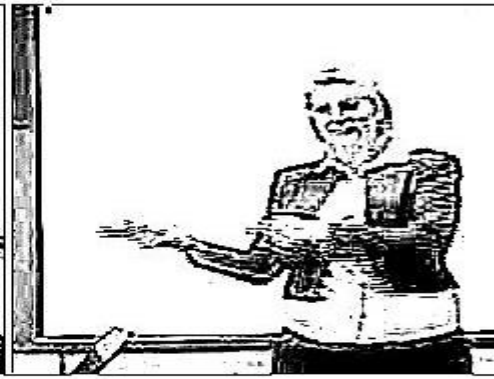


Figure 51

- 16 → Tea: phones (.) everyone has a mobile phone right↑
 ((# picks the mobile phone up from the desk))
- 17 Küb: açarmısın?
 open you
 can you open?
- 18 Sed: ()
- 19 Nis: ye:ss
- 20 Kub: açamadım
 open not i
 i can't open
- 21 → Tea: on one hand
 ((# holds the phone with her left hand))
 ((# moves one step to her left))
- 22 Sim: hadi bakalım
 let's see
- 23 (0.8)
- 24 Tea: mobile phones are very useful
- 25 (0.4)
- 26 Sed: yes
- 27 Mar: yes
- 28 Tea: yeah we use them every day we have internet
- 29 we [have what's up everything

30 Sed: [every time
 31 Mar: yes
 32 Tea: so, on one hand, they are very useful (0.3) on the other hand
 ((# takes the phone to her right hand))
 ((and shows her right hand))
 33 (0.7)
 34 Tea: they are very bad for your [brain

In line 16, the excerpt begins with the teacher picking up her mobile phone from her desk (see: Figure 48) and showing it to students in order to set the scene for the upcoming word explanation (see: Figure 49), while doing so she also says “phones (.) everyone has a mobile phone”. Towards the end of her turn without a gap, the teacher produces an acknowledgment token with a rising pitch to request confirmation from students. After Kub's off-task engagement turn (in line 17) and Sed's incomprehensible turn (in line 18), Nis confirms the teacher's request by producing a token of confirmation “ye:s” (in line 19). Following Kub's turn in which she engages in a dialog with Sim (in line 20), the teacher repeats the first part of the expression “on one hand” while doing so she holds her mobile phone with her left hand and moves towards her left (in line 21). Following Sim's off-task turn (in line 22) and a 0.8 second of gap (in line 23), the teacher notices the positive aspect of mobile phones by saying “mobile phones are very useful”. Followed by a 0.4 second of gap (in line 25), in the subsequent lines Sed and Mar confirm the teacher with tokens of compliance (26 and 27). In lines 28 and 29, the teacher exemplifies some useful aspects of mobile phones. Following Sed's contribution in line 30, which is delivered in an overlapping fashion, Mar produces a confirmation token in line 31. In line 32, the teacher first repeats her embodied word explanation which is conducted through the use of an environmentally available personal object and then following a 0.3 second of pause she begins introducing the second part of the same expression by taking her cell phone to her right hand (see: Figure 50). Following a 0.7 second of pause (in line 33), she ends her word explanation by stating a negative aspect of using mobile phones “they are very bad for your [brain” while doing so she also holds her mobile phone with her right hand and points to it with her left hand (see: Figure 51).

The examination of the word explanation sequence presented in Excerpt 5 has shown that the teacher makes effective use of an environmentally available personal object while she is introducing the meaning of the expressions "on the one hand" and "on the other hand".

Excerpt 27, below, provides another example of a word-explanation sequence where the teacher explains the meaning of the vocabulary item "persuade" through the use of an environmentally available personal object of a student "candy boxes on a student's desk". Before the following segment, the teacher was setting the scene for the upcoming task about "phrases of persuading and recommending".

Extract 27 persuade

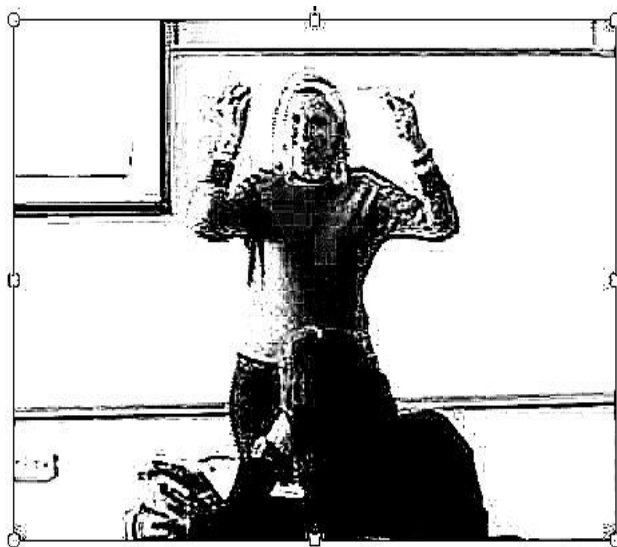


Figure 52

01 Tea: what is to persuade?
 02 (0.5)
 03 Mar: °yardım etmek°
 ((some lines are extracted))
 11 → Tea: i want to persuade you to: (0.7) buy these (.) these
 ((turns to sts picks the candy boxes from Sua's desk))
 12 → are very good you should really buy them they are good
 ((# shows the boxes))
 13 for you:r (0.7) e::rm (.) throat
 ((some lines were extracted))
 23 → Tea: so: (.) i want to persuade you: (.) to buy these

24 [because they are very good
 ((shows the chewing gum boxes))

In line 01, the excerpt starts with the teacher requesting a word explanation from students. Following a candidate word explanation offered by Mar, the teacher begins a word explanation through the use of an available personal object “candy boxes on Sua’s desk” to introduce the vocabulary item “persuade” (between lines 11 to 13) (see: Figure 52). In lines 23 and 24, the teacher repeats the word explanation conducted through the use of an environmentally available object.

The analysis of the Excerpt 27 has also shown that the teacher conducts a dialog word explanation (Koole, 2010) through the use of an environmentally available personal object “candy boxes on Sua’s desk” to describe the meaning of the word "persuade".

5.3.3 Use of People’s Behaviours

This subsection explores the only word explanation sequence, found in the L2CI corpus, in which the teacher introduces the meanings of a vocabulary item “violent” through the use of an illustrative behavior of another student in the surrounding environment.

Excerpt 28, below, describes a word explanation sequence in which the teacher makes use of an embodied action of a person to explain the vocabulary item "violent". Before this excerpt, the class had just started doing a language task that requires them to complete the exercise with the phrase of "bargaining and proposals". While doing so the teacher problematizes a vocabulary item and requests for word explanation from the students.

Excerpt 28 violent



Figure 53



Figure 54



Figure 55



Figure 56



Figure 57

- 01 Tea: violent [ne demek?
 what means
 what does violent mean?
- 02 Ber: [uyuyabildin mi?
- 03 Sim: violent
- 04 Nis: hmm mm uh
 ((# clenches her fist))
- 05 Muh: ()
- 06 Tea: uh huh
- 07 (0.5)
- 08 → Tea: violent [nisa is showing::
 ((# shows Nis))
- 09 Sim: [()]
- 10 Nis: şiddetli=
 violent
- 11 Tea: =violent
 ((# clenching her fist))
- 12 Ber: violent [neydi? la
 what is dude
 what is violent dude?

13 Nis: [şiddet
 ((clenching her fist))

14 Sed: ne:

15 → Tea: ((# shows Nis who is clenching # her fist))

The segment begins with the teacher requesting a word explanation from students (in line 01) by switching to learners' L1. Following Ber's off-task engagement turn (in line 02) and Sim's repetition of the word in line 03, Nis provides an embodied explanation of the word "violent" by clenching her fist (see: Figure 53) (in line 04) which immediately receives a confirmation from the teacher (in line 06) after Muh's incomprehensible turn (in line 05). Following a 0.5 second of silence (in line 07), the teacher provides a word explanation saying "violent" and pointing to Nis "[nisa is showing]" (see: Figure 54) (line 08). Following Sim's incomprehensible turn in line 09, Nis again provides an embodied word explanation by simultaneously saying the L1 equivalent of the word "şiddetli=". In the following turn, initiated in a latching fashion, the teacher also performs the same embodied word explanation by repeating the word "=violent" and clenching her fist (see: Figure 55). In line 12, Ber requests a word explanation from his peer for the same vocabulary item "violent [neydi? la". In an overlap with the previous turn, Nis again repeats the embodied word explanation by giving the Turkish equivalent of the word (line 13). In line 14, this time Sed requests clarification "ne:" for the meaning of the same vocabulary item which is immediately oriented to by the teacher who points to (see: Figure 56) Nis's clenching hand gesture (see: Figure 57) in line 15.

The analysis of Excerpt 28 has shown that the teacher explains the meaning of the vocabulary item "violent" through the use of an embodied action displayed by one of the students available in the classroom. In addition to this, in this word explanation sequence, the teacher resorts to a dialog word explanation approach (Koole, 2010). The sequential organization of this word explanation sequence unfolds as follows: the teacher problematizes a vocabulary item and requests a word explanation by switching to learners L1, a student displays an embodied explanation of the vocabulary item, the teacher confirms and shows the student who displays the embodied action, some students requests for clarification and the teacher again shows the student's hand gesture to explain the vocabulary item.

In sum, the analysis of the excerpts presented in this section has demonstrated that the teacher also makes use of environmentally available resources such as classroom artifacts, personal objects, and embodied actions displayed by students to introduce the meanings of the vocabulary items that arise as problematic during on-going classroom interaction. The analysis has also revealed that the teacher targets other aspects of vocabulary knowledge such as *form* and *use* in addition to *the meaning* of vocabulary items. While all aspects of vocabulary knowledge are targeted in some word explanation sequences, in others the teacher only addresses two aspects or a single aspect of it. In this specific sequences presented in this section, the meanings of vocabulary items are introduced through the use of environmentally available resources. In addition to this, the forms of vocabulary items are targeted by teacher repetitions or writing the vocabulary items on the board. Finally, the teacher addresses the use of vocabulary items through the use of scene enactment and an environmentally available resource.

5.4 Use of Multiple Resources in Doing Word Explanation

In these final sets of the cases, the teacher brings multiple resources (e.g: verbal, embodied and environmental) together to introduce the meanings of vocabulary items. The first sub-section (5.4.1) will provide three similar sequences of word explanation where the teacher performs word explanations using both verbal and embodied resources. However, the second sub-section will provide sequences of word explanation in which the teacher makes use of verbal, embodied, and environmental resources all together in the same word explanation sequence to give word meanings.

5.4.1 Use of Verbal and Non-verbal Resources

This sub-section provides word explanation sequences in which the teacher explains problematic vocabulary items by using both verbal and non-verbal resources together in the same word explanation sequence.

Excerpt 29, below, presents a word explanation sequence where the teacher mobilizes the use of verbal and embodied resources together in the same word explanation sequence to explain the problematized vocabulary item “to decline”. Before the start of the excerpt, the

teacher established the pedagogical focus of the lesson as being vocabulary teaching and then began asking for unknown words from students.

Excerpt 29 to decline



Figure 58

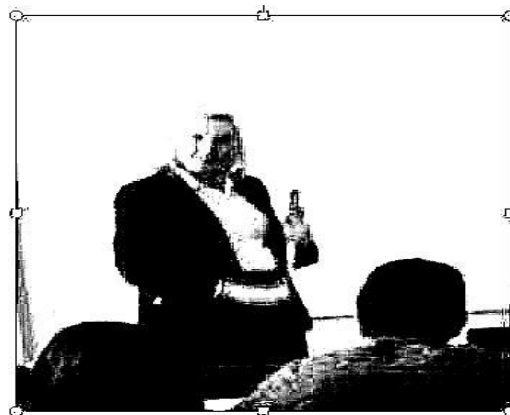


Figure 59

01 Tea: declined (0.3) to decline↑
 ((looks at the text))

02 (2.3) ((orients towards the WB and writes the word on))

03 Tea: to decline (.) verb ((cont writing on the WB))

04 (0.3) ((turns to sts))

05 Mar: °bakalım°=

06 Tea: =ne demek?
 what means
 what does it mean?

07 (1.0)

08 Nis: hm mmm

09 Tea: he declined ((scans the class))

10 (1.6)

11 Nis: raise us [raise

12 Sua: [fi:nd e:r şey hocam

13 (0.3)

14 → Tea: sorry (.) now its popularity has declined (0.3) the same ()
 ((# brings her hand down))

15 Nis: less (0.3) less popular
((brings her hand down))

16 → Tea: uh huh decreased
((# brings her hand down))

In line 01, the teacher first repeats the word “declined” marking it with stress in the second syllable and then after a 0.3 second intra-turn gap she requests a word explanation through rising pitch “to decline” while looking at the text. Following 2.3 seconds of long gap (in line 02) during which the teacher orients towards the board and places the problematic vocabulary item on the board, the teacher repeats the word by highlighting its grammatical feature “to decline (.) verb”. Following a 0.3 second of gap (line 04), during which she turns to students, and Mar’s off-task engagement talk delivered in a quite tone (in line 05), the teacher switches to learners L1 (Turkish) and repeats her word explanation request “=ne demek?” (line 06). Following a 1.0 second long gap (in line 07) and Nis’s orientation token in line 08, the teacher provides a grammatical context by using it in a sentence “he declined” while scanning the class for a willing student (line 09). After 1.6 seconds of long gap (in line 10), Nis provides a candidate word explanation “raise us [raise” (in line 11). This is followed by another word explanation attempt from Sua in line 12. Following a 0.3 second of silence (in line 13), the teacher first contextualizes the vocabulary item by reading the sentence in which the problematized word exists from the text in the book, while doing so she also provides an embodied explanation of the vocabulary item. Her embodied word explanation (see: Figure 58) is immediately followed by an understanding display from Nis. In line 16, the teacher first produces an acknowledgment token and then provides a synonym of the problematized vocabulary item while doing so she also simultaneously brings her hand down (see: Figure 59).

The analysis of Excerpt 29 has demonstrated that the teacher performs a dialog word explanation approach and invokes both verbal and embodied resources to introduce the meaning of the vocabulary item “to decline”. The sequential organization of this specific case of word explanation unfolds as follows: (1) the teacher puts the vocabulary item into focus by both repeating the word and writing it on the board, (2) then the teacher requests word explanation from students, (3) students offer word explanations, (4) the teacher contextualizes the word and offers an embodied word explanation, (5) students offer

alternative word explanations and (6) the teacher provides a verbal word explanation of the vocabulary item.

Excerpt 8, below, shows a similar word explanation sequence where the teacher makes use of both verbal and non-verbal resources while explaining the vocabulary item “in addition to”. Before this specific excerpt, the class was doing a language task that requires the students to fill in the gaps with appropriate "phrases of addition or contrast". This excerpt is the continuation of Excerpt 8 presented in the previous analysis chapter (Section 4.2).

Excerpt 8 in addition to



Figure 60

19 Çag: what does it [mean? in addition.

((hand gesture)) ((looks at Tea))

20 Tea: [read- read- in addition plus (.) more

((gazes at Çag and # makes an adding hand gesture))

The conversation begins in line 19 with Çag requesting for word explanation from the teacher while gazing at the teacher with an open palm. In an overlap with the previous turn, the teacher takes the turn (in line 20) but suddenly ends it with a cut-off. This is followed by another restart in the same turn and again ends it with cut off as well. Without any explicit gap the teacher orients to Çag's word explanation request by first repeating the problematized vocabulary item and then providing a word explanation in the format of synonym while producing an accompanying adding hand gesture (see: Figure 60).

The analysis of Excerpt 8 has also shown that the word explanation conducted in this sequence is managed through the use of both textual and embodied resources. That is, the teacher makes use of both analytic and animated way of word explanation (Waring et al.,

2013). The sequential organization of this case unfolds as follows: a student problematizes a vocabulary item, then the teacher first provides a verbal explanation through the use of a synonym and then provides an embodied word explanation.

Excerpt 30 enormous

Figure 61

The excerpt begins with Ber orienting towards his left to Nis and problematizing the vocabulary item “enormous” (in line 01). After Cag’s clarification request in line 02, Ber repeats the word “enormous” to bring it into his (Cag) attention (in line 03). In an overlapping manner, in the subsequent line (04), Nis provides a candidate word explanation which is delivered in a quiet tone in the format of a synonym “[°huge°]”. This is followed by another word explanation offer from Sua who switches to her L1 “[muazzam]” (in line 05). Following a 0.2 second of silence (in line 06), the teacher first repeats the word “[enormous]” then gives a word explanation by providing synonyms of the vocabulary with accompanying embodied illustration (see: Figure 61).

The analysis of Excerpt 30 has demonstrated that the teacher performs a word explanation both through the use of synonyms and embodied actions (e.g., hand gesture). This sequence unfolds as follows: (1) a student problematizes a vocabulary item and requests a word explanation from other students, (2) students offer candidate word explanations, and (3) the teacher also performs a word explanation first through the use of verbal resources and then an embodied action.

5.4.2 Use of Verbal Embodied and Environmental Resources

In some cases of word explanation, found in the L2CI corpus, the teacher brings various verbal, embodied and environmental resources into use to explain the meanings of vocabulary items.

In Excerpt 31, the teacher mobilizes the use of multiple resources available at her disposal. Prior to this excerpt, the teacher set the pedagogical focus of the lesson as being vocabulary teaching and requested unknown words from students.

Excerpt 31 rebranding



Figure 62



Figure 63

01 Ber: rebranding
 02 (1.1)
 03 Tea: as a verb is to buy
 04 (1.4)((writes the explanation on the WB))
 05 → Tea: so brand (.) you know what is a brand (.) addidas
 06 nike mcdonalds (0.7) that is a brand
 07 (0.3)
 08 → Tea: rebranding means giving another name (.) giving a new name
 ((# hand gesture))
 09 (1.6) ((turns to the WB and begins writing))
 10 Tea: rebranding
 11 (3.0) ((writes rebranding on the WB))
 12 Tea: giving a new name
 13 (7.1) ((writes the explanation on the WB))
 14 → Tea: for example my
 15 (0.8) ((tries to take off her watch))
 16 → Tea: watch is swatch (.) you know swatch
 ((trying to take off her watch))
 17 (0.3)
 18 Ber: [yes
 19 Nis: [yes
 20 (0.3)
 21 → Tea: well if somebody buys the company swatch (0.7) yeah
 ((#holds her watch with both hand and shows))
 22 somebody buys the swatch (.) and they say (0.5) i don't
 23 like the name swatch (0.8) i want to make it e::r (.) you know
 24 i want to give it another name (.) i want to call it
 25 (2.1)((displays embodied word search))
 26 Tea: marry

In line 01, the excerpt begins with Ber requesting a word explanation from the teacher. Following 1.1 seconds of pause (in line 02), the teacher continues the explanation of the previously problematized vocabulary item "purchase". This is followed by 1.4 seconds gap in line 04 during which the teacher writes the explanation of the previously problematized vocabulary item. In the subsequent lines (lines 05 and 06), the teacher strips the word down to its basic stem "brand" by obviating the prefix then provides its meaning by giving examples "addidas nike mcdonalds" to clear the ground for the up-coming word explanation. After a 0.3 second silence (in line 07), the teacher provides a verbal word explanation which is accompanied by an embodied elaboration (line 08) (see: Figure 62). Following 1.6 seconds of gap (line 09), during which the teacher orients the classroom board, the teacher repeats the word "rebranding" (in line 10). Following 3.0 seconds long gap, during which the teacher writes the word on the board, the teacher provides a verbal explanation of the vocabulary item "rebranding". Following 7.1 seconds long pause (in line 13), during which she places the word explanation on the board, we see the teacher contextualizes the target vocabulary item through the use of a personal object (see: Figure 63).

The examination of the Excerpt 31 has shown that the teacher explains the meaning of the vocabulary item "rebranding" by first providing a verbal explanation, then performing a gestural description of the word, and finally using an environmentally available personal object. This specific case of word explanation is sequentially organized in the following way: (1) a student problematizes a vocabulary item and requests a word explanation from the teacher, (2) the teacher first provides a verbal explanation, (2) this is followed by an embodied description, and (3) finally the teacher contextualises the word through the use of an environmentally available personal object.

The final excerpt (Excerpt 9), below, will explicate a word explanation sequence in which the teacher again activates the use of verbal, non-verbal and environmental resources altogether to introduce the meaning of the vocabulary item "affordable" in the on-going L2 classroom interaction. This excerpt is a continuation of the word explanation sequence presented in Excerpt 9 in the previous chapter (Section 4.3). Before the start of the excerpt, the teacher set the pedagogical focus of the lesson as being vocabulary teaching and requested for unknown words from students.

Excerpt 9 affordable



Figure 64



Figure 65



Figure 66

09 Nis: [affordable
 10 Ber: [affording [affordable,
 11 Çag: [up and [coming=
 12 → Tea: =affordable. ((orients towards the WB))
 ((# hand gesture))
 13 (0.5)
 14 Sim: °affordable°
 15 (0.5)
 16 → Tea: this phone costs (0.2) a thousand liras
 ((# shows her phone # on the desk))
 17 (0.4)
 18 → Tea: but it is affordable it is okay (0.3) i can afford it

This excerpt begins with Nis and Ber requesting a word explanation from the teacher for the vocabulary item “affordable” in an overlapping fashion (in lines 09 and 10). In an overlap with the last turn constructional unit of the previous turn, Cag also requests a word explanation but for a different vocabulary item “[up and [coming=” (in line 11). In line

12, the teacher orients to Nis and Ber's requests by repeating the word "=affordable", in a latching fashion with the previous turn, and simultaneously provides an embodied description by making a money gesture (see: Figure 64) while doing so she also walks towards the board. Following a 0.5 second gap in line 13, Sim repeats the vocabulary item "°affordable°" in quite a tone (in line 14). After a 0.5 second gap in line 15, the teacher launches into a word explanation by using an environmentally available personal object "her mobile phone" (in line 16) (see: Figures 65 and 66). Following a 0.4 second gap (in line 17), the teacher first contextualizes the word by using it in a sentence and then provides a clausal rephrasing of the word "affordable" "i can afford it" (in line 18).

The analysis of this Excerpt 9 has shown that the teacher makes use of various resources such as verbal, embodied and environmental to explain the meaning of the word "affordable". In this specific case, first, a student problematizes a vocabulary item and requests word explanation from the teacher. Then, the teacher first provides a gestural word explanation, then she brings an environmentally available personal object into the contextualization process and finally she makes a verbal explanation through the use of clausal rephrasing of the problematized vocabulary item.

In sum, this section has offered a description of word explanation sequences where the teacher mobilizes the use of combinations of multiple resources while introducing the meaning of vocabulary items. For example, in some cases, the teacher uses both multimodal and verbal resources in the explanation of the same vocabulary item. Also, in some other cases, the teacher makes use of verbal, multimodal and environmental resources altogether. The analysis of the word explanation sequences presented in this section has also demonstrated that in addition to the meanings of vocabulary items the teacher also targets other aspects of vocabulary knowledge such as *form* and *use*. For example, the forms of vocabulary items are targeted through repetitions and writing them on the board. The meanings of the vocabulary items are introduced through the use of multiple resources (e.g., verbal, embodied and environmental). When it comes to the *use* of vocabulary items, the analysis has shown that the teacher also addresses them by using in a sentence, creating imaginary contexts, or using environmentally available resources.

5.5 Summary

The analysis in this chapter is on how the teacher conducts word explanations by making use of various available resources at their disposal. Section 5.1 has shown the examples of word explanation sequences in which the teacher relies exclusively on verbal resources such as L1 (5.1.1), synonyms (5.1.2) and clausal rephrasing (5.1.3).

Section 5.2 has provided an analysis of word explanation sequences in which the teacher mobilizes the use of multimodal resources to explain the meanings of target vocabulary items. The analysis has shown that the teacher in some cases uses only embodied resources without talk (5.2.1), in other cases she performs word explanations by making use of embodied resources with accompanying talk (5.2.2), and also in some other cases (5.2.3) she enacts imaginary scenes to explain word meanings.

Section 5.3 has provided an analysis of word explanation sequences in which the teacher activates the use of environmentally available resources at her disposal to describe meanings of vocabulary items. The analysis has shown that the teacher in some cases invokes classroom artifacts (5.3.1), available personal objects (5.3.2) and behaviors of people around (5.3.3) to make the meanings of problematized vocabulary items explicit.

Finally, Section 5.4 has shown how the teacher mobilizes the uses of combinations of multiple resources when she is explaining a problematic vocabulary item. It has been found that the teacher in some instances of word explanations brings both verbal and embodied resources in action in an attempt to complement one another (5.4.1). Also in some other cases of word explanations, the teacher activates verbal, embodied and environmental resources one after another in the same word explanation sequence (5.4.2).

In sum, the focus of Chapter 5 has been on word explanations conducted by the teacher to explain vocabulary items which are problematized by either students or the teacher in different contexts of L2 classroom interaction. The next chapter is examining how a word explanation is brought to a close by the participants of the L2 classroom talk.

CHAPTER 6

ANALYSIS AND FINDINGS: CLOSURES OF WORD EXPLANATION

6.0 Introduction

The final analysis chapter aims at explicating how word-explanation sequences are brought to a close in different micro contexts of L2 classroom interaction. To this end, the closures (follow-ups) of word explanation sequences which have been illustrated in the previous analysis chapter (Chapter 5) will be analyzed. Section 6.1 will focus on the closures of word explanations conducted through the use of verbal resources. The next section (Section 6.2) will illustrate the closures of word explanations conducted through the use of multimodal resources. Section 6.3 will depict how word-explanations conducted through the use of environmental resources come to an end. The final section (Section 6.4) will be explicating closures of word explanation sequences in which the teacher activates the combinations of multiple resources such as verbal, non-verbal and environmental.

6.1 Closures of Word Explanations Conducted Through the Use of Verbal Resources

This section, which is designed in three sub-sections, looks at closures of word explanations conducted through the use of verbal resources such as the use of L1 (6.2.1), synonyms (6.2.2), and clausal rephrasing (6.2.3).

6.1.1 Closures of Word Explanation Conducted Through The Use of L1

This particular segment below is a continuation of the extract “commercials” presented in Excerpt 6 (Section 5.1.1) in which the teacher provides word explanation through the use

of L1. The follow up of Excerpt 6, below, begins with the last line from the transcript in Section 5.1.1.

Excerpt 6 commercials

13 → Tea: reklam
 commercial
14 (0.4)
15 Tea: are they art?
16 Sua: [°no [no°
17 Erh: [adver-
18 Ber: [ye:s
19 Erh: advertise[ment
20 Sim: [teacher
21 Tea: advertisements [yeah
22 Ber: [some of them some of them=
23 Tea: =some of them are
24 (0.6)
25 Erh: °evet°
 yes
26 Tea: some of them are really nice and
27 (0.2)
28 Erh: very [creative
29 Sim: [°evet°
 yes
30 Tea: create exact[ly some of them are very [creative
31 Nis: [ye::s
32 Sim: [()
33 Erh: [() ((off-task talk with Cag))
34 Tea: [and you have to be a creative person to (0.3) work in
35 Cag: °ha ha°) ((off-task response to Erh's talk))
36 (0.3)
37 Tea: advertisement yeah [to work in advertising

38 Cag: [allah göstermesin
god forbids

39 (0.4)

40 Erh: belki
maybe

41 Tea: e::rm (0.5) so that is commercial reklam okay
commercial

42 some of them are creative (.) other things that are art

In line 13, the teacher provides a verbal explanation of the word "commercials" through the use of L1. Following a 0.4 second of silence, the teacher continues with the task at hand the focus of which is to elicit students' ideas on the specific topic "art" by asking whether commercials are art (in line 15) "are they art?". In line 16, Sua provides an immediate negative response, delivered in a quiet tone, which overlaps with Erh's incomplete turn ending with a cut off (in line 17). Following Ber's positive response turn, Erh displays his understanding by providing an L2 synonym of the target vocabulary item (in line 19) despite there not being any explicit request from the teacher asking him to do so. Erh's display of his knowledge through the provision of a synonym of the problematic vocabulary item which is oriented to by the teacher who first repeats the synonym delivered by Erh and then produces an acceptance token (in line 21). In line 22 to line 40, we see a switch of pedagogical focus from vocabulary teaching (F&A) to an M&F oriented classroom task (Walsh, 2006). In line 41, the teacher brings the sequence to close with the summative that clause "that is commercial reklam okay" and continues the task at hand in the following line.

This specific word explanation sequence above is a student-initiated one and conducted in an M&F context of L2 classroom interaction. When the remainder of this word explanation sequence is analyzed we see that Erh displays his knowledge through the use of a synonym of the target vocabulary item. In addition to this, it has been observed that the teacher displays her interactional competence and manages a smooth mode shift between an F&A context to an M&F context of L2 classroom interaction (Walsh, 2011). Lastly, it has also been observed that the teacher brings the word explanation sequence to a close with a summative that clause.

The next segment below is a continuation of the word explanation sequence “identity” presented in Excerpt 11 in Section 5.1.1 featuring the use of L1 in the explanation of a problematic vocabulary item. The following excerpt begins with the last line from the transcript in Excerpt 11.

Excerpt 11 identity

- 16 Tea: like kimlik let's say=
identity
- 17 Mar: =hu:h ye:s
- 18 Tea: but
- 19 Mar: f*identity* cardf
- 20 Tea: >yeah uh huh< (0.7) there is no *identity* we all want
- 21 to be the same
- 22 Nis: °uh huh°

In line 16, the teacher launches a verbal explanation by making use of students' L1. Following the teacher's word explanation, Mar demonstrates his understanding by first producing a change of state token (Heritage, 1984b) and then inserting a confirmation token, which latches with the previous turn. In the following line, the teacher makes a continuation in her telling. However, Mar further provides an example in an uplifted voice both to show his understanding and to seek clarification. The teacher, then, first produces a compliance token showing her acceptance for Mar's candidate understanding display (line 20) and after a 0.7 second of silence in the same turn, she continues in her telling.

The analysis, here, has shown that the teacher closes the word explanation sequences with a smooth mode switch (Walsh, 2006) after a student's display of understanding (see: lines 17 and 19). The teacher first confirms student candidate understanding as being correct then switches back to the task at hand the focus of which is meaning and fluency oriented (see: line 20).

The final segment in this section is the continuation of the word explanation sequence “insurance” presented in Excerpt 12 (Section 5.1.1) which depicts a verbal word explanation sequence conducted by the teacher through the use of L1. The following segment below begins with the last line from the transcript in Excerpt 12.

Excerpt 12 insurance



Figure 67

- 11 Tea: e::r sigorta
insurance
- 12 (0.4)
- 13 Çağ: sigortaı
insurance
- 14 Tea: uh huh
- 15 Erh: ssk mı?
is it social insurance institution?
- 16 (0.6)
- 17 Tea: like ssk yeah it can be
- 18 (0.3)
- 19 Sim: hani ben [sana () ((off-task talk))
you know i () you
- 20 Tea: [public insurance (.) private (0.3) medical insurance
- 21 Sim: °()mı yazıyo [ne yazıyo° ((off-task talk))
what written
is it ()? what is it?
- 22 Tea: [insurance
- 23 (1.0) ((orients to the WB))
- 24 Tea: oh i am just gonna write sigorta
insurance
((# writes the explanation the board))

In line 11, the excerpt begins with the teacher giving an L1 explanation of the word "insurance". What follows is a 0.4 second of silence (in line 12), after which Cag repeats the word explanation provided by the teacher with a rising pitch to seek confirmation. In the following line (line 14), the teacher confirms Cag's understanding display by producing a confirmation token. In the following line, Erh requests for clarification by producing the L1 abbreviation of "social security institution". Following a 0.6 second of silence in line 16, the teacher confirms Erh's exemplification as appropriate. This is followed by a 0.3 second of silence in line 18 and an off-task engagement turn from Sim in line 19. In an overlap with the previous turn towards the end, the teacher proceeds to give the word a textual context by exemplifying the type of insurances in line 20. In the following lines, the teacher brings the explanation sequence to a close-by first repeating the word "insurance" (in line 22) and then placing the L1 translation on the board (see: Figure 67) (in line 24).

This specific case of word explanation is a typical example of TISIWESs. When the remainder of this specific case of word explanation was analyzed, it has been observed that the students tend to display their understanding through their L1. Moreover, the teacher brings the sequence to a close by first (1) contextualizing the word and then (2) placing the word explanation on the board.

6.1.2 Closures of Word Explanations Conducted Through The Use of Synonyms

This particular segment below is a continuation of the word explanation sequence "resolved" presented in the previous chapter in Excerpt 7 (Section 5.1.2), in which the word explanation is given in the format of synonym. The following excerpt begins with the last two lines from the transcript in Excerpt 7.

Excerpt 7 resolved



Figure 68

This is an example of a SIWES in the PC of L2 classroom interaction. Note that following the word explanation which is initiated in the format of a synonym, students first display their understanding through their L1. Then a display of understating is initiated in L2 through the use of a synonym even if the teacher isn't requesting from students to do so. Then, the teacher brings the sequence to a close by first confirming the understanding displays and evaluating them with explicit positive feedback produced in a smiley voice.

The next segment, below, is a continuation of the word explanation sequence “employ” presented in Excerpt 13 (in Section 5.1.2) in which the word explanation is given in the format of synonyms. The following excerpt begins with the last line from the transcript in Excerpt 13.

Excerpt 13 employ



Figure 69

25 Tea: hire
 26 (0.3)
 27 Nis: hire↑
 28 Tea: hmm
 29 Mar: kira rent
 rent
 30 (0.4)
 31 Tea: uh huh (0.8) uh huh
 ((disconfirming head nod))
 32 (0.2)
 33 Nis: kaçmak↑

to escape

34 Tea: [>uh huh<

35 Mar: [hire ne ya?
what is hire?

36 Nis: saklanmak mı?
is it to hide?

37 (0.5)

38 Tea: bir dakika
one minute
((# with hand gesture asks for time for word explanation))

39 (1.1) ((thinks for a while))

40 Tea: so (2.0) er::.hh (2.3) bal- bilkent university

41 Nis: yeah=

42 Tea: =okay (0.6) is looking for new teachers
(0.4)

44 Mar: °yeah°=

45 Tea: =yeah they want to get new teachers (0.8) and they
 46 want to employ (0.4) new teachers (0.6) they want
((shows on the WB))

47 to hire (.) to give a job (0.6) to new teachers (.)
((shows on the WB))
((hand gesture))

48 this is to employ to hire
 49 (1.5)

50 Muh: °okay°=

51 Tea: =to give a job (0.8) gazi university
 52 employed me (0.6) hired me as a teacher
((hand gesture)) ((hand gesture))

53 as an english teacher (.)

54 Mar: °yeah°

55 Sua: huh [işe almak
 to get a job

56 Nis: [get a job

57 Tea: to get a job

58 Sua: [huh yeah

59 Nis: [get a job yes=

60 Tea: =to get a job yeah they gave me a job as an
 61 english teacher here
 62 (0.9)

63 Mar: °okay°

64 Tea: this is to employ to hire to give a job to someone

In line 25, the excerpt begins with the word explanation given by the teacher deploying a synonym. After a 0.3 second of pause (in line 26), Nis seeks for clarification by repeating the synonym “hire↑” with a rising pitch. This request for clarification initiated with a rising pitch is taken by the teacher with a minimal compliance token (in line 28). In line 29, Mar displays his understanding by first switching to L1 and then in L2. Following a 0.4 second of silence in line 30, the teacher rejects Mar's candidate understanding by producing tokens of acknowledgment with accompanying disconfirming head nod. After a 0.2 second of silence, Nis also displays her understanding by switching to her L1 (in line 33) which is also rejected by the teacher in the following line. In an overlap with the previous turn, Mar requests clarification from his peers by repeating the synonym provided by the teacher (in line 35). In the following line (line 36), Nis also requests confirmation by displaying a candidate understanding switching to her L1. Following a 0.5 second gap (in line 37), the teacher asks for preparation time by saying “bir dakika” (see: Figure 69) and switching to students' L1 and with a simultaneous accompanying hand gesture (in line 38).

Following a 1.1 second long gap (in line 39), the teacher launches contextualization of the target vocabulary item, with some difficulty at first, (see: long pauses, hesitation marker, elongation and cut off) by creating a hypothetical situation in which she uses the word and its synonyms in sentences (in line 40 to 47). Then, the sequence is attempted to be brought to a close with a summative clause by saying “this is to employ to hire”. However,

there is no explicit sign of uptake from students during 1.5 seconds long silence (in line 49). Then, the lack of response during the 1.5 seconds silence is treated by the teacher as trouble in understanding, and thus, in lines 51 to 53, the teacher shows herself as an example and offers a more specific contextualization of the target vocabulary item. After Mar's a compliance token in line 54, Sua displays her understanding by first producing a change of state token and then L1 translation of the target vocabulary (line 55). In line 56, Nis this time displays her understanding in L2 by providing word explanation which receives an immediate confirmation by the teacher who repeats Nis's word explanation in line 57. In line 58, Sua produces a change state token and a compliance token. In an overlap with the previous line, in line 59, Nis again repeats her candidate understanding. In the following lines (lines 60 and 61) this immediately confirmed by the teacher who repeats the word explanation and the contextualization of the vocabulary item. In line 64, the sequence is brought to a close by the teacher with a summative this clause "this is to employ to hire to give a job to someone" in line 64.

When the continuation of a TISIWES, initiated in the F&A context has been analyzed, we see that the teacher's word explanation which is conducted through the use of a synonym receives some candidate understanding from the students but these understanding displays are not confirmed by the teacher. Thus, the teacher has to contextualize the item by creating a hypothetical situation in which she uses the word in a sentence. Then, the students display understanding and the word explanation is brought to a close by the teacher with a summative explanation.

6.1.3 Closures of Word Explanations Conducted Through Use of Clausal Phrasing

The excerpt, below, is the continuation of word explanation sequence "worth watching" in Excerpt 14, which is analyzed in Section 5.1.3 in terms of the resources used in word explanation. The following excerpt begins with the last two lines from the transcript in Excerpt 14.

Excerpt 14 worth watching

12 → Tea: =yeah it is worth watching
13 i mean that she is a good artist

14 (0.3)

15 Erh: huh uh=

16 Tea: =you should (0.3) see her paintings huh uh

17 and amazing colors

In line 01, the teacher places the word in focus by saying it with stress “worth watching” then in the following line she provides a clausal rephrasing of it. After a 0.4 second of silence (in line 14), the word explanation receives a minimal token of understanding from Erh in line 15 “huh uh=”. In the following line, the teacher makes a continuation of her word explanation formulated in a way that includes another clausal rephrasing of the problematic item “you should (0.3) see her paintings” and then without any intra-turn gap, she confirms her telling with a confirmation token. The sequence comes to a close soon in line 17 where the teacher shifts back to the task at hand.

The analysis on the follow up of Excerpt 15, which is an example of a TIWES in a TO classroom context, has shown that the teacher, with a quick context shift, makes a smooth move back to the task at hand which can be considered to be a sign of CIC of the teacher.

The next segment is a continuation of the word-explanation sequence "put it in a different way" presented in Excerpt 15 (Section 5.1.3.) In this word explanation sequence, the teacher makes a word explanation through the use of clausal rephrasing technique. The following excerpt begins with the last line from the transcript in Excerpt 15.

Excerpt 15 put it another way

14 → Tea: =could you explain that in a different way

15 Ber: ((head nod))

16 Tea: right, because if you don't understand

17 what [i am saying

18 Ber: [°hmmm°

19 Nis: °hmmm°

20 Tea: yeah you will ask me >could you put it another way<

21 could you explain it from a different point [of view

22 Küb: [.hhh

23 (0.6)

24 Tea: yeah this is to put (.) to put it another way

In line 14, the excerpt begins with the teacher providing a clausal rephrasing of the expression “put it [another way]”. This explanation receives an embodied understanding display from Ber, in line 15, with a head nod. In line 16, the teacher first requests confirmation by saying “right↑” with a rising pitch. Then, in lines 16 to 17, the teacher re-enacts the scene in which she will explain the target vocabulary. In lines 20 and 21, the teacher again provides the clausal rephrasing of the target expression. In the last line, the sequence is brought to a close with the repetition of the target expression.

When the follow up of the word explanation sequence which is initiated in a TO context of L2 classroom interaction has been analyzed, we observe that this explanation receives an embodied understanding display from one of the students. Then soon the sequence is brought to a close by the teacher who first repeats the word explanation and the target word.

The last segment, in this sub-section, is a continuation of word explanation sequence “no doubt” presented in Excerpt 16 (Section 5.1.3), in which the teacher conducts a verbal word explanation by using a clausal rephrasing of the target expression. The following excerpt begins with the last two lines from the transcript in Excerpt 16.

Excerpt 16 there is no doubt

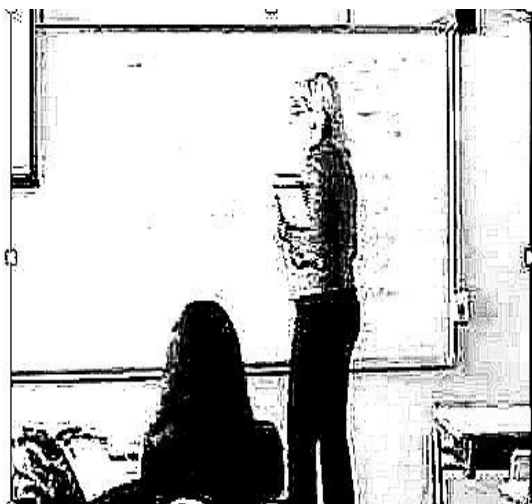


Figure 70

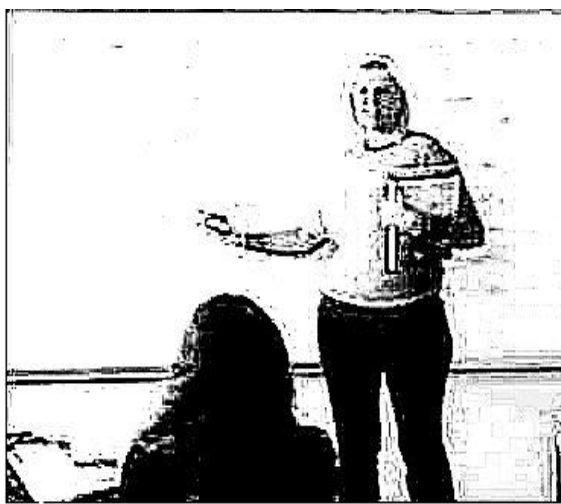


Figure 71

14 → Sim: sure mu?

is it sure?

15 → Tea: the- uh huh exactly (.) i am sure of it (.)

16 Sim: °hmm°

17 → Tea: yeah there is no doubt in my mind (.) that means
 18 i am sure of it
 ((some lines extracted))
 33 Tea: yeah there is no doubt in my mind (.) means i am sure
 ((writes the second explanation on the WB))
 34 of it (1.0) i am sure of it
 35 (2.1)((# writes the explanation on the word))
 36 Tea: when we say doubt (0.3) yeah we do not pronounce
 37 the b (0.5) the b is a silent consonant
 ((shows the letter b on the WB))
 38 yeah (0.3) there is no daubt (0.5) we do- don't
 39 say daubt (0.5) yeah we d- it is a silent
 40 (0.4)
 41 Nur: °doubt=°
 42 Tea: =consonant yeah doubt (0.5) just a t (.) that all t

In line 14, the excerpt begins with Sim displaying her knowledge with a word explanation offer. This is immediately accepted as appropriate by the teacher who first produces an acknowledgment token and then explicit positive feedback. Following an intra-turn micro pause, the teacher provides a clausal rephrasing of the target expression (in line 15). In line 17, the teacher first repeats the target expression and then provides the clausal rephrasing of the word. In line 33 to line 35, the teacher repeats the word explanation and while doing so she places it on the board. In the following lines (in line 36 to 42), the teacher explains a specific aspect of the target vocabulary item “its pronunciation” and then brings the sequence to a close soon thereafter.

The analysis of Excerpt 16, which is an example of a TIWES initiated within a TO context of L2 classroom interaction, has revealed that students display their knowledge in L2. Also, the teacher brings the sequence to a close first by repeating the problematized expression with its clausal rephrasing while writing the explanation on the board (see: Figure 70) and then giving information about a specific aspect of the target expression (its pronunciation) by underlining the silent consonant "b" (see: Figure 71).

In sum, when the closures of word explanations conducted through the use of verbal resources are analyzed, it has been found that the sequences are brought to a close, after student understanding and knowledge displays, by the teacher in several different ways depending on the micro classroom context that they are initiated. Table 2, below, gives an account of the resources used by the teacher in different micro contexts of classroom interaction to bring the word explanation sequences to a close.

Table 3

The Closures of Word Explanations Conducted Through the Use of Verbal Resources

Task Oriented Classroom Contexts	Meaning & Fluency Contexts	Form & Accuracy Classroom Contexts	Procedural Classroom Contexts
<ul style="list-style-type: none"> • making a quick context shift • repeating the word explanation and the target word • repeating the target word and its explanation, and writing the word explanation on the board 	<ul style="list-style-type: none"> • providing a summative explanation • making a quick context shift 	<ul style="list-style-type: none"> • contextualising the word and writing the word explanation on the board • providing a summative explanation 	<ul style="list-style-type: none"> • confirming and giving a positive evaluation

As has been seen from the Table 2, in TO classroom contexts, the teacher tends to close the word explanation sequences by making a quick context shifts in cases where the teacher shows a preference for the progressivity of the task at hand. In these cases, the teacher gives a practical word explanation and changes pedagogical focus back to the task at hand with a quick context shift. In other cases where the teacher prefers a more elaborate word explanation, she brings word explanation sequences to a close by repeating the target word and its explanation and writing the word explanation on the board or repeating the target word and its explanation. In M&F contexts, the teacher tends to bring the sequences to a close through quick context shifts and using a summative that clause to give a summary of the word explanation provided. In F&A classroom contexts, the teacher prefers to close the word explanation sequences by contextualizing the word and writing the word explanation on the board or by providing a summary of the word explanation provided. Lastly, in the PC of classroom interaction, the teacher tends to close word explanation sequences by first confirming the student's understanding and producing an explicit positive assessment.

6.2 Closures of Word Explanations Conducted Through the Use of Embodied Resources

In this section, the analysis focuses on how word explanation sequences, conducted through the use of embodied resources, come to a close. The first sub-section (6.3.1) will look at closures of the cases conducted through the use of gestures without talk. The second sub-section (6.3.2) will examine closures of word explanations conducted through the use of gestures with explanatory talk. The final sub-section (6.3.3) will be looking at the closures of sequences in which word explanations are conducted through the use of scene enactment techniques.

6.2.1 Closures of Word Explanations Conducted Through the Use of Gestures without Talk

This segment below is a continuation of the word explanation sequence “explode” presented in Excerpt 17 in Section 5.2.1. In this word explanation sequence, the teacher performs a word explanation through the use of gestures without talk. The following excerpt begins with the last line from the transcript in Excerpt 17.

Excerpt 17 explode



Figure 72

```
04 → Tea:  explode=  
           ((# provides an explanation with hand gesture))  
05  Nis:    =explode  
06  Sed:    °canvas°  
07 → Tea:  explode from the canvas=
```

```

        ((# repeats the same exploding gesture))
08   Erh:   =boom
09           (2.0) ((Tea writes the task item on the WB))
10   Kub:   (          ) ((engages in a side talk with Nur))
11           (4.3) ((Tea continues writing))
12   Sed:   °(anlamını biliyon mu)°
13   Tea:   huh uh(0.3) so she is worth watching (.) and she
14           has got amazing colors that explode
15           from the canvas (.)canvas ne demek

```

The excerpt begins with the teacher providing a word explanation through the use of gestures without talk. In line 05, Nis displays his orientation to the word explanation by repeating the word in a latching manner. In line 07, the teacher repeats her gestural word explanation and also contextualizes the target vocabulary item by reading the rest of the task item. Then, in line 08, Erh demonstrates his understanding through his imitation of a bomb explosion sound (see: Figure 72). Following 2.0 seconds of long silence (line 09) during which the teacher writes the task item on the board, Kub engages in an off-task talk with Nur (line 10). Following the lines 11 and 12, the teacher brings the sequence to a close by first repeating the task item and then requesting a word explanation for another vocabulary item (in lines 13 to 15).

It is important to note that this is a TIWES in a TO classroom context. When the follow up of this extract has been analyzed, it has been observed that the sequence is brought to a close after a student's display of understanding through the repetition of the task item and initiating a new word explanation sequence for introducing a different vocabulary item.

This excerpt below is the continuation of the word explanation sequence “handmade” presented in Excerpt 18 (Section 5.2.1). In this segment, word explanation is conducted through multimodal resources without any accompanying talk. The following segment begins with the last four lines from the transcript in Excerpt 18.

Excerpt 18 handmade

```

06   Tea:   but if i go to someone (0.3) who makes something
07           handmade (0.7) yeah?
           ((# makes a knitting gesture and scanning the class))
08   Sua:   huh yes

```

09 Tea: yeah like (.) you know earrings braces something handmade
 ((shows her # earrings # braces))

10 (0.5)

11 Tea: i help that person (0.7) you know to make some
 12 money (0.6) to: maybe help her children
 13 do you know what i mean

14 Sua: yes

In lines 06 and 07, the teacher creates a hypothetical situation in which she conducts an embodied word explanation without talk. This receives an immediate change of state token (Heritage, 1984b) and a compliance token from Sua in line 08. In line 09, the teacher provides an embodied exemplification of what she has just illustrated by showing her earnings and brace. After a 0.5 second pause, she makes a continuation in her telling without shifting back to word explanation in the following lines. The sequence comes to a close soon thereafter.

This sequence is a typical example of TIWE in an M&F context of L2 classroom interaction. The analysis of the follow up of the sequence has shown that the embodied word explanation receives understanding from one of the students with a change of state token. Then, the teacher provides an embodied exemplification of the target vocabulary item to complement her explanation. Then, the teacher brings the word explanation sequence to a close by making a quick context shift back to an M&F oriented classroom task (Walsh, 2011).

The last excerpt in this sub-section is the continuation of the word explanation sequence "basement" presented in Excerpt 19 (Section 5.2.1), in which the teacher conducts a similar embodied word explanation without accompanying-talk. The following segment begins with the last line from the transcript in Excerpt 19.

Excerpt 19 basement

06 → Tea: ((# stars describing with hand gesture))

07 Cag: basement e:rr

08 (0.7)

09 Cag: the

10 Nur: bod[rum

basement

11 Nis: [minus [one minus

12 Cag: [()

13 Tea: [bod- like minus one (1.0) >yeah< bodrum↑
base- basement
 ((gazes at Nur while pointing))
 ((shifts her gaze to Nis and back to Nis))

14 (0.5)

15 Nur: yes

16 Tea: bodrum (.) yeah huh uh
basement

17 Sim: °ha ha°

18 Tea: good

In line 06, the teacher gives an embodied description of the target vocabulary item without any explanatory talk. In the following line, Cag displays his orientation by repeating the target vocabulary item and producing a hesitation marker with elongation. Following a 0.7 second gap in line 08 and an incomplete turn in line 09, Nur offers her candidate understanding in her L1. In an overlap with the previous turn at the second syllable, Nis displays her understanding by offering an L2 description of the target vocabulary. Following Cag's incompressible response turn, which overlaps with the previous turn towards the end, the teacher orients to Nur's response but terminates her turn with a cut off while gazing and pointing at Nur (line 13). In the same turn, the teacher then confirms Nis's response as appropriate by repeating it while gazing at her. After a 1.0 second long intra-turn gap in line 13, the teacher produces a compliance token while shifting her gaze back to Nur and then requests clarification by repeating Nur's response with a rising pitch. Following a 0.5 second gap, Nur confirms her with a "yes" response. In line 16, the teacher repeats the target vocabulary item again and after a brief intra-turn gap and she produces compliance tokens "yeah huh uh". The sequence comes to a close soon after the teacher's positive evaluation turn (in line 18).

This word explanation sequence is problematized by the teacher in a TO classroom context. When the follow up of Extract 19 has been analyzed, it has been discovered that the sequence is brought to a close by the teacher after the students' displays of

understanding. We see that the teacher closes the word explanation sequence first by confirming the students' understandings and producing an explicit positive evaluation.

6.2.2 Closures of Word Explanations Conducted Through the Use of Gesture and Talk

Excerpt 20 is the continuation of the word explanation sequence "selfish" presented in Excerpt 20 in Section 5.2.2. In this word explanation sequence, the teacher conducts an embodied word explanation sequence with accompanying explanatory-talk. The following segment begins with the last line from the transcript in Excerpt 20.

Excerpt 20 selfish

```
08 → Tea:  selfish (.) >buy buy buy buy buy< (.) yeah↑  
           (( # hand gesture))  
09          (0.3)  
10  Tea:   think of all helping others (.) when you buy things  
11  Sim:   °uh huh°
```

In line 08, an embodied word explanation with simultaneous explanatory talk is offered by the teacher. After an intra-turn gap, the teacher checks students' understanding with a rising pitch. Following a 0.3 second pause, she makes a continuation in her telling (line 10).

In this word explanation sequence, which is an example of TIWES in an M&F context, the teacher closes the sequence without blocking the flow of conversation. After the word explanation, she smoothly moves back to the M&F oriented task at hand.

Excerpt 21, below, is the continuation of the word explanation sequence “on the one hand” presented in Excerpt 21 (Section 5.2.2). In this sequence of word explanation, the teacher provides a gestural word explanation with explanatory talk. The following segment begins with the last line from the transcript in Excerpt 21.

Excerpt 21 on the one hand

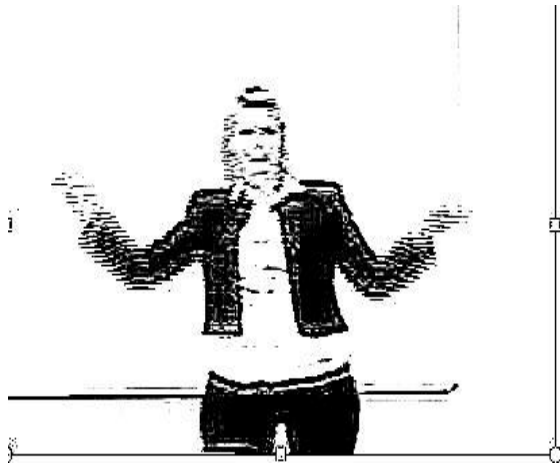


Figure 73



Figure 74

- 10 Tea: yeah (.) comparing two things (0.2) comparing and contrasting
((hand gesture)) ((hand gesture))
- 11 Sim: (incomprehensible off task talk)
- 12 Tea: [on one hand
((# writes on the WB))
- 13 Sim: [sen ne yapıyosun?
you what doing
what are you doing?
- 14 Sed: ()
- 15 Tea: on the other hand

In line 10, the teacher first provides an embodied explanation, and then she makes a verbal description of the two pairs of the same expression “comparing and contrasting” together with a gestural description (see: Figure 73). In the following lines, the teacher repeats the target expression and writes it on the board (see: Figure 74). Then the sequence comes to a close soon thereafter without any explicit sign of understanding from the students.

In this example, which is a teacher-initiated word explanation in the F&A context, the teacher brings the sequence to a close by repeating and writing the target expression on the board. There is also no explicit sign of understanding displayed by the students.

The last excerpt below is the continuation of the word explanation sequence “funeral” presented in Excerpt 10 (Section 5.2.2), in which the teacher conducts word explanation through the use of multimodal resources (e.g. hand gesture) with accompanying explanatory-talk. The following segment begins with the last line from the transcript in Excerpt 10.

Excerpt 10 funeral



Figure 75

- 16 Tea: when we die
 ((# hand gesture and bodily orientation to her left))
- 17 (0.5)
- 18 Sed: huh [cenaze
funeral
- 19 Çag: [cenaze
funeral
- 20 Tea: £we have a party£
- 21 Cag: °ha°
- 22 Nur: °hu:h°
- 23 Sed: huh [cenaze
funeral
- 24 Sim: [ney
what
- 25 Tea: £okay it is a funeral£
 ((some lines extracted))

35 Tea: like a .hh (.) party for the dead
 36 people (0.3) okay a [ceremony
 36 Nur: [umarım haklıyız
 37 Tea: yeah celebration a ceremony (1.0) ceremony
 ((starts to write the explanation on the WB))
 38 (0.8) ((cont writing))
 39 Sim: °o derse kadar durmam ben°
 that lesson till stay not i
 i can't stay till that lesson
 40 Tea: [<for (.) the dead>
 ((cont writing))
 ((some lines extracted))
 46 Tea: yeah when somebody dies (0.5) you go to the
 47 cemeter[y they burry the person
 ((hand gesture))
 48 Sim: [anlaştık artık
 deal now
 we agree now
 49 Tea: that is the funeral

In line 16, the excerpt begins with the teacher conducting an embodied word explanation together with explanatory talk. After a 0.5 second pause in line 17, Sua displays her understanding by first producing a change of state token and then giving an L1 equivalent of the target vocabulary item (line 18). In an overlap with the previous turn in the second turn constructional unit, Cag also shows his understanding by providing the L1 translation of the problematized word. In line 20, the teacher continues her explanation by using playful language with a smiley voice (Waring et. at., 2016). In the following lines (lines 22 and 23), Nur displays her understanding through a change of state token and Sed also shows her understanding through a change of state token and L1 explanation. In line 25, the teacher confirms their candidate understandings “*okay it is a funeral*”. In lines 35 to 40, the teacher repeats the word explanation while writing the explanation on the board (see: Figure 75). In lines 46-47, the teacher contextualizes the target vocabulary

item. In the last line (line 49), the sequence is brought to close by the teacher with a summative that clause "that is the funeral".

When the remainder of Excerpt 10 has been analyzed, which is an example of TISIWES, it has been observed that students display their understanding through the use of the change of state tokens, or use of L1. Following this, the teacher closes the sequence by following these four steps: (1) repeating the word explanation, (2) writing it on the board, (3) using it in a context, and (4) providing a summative that clause.

6.2.3 Closures of Word Explanations Conducted Through the Use of Scene Enactment

This sub-section looks at closures of word explanation instances in which the teacher enacts a scene with gestures and dialogs to explain the problematic vocabulary items. Excerpt 22 is the continuation of the word explanation sequence "bargain" presented in Section 5.2.3, in which the teacher enacts a scene with gestures and a dialog between imaginary characters. The following segment begins with the last eight lines from Excerpt 22.

Excerpt 22 bargain



Figure 76

19 → Tea: yeah to bargain
 ((# hand gesture))
20 (1.2)
21 Ch1: e:r how much er:: how much is:: (0.3) is this
 ((# picks the eraser up))
22 (0.5)

23 Ch2: ten liras
 24 (0.9)
 25 Ch1: five (.) i will give you five liras
 26 Ch2: okay [seven liras
 27 Sim: [()
 28 Ber: °ha ha°
 29 Sim: °ha ha°
 30 Tea: yeah something in between usually
 31 (0.7)
 32 Tea: er: that's bargaining and also trying to make
 33 a good deal

In lines 19 to 26, the teacher performs a word explanation through the use of scene enactment. In the following lines (27-29), students display orientation by softly producing laughter tokens. Later, from line 30 to 33, the teacher brings the sequence to a close with a summative that clause "that's bargaining and also trying to make a good deal" while showing the already written word explanation on the board (see: Figure 76).

This segment above is the follow up of a word explanation sequence which is an example of a TIWE in F&A oriented classroom context. The analysis shows that the students display their knowledge through L2 explanatory talk and laughter tokens. The teacher also shows the already written explanation on the board and brings the sequence to a close with a summative that clause.

The next segment below is the continuation of the word explanation sequence "fluency" presented in Excerpt 23 (Section 5.2.3). In this specific case, the teacher enacts a scene in which she is giving a disfluent presentation. The following segment begins with the last four lines from the transcript in Excerpt 23.

Excerpt 23 fluency

07 → Tea: no:w
 08 (0.4)
 09 Sim: °ha ha°
 10 Tea: e:r about her

11 (0.5)
 12 Sim: ha ha ha
 13 Sed: ()
 14 Tea: oka:y
 15 Sed: eee
 16 Tea: yeah there is no fluency there
 17 Sed: ye:s
 18 Tea: yeah

In lines 07 to 10, the teacher performs a word explanation through the use of scene enactment technique in which she acts as if she was giving a disfluent presentation. The word explanation conducted through scene enactment is oriented to by students who produce laughter and compliance tokens. In line 16, the teacher brings the sequence to a close by contextualizing the target vocabulary item using in a sentence.

The analysis of the follow up of the TIWE in an F&A context has shown that the explanation receives understanding displays from students through laughter and compliance tokens. Then, the teacher brings the sequence to a close by contextualizing the problematized vocabulary item.

The last segment in this sub-section is the continuation of the word explanation sequence "take it easy" presented in Excerpt 24 (Section 5.2.3). In this specific case, the teacher enacts a scene in which she is talking to an imaginary character to explain the target expression "take it easy". The following segment begins with the last seven lines from the transcript in Excerpt 24.

Excerpt 24 take it easy



Figure 77

18 → Tea: o:f and i am so tired (0.5) i have to clean and i have
 19 to cook and i have to go to work and i have to take care
 20 of the baby i have to do so many things
 ((# she acts as if she was a busy housewife))
 21 (0.4)
 22 Tea: and my friend (0.4) yeah my friend says
 ((# she shows an imaginary character))
 23 (0.3)
 24 Chr: oh take it easy (0.4) don't do so many things (.)
 25 take it easy
 ((# hand gesture))
 26 ((several students offer answers including "don't worry"))
 27 → Tea: take it easy (0.6) take it one by one step by step

 28 yavaş yavaş (0.7) yeah slowly
slowly slowly
 29 Sim: no
 30 Nis: slower
 31 Sim: huh slowly slowly
 32 Tea: yeah yeah just (0.3) go step by step easy take it easy
 33 Sed: (bunlar yanlış çıksında ne yaparım)
 these wrong are what do
what will I do if all these are wrong?
 34 Tea: yeah starts easy simple
 35 Sim: (bu bence yanlış)
 this think i
i think this is false
 36 Tea: first
 37 Nis: (take care of the house)
 38 Tea: clean the house then go to work (.) then do the

39 cooking (.) then (.) take care of family
 40 Nis: okay
 41 Tea: yeah (.) so take it easy (0.6) very common
 42 expression in english
 ((writes the explanation on the board))

In lines 18 to 25, the teacher enacts a scene in which she creates a dialog with an imaginary character to do word explanation. Following this, several students offer candidate responses that are not treated by the teacher as being appropriate (in line 26). In lines 27 and 28, the teacher takes the turn again and first repeats the target expression and then provides a clausal rephrasing of it together with its L1 equivalent. This explanation receives a display of understanding from students in the following lines (in lines 30 and 31). In lines 34 to 42, the teacher gives an upshot of the word explanation and closes the sequence by writing the target word on the board (see: Figure 77).

When the follow up of the TIWE in a TO classroom context is analyzed, we see that the teacher closes the sequence by giving a summary of her explanation while at the same time writing the word on the board following students' understanding displays.

In sum, the analysis of the word explanation sequences presented in this section has shown that word explanations conducted through the use of embodied resources are brought to a close in several different ways depending on the micro contexts of L2 classroom interaction including 1) making quick mode switches (e.g. from F&A context back to M&F one), 2) contextualizing the word 3) repeating and writing the word explanation on the board at the same time 4) showing the target word on the board and providing a summative clause 5) confirming the students' understanding and giving an explicit positive evaluation 6) providing a summative that clause and writing the target word on the board 7) requesting a word explanation for another vocabulary item and (8) repeating the word explanation, writing it on the board, using it in a context, and providing a summative that clause in the same sequence. The table, below, summarises the ways how word explanation sequences are brought to a close in different micro contexts of L2 classroom interaction.

Table 4

The Closures of Word Explanations Conducted Through the Use of Embodied Resources

Task Oriented Classroom Contexts	Meaning & Fluency Contexts	Form & Accuracy Classroom Contexts
<ul style="list-style-type: none"> • repeating the task item and beginning a new word explanation sequence • confirming and giving a positive evaluation • providing a summative explanation and writing the word on the board 	<ul style="list-style-type: none"> • making a quick context shift 	<ul style="list-style-type: none"> • repeating the word and writing it on the board • repeating the word explanation, writing it on the board, using the word in a context, and providing a summative explanation • showing the target word on the board and providing a summative explanation • contextualising the word

6.3 Closures of Word Explanations Conducted through the use of Environmental Resources

This section is divided into three sub-sections which focus on the closures of word explanations conducted through environmental resources such as the classroom artifacts (6.4.1), environmentally available objects (6.4.2), and the behaviors of environmentally available people (6.4.3).

6.3.1 Closures of Word Explanations Conducted Through the Use of Classroom Artefacts

Excerpt 25 is the continuation of the extract “branch” presented in Excerpt 25 in Section 5.3.1. In this specific word explanation sequence, the teacher explains the vocabulary item “branch” through the use of a classroom artifact. The following excerpt begins with the last two lines from Excerpt 25.

Excerpt 25 branch

50 → Tea: department like (0.6) this is the tree (0.8) and these
 ((begins drawing a three on the WB))

51 → are the branches (1.6) these are the branches
 ((while drawing shows the branches))

followed by a display of understanding, which overlaps with last TCU of the previous turn, from Sed who orients to her peer (Sim) (in line 53). In line 54, the teacher makes a continuation to her contextualization "has the [headquarters [here]" while drawing a building on the board. In overlap with the previous turn, Sim requests for clarification in a quiet tone "[°ney°" from her peer (Sed). This receives an immediate second pair part in an overlapping fashion from Sed "[şube demek" (line 56). In the subsequent line (line 57), the teacher continues her pictorial contextualization. Following this, in line 58, Sim asks Sed how the word is spelled by switching to her L1 while trying to check the word on the internet using her cell phone. In line 59, Sed displays her understanding again in her L1 which receives an immediate confirmation from the teacher who first produces a confirmation token in a faster pace, then repeats the given response with a louder tone, and finally evaluates it with an explicit positive evaluation (line 61). Sed responds to teacher's positive evaluation with a laughter token in line 62, and in the following turn (in line 63) Sim makes another positive evaluation of her peer's (Sed) display of understanding which is also oriented to by Sed with laughter tokens (in line 64). In line 66 to 71, the teacher gives an upshot of what she has explained so far. In line 75 to 85, the teacher focuses on the distinction between branch and brunch in terms of pronunciation. Here we witness a deliberate effort for a specific aspect of vocabulary. The sequence is brought to a close by the teacher who makes a smooth context shift and switches back to the task at hand (see: lines 89 to 91).

The examination of the follow up of Excerpt 25 has shown that the word explanation sequence is brought to a close by the teacher who focuses on a specific aspect of vocabulary knowledge "its pronunciation". Then, she makes a smooth shift back to the task at hand.

Excerpt 26 is the continuation of the extract "exclusively" presented in Excerpt 26 (Section 5.3.1), in which the word explanation is conducted through the use of an environmentally available classroom artifact "coursebook". The following excerpt begins with the last six lines from Excerpt 26.

Excerpt 26 exclusively

02 Tea: exclusively just for
 03 (0.7) ((gazes at Mar))
 04 Tea: exclusively (1.5) e::rh. (1.1) you can buy

05 this book (0.5) exclusively from (0.2) pearson
 ((# uses classroom artefact for explanation))
 06 longman (1.0) you can buy this book (0.2) just
 ((# uses classroom artefact for explanation))
 07 from (0.5) pearson longman
 08 (0.3)
 09 Nis: [huh
 10 Mar: [from↑
 11 (0.4)
 12 Nis: [special
 13 Tea: [just from
 14 (0.4)
 15 Nis: [special
 16 Tea: [special
 17 (0.8)
 18 Tea: so you cannot find this book in oxford [or cambridge
 19 you can only find it in pearson (0.5) publisher (.) yeah
 ((uses classroom artefact for explanation))
 20 that is the publisher (.) publishing house
 21 (2.0)((she orients to the IWB))
 22 Tea: now (1.6) e::r (.) why is it the right time for
 23 lee heart (.) to write his memoirs (

The excerpt begins with the teacher (in line 02) providing an L2 equivalent of the word. However, after a 0.7 second pause (in line 04 to 07) the teacher gives a word explanation through the use of a classroom artifact "coursebook" which receives a display of understanding with a change of state token from Nis in line 09 and a candidate understanding display from Mar in line 10 produced in an overlapping manner. Following a 0.4 second pause (in line 11), Nis provides an L2 equivalent of the word "[special". In the next line, the teacher displays an orientation to Mar's response and modifies it by adding "just". After a 0.4 second gap, Nis repeats her candidate understanding which overlaps with the teacher's confirmation in the next line. After a 0.8 second gap in line 17, the teacher gives an upshot of word explanation by using the classroom artifact (in lines 18

to 20). Then, she brings the sequence to a close by returning to her instruction giving (in lines 22 and 23).

The analysis of this follow up of the sequence initiated by one of the students in the PC of L2 classroom interaction has shown that the explanation receives displays of understanding from students in the form of L2 equivalents. The sequence also is brought to a close by the teacher who gives a summary of her explanation and makes a context shift back to her instruction giving.

6.3.2 Closures of Word Explanations Conducted Through the Use of Personal Objects

Excerpt 5 is the continuation of the extract "on the one hand" presented in Excerpt 5 (Section 5.3.2), in which the word explanation is conducted through the use of an environmentally available personal object "mobile phone". The following excerpt begins with the last fourteen lines from Excerpt 5.

Excerpt 5 on the one hand

21 Tea: on one hand
 ((holds the phone with her left hand))
 ((moves one step to her left))
22 Sim: hadi bakalım
 let's see
23 (0.8)
24 Tea: mobile phones are very useful
25 (0.4)
26 Sed: yes
27 Mar: yes
28 Tea: yeah we use them every day we have internet
29 we [have what's up everything
30 Sed: [every time
31 Mar: yes
32 Tea: so on one hand they are very useful (0.3) on the other hand

((takes the phone to her right hand))

((and shows her right hand))

33 (0.7)

34 Tea: they are very bad for your [brain

35 Nis: [harmful

36 Sim: harmful

37 Nis: harmful

38 Mar: [°anladım°
i understand

39 Tea: [they are harmful [ye:s

40 Sim: [damages

41 Tea: they give a lot of radiation

42 (0.4)

43 Nis: ye:s

44 Tea: hhhhhh all [the time

45 Nis: [yes

46 Sim: radyasyon

47 Tea: so comparing and contrasting

48 (0.3)

49 Nis: °anladım°
i understand

50 Tea: on one hand it is good
 ((raises her left hand and moves her left))

51 Sim: hu:h

52 Tea: on the other hand
 ((raises her right hand and moves her right))

53 Sim: relatively

54 (0.7)

55 Nis: no

56 Sim: disadvantage

57 Nis: not good

58 Tea: yeah exactly advantages and disadvanta[ges good well done

In lines 21 to 34, the teacher uses an environmentally available resource “her mobile phone” to perform a word explanation. In the following lines (35-37), students display orientation to the teacher’s explanation by completing her turn saying mobile phones are “harmful”. In line 38, Mar, the one who initiates the sequence by requesting word explanation, displays his understanding by saying “[°anladım°” (I understood) in a quiet

tone. In lines 39 to 44, we see mutual orientation and confirmation between the teacher and students to each other's responses. In lines 47 to 58, the teacher gives a summary of the word explanation and brings the sequence to a close.

The analysis of Excerpt 5 which is the continuation of a sequence initiated by a student in F&A context shows that the student who initiates the sequence displays his understanding following the teacher's explanation in addition to other students who do so. The sequence is also brought to a close by the teacher who provides a summary of the word explanation.

Excerpt 27 is the continuation of the extract "persuade" presented in Excerpt 27 in Section 5.3.2. In this specific sequence, the teacher makes a word explanation by using an environmentally available personal object "chewing gum box" of a student. The following excerpt begins with the last two lines from Excerpt 27.

Excerpt 27 persuade

23 → Tea: so: (.) i want to persuade you: (.) to buy these
 24 [because they are very good
 ((shows the chewing gum boxes))
 25 Erh: [aklı- aklını çelmek
 mind- mind change
 convince- to convince
 26 Mar: so [what is-
 27 Nis: [to agree to accept
 28 Sed: create mi?
 is it create?
 29 Tea: agree o:r
 30 Nis: accept=
 31 Sim: =°create°
 32 (0.8)
 33 Tea: accept
 34 Nis: (appeared of) (0.4) a pair of
 35 (0.2)
 36 Tea: another word for persuade

((orients towards the board))

((begins to write the letters of the word one by one))

37 Sim: miss

38 Nis: (regence) yok

there isn't

39 Sim: misthought

40 Nis: er (0.6) congestion

41 Tea: convince

42 Nis: con-

43 Tea: to make you agree as you said

((some lines extracted))

44 Tea: so to persuade is to convince (.) yeah to make you accept

45 something (.) to make you agree (.) with me (.) to say yes

46 these are good (.) buy them (.) they are very good (.)

47 i am trying to persuade you (0.3) to convince you (.)

48 this is what i was trying to do (0.4) yeah telling you

49 that they are good for your throat (.) they have nice

50 flavors (.) aroma (.) i think (.) yeah aroma (.)okay

In lines 23 and 24, the excerpt begins with the teacher providing a word explanation through the use of an environmentally available personal object of a student in the classroom. This is followed by an immediate response from Erh (in line 25) whose turn overlaps with the teacher's turn at the turn beginning. The teacher takes the turn in line 26 again where she initiates a request for the meaning of the word but ends her turn with a cut off because of the following response from Nis initiated in an overlapping manner. Between lines 28 to 35, several students offer candidate word explanations. However, in line 36, the teacher requests a synonym of the word "persuade" while doing so she orients to the board and begins writing the letters of the requested synonym one by one on the board. After several student guesses for the candidate synonym of the word "persuade" in lines 37 to 40, the teacher provides the synonym of the word "persuade" and repeats the explanation (in lines 41 and 43). In line 44 to 50, the teacher provides an upshot of the word explanation sequence and brings it to a close.

When the closure of the sequence which is initiated by the teacher in a PC of L2 classroom interaction has been examined, we see that students display their understandings in their L1 and L2. As in Excerpt 5, the sequence is brought to a close by the teacher who gives a summary of her explanation.

6.3.3 Closures of Word Explanations Conducted Through the Use of Students' Embodied Actions

Excerpt 28 is the continuation of the extract “violent” presented in Excerpt 28 in Section 5.3.3. In this word explanation sequence, the teacher makes a word explanation through the use of an embodied action of a student in the classroom. The following excerpt begins with the last line from Excerpt 28.

Excerpt 28 violent



Figure 78

- 15 → Tea: ((# shows Nis who is clenching # her fist))
- 16 Nis: şiddet like aggressive
violence
- 17 Tea: okay aggressive exactly [violent aggressive
- 18 Erh: [who make a violence
- 19 (0.7)
- 20 Tea: yeah so he said his father was a bad person
- 21 Sim: voice=
- 22 Tea: =he was aggressive he was violent
- 23 Sim: voice=
- 24 Sed: =aggressive miş
it is

it is aggressive

25 Mar: violence violence

26 Tea: violent uh huh

27 Mar: noun violence

28 (0.3)

29 Nis: nine- noun form [violance

30 Erh: [nnnn

31 (0.4)

32 Tea: uh huh (.) exactly violent is the adjective (.) and violence

33 (0.5)

34 Nur: noun

35 Tea: is the noun yes

((writes on the board))

The excerpt begins with the teacher doing a word explanation by pointing at Nis who is clenching her fist. Following this, in line 16, Nis first provides an L1 translation of the word then she gives an L2 equivalent of the word which is confirmed as being appropriate by the teacher in the next line. In an overlap with the previous turn towards the end, in line 18, Erh displays his understanding by using the noun form of the target word "violent" in a sentence. After a 0.7 second gap, the teacher (line 20 to 22) also contextualizes the target word by using it in a sentence. In lines 25, Mar displays his knowledge by providing the noun form of the target vocabulary item. In the following line (line 26), the teacher confirms it by repeating the target vocabulary item and producing an acknowledgment token. In the following line (line 27), Mar again displays his knowledge by first specifying its grammatical context and repeating noun form of the target word "noun violence". After a 0.3 second of silence (in line 28), Nis confirms Mar's knowledge display by repeating it and producing an acknowledgment token (in line 29). In line 32 to 35, the teacher confirms student contributions as being appropriate and places the word explanation on the board (see: Figure 78). Then the sequence comes to a close soon thereafter.

The analysis of Excerpt 28 which is the continuation of a sequence initiated by a student in a TO context shows that after students' knowledge displays (e.g. an embodied action) the

teacher brings the word explanation sequence to a close by writing the explanation on the board.

In sum, it has been observed that sequences in which word explanations are conducted through environmental resources are also brought to a close in different ways depending on the classroom contexts that they are initiated. As seen from Table 3, in TO classroom contexts the teacher closes the sequences by making quick mode switches back to the task at hand or by writing the word explanation on the board. In procedural classroom contexts, the teacher again closes the word explanation sequences with a smooth context shift after providing a summary of the word explanation. In F&A contexts, similarly, the word explanation sequences are brought to a close by the teacher through the provision of a summary of word explanation.

Table 5

The Closures of Word Explanations Conducted Through the Use of Environmental Resources

Task Oriented Classroom Contexts	Form & Accuracy Classroom Contexts	Procedural Classroom Contexts
<ul style="list-style-type: none"> • targeting a specific aspect of the vocabulary item and making a smooth context shift • writing the word explanation on the board 	<ul style="list-style-type: none"> • providing a summary of her explanation 	<ul style="list-style-type: none"> • providing a summary of the word explanation and making a quick context shift

6.4 Closures of Word Explanations Conducted through the Use of Combinations of Multiple Resources

This section addresses closures of word explanation sequences where the teacher mobilizes the use of multiple resources while doing word explanation. The first sub-section deals with the closures of word explanations which are conducted through the use of verbal and multimodal resources (sub-section 6.5.1). The next sub-section is examining the closures of the word explanation sequences which are managed through the mobilization of verbal, embodied and environmental resources (sub-section 6.5.2).

6.4.1 Closures of Word Explanations Conducted Through the Use of Combinations of Verbal and Embodied Resources

Excerpt 29 is the continuation of the word explanation sequence "to decline" presented in Excerpt 29 in Section 5.4.1. In this word explanation sequence, the teacher mobilizes the use of both verbal and embodied resources while she is doing a word explanation. The following segment begins with the last three lines from Excerpt 29.

Excerpt 29 to decline



Figure 79

- 14 Tea: sorry (.) now its popularity has declined (0.3) the same yes
((brings her hand down))
- 15 Nis: less (0.3) less popular
((brings her hand down))
- 16 Tea: uh huh decreased
((brings her hand down))
- 17 Nis: yeah [°decrease°
- 18 Tea: [yeah to decline is to decrease=
((#begins writing the word explanation on the WB))
- 19 Nur: =°decrease°
- 20 Mar: reduce
- 21 Tea: reduce yeah
- 22 (2.0) ((cont writing))
- 23 Tea: decrease (0.8) reduce (2.0) to decrease to reduce

24 to go (.) lower down
 ((hand gesture))

25 Sua: yeah

26 Tea: yeah his popularity has declined

27 has (0.4) decreased (.) reduced

In line 14, the excerpt begins with the teacher contextualizing the word "decline" by using it in a sentence while doing so she also provides an embodied explanation. This gestural explanation immediately receives a display of understanding from Nis with a verbal explanation of the word and an accompanying hand gesture. In line 16, the teacher first acknowledges the response delivered by the Nis as being appropriate and then provides a synonym of the word. While doing so, she also gives a gestural explanation by bringing her hand down several times. This is immediately oriented to by Nis who first initiates an acknowledgment token and then gives a repetition of the provided synonym in a quiet tone (line 17). In an overlap with the second TCU of the first turn, the teacher first confirms Nis with a compliance-token and then gives a synonym of the word (line 18). While doing so, she writes the word explanation on the board (see: Figure 79) in an attempt to bring the sequence to a close.

However, in line 19, in a latching manner with the previous turn, Nur shows her orientation by repeating the offered synonym in a quiet tone. Following this, at line 20, Mar displays his knowledge by providing another synonym of the word "to decline" which is confirmed by the teacher as being correct in line 21. During 2.0 seconds long gap the teacher continues writing the word explanation on the board. In line 22, the teacher provides a list of synonyms of the target vocabulary item (in lines 23 and 24) while doing so she also provides a gestural description. The sequence, then, is brought to a close by the teacher who contextualizes the word and its synonyms using it in a sentence.

In Excerpt 29, which is initiated by the teacher in the F&A context of L2 classroom interaction, the teacher gives both verbal and embodied descriptions of the target vocabulary item in the same word explanation sequence. After displays of knowledge received from students both in verbal (e.g: synonym) and embodied formats, the teacher brings the sequence to a close by giving a summary of her explanation and also writing the word explanation on the board.

Excerpt 8 is the continuation of the word explanation sequence "in addition to" presented in Excerpt 8 in Section 5.4.1. In this specific case of word explanation, the teacher mobilizes the use of both verbal and embodied resources to introduce the meaning of the target vocabulary item. The following segment begins with the last line from the transcript in Excerpt 8.

Excerpt 8 in addition to

19 Çag: what does it [mean? in addition.
 ((hand gesture)) ((looks at Tea))

20 Tea: [read- read- in addition plus (.) more
 ((gazes at Çag and # makes an adding hand gesture))

21 (0.5)

22 Çag: hu:h

23 Sim: dahası
 more than

24 Tea: it is not that

In line 20, the excerpt begins with the teacher doing a verbal word explanation, providing a synonym of the target vocabulary item, while she is doing so she also complements her explanation with a simultaneous hand gesture. Following a 0.5 second gap (line 21), Çag produces a change of state token (Heritage, 1984b) with elongation. In line 23, Sim displays her knowledge by providing an L1 equivalent of the target vocabulary item. In line 24, the teacher brings the sequence to a close by shifting back to the task at hand.

It is important to note that Excerpt 8, which is initiated by a student in a TO context of L2 classroom interaction, is brought to a close by the teacher with a quick switch back to the task at hand. The word explanation also receives a minimal token of understanding (see: line 22) and display of knowledge from students (see: line 23).

6.4.2 Closures of Word Explanations Conducted Through the Use of Combinations of Verbal, Embodied and Environmental Resources

Excerpt 31 is the continuation of the word explanation sequence "rebranding" presented in Excerpt 31 in Section 5.4.2. In this word explanation sequence, the teacher mobilizes the

use of verbal, non-verbal and environmental resources altogether to explain the meaning of target vocabulary item.

Excerpt 31 rebranding

28 Tea: okay i want to give it another name (0.4) they are
29 rebranding
((hand gesture))
30 Ber: hu:h
31 Tea: yeah they [give a new name
32 ((several students engages in an off-task talk))
33 Tea: it is the same thing (.) it is the same watch (.)
((showing her watch))
34 it is still a swatch (.) but the name is different
35 (0.6)
36 Tea: rebranding
37 (2.0)
38 Tea: erm: coca cola everybody knows coca cola (.) right↑
39 (0.5)
40 Tea: maybe somebody buy pepsi buys his coca cola (.) and
41 they will not call it coca cola (.) they will call
42 it pepsi cola (.) yeah rebranding new name

In lines 28 and 29, the teacher provides both a verbal and an embodied explanation of the problematized vocabulary item. This receives a minimal token of understanding, a change of state token, from Ber in line 30. This is followed by the teacher's confirmation and reparation of the word explanation (line 31). After several students' off-task engagement talks, the teacher takes the turn again and makes a continuation of her word explanation by using her watch as a resource to contextualize the word meaning (lines 33 to 36). Following 2.0 seconds long pause, the teacher offers another contextualization of the target vocabulary item by exemplifying two brands and brings the sequence to a close by repeating the problematic word and its explanation (in lines 40 to 42).

The analysis of Excerpt 31, which is an example of TISIWES, shows that the word explanation receives a minimal token of understanding (see: line 30) and the sequence is

brought to a close by the teacher after the contextualization of the target word by repeating the target vocabulary item and its explanation.

Excerpt 9 is the continuation of the word explanation sequence "affordable" presented in Excerpt 9 (Section 5.4.2), in which the teacher mobilizes the use of verbal, non-verbal and environmental resources altogether to do word explanation. The following segment begins with the last seven lines from the transcript in Excerpt 9.

Excerpt 9 affordable



Figure 80

```
12  Tea:  =affordable. ((orients towards the board))
      ((# hand gesture))
13      (0.5)
14  Sim:  °affordable°
15      (0.5)
16  Tea:  this phone costs (0.2) a thousand liras
      ((# shows her phone # on the desk))
17      (0.4)
18  Tea:  but it is affordable it is okay
19      (0.3)
20  Tea:  i can afford it
21      (0.5)
22  Nis:  i can af[ford?
```

23 Mar: [hmmm

24 Tea: [i can afford afford affordable=

25 Çag: not ex- not expensive

26 Nis: okay

27 Sim: yet[ersiz
not enough

28 Çag: [not expensive

29 (0.5)

30 Tea: not expensive for me

31 Erh: for me=

32 Tea: =may [be for someone else

33 Sed: [not afford degil mi?
not afford isn't it?

34 Tea: hmm↑
 ((orients to Sed))

35 (0.5)

36 Sed: can't afford degil mi?=
can't afford isn't it?

37 Nis: =işte can afford
it is can afford

38 Tea: [but this one you can afford

39 Mar: [i (can't)

40 (0.2)

41 Tea: yeah you can buy it

42 Çag: ödenebilir fiyat
affordable price

43 Tea: you have [the money for it

44 ((several students offer explanation))

45 Tea: so affordable (.) something that you have the

46 money to buy you can afford it
 47 (0.9)
 48 Tea: yeah (0.3) it- it is okay (0.3) or [you know
 49 Sim: [it is possible
 50 (0.5)
 51 Tea: [sorry↑
 52 Sim: [possible
 53 Tea: yeah it is possible to buy
 54 (0.6)
 55 Sim: hu:h
 56 Tea: for [example for me buying a [mercedes (.) is not affordable
 57 Erh: [consider ney [consider
 58 (1.0)
 59 Tea: because i don't have so much money that is to buy
 60 mercedes (.)it is not affordable but for: (0.9) someone
 61 else (0.2) you know it can be affordable
 62 Sim: ()
 63 Tea: he has the money (.) he can buy it (.) he can afford
 64 it (1.0) yeah so (.) depends on (1.0) who you are let's say
 65 (1.0)
 66 Tea: so affordable (1.0) yeah
 ((begins writing the explanation on the WB))
 67 Sim: opportunity
 68 Tea: to afford it
 69 (0.8)
 70 Sim: opportunity ()
 71 Tea: to afford it (1.0) to be able (2.0) to buy
 72 it (1.2) bu:y (0.8) okay

The excerpt begins with the teacher giving an embodied description of the target vocabulary item by making a money gesture in line 12. Then, between line 16 and 18, the

teacher uses an environmentally available resource “her cell phone” to provide word meaning. Finally, in line 20 she offers a verbal explanation in which she makes a clausal rephrasing of the vocabulary item. After a 0.5 second gap (in line 21), Nis requests for clarification by repeating the offered clausal rephrasing of the vocabulary item with a rising intonation. In the subsequent line (in line 24), the teacher confirms it by first repeating the clausal rephrasing of the vocabulary item, then giving it a grammatical context (e.g. afford being verb) and finally repeating the target vocabulary item. In line 25 to 28, students display their candidate understandings (see: not ex- not expensive, yet[ersiz) which are oriented to by the teacher who elaborates more on the word meaning (lines 30 to 32). Following a 0.5 second gap, Sed requests a clarification for the commonly known negative form of the verb with a rising intonation “can't afford degil mi?=” (line 33). In line 34, the teacher orients towards Sed and requests for clarification by producing a listenership token with a rising pitch. After a 0.5 second gap (in line 35), Sed repeats her request with rising intonation and this is followed by an immediate response (line 37) in a latching fashion from Nis.

In line 38, the teacher makes it clear that the vocabulary item that she is asking for means “can afford” with stress at the word “can”. After Mar's incomplete turn which overlaps with the previous turn and a 0.2 second of pause in line 40, the teacher makes a continuation to her explanation (in lines 41 and 43). Also, in line 42, Cag displays his understanding by switching to his L1. In line 45 to 48, the teacher gives an upshot of her explanation and attempts to bring the sequence to a close but in line 49 Sim also displays her candidate understanding by offering an alternative explanation which is oriented to and confirmed by the teacher in the following lines (51-54). Following Sim's change of state token in line 55, the teacher contextualizes the target vocabulary item by giving an example and brings the sequence to a close by providing a summary of the word explanation and writing it on the board (see: Figure 80).

A close look at Excerpt 9, which is induced by the teacher and problematized by a student, has revealed that the word explanation receives displays of understanding from students in the form of L1 and L2. Also, the sequence is brought to a close by the teacher who gives a summary of her explanation and writes it on the board.

In sum, the analysis of word explanation sequences that are conducted through multiple resources has shown that the teacher closes these sequences through the use of (1) a quick

mode switches, (2) providing a summary of word explanation, (3) providing a summary of word explanation and writing the word explanation on the board, (4) repeating the word and its explanation, and (5) contextualising the target vocabulary item and writing the word explanation on the board. Table 4, below, provides a picture of how word-explanation sequences are brought to a close in different micro contexts of classroom interaction.

Table 6

The Closures of Word Explanations Conducted Through the Use of Multiple Resources

Task Oriented Classroom Contexts	Form & Accuracy Classroom Contexts
<ul style="list-style-type: none"> • making a smooth context shift 	<ul style="list-style-type: none"> • giving a summary of the word explanation and writing it on the board • repeating the word and its explanation

6.5 Summary

The analysis in this chapter has shown that word explanation sequences are brought to close in several different ways after students' knowledge or understanding displays depending on micro contexts of L2 classroom interaction. Section 6.1 has described the closures of word explanation sequences in which the teacher explains the target vocabulary items through the use of verbal resources. In Section 6.2 the closures of word explanations conducted through the use of embodied resources have been described. In the following section (6.3) the examination has focused on closures of word explanation sequences in which the teacher makes use of environmental resources to describe the word meanings. The last section (6.5) has illustrated how the teacher brings word explanation sequences to a close in which vocabulary items are introduced through the combinations of multiple resources.

CHAPTER 7

DISCUSSION

7.0 Introduction

This study has explored how word meanings are made explicit by a teacher in various micro contexts of L2CI. Preliminary observations following data collection suggested that the teacher word explanations are of value to this study because of their frequent recurrence in research data. Being so significant in creating learning opportunities for L2 learners, teacher talk and practices have gained growing interest from a micro-analytic perspective. Word explanation, a common teacher practice in L2CI, has also been the focus of some research from a CA perspective. However, this study fills a significant gap in the literature regarding teachers' word explanations in instructed learning settings, by taking into consideration the initiation and closures of word explanation sequences in different micro contexts of L2CI as well as the resources used in word explanations and aspects of vocabulary knowledge targeted in word explanation sequences. The analysis of the data, in the preceding three analysis chapters, responds to the following research questions through micro-analysis:

1. How are word explanations sequentially organized?
 - a. How are word explanation sequences initiated?
 - b. How do the word explanation sequences unfold?
 - c. How are word explanation sequences brought to a close
2. What resources (verbal, embodied and environmental) are used in word explanation sequences?

3. What aspects of vocabulary knowledge are targeted in the word explanation sequences?

A close analysis of the research findings has shown that (a) word explanation sequences investigated fall into three broad categories: TIWES, SIWES, and TISIWES, (b) word explanation sequences found in L2CI corpus are either intentionally or incidentally constructed and they have their specific sequential organizations, (c) word explanation sequences are initiated in some specific ways depending on micro contexts of classroom (eg: meaning and fluency) interaction and type of word explanation sequences (e.g: student-initiated), (d) the teacher explains vocabulary items through the use of various resources such as: verbal, embodied, environmental and combinations of these three resources are also possible, (e) the word explanation sequences are brought to a close, mostly after students' knowledge or understanding displays, through several distinct ways depending on the micro classroom context they are initiated and (f) the aspects of vocabulary knowledge such as *form*, *meaning*, and *use* (Nation, 1990, 2013) are targeted in word explanation sequences. However, while in some word explanation sequences the teacher targets all aspects of vocabulary knowledge. In others, some aspects of vocabulary knowledge can be neglected and the teacher explains only one or two aspects of vocabulary knowledge. While the main focus of the analysis has been on word explanation practices of the teacher, the findings of this study also have implications for research on features of CIC (Walsh, 2006). The features of CIC such as *managing the context shifts*, *effective use of embodied resources* and *code-switching* are displayed by the teacher in these specific sequences of word explanation found in the L2CI corpus (Walsh, 2006). In addition to these, two teacher practices which are considered to be new constructs of CIC (Walsh, 2006) are also proposed namely: *teacher's effective use of scene enactment* in word explanations and *her use of planning time* to respond student word explanation requests. Finally, the findings of this study also have implications for the studies on the management of epistemic in these specific sequences (e.g., display of knowledge and understanding) (Koole, 2010).

Concerning the research questions and based on the relevant literature reviewed in Chapter 2, the following sections will discuss the findings of the analysis chapters in more detail. Section 7.1 will discuss the findings concerning the types of word explanation sequences found in the L2CI corpus and their sequential organizations. The following section (7.2) will evaluate how word-explanation sequences are initiated in various micro contexts of L2

classroom interaction. Section 7.3 will elaborate on the resources (e.g., verbal, embodied and environmental) deployed by the teacher to introduce the meanings of the target vocabulary items. In Section 7.4, I will break down how the word explanation sequences are brought to a close in different micro contexts of L2CI. The next section (7.5) will deal with the aspects of vocabulary knowledge targeted by the teacher in word explanation sequences. The last section (7.6) will conclude with a discussion of the research findings on the constructs of L2 CIC displayed by the teacher.

7.1 Types of Word Explanation Sequences and their Sequential Organisations

As discussed in the review of literature (Chapter 2), the role of teacher talk and teacher practices in creating opportunities for learning have been investigated from a CA perspective focusing on a variety of related issues (Can Daşkın, 2015; Fagan, 2012, 2014; Hall & Smotrova, 2013; Park, 2014; Sert & Walsh, 2013; Walsh, 2002; Walsh & Li, 2013; Waring, 2008, 2013, 2013a; Waring et al., 2016) including teachers' intentional word explanations (Markee, 1995; Mortensen, 2011; Lazaraton, 2004; Waring et al., 2013). Studies that investigated the phenomenon has demonstrated that while doing word explanations teachers make use of different approaches such as *discourse unit* word explanation approach: without engaging learners to the word explanation process, or a *dialog* word explanation approach: by inviting learners to word explanation process (Koole, 2010).

In addition to this, previous research also has shown that word explanation practices can be defined according to the resources that teachers deploy as being *analytic word explanation approach* (e.g., verbal) and *animated word explanation approach* (e.g., embodied) (Waring et al., 2013). Moreover, as Stoewer and Musk (2018) suggest, the requests for word explanations are either initiated by the teacher or by students. Based on their research corpus, they define these word explanation requests as being 1) *teacher-initiated substitution requests*; 2) *student-initiated naming and word confirmation requests*, and 3) *teacher – or student-initiated meaning and translation requests*. However, no specific consideration has been given to the organization of these sequences (student or teacher-initiated) in various micro contexts of L2 classroom interaction. Although their study was not based on conversation analytic research mentality, Yee and Wagner (1984) defined word explanation sequences as either being *planned* or *unplanned* using interactional data.

In addition to this, they define word explanation sequences either as being *teacher-initiated* or *student-initiated* ones. As they claim, teacher-initiated word explanation sequences constitute the majority of the word explanation cases found in their research data.

7.1.1 Types of Word Explanation Sequences

The analysis of the findings has shown that word explanation sequences found in L2CI corpus fall into three broad categories: (1) *teacher-initiated sequences (TIWESs)* (120 cases), (2) *student-initiated sequences (SIWESs)* (16 cases) and (3) *teacher induced and student-initiated sequences (TISIWESs)* (12 cases) by taking into account the person who problematizes the vocabulary items. The majority of the cases are TIWESs, which is similar to Yee and Wagner's (1984) findings. As the focus of instruction in the classroom where the data was collected was on teaching and improving speaking skills, there are no planned word explanation sequences found in the L2CI corpus. The word explanation sequences are all unplanned (Yee & Wagner, 1984, Mortensen, 2011, Waring et al., 2013).

The first type of word explanation sequence is TIWES. Observations on the research data have shown that there are a total of 148 instances of word explanation which were either requested by the teacher or students. Of all the instances of word explanation, TIWESs dominate the majority of the cases as there are 120 instances of TIWES compiled from the L2CI corpus. These word explanation sequences defined in the L2CI corpus also bear resemblance to the *teacher-initiated meaning and translation requests* described in Stoewer and Musk's (2018) research study. This segment, which is taken from Excerpt 4, exemplifies the *teacher-initiated word explanation* sequences. It is also an intentionally initiated unplanned case of word explanation.

19 Tea: we need to think this is through.
 20 → now bu ne demek? (.) it is a very common expression again.
 now this what means
 what does this mean now?

As described in the excerpts presented in Section 4.1 (Excerpts 1, 2, 3 and 4) the teacher initiates word explanation sequences either by requesting a word explanation from students through a *dialogue word explanation approach* (see: Excerpt 1, 3, and 4) or by explaining the target vocabulary items without engaging students into the word explanation process as

in the case of Koole's (2010) *discourse unit word explanation approach* (see: Excerpt 2). In addition to this, the analysis of Excerpt 2 has shown that, in some sequences, word explanations can be both incidentally initiated and incidentally performed by the teacher. In other cases like in Excerpt 3 and 4, it has been observed that word explanations are incidentally initiated by the teacher but intentionally conducted. However, the analysis of Excerpt 1 suggests that in some other sequences word explanations can be both intentionally initiated and intentionally performed by the teacher.

The findings also suggest that there are also SIWES which consist of 16 occurrences of word explanation in which students request word explanations from the teacher. These sequences are similar to "- teacher-initiated" cases in Yee and Wagner's (1984) study and student-initiated meaning and translation requests described in Stoewer and Musk's (2018) study. These word explanation sequences are all incidentally initiated but intentionally explained cases. This segment, which is taken from Excerpt 6, is a typical example of SIWES.

05 Tea: =what about commercial?

06 Sim: var di mi?((off-task engagement orients towards Küb))
there is isn't it

07 Tea: are [they art?

08 Ber: [°com°-

08 → Sua: [commercial↑

As can be seen in excerpts 5 to 8 word explanation sequences are initiated by students requesting a word explanation from the teacher. In the majority of these cases, the teacher conducts word explanations single-handedly (see: Excerpts 5, 6, 7 and 8). However, in this case (see: Excerpt 32), below, word explanation is conducted through a dialogue approach (Koole, 2010).

Excerpt 32 coach

01 Muh: what is the coach mean

02 Mar: ot-

03 → Tea: what is [coach ((turns to sts and asks))

The analysis of the research findings has shown that there are also TISIWES that constitute the minority of the word explanation cases found in the L2CI corpus. There are a total of

12 cases in which the teacher asks students for unknown words and students request word explanations for vocabulary items they individually problematize. These word explanation sequences are quite different from SIWESs. While in the former sequences, the teacher sets the pedagogical focus of the lesson as being vocabulary teaching and asks for unknown words from students. The later examples, on the other hand, arise out of on-going interaction and are complete situational cases. So, what happens when one claims that SIWESs are unplanned word explanation sequences and TISIWES are planned ones? This is quite a simple case to respond to as both cases (SIWES and TISIWES) are unplanned word explanation cases. In TISIWES, the teacher asks for unknown words and she wasn't aware of which word was going to be problematized. Thus, I can claim that these are also unplanned word explanation cases. However, we see that all these sequences are intentionally initiated and intentionally explained cases of word explanation. This segment, which is taken from Excerpt 9, is a typical TISIWES.

01 Tea: yeni ke₁limeler? any new words? that you don't know.
 new words?
 02 (0.5) ((scans the class))
 03 Tea: un[known words?
 04 Ber: [ye:s.
 05 Tea: tell me.= ((gazes at towards Ber))
 06 Nur: =ye:s.
 07 (0.6) ((Tea takes the board marker and stands up))
 08 → Cag: up-[up and coming,

As can be seen from excerpts 9 and 10, word-explanations, in some cases, are induced by the teacher and initiated by students. In all of these cases, the teacher conducts the word explanation single-handedly without engaging students in the word explanation processes (Koole, 2010).

In sum, the discussion of the findings concerning the type of word explanations has offered that these three broad types of word explanation sequences found in the L2CI corpus are all unplanned cases of word explanation. However, we see that they are either conducted through the use of a dialogue or a discourse unit word explanation approach (Koole, 2010). While some sequences of word explanations are intentionally initiated and intentionally

conducted (TIWES in F&A and TISIWES), the others, on the other hand, can be incidentally initiated and incidentally conducted (TIWES in M&F). In addition to these, there are also cases of word explanation which are incidentally requested but intentionally explained (SIWES). In line with the previous micro-analytic research findings, this study has significantly contributed to our understanding of the organization of word explanation in L2CI. The findings are specific to the cases found in the research data and further studies are required to see whether any other type of categorization is possible.

7.1.2 Sequential Organisation of Word Explanation Sequences

In this sub-section, I will illustrate the sequential unfoldings of word explanation sequences based on the findings in three analysis chapters.

Earlier studies on word explanations have provided an overall sequential organization for the word explanation cases found in their research data. For example, Mortensen, (2011) suggests that the word explanation sequences found in his research corpus unfold as follows: (1) the teacher highlights the target word, (2) students repeat it; (3) the teacher requests a word explanation; and (4) students offer word explanations. Except for this study, which explicates an overall sequential pattern for word explanation sequences, Waring et al. (2013) also offer an overall sequential organization for word explanation sequences found in their research data which include the following elements:

- 1) set WORD in focus
- 2) contextualize WORD
- 3) invite or offer an explanation
- 4) close the explanation with a repetition

There are three types of word explanation sequences found in the research corpus each with its specific sequential organization (SIWES, TIWES, and TISIWES). Their sequential organizations vary depending on how word-explanations are problematized and conducted. In some cases, students find some vocabulary items problematic and request word explanations from the teacher. In other cases of word explanations, the teacher problematizes vocabulary items and performs word explanation either single-handedly or by inviting students to the word explanation process (Koole, 2010).

When student-initiated word explanations are conducted **single-handedly** by the teacher without engaging learners in the word explanation process, the overall sequential organizations of **SIWES** include the following elements that may not be available in every case:

- 1) A student requests a word explanation from the teacher (e.g., rising pitch, pointing)
- 2) The teacher *provides a word explanation /contextualizes the target vocabulary item*
- 3) The teacher *contextualizes the target vocabulary item* (e.g., using in a sentence) / *provides a word explanation.*
- 4) Students display their understandings (e.g., L1, L2)
- 5) The teacher confirms students' candidate understanding and *gives an immediate summary of the word explanation*

OR

The teacher confirms students' candidate understandings and continues the task at hand and thus gives a delayed summary of the word explanation later.

When **student-initiated word explanations** are conducted **by inviting students to perform a word explanation**, the overall sequential organizations of **SIWES** entail the following elements that may not be available in every case:

- 1) A student requests a word explanation from the teacher (e.g., rising pitch, pointing)
- 2) The teacher requests a word explanation from the other students
- 3) Students offer candidate word explanations
- 4) The teacher does not confirm the word explanation offers and contextualizes the target vocabulary (e.g., using in a sentence)
- 5) Students offer other word explanations
- 6) The teacher confirms students' candidate word explanations and also provides her own word explanation
- 7) The teacher then contextualizes the target vocabulary item and closes the sequence

TIWES, which are conducted **without engaging learners in the word explanation process**, involves the following sequential elements which may not be present in every single case.

- 1) The teacher puts a word into focus (e.g., repeat, stress, write on the board)
- 2) The teacher provides a word explanation single-handedly

- 3) The teacher then contextualizes the word and closes the sequence by making a quick shift to the task at hand (e.g., using in a sentence)

TIWES, which are conducted in a **dialogue approach**, includes the following sequential elements which may not be available in every single case:

1. The teacher puts the word into focus (e.g., repeat, stress, write on the board)
2. The teacher requests a word explanation from students
3. Students offer word explanations
4. The teacher confirms students' word explanation offers and gives her own word explanation

OR

The teacher does not confirm them and contextualizes the word

Students again offer other word explanations

Then, the teacher confirms them and gives her own word explanation

5. The teacher *repeats the word explanation / gives a summary of it* and writes it on the board

TISIWES typically entails these elements that may not be present in every single case

- 1) Students request word explanations for different vocabulary items
- 2) Teacher repeats a vocabulary item and places it on the board
- 3) The teacher explains the word and contextualizes it

OR

The teacher contextualizes the word and explains it

- 4) Students display their understandings
- 5) The teacher *repeats her word explanation / gives a summary of her explanation* and writes it on the board

In sum, the examination of the sequential unfolding of word explanation sequences shows that SIWES and TISIWES are mostly conducted through the discourse unit word explanation approach (Koole, 2010). TIWES, on the other hand, are both conducted through dialogue and discourse unit word explanation approaches (Koole, 2010).

7.2 The Initiation of Word Explanation Sequences in Various Classroom Contexts

This section will discuss the findings of Chapter 4 with regards to the initiation of word explanation sequences (TIWES, SIWES, and TISIWES) in different micro contexts of L2CI. In this section, I will illustrate the verbal and non-verbal resources that the teacher and students invoke to request word explanations. All these findings are exemplified by the excerpts presented in the sections of the first analysis chapter (Chapter 4). These findings are crucial for opening up a new path to look into the nature of word explanation requests by focusing on different micro contexts of L2 interaction and the resources deployed both by the teacher and students.

As discussed in the previous section, word explanation sequences found in this research data can be classified into three broad categories: SIWES, TIWES, and TISIWES. The findings also showed that the nature of how word-explanations are initiated also changes depending on the different contexts of L2CI namely M&F context, F&A context, TO context and PC (Seedhouse, 2004). No previous research thus far has particularly paid specific attention to word explanation initiations by taking the role of micro contexts of L2CI into consideration. However, Mortensen's (2011) study has brought the issue into focus by describing the ways and resources used by a teacher to highlight the vocabulary items and initiate word explanation sequences. As suggested by Mortensen (2011), the problematic vocabulary items are brought to public scrutiny through some *prosodic resources*, *self-repair* and *visual resources in relation to the blackboard*. In addition to this, Waring et al. (2013) also found that the teachers begin word explanation sequences by setting the problematic expressions into focus through repetition or displaying them on the board. What has been offered so far by the previous research is significant for researchers to see possible research gaps and to support and relate their research findings. However, no research thus far has brought the role of micro contexts of L2CI into focus on word explanation initiations.

The examination of the cases presented in Section 4.1 has shown that the nature of word explanation requests which are enacted by the teacher changes depending on the micro classroom contexts of the L2CI. The Excerpt 1 which is initiated in F&A context shows that the teacher initiates the word explanation sequences by first (1) repeating the target vocabulary item to put it into focus (see: line 04), (2) and then contextualizing it (by using in a sentence) (see: line 06) and finally (3) requesting a word explanation through the use of code-switching “lead† singer ne demek?” (see: line 08). Excerpt 2 is another typical

example of TIWES initiated in M&F contexts. Here in this excerpt, the teacher initiates word explanation sequence naturally with no explicit sign of initiation (see: line 09). Excerpt 3, initiated in PC, is another example of TIWES. In this example, the teacher initiates the word explanation sequence by (1) first requesting a word explanation through the use L2, (see: line 13) and then (2) she repeats the target vocabulary item and requests a word explanation through the use of L2 again, (see: line 17) (3) and finally she orients to the coursebook and shows the context in which the problematized word exists. The last example (Excerpt 4) is initiated in a TO classroom context. In this case, the teacher initiates the word explanation sequence by first (1) contextualizing the word (see: line 19) and then (2) using code-switching (see: line 20).

Similar to the cases in Section 4.1, the analysis in Section 4.2 also demonstrates that students initiate word explanation sequences in several different ways depending on the micro contexts of L2CI. Excerpt 5, which is initiated in an F&A context shows that word explanation can be initiated through the use of embodied resources like bodily orientations and pointing (see: Figures 7, 8 and 9). Following this, Excerpt 6 is also another case of SIWES initiated in an M&F context. In this example, we see that word explanation sequence is initiated in a choral mode (in an overlapping and latching fashion) with accompanying facial expressions (e.g., producing thinking face) (see: lines 09 to 11). Excerpt 7, initiated in a PC, is another example of SIWES. Here, we see that a student (Mar) makes use of prosodic resources like stress and pitch while problematizing the vocabulary item (see: line 23). Excerpt 8 is the last example of SIWES which is initiated in a TO context of L2CI. It has been observed that word explanation sequence is initiated by a student through the use of code-switching (see: line 13) and L2 (see: line 19) with accompanying hand gesture (see: Figure 15).

The analysis of the last section of the first analysis chapter (Section 4.3) examined the initiations of TISIWES. The analysis of Excerpt 9 demonstrates that students request word explanations from the teacher in an overlapping and latching manner for different vocabulary items (see: lines 08 to 11). The other example in this section also shows (Excerpt 10) a similar case. For example, two students request word explanations from the teacher for different vocabulary items but this time not in an overlapping way (see: line 09 and 11).

In this section, the findings of the first analysis chapter (Chapter 4) were closely examined. As a result, it can be claimed that the resources used in the initiation of word explanation

sequences tend to change depending on the micro context of classroom interaction and the type of word explanation sequences (e.g., SIWES).

7.3 The Resources Used in Word Explanations

This section will discuss the findings of the second analysis chapter (Chapter 5). First I will illustrate the cases (findings of Section 5.1) in which the teacher brings various verbal resources into action to make the meanings of problematized vocabulary items clear. This will be followed by the illustrations of embodied resources deployed by the teacher (findings of Section 5.2). In addition to these, the environmental resources (findings of Section 5.3) which the teacher uses to perform vocabulary explanations will also be discussed at great length in this section. Lastly, the focus of discussion will be on the word explanation cases (findings of Section 5.4) in which the teacher resorts to combinations of multiple resources such as verbal and embodied or verbal, embodied, and environmental resources to introduce the meanings of target vocabulary items.

This study builds on the findings of the previous interactional (Chaudron, 1982; Flowerdew, 1992; Dobinson, 2001) and micro-analytic research describing the resources deployed by teachers in word explanations (Lazaraton, 2004; Lo, 2016; Morton, 2015; van Compernelle & Smotrova, 2017; Waring et al., 2013). In his study on teachers' elaborations on word meanings, Chaudron (1982) found that while in some cases teachers use L1 translation and L2 definitions. In other cases of word explanation, teachers tend to use paraphrasing, parallelism, and apposition. Following this, Flowerdew (1992) also classified word explanation cases as formal, semiformal, substitution and ostentation. By focusing on speech and gesture used by a teacher in word explanation sequences, Lazaraton (2004) showed that (based on McNeill's (1992) classification of gestures) a teacher's use of gestures proved to be a significant part of the input in language classrooms. Furthermore, Waring et al. (2013) also examined how teachers explain the vocabulary items that arise as problematic during on-going classroom interaction. As a result, they found that teachers tend to follow two distinct approaches of word explanation: analytic (verbal) and animated (gestures). While in the analytic approach the teachers heavily depend on verbal resources such as rephrasing and use of synonyms in word explanation. The animated approach, on the other hand, involves teachers' use of talk and gesture, talk and environmentally coupled gesture, and scene enactment. Another significant research

finding is proposed by Lo (2016) who found that word explanation in some cases can be achieved by the teacher through the use of embodied resources without talk. In line with those mentioned microanalytic research, Morton (2015) also investigated how word-explanations are constructed in CLIL classrooms and found a similar pattern of word explanation practice: "analytic" and "animated" types. In addition to this, in his micro-analytic study, he also defined a combination of both explanation types in the same word explanation sequence which constitutes a key difference between Waring et al.'s (2013) study and this study.

The analysis of the data in Section 5.1 showed that the teacher in some cases makes use of verbal resources which include: use of L1 (5.1.1), synonyms (5.1.2) and clausal rephrasing (5.1.3) while she is doing word explanation in different micro contexts of L2CI.

The first type of verbal resource that the teacher invokes to explain the problematic vocabulary items is the use of L1 (5.1.1) which is similar to Chaudron's (1982) explicit way of word explanation defined as the use of L1 translation and L2 definitions in word explanations. The findings of this thesis study are considered to be significant because no CA research thus far has focused on the functions of code-switching in word explanations as a verbal resource (to my knowledge). The segment taken from Excerpt 6 below shows the teacher's use L1 in word explanation:

12 Cag: =commercial↑
 13 → Tea: reklam
 commercial

As seen in Excerpt 6, which is initiated in an M&F context of L2CI, the teacher explains a vocabulary item "commercial" problematized by one of the students through the use of the learners' L1 (Turkish) (see: line 13). Excerpt 11, which is also initiated in an M&F context, presents a similar case where the teacher mobilizes the use of code-switching in doing word explanation (see: line 16). Here the analysis of these two excerpts, which are typical examples of SIWES, show that the teacher manages quick and smooth context shifts in these sequences when she is responding to a student word explanation request through code-switching. Since all students share a homogenous language background (Turkish as their L1) the teacher's use of L1 is considered to be a quick and effective way of managing word explanations in cases where the teacher prioritizes the progressivity of the task at hand. In both cases, when the words are incidentally problematized by the students the

focus of the pedagogical task at hand was meaning and fluency oriented. When the Excerpt 6 is taken as an example, we see that the teacher asks a question to elicit learners' ideas (see: line 05 and 07); then a student incidentally requests a word explanation (see: lines 10 to 11); then the teacher provides a word explanation (see: line13) and then shifts back to the task at hand (see. line 15). The analysis here shows that the teacher displays an interactional skill and manages a smooth and quick context shift without blocking the flow of the interaction. The last example (Excerpt 12), on the other hand, is an example of TISIWES. Here the teacher also conducts word explanation through the use of L1 (see: line 11) and makes a practical and quick word explanation.

The other type of verbal resource to which the teacher resorts is the use of synonyms (5.1.2). As in the cases of Flowerdew's (1992) substitution type of definition in which the teacher introduces word meaning using synonyms, paraphrasing, and derivation, in these word explanation cases, the teacher gives word explanations in the format of synonyms. The segment taken from Excerpt 7 below exemplifies the use of synonyms in word explanation sequences:

```

23  Mar:      resolved↑
           (( # produces a thinking face))

24           (0.8)
25 → Tea:    er::v  yo- (0.8) solve (0.2) resolve (0.3) solve
26           the same (0.3) find a solution

```

The analysis of Excerpt 7, which is an example of SIWES initiated in a PC, shows that the teacher performs a word explanation through the use of synonyms (see: line 25). Excerpt 13, is an example of TIWES initiated in an F&A context, also displays a similar case where the teacher uses a synonym of the problematized word to introduce word meaning (see: line18 and 20). The analysis of these three cases shows that the use of synonyms is a quick and practical way to respond to word explanation requests.

The last type of verbal resource that the teacher invokes to explain the problematic vocabulary items is clausal rephrasing (5.1.3). This is similar to word explanation practices in Chaudron (1982), Flowerdew (1992) and Waring et al.'s (2013) studies in which the meanings of vocabulary items are made clear through the use of paraphrasing technique. The segment taken from Excerpt 14 below exemplifies the use of clausal rephrasing in doing word explanation:

12 → Tea: =yeah it is worth watching
13 i mean that she is a good artist

As seen in Excerpt 14 and 15 (TIWES initiated in a TO context) the teacher gives a clausal rephrasing of the problematic vocabulary item (see: Excerpt 14, line 13 and Excerpt 15, line 14). Excerpt 16, which is also a case of TIWES initiated in a TO context of classroom interaction, showcases a similar word explanation practice, where the teacher rephrases the problematic expression (see: line 17). Here, the teacher through the use of clausal rephrasing makes the vocabulary meaning explicit quickly and practically, which is appropriate to the nature of a TO classroom context where the teacher prioritizes the task progressivity.

The analysis in 5.2 showed that the teacher in some cases activates the use of embodied resources including gestures without talk (5.2.1), gestures with talk (5.2.2) and scene enactment (5.2.3 while introducing the word meanings in different micro contexts of L2CI.

The first type of embodied resource that the teacher deploys is the use of gestures without talk which is different from the cases where talk and gestures co-occur (Waring et al., 2013). However, these cases analyzed in section 5.2.1 bear similarity to the cases in Lo's (2016) study where the teacher makes a word explanation without any explanatory talk. The segment taken from Excerpt 17, below, exemplifies the teacher's use of gestures without talk in word explanation:

09 → Tea: explode=
 ((provides an explanation with hand gesture))

Excerpt 17, which is an example of TIWES initiated in a TO context, shows that word explanation is managed through gestures without explanatory talk (see: line 9, Figures 22 and 23). In addition to this, Excerpt 18 (TIWES) initiated in an M&F context displays an instance of word explanation where the teacher gives a gestural explanation of the vocabulary item without talk (see: line 07, Figure 24). The last case (Excerpt 19) is another example of TIWES which is initiated in a TO context. It also demonstrates an embodied word explanation case without complementary talk (see: line 06, Figure 27 and 28). In these cases, the teacher displays interactional skills by effectively using gestures without talk in word explanations.

The second type of embodied resource that the teacher deploys is the use of gestures with talk which also bears resemblance to Waring et al.'s (2013) gesture + talk cases. The

segment taken from Excerpt 20, below, exemplifies the teacher's use of gestures with talk in word explanation:

```
08 → Tea:    selfish (.) >buy buy buy buy buy< (.) yeah↑  
              (( # hand gesture))
```

As seen from Excerpt 20 (TIWES initiated in an M&F context) the teacher explains the problematized vocabulary items through the use of gestures with talk (see: line 08, Figure 29). Another similar case is also illustrated in Excerpt 21 where the teacher provides an embodied word explanation with complementary talk (see: lines 01 to 06, Figures 30 and 31). The last example in this section is Excerpt 10 (TISIWES) which depicts an embodied word explanation with explanatory talk (see: line 16, Figure 34). The analysis of these excerpts shows that the teacher manages word explanations with embodied resources in synchrony with explanatory talk and achieves practical and effective word explanations.

The next type of embodied resource that the teacher deploys is the use of scene enactment which is similar to word explanation sequences defined in Waring et al.'s (2013) study. The segment taken from Excerpt 22, below, exemplifies the teacher's use scene enactment in word explanation:

```
17 → Tea:    yeah to bargain  
              ((# hand gesture))  
18           (1.2)  
19  Ch1:     e:r how much er:: how much is:: (0.3) is this  
              ((# picks the eraser up))  
20           (0.5)  
21  Ch2:     ten liras  
22           (0.9)  
23  Ch1:     five (.) i will give you five liras  
24  Ch2:     okay [seven liras
```

As seen in Excerpt 22, which is an example of TIWES initiated in an F&A context, word explanation is conducted through the use of scene enactment (see: lines 17 to 24) in which the teacher lets two imaginary characters engage in a dialogue. Following this, Excerpt 23 (TIWES initiated in an F&A context) shows another case of scene enactment used in word explanation. However, in this case, the teacher enacts a scene and engages in a monologue

type of explanation with her gestures and talk (see: line 07 to 14, Figure 38). The last segment in this section (5.2.3) is Excerpt 24 which showcases a scene enactment practice conducted by the teacher to explain the problematized vocabulary item (see: lines 04 to 12, Figures 39 to 42). The analyses of these three excerpts show that the teacher uses scene enactment effectively while she is doing word explanations to provide more contextualized word explanations. When the teacher explains a problematic word by enacting scenes students will have a chance to see the usage and function of the vocabulary items in addition to their meanings.

The analysis in 5.3 showed that the teacher makes use of various environmental resources such as classroom artifacts (5.3.1), personal objects (5.3.2) and behaviors of other people (5.3.3) while doing word explanation in different micro contexts of L2CI.

The first type of environmental resource that the teacher invokes to explain the problematic vocabulary items is the use of classroom artifacts (5.3.1) which is similar to the manipulations of objects in the explanation of mathematical terms in Heller's (2016) study. The segment taken from Excerpt 25 below exemplifies the teacher's use classroom artifacts in word explanation:

11 Tea: de↑partment like (0.6) this is the tree (0.8) and these
 ((# begins drawing a three on the WB))
 12 are the brunches (1.6) these are the brunches
 ((while drawing shows the branches))
 13 for example (.) halkbank (.) you know halkbank=
 ((# shows the drawing on the WB))

As seen in Excerpt 25, which is an example of TIWES initiated in a TO context, the teacher draws a pictorial explanation on the classroom board (see: lines 50 and 51, Figures 43 to 45). However, in Excerpt 26 (SIWES in PC), which also showcases a case where a classroom artifact is used, the teacher brings the coursebook into use in her word explanation (see: line 04 to 07, Figures: 46 and 47). The analysis of these cases shows that in cases where initial attempts of word explanation are at failure the teacher brings an environmentally available classroom artifact into use which I think is quite an effective way of managing word explanation cases in instructed learning settings.

The next type of environmental resource that the teacher invokes to explain the problematic vocabulary items is the use of personal objects (5.3.2). The segment taken

from Excerpt 5 below exemplifies the teacher's use of personal objects in word explanation:

16 Tea: phones (.) everyone has a mobile phone right?
((picks the mobile phone up from the desk))
17 Küb: açarmısın
18 Sed: ()
19 Nis: ye:ss
20 Kub: açmadım
21 Tea: on one hand
((holds the phone with her left hand))
((moves one step to her left))

In Excerpt 5, which is an example of SIWES in an F&A classroom context, we see a word explanation case where the teacher uses a personal object (see: lines 16 and 21, Figures: 48 to 51). The last segment (Excerpt 27 TIWES initiated in a PC) in this section (5.3.2) also shows a similar word explanation attempt where the teacher makes use of a personal object, a chewing gum box belonging to a student (see: lines 03 and 04, Figure 52). The analyses of these excerpts show that the teacher manages word explanations by making an online decision and bringing the use of environmentally available personal objects into use which seems to be an effective way of doing word explanation.

The last type of environmental resource that the teacher invokes to explain the problematic vocabulary items is the use of people's behavior (5.3.2) which is similar to Waring et al. (2013) talk + environmentally coupled gesture type of explanation. The segment taken from Excerpt 28 below exemplifies the case.

04 Nis: hmm mm uh
((# clenches her fist))
05 Muh: ()
06 Tea: uh huh
07 (0.5)
08 → Tea: violent [nisa is showing::
((# shows Nis))

As seen in Extract 28, which is a typical example of TIWES initiated in a TO classroom context, the teacher explains the problematized vocabulary item through showing a

student's embodied action (see: line 08 and 15, Figures 53 to 57). The analysis of this excerpt has shown that the teacher brings embodied actions displayed by a student into use to do word explanation which is also considered to be an effective way of doing word explanation. As it is observed in this excerpt, the teacher makes use of every opportunity to manage word explanations. In addition to this, it is an effective and practical way of achieving word explanations.

The analysis in 5.4 showed that the teacher makes use of various multiple resources such as a combination of verbal and embodied resources (5.4.1), a combination of verbal, embodied and environmental resources (5.4.2) while doing word explanation in different micro contexts of L2CI.

The first type of combination that the teacher invokes to explain the problematic vocabulary items is the combination of verbal and embodied resources (5.4.1) which has been defined by Morton (2015) in his data collected in CLIL classrooms. However, to my knowledge, this will be the first conversation analytic study defining the use of multiple resources in word explanations in L2CI. Another significant finding of this study is the use of an environmental resource together with verbal and embodied resources in the same word explanation sequence which is also another difference between the findings of this study and Morton's (2015) microanalytic study. The segment taken from Excerpt 29, below, exemplifies the teacher's use of embodied and verbal resources together in the same word explanation sequence:

- 14 Tea: sorry (.) now its popularity has declined (0.3) the same ()
 ((# brings her hand down))
- 15 Nis: less (0.3) less popular
 ((brings her hand down))
- 16 Tea: uh huh decreased
 ((# brings her hand down))

As seen in Excerpt 29 (TIWES initiated in F&A) the teacher first gives an embodied word explanation (see: line 14, Figures: 58 and 59) and then she provides a verbal word explanation through the use of a synonym (see: line 16). The other case, Excerpt 8, features the use of a synonym (see: line 20) with accompanying gestural explanation (see: Figure: 60). The last case here (Excerpt 30) also shows another instance where the teacher explains the problematized vocabulary item by both giving a synonym of it (see: line 07) and also

providing an embodied explanation (see: Figure 62). The examination of these cases where the teacher brings both verbal and non-verbal resources into use shows that the teacher here addresses both the left and the right hemisphere of the brain and provides a more complete explanation.

The second type of combination that the teacher uses to explain the problematic vocabulary items is the combination of verbal, embodied, and environmental resources all together in the same vocabulary explanation sequence (5.4.1) The segment taken from Excerpt 9, below, exemplifies this combination of resources in word explanation sequences:

12 Tea: =affordable. ((orients towards the WB))
 ((# hand gesture))
 13 (0.5)
 14 Sim: °affordable°
 15 (0.5)
 16 Tea: this phone costs (0.2) a thousand liras
 ((# shows her phone # on the desk))
 17 (0.4)
 18 Tea: but it is affordable it is okay (0.3) i can afford it

Excerpt 9 exemplifies a sequence of word explanation where the teacher first provides an embodied explanation (see: line 12, Figure 64) and then she makes use of an environmentally available resource “her cell phone” to complement her initial embodied explanation (see: line 16, Figures 65 and 66) and finally she provides a clausal rephrasing of the vocabulary item (see: line 18). Excerpt 31 also displays a case of word explanation in which the teacher first gives a verbal explanation of the vocabulary item (see: lines 05 to 06) then this is followed by an embodied explanation (see: line 08, figure 62) and finally she concludes her explanation by contextualizing it through the use of an environmentally available resource "her watch" (see: lines 14 to 21, Figure 63).

This section has discussed the resources deployed by the teacher in word explanations sequences to introduce the meanings of target vocabulary items. The next section will discuss the closures of word explanation sequences in different micro contexts of L2CI.

7.4 The Closures of Word Explanation Sequences

In this section, the findings of Chapter 6 will be discussed in regards to how word-explanation sequences are brought to a close in different micro contexts of L2CI. The findings suggest that the teacher resorts to different resources and techniques while closing word explanation sequences depending on the nature of the micro contexts of L2CI. The closures of word explanations have been the focus of analysis from a conversation analytic perspective. For instance, Moretnsen (2011) brought the word explanation closings under scrutiny and states that if the teacher accepts the word explanation offer provided by students s/he repeats the student's explanation and evaluates it with an acknowledgment token and then resumes the sequence which was expanded by the word explanation. In addition to this, Waring et al. (2013) also propose that word explanation sequences are brought to close by the teachers through repetition of word explanation or giving a summary of the word explanation. However, how word-explanation sequences are brought to a close in different micro contexts of L2CI have not been addressed through a conversation analytic perspective in the previous literature. Thus, the discussion in this section is argued to provide very significant contributions to micro-analytic research on word explanations.

The analysis of the findings in Chapter 6 has shown that the teacher brings word explanations conducted through the use of verbal resources to a close in several different ways depending on the micro contexts of L2CI in which they are initiated.

In TO contexts, for example, the teacher brings word explanation sequences to a close by (1) making a quick context shift from the context (F&A) in which the teacher makes word explanation to the context (TO) where she is doing the language task (see: Excerpt 14, Excerpt 25, Excerpt 8), (2) repeating the word explanation and the target word (see: Excerpt 15), (3) requesting a word explanation for a different vocabulary item (see: Excerpt 17) (4) repeating the target word and its explanation and writing the word explanation on the board (see: Excerpt 16), (5) confirming the word explanation offered by students and producing an explicit positive evaluation (see: Excerpt 19), (6) providing a summary of the word explanation and writing the word on the board (see: Excerpt 24), and (7) writing the word explanation on the board (see: Excerpt 28).

In M&F contexts, the word explanation sequences tend to be brought to a close by the teacher through quick context shifts. In other words, the teacher makes quick word

explanations and closes the sequences by returning to the meaning and fluency oriented task at hand without much elaboration (see: line 15 in Excerpt 6, line 20 in Excerpt 11, lines 11 to 13 in Excerpt 20). It has also been observed that while closing the word explanation sequences the teacher in some cases provides a summary of word explanations provided (see: Excerpt 6).

In F&A contexts, on the other hand, the word explanation sequences are brought to a close in a variety of different ways such as: (1) repeating the word and its explanation (see: Excerpt 31), (2) repeating the word and writing it on the board (see: Excerpt 21), (3) contextualising the word and writing the word explanation on the board (see: Excerpt 12), (4) contextualising the word (see: Excerpt 23), (5) giving a summary of the word explanation (Excerpt 13), (6) giving a summary of the word explanation and writing it on the board (Excerpt 29), (7) showing the target word on the board and providing a summative explanation (see: Excerpt 22), and (8) repeating the word explanation, writing it on the board, using it in a context, and giving a summative that clause (see: Excerpt 10).

In PCs, word explanation sequences are brought to a close in two distinct ways: (1) confirming the word explanation offered by students and producing an explicit positive evaluation (Excerpt 7) and (2) giving a summary of the word explanation and making a quick context shift (Excerpt 26, Excerpt 27).

In sum, the examination on the closures of word explanation sequences has shown that in M&F contexts the teacher shows a preference to bring the sequence to an end with quick context shifts. In PCs, the teacher either closes the sequence by giving a summary of word explanation or confirming and producing an explicit positive evaluation. In F&A contexts, word explanation closures are more complex and the teacher closes the sequences in various ways. In TO contexts, on the other hand, the sequences are closed in different ways depending on the teacher's preference for the progressivity of the task at hand. In cases where the teacher prioritizes the task progressivity, she makes practical word explanations and soon closes the sequences through quick context shifts. However, in cases where the teacher makes more elaborate word explanations, she closes the sequences in similar ways to the cases in F&A contexts.

7.5 Aspects of Vocabulary Knowledge

In this section, addressing the last research question, I will discuss the aspects of vocabulary knowledge targeted in word explanation sequences. This section will be dealing with how different aspects of vocabulary knowledge (meaning, form, and use (Nation, 1990, 2013) are addressed by the teacher in word explanation sequences found in the L2CI corpus.

The issue of how various aspects of vocabulary knowledge (meaning, form, and use) are targeted in teacher word explanations has been the focus of research from a conversation analytic perspective (Stoewer & Musk, 2018). By describing the trajectories of vocabulary teachings, Stoewer and Musk (2018) found that during word explanations the teacher addresses *meaning, form, and use* of vocabulary items in several different ways. According to their research findings, the teacher targets the meaning of vocabulary items by providing definitions, clarifications, translations, substitutions, exploring homonyms and semantic extension. As for the form of the vocabulary items, the teacher highlights the pronunciation and spelling of vocabulary items by modeling their target like pronunciation and writing the words on the board. Also, their analysis shows that the teacher deals with the use of vocabulary items by contextualizing them.

The analysis of the word explanation sequences found in this L2CI corpus also showed that in word explanation sequences, the teacher targets *the meaning, form, and use of vocabulary items*. In some cases, the teacher only makes the meaning of the word explicit without focusing on the *form* and *use* of vocabulary items. In other cases, she targets both *the meaning* and *form* leaving the *use* of vocabulary items out or vice versa. In addition to this, in some cases, all aspects of vocabulary knowledge are targeted by the teacher without neglecting any aspect of vocabulary knowledge.

When the initiations, explanations, and closures of word explanation sequences are analyzed, it has been observed that in the cases where the teacher addresses all aspects of vocabulary knowledge students have a higher potential of understanding or recalling. In Extract 30, for example, the teacher only targets the *meaning* of vocabulary (see: line 07) and there is no explicit sign of understanding displayed by the students. In Excerpt 11, on the other hand, we see that the teacher writes the word on the board (see: line 13) and addresses the *form* of the vocabulary item. Following this, she conducts a verbal word explanation through the use of L1 (see: line 16) and targets the *meaning* of the vocabulary

item. This explanation receives understanding displays from a student and this can be evidenced in line 17 with a change of state token produced by a student. No explicit sign of a deliberate focusing on the *use* of a vocabulary item has been observed. However, in Excerpt 13 we see that the teacher first writes the word on board and repeats the word marking it with stress in the second syllable (*form*). Following this, she makes the *meaning* of the target vocabulary item explicit through the use of synonym (see: lines 21 and 25). Finally, she targets the *use* of vocabulary items by contextualizing it in an example sentence (see: lines 40 to 47 and 51 to 53). We see that this explanation where the teacher targets all aspects of vocabulary knowledge receives a display of understanding from the students (see: lines 55, 56 and 59). Moreover, Excerpt 25 also displays a similar case where the teacher addresses all aspects of word knowledge in her explanation. For example, in line 33 the teacher targets the *form* of the word by writing the word "branch" on the board. Then the *meaning* of the word is addressed between lines 50 and 51 with a pictorial description of the word meaning. In addition to this, the teacher targets the *form* again between lines 75 to 87 by bringing the pronunciation of the word into focus. The teacher finally addresses the *use* of the word by providing a contextualization of the word (see: lines 52 to 69 and 89 to 91). It has also been observed that in this specific case of word explanation where the teacher targets all aspects of vocabulary knowledge students display their understanding by providing the L1 equivalent of the target vocabulary item (see: lines 56 and 59).

As seen from the examples provided above, the teacher targets the aspects of vocabulary knowledge in her word explanation sequences. While in some cases, she targets all aspects of vocabulary knowledge, in other cases she only focuses on no more than two aspects. In cases of word explanation where more aspects of vocabulary knowledge are addressed there happens to be a higher possibility of understanding displayed by the students. This section has discussed how various aspects of vocabulary knowledge are targeted by the teacher while performing word explanations. The next section will be discussing the features of CIC (Walsh, 2006; Sert, 2011) displayed by the teacher.

7.6 Teacher Talk and L2 Classroom Interactional Competence

The discussion first began with the description of three broad types of word explanation sequences found in the L2CI corpus and their sequential organizations. This was followed

by a discussion of how word-explanation sequences are initiated in different micro classroom contexts. In the subsequent section (7.3) I summarized the findings on the interactional resources (e.g., verbal, embodied and environmental) deployed by the teacher while doing word explanations. Later, in Section 7.4, a discussion on how word-explanation sequences are brought to a close was made. In Section 7.5, I elaborated on the research findings on the aspects of vocabulary knowledge targeted in the word explanation sequences. The discussion of the findings so far on word explanation sequences (e.g., the types, initiations, the resources used in word explanation, closures), has shown that some of the teacher practices such as the use of code-switching, the use of DIUs, management of context shifts, and the use of embodied word explanations were effectively used by the teacher in the management of word explanation in L2CI. The findings will be discussed concerning features of L2 CIC defined by Walsh (2006) and Sert (2015).

As discussed in the review of literature, teacher talk and some other verbal and non-verbal resources that teachers deploy in the management of various issues related to teaching and learning can be conducive to the achievement of the language tasks and eventually may lead to the emergence of learning opportunities. On the other hand, in some cases, the resources, verbal or non-verbal, may block the interaction and thereby hindering student participation or learning opportunities. For example, as some studies showed the resources such as embodied vocabulary explanations and DIUs (Koshik, 2002) used by the teacher after student claims of insufficient knowledge can increase learner involvement (Sert & Walsh, 2013). In addition to this, some research has also shown that in cases where teachers have to deal with some unexpected aspects of classroom interaction, they sometimes resort to self-talk (Hall & Smotrova, 2013). In other studies, which examine the teacher practices, it has been found that when teachers have to strike a balance between student participation and maintaining the control of the classroom they either resort to teasing and humour (Waring et al., 2016) or find some other specific ways to deal with the situation like commenting on learner contributions and adopting a passive listener role (Fagan, 2012). In some other cases, a routine teacher-practice such as an explicit positive evaluation when initiated without thinking its possible pedagogical consequences may block further participation (Waring, 2008). To be more precise, teachers by displaying features of L2 CIC (Walsh, 2006) sometimes create space for student participation by giving wait time to students before they respond to teacher questions (Walsh & Li, 2013) or they artfully shape learner contributions (Can Daşkın, 2015; Walsh, 2006).

In this L2CI corpus, the analysis of some excerpts has shown that there are also similar cases where the teacher displays signs of L2 CIC. For example, the teacher makes use of code-switching effectively while making word explanations in some specific word explanation sequences when a need for a practical and a quick word explanation emerges instead of more elaborate ones. The analysis of the excerpts in Section 5.1.1 showed that (Excerpt 6 and 11), the teacher's use of L1 is an effective way of responding to students requests for word explanations in M&F oriented classroom contexts where the pedagogical focus of the task is to elicit students ideas on a specific topic.

Excerpt 6 commercials

13 → Tea: reklam
 commercial
 14 (0.4)
 15 Tea: are they art?
 16 Sua: [°no not°
 17 Erh: [adver-
 18 Ber: [ye:s
 19 Erh: advertise[ment
 20 Sim: [teacher
 21 Tea: advertisements [yeah

Excerpt 11 identity

16 → Tea: like kimlik flet's sayf
 identity
 17 Mar: hu:h ye:s=
 18 Tea: =but
 19 Mar: f*i*DE*N*tity cardf
 20 Tea: >yeah uh huh< (.) there is identity (.) we all want
 21 to be the same (.)

Here, we see that, from the excerpts above, the teacher makes a word explanation by switching to learners' L1 which is considered to be a practical way of doing word explanation especially in an M&F oriented context of L2CI. Here, as in the case of Sert (2011, 2015), the teacher manages word explanations by using code-switching and displays a feature of L2 CIC proposed by Sert (2011, 2015). It can also be claimed that the use of L1 is an effective way of explaining word meanings especially in classes with a homogenous L1 background as in the case of this study. In this study, one can see that the

use of L1 is an effective way of managing word explanations which can be evidenced from the displays of understandings of the students in the following lines in the same excerpts (see: line 17 in Excerpt 11 and line 19 Excerpt 6).

Moreover, by looking at the same excerpts (Excerpt 6 and 11 below) one can also claim that the teacher makes a smooth and quick mode switches without blocking the interaction as seen in the remainders of the same extracts. For example, in line 15 in Excerpt 6 the teacher makes a smooth mode switch back to the pedagogical task at hand after making a quick and practical word explanation. This is the case also in line 20 from Excerpt 11. These teacher practices are examples of a feature of CIC "management of mode switches" defined by Walsh (2006).

Furthermore, as the analysis in 5.2 showed, the teacher can effectively make use of various embodied resources while making word explanations, which can be attributed to another aspect of her interactional competency. As in the case of Sert (2011, 2015), the teacher displays CIC through her embodied vocabulary explanations. In this study, the teacher in some cases uses embodied vocabulary explanations without talk (see: Excerpt 17, 18, 19) in other cases she synchronizes her gestures with her verbal explanations (see: Excerpts 20, 21, and 10) to be able to manage the explanations of vocabulary items that arise during on-going interaction in the classroom. The use of embodied vocabulary explanations, as proposed by Sert (2011), is a sign of CIC of the teacher and considered to be another interactional skill displayed by the teacher in this study.

The findings of this research also showed that the teacher effectively uses DIUs as a resource in word explanation sequences. For example, in line 01 from Excerpt 17, we see that the teacher utilizes a DIU to set the word in students' focus and requests a word explanation from students. In this line, it is evidenced that the teacher uses a DIU as an interactional resource to request word explanations from students.

In this part of the discussion, I will propose two new constructs to the list of the futures of CIC displayed by the teachers in classroom interaction. In some cases of word explanation, for example, the teacher enacts scenes to explain problematic vocabulary items. As the analysis in section 5.2.3 showed that in Excerpts 22, 23 and 24 the teacher successfully manages word explanation through the use of scene enactments which I believe is a teacher skill and can be exemplified as a new construct of L2 CIC defined by Wlash (2006) and Sert (2011, 2015).

In addition to scene enactment used by the teacher in word explanations, the analysis of some excerpts found in L2CI corpus has also shown that in some cases of word explanation the teacher requests planning time from students to be able to give a more elaborate explanation especially in cases where students fail to understand initial word explanations.

Excerpt 13 employ

38 Tea: bir dakika
 one minute
 ((with a hand gesture asks for time for word explanation))
 39 (1.1) ((thinks for a while))
 40 Tea: so (2.0) er::.hh (2.3) bal- bilkent university
 41 Nis: yeah=
 42 Tea: =okay (0.6) is looking for new teachers

As it is evidenced in line 38 of Excerpt 13 the teacher requests time verbally and also with an accompanying hand gesture to provide a detailed word explanation. This is also considered to be an interactional skill that the teacher resorts to when there emerges a failure of understanding from the students. This is considered to be a teaching skill that is proposed to be a new construct of CIC (Walsh, 2006).

To sum up, the discussion in Section 7.6 has shown that the teacher displays some features of CIC defined in earlier research which include *effective use of L1*, *managing smooth mode switches*, *using DIUs as an interactional resource*, and *the use of embodied word explanations* (Walsh, 2006, Sert, 2011). Based on the analysis in 5.2.3, I propose that *teacher's use of scene enactment* as a resource to achieve word explanation is a teacher skill and can be considered to be a new construct of L2 CIC. Also, the *teacher's use of planning time* before doing a more elaborate word explanation can be proposed to be another feature of L2 CIC of the teacher.

7.7 Summary

This chapter has discussed the findings of analysis chapters (4, 5, and 6) concerning previous literature on teacher talk, CIC and teacher word explanations. It has been argued that the research findings are significant and will contribute to the small but growing line of research "teacher word explanations in naturally occurring data". In the first section, the findings on types of word explanation sequences and their sequential organizations were

discussed concerning the reviewed literature. The second section discussed the issue of how word-explanation sequences are initiated or how vocabulary items are problematized in different micro contexts of classroom interaction. The third section elaborated on research findings that describe resources used in doing word explanations. This is followed by a discussion of findings on how word-explanation sequences are brought to a close in sub-contexts of L2CI. Section 7.5 discusses how various aspects of vocabulary knowledge are targeted in teacher word explanations. The last section finally concludes with the discussion of the cases where the teacher displays the features of L2 CIC (Walsh, 2006, Sert, 2011).

CHAPTER 8

CONCLUSION

8.0 Introduction

In this chapter, closing remarks will be made regarding the implications of this study, its limitations, and the contributions of the study to the previous research in the field of Second Language Acquisition. The last section will conclude with suggestions for future research.

Recall that this study aims to examine the word explanations made by a teacher in L2CI. More specifically, this study focused on initiations and closures of word explanation sequences in different micro contexts of L2CI, the achievement of word explanations through the use of various verbal, embodied, and environmental resources, and the aspects of vocabulary knowledge targeted in word explanation sequences. The first research question asked: "How are word explanations sequentially organized?"

The first research question was followed by three sub-questions each focusing on a more specific aspect of word explanations conducted in L2CI.

- How are word explanation sequences initiated?
- How do the word explanation sequences unfold?
- How are word explanation sequences brought to a close?

The findings suggest that there are three broad types of word explanation sequences found in the L2CI corpus. These are SIWES, TIWES, and TISIWES each of which has its own sequential organization. It has also been observed that SIWESs tend to be incidentally initiated but intentionally conducted. As for TISIWESs, they are considered to be deliberately initiated and deliberately conducted cases of word explanation. Lastly,

TIWESs, in some cases (e.g, in M&F context), are both initiated and conducted in an incidental manner. However, in some other cases, they can be intentionally initiated and intentionally performed. In addition to this, it has also been suggested that initiations and closures of word explanation sequences tend to change depending on the micro contexts of L2CI.

The second research question was “What resources (verbal, embodied and environmental) are used in word explanation sequences?”

The findings of the second analysis chapter suggest that the teacher invokes such verbal resources as *the use of L1*, *synonyms* and *clausal rephrasing* to explain the meanings of problematic vocabulary items. In addition to this, the embodied resources are also employed by the teacher while making word explanations. These include the *use of gestures without talk*, *use of gestures with talk*, and *scene enactment*. What’s more, there are also cases of word explanation in which the teacher makes use of environmentally available resources such as *classroom artifacts*, *personal objects*, and *behaviors of people* around. Finally, in some cases of word explanation, combinations of verbal, embodied, and environmental resources are also activated by the teacher.

The final research question was “What aspects of vocabulary knowledge are targeted in the word explanation sequences?”

Findings have also demonstrated that in word explanation sequences the teacher not only introduces the *meanings* of vocabulary items, but she also targets the other aspects of vocabulary knowledge such as *form* and *use* (Nation, 1990, 2013).

8.1 Implications

The central focus of this study is to look at word explanation sequences constructed in different micro contexts of L2CI. The findings have shown that the interactional resources deployed by the teacher in word explanation sequences to manage the explanations of vocabulary items that arise as problematic during on-going classroom interaction have pedagogical and interactional implications for language teaching and learning in instructed learning settings. Considering that vocabulary knowledge has a significant role in the acquisition of the language skills, in the light of the research findings, one can claim that teacher should be more aware of the interactional resources to which s/he is going to resort for doing word explanation in different micro contexts of L2 classroom interaction. To

perform efficient and practical word explanations following the pedagogical focus of the moment the teacher should develop appropriate interactional resources and has to add effective ones constantly to his/her instructional repertoire. Moreover, teachers who intend to achieve an efficient vocabulary teaching should keep in mind that targeting more aspects of vocabulary knowledge such as the *form*, *meaning*, and *use* of vocabulary knowledge can increase the possibility of successful word explanation and vocabulary teaching. What is more, in addition to addressing more aspects of vocabulary knowledge in word explanation sequences in L2 classroom interaction, teachers should resort to several different resources while explaining problematic vocabulary items such as verbal, embodied, and environmental. Bringing more resources into action in word explanations can ensure comprehensibility of the word explanation. In general, teachers should be aware of interactional resources that are conducive to student engagement and creating learning opportunities as they have the potential to create useful learning experiences and vice versa.

8.2 Limitations of the Study

In this section, the possible limitations of the study will be addressed. The possible limitations can be categorized under three areas: 1) data collection, 2) participants representativeness and generalizability of the findings 3) presentation of the data.

One possible limitation of the study concerns data collection. In the data collection procedure of this study, three video cameras and two audio recorders were used to capture all details of interaction in the classroom interaction. This is generally considered to be the strength of this study which allowed the researcher to see what is happening in the classroom from all angles. However, this turned out to be a challenging task to manage in terms of the transfer of the data and its storage. Another possible limitation of data collection is the fact that the researcher was not able to be present in the classroom where the data was collected and therefore was not able to respond to occurring problems and troubles which include the failures of camera or voice recorders (e.g., not adequate memory capacity, low battery, or blurred filming). For example, the failure of one camera in two separate classroom hours prevented the researcher from seeing the interactions from that particular perspective of the classroom and consequentially harmed the analysis of the data. Another possible limitation of data collection is the high definition quality of video

recordings. This is also considered to be the strength of the data collection. However, it turned out to be a limitation in terms of synchronization of the videos with Transana transcription software and the researcher had to spend some time decreasing the resolution of the videos to be able to handle them more flexibly while synchronizing the videos.

A further limitation concerns the representativeness of the participant and the generalizability of the findings. The data were collected in only one classroom over six weeks and the participants were eleven students enrolled in that program and their teacher. Thus, one can claim that conducting a study with one classroom, a teacher spanning over six weeks' cannot be enough to represent large groups and consequently cannot be generalized. As a response to this possible limitation, I can say that the aim of this study is not to bring a generalization on teaching and learning in instructed learning settings for larger groups or make a comparison of the teachers' skills in terms of the witnessed phenomena so the findings of this study are only valid in its specific context. In addition to this, this study aims to complement similar conversation analytic studies on word explanation practices in classroom settings (e.g., Lazarato, 2004, Waring et al., 2013) and contribute to a similar line of research by filling potential gaps in the literature. There are also similar studies in relevant literature which are based on the data collected from one teacher, in one or two classrooms and over a short period (e.g., less than two months) for example Mehan (1979) conducted his study in one class with a single teacher (nine classroom hours of recorded data). Also, Sert (2011, 2013, 2017) conducted studies drawing on the data collected from one or two classroom/s taught by a single teacher. Another study was conducted by Waring et al. (2013) in one classroom co-taught by two teachers. Thus, conducting a study with one teacher or in one classroom is not considered to be a validity problem in conversation analytic studies. As stated by Sert (2011)

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.40-1).

Another possible limitation is to do with the presentation of the data in terms of transcription of verbal and non-verbal behaviors. One can claim that the transcription of the data inserted in the analysis parts cannot represent the actual data and may not respond to readers who are unfamiliar with the conventions used in transcription. We can say that as the transcriptions "are not the data of CA, but rather a convenient way to capture and present the phenomena of interest in written form" (ten Have, 2007, p.95) researchers can't include all details. However, using the widely used transcription system adapted from Gail

Jefferson, adding background information and using screenshots where relevant and necessary the researcher tried to include as much detail as possible to add reliability and readability of the transcriptions of the data.

8.3 Contributions to the Previous Research

This study investigated the word explanations made by the teacher in naturally occurring L2CI using the CA methodology. The contributions of this research study to the previous research can be broadly described as follows. First of all, this study methodologically complemented the studies on vocabulary teaching and learning which have been mostly based on experimental designs, questionnaires, interviews, and observations. Secondly, this study contributes to small body of conversation analytic studies on teacher word explanation in naturally occurring interactions conducted both in content classrooms (Koole, 2010, Morton, 2015, Heller, 2016) and language learning settings (Lazaraton, 2004; Lo, 2016; Mortensen, 2011; Stover and Musk, 2018; Waring et al., 2013). It supports this line of research by first offering findings which bear resemblance to previous research findings and also expanding on them with its findings unique to its specific context.

The findings of this study suggest that word explanations conducted by the teacher fall into three categories (TIWES, SIWES, and TISIWES) and have their own interactional organizations. Furthermore, it has been observed that these word explanation sequences found in the L2CI corpus are all unplanned word explanation cases and are mostly intentionally initiated and intentionally conducted ones. However, there are also cases of word explanation found in the L2CI corpus where word explanations are unintentionally initiated and intentionally conducted or incidentally initiated and incidentally conducted. Second, the initiation of word explanation tends to change depending on the micro contexts of classroom interaction and the types of word explanation sequences. Third, while the teacher was introducing word meanings she brought different interactional resources into action such as verbal, embodied, environmental and in some cases, even combinations of these three resources are also possible. Fourth, the sequences are brought to a close through the use of various resources depending on the contexts they are initiated. Fifth, the teacher targeted different aspects of vocabulary knowledge in different word explanation sequences. In some sequences, she addressed only one aspect of vocabulary knowledge (e.g. meaning), in other word explanation sequences, she targeted two aspects (e.g. form

and meaning) of vocabulary knowledge. In addition to these, there are also cases where all three aspects of vocabulary knowledge (e.g. form, meaning, and use) were targeted. Finally, some interactional resources that the teacher deployed, which are considered to be constructs of CIC proposed by Walsh (2006) and Sert (2011), are thought to be effective ways of dealing with vocabulary explanations in on-going classroom interaction.

8.4 Directions for Future Research

Although this study was able to uncover some significant findings of the nature of unplanned word explanations made in on-going classroom interaction by looking at the cases found in the L2CI data, there are still many areas that need to be explored by future researchers with the related issue. For example, one significant point of departure for future research would be the functions of word explanations in different micro contexts of classroom interaction. The findings of this study were able to shed some light on the matter by looking at the initiations and closures of word explanation sequences in micro contexts of L2CI. However, there are many aspects of the issue that remain untouched and require further research.

Another interesting point of departure for future research would be the investigation of word explanation cases in peer interactions, especially, the instances where students are engaged in doing in-class language tasks. In some cases of word explanation sequences found in this research corpus, students request word explanations in their L1 from their peers instead of asking for a word explanation from the teacher. For future research, this would be a point to further investigate and expand a similar line of research by bringing the peer word explanations into the focus of micro-analytic research.

Despite the fact that this study touched upon the aspects of vocabulary knowledge (e.g. form, meaning, and use) that are targeted by the teacher in word explanation sequences together with Stover and Musk's (2018) study, more studies should be conducted to explore how various aspects of vocabulary knowledge are handled in different classrooms by different teachers (e.g. in content classroom with a novice teacher). In addition to this, the effects of addressing more aspects of vocabulary knowledge in the same word explanation sequence on the retention and recall of vocabulary items can be further explored by future studies using the learning tracking method (Markee, 2008).

Additionally, future research could consider a further investigation into the management of epistemic in word explanation sequences, especially the moments where students display their understandings and knowledge can be brought under scrutiny. For further research, it is also worth considering investigating newly proposed features of CIC displayed by the teacher in this L2CI corpus in word explanation sequences examined (e.g. scene enactment, teacher's use of planning time). Their roles in creating student participation and learning opportunities in classroom interaction can be looked into from various aspects.

Moving out of instructed learning settings, word explanation made by the interactants outside classroom (at wild) would add further insights into the research on vocabulary learning and teaching issue outside the classroom, particularly, the instances where L2 learners request word explanations from each other when they fail to understand or recall vocabulary items or they are in search for a more appropriate one.

This study with its unique and local findings is believed to have made significant contributions to the existing conversation analytic studies on teacher word explanations conducted in instructed learning settings. However, there are many aspects of the issue that still requires further empirical investigation from future researchers.

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APPENDICES

Appendix A: Permission of Ethics Committee taken from Gazi University

Evrak Tarih ve Sayısı: 06/05/2016-E.57470



T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu



Sayı : 77082166-604.01.02-
Konu : Değerlendirme ve Onay

Sayın Yrd.Doç.Dr. Kadriye Dilek AKPINAR
İngiliz Dili Eğitimi Anabilim Dalı Başkanlığı - Öğretim Üyesi

Üniversitemiz Etik Komisyonu'na verilen "*İngilizcenin Yabancı Dil Olarak Öğretildiği Öğretmen Merkezli Sınıf Etkileşiminin Mikro-Analitik bir İncelemesi*" başlıklı araştırma öneriniz Komisyonumuzun 31.03.2016 tarih ve 04 sayılı toplantısında görüşülmüş olup, Üniversitemiz Yabancı Diller Yüksekokulunda yapılmasının uygun olduğuna oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

e-imzalıdır
Prof. Dr. Aysu DUYAN ÇAMURDAN
Komisyon Başkanı

EK :
1 Liste

Ankara
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Bilgi için :Nurvel Güner
Genel Evrak Sorumlusu
Telefon No:202 20 57

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

Appendix B: Transcription Conventions

Adapted from Hutchby and Wooffitt (2008)

(0.5)	The number in brackets represents the tenths of a second between utterances
(.)	A dot enclosed in bracket represents a pause less than 0.2 seconds
=	The equals sign shows contiguous utterances
[]	Square brackets indicate overlapping utterances ([beginning) and (end])
(())	Double bracket encloses the transcriber's notes about the background information
-	A dash represents an abrupt stop of articulation
()	Empty parentheses show that there is an unclear word or phrase
(guess)	The words and phrases within single bracket show the transcriber's guess for an unclear utterance
↑↓	Pointed arrows represent a marked falling or rising pitch and intonational shift
→	Arrow in the left margin shows the specific parts of an excerpt that is analytically significant
°°	Degree signs indicate that enclosed talk is quieter
:	indicates extension of a sound in a word
> <	More than signs indicate that the talk they surround is faster
< >	Less than signs indicate that the talk they surround is slower
#	sign indicates the exact place of the figure in the transcript
£smiley£	Sterling signs indicate a smiley or jokey voice
<i>Italics</i>	English translation
?	A question mark indicates that there is slightly rising intonation

,	A comma indicates that there is slightly falling intonation
<u>Under</u>	Underlines indicate speaker emphasize the specific syllable of the word
CAPITAL	represents loud speech
hhh	exhalations
.hhh	Inhalations

Appendix C: Originality Report

A MICRO-ANALYTIC INVESTIGATION OF WORD EXPLANATION SEQUENCES IN L2 SPEAKING CLASSROOM INTERACTION			
ORJINALLIK RAPORU			
% 13	% 8	% 6	% 8
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ
BİRİNCİL KAYNAKLAR			
1	theses.ncl.ac.uk İnternet Kaynağı		% 2
2	Submitted to University of Newcastle upon Tyne Öğrenci Ödevi		% 1
3	Hansun Zhang Waring, Sarah Chepkirui Creider, Catherine DiFelice Box. "Explaining vocabulary in the second language classroom: A conversation analytic account", Learning, Culture and Social Interaction, 2013 Yayın		<% 1
4	Submitted to Middle East Technical University Öğrenci Ödevi		<% 1
5	Submitted to International Islamic University Malaysia Öğrenci Ödevi		<% 1
6	www.tandfonline.com İnternet Kaynağı		<% 1



GAZİ GELECEKTİR..