HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

A MICROANALYTIC INVESTIGATION OF VOCABULARY REVISIONS IN YOUNG LEARNER EFL CLASSROOMS

Gülce KALAYCI

Master's Thesis

Ankara, (2020)

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ÇOCUKLARA YABANCI DİL ÖĞRETİMİ SINIFLARINDA YAPILAN KELİME TEKRARLARININ MİKRO-ANALİTİK BİR İNCELEMESİ

Gülce KALAYCI

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **GÜLCE KALAYCI** and entitled "A Microanalytic Investigation of Vocabulary Revisions in Young Learner EFL Classrooms" has been approved as a thesis for the Degree of **Master** in the in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on 29/06/2020 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

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

Abstract

This master thesis primarily investigates the sequential unfolding of previously taught vocabulary items in a young language learner (YLL) classroom adopting conversation analytic perspective. It draws on the analysis of a data-set coming from 16 classroom hours (40 minutes each) of video recordings of an EAL classroom in a private language school in the capital of Turkey. Using Conversation Analysis (CA), it sheds light on how the teacher revises previously taught vocabulary items before starting the main activity or the new topic of the week by referencing to past learning events. As such, this study introduces how the teacher not only explores the students' learning state of the previously taught vocabulary items but also creates learning opportunities by using dialogic approach to vocabulary explanation. By demonstrating the sequential organization of vocabulary revisions regarding the word class (nouns, adjectives, noun phrases), it verifies that the overall sequential organization of vocabulary revisions fits the triadic structure of classroom interaction. Besides, it presents how verbal, embodied and visual resources are employed during vocabulary revisions regarding the word class. Finally, it elucidates that vocabulary revisions predominantly reinforce the definitional meaning of the target vocabulary items during discrete revisions of the nouns and adjectives whereas noun phrase revisions also allow students to improve other aspects of their vocabulary knowledge including both meaning and use. The findings of this thesis have implications for teaching vocabulary to YLLs, and L2 Classroom Interactional Competence.

Keywords: young language learners, vocabulary revision sequences, conversation analysis

Öz

Bu yüksek lisans tezi, çocuklara yabancı dil öğretiminin yapıldığı bir sınıfta, geçmişte öğretilen kelimelerin tekrarının dizi düzenini konuşma çözümlemesi (KÇ) bakış açısını benimseyerek araştırmaktadır. Çalışma, Türkiye'nin başkentinde, İngilizcenin yabancı dil olarak öğretildiği özel bir dil okulundaki bir sınıfın 16 ders saati (her biri 40 dakika) boyunca alınan video kayıtlarından elde edilen veri setinin analizi ile gerçekleştirilmiştir. KÇ yöntemi kullanılarak, öğretmenin yeni bir aktivite ya da konuya başlamadan önce geçmiş öğrenme olaylarına gönderme yaparak geçmişte öğretilen kelimeleri nasıl tekrar ettiği açıklanmaktadır. Böylece bu çalışma, öğretmenin sadece öğrencilerin geçmişte öğretilen kelimelere dair öğrenme durumlarını nasıl saptadığını değil aynı zamanda diyalog kelime açıklama yöntemini kullanarak nasıl öğrenme fırsatları yarattığını da göstermektedir. Araştırma, kelime türlerine göre kelime tekrarı dizi düzenlerini göstererek, kelime tekrarının genel dizi düzeninin sınıf etkileşiminin üçlü yapısına uyduğunu da ileri sürmektedir. Bunun yanı sıra, araştırmada sözel, bedensel ve görsel kaynakların kelime tekrarlarını başlatmak için kelime türlerine bağlı olarak nasıl kullanıldığı da gösterilmektedir. Son olarak, bu çalışma sadece isim ya da sadece sıfat şeklinde yapılan kelime tekrarlarının, öğrencilerde ağırlıklı olarak hedef kelime ögelerinin tanımsal anlamını güçlendirdiğini, ancak sıfat tamlaması (sıfat + isim) olarak yapılan kelime tekrarlarının öğrencilerde kelime bilgisinin anlam ve kullanım yönlerinin de gelişmesine olanak sağladığını göstermiştir. Bu tezin bulguları çocuklara kelime öğretimi ve ikinci dil sınıfı etkileşimi yeterliliği için öneriler sağlamaktadır.

Anahtar sözcükler: çocuklara yabancı dil öğretimi, kelime tekrarı, konuşma çözümlemesi

To my lovely family

For always being there

Sizi çok seviyorum…

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Table of Contents

Abstract ii

Öz iii

Acknowledgements v

List of Tables ix

Symbols and Abbreviations x

Chapter 1 Introduction 1

Statement of the Problem 1

Aim and Significance of the Study 4

Research Questions 5

Assumptions 6

Limitations 6

Definitions 7

Chapter 2 Literature Review 9

Teaching English to Young Learners 9

Vocabulary Knowledge 14

Teaching Vocabulary to Young Learners 18

CA for SLA and L2 Classroom Interactional Competence (CIC) 24

Conversation Analytic Studies on Vocabulary Explanation 27

Reference to Past Learning Events 32

Chapter 3 Methodology 38

Conversation Analysis 38

Reliability 42

Validity 43

Setting and Participants 44

Ethical Considerations and Data Collection 45

Transcription, Building a Collection, and Data Analysis 46

Chapter 4 Analysis and Findings 48
Initiation of Vocabulary Revision Sequences 48
Noun Revisions 51
Adjective Revisions 63
Noun Phrase Revisions 71
Summary 88
Chapter 5 Discussion 89
Interactional Patterns of Vocabulary Revisions 89
Aspects of Vocabulary Knowledge 106
Implications for Teaching L2 Vocabulary to YLLs 108
Implications for Classroom Interactional Competence and CA for SLA 112
Chapter 5 Conclusion and Suggestions 116
Summary of the Study 116
Pedagogical Implications 117
Limitations 118
Further Research 119
References 121
APPENDIX-A: Jefferson Transcription Conventions 134
APPENDIX-B: Consent Form (Teacher) 136
APPENDIX-C: Consent Form (Parents) 137
APPENDIX-D: Ethics Committee Approval 138
APPENDIX-E: Declaration of Ethical Conduct 139
APPENDIX-F: Thesis Originality Report 140
APPENDIX-G: Yayımlama Ve Fikri Mülkiyet Hakları Beyanı 141

List of Tables

Table 1 *Vocabulary Knowledge* 16

Symbols and Abbreviations

CA	Conversational Analysis
CA for SLA	Conversation Analysis for Second Language Acquisition
CIC	Classroom Interactional Competence
CLIL	Content and Language Integrated Learning
CBI	Content Based Instruction
CPH	Critical Period Hypothesis
DIU	Designedly Incomplete Utterance
EAL	English as an Additional Language
ELT	English Language Teaching
EMI	English as a Medium of Instruction
FPP	First Pair Part
L2	Second/Foreign/Additional Language
RPLE	Reference to Past Learning Events
SPP	Second Pair Part
TCU	Turn Construction Unit
TRP	Turn Relevance Place
YL	Young Learners
YLL	Young Language Learners

Chapter 1
Introduction

In the very beginning of this chapter, statement of the problem that this thesis attempts to resolve will be presented by laying out the theoretical dimensions of the research. Secondly, purpose and significance of the research will be explicated grounded in the research gap in the related literature. Then, research questions will be reported. After giving the assumptions for the research, the limitations will be notified. In the final section, essential definitions will be provided in order to clarify the terminology used throughout the study.

Statement of the Problem

Throughout the world, teaching English as an additional language (henceforth EAL) to young learners (henceforth YLs) in early ages is the latest fashion and countries renew their education policies accordingly (Nunan, 2013, p. 231). In Europe, the age that the students start to learn English is lowered with the policy regulations in education referred as the “possibly the world's biggest policy development in education" (Johnstone, 2009, p.33). According to the European Council’s Action Plan (2003) children are supposed to learn an additional language in early ages and carry on learning another additional language by the end of the primary school (as cited in Johnstone, 2019, p. 18). Along with the same line, Turkish Ministry of Education (2018) regulated the age that the children start to learn EAL. As such, children start learning English beginning from the 2nd grade in state schools. The age of onset in English language education in private schools, on the other hand, decreases down to pre-primary school years. Regarding these modifications in educational policy, researchers have shown an increased interest in issues about “early start” to learn additional languages.

Although “the earlier, the better” assumption underlies these policy regulations, research has revealed that there is not a significant correlation between early start and ultimate attainment. Munoz (2008) mentions the inadequacy of the evidences pointing out the positive effects of starting to learn an L2 in early ages. In furtherance, Myles (2017) proposes that adolescents are faster language learners than the primary school children. Along with these studies, previous research also indicates that the duration of L2 exposure dramatically influences L2 development

of YLs. Johnstone (2019) tackles three approaches to time allocation labelling them as modest, significant and substantial. To begin with, modest time refers to L2 teaching in school contexts in which learners get a limited experience to the target language. Their learning does not go beyond classroom and they learn L2 through a particular course book, and they are exposed only to the language production of their teacher and peers. Secondly, significant time describes the contexts where some part of the content is given through L2 such as Content Based Instruction (CBI) and Content and Language Integrated Learning (CLIL) implementations. Namely, 20-30% of the total curricular time is allocated to L2 teaching. Finally, substantial time comprises 50% to 90% of the whole curricular time in which a great amount of the school subjects are maintained via medium of L2 as in immersion programs. In Turkey, “modest time” is allocated to teaching L2 especially in public schools. In other words, learners do not have enough exposure to L2 and most of them could not transfer their in-class learning outside to the classroom (Johnstone, 2019, p. 19). However, other aspects influencing the outcomes of L2 instruction accompanying time allocation should not be underestimated. Nunan (2013) argues that several questions are to be asked in order to evaluate the instruction given to young language learners (henceforth YLLs). These questions point out the following issues in teaching English to YLLs: age and developmental appropriacy, appropriately trained teachers, intensity of instruction, and whole person teaching. To sum up, researchers are hunting up improvements for enhanced learning outcomes by ameliorating L2 classroom implementations examining all these factors in various contexts.

Although children start to learn L2 in earlier ages throughout the world, classroom interaction in YLL context is still an unexplored area. To understand social, pedagogical, and institutional processes in L2 classrooms, it is essential to discover interactional structure which is central to teaching and learning (Walsh, 2006; Sert; 2015). Interaction in L2 classrooms has special patterns (Walsh, 2006) within its unique architecture (Seedhouse, 2004) regarding the linguistic forms appearing as not only the means of communication but also the object of instruction (Long, 1983). Put it differently, L2 learning shows up in interaction (Ellis, 2000) where the teacher manages learning opportunities (Walsh, 2002) controlling both the topic of conversation and learners’ turn taking practices (Walsh, 2006).

Conversation analysis (henceforth CA), in this sense, aims to explicate the details of interaction analyzing the practices of participants gaining an emic perspective. Walsh (2006) points out the reasons for using CA methodology in order to ascertain details of L2 classroom interaction as:

> Essentially, what takes place in an L2 classroom between teachers and learners and learners and their peers can be described as 'conversation'. It is, for the most part, two- way; it entails turn- taking, turn- passing, turn-ceding and turn- seizing; it makes use of topic switches and contains many of the features of 'ordinary' conversation such as false starts, hesitations, errors, silence, backchannelling and so on (pp. 51-52).

However, classroom talk differentiates from mundane communication in terms of the power distribution of the participants regarding the speech exchange system occurring in classroom. That is, teachers are more powerful than the learners, which grants privilege them (the teachers) to manage communication by choosing the topics, allocating the turns, evaluating the learner contributions etc. (Markee, 2000). Correspondingly, interactional organization appearing in a typical L2 classroom is widely explicated through IRE (Mehan, 1979) or IRF (Sinclair & Coulthard, 1975) structures in which teacher Initiation is followed by student Response that is either Evaluated or received Feedback from the teacher. As such, teacher is responsible for the speech exchange system in the goal-oriented nature of the classroom discourse and learner implementations are individually evaluated in terms of accuracy, fluency and appropriateness (Walsh, 2011).

There is limited amount of research adopted CA methodology to explicate what actually happens in an instructed YLL classroom (see Aus der Wieschen & Sert, 2018; Cekaite, 2007; Roh and Lee 2018). By adopting the micro analytical lenses of CA methodology, this study attempts to unveil undiscovered patterns emerging YLL classroom interaction. Carrying out the procedural necessities of CA methodology, revision of previously taught vocabulary items appeared as commonly occurring phenomenon in YLL classroom data collected for the present study. Even though vocabulary explanation is previously studied area in CA tradition (see Mortensen, 2011; Tai and Khabbazbashi, 2019; Waring, Creider, Box, 2013) to my knowledge, there is not a single study examining vocabulary revision practices in YLL setting. Reference to Past Learning Event (henceforth RPLE), in the same vein,

is a phenomenon investigated in adult setting (Can Daşkın, 2017; Can Daşkın & Hatipoğlu, 2019), yet application of RPLE in relation with vocabulary explanation is not scrutinized in YLL context before. All in all, using CA, the present research fills not only methodological but also contextual gap found in literature enlightening the patterns of vocabulary revision in relation with RPLE appeared in YLL classroom interaction.

Aim and Significance of the Study

The main purpose of this study is to discover the interactional patterns of vocabulary revisions in YLL context adopting CA perspective. In this respect, the sequential organization of planned vocabulary revisions initiated by the teacher in the context of L2 classroom interaction will be explicated. In particular, how the teacher simultaneously creates learning opportunities and checks YLLs' learning state (Seedhouse & Walsh, 2010) through the integration of a phenomenon called Reference to Past Learning Events (RPLE) into vocabulary revision is the focal point of this paper. Simply, RPLE can be defined as the references which "occur when the teacher contingently extends the main instructional activity by focusing on language items, structures or topics which were presented in a past learning event" (Can Daşkın & Hatipoğlu, 2019, p. 17). Since vocabulary revisions entail the re-studying of previously taught vocabulary items, RPLE becomes a prominent dimension for the present study.

There are several important areas where this study aims to make contributions in the field of instructed L2 learning and teaching. Firstly, the major contribution of this study might be to the YLL context in which there is limited number of classroom-based research conducted. In this respect, the findings of the present study aims to provide some significant insights into micro-details of interactional organization of YLL classroom. By employing CA perspective, it attempts to analyze naturally occurring talk-in-interaction in real classroom data and displays what actually happens in the flow of classroom interaction.

Secondly, within this context, it aims to explicate how previously taught vocabulary items are revised during classroom interaction in relation to a relatively new concept: 'RPLE'. Since both vocabulary revision and RPLE are undiscovered areas in YLL context, this study can be attributed as the first one investigating how

vocabulary revisions are sequentially accomplished and associated with RPLE. Additionally, it depicts the interactional unfolding of revisions on the basis of word classes including nouns and adjectives along with their joint use as noun phrases. As such, this study, firstly, intends to reveal whether sequential organization differs in terms of the word classes. Secondly, it aims to discover how joint revision of adjectives and nouns influences the sequential unfolding.

Another point which makes the present research significant is that it includes not only the verbal but also embodied resources and visuals deployed during vocabulary revisions. Therefore, it provides a deep insight into how the teacher introduces and elicits previously taught vocabulary meanings from YLLs by employing divergent resources.

Finally, this study extends the understanding of CIC in YLL context, by illustrating the occurrence of learning opportunities established on the learners' claims of knowing (Koole, 2010). That is, it shows how the teacher uses interactional resources for not only checking the students' state of epistemic knowledge but also shaping learner contributions (Walsh, 2011) to promote learners' epistemic access to the previously taught vocabulary items. Overall, it shines a new light on the YLL literature including in the contexts of L2 classroom interaction and presenting pedagogical concerns in general.

Research Questions

This study examines the revision of previously taught vocabulary items in an instructed YLL context. The data consist of a corpus of video recordings of an EAL class (16 classroom hours) in a private language school in Turkey. The class consists of nine 2nd grade students aged 7-8 years who were attending the language school on weekends in order to improve their English skills which is a part of their compulsory education. The students took four classroom-hours (40 minutes each) EAL instruction in this language school where both Turkish and non-Turkish teachers are employed. Two teachers taught the classroom that data of this research were collected: A Turkish teacher carrying out the main courses (3 classroom hours a day) and a non-Turkish teacher conducting speaking lessons (1 classroom hour a day). Both of the teachers use the same course book. However, within the purpose of this study, the lessons of non-Turkish teacher are not included

in the data set. Traditional teacher-fronted classroom style dominates the lessons of the Turkish teacher in which she intensively focuses on vocabulary teaching along with short sentences.

Based on the data-driven nature of CA methodology, after completing the transcription process and unmotivated examination of the data, research questions of the study were formulated. It should be noted that, in accordance with CA mentality, the questions were consistently reformulated depending on the emerging patterns. Consequently, adopting the micro analytical lens of CA methodology, this research seeks to address the following questions:

(1) How are vocabulary revision sequences initiated in a young language learner classroom?

(2) How are sequences of vocabulary revisions organized in interaction?

   a. How are sequences of noun revisions organized in interaction?

   b. How are sequences of adjective revisions organized in interaction?

   c. How are sequences of noun phrase revisions organized in interaction?

(3) How are verbal, visual and embodied resources employed in vocabulary revision sequences?

(4) Which aspects of vocabulary knowledge (form, meaning, and use) are targeted during vocabulary revision sequences in a young language learner classroom?

Assumptions

The present study aims to analyze the natural interaction between the teacher and students, and they are assumed to behave naturally during the video recording of the classroom. Besides, the students are assumed to have similar proficiency levels in L2 since they all started to learn English at the beginning of the second grade.

Limitations

Although possible limitations were predicted and tried to be excluded during data collection and analysis procedure, the researcher could not overcome some of

the limitations. One possible limitation is that the researcher could not interfere in the troubles occurring during the data collection process since she was not able to be present in the classroom. To illustrate, failure of the camera capturing the teacher in a separate classroom hour prevented the researcher from seeing the teacher's behaviors and hindered the data analysis procedure. Another limitation is that the researcher sometimes could not hear which student is saying what since the students talk simultaneously, which might harm not only the transcription but also the analysis processes. However, thanks to the high quality headphones, the researcher could cope with it pretty well. Also, the students' multimodal behaviors could not be included in the transcripts because they are continuously moving around, yet the researcher has included the relevant embodiments as best as one can.

Definitions

Adjacency pairs. refer to the utterances occur one after another. After one initiates a conversation and speaks, the other responds to this initiation immediately and relevantly (Liddicoat, 2007, p.106).

Choral response. refers to the students' overlapping or latching responses (Lerner, 1993; Mehan, 1979).

Classroom interactional competence. is "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2006, p.132).

Designedly incomplete utterances. are "incomplete utterances: either grammatically incomplete sentences, phrases, or individual words to be continued, but not necessarily completed, by the student" (Koshik, 2002, p.288).

Preference organization. is the notion clarifying these design variations in which preferred responses refer to agreements in line with the socially constructed norms while dispreferred responses correspond to the disagreements conflicting with the social norms (Seedhouse, 2004, p. 24)

Repair. can be defined as the treatment of trouble that participants encounter while conversing (Seedhouse, 2004, p.34). Interactants need to carry on mutual understanding for the progressivity of the conversation; however, they may

experience several troubles during conversation such as hearing problems, difficulty in understanding, turn-taking problems, etc.

Reference to past learning experience. is a phenomenon letting teachers build up “a common ground and continuity in an instructional setting by allowing orientations to participants’ epistemic responsibilities and obligation” (Can Daşkın, 2017, p.5).

Sequence organization. is a coherent, orderly, and meaningful organization of turns-at-talk (Schegloff, 2007, p.2).

Turn construction unit. are context sensitive utterances which can be termed as TCUs only if the interactants recognize a piece of talk as a possibly complete utterance at a particular point in conversation (Liddicoat, 2007, p. 56).

Turn relevance place. refers to the time when “a change of speakership becomes a salient possibility” (Clayman, 2013 p.151).

Young learner. is an umbrella term used in ELT profession in order to describe the learners under age 18, which is in line with the legal definition of ‘child’ (Ellis, 2013). However, the term may be confusing for the researchers since it covers a wide range of individuals of different ages. Throughout this paper, the term young learner will be used to point out primary school students aged 6 to 10 years old within the purpose of the present thesis.

Chapter 2
Literature Review

This chapter reviews the related literature. The first section defines who young learners (YLs) are describing their distinctive characteristics and how they learn an L2 based on the previous research. The second section explains the requirements of knowing a word by discussing the complex nature of vocabulary knowledge. The third section reviews the previous research on vocabulary teaching and learning process of young language learners (YLLs) focusing on the instructional implementations. Following this, CA for SLA understanding in relation with Classroom Interactional Competence (CIC) is presented in the fourth section. Since this research investigates the vocabulary revision practices occurring in classroom interaction from a CA perspective, it is essential to understand underlying principles of CIC addressing the methodological and theoretical orientations of CA for SLA. Later on, conversation analytic studies on vocabulary explanation are reviewed to show how vocabulary explanation is accomplished during classroom interaction. Finally, the concept of Reference to Past Learning Events (RPLE) (Can Daşkın, 2017) is discussed which is an essential concept for the purposes of the present study because it underpins the phenomenon enabling planned revision of previously taught vocabulary items shedding light on referencing, recognizing and remembering.

Teaching English to Young Learners

“Young learner” is an umbrella term used in English language teaching (ELT) profession in order to describe the learners under age 18, which is in line with the legal definition of a “child” (Ellis, 2013). However, the term may be confusing for the researchers since it covers a wide range of individuals at different ages. Therefore, Ellis (2013) subcategorizes the YL concept taking account of the differentiating characteristics as pre-primary (2-5 years), primary (6-10/11 years), lower secondary (11-14 years), upper secondary (15-17 years), and university (18-25 years) levels. Throughout this paper, the term ‘young learner’ will be used to point out to the primary school students aged from 6 to 10 year old within the purpose of the present study.

From late 20th century onwards, English has become a significant part of the compulsory school program in different settings throughout the world (Enever & Moon, 2009, p.5); consequently, a good number of children start to learn English as an additional language (EAL) in early ages. With the recent changes in education system in Turkey (2012), in the same vein, children start learning English beginning from 2nd grade at the age of 7-8 (Milli Eğitim Bakanlığı, 2018). With respect to the wants and needs, on the other hand, pedagogical approaches to teaching English in primary school diverge across the contexts (Enever, 2016). To exemplify, English as a medium of instruction (EMI) showing similar objectives with immersion approaches is implemented excessively in order to create an intensive English instruction such as private international school contexts worldwide. Content and language integrated learning (CLIL) is another pedagogical approach that has quite similar implementations with EMI. Both of which aim to create bilingual or partly-bilingual settings where English is presented intensively for educational purposes. Both EMI and CLIL are popular in Latin America and some parts of Europe. However, English is commonly recognized as a school subject found in primary curriculum in a range of contexts (Enever, 2016) as in Turkey especially where English is instructed as a foreign language.

“Younger is better” is a widely-believed viewpoint which argues that children in younger ages possess better language skills, and therefore learn an L2 more efficiently than adults. This argument is primarily motivated by Lenneberg’s (1967) Critical Period Hypothesis (CPH), which claims that there is a biologically coded period in human development, in which children acquire an L2 rather like their mother tongue. This particular period corresponds to somewhere between childhood and early adolescence. On the other hand, it is significant to recognize that the supportive arguments mostly show up in naturalistic settings where L2 is not limited to in-class instruction (Enever, 2016). Since existence of CPH has not been proved in instructional settings (Munoz & Singleton, 2011), researchers start to conduct studies about this topic in different aspects including optimal age for L2 acquisition (see Hartshorne, Tenenbaum & Pinker, 2018; Pfenninger & Singleton, 2017;), psychological and cognitive factors influencing L2 development (see Paradis, Rusk, Duncan & Govindarajan, 2017; Suziki, Nakata & Dekeyser, 2019),

rate and ultimate attainment of L2 acquisition (see Chan, 2018; Dekeyser, 2017) etc.

It is commonly accepted that age is one of the most important factors influencing the decisions about language teaching process because people's needs, competences and cognitive skills vary by age (Harmer, 2007). To put it differently, children's L2 learning process differs from adults' although it holds similarities as well. To begin with, it is commonly believed that YLLs are more enthusiastic and livelier than adults (Nikolov, 1999), yet their attention span and interests are not longstanding (Cameron, 2012). For increasing their attention span, it is suggested to use engaging classroom activities such as games and songs corresponding to their playful natures (Nicholas & Lightbown, 2008). Secondly, research suggests that children learn an L2 implicitly by interpreting the purposeful actions instead of giving importance to the structure (Cameron, 2012) since they do not have a comprehensive understanding of abstract notions like grammar (Harmer 2007). In other words, YLs have a considerable amount of implicit knowledge and grasp of language while having limited explicit understanding about it, and it is more significant to find out how they learn an L2 rather than how quickly or comprehensively they have learned (DeKeyser, 2018). Besides, spoken language is recognized as the primary source in their language learning process because of their limited literacy skills; hence, vocabulary and discourse present the most efficient means in the young learners' language learning process (Cameron, 2012), which the teachers need to lay out carefully. Finally, YLLs are reported to have difficulty in formalizing their speech according to the person's needs to whom they talk (Cameron, 2012). To summarize, Harmer (2007) specifies YLL's distinctive characteristics as following:

(1) They respond to meaning even if they do not understand individual words.

(2) They often learn indirectly- that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.

(3) Their understanding comes not just from explanation, but also from what they see, and hear, and crucially, have chance to touch and interact with.

(4) They find abstract concepts such as grammar rules difficult to grasp.

(5) They generally display enthusiasm for learning and a curiosity around the world around them.

(6) They have a need for individual attention and approval from the teacher.

(7) They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topic in the classroom.

(8) They have limited attention span; unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so (p.82).

Although teaching an L2 to YLLs is quite popular nowadays, there is a limited number of studies on the YLL context. Especially abovementioned distinctive characteristics of YLLs drop the development of YLL research area by causing several theoretical and methodological challenges for the researchers. Oliver, Nguyen and Sato (2017) have summarized them as following under the name of Child instructed second language acquisition (ISLA):

(1) Child ISLA has been overshadowed by vibrant first language (L1) acquisition, adolescent SLA, and adult SLA research;

(2) Child ISLA is a particularly challenging area in that the L2 child's language and sociocognitive behavior are not as entrenched as that of an L2 adult, resulting in considerable individual linguistic variability;

(3) data from Child ISLA have been used as external evidence to consolidate existing linguistic theories, but have rarely been used to develop new linguistic theories;

(4) ethical issues present particular difficulties for those working with children;

(5) undertaking research with children potentially can be more time-consuming in nature than working with adults. (p.468)

However, with the policy regulations and downward the starting age for learning English, a growing body of literature has investigated the YLL's L2 development as well as teaching English to YLLs in different aspects. Thus, distinctive YLL characteristics concerning to L2 development and aspects of teaching English to YLLs have been studied in different research designs.

To begin with, there is a significant volume of published studies comparing L1 and L2 child acquisition to unearth the similarities and differences between them. Some of the research (Rocca, 2007) has found out that these two processes differ from each other in several aspects whereas other studies (Gass & Selinker, 2008; Geva & Yaghoub Zadeh, 2006; Spada & Lightbown, 2010; Unsworth, 2007) have declared that L1 and L2 acquisition have more similar aspects rather than differences. Along with the similarities and differences, how mother tongue influence L2 development is a hotly debated topic. To illustrate, Cummins' (1979, 2000) Developmental Interdependence Hypothesis suggests that L1 and L2 literacy skills are interrelated with each other. Cummin's (1976) Threshold Hypothesis also advocates that learners need to pass a minimum threshold proficiency before starting to learn an additional language. Sparks (2012) has corroborated Cummin's arguments stating that "there are important connections between students' early L1 skills, their L2 aptitude, L2 proficiency and that individual differences in students' L1 skills in elementary school are related to differences in their L2 achievement several years later." (p.5). Riehl (2013) has also indicated that the students having high competency in their mother tongue show a similar performance in L2 especially in terms of narrative texts. On the other hand, she has found a variation among not only students but also different text types depending on the complexity of required components. Riehl (2013) has clarified this situation suggesting that "training in more complex text types is essential in order to automate specific textual patterns and should be tested in interventional studies" (p. 285). To make an overall interpretation, how L2 correlates with L1 and how much proficiency one needs to accomplish in L1 for starting to learn an L2 have not been fully explained yet. Since the evidence primarily comes from bilingual settings, it is difficult to make comments on L2 classroom instruction.

With the emergence of interactionist approach (Long, 1983), the pedagogical implications of negotiating for meaning and interactionist feedback have been examined along with the interactional tasks enhancing classroom interaction (Mackey & Philp, 1998; Mackey & Silver, 2005; Oliver, 1995; Pinter, 2007). It is discovered that YLLs also negotiate for meaning, yet the proportion and strategies they used differ from the adults (Oliver 1998). In compliance with this, Pinter (2007) has suggested that learners maintain communication contributing each other's talk

by providing unknown vocabulary. Aus der Wieschen & Sert (2018) have examined the maintenance of intersubjectivity in relation with the language choice patterns in a young EFL classroom. They have discovered that there are two sequential formats enhancing students' understanding and assisting the maintenance of intersubjectivity which are: "(1) learner translations and reformulations for peer support in expansion sequences, and (2) expansions initiated by students requesting information or clarification that display partial or no understanding" (Aus der Wieschen & Sert, 2018). Another research is conducted by Balaman (2018) who has studied the interactional management of the embodied actions during a "Repeat after me" activity. He has found out that the teacher repeatedly performs embodied directives and the students participate in the activities efficiently. Similarly, Roh and Lee (2018) have also investigated teachers' repeated actions and their effects on L2 classroom interaction in a kindergarten context. They have discovered three pedagogical actions proceeded from repeated actions including eliciting synchronized English responses from the student cohort; having students recognize and practice a target language item, and pursuing particular answers. However, how vocabulary teaching and learning take place in the course of classroom interaction has remained as an unexplored area in YLL context. Therefore, the present study will offer some important empirical insights into interactional organization of vocabulary teaching and learning process in a YLL classroom. To shedding some light on the requirements of knowing a word, vocabulary knowledge will be explicated in the following section.

Vocabulary Knowledge

Vocabulary knowledge is vital for L2 development since it forms the core of general language ability. In other words, it is not possible to produce any language without words; therefore, vocabulary knowledge has a significant role in the development of the both receptive and productive language skills. Nation (2013) explains vocabulary learning as "a cumulative process involving a range of aspects of knowledge." (p.4). In this respect, Schmitt (2019) has suggests that it is vital to clarify what exactly word knowledge is in order to develop an overall understanding of vocabulary learning. Throughout this section, I will present the aspects underlying the vocabulary knowledge in relation with teaching and learning processes.

Vocabulary knowledge is a complex phenomenon comprising several aspects, which Schmitt (2014, p.914) illustrates that

> each word does not usually exist on its own, but rather is typically a part of a word family with numerous related members (e.g., joy, joyful, joyous, joyfully), of a lexical set (emotion, joy, ecstasy), and of formulaic language (get/have no joy from something, “have no success in getting something you want”)

That is, vocabulary knowledge involves various components interrelating to each other and a number of researchers attempt to reveal this complexity offering a variety of definitions (Anderson & Freebody, 1981; Henriksen, 1999; Nation, 2013; Schmitt, 2014; Webb & Chang, 2015).

In the first place, Anderson and Freebody (1981) have drawn attention to the difference between breadth and depth of vocabulary knowledge. Simply, breadth refers to the quantity of the words that an individual knows while depth refers to the quality of the knowledge namely, how well an individual knows the target vocabulary items. Although these two concepts are related to each other, they do not improve equally (Schmitt, 2014). That is to say, development of depth falls behind the breadth since it is more demanding to produce words accurately using correct correlations than picking up the meaning.

Later on, Stahl (1983) have made a comparison between definitional and contextual word knowledge. He has argued that although definitional knowledge is vital for gaining the meaning of the target vocabulary item, it is not sufficient for recognizing the words in different linguistic contexts, which contextual knowledge encounters. In a sense, definitional and contextual knowledge should arise in interaction in order to establish a competent vocabulary knowledge.

Henriksen (1999) has gone one step forward and describes three dimensions of vocabulary knowledge involving (1) partial and precise knowledge, (2) depth of knowledge, and (3) receptive and productive knowledge. Firstly, he has claimed that any vocabulary item recognized by the learner is included in his/her vocabulary knowledge. On the other hand, recognizing a word does not necessitate the ability to have a full sense of knowledge. Therefore, it is significant to make a distinction between learners’ partial and precise knowledge. Frankly, learners may be insufficient in some aspects of a word while having a mastery of particular aspects.

Second dimension he has offered correlates with the previous breadth and depth distinction (Anderson & Freebody, 1981). In fact, Henriksen (1999) has referred to the quality of the vocabulary knowledge which provides learners to command of the target word. Lastly, receptive-productive dimension deals with the capability of using target words in comprehension and production. Put simply, receptive knowledge describes one's ability to understand target words s/he comes across while reading or listening to a text whereas productive knowledge describes using the target word appropriately while speaking or writing.

The most widely used definition of vocabulary knowledge, on the other hand, is made by Nation (2013). That is to say, he has provided an extensive description of vocabulary knowledge in terms of form, meaning and use covering the receptive and productive skills. Table 1 summarizes the aspects underlying vocabulary knowledge demonstrating the relation between different dimensions (Nation, 2013, p.49).

Table 1

Vocabulary knowledge

Form	*Spoken*	Receptive Productive	What does the word sound like? How is the word pronounced?
	Written	Receptive Productive	What does the word look like? How is the word written or spelled?
	Word parts	Receptive Productive	What parts are recognizable in this word? What word parts are needed to express this meaning?
Meaning	*Form and meaning*	Receptive Productive	What meaning does this word form signal? What word form can be used to express this meaning?
	Concepts and referents	Receptive Productive	What is included in the concept? What items can the concept refer to?
	Associations	Receptive Productive	What other words does this make us think of? What other words could we use instead of this one?
Use	*Grammatical Functions*	Receptive	In what patterns does the word occur?

	Productive	In what patterns must we use this word?
Collocations	Receptive	What words or types of words occur with this one?
	Productive	What words or types of words must we use with this?
Constraints on use	Receptive	Where, when, and how often would we expect to meet this word?
	Productive	Where, when, and how often can we use this word?

Shortly, vocabulary knowledge entails a variety of components requiring different levels of ability, which leads gradual vocabulary learning process. Henriksen (1999, p. 311) has pointed out that "the learner's knowledge of a certain lexical item moves from mere word recognition (i.e., acknowledging that the word exists in the target language) through different degrees of partial knowledge (Brown, 1994) toward precise comprehension". This incremental nature of vocabulary learning requires a good few of incidental and intentional exposures for developing a precise vocabulary knowledge in all aspects (Gonzalez-Fernandez & Schmitt, 2017). Incidental vocabulary learning refers to the implicit learning of a target word from the context whereas intentional vocabulary learning refers to the deliberate attempt to gain an understanding of new words through explicit instruction. A good amount of research suggests that intentional vocabulary learning leads more effective outcomes in a shorter period of time (Webb, 2007; Cobb, 2007; Joyce, 2015; Laufer & Razovski-Roitblat, 2011). Incidental vocabulary learning, on the other hand, provides a contextualized and meaning focused input, which enhances the depth of the vocabulary knowledge (Gonzalez-Fernandez & Schmitt, 2017, Joyce, 2015; Laufer & Nation, 2011). That is to say, to provide a comprehensive vocabulary instruction, it is suggested to integrate intentional and incidental learning approaches (Nation, 2013). Additionally, repeated exposure makes up a significant part of an efficient vocabulary instruction since it helps learners to improve their vocabulary knowledge in different aspects (Webb, 2007). Regarding this, Gonzalez-Fernandez and Schmitt (2017) have proposed that "If L2 learners are to be able to use the target language appropriately, vocabulary instruction must also subsequently focus on enhancing as many aspects of word knowledge as possible, which requires many and varied encounters with a word." (p.290).

To sum, vocabulary knowledge is a complex concept having a range of dimensions, and it requires various instructional designs. Proposing a comprehensive framework, Nation (2007, 2013) suggests a four-strand approach underlying a well-designed vocabulary course.

(1) *Learning from comprehensible, meaning-focused input*. This strand describes reading and listening activities leading to vocabulary learning. It is connected to the receptive vocabulary knowledge along with the incidental learning. That is, learners gain understanding of new words in context.

(2) *Learning from meaning-focused output*. It comprises the writing and speaking activities that enhance vocabulary learning by conveying particular messages in communication. Here, learners gain productive vocabulary knowledge and ameliorate their receptive vocabulary knowledge.

(3) *Learning from language-focused learning.* This strand refers to deliberate vocabulary instruction in which learners get direct knowledge on how the target word is spelled, pronounced and utilized in a particular context. That is to say, learners gain knowledge about the form of the word.

(4) *Learning from fluency development strand.* This is connected with the other receptive and productive language skills namely, reading, listening, writing and speaking. The focus of this strand is to use the target words in communication without hesitating about accuracy. To be more precise, it deals with learners' use of the vocabulary that they have known partially; therefore, this strand aims to boost vocabulary depth.

Overall, to create a well-grained vocabulary instruction, it is significant to create a balance between different dimensions of vocabulary knowledge. The following section reviews the studies examining YLL's vocabulary learning process in relation with the general principles of vocabulary knowledge.

Teaching Vocabulary to Young Learners

A great deal of previous research into vocabulary development of YLLs has focused on the instructional implementations, which will be reviewed throughout this section. Regarding vocabulary instruction, various classroom-based contexts are examined such as repetition of words for exposing learners to the target vocabulary

(see Biemiller & Boote, 2006; Collins, 2010; Lin,2014), implicit and explicit word explanations to clarify word meanings (see Carlo et al., 2004; Silverman, 2007), assisting vocabulary meaning through multimodality (see Atay & Kurt, 2006; Tonzer, Lotto & Job, 2009), classroom discussions to enhance use of words for interactional purposes (see Chlapana & Tafa, 2014İ Shintani & ellis, 2014) etc.

Studies examining the impact of repeated exposures on YLLs vocabulary development have proposed that repeated exposure has a positive influence on vocabulary learning. Rohde and Tiefenthal (2000) have investigated the concept of "fast mapping" in L2 instruction. Fast mapping refers to the YLLs ability to learn the new words easily without requiring much exposure (Carey 1978, Clark 1993). Although the concept of fast mapping originally pertains to learn L1 words, Rohde and Tiefenthal (2000) address two questions including whether fast mapping is available to YLLs and to what extent its potential possibly differs from L1 acquisition. They have found out that L2 learners aged 3 to 6 can do fast mapping through minimal exposure. Additionally, they have revealed that fast mapping may not occur in every occasion completely, yet YLLs can create partial maps. In other words, YLLs learn the meaning or form of the words partially and complete the mapping process through repeated exposure. They have also stated that fast mapping in L2 may not be as effective as in L1 acquisition; however, the abilities used for fast mapping in both L1 and L2 are not necessarily different from each other.

Biemiller and Boote (2006) have reported two interrelated studies regarding the vocabulary teaching practices. The first study has examined three different factors including pretesting, reading books two or four times, and word explanations in order to explore whether these factors have an influence on vocabulary learning. The second, on the other hand, has investigated how these factors affect the vocabulary development of YLs. As for participants, 43 kindergarten, 37 Grade 1, and 32 Grade 2 children involved in the study. There were two classrooms for each grade in which the two classroom teachers read the books and provided word explanations. The results of the first study has revealed that hearing stories several times influences the vocabulary instruction in a positive way for kindergarten and grade 1 children, yet the effect of repeated reading of the same story in 2nd grade classroom is uncertain. When it comes to the pretesting, findings suggest that it has no significant effect on learning vocabulary. Finally, it is uncovered that efficacy of

the vocabulary instruction varies according to the teacher's attitude. When it comes to the second study, it has suggested that combination of repeated story reading with revision of vocabulary explanations reinforces YLLs vocabulary building. The findings have also indicated that children can retrieve the target vocabulary given in different contexts apart from the story deployed for vocabulary explanation.

Lin (2014) has also studied how repeated read aloud practices influence the YLLs' vocabulary development. She has discovered that frequent exposure to read aloud stories reinforces YLLs' vocabulary building regardless of the proficiency level. Additionally, teacher's explicit vocabulary explanation boosts the effectiveness of the repeated exposure. Collins (2010) has conducted a similar study with preschoolers in which he identifies how YLLs' vocabulary knowledge is affected by the initial vocabulary explanations and home reading activities. He has inferred that rich explanations enhance the vocabulary learning. The results have demonstrated that robust word learning occur in six exposures.

When it comes to the methodologies used for teaching vocabulary, research has revealed that vocabulary teaching is accomplished in different styles, which influence the process in particular aspects. Working on the relation between vocabulary knowledge and reading comprehension, Carlo et al. (2004) have investigated not only the explicit word instruction but also the influence of teaching word learning strategies on YLLs' vocabulary development. They have carried out 15 weeks intervention in which the classroom teachers both instructed selected words explicitly through repeated exposures to teach words in texts and taught word learning strategies such as inferring the meaning from the context, use of morphological cues etc. The results have indicated that both implicit and explicit teaching reinforces YLLs' vocabulary knowledge significantly when they are used complementarily.

Ulanoff and Pucci (1999) have studied the effect of reading aloud on L2 development comparing the use of two bilingual methodologies: concurrent translation and preview-review. In the former one, the teacher translates the text while reading whereas in the latter one s/he conducts not only pre-reading activities but also post-reading activities in order to facilitate understanding of the children. To illustrate, s/he gives the meanings of the unknown vocabulary beforehand while creating discussion environment through comprehension questions afterwards.

Their findings have shown that preview-review methodology predominates the concurrent translation regarding the vocabulary development demonstrated via vocabulary tests. Consequently, their results have implied the significance of building background information in students' L2 comprehension. Moreover, L1 use for scaffolding is an efficient decision; however, concurrent translation impedes students learning, which indicates the importance of the balance while using the predominant language.

In a bilingual setting, Lugo-Neris, Jackson and Goldstein (2010) have explored vocabulary interventions both in L1 and L2 during storybook reading aloud. They have found out that the use of L1 reinforces the acquisition of L2 words when the YLs have limited L2 ability.

Silverman (2007) has examined three approaches utilized for teaching vocabulary to YLs while reading storybook. Throughout the research, she has compared contextual, analytical and anchored instructions each of which is complemented in two different YL classes from two different schools. Firstly, contextual instruction refers to teach vocabulary meanings connecting to the real life experiences. Secondly, analytical instruction indicates use of semantic analysis to reinforce contextualization. Finally, anchored instruction boosts the efficacy of analytical instruction pointing out to the spoken and written forms of the words. Although these approaches are interrelated to the each other, Silverman has revealed that YLLs learn the target vocabulary more efficiently when the teacher deploys either analytical or anchored instruction rather than contextualization.

Shintani (2011) has investigated the input and output tasks implemented in YLL classroom in relation with the interactional means so as to clarify whether grammar and vocabulary learning processes are similar to L1 acquisition. The results have shown that both input and output tasks have a positive influence on receptive and productive development of the words creating an interactive environment. Shintani (2011) has set forth that not only private speech enhancing learners self-regulation and language play but also social speech contributing negotiation of meaning and focus on form appearing during the implementation of the tasks.

Using the same data set, Shintani (2012) has also presented the effects of input-based tasks on YLL's vocabulary development in relation with the interactional outcomes. He has explored that input-based tasks enhance both incidental and intentional learning of the vocabulary. Also, his findings confirm the nature of vocabulary learning progress suggesting that receptive knowledge precedes the productive knowledge (Nation, 2013). As for the interactional environment, the participants are willing to communicate in order to accomplish tasks; therefore, supporting the previous research (Shintani, 2011) findings have shown that both private and social speech appear while carrying out the tasks. Additionally, it is demonstrated that input-based tasks promotes the student initiatives contributing the question answer exchanges by giving the control of interaction to the students.

For shedding light on the multimodal implementations, Tonzer, Lotto and Job (2009) have investigated two methods utilized for vocabulary instruction to YLLs, namely: word-learning model and picture-learning model. In the first model, the teacher gives the translation of the target vocabulary whereas in the latter one, s/he presents the target vocabulary through the use of pictures. Along with the models, they have also studied the age effect and word status in terms of cognates and noncognates. Their findings have suggested that picture learning model is more effective than the word learning model. On the other hand, word status and age of the learners are intervening variables. To illustrate, cognates are more effectively taught through word-learning model.

Atay and Kurt (2006) have examined the effect of two different kinds of post reading activities on learners' vocabulary development including discrete written tasks and combination of written tasks with discussion activities. They have concluded that the use of interactive post reading activities outperforms the written tasks regarding the vocabulary profit.

Chlapana and Tafa (2014) have compared the effectiveness of direct and interactive instructions on vocabulary development of YLs in Greek as a second language setting with the participation of immigrant children. Besides, they have examined whether age, gender, cognitive skills and vocabulary knowledge level of children have an influence on their vocabulary learning. Their findings have suggested that interactive instruction outperforms the direct interaction in terms of the children's gained vocabulary size after the intervention.

In the study in which they have explored the interactional and cognitive dimensions of L2 classroom, Shintani & Ellis (2014) have explicated the learning behaviors and developmental process in terms of the levels of learning (Ellis, 2010). They have illustrated how the adjectives are fully learnt in the progress of classroom teaching through Markee's (2008) learning behavior tracking methodology. The findings of the research have corroborated Jiang's (2000) argument that learners start learning words through association with L1 equivalents. In addition, learners repeat the target vocabulary not only as a part of their private speech (Donato, 1994) but also for social purposes such as asking for clarification, which reinforces their learning skills.

Mavilidi, Okely, Chandler, Cliff and Paas (2015) have investigated the relation between vocabulary learning and body movements. Their findings have suggested that students learn the target vocabulary better when the physical exercise is included in the learning process. Integrated condition in which the vocabulary and physical exercise are synchronically deployed, vocabulary achievement maximizes. In other words, Mavidili et al. have argued that embodied knowledge that is acquired through use of physical exercise and gestures reinforces vocabulary learning.

Tellier (2008) has studied the effect of gestures on L2 vocabulary memorization skills of very young learners. The learners are supposed to enact the gestures while repeating the words, meanwhile, visuals are used for supporting materials. The results have shown that gestures enhance the vocabulary learning especially when they are reproduced by the learners because deployment of the gestures prompts YLL's both visuality and motor modality and strengthens the related traces forming in their memory. However, Tellier (2008) has approached the results cautiously indicating the possibilities different kinds of input may be useful for the vocabulary in different word classes, therefore, the results should not be generalized for different word classes. He has concluded that impact of gestures on noun and verb memorization cannot be denied.

Synthesizing the results of the previous research, Butler (2019), in his survey article, has suggested four major characteristics occurring in effective vocabulary instruction to young learners. Namely, she has argued that effective vocabulary instruction involves "(a) ensure frequent and repeated exposure to the target words (as well as nontarget words), (b) provide explicit word definitions and meanings in,

(c) create opportunities for discussions and interactions around the words in question, (d) use multimodal approaches to teach vocabulary." (Butler, 2019, p. 26). In line with her synthesis, related research has suggested that to promote the process, teachers need to create a multidimensional classroom environment fostering the vocabulary development of YLLs in different contexts, which help them to link words and concepts along with increasing the remembering probability through repeated exposures (Bedore, Peña, and Boerger, 2010). That is, repeated exposure increases the possibility of the learning the target vocabulary items. Additionally, use of explanations, both verbal and non-verbal, reinforces the progress positively. Finally, deployment of interactional activities gives rise to produce target words, which deepens the vocabulary knowledge.

Although, these studies provide important insights into L2 vocabulary instruction in YLL classrooms, interactional organization of real classroom practices deployed in YLL classroom for vocabulary teaching purposes remains as an unexplored but a very important area of research. Thus, the data how vocabulary explanation is carried out during classroom interaction comes from the research conducted in adult classrooms. Before reviewing the conversation analytic studies on vocabulary explanation, the following section will firstly give a brief overview of the concept of CIC in relation with CA for SLA perspective.

CA for SLA and L2 Classroom Interactional Competence (CIC)

Jocuns (2012) describes Classroom Discourse as "all of those forms of talk that one may find within a classroom or other educational setting" (p.1). However, recent studies conducted in this field assert that talk falls behind of the classroom discourse research since there are several entities needed to be explicated beyond talk such as nonverbal constructs and macro level policies (Sert, 2015). CA, in this respect, "as a mode of inquiry, is addressed to all forms of talk and other conduct in interaction" (Schegloff, Koshik, Jacoby and Olsher, 2002, p. 3), and lets us reveal the characteristics of classroom interaction providing an empirical understanding.

Firth and Wagner (1997) has published a groundbreaking study reconceptualizing theoretical and methodological orientations of SLA, thus they determined a need for more emically oriented research which focuses on contextual and interactional dimensions of language use broadening the traditional SLA data

base. Put simply, they have distinguished the emergent, sociocultural approaches to SLA from mainstream, cognitive SLA and led the deployment of CA perspective to the classroom-based research, namely CA for SLA.

"CA is able to capture the dynamic, fluid, complex interplay and dialectic between the different levels on which the L2 classroom operates and hence portray the complexity of teacher's interactional work." (Seedhouse, 2004). CA for SLA is a commonly used term to refer conversation analytic studies conducted in L2 classroom setting (Markee, 2000). More broadly, CA for SLA attempts to demonstrate the way that the participants analyze each other's talk in a real conversation for carrying out certain social actions such as language learning behaviors happening in spoken interaction (Markee, 2008). In fact, it provides evidence for language learning demonstrations in L2 talk-in-interaction through its micro-detail and sequential, context-driven understandings of participants' orientations (Sert, 2015). Seedhouse (2011, p. 345) has argued that one need to ask particular questions in order to understand the principles of CA:

> The essential question that must be asked at all stages of CA analysis of data is "Why that, in that way, right now?" This encapsulates the perspective of interaction as action (why that) that is expressed by means of linguistic forms (in that way) in a developing sequence (right now).

Adopting CA perspective in SLA studies has led to an increment in both significance and quantity of the studies investigating classroom interaction (Huth, 2011). Within the scope of social turn (Block, 2003) in SLA, language learning is seen as students' and teachers' systematic socialization through certain interactional practices in which learning arises (Huth, 2011). As such, interactional competence (Kramsch, 1986) gains importance in L2 classroom context and started to be investigated by many researchers. Kramsch's (1986) argument underlying the concept of interactional competence is that the main goal of L2 education is supposed to be make students use their L2 knowledge in interaction. Simply, interactional competence deals with the relationship between interactants and their deployment of linguistic and interactional resources (Young, 2008). Markee (2008) has suggested three components forming interactional competence as (1) language as a formal system including pronunciation, vocabulary and grammar; (2) semiotic systems, including turn-taking, repair, sequence organization; (3) gaze and

paralinguistic features. Accordingly, L2 teachers and researchers have been trying to establish real-like L2 classroom contexts allowing learners to use L2 in interaction. However, Walsh (2003) has invalidated this, stating that “instead of trying to make that context more like the ‘real, outside world’, teachers’ time might be better spent trying to understand the interactional processes which create the ‘real, inside world’ of the L2 classroom” (p.125). Subsequently, he has put forward “Classroom Interactional Competence” (CIC) (Walsh, 2006) described as “teachers’ and learners’ ability to use interaction as a tool for mediating and assisting learning” (Walsh, 2011, p.158).

Walsh’s idea of CIC takes interaction as a focal point of the L2 teaching/learning process. Particularly, CIC revolves around the teachers’ and learners’ interactional orientations which have impact on the reinforcement of learning opportunities. Such a focus entails with the features of classroom interaction which involves:

(1) maximizing interactional space;

(2) shaping learner contributions (seeking clarification, scaffolding, modelling, or reparing learner input

(3) effective use of eliciting

(4) instructional idiolect (i.e. a teacher’s speech habits); and

(5) interactional awareness (Sert, 2015, p.54)

Walsh (2006) has suggested that these features will become meaningful only if they correspond to the pedagogical focus of the moment. Therefore, one should keep in mind that while drawing on CIC, a teacher must use an appropriate language not only considering learner’s proficiency level but also adhering to the pedagogical focus of the moment (Walsh, 2011). It is also significant to conduct “more research in different settings with different partcicpants is required to fully understand still uncovred features of CIC, which will then lead to more in-depth understanding of teaching and learning practices in language classrooms” (Walsh, 2012, p.12). In this respect, the present study will contribute to the related literature in terms of how CIC is reinforced during vocabulary revision sequences in YLL setting. To show the development of the research area, the following section will review the conversation analytic studies on vocabulary explanation.

Conversation Analytic Studies on Vocabulary Explanation

There are a few conversation analytic studies investigating different aspects of vocabulary explanation including teacher-student interactions (see Markee, 1995; Merke, 2016; Morton, 2015), sequential organization (see; Mortensen, 2011; Tai & Khabbazbashi, 2019; Waring, Creider & Box, 2013), use of embodiment (see Lazaraton, 2004; van Compernolle and Smotrova, 2017), etc.

Markee (1995) has investigated the teacher responses given to the student initiatives for vocabulary explanation during a small group activity. He has explored several kinds of sequences that the teachers respond in different ways. However, he has recognized that the teachers do not go for responding students' questions in the first time in most of the cases. They preferably ask display questions about the word requested for the meaning. Consequently, the student-centered small group work turns into teacher-fronted language-display activity. This might be evaluated as a detrimental shift in terms of the communicative nature of the activity, yet Markee has drawn attention that it is more significant that an activity serves for communicative purposes than its being communicative itself.

Later on, Lazaraton (2004) has investigated unplanned vocabulary explanations that arise in the course of classroom interaction. He has primarily focused on how the gestures of the teacher influence the vocabulary explanation sequences. He has corroborated the claim that speech and the gesture are the integral parts of face to face interaction. As for classroom discourse, the students take a respectable part of the input via multimodal instruction. In other words, Lazaraton (2004) has upheld the argument that gesture might modify or boost the comprehensibility of the verbal input.

Koole (2010) has examined the vocabulary explanation sequences in a math classroom. His analysis leads to two different explanation sequences including "discourse unit" and "dialogical explanations". In discourse unit explanations, the teacher provides the explanation and checks students' understanding through understanding checks. In dialogical explanations, on the other hand, the teacher asks pre-expansion questions (Schegloff, 2007) having an expectation of a response displaying of knowing. Dialogical explanations are often sequenced like initiation-response-evaluation (IRE) format (Mehan, 1979), which can be described

as typical organization of interaction appear in traditional classrooms. Koole (2010) has also provided data for how “students produce different displays of epistemic access, including displays of knowing and displays of understanding” (Koole, 2010, p. 183). He has proposed that discourse unit explanations entail students’ displays of understanding while teacher elicitations during dialogical explanations lead students to produce displays of knowing. Concentrating on the sequential organization of explanations, Mortensen (2011) has investigated vocabulary explanations appear in a Danish L2 classroom adopting the micro-analytic lens of CA methodology. He has taken the vocabulary explanation sequences, co-constructed by the teacher and the students. At the end, Mortensen (2011) has proposed the following sequential model in vocabulary explanation sequences: (1) The teacher emphasizes a specific part of the turn, which (2) a student repeats, and (3) the teacher then asks for a word explanation, which (4) the student provides in the following turn (p.139).

In an adult ESL context, Waring, Creider, and Box. (2013) have examined how the teachers accomplish vocabulary explanation when they come across the unknown words in the flow of classroom interaction. They have explored two types of approaches that the teacher deploy frequently: “analytic” and “animated”. Analytic approach stands for the verbal and textual elements while animated approach takes the multimodality as its basis. Apart from these approaches, they have also identified the following model, which is frequently encountered in vocabulary explanation sequences: (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 explanation; (4) close the explanation with a repetition (e.g., repeat, summarize) (p. 254). The model they have offered resembles the one suggested by Mortensen (2011) in several points. It is also significant that their study has shed light on two significant concepts appeared during vocabulary explanation: understanding-display sequence (henceforth UDS) and contextualization. Contextualization serves for putting the vocabulary into grammatical or semantic contexts in analytical explanations while creating social and situational contexts with use of gestures or acting out in animated explanations. UDS, on the other hand, helps the teacher engage the students in vocabulary explanation while also checking their understanding.

Morton (2015) has explored the interactional management of vocabulary explanation sequences constructed jointly by the teacher and the students on the basis of Focus on form (henceforth FonF) approach in a CLIL classroom. Some of his findings have matched with the studies conducted by Mortensen (2011) and Waring et al. (2013). To illustrate, he has affirmed that the teachers bring the vocabulary items into focus through repetition or displaying on the board and they request L2 synonyms or translation in order to ascertain whether the students' know or understand the vocabulary items. When it comes to the organization of the sequences, he has identified that the vocabulary explanation is done through either "dialogical" or "discourse unit" vocabulary explanation suggested by Koole (2010). In other words, the teachers either ask students understanding display and knowledge display questions or give the explanations by themselves. Regarding the animated and analytic approaches (Waring et al., 2013), Morton (2013) has found out that the teachers combine both of the approaches in the same sequence while doing vocabulary explanation. Finally, with respect to its being a CLIL classroom, Morton has revealed that the content topic taught provides the context needed for explanation and the teacher focuses on the content and the lexis as the parts of the core goal without neglecting either of them.

Merke (2016) has examined the vocabulary explanation sequences initiated by the students in a Finnish-as-a foreign language classroom at university level. His primary focus was to enlighten the sequences in which the students participated in the discussion collectively in order to solve the ambiguity occurred in linguistic level. He has found out that the vocabulary explanation sequences equilibrate the imbalance between the knowledge and understanding, and diminish the problematized aspects. He has also brought out that the students become more competent language learners through the vocabulary explanation sequences contributing the task by solving the unclear parts of it. Merke (2016) has lastly predicated vocabulary explanation sequences as social artefacts assisting the intersubjectivity, which lead practice for learning by enhancing the students' comprehension collectively.

Van Compernolle and Smotrova (2017) have conducted a study in which they have explicated the relationship between gesture and speech that the teachers use synchronically while resolving the unplanned vocabulary explanations. More

specifically, they have focused on the examples in which the vocabulary explanation sequences occur during the homework checking process of the lesson. They have concluded that use of speech and gesture synchronically enhance vocabulary explanation in terms of relevance and contextualization.

In Turkey, Taşkın (2017) has investigated the vocabulary explanation sequences in meaning and fluency contexts. She has focused on the use of antonyms and synonyms in vocabulary explanation along with the patterns appearing between the teacher's first initiation and closure. The results have introduced two different explanation sequences varying on whether the students show their understanding in L1 or L2. In other words, the teacher closes the explanation without asking any further questions when the students give the synonyms or antonyms of the word while s/he contextualizes the meaning of the word and asks for further questions when the students give response in L1.

Stoewer & Musk (2018) have examined the student initiated unplanned vocabulary explanations in Swedish context. They have found out three occasions in which vocabulary explanation trajectories occur through either teacher or student requests involving "teacher-initiated substitution requests targeting students' use of an incorrect or inappropriate word; student-initiated naming and word-confirmation requests; and teacher- or student-initiated meaning and translation requests" (Stoewer & Musk, 2018, p.21). Analyzing these trajectories, they have identified the process how the teacher and the students jointly transform problematized words into teachable/learnable items. Throughout the analysis, they have exemplified the aspects of vocabulary knowledge suggested by Nation (2013) as form, use and meaning. They have also demonstrated the resources that the teacher applies in order to assist students to learn these aspects. To illustrate, the teacher reinforces meaning through definitions and translations; the form through topicalised lexis or writing it on the board; and the use of the target word through contextualization and exploring the collocations.

More recently, Tai and Khabbazbashi (2019a) have studied how an English teacher use embodiment in vocabulary explanations conducting a microgenetic study with the help of CA methodology in order to identify the changes occur in students' vocabulary knowledge throughout four months. They have found out that the teacher uses embodiment in order not only to demonstrate the meaning but also

to make contextualization for a better understanding. Moreover, their findings represent the students' understanding of the meaning of the vocabulary through the students' use of the target vocabulary, appropriation of the teacher's gestures or embodied enactments. Briefly, they have found that use of embodiment not only interconnects the use of L2 inside and outside the classroom but also allows learners to show their conceptual understanding and helps teachers evaluate students' L2 development.

Using the same data set, Tai and Khabbazbashi (2019b) have also examined how vocabulary explanation sequences are constructed and what linguistic and multimodal means are used by the teachers in a beginner adult ESOL classroom. As for the sequential organization, their findings have indicated similar results with Mortensen (2011) and Waring et al. (2013). Namely, they have confirmed that the teacher initiates the sequence bringing the target vocabulary into focus by repeating it or writing it on the board (Mortensen, 2011). As the next step, the teacher either provides or asks for the explanation (Waring et al., 2013). When it comes to the closure, their results are different from the previous studies that the students close the sequences with the claims of understanding rather than repeating the word (Waring et al., 2013). Regarding the teacher's use of linguistic and multimodal means for constructing vocabulary explanation, the authors have found out that the teacher uses a variety of means including both linguistic and multimodal means such as definitions, synonyms, gestures, embodied enactments etc.

Bacanak and Koç (2019) have studied vocabulary explanations performed during instruction giving in an EFL context in Turkey. They have unearthed that the teacher pauses the instruction and problematizes the words significant for intelligibility of the instruction and requests for vocabulary explanation. Consequently, vocabulary explanations establish a ground for learners to accomplish upcoming task successfully. Lastly, they have suggested that use of L1 is practical way to do vocabulary explanation while giving instructions.

Very recently, Koç (2019) has investigated unplanned vocabulary explanations in an EFL classroom. Firstly, he has revealed that vocabulary explanations appear in three categories involving student-initiated word explanations (SIWESs), teacher-initiated word explanations (TIWESs), and teacher induced and student-initiated word explanations (TISIWESs), each of which has a

particular sequential organization. These vocabulary explanation sequences emerge either intentionally or incidentally and they are accomplished through either dialogic or discourse-unit word explanation approaches. Put differently, Koç (2019) has proposed that dialogic approach is seen mostly in SIWESs and TIWESs whereas both dialogic and discourse unit approaches are seen in TISIWESs. Secondly, he has discovered that vocabulary items are problematized differently regarding not only the context but also type of vocabulary explanation sequences. Namely, the teacher requests for the meaning of the target vocabulary item through repetition, contextualization, translation or with the help of environmental resources. When it comes to the resources that the teacher makes use of, Koç has suggested various resources including verbal, embodied, environmental and combination of these. He has also put forth that the teacher provides various aspects of vocabulary knowledge such as form, meaning and use. Finally, Koç's (2019) analysis has indicated that the teacher completes vocabulary explanations in different ways after the students' display of knowledge or understanding depending on the contexts that the vocabulary explanation occur.

Overall, these studies provide important empirical insights into vocabulary explanation sequences in different contexts. However, there is not an empirical study on how vocabulary explanation sequences unfold in YLL classrooms. Therefore, conversation analytical studies on vocabulary explanation conducted in adult classes, reviewed in the present section, pave the way for the present study providing a background knowledge.

Reference to Past Learning Events

Learning and teaching are long and cumulative processes rather than a series of discrete educational events (Mercer, 2008). Put simply, learning happens over time through subsequent instructional events connected to each other and classroom interaction mediates this process allowing especially teachers to create connections between learning events by means of referencing. Reference to past learning events (henceforth RPLE) (Can Daşkın, 2017; Can Daşkın & Hatipoğlu, 2019), in this respect, is a phenomenon letting teachers build up "a common ground and continuity in an instructional setting by allowing orientations to participants' epistemic responsibilities and obligation" (Can Daşkın, 2017, p.5). Since it

constructs a connection between subsequent instructional settings using previously taught language items in new contexts (Can Daşkın & Hatipoğlu, 2019), RPLE is closely related to the emergence of revision patterns explored in this study. To illustrate the occurrence of this phenomenon, explicating displays of knowledge and memory along with referencing is significant because these aspects jointly lead to the emergence of RPLE during classroom interaction.

Referencing let people create relations with entities such as time, event, person, etc. (Enfield, 2013). By referencing to a particular ontological domain, a speaker points the addressee's recognition to a specific referent for some interactional purposes (Enfield, 2013; You, 2014) by the help of specific lexical and gestural structures (Svenning, 2010). Sacks and Schegloff (1979) have drawn attention to the concept of "recipient design" to show how a common ground can be established through referencing; that is, they argue that "reference forms as invite and allow a recipient to find, from some "this-referrer's-use-of-a-reference-form" on some "this-occasion-of-use," who, that recipient knows, is being referred to" (p.17). Overall, referencing is a social phenomenon built upon participants' mutual understanding on certain concepts, it is, therefore, "a joint action performed collaboratively by speaker and addressee" (Svenning, 2010). By means of referencing, people carry out several communicative actions such as asking for information, telling things, agreeing or disagreeing, joking, complaining etc. (Enfield,2013).

References may emerge as solitary activities by themselves or attached to some other activities (Svenning, 2010). To illustrate, a speaker may ask about a referent to test the addressee's knowledge or s/he may expect display of recognition making a reference in the course of some other conversation (Auer, 1984; Svenning, 2010). Although emergence of referencing in both situations create a common ground for interactional purposes, referential expressions may fail to be apparent to the addressee, which causes communication breakdowns and necessitates repair. Therefore, the addressee initiates repair to compensate breakdowns occurring in interaction in the next sequence (Enfield, 2013) or s/he may not intervene the speaker's talk in the hope of recognizing the referent in following turns (Auer, 1984). When the speaker and addressee cannot meet on a common ground, reference problems occur. Taking responsibility to establish intersubjectivity, the speaker may

try-mark (Schegloff, 2007) the addressee's recognition, that is the participants "mark the reference as a *try* to achieve recognition with that reference form; if delivered in that way, we will speak of the reference form as *try-marked*" (Schegloff, 2007, p. 238). Another way of resolving reference problems is "recognition soliciting sequences" in which speakers deploy some kind of prompts to deal with memory problems (Shaw & Kitzinger 2007; You, 2014, 2015). Shaw and Kitzinger's (2007) have investigated the occurrence of these sequences focusing on interaction between callers and call takers and they propound how speakers check the addressee's recognition by asking questions about previous calling. "Recognition here involves retrieving information about the caller and her problems as they were formulated in the previous call" (Shaw & Kitzinger 2007, p. 121). Their study, consequently, shows how remembering relates to referencing in terms of the successful establishment of recipient design.

Memory is an interactional device (Shaw & Kitzinger, 2007) that people "perform rather than simply possess in the course of routine interaction" (Middleton & Brown, 2005, p. 85). Both discursive psychology and CA investigate memory dealing with the participants' displays or claims of remembering and forgetting during talk in interaction (see Goodwin, 1987, Middleton, 1997; Middleton & Brown, 2005; Middleton & Edwards, 1990 etc.). Middleton (1997) has defined remembering and forgetting as actions which blossom out in the course of communication. Middleton & Brown (2005), in a similar account, have described these actions as "Remembering and forgetting are social acts as ways of accomplishing some activity in the present by invoking the past in an appropriate and resourceful manner." (p.85). As social acts, remembering and forgetting have an interactional organization which Middleton and Brown (2005) have illustrated with four critical concepts including sequential organization, co-option, membership and pragmatics. Goodwin (1987), similarly, has demonstrated how sequential organization is influenced when the participants display forgetfulness or uncertainty. Namely, he has found out that displays of uncertainty and forgetting are interactive resources shaping the structure of talk.

To meet a common ground, participants need to recognize each other's nature of knowledge for shaping the progress of communication (Enfield, 2006; Heritage, 2013). In other words, it is not possible to make references during talk in

interaction without being aware of what and how much the addressee has knowledge on a particular topic (Sacks & Schegloff, 1979). Within the scope of CA, “Research into epistemics focuses on the knowledge claims that interactants assert, contest and defend in and through turns-at-talk and sequences of interaction” (Heritage, 2013, p. 370). To understand epistemics thoroughly, realizing particular dimensions underlying it such as epistemic access, primacy and responsibility is crucial because “in conversation, interactants show themselves to be accountable for what they know, their level of certainty, their relative authority, and the degree to which they exercise their rights and fulfill their responsibilities.” (Stivers et al., 2011, p. 9). Firstly, epistemic access explicates the knowledge of the participants in terms of the degree of certainty, interactional resource and directness in relation with their access to that knowledge (Stivers et al, 2011). Secondly, epistemic primacy refers to “asymmetrical, differentiated epistemic stances between interactants” (Hayano, 2011, p.81). Lastly, epistemic responsibility pertains to the participants’ expectations and responsibilities of knowledge regarding the social relationships they have (Stivers et al., 2011). Put simply, “in social interaction conversationalists attend not only to who knows what, but also to who has a right to know what, who knows more about what, and who is responsible for knowing what” (Stivers et al., 2011, p. 18). Hence, for carrying out successful communication, one need to watch his/her talk in terms of referencing past events during establishment of new or known information taking the epistemic responsibilities (Kim, 2009; You, 2014).

Mercer (2008) has investigated classroom interaction focusing on the temporal dimensions of classroom talk, namely, he has analyzed “how the passage of time is embodied in classroom talk and how this embodiment contributes to the process of teaching and learning” (p.34). He has drawn attention to the cumulative process of learning mediated through dialogue and argues the importance of linking new learning items with the previous ones referencing to the past learning experiences by the help of “we statements”. As such, working on primary school data, he has illustrated the historical, dynamic, coherent, cumulative and interactional nature of educational events. Although his study does not adopt the CA perspective or refer directly to the concept of RPLE, he is one of the pioneers emphasizing the importance of classroom interaction in relation with connection building (Gee & Green, 1998) by referencing to the past. He has asserted that

“dialogues with teachers, and with their fellows, enable students to consolidate and develop their understanding over time, so that they can build new understanding upon the foundations of past experience.” (p. 56).

You (2014, 2015), in the same vein, has studied “how speakers make reference to events and memories they presume to be shared by their co-participants” (p.1) analyzing recognition checks with “Do you remember X?” and “Do you know X?”. She has found out that both of these expressions enhance the establishment of a common ground between participants although they differentiate in some other aspects. In terms of teacher talk, teachers use “do you remember” for employing recognition checks, provide systematic information and merge past learning with the present information. Additionally, teachers deploy this expression for guiding students to the correct answer. On the other hand, “do you know” is used for not only checking recognition but also eliciting display of knowledge (Koole, 2010). Also, teacher utilizes this expression for reformulating or specifying their talk in order to be more clear. Overall, she has argued that both of these expressions allow teachers to witness learners’ epistemic stance by addressing their learning performances. Subsequently, the teachers could arrange the learning environment accordingly.

Can Daşkın (2017), adopting a conversation analytic perspective, has studied RPLE phenomenon in different classroom contexts involving form-and-accuracy and meaning-and-fluency focusing on both teacher and student turns and generates models for different sequential positioning of RPLE. Her findings have demonstrated RPLE’s positive influence on learning process creating learning opportunities through recollection of previously studied language items. In addition to the notion of learning, her results have illustrated social enactments of remembering and recognition along with referencing. Since the teacher employs RPLE with a pedagogical focus, the study also contributes to L2 CIC establishing a bridge between subsequent learning events. Deployment of RPLE promotes teachers’ effective use of elicitation giving them a chance to assess learners’ epistemic status. Emergence of RPLE as an interactional resource allows teachers not only to shape learner contributions but also to prevent dispreferred negative evaluations helping them to find correct answers. In furtherance, findings have suggested implications for informal formative assessment (FA) in following ways:

(1) They are used to seek evidence of students' knowledge of those language forms or topics studied in past learning events,

(2) They are used to act on the negative evidence already obtained about students' knowledge by treating gaps in their knowledge in relation to a past learning event or

(3) They are used by the students to treat the gaps that they realize in their recognition of previously studied language items; thereby, doing self-assessment for formative purposes (Can Daşkın, 2017, p.295).

Briefly, Can Daşkın (2017) has presented several aspects of RPLE considering the concepts underlying this phenomenon such as referencing, recognition and remembering and demonstrated its contributions to L2 CIC. However, her results are limited to preparatory school setting where intensive curriculum is implemented.

All in all, this chapter has clarified the distinctive characteristics of YLL in relation with their L2 development. Since the present research focuses on the vocabulary revision sequences, previous studies investigating the vocabulary teaching and learning process of YLLs has been reviewed after announcing the requirements of knowing a word. Subsequently, understanding of CA for SLA and the concept of CIC have been elucidated in order to demonstrate the research perspective that the present study adopts. In order to introduce the historical background of the study, conversation analytic studies on vocabulary explanation have been reviewed. Lastly, RPLE phenomenon has been scrutinized since it has a close relationship with the revision practices. Briefly, reviewing such a broad literature has revealed that no previous study has investigated the interactional patterns of vocabulary revision deployed in a YLL classroom. Therefore, the present study offers some significant insights into several research areas including YLL literature, L2 vocabulary knowledge and sequential organization of vocabulary explanations, L2 CIC and the concept of RPLE.

Chapter 3
Methodology

This chapter addresses the issues relevant to research methodology with its underlying principles and analytic tools. To begin with, understanding of conversation analysis as an analytical methodology will be presented. Following this, reliability and validity of the study will be introduced within CA methodology. The remaining part of the chapter proceeds as follows: setting and participants; ethical considerations and data collection; transcription, building collection and data analysis.

Conversation Analysis

Conversation Analysis can be defined as “an approach within the social sciences that aims to describe, analyze and understand talk as a basic and constitutive feature of human social life” (Sidnell, 2013, p.1). Garfinkel’s ethnomethodology and Goffman’s sociology are the two disciplines comprising the core of CA perspective. Namely, Garfinkel’s ethnomethodology aims at revealing “how the structures of everyday activities are ordinarily and routinely produced and maintained” (Garfinkel, 1967, pp.36-7), and Goffman’s sociology argues the importance of studying ordinary activities of daily life in order to understand how human beings engage in sociality (Liddicoat, 2007). Briefly stated, Garfinkel and Goffman’s ideas sparked off Sacks’s interest in studying the orderliness of daily life, and CA perspective started to blossom out.

In the late 1960s and early 1970s, Harvey Sacks, Emanuel Schegloff, and Gail Jefferson, originators of CA, started to investigate conversation in itself as a social action (see e.g. Sacks 1995; Sacks, Schegloff & Jefferson, 1974; Schegloff & Sacks, 1973; Schegloff, Jefferson & Sacks, 1977 for early seminal CA papers) with an attempt to “explore the possibility of achieving a naturalistic observational discipline that could deal with the details of social action(s) rigorously, empirically, and formally” (Schegloff & Sacks, 1973, pp. 289-290). Thus, the originators of CA aspired to find out the process of how the interactants understand and respond to each other on a sequential basis (Huthcby & Wooffitt, 1998).

In the first attempt, originators of CA investigated the ordinary, mundane talk among people, but then a good many of professional and academic disciplines

started to make use of CA in different contexts, both institutional and non-institutional, such as medicine (Heritage & Maynard, 2006; Robinson, 1998), field of law (Maynard, 1984; Komter, 2013), news interviews (Clayman, 1988, 1992), and classroom discourse (Balaman, 2018; Gardner, 2013; Markee, 2015; Sert, 2013). CA analysts argue that there is not a significant difference between formal and informal or institutional and non-institutional talk. Instead, they focus on spoken interaction as a social activity and investigate the socially motivated talk in different aspects (Liddicoat, 2007).

CA investigates the orderliness of social action, especially occurred in the daily spoken interaction between people (Psathas, 1995, p.2). Within this framework, it aims "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" (Hutchby & Wooffitt, 1998, p.14). Therefore, it not only tries to understand how mutual understanding, namely intersubjectivity, is achieved among people but also develops an emic perspective to find out the way that interactants display that they have understood each other.

Seedhouse (2005) summarizes the principles underlying CA methodology under four basic themes (as cited in Sert & Seedhouse, 2011):

(1) Spoken interaction is systematically organized signaling the concept of its inherent rational design.

(2) There is a sequential environment in interaction where contributions to it are context-shaped and context-renewing. In other words, talk not only responds to the context but also forms the following sequences.

(3) CA has a detailed transcription system and a highly empirical orientation that details cannot be ignored or labeled as disorderly, accidental or irrelevant (Heritage, 1992, p.241).

(4) Analysis is bottom-up and data-driven, that is, the analysts needs to approach the data with an open mind having no presuppositions.

As it is mentioned above, in an ordinary conversation, people do not speak simultaneously; instead, they speak in regular turns and speakers usually know where or when to start to talk. In other words, to understand the interactional

organization of conversation, basic notions of conversation, namely adjacency pairs, preference, turn-taking, and repair need to be clarified.

To begin with, it is essential to find out how adjacency pairs are formed in order to see the sequential organization of conversation. Basically, adjacency pairs refer to the utterances which occur one after another. After one initiates a turn-at-talk, the other responds to this initiation immediately and relevantly (Liddicoat, 2007). To exemplify, questions are followed by answers, greetings are followed by return greetings, invitations are followed by acceptances or declinations, etc. It should be noted that adjacency pairs may split up, yet they still maintain to be relevant (Seedhouse, 2004). These paired utterances have great importance for the conversation analysts because they can find out how the interactants interpret each other's talk and maintain the conversation through analyzing the adjacency pairs (Hutchby & Wooffitt, 1998).

As it is explained above, the second part of the adjacency pairs needs to be relevant to the first part. Besides, the second speaker can form his/her turn among a variety of choices; however, what s/he choose may influence the conversation differently. In other words, although there are different alternatives to maintain a conversation, these alternatives are not equal to each other (Hutchby & Wooffit, 1998).

Preference organization is the notion clarifying these design variations in which preferred responses refer to agreements in line with the socially constructed norms while dispreferred responses correspond to the disagreements conflicting with the social norms (Seedhouse, 2004). Preference organization influences the way that interactants propose an utterance as well. Namely, interactants deliver the preferred actions without any hesitation or pause while they perform a dispreferred action with long pauses and hesitations adding up excuses, favorable comments, apologies, etc. (Pomerantz, 1984). Briefly, the structural design of the turns can be recognized through preference organization.

Turn-taking organization is one of the critical domains that CA is concerned with. People can easily maintain a conversation in daily life without having difficulty in exchanging their turns. Sacks, Schegloff and Jafferson (1974) proposed a model for studying turn-taking organization in a spoken interaction in which they identified

three facts about conversation: (1) Turn-taking occurs, (2) one person speaks at a time, (3) there is a minimal gap and minimal overlap when speaker change occurs. According to this model, turn-taking is achieved through a mechanism named after local management system in which the turns are not determined in advance. Instead, interactants decide on taking turns (Seedhouse, 2004). These turns are composed of turn-constructional units (TCUs) which are presented in varying forms such as word, phrase, sentence, etc. Although they seem similar to the grammatical units, TCUs differ regarding context-sensitivity. That is, TCUs are context sensitive utterances which can be termed as TCUs only if the interactants recognize a piece of talk as a possibly complete utterance at a particular point in conversation (Liddicoat, 2007). When a TCU is possibly completed, speaker change may occur in conversation, and this point is termed as a transition-relevance place (TRP). However, it should be noted that TRP does not necessitate speaker exchange rather it paves the way for turn alteration. In a conversation, there are three rules arranging speaker exchange including (1) a current speaker selects the next speaker, (2) a participant selects himself/herself as the next speaker (3) current speaker maintains talking (Sacks, Schegloff, & Jafferson, 1978). In every conversation, the participants exchange turns at TRP comfortably, and these turns are audibly projected (Psathas, 1995). On the other hand, there may also be long spaces that nobody starts to talk or overlaps that more than one speaker talks at the same time. These situations can be interpreted as the violations of the turn-taking rules, yet they prove the participants' close orientation to the rules (Hutchby & Wooffitt, 1998). Liddicoat (2007) advocates that "in turn, the resolution of these problems uses aspects of the turn-taking system in order to repair the talk." (p.104).

Finally, repair is also a key term for CA which can be defined as the treatment of trouble that participants encounter while conversing (Seedhouse, 2004). Interactants need to carry on mutual understanding for the progressivity of the conversation; however, they may experience several troubles during conversation such as hearing problems, difficulty in understanding, turn-taking problems, etc. Interactants can use repair mechanisms in order to deal with the breakdowns or misunderstandings during conversation (Sacks, Schegloff & Jafferson, 1978). Repair, therefore, is a crucial notion for the maintenance of intersubjectivity. There

are four types of repair varying regarding the person initiating the repair and making the repair (Schegloff, Jafferson & Sacks, 1977).

(1) self-initiated self-repair: speaker both points and solves the problem.

(2) other-initiated self-repair: recipient points the problem, but the speaker solves it.

(3) self-initiated other-repair: speaker points the problem, but recipient solves it.

(4) other-initiated other-repair. Recipient both points and solves the problem.

It is crystal clear that both of the participants could initiate repair and solve the problem. However, there is a preference organization for repair matching with the frequency of usage in normal conversation (Seedhouse, 2004). To illustrate, self-initiated self-repair is the most preferred while other-initiated other-repair is the least preferred one.

Reliability

Kirk and Miller (1986) describes reliability as the degree “to which the findings are independent of accidental circumstances of the research” (as cited in Peräkylä, 2004, p.285). Within CA methodology, reliability is evaluated regarding the following aspects: (1) selection of what is recorded, (2) the technical quality of recordings, (3) adequacy of transcripts (Peräkylä, 2004).

The first item refers to the context that the data are collected. Simply, selection of what is recorded is the first essential step of a reliable study since it is directly connected to the research questions. Although CA is a data driven methodology, a researcher needs to select the setting in order to provide the raw material of the study. After deciding on the research context, the next step is to determine the length of the recording (Peräkylä, 2004). Since the analysis begins with an unmotivated look, the database should allow the researcher to create a collection when s/he comes across an interesting pattern. In this study, a young learner classroom where EAL is instructed was recorded and 16 classroom hours (40 minutes each) classroom recording comprised the database. Therefore, the present study can be claimed as a reliable one since it comprises a rich data for the analysis of the revision of previously taught vocabulary items, which draws attention to the researcher.

The second item describes dimensions such as quality of the video and sound, as well as positioning of the cameras. The technical quality of the recordings is vital for an adequate transcription process as well as the data analysis, and it requires a careful planning before starting to recording process. More precisely, clarity of the sound and video let the researcher produce efficient transcriptions. In addition, using multiple cameras that are located in the suitable corners of the classroom helps to capture most of the interaction going on the classroom, which gives the researcher flexibility to focus on different aspects of the classroom interaction. The data of this study were recorded via two cameras which are located the suitable corners of the classroom with a tripod. One of the cameras was fixed at the teacher while the other was fixed at the students. Therefore, almost every detail occurring in the classroom was captured including both verbal and nonverbal thanks to the high-quality records.

Finally, the third item requires producing comprehensible and intelligible transcripts involving all necessary information, which let the reader visualize the scene while reading the transcripts. Adequacy of transcripts was carried out through not only a standard transcription system but also clear visuals showing nonverbal elements occurring in data where necessary. That is, the data were transcribed as detailed as possible and translations were provided when necessary.

Validity

Within CA methodology, Seedhouse (2005) points at four types of validity suggested by Bryman (2001) involving (1) internal, (2) external, (3) ecological, and (4) construct validity. To begin with, internal validity describes “soundness, integrity and credibility of findings” (Seedhouse, 2005, p. 255). That is, data of the study should prove the analytic claims made in the data analysis process in order to achieve internal validity. Using CA methodology, one “cannot make any claims beyond what is demonstrated by the interactional detail without destroying the emic perspective and hence the whole validity of the enterprise” (Seedhouse, 2004, p.314). Therefore, findings of CA research ensures internal validity.To achieve an internal validity, the present study suggests consistent analytic claims about the revision of previously taught vocabulary items evidenced through the participants’ orientations to each other’s turns from an emic perspective.

Secondly, external validity is about the generalizability of the findings beyond the specific research context. Since CA research produces context-dependent findings, it is evaluated as deficient in terms of external validity. However, Seedhouse (2005) argues that "by explicating the organization of the micro-interaction in a particular social setting, CA studies may at the same time be providing some aspects of a generalizable description of the interactional organization of the setting" (p.256). This study somehow corroborates Seedhouse's argument, producing generalizable findings which analytically correspond to the findings of the previous research conducted in diversified settings.

Ecological validity, on the other hand, refers to how applicable of the research findings to people's ordinary life. Since CA research investigates the naturally occurring talk in interaction in situ, it ensures a high level of ecological validity. Since vocabulary knowledge is an essential part of L2 instruction and the present study examines how previously taught vocabulary items are revised in the course of real classroom interaction, the findings of the study offer significant implications especially for vocabulary instruction conducted in YLL setting; therefore, it ascertains a high level of ecological validity. Finally, construct validity is a concept adopting positivistic and etic perspective and it describes the categories and constructs that the researchers use for analyzing their data. CA, on the contrary, adopts an emic perspective and it "creates knowledge of how social acts are performed in interaction and of how interaction itself is organized" (Seedhouse,2005, p. 259). Consequently, this kind of validity cannot be applicable to CA methodology, likewise in the present study.

Setting and Participants

This research draws in transcriptions of 16 classroom hours (40 minutes each) of video recordings which are collected over five weeks in a private language school in the capital of Turkey between the beginning of April 2019 and the end of May 2019. The participants were nine 2nd grade students attending the language school on weekends. They took four classroom-hours (40 minutes each) EAL instruction in this language school for improving their English skills. All of the students started to learn English at the beginning of the 2nd grade; therefore, their English proficiency was very limited. Two teachers taught the classroom that data

of this research were collected: A Turkish teacher carrying out the main courses (3 classroom hours) and a non-Turkish teacher conducting speaking lessons. Within the purpose of this study, the lessons of non-Turkish teacher were not included in the data set because her focus was more on improving the students' speaking skill rather than teaching or revising vocabulary items, and her classes were very poor in terms of the revision of vocabulary items. Turkish teacher was an undergraduate student who was majoring in 3rd grade in American Culture and Literature department. She had been teaching for one and a half year in this language school when the data were collected. Traditional teacher-fronted classroom style dominated the lessons of Turkish teacher in which she intensively focused on vocabulary teaching along with short sentences.

Ethical Considerations and Data Collection

Before starting data collection process, the researcher contacted with the school administration for permission to video-record classroom interaction in a young EAL classroom. Then, the ethics committee permission was taken from Hacettepe University. After receiving the permission for the recordings, the candidate teachers were informed and given consent forms. Following this, candidate students and their parents were also given information and the parents were asked for permission via consent forms since the students were under the age of 18. These consent forms included sufficient information about the study namely, purpose of the study, the procedure, duration of data collection etc. In addition, the confidentiality of the data, anonymity of the participants, and participants' rights to withdraw whenever they want were ensured through the consent forms. Thus, the teacher's and students' names were kept hidden throughout the excerpts presented in this thesis, and all images taken from the database were transformed into blurred or sketched formats in order to have anonymity of the participants secured.

The data were collected through two cameras which were placed in different parts of the classroom to be able to capture every detail from different angles. More precisely, one camera recorded the teacher while the other captured the students' behaviors. Before the recordings were done, the researcher observed the lessons for a week and took field notes. While the data were recorded, on the other hand, the researcher was not present in the classroom because the presence of the

researcher in the classroom during the observation week distracted both the teacher and the students, and they did not behave naturally. That is why she preferred not to be involved in the lessons physically. She visited the classroom before and after each lesson to carry out filming, transferring and storing processes as well as preventing the possible problems which may occur during the data collection process.

Transcription, Building a Collection, and Data Analysis

In conversation analysis, the data collected through video recording is transcribed for seeing the complex nature of talk in detail (Liddicoat 2007). In other words, transcripts are the orthographic representation of the data used throughout the analysis. It should be noted that “transcripts 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). That is, transcripts are the secondary data displaying the recorded information in written form and they make the granularities of recorded talk visible to both the researcher and the readers (Heath & Luff, 1993). Liddicoat (2007, p.14) advises researchers to redress the balance between "the high level of detail found in the talk itself and the accessibility of the transcript to a range potential audiences”. He simply draws attention to the importance of transcription in terms of the details it includes for making a robust analysis while giving notice on the practicality.

In this study, for creating a reliable data set of transcriptions, the video recordings were transcribed using the Jefferson transcription conventions adapted from Hutchby and Wooffit (2008), and transcription software “Transana”. As such, various features of talk along with the multimodality were included in the transcripts. Namely, pauses, overlaps, prosodic elements like pitch, stress, pace of the talk, etc. were demonstrated. After transcribing the vocal features of talk, I included visual information on a separate line (ten Have, 2007) using + sign to signal the onset of the nonverbal behavior as well as adding screenshots. It should be emphasized that the screenshots were only attached to the excerpts where the teacher utilizes visuals or embodied explanations. Finally, I included a tertiary line for English translations when necessary and highlighted them in *italics in order to* prevent any confusion that multilingual talk may cause.

In CA, the initial analysis begins with an unmotivated look into the data. That is, the researcher looks for an interesting phenomenon to investigate while watching to the video recorded data numerous times and during the transcription process. Once it is identified, s/he starts to gather instances of it in order to build a collection (Sidnell, 2010). Along the same line, I watched the whole data in several times without adopting any specific research focus. Later on, I produced simplified transcriptions and took notes of initial observations. These initial steps let me identify the phenomenon to be investigated for my thesis “vocabulary revision sequences”. Following this, vocabulary revision sequences in the corpus were identified and a collection of vocabulary revision sequences was built. Relevant transcripts were elaborated and more detailed transcripts were produced. This process was followed by building sub-collections regarding the type of vocabulary namely, nouns, adjectives and noun phrases. All verbal and nonverbal features of the interactions were analyzed in detail in terms of turn taking and sequence organization along with the organization of verbal and nonverbal resources.

Chapter 4
Analysis and Findings

This chapter presents an analysis of vocabulary revision sequences in a young learner classroom. The main focus of analysis is to show sequences which have the pedagogical aim of revising previously taught vocabulary items. The analysis is delivered under four main sections which include (1) initiation of vocabulary revision sequences (2) noun revision sequences, (3) adjective revision sequences, and (4) noun phrase revisions (adjectives plus nouns).

Initiation of Vocabulary Revision Sequences

Before presenting the analysis of vocabulary revision patterns in terms of particular word classes, it may be a wise choice to unfold how the teacher initiates vocabulary revision sequences. To begin with, analysis has revealed that the teacher usually revises the previously taught vocabulary in the first lesson of the week, or before starting the main classroom activities. The teacher begins the vocabulary revision by explicitly announcing that they will revise previously taught vocabulary items in the students' L1 as it is exemplified in Excerpt 1 (line 01), which is the first explicit vocabulary revision sequence of the first week of the recordings.

Excerpt 1

```
01  TEA:    >bi önce< geçen haftayı bi hatırla↑yalım ba↓kalım
02          ney↑di plane?
            first let's remember the last week what was plane?
03          (0.5)
04  S06:    EFEN↑Dİ[:M?
            pardon me?
```

To initiate the revision, the teacher indicates explicitly that they will remember the previous week in line 01. Following this, she asks the meaning of the word "plane?" by making use of a question posed in Turkish using of the past tense marker –di attached to ney (what), which indicates reference to past learning events (RPLE) (Can Daşkın,2017; Can Daşkın & Hatipoğlu, 2019).

Excerpt 2 illustrates how vocabulary revision sequences are explicitly initiated by the teacher in the first lesson of the second week. This excerpt

differentiates from the previous one since it is conducted not only in the first lesson but also immediately before starting an activity. That is to say, the teacher particularly revises the vocabulary items that they will use during the upcoming fill-in-the-blanks activity in which the students are requested to find the word that the visuals refer.

Excerpt 2

01 TEA: >sonra konuşalım< artık başlamak istiyo:↑rum,
Let's talk later I want to start from now on
02 BİR
One
+points at the first question on the book

03 (1.0)
04 S02: bi↑r
one
05 (0.8)
06 S01: °bir°
one
07 TEA: >kendisi< yapmış
It is done
08 S06: big
09 TEA: ne↑ydi big?
What was big?

In line 01, she remarks that they will start the lesson by silencing down the class. In the same line, she points at the first question of the activity on the book saying "BİR" (one) with a loud tone of voice. Following 1.0 second of silence, S02 repeats the teacher saying "bi↑r" (one), which is followed by another long silence and S01's repetition "°bir°" (one). The students' repetitions might imply that they

are inclined to repeat the previous turn when they do not understand the instruction. In line 07, the teacher notifies that this question is answered as an example saying "`>kendisi< yapmış`" (It is done) and S06 reads the correct answer which is given. Following this, the teacher asks the meaning of this word in Turkish using the past tense marker –di attached to ney (what) by referencing to past learning events. This excerpt clearly displays that the teacher initiates vocabulary revision suspending the activity. This might be because of the student's lack of readiness to the activity; therefore, the teacher might conduct the vocabulary revisions as a step to promote students' readiness for the main activity.

Excerpt 3

```
01  TEA:    kim hatırlıyo↑
            Who remembers?
02          (.)
03          neydi banyo↑
            What was bathroom
```

Excerpt 3 is the first vocabulary revision sequence of the third week of the recordings in which the teacher initiates vocabulary revision sequences. She initiates the sequence with a general question posed in Turkish "`kim hatırlıyo↑`" (Who remembers?) reflected the upcoming "recognition check" (You, 2014, 2015) targeting the students' epistemic stance regarding the past learning events. Following a micro pause, the teacher explicitly requests for the meaning of "`banyo↑`" (bathroom) by the aid of past tense marker –di attached to ney. As such, the teacher sets the scene for revising the previously taught vocabulary items.

Excerpt 4 shows the first revision sequence of the fourth week of the recordings. Similar to the previous excerpts, the teacher begins the lesson by reviewing the previously taught vocabulary items.

Excerpt 4

```
01  TEA:    o↑ka:y
02          (1.2) ((Ss talk to each other))
03  TEA:    kitchen ne↑ydi:
```

In line 01, the teacher explicitly requests for the meaning of the target vocabulary item saying "kitchen ne↑ydi:". In this particular excerpt, the teacher

begins the sequence directly requesting the meaning of a vocabulary item without establishing the floor through general references, which may be because students get used to the vocabulary revisions as a classroom routine.

Briefly, analysis suggests that the teacher initiates the vocabulary revision sequences by explicitly referencing the past learning events (Can Daşkın, 2017) by the aid of Turkish question word "ney" attached to the past tense marker "–di". By doing so, the teacher establishes an instructional setting in which she could check students' displays of knowing (Koole, 2010) of the previously taught vocabulary items.

Noun Revisions

This section analyses the sequences in which the teacher explicitly requests for explanation of the previously taught nouns. The analysis reveals that there are two main resources employed by the teacher for the revision of nouns which include (1) use of L1 and (2) use of visuals.

Noun revisions through use of L1. This section focuses on the noun revision sequences that the teacher initiates through verbal resources inducing students to codeswitch between their L1 and L2 for explaining the target noun. That is, the teacher provides the target noun in either L1 or L2, and requests students to tell the translation of the target noun.

Although the teacher begins the revision sequences following a similar pattern, the student responses vary depending on retrieval, certainty or comprehension, which leads to different patterns in noun revision sequences. In this section, I will present an analysis of noun revision sequences when the teacher makes use of verbal resources while revising the previously taught nouns.

In both Excerpt 5 and Excerpt 6, the teacher initiates the noun revision sequence by providing the target noun in students' L1 (Turkish), and the teacher projects the relevance of the English translation of the target noun from the students. Both excerpts are part of a revision practice that the teacher makes as a classroom routine in the first lesson of the week.

Excerpt 5: girl

```
01  TEA:    k↑ız
```

```
            girl
02          (0.6)
03  S02:    k-
04  S06:    er::m
05  S01:    g↑irl
06  S06:    erm girl
07  TEA:    g↑irl
```

+TEA nods

In line 01, the teacher initiates the sequence by producing the target noun "k↑ɪz" (girl) in L1, with a rising intonation. Teacher's initiation in line 01 is followed by a 0.6 second pause which may indicate that the students could not recall the English equivalent of the target noun or what they are expected to do. In line 03, S03 starts a turn but abandons it with a cut-off. Then, S06 produces a turn holding device showing her hesitation in line 04. S01 provides the correct answer in line 05 with a rising intonation, and S06 repeats his answer after producing another turn holding device in line 06. The teacher closes the sequence acknowledging S05's answer with the repetition of the target word in English and also nodding while delivering her turn.

Excerpt 6: boat

```
01   TEA:      tekne?
               boat
02             (1.0)
03   S06:      efend↑im
               pardon me?
04   TEA:      [tekne?
                boat
05   S07:      [bɔ:ʌt
06   TEA:      b[oat
07   S06:       [boat
08   S02:      boat
09             (0.7)
10   TEA:      <boat>
```

In Excerpt 6, the sequence begins with the teacher's utterance of the word "`tekne?`" (boat) with a rising intonation. After a 1.0 second pause, S06 asks for clarification in line 03. The teacher repeats her turn for clarification. Overlapping with the teacher's turn, S07 offers a candidate answer in English with an incorrect pronunciation which might be resulted from L1 interference because S05 pronounce the word as it is written, which is characteristic to Turkish language. In line 06, the teacher repeats the answer correcting his pronunciation. Following this, S06 and S02 repeat the target word. After a 0.7 second pause, the teacher acknowledges the answer one more time with an emphasized and elongated repetition in line 10.

Excerpt 7 is taken from the first lesson of the 4th week, which exemplifies another noun revision sequence found in the corpus. The teacher induces students to give the Turkish translation (Üstünel & Seedhouse, 2005) of the requested word, and a student asks for clarification before offering an answer.

Excerpt 7: kitchen

```
01   TEA:      kitchen ne↑ydi:?
                        what was
                what was kitchen?
02   S06:      heh↑
03   TEA:      ki↑tchen
04   S06:      .hh mu↑tfa:k
                    kitchen
05   S02:      >mutfa[:k<
                  kitchen
06   TEA:            [>mutfak<
                       kitchen
```

The teacher initiates the sequence with the target word "`kitchen`" which is followed by a question posed in Turkish using of the past tense marker –di attached to ney (what), which indicates RPLE (Can Daşkın,2017; Can Daşkın & Hatipoğlu, 2019). S06 asks for clarification in line 02, and the teacher repeats the target word with a rising intonation in line 03. After a short in-breath, S06 offers a candidate translation for the target word with a rising intonation in line 04. S02 confirms her suggestion by repeating it swiftly. Overlapping with S02's turn in line 05, the teacher acknowledges the answer with a confirmatory repetition (Park, 2013).

In the following excerpt, the teacher provides the target word in L1, and asks for the L2 equivalent of the word. It appears as a part of vocabulary revision practice which is the classroom routine of the first lesson of the week. This time, the students provide the expected answer immediately after the question.

Excerpt 8: plane

```
01   TEA:      uçak  ne↑ydi:  uça↑k
               plane what was plane
02   S06:      p-
03   S03:      pla↑ne
04   S06:      [plane
05   S02:      [plane
06   TEA:      p<lane>
```

In line 01, the teacher initiates the sequence by asking the meaning of "`uçak`" (plane) which is taught in the previous lessons. She asks the question in Turkish, which leads the students to respond in L2 (Üstünel & Seedhouse, 2005), as they give the L2 equivalent of the word in the following lines. Similar to Excerpt 3, the teacher makes use of past tense marker "–di" attached to "ney" in order to refer past learning experiences (Can Daşkın, 2017; Can Daşkın & Hatipoğlu, 2019). She also repeats the target noun "`plane`" (plane) twice in the same TCU bringing it into focus. In line 02, S06 searches for the word by uttering the first letter of it. Before she could find the word, S03 offers a candidate answer, in line 03. S06 and S02 confirm S03's answer by repeating the word in overlapping sequences in lines 04 and 05. Finally, the teacher confirms their answer with a repetition (Park, 2013) elongating the second syllable of the word "`p<lane>`".

The excerpt given below unfolds in a similar way to the previous one. However, this time the teacher does not need to use any question words. She gives the target word in L1 with a rising intonation and the students treat it as L2 translation request.

Excerpt 9: book

```
01   TEA:      k↑ita:p
               book
02             (0.3)
```

```
03   S01:      b↑ook
04   S06:      k- [bo[ok
05   S02:         [bo[ok
06   S09:            [book
07             (.)
08   TEA:      book
```

+TEA nods

The sequence begins with the teacher's utterance of the word "k↑ita:p" (book) in line 01. The teacher produces the word with a rising intonation and elongation, which is treated by the students as a question. In line 03, following a 0.3 second pause, S01 suggests an answer with a rising intonation. Upon hearing the S01's candidate answer, S06 and S02 confirm his answer repeating the word in lines 04 and 05. Overlapping with their sequence, S09 also repeats the word. After a micro-pause, the teacher explicitly acknowledges their answer with a head nod and repetition (Park, 2013).

Excerpt 10 demonstrates an example of the noun revisions which are initiated through production of the target word in L2 with a rising intonation without using any question words. The sequence unfolds in a very similar way to the ones initiated with the target word in L1; that is, in the previous excerpts, the students codeswitch from L1 to L2, and in the following excerpt they switch from L2 to L1.

Excerpt 10: car

```
01   TEA:      car↑
02             (0.4)
03   S01:      ARA↑[BA:::
                 car
04   S02:           [araba
                     car
05   S06:           [ara[ba
                     car
06   S05:               [araba
                         car
07   S03:               [araba=
                         car
```

```
08    TEA:      =araba
                 car
```

Excerpt 10 begins with the teacher's utterance of the word "car↑" with a rising intonation. Following a 0.4 second pause, S01 suggests a translation with a loud tone of voice, and elongating the last syllable of the word "ARA↑[BA::: " in line 02. In overlap with S01's candidate answer, several students ratify S01's suggestion repeating the same word in the following lines. The teacher confirms the translation with a repetition (Park, 2013) in line 08. As students provide the answer without an explicit question, they display an understanding of the activity as a vocabulary revision through translation. Teacher's initiation in English leads students to give Turkish meaning of the word (Üstünel & Seedhouse, 2005).

The following excerpt shows a similar pattern with the previous one; however, the students give a choral response (Lerner, 1993; Mehan, 1979) immediately after the teacher requests for vocabulary explanation. This implies that either the students may get accustomed to the concept of vocabulary revision or they may be sure of the answer. Another significant point here is that the teacher does not acknowledge the students' candidate answer, rather she goes on with another word.

Excerpt 11: box, bed, table

```
01    TEA:      bo↑-  $k(h)↑utu(h)$
                          box
02    S07:      b↑ox=
03    ALL       =box
04    TEA:      ya↑tak
                 bed
05    S02:      °yata↑k°
                 bed
06    S07:      b↑[ed
07    ALL:        [be↑d
08    TEA:      m↑asa↑
                table
09    ALL:      ta:↑ble
```

In Excerpt 11, at the onset of the sequence, the teacher displays indecisiveness about whether to start the sequence in Turkish or in English. In line 01, after starting to articulate the word "bo↑–" in English, she cuts it off and produces the Turkish equivalent "$k(h)↑utu(h)$" (box) with a smiling face. In fact, her cut-off signals the upcoming self-initiated repair (Sacks, Schegloff & Jafferson, 1978) which is completed with a self-repair in the same turn. In line 02, S07 provides English translation of the word with a rising intonation. Latching onto S07's turn, in line 03, other students show their alignment with a choral response (Lerner, 1993; Mehan, 1979) repeating the word that S07 offers. In line 04, the teacher continues with a new word "ya↑tak" (bed) articulating it with a rising intonation. S02 repeats the word with a soft tone of voice in line 05. Subsequently, S07 suggests the English equivalent of the word in line 06. Overlapping with S07's answer, several students offer the same word all at once in line 07. In the next turn, without closing the turn, the teacher produces a new word "m↑asa↑" (table) with a rising intonation. Upon hearing the word, the students give a choral response (Lerner, 1993; Mehan, 1979) producing the English meaning of the word "table".

Analysis of sequences which involve revision of previously taught nouns through codeswitching between L1 and L2 has revealed three different patterns regarding the students' responses. In the first pattern, the students show their hesitation before giving a candidate translation. In the second pattern, they ask for clarification, and the teacher repeats the target word she has requested the translation for. Finally, a student gives a correct answer. In all of these sequences, students confirm the correctness of the answer repeating it before the teacher. In the third pattern, the students give immediate response and the teacher acknowledges the responses through verbal acknowledgment, embodied acknowledgement, confirmatory repetition (Park, 2013), or combination of these. When it comes to the choral response situation, the teacher sometimes does not give any feedback or evaluation, she rather goes on with the next word. Thus, the teacher takes the target words in stride when the students provide a choral response, which implies that the teachers approaches choral response (Lerner, 1993; Mehan, 1979) as an indicator of having learnt the target words.

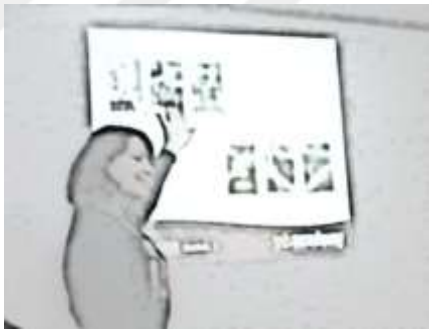
Noun revisions through use of visuals. In this section, I will present the analysis of the sequences in which the teacher revise previously taught nouns through the use of visuals. Along with the visuals, the teacher uses verbal resources in order to prompt students to codeswitch between their L1 and L2. In other words, the teacher either (1) gives the target noun in L1 while showing the visual, and she requests for L2 meaning, or (2) she gives the target noun in L2 while showing the visual and requests for the noun in students' L1.

Excerpt 12 and Excerpt 13 below are taken from the first lesson of the 4th week in which the teacher reviews the vocabulary taught in the previous week. She uses the smart board where the related page of the course book is reflected. For revision, she shows the visual while giving the target noun in L1, and requests students to provide the noun in English.

Excerpt 12: kitchen

```
01    TEA:      >mutfa↑k<=
                  kitchen
```

+TEA points at the picture on the smart board



```
02    S04:      =ki↑tche:n
03    S02:      ki↑t ʈʃen
```

+S02 raises her hand

```
04    S04:      ki↑tche:n↓   [ki↑tche:n↓
05    TEA:                   [ki↑tchen
```

+TEA nods

In Excerpt 12, the teacher initiates the revision sequence through producing the target word in L1 with a rising intonation while at the same time showing the related visual on the smart board. In line 02, latching with the teacher's turn, S04 offers a candidate answer which is repeated by S02 with an incorrect pronunciation.

In line 04, S04 repeats the answer that he has given in line 02 twice, which might indicate his certainty about the answer. Overlapping with S04's second repetition, the teacher acknowledges the answer with a confirmatory repetition (Park, 2013) and nodding.

Excerpt 13: hall

```
01    TEA:      a↑ntre
                hall
```

+TEA points at the picture

```
02                (0.5)
03    S06:        <h↑a[LL>
04    S09:            [°hall°
05    S01:        h[all
06    TEA:         [<hall>
07    S02:        °hall°
08    TEA:        ye↑s:
```

+Tea nods

Excerpt 13 starts with the teacher's articulation of the word "a↑ntre" (hall) with a rising intonation while pointing at the visual on the smart board simultaneously. The students treat teacher's initiation as a request for L2 translation of the word since they are used to this pattern from the previous practices. After a 0.5 second pause, S06 offers a candidate answer with a rising intonation in line 03. In overlapping turns, S09 and S01 repeat S06's candidate answer. In line 06, the teacher responds to their answer with a confirmatory repetition (Park, 2013). S02 repeats the answer in a soft tone of voice in line 07, and the teacher acknowledges the answer one more time in line 08 with a confirmation token "ye↑s:".

Excerpt 14, below is an example of revision sequences where the teacher produces the target noun in L2 which is accompanied by a visual, and the students provide L1 translation of the target noun immediately. Also, the excerpt shows that in such cases students tend to provide a choral response (Lerner, 1993; Mehan, 1979).

Excerpt 14: girl

01 TEA: <g↑irl>

+TEA points at the picture on the board

02 (.)

03 S09: k↑ɪ[:z

girl

04 S02: [k↑[ɪz

girl

05 S06: [k↑[ɪz

girl

06 S01: [k↑ɪz

girl

07 TEA: <d↑oll>

+TEA points at the picture on the board

```
08                (0.4)
09   S06:        be[bek
                  doll
10   S01:          [b[ebek
                     doll
11   S02:            [bebek
                      doll
12   S09:            [bebek
                      doll
13   S04:            [bebek
                      doll
```

The teacher begins the sequence with the word "<g↑irl>" with a rising intonation while pointing the visual at the same time. After a micropause, S09 offers a candidate answer. Overlapping with his turn, S02, S06 and S01 all give a choral response (Lerner, 1993; Mehan, 1979) confirming S09's offer. Without closing the sequence, the teacher follows with another target word "<d↑oll>". While producing her turn with a rising intonation, the teacher also points to the visual on the smart board in line 07. After a 0.4 second pause, S06 offers a candidate answer, which several students repeat in overlapping turns in the following lines. The teacher does not display an explicit acknowledgment to their answer.

With respect to the instances that the teacher makes use of the visual elements to assist noun revisions, sequential organization is not much different from the one she uses only verbal resources because she always accompanies the visuals with L1 or L2 meanings. In other words, she provides the nouns verbally in L1 or L2 along with the visuals in order to request word explanation. When the teacher uses L1, students give L2 translation. Subsequently, her/his peers and the teacher acknowledges the answer. On the other hand, when the teacher provides L2 meaning and requests for L1, the students immediately give choral response (Lerner, 1993; Mehan, 1979). This may be because the students already know the word which the visual corresponds in their L1. Simply, the students may even not pay attention to what the teacher says in L2. Along the same line with the noun revision through use of L1, the teacher goes on the next word without closing the sequence.

Summary: noun revisions. The analysis has revealed that the revision of the previously taught vocabulary in the first lesson of the week has been a classroom routine in this corpus, which allows teacher to check whether the students remember the past learning events (Can Daşkın, 2017; Can Daşkın & Hatipoğlu, 2019). In other words, noun revisions reveal the students' displays of knowing (Koole, 2010) and allows them to upgrade their epistemic access into the meaning of the nouns they could not recall.

The analysis presented in this section has revealed the sequential patterns in the revision of nouns. It has been identified that how the teacher initiates the revision and how the students respond to teacher's initiation have an impact on how sequences of noun revisions are organized. To begin with, the teacher initiates noun revisions through the use of either verbal or visual resources. In both cases, translation is the primary way of explanation. That is, the students give the L2 equivalence when the teacher initiates in L1 whereas the students give L1 translation when the teacher initiates the revision sequence in L2. Secondly, the students' clearness about requested word or their certainty of the candidate answer influences their response. Another significant point is that the number of the students giving response influence the teacher's subsequent turn. The teacher does not need for acknowledgment after the choral response (Lerner, 1993; Mehan, 1979); however, she always provides acknowledgment when the students show hesitation or uncertainty along with the cases in which few students give/repeat the correct answer. This might be because the teacher turns the noun revisions to learning opportunities for the students. In a way, she brings the target items into focus for not only evaluating the students' epistemic access to the target nouns but also refreshing their epistemic responsibility of knowing these nouns. Therefore, it is not surprising that the teacher does not re-articulate the answer when the majority of the students provide the correct answer.

Finally, the analysis suggests that noun revisions fit the triadic structure of classroom interaction offered by Sinclair & Coulthard (1975) which comprises teacher Initiation, students Response and Teacher Feedback or Follow up (henceforth IRF). The teacher initiates the sequence requesting the meaning of a previously taught noun. As a response, a student suggests a candidate answer, which is acknowledged through peer repetition. Finally, the teacher evaluates the

answer and follows up with another word to be reviewed. Examining the F-move, not only the teacher but also the peers make some kind of evaluation to the candidate answer. In a sense, the student response is followed either by (1) peer feedback, (2) teacher feedback. On the other hand, as for the responses given by the majority of the students through choral response (Lerner, 1993; Mehan, 1979), the teacher follows up the next word without giving any feedback.

Adjective Revisions

This section presents an analysis of sequences in which the teacher initiates revision of the previously taught adjectives. The analysis of adjective revision sequences reveals that the revisions are made through two main resources, namely, (1) use of L1, and (2) use of embodiment.

Adjective revisions through use of L1. This section provides an analysis of adjective revision sequences through the use of L1. The sequential organization of the adjective revisions are similar to noun revisions that are made through the use of L1. That is, the teacher begins the sequence with either L1 or L2 forms of the target adjectives, and students provide translations. In a similar vein to planned noun revisions, the sequences emerge in relation with the students' responses. More precisely, the clarity of the expected target word or students' certainty of the candidate answer influences the sequential organization of the revision.

Excerpt 15 takes place in the first lesson of the third week in which the teacher conducts vocabulary revision. The teacher initiates the sequence with the target adjective in L2, which the students treat as a translation request and offer candidate translations after showing a little hesitation.

Excerpt 15: short

```
01   TEA:      <sho:↑rt>
02   S02:      erm erm [er:m
03   S06:              [>(t- t- Erm- e-) teacher uzun< U↑ZUN
                                                   long  long
04             U↑ZUN
               long
05   S07:      KISA↑
```

```
                 short
06               ((TEA nods))
07   S01:        °kısa°
                  Short
```

In Excerpt 15, the teacher initiates a revision sequence by bringing the word "<sho:↑rt>" into focus thorough elongation and rising intonation. In line 02, S02 produces the turn holding device "erm" repeatedly but does not give any answer. Overlapping with S02, S06 offers a candidate answer in a loud tone of voice after producing unidentifiable sounds showing her hesitation. In line 05, S07 gives another suggestion with a rising intonation "KISA↑" (short), which the teacher acknowledges by nodding in the following line. S01 repeats the answer with a soft tone of voice after the teacher acknowledges it.

Excerpt 16 and Excerpt 17 begin in a similar way to Excerpt 11; however, they unfold differently. Namely, in both of the excerpts, the students cannot hear the requested words clearly and request for clarification. Both excerpts appear in the first lesson of the third week while previously taught vocabulary items are reviewed as a classroom routine.

Excerpt 16: hot

```
01   TEA:        ho↑t
02               (0.4)
03   S02:        ne?=
                 what?
04   TEA:        =ho↑[t
05   S01:            [col-
06   S06:        n[e?
                 what
07   S01:         [soğuk [soğuk soğuk
                   cold  cold  cold
08   TEA:               [ho↑t
09   S02:        °soğuk so-°
                  cold
10   S01:        ay↓
11   S02:        [k- >sı- sı- sıcak<
```

```
                    h-  h-  hot
12   S01:      [>sıcak sıcak sıcak<
                 hot   hot   hot
13   TEA:      sıcak
               hot
               +TEA nods
```

In Excerpt 16, the teacher begins the sequence with the word "ho↑t" delivered with a rising intonation. After a 0.4 second silence, S02 requests for clarification in Turkish with the question word "ne?" (what) with a rising intonation in line 03. Latching with her turn, the teacher repeats the word with a rising intonation in line 04 in order to clarify the target word. Overlapping with the teacher's talk, S01 starts to utter a candidate answer, yet he cuts it off. In the following line, S06 asks for clarification. In an overlap, S01 offers a candidate answer repeating the same word three times "soğuk soğuk soğuk" (cold, cold, cold) in line 07. Overlapping with his turn, the teacher repeats the word one more time. Following this, in line 09, S02 self-talks repeating S01's suggestion with a soft tone of voice. S01 produces a change of state token "ay↓" (Heritage, 1984) in line 10. In overlapping turns, S01 and S02 offer a candidate translation (lines 11-12). Finally, the teacher ratifies their translation by repeating (Park, 2013) and nodding.

Excerpt 17: cold

```
01   TEA:      cold?
02   S06:      heh?
03   TEA:      col[d
04   S01:         [SOĞUK
                   cold
05   S06:      soğ[uk
               cold
06   TEA:         [soğuk
                   cold
                   +TEA nods
```

In Excerpt 17, the teacher initiates the sequence uttering the word "cold?" with a rising intonation. In line 02, S06 requests for clarification with the help of the

token “heh?” and the teacher repeats the word she has asked for in line 01. Overlapping with the teacher, S01 suggests a candidate translation saying “SOĞUK” (cold) in a loud tone of voice, which may be indicator of his sureness of the answer. In line 05, S06 ratifies S01’s suggestion with a repetition. In an overlap with S06’s turn, the teacher acknowledges S01’s candidate answer with not only repeating but also nodding simultaneously.

The following excerpt exemplifies the sequential pattern in which a student provides the answer without any hesitation (See noun revisions which are sequentially organized in a similar pattern).

Excerpt 18: new

```
01   TEA:      <ne↑w>
02   S06:      <n[e↑w>
03   S01:        [YENİ↑ .h YE[Nİ↑
                 new       new
04                 +S01 raises his hand
05   TEA:                    [°y[eni°
                                 new
06                            +TEA nods
07   S07:                          [YENİ↑
                                     new
08             (2.6)
09   TEA:      new yeni↑
                    New
```

In Excerpt 14, the teacher brings the word “<ne↑w>” into focus through elongation and rising intonation. In line 02, S06 repeats the word similar to the way the teacher has produced it, which may indicate that the student verifies the target word through repetition before offering an answer. Overlapping with S06’s repetition, S01 offers a candidate answer and repeats it with a loud tone of voice twice “[YENİ↑ .h YE[Nİ↑” (new). This may imply that he is sure about the correctness of the answer. In line 05, the teacher acknowledges his answer with both confirmatory repetition and nodding. Overlapping with the teacher’s turn, S07 repeats the answer

in line 07. After a 2.6 seconds silence, the teacher acknowledges the answer one more time by repeating the word both in L1 and L2.

Excerpt 19 appears as a part of a classroom revision practice in the first lesson of the week. Although it unfolds in a similar way to Excerpt 18, the teacher does not provide any acknowledgment in this instance. That is, the teacher goes on with the next word in Excerpt 19 while she acknowledges the student responses twice in Excerpt 18.

Excerpt 19: windy

```
01   TEA:      windy?
02   S01:      rüzgarlı
               windy
03   S06:      rüzgarlı
               windy
```

Excerpt 19 begins with the teacher's initiation of a new revision sequence by producing the target word "windy?" with a rising intonation. Upon hearing the word, S01 provides the word's Turkish translation in line 02. S06 confirms S01's translation through repetition in the following line. The teacher does not produce any acknowledgement token.

Excerpt 20 also illustrates the adjective revision sequences in which the teacher does not provide any acknowledgment at the end. It also shows up as a part of the same revision practice in which Excerpt 19 appears.

Excerpt 20: small

```
01   TEA:      <sma↑ll>
02   S06:      <sma↑ll>
03   S07:      küçü↑k
               small
04   S06:      yo- küçü↑k
                    small
```

In Excerpt 20, the teacher brings the word "<sma↑ll>" into focus through elongation and a rising intonation. In line 03, S07 provides a candidate answer after S06 repeats the target word with elongation similar to the teacher's pronunciation. Subsequently, S06 repeats S07's answer after showing a brief hesitation.

Excerpt 18, Excerpt 19, Excerpt 20 are all sequentially organized following a similar pattern which is teacher initiation and student response. However, only in Excerpt 18, the teacher provides an acknowledgment token following student responses. Excerpt 19 and Excerpt 20 show a similar pattern with Excerpt 11 analyzed in Noun Revisions section, yet they differentiate in terms of the way of student responses are shaped. More precisely, in noun revisions, the teacher does not give any acknowledgement when choral response (Lerner, 1993; Mehan, 1979) is provided. Here, on the other hand, the teacher does not display any acknowledgement although there is no choral response arising in Excerpts 19 and 20. In fact, there are only two students providing the correct answer in these excerpts, which cannot be considered as a choral response. Therefore, it is difficult to identify the teacher's reasons for not providing any acknowledgment here.

To sum, sequences of adjective revisions unfold in a very similar way to the sequences of noun revisions. That is, the teacher initiates the sequence with producing a target word either in L1 or L2 which is problematized through elongation and/or rising intonation. The students, then, are expected to produce the translation of the target words. Students may (1) display hesitation, (2) ask for clarification or (3) give the correct answer directly. One significant point to note here is that, the correct answer is always provided by the students. As in noun revisions, the teacher always provide acknowledgement when the students display hesitation or ask for clarification whereas the teacher sometimes does not acknowledge students' answer when they instantly provide the target answer. The reason leading to lack of acknowledgment is not precise since the instances that the teacher closes or discloses through acknowledgment do not differentiate in terms of the student responses.

Adjective revisions through the use of embodiment. Previous section introduces the adjective revision patterns emerging through use of L1. The analysis also reveals that adjective revisions are also performed through use of embodiment, which does not occur in the segment of the data conducted in the revision of nouns. It may be because nouns represent generally a person, animal, place or a thing which can be displayed with a visual while adjectives describe features and qualities of nouns and can be embodied through gestures. When the teacher uses embodiment, she gives the target adjective in L2 and requests the L1 translation

from the students. In this section, I will present the cases in which adjective revisions are carried out through the use of embodiment by the teacher.

Excerpt 21 is a brief segment of an extended vocabulary revision sequence. In this example, the teacher initiates the revision sequence in a multimodal way in which she uses embodiment while producing the target word. The correct response is provided following a short word-search by the students.

Excerpt 21: long

```
01    TEA:      long?
```

+TEA raises her hand as high as possible

```
02    S02:      b-büyük
                *b- big*
03    S06:      b- bü- büyü↑k k- y[o↑-
                *b- bi-  big       no-*
04    S02:                         [UZU↑N=
                                    *long*
05    S06:      =uzun
```

+TEA nods

In Excerpt 21, the teacher initiates the sequence saying the word "`long?`" with a rising intonation and displaying its meaning with the help of a hand gesture at the same time. In the following lines, S02 and S06 offer candidate answers searching for the correct answer. In line 04, S02 provides the correct answer with a louder voice, which may be an indicator of her certainty of the answer. In the following line, S06 confirms her answer with a latching repetition. Finally, the teacher acknowledges their translation nodding her head.

Excerpt 22 represents the teacher's use of embodiment in which she benefits from the prosodic features like fast rate of speech assisting the meaning of the word "fast".

Excerpt 22: fast

01 TEA: >fast<

+TEA swings her arms quickly

02 S01: HIZ[lı↑

fast

03 S06: [>hızlı<

fast

In Excerpt 22, the teacher initiates a revision sequence by producing the target word ">fast<" with a fast speaking rate. At the same time, she also moves her arms displaying the meaning of "fast". In line 02, S01 replies with a candidate answer saying "HIZlı↑". Overlapping with his turn, S06 repeats S01's candidate answer with a fast speaking rate. The teacher does not give any feedback or evaluation for closing the sequence, which is similar to the last pattern explicated in the previous section.

Briefly, the teacher does not use embodiment alone but she rather uses L2 translations along with it, which induces students to codeswitch to L1 (Üstünel & Seedhouse, 2005). As for closure, student responses influence whether the teacher gives acknowledgment or not. Thus, the teacher acknowledges the correct answer when the students show hesitation whereas she follows up with the next word when the student responses are immediate.

Summary: adjective revisions. The microanalysis of the data segment displaying adjective revisions has revealed that revision are made through two

resources, namely, (1) use of L1, and (2) use of embodiment. When the teacher makes use of L1, student responses emerge in the same manner with the noun revisions; therefore, the sequences flow along the same line. On the other hand, the teacher benefits from the embodiment in adjective revisions while using visuals in noun revisions. One significant point here is that the teacher provides the target word in L2 when she initiates the sequence through the use of embodiment and requests for L1 meaning. On the other hand, the teacher uses either L1 or L2 when she constructs initiation through visuals while revising the nouns.

Noun Phrase Revisions

This section presents the analysis of the revision of previously taught noun phrases. The analysis reveals that the teacher uses three main resources to initiate revision of the target noun phrases which involve (1) use of L1 and (2) use of visuals. The teacher accompanies these main resources with the (3) embodied enactments for eliciting the correct answers. After presenting the analysis of the sequences in relation with these resources, I will conclude this section providing a brief summary.

Noun phrase revisions through the use of L1. This section presents the revision of noun phrases which the teacher initiates through verbal resources only. Put simply, the teacher begins the sequence giving the noun phrase in either L1 or L2 and expects students to provide the translation. Two patterns have emerged when these sequences are analyzed. In the first pattern, students provide the explanation gradually that I call as “stepwise movement”. To illustrate, after the teacher gives a noun phrase and asks for explanation, students first provide the translation of either the adjective or the noun. Later on, the teacher acknowledges their partly correct answer and expands it for eliciting the full form. In the second pattern, on the other hand, the students directly provide the translation of the noun phrase as soon as the teacher requests.

Excerpt 23 is taken from the first lesson of 4th week in which the teacher pedagogically aims to revise previously taught vocabulary. In this particular segment of the lesson, the teacher makes up noun phrases combining previously taught adjectives with the nouns and requests for the meaning of the phrase. The students, on the other hand, provide the answer breaking it into pieces. Excerpt 23 specifically

introduces the process in which the teacher gives the noun phrase in Turkish and asks for the English translation.

Excerpt 23: pink kitchen

```
01  TEA:    me↑lisa↑ (S05)
02          (2.2)
03  TEA:    pembe↑ mutfak
            pink  kitchen
04          (1.0)
05  S06:    a:↑
06  S05:    °it's a↑°
07  S04:    [be↑n biliyorum da↑ söylemicem
             I know but I wont tell
08  S02:    [°pink (.) kitchen°
09  TEA:    sana sormadım hasancım
            I did not ask to you hasan
10  S05:    it's pink
11  TEA:    it's a↑
12  S05:    it's a↑ p[ink
13  TEA:            [pink
                    +TEA nods
14  S02:    °kitchen°
15          (1.5)
16  S05:    kitchen
17  TEA:    kitchen
18          +TEA nods
```

The sequence begins with the teacher's selecting S05 as the next speaker. After 2.2 seconds pause, the teacher requests for the meaning of the noun phrase "pembe↑ mutfak" (pink kitchen) which is followed by a 1.0 second pause. In lines 05 and 06, S06 and S05 attempt to give answers; however, they do not complete their turns. In the following turn, in Turkish, S04 claims for knowing (Koole, 2010) but resists to give the answer stating "be↑n biliyorum da↑ söylemicem" (I know but will not tell). Overlapping with S04, in line 08, S02 suggests an answer with a soft tone of voice saying "°pink (.) kitchen°", which is probably not

heard by the teacher because she does not give any reaction to her. Instead, she responds to S04 in line 09, by reminding him the turn is not allocated to him "`sana sormadım hasancım`" (I did not ask to you Hasan). In the next turn, S05 offers an answer for only the first part of the noun phrase when she provides the translation of the target adjective in a sentence saying "`it's pink`". Upon hearing her partial answer, the teacher uses Designedly Incomplete Utterance (henceforth DIU) (Koshik, 2002) with a rising intonation for eliciting the correct answer sufficiently. Following this, S05 recasts her answer "`it's a↑ pink`", which might imply that she receives teacher's elicitation as a corrective feedback and change the form of her sentence rather than the target word. Overlapping with S05, the teacher acknowledges S05's answer and maintains her orientation to S05 for eliciting the target noun as well. In line 14, S02 offers a translation for the noun with a soft tone of voice, which the teacher ignores and waits for a 1.5 second until S05 provides the translation of the target noun saying "`kitchen`" in line 16. Following this, the teacher acknowledges her answer through both confirmatory repetition (Park, 2013) and nodding.

The following excerpt, similar to the previous one, illustrates how noun phrases are revised within a stepwise movement. This time, however, the teacher initiates the noun phrase in English and asks for Turkish translation.

Excerpt 24: long lorry

```
01  TEA:    long lo↑rry?
```

+spreads her arms wide

```
02          (0.5)
03  S06:    L[O:↑NG?
```

+ S06 screws up her face

```
04  S02:     [long?
05  S07:     [bü↑yük- büyük °(otobü:s)°
```

Big big (bus)

06 TEA: [<long>

+Tea spreads her arms wide

07 S06: lo↓rry BÜYÜK OTO↑<BÜS> (.) Y↑OK UZUN-

big bus no long

+S06 spreads her arms

08 TEA: $u↑zun$ lorry?=

long

+Tea nods

09 S06: lo-

10 S01: ka- [>UZ[UN KAM↑YON<

long lorry

11 S06: [>O↑[TOBÜS<

bus

12 S02: [(↑otobü-)[u- >uzun< kamy↑on

bu- long lorry

13 TEA: [ka[myon

lorry

14 S06: [(oto- u-

15 TEA: lo↑ rry kamyon, bus otobüs di↑ mi?

Lorry bus is it?

16 S06: t↑eacher karıştır↑dım$=

I got confused

17 TEA: =$e↓[vet$

yes

18 S03: [<lo↑rr[y>

Excerpt 24 begins with the teacher's requests for the meaning of "long lo↑rry?" in English, which is accompanied by an embodied explanation. Following a 0.5 second silence, displaying a characteristic "thinking face" (Goodwin & Goodwin, 1986), S06 and S02 ask for clarification repeating the target adjective in overlapping turns. At the same time, S07 suggests a candidate answer saying "bü↑yük- büyük °(otobü:s)°" (big- big bus) , which also overlaps with teacher's multimodal repetition of the target adjective. Following this, S06 searches for the correct answer by suggesting different words uttering "lo↓rry BÜYÜK OTO↑<BÜS> (.) Y↑OK UZUN-" in Turkish in line 07. In this particular turn, S06 produces a self-initiated-self-repair giving a micro pause and finds the correct adjective. Following this, the teacher confirms S06's answer through both repetition and a head nod. Then, in the same TCU, she elaborates S06's partial answer repeating the second part of the noun phrase "lorry?" with a rising intonation. In line 10, S01 suggests an answer articulating it loudly with a rising intonation overlapping with S06's and S02's word search. Upon hearing S01, S02 ratifies his answer with a repetition, which is followed by the teacher's confirmatory repetition (Park, 2013) of the noun "kamyon" (lorry). As a response to S06's hesitation remarks that she produces in line 14, the teacher provides a corrective feedback in the following turn in which she explicitly gives Turkish equivalents of both "lorry" and "bus". Then, she completes her turn with a question tag, which implies that they have studied these items before. In fact, the teacher implicitly refers to the past learning events producing a question tag. In line 17, S06 accepts her confusion saying "$t↑eacher karıştır↑dım$" (Teacher, I got confused), which may also imply an implicit form of RPLE (Can Daşkın, 2017; Can Daşkın & Hatipoğlu, 2019).

Excerpt 25 also illustrates the stepwise movement of the noun phrase revisions. On the other hand, it differs from the previous excerpts regarding how it is initiated. That is, the teacher gives the noun phrase in a sentence making use of the embodied enactments supporting the meaning of the target adjective, which influences the students' responses as well as the sequential pattern of the revision.

Excerpt 25: big bus

```
01  TEA:    PE↓Kİ eğ↑er desem ki↑ (.) TH↑AT'S A #<BIG B↑US>
            well  if I say
```

+raises her hands and spreads her arms wide

```
02  S02:    .hh BÜ[↑YÜK BU::S
                  big
03  S01:          [büyük bu:s
                    big
04  S03:          [büyük bu:s
                    big
05  TEA:    büyük b↑us? [büyük b↑us  ne↑  bus?
            big         big         what
06  S01:                [<evet>
                         yes
07  S01:    Eerm↓ >bü:[y bü kü o büyük otobüs<
                                big  bus
08  TEA:              [büyük otobüs
                       big bus
```

+ TEA nods

The teacher begins this sequence in Turkish; however, she code switches to English giving a micropause and delivers the noun phrase not only emphasizing it in a sentence but also animating the target adjective through hand gestures. Subsequently, in overlaps, three students offer the same candidate answer in a mixed code, namely they all deliver the adjective in Turkish "büyük" (big) while leaving the target noun in English "bu:s". This may signal that the students pay more attention to the teacher's embodied explanation rather than the whole sentence. In line 05, the teacher repeats their answer with a rising intonation twice and explicitly asks the meaning of the word "bus" with the Turkish question word "ne" (what). In line 07, S01 provides Turkish translation of the noun phrase after

displaying a little hesitation and the teacher acknowledges it with both a confirmatory repetition (Park, 2013) and a head nod.

In Excerpt 26, the teacher goes a step forward and wants the noun phrase to be used in a sentence. The process, in a similar manner with the previous ones, improves gradually. Put simply, the teacher begins the noun phrase revision in Turkish and requests its English translation in a sentence.

Excerpt 26: small bedroom

```
01  TEA:    kü↑çük yatak odası
            small   bedroom
            +TEA points at S06
02  S06:    $küçük yatak odası:$
             small   bedroom
03          (0.5)
04  S06:    b- [sma↑ll
05  S01:       [be↑n biliyoruum
                I know
06  TEA:    ta↑m cümle it's a:↑
            full sentence
07  S06:    it's A sma↑ll
08  S02:    be↑-
09  S06:    bed- (.) roo↑m
10  TEA:    bedroom yes:
            +TEA nods
```

Orienting to S06, the teacher initiates the sequence asking the meaning of "`kü↑çük yatak odası`" (small bedroom) in Turkish with a rising intonation. In line 02, S06 repeats the noun phrase in Turkish with a smiling face and falls down into 0.5 second silence. Then, in line 04, she offers a candidate adjective, which is overlapping with S01's claim of knowing to make himself available to be selected as the next speaker. However, as an answer to her turn nomination at the beginning of the sequence, the teacher ignores S01's attempt while she elaborates S06's answer requesting a sentence "`ta↑m cümle`" (full sentence). Subsequently, in the same turn, she produces DIU (Koshik, 2002) to elicit an answer in sentence "`it's a:↑`". In line 07, S06 takes the teacher's DIU and completes it with the adjective she has

suggested in line 05 without adding a noun. Following this, S02 attempts to say a word but she cuts it off. Prompted by S02's attempt, S06 delivers a candidate noun in line 09, and the teacher acknowledges S06's answer by producing a confirmatory repetition (Park, 2013), an affirmative token "yes" and nodding, which indicates her strong appreciation.

Excerpt 27 differentiates from the previous excerpts in terms of the process of revision. Although the teacher gives the target noun phrase in a similar base, the students produce the correct answer at once. Thus, the teacher utters a Turkish noun phrase and the nominated student offers an English translation without breaking it down.

Excerpt 27: green living room

```
01  TEA:    yeşil oturma odası
            green living room
            + TEA looks at S04
02  S06:    .hh o:↑
03  S02:    °çok güzel°
             very good
04          (4.5)
05  S09:    g↑reen-
06          (.)
07  S04:    green↑ living room
08  TEA:    gree↑n li↑ving room
            +TEA nods
```

Excerpt 27 starts with teacher's direct utterance of noun phrase "yeşil oturma odası" (green living room) in Turkish orienting to S04. In line 02, S06 takes the turn but does not produce anything but hesitation remarks ".hh o:↑". Following 4.5 seconds delay, S09 bids for the turn and provides a translation for the adjective, yet he does not complete the translation of the noun phrase. Following a micro pause, in line 07, S04 offers a translation for the target noun phrase, which is confirmed by the teacher by a repetition and a head nod.

In excerpt 28, the teacher gives the noun phrase in English and requests for Turkish translation. Although the language that the teacher initiates differs, similar pattern with the previous excerpt emerges.

Excerpt 28: fast train

```
01  TEA:     fa↑st train?
02          (0.4)
03  S06:    >hızlı tren<
             fast train
04  S02:    °hı-  [hızlı tren°
                   fast  train
05  TEA:          [hızlı tren
                  fast train
```

As in the previous excerpt, the teacher delivers the target noun phrase directly with a rising intonation "`fa↑st train?`" in the beginning of Excerpt 23. Following a 0.4 second silence, S06 self-selects herself to take the floor and suggests a quickly delivered answer, which is acknowledged by S02 and the teacher through confirmatory repetition in overlapping turns.

Overall, in the revision of the noun phrases in which the teacher makes use of verbal resources for initiating the revision occurs in two different ways. In the first pattern, the teacher gives the noun phrase and requests its translation from the students. As a response, the students produce the answer breaking the noun phrase into pieces, which the teacher needs to provide scaffolding in order to get the full form. That is to say, revision is accomplished in a stepwise movement. In the second sequence, on the other hand, the students provide the correct answer at once as soon as the teacher requests for the meaning of a particular noun phrase. In both of the patterns, the teacher closes the sequence acknowledging the correct answer in different styles including confirmatory repetition (Park, 2013), head nod or use of an acknowledgment token.

Noun phrase revisions through use of visuals. In this part, I will introduce the analysis of the noun phrases that the teacher initiates through use of visuals. That is, the teacher shows a visual on the smart board and asks what it is in L2. As a response to this, the students provide the correct answer either producing the

parts of the noun phrase step by step with the help of the teacher's elicitation or they give the expected response at one heat. As such, similar to the sequences showing up in the previous section, two different sequences emerge when the teacher makes use of visuals.

Excerpt 29 illustrates the emergence of stepwise movement during noun phrase revisions when the teacher makes use of the visuals. It is taken from the first lesson of 3rd week.

Excerpt 29: long lorry

```
01   TEA:      YES: (.) hadi    odaklanın
                       come on     focus
02             (1.0)
03   S01:      Ye:s
04   TEA:      WHAT is↑ (.) this?
```

+TEA points the visual (lorry) on the smart board

```
05   S01:      train↑
               +S02 raises her hand
06   S06:      t[ra-
07   S05:       [°tra[in°
08   S06:            [lo↑-
09   S01:            [lorry↑ lorry↑
10   S06:      lo↑rry#2
11   S05:      °lorry°
12   TEA:      <lo°rry° >   neydi↑   lo↑ry
                            what was
13   S02:      kamyo↑n
               lorry
14   S06:      kamyo↑n
```

lorry

15 TEA: °kamyon° ama bu sa↑nki biraz uzun bir lorry (.)

lorry but it seems like a little long

17 nasıl dice↑m

How will I say?

+TEA points the visual on the smart board

18 S01: L: şe-

19 S06: <L[O:NG LORRY>

20 S02: [<long lorry>

21 S01: <long> lorry

22 TEA: long lorry (.) YE↑s:

+TEA nods

In Excerpt 29, the teacher begins the sequence asking students to pay attention to the lesson in Turkish. Following a short delay, she takes students' attention to the visual displayed on the smart board and delivers a question in English "WHAT is↑ this?". In line 05, S01 offers an answer in English saying "train↑". In overlapping turns, S06 and S05 attempt to repeat S01's answer, yet S06 cuts it off and initiates another word in line 08. Overlapping with S06, S01 offers a new answer articulating it twice "lorry↑ lorry↑" which S06 and S05 confirm through repetition in the following lines. In line 12, the teacher accepts the second candidate answer repeating the word "<lo°rry°>" and code switches to Turkish to ask its meaning in the same turn "neydi↑ lo↑ry". Following this, S02 and S06 provide a Turkish translation suggesting "kamyo↑n" (lorry) with a rising intonation, and the teacher ratifies it in line 15 with a confirmatory repetition (Park, 2013). In the same line, the teacher elaborates her question drawing attention to the length of the lorry pointing the picture one more time and she says "sa↑nki biraz uzun bir lorry (.) nasıl dice↑m" (it seems like a long lorry (.) how will I say?)

codeswitching to Turkish. After S01 displays hesitation in line 18, S06 and S02 provide a candidate answer delivering the noun phrase "L[O:NG LORRY" in overlapping turns. In line 21, S01 confirms their answer with a repetition. Following this, the teacher acknowledges the answer producing multiple acknowledgment acts including confirmatory repetition, affirmative token "yes" and a head nod.

Excerpt 30 is also taken from the first lesson of 3rd week to show another instance of stepwise movement while revising noun phrases through visuals.

Excerpt 30: blue motorbike

```
01   TEA:     Kaancı↑m
02            (1.3)
03   TEA:     what is this↑
```

+Tea points at the visual on the smart board

```
04            (0.8)
05   S07:     it's a↑ mo↑tor[bike
06   TEA:                   [kaan dedi↑m
                             I said Kaan
07   S07:     h[e:↑
08   S08:      [it's a mɔ:tɔ:rbi:ke
09   TEA:     mo↑tor<bike> (.) peki  ne  <renk↑> motorbike
                                well  what color
10            (0.8)
11   S08:     b<lue↑>
12   TEA:     blue o zama↑n  diyebilir mi↑yim it's a blue motorbike
                    then        can I say
13            (1.2)
14   TEA:     di [mi↑
              isn't it?
```

```
15   S08:          [ye↑s
16   TEA:       YES diyebilirim
                       I can say
                +TEA nods
```

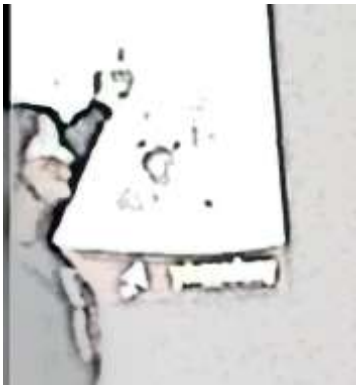
In Excerpt 26, the teacher nominates the turn to S08. After waiting a 1.3 second of pause, she delivers her question in English showing a visual on the smart board in line 03. Following a 0.8 second delay, S07 provides an answer forming a sentence, yet the teacher does not take his answer reminding her nomination saying "kaan dedi↑m" (I said Kaan) in Turkish. In line 07, S07 produces a change of state token (Heritage 1984). Overlapping with him, S08 provides a partial response with an incorrect pronunciation "it's a mɔ:tɔ:rbi:ke". Following this, the teacher repeats his answer while repairing the problematic area with an emphasized pronunciation in line 09. In the same turn, she elaborates the turn eliciting the color of the motorbike telling "peki ne <renk↑> motorbike" (Well, what color motorbike is it?). S08, after a 0.8 second pause, offers the answer "b<lue↑>" which is subsequently acknowledged by the teacher with a confirmatory repetition (Park, 2013). The teacher employs a confirmation check displaying the noun phrase in sentence; however, nobody takes the floor to confirm in a 1.8 second of time and the teacher self-selects herself for eliciting an answer with a question tag. Overlapping with the teacher, S08 produces an affirmative token indicating his agreement in line 15. Following this, teacher displays a strong agreement delivering both an affirmative token and a head nod along with expressing that she could say that "YES diyebilirim" (Yes, I can say that.)

Excerpt 31 illustrates the students' stepwise movement while revising the noun phrases. What makes this excerpt special is that the students do not split the noun phrase on purpose; they rather give answers to the teacher's questions and the teacher elaborates them to get more complex answers.

Excerpt 31: yellow box

```
01   TEA:       ÇI↑NA:R
02              (0.3)
03   S09:       e↑vet
                yes
                +S09 stands up
```

```
04   TEA:      wh↑at is this↑
               +TEA points at the visual.
```



```
05               (0.6)
06   S09:      it's a bo↑x
07   TEA:      wh↑at colour is this↑
08               (0.7)
09   TEA:      >ne↑ renk<
               what color
10   S03:      tea↑che:r ba↑na da soru::n
                           ask me too
11   S09:      it's a↑ <yellow>
12   TEA:      <ye↑llow box>
```

The teacher starts the sequence allocating S09 as the next speaker in line 01. After a 0.3 second silence, S09 accepts the turn saying "e↑vet" (yes) and stands up. Following this, the teacher poses her question in English with a rising intonation showing the visual in line 04. After waiting a 0.6 second of time, S09 provides an answer forming a sentence "it's a bo↑x". In the next step, the teacher elaborates his turn asking the color of the box. Following a 0.8 second of pause, the teacher codeswitches to Turkish and asks the color of it one more time. In line 11, S09 gives a response forming a grammatically broken sentence. In line 12, the teacher accepts his adjective combining it with the target noun and creates a noun phrase, yet she does not repair the broken sentence.

In the previous excerpt, the teacher herself provides the noun phrase in sentence; however, in Excerpt 32, she adds another step to her question cycle. That is, she requests the noun phrase to be used in sentence after eliciting the target noun and adjective separately.

Excerpt 32: yellow cat

01 TEA: me↑rt

02 (1.3) ((Ss repeats the previous word))

03 TEA: wha↑t is this↑

+TEA points at the visual.

04 S01: er:::m <ca↑t>

05 TEA: ne renk ca↑t

06 S01: er:::m yello↑w

07 TEA: o zaman öyle söyle↑

Then say like that

08 (0.8)

09 TEA: cümle kur bana ba↑kıyım

Make a sentence to me

10 (0.5)

11 S01: it's a yello[w <ca↑t>

12 TEA: [yellow↓ ca↑t (.) ye↑[s:

In line 01, the teacher selects the student who is supposed to take the floor. Following a 1.3 second of pause, she asks what it is in the picture in English uttering "wha↑t is this↑" with a rising intonation. In line 04, S01 initiates the turn with an elongated turn holding device and suggests an answer saying "er:::m <ca↑t>". Following this, the teacher asks the color of the cat in mixing codes. That is, she produces the question in Turkish while repeating S01's answer in English stating "ne renk ca↑t" (what color cat is it?). In the next line, S06 takes the floor with another elongated turn holding device and offers the relevant adjective saying "er:::m yello↑w". In line 07, the teacher this time elicits the answer at a sentence level. Since she does not get any response, the teacher explicitly requests for a sentence one more time in Turkish saying "cümle kur bana ba↑kıyım" (make a sentence). Following a 0.5 second delay, S01 provides the requested noun phrase

in a sentence. In line 12, the teacher produces an affirmative token after repeating the target noun phrase for acknowledging S01's answer.

Excerpt 33 and excerpt 34 illustrate the pattern in which the students produce the correct answer without splitting it up. That is, they give the expected response at once in both of the examples.

Excerpt 33: red bus

```
01   TEA:      what's that?
```

+TEA points the red bus on the smart board

```
02   S01:      red [bus
03   S02:          [r[ed (.)  bus
04   S06:            [red bɔ:s
05   TEA:      re↑d bus:↓(.) corre↑ct
```

+TEA nods

In Excerpt 33, the teacher directly begins the sequence with a question pointing the visual on the smart board. Immediately after the question, S01 suggests an answer expressing not only what it is but also what color it is saying "`red bus`". S02 and S06 ratify S01's answer with a repetition in the following lines. Finally, the teacher acknowledges the answer in a multimodal manner producing confirmatory repetition, acknowledgment token and head nod.

Excerpt 34: small bus

```
01  TEA:    #hasa↑n
```

+TEA points the visual on the board

```
02            (1.7)  ((Ss talk to each other))
03   TEA:     what is this↑
04            (0.6)  ((Ss talk to each other))
05   S04:     <sma↑ll bus>
06   TEA:     it's a <small↑ bus>(.) af↑ferin sana:↑
                                                 well done
```

In Excerpt 34, the teacher firstly nominates the student who takes the floor. After giving a 1.7 second pause, she directly asks what it is showing the visual on the smart board. Following a 0.6 second delay, S04 provides the correct answer in line 05. The teacher displays the correct answer in a sentence and acknowledges him in Turkish saying "af↑ferin sana:" (well done).

To sum up, I have presented the instances illustrating the revision of noun phrases initiated with a visual throughout this part. Regarding this, I have presented the examples of two different sequential patterns which show similarity with the sequences emerging when the teacher makes use of the students' L1. Namely, I have demonstrated how revision of noun phrases sequences in both stepwise movement and when the answers are given immediately when the teacher initiates the revision through a visual.

Summary: noun phrase revisions. Briefly, the analysis indicates that the revision of the noun phrases allow teachers to revise previously taught adjectives and nouns together putting them into the same context. In fact, the teacher requests the meaning of noun phrases through either L1 or visuals. Embodied enactments accompany these resources in several sequences especially for transmitting the meaning of the target adjective. Although the resource that the teacher makes use of differs, the sequential patterns that emerge while revising the noun phrases remain the same. Thus, the revision of noun phrase sequences in two different ways involving stepwise movement and through immediate answers. The first one refers

to students' delivering the answer gradually after the teacher initiates the revision sequence either giving the noun phrase verbally or benefitting from the visuals. When it comes to second one, it describes the instances in which the students provide the answer at once as soon as the teacher starts the sequence.

Analysis of the relevant data segment also reveals that the teacher gives either L1 or L2 equivalent of the noun phrase and requests for the translation when she uses the verbal resources. On the other hand, she asks what it is in the visual in English in order to elicit the answer when she makes use of the visuals. Put differently, use of verbal resources lead bidirectional translation while use of visuals induces L2 answers.

Summary

This chapter presents the analysis of the revision of previously taught vocabulary items under three main sections involving (1) revision of nouns, (2) revision of adjectives and (2) revision of noun phrases. These sections comprise the analysis of the resources that the teacher makes use of in terms of the sequential organization. At the end of each section, a brief summary is provided.

Chapter 5
Discussion

Throughout this chapter, I will discuss the findings presented in the previous chapter in relation with the review of literature and research questions, and I will present the implications. To begin with, I will present the interactional patterns of vocabulary revisions in terms of the word classes as it is demonstrated in the previous chapter involving interactional patterns identified in sequences of (1) Noun Revisions, (2) Adjective Revisions, and (3) Noun Phrase Revisions. Following this, I will show how vocabulary revisions are dealt with in the course of classroom interaction regarding the aspects of vocabulary knowledge including meaning form and use (Nation, 2013). Next, I will discuss the research findings in the context of teaching L2 vocabulary to YLLs. This follows with the possible implications of the findings of this study to CA for SLA and Classroom Interactional Competence (CIC).

Interactional Patterns of Vocabulary Revisions

As discussed in the review of literature (See Conversation Analytic Studies on Vocabulary Explanation), vocabulary explanation is a widely-studied teacher practice which researchers investigate from various angles including teacher-student interactions (see Markee, 1995; Merke, 2016; Morton, 2015) sequential organization (see; Koç, 2019; Mortensen, 2011; Tai & Khabbazbashi, 2019; Waring, Creider & Box, 2013), use of embodiment (see Lazaraton, 2004; van Compernolle and Smotrova, 2017), and displays of epistemic access (Koole, 2010) etc. However, to my knowledge, there is not a previous study going through how vocabulary explanation is accomplished while revising previously taught vocabulary items. The present thesis while unfolding explanation of previously taught vocabulary items, demonstrates how RPLE is associated with the vocabulary revisions.

Studies have suggested that teachers employ different approaches for vocabulary explanation such as “discourse unit” vocabulary explanation and “dialogue” vocabulary explanation (Koole, 2010; Markee, 1995; Morton, 2015; Waring et al., 2013). The former refers to the teachers single-handed explanations without engaging students into the process whereas the latter refers to vocabulary explanation processes where the teacher involves students in the process. These approaches also provide an understanding of the students’ displays of epistemic

access. Discourse unit vocabulary explanations introduce an interactional environment carrying out students' claims of understanding. Dialogue approach, on the other hand, presents an interactional environment rendering students' displays of knowing (Koole, 2010). With regard to the resources that the teacher utilizes while explaining target vocabulary items, "animated" and "analytic" approaches (Waring et al., 2013) are also available for vocabulary explanation. More precisely, animated approach refers to the explanations carried out through multimodal resources while analytic approach refers to the verbal explanations. Correlatively, talk and gesture are seen as the two sides of the same coin namely, meaning is reinforced when speech and gesture occur together (Lazaraton, 2004). During classroom interaction, animated and analytic approaches may arise in combination, as well (Morton, 2015).

A good amount of research (Koç, 2019; Khabbazbashi, 2019a; Mortensen, 2011; Morton,2015; Waring et al., 2013) also offers specific sequential organizations for vocabulary explanation occurring in their data set. The sequential models suggested by Mortensen (2011) and Waring et al. (2013) consist of common elements emerging similarly in different data sets. Firstly, Mortensen's (2011) vocabulary explanation model unfolds as following:

(1) the teacher emphasizes the target vocabulary item
(2) students repeat it
(3) the teacher requests for vocabulary explanation
(4) students offer vocabulary explanation

The sequential model offered by Waring et al. (2013) unfolds quite similarly with Mortensen's (2011) and it involves the following steps:

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

How the target vocabulary items are problematized or the approach utilized for explanation may influence the sequential organization of vocabulary explanations (Koç, 2019). Thus, it is better not to generalize these sequential organizations by approaching every case within its own reality.

As it is mentioned in Literature Review (See Reference to Past Learning Events) RPLE (Can Daşkın, 2017), on the other hand, is a flourishing phenomenon being investigated in the course of classroom interaction which allows researchers to discover how a teacher connects subsequent instructional settings. Put simply, previous research has indicated that RPLE allows teachers to establish a cumulative classroom setting where learning outcomes are linked to each other (Can Daşkın, 2017). Connection building (Gee & Green, 1998) is introduced as a significant phenomenon occurring in classroom interaction (Mercer, 2008) and it involves social enactments such as remembering and recognition and referencing which RPLE possesses in its core. In this respect, RPLE fulfills various classroom practices such as checking learners' epistemic access to previously taught language item, creating learning opportunities, contributing to the establishment of cumulative instructional setting etc. (Can Daşkın, 2017).

Building up a connection between vocabulary explanation and RPLE, the present study has explored the revision of previously taught vocabulary items initiated by the teacher during YLL classroom interaction. Since vocabulary revision is a classroom routine that the teacher deploys every first lesson of the week, it is a frequently occurring pattern in research data which is worth to investigate. Studying the vocabulary revisions, the present thesis creates a link between vocabulary explanation and RPLE; therefore, it provides an important opportunity to reveal how these two phenomena occur interconnectedly. Additionally, this study also fills the contextual gap in literature investigating these two phenomena in YLL context.

Analysis of the research findings suggests that there are several aspects influencing how teacher-initiated vocabulary revision sequences unfold. To begin with, resources that the teacher uses to initiate vocabulary revision vary regarding the word class which is revised. To illustrate, the teacher makes use of visuals during noun revisions (See Excerpt 12, Excerpt 13, Excerpt 14) while she prefers to use embodiment during adjective revisions (See Excerpt 21, Excerpt 22). Still, verbal resources are used in common while revising both nouns (See Excerpts 5 to 11) and adjectives (See Excerpts 15 to 20). Additionally, nouns and adjectives are also revised in the same sequence as noun phrases (See Excerpts 23 to 34) which the teacher makes up combining previously taught adjectives with the previously taught nouns. While revising vocabulary items, the teacher deploys RPLE in a

similar form of dialogue approach in order to appeal a “recognition check” (You, 2014, 2015) of students’ epistemic access to previously taught vocabulary items or explore the demonstration of students’ “assumed knowledge” (You, 2015) and “display of knowing” (Koole, 2010). In this respect, student responses are also one of the most significant aspects having impact on how vocabulary revisions sequentially unfold. Namely, the way that the students offer a candidate answer influences the teacher’s next turn as well as how she brings the sequence to a close.

The analysis of vocabulary revisions has revealed that they are usually appeared in the form of a question. In fact, the teacher explicitly initiates vocabulary revisions (See Excerpts 1 to 4) in the very beginning of the first lesson or before starting a new activity, which implies that the teacher uses vocabulary revisions as a step for establishing a connection between past and present learning events (Mercer, 2008). Another available implication is that vocabulary revisions are treated as a step promoting students’ readiness to the upcoming activity, which might also be related to the cumulative nature of language learning (Mercer, 2008). When the excerpts are tracked, it is recognized that the teacher uses explicit instructions or questions to start the revisions and she does not include any question word in the majority of the remaining excerpts. More precisely, the teacher initiates the vocabulary revision either indicating that they will revise the vocabulary items studied in the previous week in students’ L1 or asking the meaning of the target word with a question posed in Turkish using of the past tense marker –di attached to ney (what). Both of these indicate that the teacher prepares students to vocabulary revision through RPLE (Can Daşkın, 2017). Since RPLE appears in the form of question, it implies that the teacher attempts to check students’ displays of epistemic access to previously taught vocabulary items. This finding corroborates Can Daşkın’s (2017) argument that RPLE performs as an “elicitation” (Mercer, 2008) or a “recognition check” (You, 2014, 2015) in order to scrutinize students’ “assumed knowledge” (You, 2015) or “displays of knowing” (Koole, 2010) when it arises in the form of question. Additionally, the teacher’s statement that “`>bi önce< geçen haftayı bi hatırla↑yalım ba↓kalım`” (First, let’s remember the last week) appears as a “we statement” (Mercer, 2008) which allows the teacher to build a connection between subsequent learning events (Mercer, 2008). Doing this, in fact, the teacher sets the ground for upcoming vocabulary revision.

After the students recognize the sequential pattern of vocabulary revisions, the teacher abandons the explicit statements and she problematizes the target vocabulary items with a rising intonation. While doing this, the teacher provides the target vocabulary item in either L1 or L2 and expects students to translate it. Additionally, she may include visuals or embodied explanations in the initiation turns regarding the word class of the vocabulary item she is targeting, which will be discussed in detail in the following sections in relation with the word classes. One interesting point is that the teacher always provides the word in L1 or L2 (except for the noun phrase revisions conducted through visuals) while problematizing, that is she does not make use of visuals or embodied explanations alone.

Since the teacher initiates vocabulary revisions in the form of a question, they hold the characteristics of dialogic approach (Koole, 2010). In other words, the teacher engages students in the vocabulary revision by requesting the meaning of target vocabulary items rather than reminding the meaning single-handedly. Vocabulary revisions sequentially unfold following the similar patterns with “teacher-initiated meaning and translation requests” suggested by Stoewer and Musk (2018) and “teacher-initiated word explanation sequences” suggested by Koç (2019). In a word, the simplistic and generalizable sequential organization which appear in the present corpus entails the following steps:

(1) Teacher requests for vocabulary explanation,
(2) Students offer candidate answers,
(3) Teacher provides acknowledgement or follows up.

Vocabulary revisions, in this sense, sequentially fit the triadic structure of classroom interaction (Sinclair & Coulthard, 1975) which entails (1) teacher initiation, (2) student response and (3) teacher Feedback or Follow up. Triadic structure is characteristic to teacher-fronted classroom interaction, and it took several criticisms in terms of its being “an unproductive interactional format” (Kasper, 2002) or restraining genuine interaction (Nunan, 1987). However, classroom interaction is needed to be considered in its own rights as Walsh (2002, 2013) suggests there is an interactional context and it is more significant to understand the interaction inside the classroom rather than trying to create an artificial outside context. Moreover, the pedagogical objective is a significant factor while evaluating the interactional efficacy as Markee (1995) emphasizes that an

activity serving for communicative purposes might be more effective than being a communicative. The sequential organization found in this corpus contributes students' active engagement in the revision of previously taught vocabulary items through question-answer adjacency pairs in the form of dialogic vocabulary explanation (Koole, 2010).

Predominant use of dialogic approach might be related to use of RPLE. In a word, noun revisions prerequisites prior vocabulary explanations or other teaching practices, therefore the students have come across with the target vocabulary items at least at once. The main objective of the vocabulary revisions, in this sense, is to check students' epistemic access to the previously taught nouns or to refresh students' memory referencing to past learning events. Dialogical approach (Koole, 2010) allows teachers to accomplish both of the objectives at once.

Although dialogical approach is consistently deployed during vocabulary revisions, it needs to be remembered that this typical organization varies in terms of the target word class, the kind of resources utilized for initiation and student responses. Therefore, sequential organization of vocabulary revisions will be discussed in detail taking these aspects into consideration under the subtitles of (1) Interactional Patterns of Noun Revisions, (2) Interactional Patterns of Adjective Revisions, and (3) Interactional Patterns of Noun Phrase Revisions. While unfolding the sequential organization regarding the word classes, other interactional resources and patterns are also included.

Interactional patterns of noun revisions. Noun revisions are initiated through use of either verbal resources or visuals. Making use of verbal resources, the teacher initiates the sequence giving the target vocabulary in either L1 or L2 and the students show tendency to offer candidate translations for the problematized item. That is, translation arises as the primary way for the revision of previously taught nouns. Although previous research offers a variety of ways for vocabulary explanation, such as use of antonyms, synonyms, paraphrasing etc. (Khabbazbashi & Tai, 2019) no other techniques but translation is utilized for transmitting the meaning of the target vocabulary items in this corpus. This finding is not surprising because the data of the present thesis come from a YLL classroom in which students having a limited vocabulary size and L2 ability. Translation is, in this sense, a quick and a simple way of explanation (Nation, 2013) that students could easily

manage. Similarly, the teacher also frequently codeswitches between L2 and L1, which might also indicate that the teacher pedagogically aims to make students translate the target nouns. In other words, the teacher gives the target noun in L1 (see Excerpt 5, Excerpt 6, Excerpt 8, Excerpt 9, Excerpt 11) to get its L2 translation whereas she provides the target noun in L2 (see Excerpt 7, Excerpt 8, Excerpt 10) when she is to get it in L1 (Üstünel & Seedhouse, 2005). Moreover, the teacher's codemixing (see Excerpt 7) in the same turn might be another indicator that she expects students to make translation between languages. To illustrate, in Excerpt 7, the teacher provides the noun "`kitchen`" in L2, yet she directs the question in L1 "`ne↑ydi:?`" (what was?), which induces the students to offer an L1 translation.

Another significant point influencing the flow of noun revisions is how the students give response. Indeed, students' clearness about the target noun that the teacher has problematized and students' certainty of the candidate/correct answer affects the way they design their response, which correlatively influence the sequential patterns emerged during noun revisions, and it is in line with Goodwin's (1987) argument that displays of uncertainty or forgetfulness have an influence on the sequential organization. Additionally, the number of the students offering a candidate answer also leads a variety in the flow of revision sequence. As such, four sequential patterns arise when the teacher initiates noun revisions through verbal resources. First, the students show hesitation which is easily identified owing to long pauses, turn holding devices or turn cut-offs before suggesting an answer (Excerpt 5). Analysis shows that the teacher does not provide the correct answer immediately in the course of hesitation, she rather waits for a student providing the correct answer. As soon as a particular student provides the correct answer, peer confirmation through repetition arises. Following this, the teacher acknowledges the correctness of the answer and goes on with a new vocabulary item. In essence, noun revisions involving hesitation are sequenced as following:

(1) The teacher problematizes the target noun in L1 or L2
(2) Students show hesitation
(3) A particular student provides the correct answer
(4) Peers confirm the answer
(5) Teacher acknowledges

Second pattern shows up when the students ask for clarification (see Excerpt 6 and Excerpt 7). After the teacher problematizes the target noun, a student asks for clarification, which may imply a range of possible correlations. To illustrate, the student may not be able to hear the target noun, or s/he may use it as a strategy to gain some time without experiencing any communication breakdowns etc. In any case, the teacher tends to repeat the target noun audibly for clarification. Remaining part follows the same patterns presented in the case of hesitation. Overall sequential organization in the case of clarification requests entails the following steps:

(1) The teacher problematizes the target noun in L1 or L2
(2) A student asks for clarification
(3) The teacher repeats the target noun
(4) A particular student provides the correct answer
(5) Peers confirm the answer
(6) Teacher acknowledges

Third pattern describes the sequential flow of noun revisions when the students provide the correct answer immediately without any hesitation. Similar to the previous patterns, student response is acknowledged in two steps including (1) peers' confirmatory repetition, and (2) the teacher's acknowledgment. In this case, noun revisions unfold following these steps:

(1) The teacher problematizes the target noun in L1 or L2
(2) A particular student provides the correct answer
(3) Peers confirm the answer
(4) Teacher acknowledges

Finally, the fourth pattern emerges in correlation with the number of students giving response to the teacher's requests for the meaning of a particular noun. When the majority of the students give the correct answer, the teacher does not acknowledge the answer, she rather follows up the next vocabulary item. In other words, the teacher does not provide any explicit acknowledgment turn after a choral response (Lerner, 1993; Mehan, 1979) is accomplished. The sequential organization entails the following elements:

(1) The teacher problematizes the target noun in L1 or L2
(2) A few students provide the correct answer in the form of choral response

(3) Teacher follows up the next vocabulary item

When it comes to the use of visuals for initiating the noun revisions, the teacher makes use of visuals in combination with verbal resources. That is, she points at the target visual and problematizes it verbally either in L1 (see Excerpt 12 and Excerpt 13) or L2 (See Excerpt 14). As a response, the students offer a translation for transmitting the meaning of the target noun. The teacher, in a sense, pedagogically encourages students to codeswitch between languages (Üstünel & Seedhouse, 2005) in order to check students' "displays of knowledge" (Koole, 2010). It is, on the other hand, interesting that sequential organization differs regarding the teacher's language choice. In the first place, when the teacher makes use of L1 and expects L2 translation, the noun revisions unfold as following:

(1) The teacher problematizes the target noun in L1 showing the visual
(2) A particular student provides the correct answer
(3) Peers confirm the answer
(4) Teacher acknowledges

When the teacher problematizes the target noun in L2 and requests for L1 translation, students provide an immediate choral response (Lerner, 1993; Mehan, 1979) and the revision entails the following steps:

(1) The teacher problematizes the target noun in L1 or L2
(2) A few students provide the correct answer in the form of choral response
(3) Teacher follows up the next vocabulary item

Although these two sequences unfold similarly with the ones emerging when the teacher uses verbal resources separately, the last pattern has some particular characteristics. To be more precise, students' immediate choral response (Lerner, 1993, Mehan, 1979) may not imply their displays of knowing (Koole, 2010); rather it may be related to the resources that the teacher utilizes for problematizing the target noun. Joint use of visuals and L2 meaning to get an answer in L1 may not correlate with displays of knowledge (Koole, 2010) in L2 since the students' main task is to offer an L1 noun for the visual. In other words, the students can produce the correct noun in L1 by looking at the visual without paying attention to the L2 meaning offered by the teacher, which, therefore, checks students' vocabulary knowledge in L1.

Previous research propounds that the teacher initiates the vocabulary explanations by emphasizing the target vocabulary item though prosodic resources, self-repair and visual resources in relation to the blackboard (Mortensen, 2011) or repetition (Waring et al., 2013). Koç (2019) adds another way of initiation which emerges in procedural contexts in which the teacher directly requests a word explanation through the use of L2. In accordance with these studies, the teacher initiates noun revisions directly asking for the meaning of target nouns with or without use of visuals in this corpus. Another significant element is rising intonation which is one of the chief elements occurring in all the instances. Diversely, the teacher problematizes the target noun in both L1 and L2. That is, vocabulary explanation requests emerge in the first turn in contrast to the sequential patterns offered by Mortensen (2011) and Waring et al. (2013) where requests emerge in the third turn.

As for student responses, they have a strong influence on the teacher's following turns. To illustrate, when the students display hesitation or ask for clarification, the teacher always provide a confirmatory repetition. This might imply that the teacher interprets students' hesitation or clarification requests as displays of uncertainty (Goodwin, 1987). Therefore, she attempts to reinforce students' epistemic access to the target noun through confirmatory repetition (Park, 2013). The teacher keeps providing confirmatory repetition when one or two students give the correct answer at first. One point needed to be clarified here is that students also evaluate the possible candidate answers given by their peers. To illustrate, if they deem that the candidate answer is not correct, they continue to offer new answers whereas they produce confirmatory repetition when they acknowledge the correctness of the candidate answer suggested. Simply, peer feedback precedes the teacher feedback. Another issue that I want to clarify is the state of choral response (Lerner, 1993; Mehan, 1979) which refers to the students' overlapping or latching responses. The teacher does not provide any acknowledgement (may not be available in every single case) when the students provide choral response, she rather follows up with the next vocabulary item. This might be another evidence pointing that the teacher conducts noun revisions for two main purposes: (1) evaluating students' epistemic access to the target nouns by checking their displays of knowing (Koole, 2010), (2) promoting students' epistemic access to previously

taught nouns referencing to their epistemic responsibilities (Kim, 2009; You, 2014, 2015).

Overall analysis of sequential organization of noun revisions has also revealed that the teacher makes use of both analytic and animated approaches for initiating the sequence whereas the student responses reflect solitarily use of analytic approach. Therefore, it is better to discuss the noun revisions regarding the animated and analytic approaches from two perspectives including (1) teacher initiation and (2) student responses. To begin with, the teacher does not abandon the salient use of verbal resources even if she makes use of the visuals as well. Therefore, it can be claimed that analytic approach (Waring et al., 2013) is permanently utilized while initiating noun revisions. Animated approach, on the other hand, accompanies the analytic approach through use of visuals in some cases. Although both of the approaches comprise a range of application of lexical and multimodal means, this corpus does not involve any other means than giving L1 or L2 meaning and showing visuals. YLL characteristics might be the primary factor leading this. Firstly, YLLs cannot grasp the meaning of abstract concepts (Harmer, 2007) and, therefore, it would be wise to choose concrete nouns as the target items which the students visualize easily. Secondly, as it is mentioned before, YLLs in this corpus have a limited L2 ability which is not sufficient for transmitting meaning through different lexical means such as giving definitions, antonyms, synonyms, etc. Consequently, it is not difficult to understand why L1 or L2 meanings and visuals are chosen for problematizing the target nouns. As for student responses, analysis has revealed that they show tendency to offer translations for explaining the target noun which is mostly induced by the teacher's codeswitching between languages (Üstünel & Seedhouse, 2005). Therefore, it can be claimed that the students invariably makes use of analytic approach for explaining the previously taught nouns which might be related to either their particular characteristics or the teacher's way of explanation while teaching these target nouns.

Interactional patterns of adjective revisions. Analysis has revealed that either verbal (See Excerpts 15 to 20) or embodied resources (See Excerpts 21 and 22) are employed in order to initiate adjective revisions. Similar to noun revisions, both the teacher and the students excessively use translation for transmitting the meaning of the target adjective. As for verbal resources, the interactional patterns

emerging during adjective revisions quite similar to the ones which appear during noun revisions. To provide a brief explanation, when the teacher initiate adjective revisions by problematizing the target adjective L2 and the students offer L1 translations for that particular adjective. In the same vein with noun revisions, student responses are responsible for how adjective revisions are sequentially organized. Namely, student responses may involve hesitation, clarification request, and correct answer, which influences how the teacher brings the sequence into close as in noun revisions. Still, to show the similarities and highlight the specialized points, I will briefly display how adjective revisions sequentially unfold.

When the students show hesitation explaining the target vocabulary item while revising previously taught adjectives, the sequential organization entails the following elements:

(1) The teacher problematizes the target adjective in L2
(2) Students show hesitation
(3) A particular student provides the correct answer
(4) Teacher acknowledges

What is interesting in this sequence is that there is not a peer confirmation sequence as we have seen in noun revision sequences. In addition to this, the teacher provides only embodied acknowledgement by nodding rather than a confirmatory repetition. In Excerpt 15, S07 provides the correct answer in a loud tone of voice, which may be the main reason that dissuades the teacher from providing a confirmatory repetition. This also might imply that the teacher deploys confirmatory repetition for making the target item audible for everyone.

The second sequential pattern emerging while adjective revisions are conducted is the one involving students' clarification requests, which entails the following steps:

(1) The teacher problematizes the target adjective in L1 or L2
(2) A student asks for clarification
(3) The teacher repeats the target adjective
(4) A particular student provides the correct answer
(5) Peers confirm the answer
(6) Teacher acknowledges

This sequence unfolds quite similar to the one occurring in noun revisions. Therefore, one can claim that the teacher might interpret that clarification requests pertain to the hearing problems and she repeats the target item in a more audible way similar to noun revisions.

Third pattern entails the students' immediate correct answer which is followed by a peer confirmation. Unlike the noun revisions, the teacher does not provide any acknowledgement (except Excerpt 18) and follows up with the next vocabulary item even though choral response (Lerner, 1993; Mehan, 1979) is not achieved. Simply, the teacher does not provide any acknowledgement when a peer confirms the correct answer. However, she always acknowledges the student responses except for choral response situation during noun revisions. This pattern simply involves the following steps:

(1) The teacher problematizes the target noun in L1 or L2
(2) A particular student provides the correct answer
(3) Peers confirm the answer

Embodied resources, emerging in this corpus, are particularly utilized for the adjective revisions. Put differently, adjective revisions are initiated with embodied resources while visuals are utilized in order to initiate noun revisions. Similar with the use of visuals in noun revisions, embodied resources are employed together with the verbal resources. What is interesting here is that, the teacher attaches L2 meanings to the embodied resources in order to problematize target adjectives, which leads students to make translations from L2 to L1 whereas she makes use of both L1 and L2 in order to initiate noun revisions through visuals. Put differently, analysis has revealed that the students do not produce the target adjectives in L2 when the teacher makes use of embodied resources. This may indicate that the teacher pedagogically aims to check students' receptive vocabulary knowledge rather than productive in these sequences. Another prominent point showing discrepancy with noun revisions is that the teacher's acknowledgment patterns. Similar to noun revisions, the teacher provides acknowledgment when the students show hesitation. However, the teacher does not acknowledge the student responses when one student gives the correct answer and another confirms it through repetition even though choral response is not achieved. Analysis of the present corpus uncovers that two sequential organizations emerge when the teacher

problematizes the target adjective through joint use of embodied resources and L2. The first involves students' hesitated responses and unfolds as following (see Interactional Patterns of Noun Revisions):

(1) The teacher problematizes the target adjective through joint use of embodied resources and L2
(2) Students show hesitation
(3) A particular student provides the correct answer
(4) Peers confirm the answer
(5) Teacher acknowledges

The second sequential pattern in which the teacher does not provide any acknowledgment after peer confirmation is provided entails the following elements:

(1) The teacher problematizes the target adjective through joint use of embodied resources and L2
(2) A particular student provides the correct answer
(3) Peers confirm the answer

As it is demonstrated, adjective revisions unfold very similarly to the noun revisions. Thus, the sequential organization of adjective revisions have elements in common with the sequential patterns for vocabulary explanation suggested by Mortensen (2011) and Waring et al. (2013). As in noun revisions, the teacher initiates the adjective revisions in the very first turn of the sequence (Koç, 2019) by not only bringing into focus but also problematizing it with a rising intonation. Students always provide a response; however, display of hesitation or clarification requests may precede the students' correct answer. As such, the teacher always provide an acknowledgement right after the peers' confirmatory repetition similar to the noun revisions. When a student provide an immediate correct answer and peer confirmation is achieved, on the other hand, the teacher mostly follows up with the next vocabulary item without bringing the sequence into an explicit closure. That is to say, adjective revisions follow a sequential organization which is parallel to the last two steps of the patterns suggested by Mortensen (2011) and Waring et al. (2013). In essence, following steps are identical in some respect:

- the teacher requests for vocabulary explanation,
- students offer vocabulary explanation

As Waring et al. (2013) present, the sequence could be brought into close through repetition, which entails, in this corpus, peers' or/and teacher's confirmatory repetition (Park, 2013). As for contextualization, animated approach may be adopted in a few of the cases where the teacher contextualizes the meaning of the target adjective through embodied explanations. On the other hand, when the teacher makes use of analytic approach, she does not contextualize the target adjective. Regarding analytic and animated approaches, the students only employ the analytic approach through translation while responding the teacher's requests for the meaning of a particular previously taught adjective. Finally, focusing on the teacher's F-moves, it can be claimed that she aims to recover students' insufficient epistemic knowledge through adjective revisions. That is to say, the teacher always provides an acknowledgement, mostly confirmatory repetitions, when the students show hesitation or display uncertainty in their response whereas she follows up with the next vocabulary item when she considers that meaning of the target adjective is revised for all of the students and their epistemic responsibility is pointed explicitly. To sum up, the teacher not only checks students' display of knowledge (Koole, 2010) but also reminds the meaning of previously taught adjectives by referencing to past learning events (Can Daşkın, 2017) through adjective revisions.

Interactional patterns of noun phrase revisions. Analysis has revealed that noun phrase revisions serve for revising the previously taught nouns and adjectives in the same context rather than referring a new word class which is directly taught beforehand. As such, noun phrase revisions demonstrate how adjectives are utilized as modifiers for describing a particular noun. That is to say, the teacher contextualizes the target adjectives and nouns putting them into the form of a noun phrase. This might indicate that the vocabulary revision practices offer learning opportunities for the students. Thanks to the formulation of noun phrases, the students view how vocabulary items occur together in addition to revising their meaning.

Similar to noun revisions, the teacher initiates noun phrase revisions through verbal resources or visuals. Later on, embodied enactments might occur in order to elicit the target adjective. Student responses, as in revision of nouns and adjectives, influence the sequential flow of noun phrase revisions. This time, however, it is not the students' hesitation or uncertainty which shapes the flow of interaction but the

portion of the answer they provide. That is, the students might break the noun phrases into pieces and provide an answer with either the target noun or adjective in several cases, which I will discuss in detail providing the sequential patterns.

When the teacher makes use of verbal resources, she initiates the revision sequence by providing the target noun phrase in L1 or L2. Following this, the students respond the teacher's request in two different ways, which brings out different sequential patterns accordingly. First, the students may provide a partly correct answer in which they offer a candidate answer for either the noun or the adjective. Subsequently, the teacher elaborates on their answer in order to elicit the remaining part of the target noun phrase, which results in a *stepwise movement* in the sequential organization. Stepwise noun revisions typically entail following elements which may not be available for every case:

(1) The teacher problematizes the target noun phrase (adjective+noun) in L1 or L2
(2) Students provide partly correct answers (adjective or noun as a discrete unit)
(3) The teacher elaborates for the remaining part
(4) A particular student provides it (noun phrase or the remaining part)
(5) Peers confirm the answer
(6) Teacher acknowledges

Second pattern demonstrates the instances in which the students provide the correct answer immediately. As soon as the teacher problematizes the target noun phrase, a particular student provides the correct answer. Following this, peer confirmation and teacher acknowledgment are sequentially accomplished. This pattern simply entails the following elements which may not be available for every case:

(1) The teacher problematizes the target noun phrase in L1 or L2
(2) A student provides the correct answer
(3) Peers confirm the answer
(4) The teacher provides acknowledgment

When the teacher makes use of visuals in order to initiate the noun phrase revisions, she asks what it is in the visual in English rather than providing the noun phrase verbally. Such a sequential pattern only arises when the noun phrase

revisions are conducted through visuals, which may have a range of motives and implications. To begin with, students give a response in L2 naturally when the teacher asks a question in L2, which indicates that students attempt to give an answer rather than translating it when a real question directed to them in L2. Furthermore, the students show tendency to give the target answer in the form of a sentence not as a solitary vocabulary item in some cases (see Excerpt 30, Excerpt 31). Similarly, the teacher requests for a sentence when the students provide the target noun phrase as a discrete unit. Consequently, these all could imply that the joint use of noun phrases and visuals leads to contextualized vocabulary revision sequences. To put it differently, noun phrase revisions might serve different pedagogical aims compared to discrete noun or adjective revisions. Another prominent point of the sequential organization of noun phrase revisions is that the teacher always expands for forming a noun phrase even if the students correctly provide either the target noun or adjective as discrete units. The teacher's attitude, therefore, gives rise to stepwise movement of noun phrase revisions, which simply entails the following elements:

(1) The teacher requests for the meaning of the target noun phrase in L2 pointing at the visual
(2) Students provide partly correct answers (adjective or noun)
(3) The teacher elaborates it through an engaging question
(4) A particular student provides the correct answer
(5) Peers confirm the answer
(6) Teacher acknowledges

After the teacher shows the target visual and asks what it is, the students might provide the answer as a noun phrase immediately by combining the previously taught adjectives and nouns to describe the noun that the visual refers. This might indicate that the students display that they not only know the target noun in the visual but also describe it with the previously taught adjectives. Namely, this sequential pattern illustrates that the students could productively use the previously taught vocabulary items in combination and it unfolds as following:

(1) The teacher requests for the meaning of the target noun phrase in L2 pointing at the visual
(2) A student provides the correct answer

(3) Peers confirm the answer

(4) The teacher provides acknowledgment

Overall, both animated and analytic vocabulary explanation approaches (Waring et al., 2013) arise during noun phrase revisions and the teacher's language preference differs in terms of the approach she adopts. When the teacher applies analytic vocabulary explanation, she problematizes the target vocabulary item in L1 or L2, and the students, correspondingly, attempt to offer translations. That is to say, translation is utilized as a primary means for noun phrase revisions as in noun revisions and adjective revisions. When the teacher applies animated approach, she shows the visual and asks what it is in L2 rather than providing the target vocabulary items. In this case, students provide candidate answers in L2 rather than offering translations. That is to say, in the first case, the students code switch between languages to produce displays of knowing (Koole, 2010) whereas in the second case, the students provide answers in L2 rather than codeswitching. This might imply that it is the teacher who manages the language shifts during vocabulary revisions. Students' language choice in second pair parts, on the other hand, demonstrates how YLLs establish intersubjectivity providing preferred responses by alternating between languages (Aus der Wieschen & Sert, 2018).

Aspects of Vocabulary Knowledge

As it is described in the review of literature (see Vocabulary Knowledge), Vocabulary knowledge entails a cumulative (Nation, 2013) and a complex (Schmitt, 2014) process and it involves a range of interrelated aspects including breadth and depth (Anderson & Freebody, 1981), definitional and contextual (Stahl, 1983), partial and precise (Henriksen, 1999), receptive and productive (Henriksen, 1999; Nation, 2013). Nation (2013) offers an overall framework built upon the fore mentioned aspects highlighting three main dimensions: (1) form, (2) meaning, and (3) use. From a conversation analytic perspective, Stoewer and Musk (2018) have investigated how these aspects of vocabulary knowledge emerge during vocabulary explanation sequences. Their analysis proposes that the teacher targets different vocabulary knowledge aspects in different ways and through different resources. Meaning is mostly enhanced through definitions and translations; the form is addressed through topicalized lexis or writing on the board; and use is augmented

through contextualization and collocations (Stoewer & Musk, 2018). Koç (2019) also incorporates aspects of vocabulary knowledge into his doctoral dissertation. He has revealed that meaning, form and use are not always reinforced in the same sequence during vocabulary explanations rather different combinations of these are available as well as emergence of discrete focus on a single aspect. However, Koç's analysis demonstrates that students' potential of understanding and recall is boosted when all the aspects are included in a single vocabulary explanation sequence.

Vocabulary revisions as a frequently occurring phenomenon might imply a lot about teacher's pedagogical aims. Simply, vocabulary revisions let students experience repeated exposure to the target vocabulary items which is one of the chief requirements of proceeding from partial knowledge to precise knowledge (Gonzalez-Fernandez & Schmitt, 2017). Micro analytic examination of vocabulary revisions reveals that translation is predominantly utilized to address the meaning of the target vocabulary item. Definitional meaning (Stahl, 1983) is, therefore, reinforced during vocabulary revisions. Animated approach through use of visuals and embodied explanations, on the other hand, lead students to gain contextualized vocabulary knowledge. Additionally, noun phrase revisions illustrate how contextual vocabulary knowledge (Stahl, 1983) is accomplished through both animated and analytic approaches (Waring, et al., 2013). When the teacher initiates noun phrase revisions through verbal resources, she either targets a particular adjective and noun in combination, which exemplifies how nouns and adjectives occur together. Noun phrase revisions initiated through visuals contributes a lot more to enhancement of contextual vocabulary knowledge. First, they illustrate co-occurrence of nouns and adjectives. Second, use of visual is accepted as a kind of contextualization (Waring et al., 2013). Third, the emergence of question-answer adjacency pairs in L2 demonstrates both adjectives and nouns in linguistic contexts and allow students to produce appropriate responses when a question in L2 is directed to them.

With regard to Nation's (2013) framework on vocabulary knowledge, analysis of this study proposes that the teacher particularly targets the students' displays of knowledge (Koole, 2010) on vocabulary meaning. Through adjective and noun revisions, she chiefly checks whether the students know "what meaning the target

vocabulary item signals" (Nation, 2013) through translations from L2 to L1 and "What word form can be used to express this meaning" (Nation, 2013) through translation from L1 to L2 regardless of the resources she makes use of. The teacher's recasts and confirmatory repetitions might signify her intent to promote spoken form of target vocabulary especially how the target vocabulary item is pronounced. Noun phrase revisions, on the other hand, demonstrates the teacher's multifaceted objectives during the revision of previously taught vocabulary items. Initially, making up noun phrases combining previously taught adjectives and nouns, the teacher fosters the students' receptive collocational knowledge illustrating "what words or types of words occur together" (Nation, 2013). As for productive vocabulary knowledge on collocations, the teachers' elaborations during stepwise noun phrase revisions might imply her aim for showing "what words or types of words must we use with a particular one" (Nation, 2013). Finally, it can be claimed that noun phrase revisions through visuals chiefly promote grammatical functions of target vocabulary items both receptively and productively by displaying "in what patterns the word occurs" and "in what patterns we must use the word" (Nation, 2013).

To sum up, vocabulary revisions are carried out to address various issues in terms of enhancement of vocabulary knowledge. Especially noun phrase revisions let students experience the multi-dimensional nature of knowing a particular word. This thesis empirically supports the previously suggested arguments by demonstrating how different aspects of vocabulary knowledge are dealt with in the course of classroom interaction.

Implications for Teaching L2 Vocabulary to YLLs

As mentioned in the literature review (see Teaching Vocabulary to Young Learners), instructional implementations for teaching vocabulary deployed in YLL classroom have been investigated in a range of aspects including effects of frequent and repeated exposure, giving explicit word definitions and meanings, use of multimodality, and interactional classroom environment (Butler, 2019). However, much less is known about to what extent and how these aspects of vocabulary instruction emerge during natural classroom interaction. The present thesis, in this respect, addresses this research gap in the literature. Throughout this section, I will

discuss the research findings in terms of the previously outlined instructional implementations for teaching L2 vocabulary to YLLs.

Primarily, frequent and repeated exposure to target vocabulary items is recognized as a promoting factor in vocabulary development (Collins, 2010; Lin, 2014; Rohde & Tiefenthal, 2000). Since analysis of the research data has revealed that vocabulary revision is a frequently emerging pattern, this thesis verifies that the teacher's instructional implementations on vocabulary correspond to this argument. Additionally, micro analytic investigation of the relevant data segment has found out that vocabulary revision practices have different phases in relation with the student responses as well as the teacher's pedagogical aims. To illustrate, students' certainty of the target vocabulary meaning shapes the teacher's pedagogical aim. That is, the teacher approaches the vocabulary revision as a learning opportunity when the students are uncertain about the answer, and she designates her following sequence accordingly by providing a confirmatory repetition. However, achievement of choral response (Lerner, 1993, Mehan, 1979) or the students' correct answers provided overconfidently are taken as a proof that the students could retrieve and produce displays of knowledge (Koole, 2010) regarding the target vocabulary items. As for the teacher's pedagogical aims, on the other hand, adjectives and nouns are firstly revised as discrete units targeting the definitional meaning. Following this, the teacher connects these separate word classes as noun phrases and promotes the collocational vocabulary knowledge. Therefore, it can be claimed that repeated exposure allow students to reinforce their vocabulary knowledge in different aspects. This finding seems to be consistent with Rohde and Tiefenthal's (2000) argument that fast mapping (Carey, 1978; Clark, 1983) is available during L2 vocabulary acquisition in which the students experience a process from partial maps to precise knowledge (Henriksen, 1999) via repeated vocabulary exposure. In fact, occurrence of differentiated aspects addressed during vocabulary revision let students gain a complex vocabulary knowledge. As such, this thesis presents an empirical evidence of how repeated and frequent exposure the target vocabulary items reinforces vocabulary development.

Whether explicit or implicit vocabulary instruction is more effective while teaching vocabulary to young learners is one of the controversial issues taking attention of the researchers (Carlo et al., 2004; Lugo-Neris, Jackson and Goldstein,

2010; Ulanoff and Pucci 1999). Although this research provides little about implicit vocabulary instruction, it has revealed several aspects of explicit vocabulary explanation in YLL classroom. Noun phrase revisions through use of visuals give an understanding of how implicit revisions of vocabulary items are conducted. In fact, question-answer adjacency pairs illustrate the occurrence of target vocabulary items in context and check students' displays of knowledge implicitly and not only the meaning of the target vocabulary items but also the use of them is promoted. Regarding this, it can be implied that implicit vocabulary revisions allow teachers to check student's vocabulary knowledge multidimensionally. When it comes to the explicit vocabulary revisions, they are accomplished through bi-directional translation between L1 and L2. The teacher requests for the target vocabulary meaning and the students try to provide an explanation in the corresponding language. This finding supports previous research into L1 use promotes the vocabulary development of YLLs having limited L2 vocabulary size (Lugo-Neris, Jackson and Goldstein, 2010). How L1 is used during vocabulary explanations/revisions might be more influential than its use. That is to say, concurrent translation is regarded as an impeding way of L1 use in terms of the vocabulary instruction during story reading (Ulanoff & Pucci, 1999). However, L1 use emerges during dialogic vocabulary revisions in this corpus, and this allows the teacher to explore the students' explicit demonstration of "assumed knowledge" (You, 2014; 2015) and "displays of knowing" (Koole, 2010) regarding the definitional meaning of the target vocabulary items. Overall, these two approaches reinforce vocabulary development in different ways and aspects; consequently, complimentary use of them might be a wise choice (Carlo et al., 2004).

Multimodality is another debated topic in vocabulary teaching which emerges in this corpus as well. Analysis has unearthed that the teacher deploys visuals and embodiment for initiating vocabulary revisions as well as verbal resources. Tellier (2008) suggests that use of gestures increases YLL's L2 memorization skills through visualization and motor modality. He proposes that learnability of nouns and verbs increases when the teacher makes use of gestures. The analysis of the present data demonstrates that Tellier's suggestion is also pertinent to adjectives by showing how gestures are utilized during adjective revisions. Tonzer, Lotto and Job (2009) have compared word-learning and picture-learning models, and they have unearthed that

picture learning model leads superior outcomes. This study has been unable to demonstrate such a comparison; it rather examines the use of these resources in its own right. Analysis demonstrates that the teacher does not separate multimodal resources from verbal ones, she prefers to use them in combination in parallel with the argument that combinatory use of different resources boosts vocabulary development (Mavilidi, Okely, Chandler, Cliff and Paas; 2015). It might be possible to make a comparison between visuals and embodied explanations since the teacher deploys visuals for initiating noun revisions while embodied explanations for initiating adjective revisions. Besides, the teacher utilizes embodied explanations in order to elicit adjective meanings during noun phrase revisions. By extension, it can be claimed that word class is a significant factor in the deployment of multimodal resources during vocabulary revisions (Tellier, 2008). Similar to the comparison of explicit and implicit instructions, one needs to bear in mind that there might be differentiated factors influencing the use of these elements, and it may be deceptive to make a comparison. This also accords with the argument that word status and age of the learners might alternate the efficiency of picture-learning model and word-learning models (Tonzer, Lotto and Job, 2009).

In contrast to the popular belief, research asserts that YLLs could negotiate for meaning and maintain communication (Aus der Wieschen & Sert, 2018; Oliver, 1998; Pinter, 2007). As it is mentioned before (see Interactional Patterns of Vocabulary Revisions), vocabulary revisions, in this corpus, are conducted through dialogic approach (Koole, 2010), which engages learners into the process and it gives rise to the establishment of an interactional environment. This might be identified with the argument that interactive vocabulary instruction surpasses the direct instruction in terms of the learning outcomes (Chlapana & Tafa, 2014). Particularly, analysis of the noun phrase revisions illustrates that students could use the vocabulary items appropriately when an L2 question is directed to them in an animated context. Previous studies have demonstrated that YLLs contribute to each other's talk by providing unknown words (Pinter, 2007), which indicates that YLLs could use the L2 vocabulary items for different purposes. Students' confirmation turns, in the present study, promote this argument by presenting the students' ability to assess each other's claims for knowing (Koole, 2010).

Implications for Classroom Interactional Competence and CA for SLA

Based on the analysis (see Chapter 4), and the discussion of the findings regarding the interactional resources of vocabulary revision, the present study proffers some implications for Classroom Interactional Competence (CIC) and CA for SLA research. As it is described in the review of literature (see CA for SLA and L2 Classroom Interactional Competence), CIC is the ability to use classroom interaction as a tool for aiding and mediating L2 leaning (Walsh, 2011).

To begin with, the present study shows how the teacher utilizes RPLE for setting the scene in order to initiate the revision of previously taught vocabulary items. The teacher makes use of "we statements" (Mercer, 2008) (see Excerpt 1) or directs questions indicating upcoming "recognition checks" (You, 2014; 2015) (see Excerpt 3) in students' L1 to start the vocabulary revision. In both cases, "remember" is included in the teacher's TCU (Can Daşkın, 2017), which signifies that remembering arises as a social act (Middleton & Brown, 2005) during vocabulary revisions. Following such expressions, the teacher displays her focus more precisely by the help of Turkish past tense marker "–di" attached to the question word "ney", which enables RPLE (Can Daşkın, 2017; Can Daşkın & Hatipoğlu, 2019) in order to request the meaning of a previously taught vocabulary item. In doing so, the teacher makes her pedagogical focus available to the students and notifies that the students have the resources to find the correct answer (Can Daşkın, 2017; Lee, 2006) in their "past shared experience" (Mercer, 2008). Therefore, it can be argued that RPLE emerges as a resource for setting the scene in order to revise previously taught vocabulary items while making students' epistemic responsibility and assumed knowledge visible to them (Can Daşkın, 2017). In this respect, this study supports Can Daşkın's (2017) argument that referencing appears as a component of CIC. It leads students' to produce "displays of remembering" (Goodwin, 1987; Middleton & Brown, 2005) during social interaction teacher to check students' epistemic access to the vocabulary items they are assumed to know (You, 2014, 2015).

Tracking the vocabulary revisions, it is revealed that the teacher does not employ explicit RPLE except for the sequences which begins the revision practice. After the students get accustomed to the vocabulary revision pattern, the teacher

problematizes the target vocabulary item through rising intonation rather than by the help of explicit question words. Therefore, it can be claimed that rising intonation appears as a component of CIC (Walsh, 2011) which is deployed for asking the meaning of the target vocabulary item. The teacher creates space for the student participation by initiating the vocabulary revision sequence interrogatively and maintains her attitude by offering them sufficient wait time (Sert, 2011) to suggest candidate answers. Additionally, analysis also reveals that peer feedback precedes the teacher feedback, which implies that vocabulary revision is usually carried out as a multilogue (Schwab, 2011) in which several students not only offer candidate answers but also make evaluations about each other's answers. Therefore, one can claim that displaying features of L2 CIC (Walsh, 2011), the teacher utilizes prosodic elements artfully and promotes occurrence of remembering as a multi-party social act.

Code-switching and translation emerge as an elicitation resource (Sert, 2011; 2015; Koç, 2019) during vocabulary explanation. Koç (2019) proposes that use of L1 is an efficient way of vocabulary explanation since it allows teacher to transmit the vocabulary meaning in a practical and quick way when the students share the same mother tongue. Corroboratively, analysis of the present study has evidenced that use of L1 allows the teacher to elicit the meaning of student's previously taught vocabulary items by the help of RPLE and the teacher's preferred language influences the student's language choice. Üstünel and Seedhouse (2005, p. 321) argues that "the teacher may use the L1 in order to get the learners to speak in the L2" (see Excerpt 5 and Excerpt 12), or "may use the L2 in order to prompt learners to speak in the L1" (see Excerpt 10 and Excerpt 14), or "may use the L2 to have learners speak in the L2" (see Excerpt 29 and Excerpt 30). In addition to code-switching, analysis has shown that the teacher also employs code mixing to manage the students' contributions for elaboration (see Excerpt 29). To illustrate, in Excerpt 29, code mixing arises in line 15 in which the teacher ratifies the noun "`lorry`" and expands the turn in order to elicit a particular adjective describing it in Turkish "`ama bu sa↑nki biraz uzun bir lorry`" (but it seems like a little long). S06's correct answer in line 17 evidences that use of L1 is an effective way of eliciting the students' display of assumed knowledge.

Moreover, research suggests that use of embodiment signifies the teacher's L2 CIC (Sert, 2011; Koç, 2019). Analysis of this study, in the same vein, shows that the teacher makes use of visuals in order to elicit previously taught nouns whereas she makes use of embodiment (gestures) in order to elicit previously taught adjectives. This indicates that the teacher employs different resources for different word classes in synchronization with talk. That is to say, both embodiment and visuals are utilized to provide multimodal account problematizing the target nouns and adjectives and teacher's preferred language determines the student's language choice while responding. That is, when the teacher provides the target vocabulary item in students' L1, the students offer L2 translations whereas the students produce the candidate answers in L1 when the teacher provides the L2 equivalence of the target vocabulary item. On the other hand, these resources serve for differentiating purposes during noun phrase revisions. To illustrate, the teacher makes use of visuals to initiate noun phrase revisions, yet she directs an L2 question to get the correct answer rather than providing the target vocabulary in L1 or L2 unlike adjective and noun revisions (see Excerpt 30), which leads students to produce their responses in L2. That is to say, divergent use of talk along with visuals results in differentiated student outcomes. When it comes to embodied explanations, they are utilized for eliciting the target adjective during noun phrase revisions (see Excerpt 25). Excerpt 25 evidences that embodied explanations draws students' attention more than talk. In line 01, the teacher provides the target noun phrase in a sentence "TH↑AT'S A #<BIG B↑US>" and displays "big" by the help of gestures synchronically. Following this, the students produce partly correct answers in which they translate "big" into Turkish while leaving "bus" in English and this shows that embodiment predominates talk. Therefore, findings of this study confirm that use of embodiment (Sert, 2011; Koç, 2019) and visuals with talk can be attributed as components of L2 CIC.

Findings of this study also reveals that DIUs (Koshik, 2002) are utilized to shape or to expand student answers (see Excerpt 23 and Excerpt 26). To be more precise, the teacher employs DIU during noun phrase revisions to elicit the noun she has targeted and to request an analytically contextualized (Waring et. al, 2013) answer in sentence, which also promotes grammatical functions of target vocabulary items (Nation, 2013). To illustrate, in Excerpt 26, the teacher requests

the meaning of “`kü↑çük yatak odası`” (small bedroom) in line 01 and S06 offers a partly correct answer saying “`sma↑ll`” in line 04. Following this, the teacher requests a full sentence stating that “`ta↑m cümle`” (full sentence) and establishes a DIU (Koshik, 2002) in the same TCU “`it's a:↑`” in line 06. As a response to the teacher, S06 takes the teacher’s DIU attaching the target adjective which she completes with a noun in her next turn. That is to say, DIU (Koshik, 2002) is an interactional resource shaping students’ contributions (Walsh, 2011) in the direction of the teacher’s pedagogical focus and the present thesis evidences that DIU appears as a component of L2 CIC (Walsh, 2011).

All in all, the teacher displays various features of L2 CIC (Walsh, 2011) during vocabulary revisions. To begin with, referencing and use of RPLE allows the teacher to set the scene for the upcoming revision activity as well as to check students’ displays of remembering in connection with their epistemic responsibility. Secondly, effective use of rising intonation helps to problematize the previously taught vocabulary items without conducting explicit RPLE or utilizing question words. Also, the teacher’s interrogative initiation of the vocabulary revision through efficient rising intonation and wait time not only promotes student participation but also establishes multilogue in which remembering occurs as a multi-party social act. As it is proposed before, use of codeswitching results in a range of interactional pedagogic achievements including elicitation, shaping student contributions, determining students’ language choice. Use of visuals and embodied explanations are other available elicitation resources and efficient use of these resources contributes the achievement of intersubjectivity between the teacher and students through multimodal instruction. Finally, the teacher makes use of DIU in order to reformulate students’ responses as well as elaboration. To sum up, vocabulary revisions are co-constructed by the teacher and students interactively and the features of CIC emerging during vocabulary revisions let the teacher check students’ displays of knowing and remembering as well as give chance to upgrade students’ epistemic access to what they are assumed to know.

Chapter 5
Conclusion and Suggestions

This chapter presents the summary of the study and pedagogical implications. Following this, limitations of the study and recommendations for the further research will be clarified.

Summary of the Study

The main goal of this study was to describe the interactional unfolding of vocabulary revisions from a Conversation Analysis (CA) perspective. It has examined how the teacher initiates vocabulary revision sequences before starting a new activity. Following this, it has revealed how vocabulary revisions are sequentially organized regarding the word classes including nouns, adjectives and noun phrases. It also presents how verbal, embodied and visual resources are employed during vocabulary revisions. Finally, it has discussed the aspects of vocabulary knowledge (form, meaning, use) addressed during vocabulary revisions.

Firstly, analysis suggests that the teacher revises the previously taught vocabulary items before starting the main activity or the new topic of the week. It has also been observed that the teacher explicitly employs Reference to Past Learning Events (RPLE) (Can Daşkın, 2017; Can Daşkın & Hatipoğlu, 2019) in the form of questions in order to explore students' demonstration of "assumed knowledge" (You, 2015), and "displays of knowing" (Koole, 2010) of the previously taught vocabulary items. That is, by the aid of RPLE, the teacher sets the floor for the upcoming vocabulary revision by orienting to the students' epistemic responsibility (Stivers et al., 2011). After constructing the vocabulary revision sequence as a requirement for displays of remembering, the teacher eliminates the explicit instructions and utilizes rising intonation to problematize the target vocabulary items.

Secondly, it has been uncovered that the overall sequential organization of vocabulary revisions fits triadic structure of classroom interaction (Sinclair & Coulthard, 1975) which entails (1) teacher initiation, (2) student response and (3) teacher feedback or follow up. However, micro-analysis has revealed that this organization diversifies regarding the word class, resources (verbal, embodied, visuals), and student responses.

Use of L1 is the main resource during vocabulary revisions; however, the teacher also utilizes the visuals while revising the previously taught nouns, and embodiment while revising the previously taught adjectives. In both of the revision of nouns and adjectives, translation is the primary way of meaning transfer. As for noun revisions, the teacher makes them up by combining the previously taught adjectives and nouns and she problematizes them through use of L1 or visuals. Embodied explanations also utilized in order to reinforce the meaning of target adjectives. During noun phrase revisions, use of L1 leads bidirectional translation while use of visuals induces L2 answers. When the students offer partially correct answers, the teacher expands student responses to get the full form of the answer.

Finally, findings have shown that vocabulary revisions predominantly reinforce the definitional meaning of the target vocabulary items through translation especially during discrete revisions of the nouns and adjectives. However, noun phrase revisions lead to student experiences enhancing multi-dimensional nature of vocabulary knowledge regarding the aspects of not only meaning but also use.

Pedagogical Implications

The findings of the present thesis extend our knowledge of vocabulary revision sequences constructed in YLL settings and provide insights for teaching L2 vocabulary to YLLs. To begin with, vocabulary revisions provide repetitive and frequent exposure to the target vocabulary items, which enhances students' cumulative vocabulary development establishing a link between subsequent learning experiences. Besides, learning opportunities are created through "recognition checks" (You, 2015) and RPLE (Can Daşkın, 2017) as well checking students' "displays of knowing" (Koole, 2010). Use of dialogic approach (Koole, 2010) through efficient rising intonation and wait time let students actively participate in the vocabulary revisions and evaluate each other's answers by the help of confirmatory repetition (Park, 2013), which promotes the emerging of remembering as a multi-party social act (Middleton and Brown, 2005).

As for different aspects of vocabulary knowledge, the analysis has shown that definitional meaning is predominantly reinforced through the use of L1 during the revision of both nouns and adjectives. Revision of noun phrases, on the other hand, lead to the development of more complex vocabulary knowledge involving the

aspects of meaning and use (Nation, 2013) by presenting the target vocabulary items in a contextualized way.

Finally, the following conclusions can be drawn from the present study. First, the teacher's language preference is entwined with the pedagogical focus and results in a variety of interactional outcomes involving elicitation, shaping student contributions and inducing the students' language choice. Second, use of visuals and embodied explanations support the establishment of intersubjectivity between the teacher and the students as well as contributing to elicitation. Third, Designedly Incomplete Utterances (DIU) elaborate student responses encouraging contextualized answers.

All in all, vocabulary revisions bring about a variety of pedagogic achievements through the teacher's efficient use of diversified interactional resources including RPLE, recognition checks, dialogic approach to vocabulary explanation, effective use of rising intonation, analytic and animated approaches, codeswitching, stepwise movement, etc. Consequently, teachers should be aware of the interactional resources enabling student participation, creating learning opportunities as well as checking their epistemic access to the previously taught vocabulary items.

Limitations

The readers should bear in mind that the present thesis has a number of possible limitations like any other study. One possible limitation is related to representativeness of the research findings which come from a single institution, one classroom and one teacher although the data provides sufficient and interactionally rich data for a CA investigation. In fact, CA aims to uncover context-specific paradigms rather than bringing generalization for teaching and learning in an instructed YLL context.

The duration of the data collection might be another possible limitation from the longitudinal viewpoint which is mostly regarded as the single way of explicating how learning is accomplished. It would be interesting to examine vocabulary learning process of the students during a whole year through the tracking of language learning behavior (Markee, 2008), yet the research data is rich enough to

make rigorous examinations regarding vocabulary revisions, and it does not impede the research findings.

Technical limitations could also occur during both data collection and transcription processes. The data of the present study were collected via two cameras to capture the every detail of the classroom interaction, yet they still failed to capture certain points of the classroom. Another limitation is that the lack of individual voice recorders for the participants, which prevents the researcher from hearing some of the student talk. In addition, it might be difficult to identify who says what because the students talk simultaneously at certain times, which also influence the accuracy and consistency of the transcripts. Jenks (2006) argues that "although CA relies on both transcripts and recordings, it is often the transcripts that are used for presentation and publication" (p.80); however, it is almost impossible to display every detail of interaction in the transcripts because of their constantly evolving nature. Using Jeffersonian transcription system and inserting screenshots to display multimodal elements where relevant and necessary, I have tried to promote reliability and readability of the transcripts.

Further Research

This thesis has studied the teacher initiated vocabulary revisions in relation with the RPLE phenomenon in an instructed YLL context. Although it has revealed some important findings about how planned vocabulary revisions are carried out before starting the main activities in an instructed YLL setting, further research is required to expand the findings of the present study with the examination of vocabulary revisions in relation with not only the RPLE but also other related phenomena. To illustrate, it would be interesting to conduct a longitudinal study to reveal how vocabulary learning is accomplished through repetitive vocabulary explanation and revision processes. Additionally, effects of vocabulary revision practices on the implementation of the main activity could be investigated in relation with the informal formative assessment occurring in the course classroom interaction. From another point of view, development of vocabulary knowledge might be investigated through language learning tracking method (Markee, 2008) in order to reveal the temporal dimensions (Mercer, 2008) of vocabulary knowledge. Although the present research has uncovered how some aspects of vocabulary

knowledge is targeted during explicit vocabulary revisions, there is need for further research to investigate the development of precise vocabulary knowledge addressing the particular aspects of it.

This study has focused on the planned teacher-initiated vocabulary revisions; however, it would be worthwhile to examine how unplanned or student-initiated vocabulary revisions are accomplished during classroom interaction. As such, how the students make RPLE to problematize or retrieve previously taught vocabulary items could be revealed. Moreover, further research is recommended to examine not only teacher-student interaction but also peer interaction during vocabulary revisions in order to find out how remembering emerges as a social act (Middleton & Brown, 2005) during multidirectional classroom interaction.

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APPENDIX-A: Jefferson Transcription Conventions

Adapted from Hutchby and Wooffitt (2008)

(1.8)	Numbers enclosed in parentheses indicate a pause. The number represents the number of seconds of duration of the pause, to one decimal place. A pause of less than 0.2 seconds is marked by (.)
[ ]	Brackets around portions of utterances show that those portions overlap with a portion of another speaker's utterance.
=	An equal sign is used to show that there is no time lapse between the portions connected by the equal signs. This is used where a second speaker begins their utterance just at the moment when the first speaker finishes.
::	A colon after a vowel or a word is used to show that the sound is extended. The number of colons shows the length of the extension.
(hm, hh)	These are onomatopoetic representations of the audible exhalation of air
.hh	This indicates an audible inhalation of air, for example, as a gasp. The more h's, the longer the in-breath.
?	A question mark indicates that there is slightly rising intonation.
.	A period indicates that there is slightly falling intonation.
,	A comma indicates a continuation of tone.
-	A dash indicates an abrupt cut off, where the speaker stopped speaking suddenly.
↑↓	Up or down arrows are used to indicate that there is sharply rising or falling intonation. The arrow is placed just before the syllable in which the change in intonation occurs.
<u>Under</u>	Underlines indicate speaker emphasis on the underlined portion of the word.
CAPS	Capital letters indicate that the speaker spoke the capitalized portion of the utterance at a higher volume than the speaker's normal volume.

°	This indicates an utterance that is much softer than the normal speech of the speaker. This symbol will appear at the beginning and at the end of the utterance in question.
> <, < >	‘Greater than’ and ‘less than’ signs indicate that the talk they surround was noticeably faster, or slower than the surrounding talk.
(would)	When a word appears in parentheses, it indicates that the transcriber has guessed as to what was said, because it was indecipherable on the tape. If the transcriber was unable to guess what was said, nothing appears within the parentheses.
$C’mon$	Sterling signs are used to indicate a smiley or jokey voice.
+	marks the onset of a non-verbal action (e.g. shift of gaze, pointing)
	italics English translation

APPENDIX-B: Consent Form (Teacher)

GÖNÜLLÜ KATILIM FORMU (ÖĞRETMEN)

…./…./…….

Sevgili Meslektaşım,

Çalışmamıza gösterdiğiniz ilgi ve ayırdığınız zaman için çok teşekkür ederiz. Araştırma, yabancı dil (İngilizce) eğitiminde sınıf içi etkileşimin rolünü saptamak adına gerçekleştirilecek olan Dr. Öğr. Üyesi Hatice Ergül danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu sebeple de, yabancı dil sınıfındaki doğal dinamiğin korunması ve öğretmen-öğrenci ve öğrenci-öğrenci etkileşimleri, araştırma için büyük önem taşımaktadır. Sağlıklı bir şekilde veri toplayabilmek için, derslerinizi video kaydına almak istiyoruz. Amacı yukarıda açıklanmış olan bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

Kayda alınan tüm veriler sadece bilimsel bir amaçla kullanılacak ve kimse ile paylaşılmayacaktır. Süreç esnasında kamera ile kayıt altına alınan öğretim süreçlerinde yer alan öğrencilerimizin, öğretmenlerimizin ve okul personelinin kimlikleri, sınıf, okul ve yer isimleri hiçbir basılı ya da çevrimiçi kaynakta açık edilmeyecek, takma isim kullanımı, yüz gizleme, buğulama gibi teknik yöntemlerle kimliklerinizi açık etme ihtimali bulunan görüntü ve hareket gibi tüm etmenler tamamıyla gizlenecektir. Verecek olduğunuz bilgilerden dolayı kendinizi rahatsız hissedeceğiniz bir durumla karşı karşıya bırakılmayacağınızı, rahatsız hissettiğiniz takdirde çalışmadan ayrılabileceğinizi taahhüt ediyoruz. Uygulama sırasında merak ettiğiniz konular ve uygulama sonrasında sonuçlar ile ilgili aşağıdaki iletişim bilgileri yoluyla bize ulaşarak her zaman bilgi alabilirsiniz. Dilediğiniz takdirde kayda alınan veriler sizinle paylaşılabilecektir.

Yukarıdaki tüm açıklamaları okuyarak sizin bu çalışmaya gönüllü olarak katıldığınızı ve sahip olduğunuz hakları araştırmacı olarak koruyacağımıza dair bir belge olarak bu formu imzalamanızı rica ediyoruz.

Katılımcı Öğretmen:
Adı, soyadı:
Adres:

e-posta:
İmza:

Sorumlu araştırmacı:
Dr. Öğr. Üyesi Hatice Ergül
Hacettepe Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı Beytepe, Çankaya 06800, Ankara
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İmza:

APPENDIX-C: Consent Form (Parents)

GÖNÜLLÜ KATILIM FORMU (VELİ İZNİ)

…./…./…….

Sayın Veli,

Çalışmaya göstermiş olduğunuz ilgi ve bize ayıracağınız zaman için şimdiden çok teşekkür ederiz. Bu form, yaptığımız araştırmanın amacını size anlatmayı ve çocuğunuzun bir katılımcı olarak haklarını tanımlamayı amaçlamaktadır. Bu araştırma için, Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır. Araştırma, yabancı dil (İngilizce) eğitiminde sınıf içi etkileşimin rolünü saptamak adına gerçekleştirilecek olan Dr. Öğr. Üyesi Hatice Ergül danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu sebeple de, yabancı dil sınıfındaki doğal dinamiğin korunması ve öğretmen-öğrenci ve öğrenci-öğrenci etkileşimleri araştırma için büyük önem taşımaktadır.

Velisi olduğunuz öğrencinin bulunduğu sınıftaki İngilizce dersleri kamera kaydına alınacaktır. Kayda alınmış olan tüm veriler, sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacak, kimseyle paylaşılmayacaktır. İşbu metin, çok kıymetli çocuklarımızın kişisel haklarını korumaya almak amacıyla sizi bilgilendirmeyi ve sürece başlayabilmemiz adına izin talebimizi iletmek amacıyla hazırlanmıştır. Süreç esnasında kamera ile kayıt altına alınan öğretim süreçlerinde yer alan çocuklarımızın kimlikleri, sınıf, okul ve yer isimleri hiçbir basılı ya da çevrimiçi kaynakta açık edilmeyecek, takma isim kullanımı, yüz gizleme, buğulama gibi teknik yöntemlerle çocuklarımızın kimliklerini açık etme ihtimali bulunan görüntü ve hareket gibi tüm etmenler tamamıyla gizlenecektir.

Bu bilgileri okuduktan sonra, velisi olduğunuz öğrencinin bu araştırmaya gönüllü olarak katılmasını ve araştırma dâhilinde bizim size verdiğimiz güvenceye dayanarak bu formu imzalamanızı rica ediyoruz. Çocuğunuzun çalışmaya katılması ile ilgili onay vermeden önce veya onay verdikten sonra sormak istediğiniz herhangi bir durumla ilgili bizimle iletişime geçebilirsiniz. İstediğiniz takdirde araştırma sonucu hakkında bilgi almak için aşağıdaki iletişim bilgilerini kullanarak bize ulaşabilirsiniz. Formu okuyarak imzaladığınız için çok teşekkür ederiz.

Katılımcı Öğrencinin Velisi
Adı, soyadı:
Adres:

e-posta:
İmza:

Sorumlu araştırmacı:
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Araştırmacı:
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gulcekalayci@gmail.com
İmza:

APPENDIX-D: Ethics Committee Approval

Tarih: 27/02/2019
Sayı: 35853172-300-E.00000480600

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-300
Konu : Gülce KALAYCI Hk.(Etik Komisyon İzini)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 07.02.2019 tarihli ve 51944218-300/00000450050 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Gülce KALAYCI**'nın **Dr. Öğr. Üyesi Hatice ERGÜL** danışmanlığında yürüttüğü **"Yönerge Verme ve Yönerge Takibi Üzerine Bir Konuşma Çözümlemesi: Çocuklara İngilizce Öğretimi/Conversation Analysis on Instruction Giving and Following: Teaching English to Young Learners"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **19 Şubat 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

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

Evrakın elektronik imzalı suretine https://belgedogrulama.hacettepe.edu.tr adresinden 13956fda-2143-4927-9a10-8adc765abe1c kodu ile erişebilirsiniz.
Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara
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Duygu Didem İLF[01]

APPENDIX-E: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

29 /06/2020

Gülce KALAYCI

APPENDIX-F: Thesis Originality Report

06/07/2020

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

Thesis Title: A MICRO-ANALYTIC INVESTIGATION OF VOCABULARY REVISIONS IN YOUNG LEARNER EFL CLASSROOM

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

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
06/07/ 2020	137	41,652	29/06/2020	%15	1354206153

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

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

I respectfully submit this for approval.

Name Lastname: Gülce KALAYCI
Student No.: N16222580
Department: Foreign Language Education
Program: English Language Teaching
Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED
Assist. Prof. Dr. Hatice ERGÜL

APPENDIX-G: Yayımlama Ve Fikri Mülkiyet Hakları Beyanı

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

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

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

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. (2)
- o Tezimle ilgili gizlilik kararı verilmiştir. (3)

29 /06 /2020

Gülce KALAYCI

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

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

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

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir.

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